

**International Conference
on Language, Literature
and Culture in Education 2017**

11-13 July 2017, Florence, Italy

BOOK OF ABSTRACTS

2017



**International Conference on
Language, Literature and Culture in Education 2017
11-13 July 2017, Florence, Italy**

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- **SlovakEdu**, an independent professional association, Slovakia, in cooperation with:
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- **Department of Pedagogy, Faculty of Education, Constantine the Philosopher University in Nitra, Slovakia**

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- **VEGA 1/0637/16:** Developing diagnostic tools for evaluating phonematic awareness of pre-school pupils
- **VEGA 1/0176/15:** Paradigms in education of health-challenged adults and seniors in residential care

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INTRODUCTION

The main intention of the series of international conferences entitled ***Language, Literature and Culture in Education (LLCE)*** is to create a working platform for academics, researchers, scholars, teacher trainers and teachers to discuss, exchange and share their research results, projects, experiences, and new ideas about all aspects of studies in language, literature, culture and related areas in an effective international atmosphere. The series itself follows and enriches the tradition of the conferences Foreign Languages and Cultures at School (2002-2013).

The international dimension of the conference is every year ensured by personal or virtual engagement of participants from various institutions from all continents. The conference ***LLCE2017*** was held on 11 – 13 July 2017 in Florence, Italy, and was organised as part of the project 055UKF-4/2016 funded by the Ministry of Education, Research, Science and Sport of the Slovak Republic.

This CD Book of Abstracts consists of the abstracts of papers/posters/presentations which have been submitted for the conference Language, Literature and Culture in Education (LLCE) 2017, later evaluated through a double-blind reviewing process and consequently recommended for publishing.

In addition, the list of LLCE2017 conference publications includes:

- the conference issues of the international research journal LLCE (LLCE, ISSN 2453-7101, published by De Gruyter Open, <http://www.jolace.com/journal/>)
- the conference issues of JoLaCE: Journal of Language and Cultural Education (ISSN: 1339-4045 print, ISSN: 1339-4584, <http://www.jolace.com/journal/>)

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Bungled Pronunciation of English in Colleges of Punjab, Pakistan: an Analytical Approach

Akeel Ahmed & Muhammad Shahid

Pakistan

ID LLCE2017-108

The prime and predominant objective of this study were to investigate and analyse the botched pronunciation of English language words in public and private sector colleges of Punjab, Pakistan. We will discuss that, what are the key factors which are responsible for such botched and poor pronunciation. The paper will identify the major pitfalls embedded in English language pronunciation while pointing out why it is happening and where the problem lies.

There will also be comparison between public colleges of those countries where English is secondary language viz. India, Bangladesh and Sri Lanka. Students of different subjects and teachers of different subjects having teaching experience of several level were taken on board. Altogether 55 govt. in-service public sector college teachers and 55 teachers from private sector colleges responded to the questionnaire; and 217 students from private and public sector colleges tendered response. The study will also underpin the English language skill of the teachers by pinpointing that what weightage pronunciations bears in English language skill.

Key words: English Language. Pronunciation. Performance. Botched and Poor. Colleges.

Anti-Saidian Approach to the Image of Morocco in Le Clézio's Désert

Abdellatif El Aidi

Morocco

ID LLCE2017-120

As probably goes without saying, a great amount of academic ink has been spilt on the discussion of Edward Said's masterpiece *Orientalism*, and yet the book, because of its importance, still needs to be thought about and investigated. In other words, although Said's *Orientalism* was published in 1978, the book is still recognized as one of the most important texts which launch a harsh attack on the West's construction of the Orient. Therefore, it comes as no surprise that in countries which were once colonized like mine (Morocco), younger students are more and more excited by Said's seminal text because they find in its arguments an expression to what is in their hearts. However, despite the fact that Said's *Orientalism* is a foundational text which inspires many researchers concerned with criticizing the discourse of Orientalism, many arguments of the book become problematic when applied to Le Clézio's novel *Désert*. The purpose of this paper is twofold. Firstly, it aims at exploring the ways in which Le Clézio represents Morocco and its people in his novel. Secondly, it attempts to highlight the main points in *Désert* which problematize Said's arguments and, therefore, make his whole thesis debatable. The paper sets out by presenting Said's main arguments. The main body of the paper contains a comparative analysis of the different images which Le Clézio provides for both the Orient (Morocco) and the Occident (the city of Marseille). The concluding section summarizes the main findings and exhibits the major points in Le Clézio's portrayal of Morocco which make Said's arguments irrelevant and difficult to prove.

Key words: Orientalism. Discourse. Power-knowledge Nexus. Cultural Hegemony. Morocco. French Colonialism.

Project- Based Learning: Integrating Skills & Specifying Needed Objectives

Dina Badawy

Egypt

ID LLCE2017-126

Project Based Learning is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. The aim of this study is to show the efficiency of this approach in second language acquisition. This technique has certain elements, which should be followed. First of all, an extended time frame should be stated for the project to take over. This technique also incorporates collaboration where students can work collaboratively in pairs or groups where action is involved. The skills integrated in the project can be listening and speaking in the first place but it can also involve reading and the product can be presented through writing. Therefore, Project Based Learning technique can involve the four skills.

The project should also include a certain form of inquiry or investigation for the sake of research. There should be an end product that is shown to the audience. The reasons of incorporating Project Based Learning in English Language Teaching are very effective. First, it prompts collaboration and interaction between students. Second, they communicate meaningfully and for authentic purposes. This technique also allows students to work with a variety of learning styles to demonstrate their acquired knowledge. Students can be given choices in groups and they should be given the opportunity to display what they are good at. The choice of the project should entail exciting work. It also should be supporting course goals and objectives.

Key Words: Second Language Acquisition. English Language Teaching. Project. Collaboration.



The Flipping Coin: Multiculturalism and Identity in Zadie Smith's White Teeth

Dina Badawy

Egypt

ID LLCE2017-158

Have you ever swung between your native identity and your acquired adopted self as a migrant? Samad Iqbal, his wife Alsena and his twin sons Magid and Millat have done in Willesden Green in the cosmopolitan London. The aim of this paper is to shed the light on multiculturalism as one of the most popular themes in Zadie Smith's novel *White Teeth* (2000) and her characters during their quest for identity. This is clear in the novel's playground that encompasses three families with diverse origins: the British and Jamaican Joneses, the Bangladeshi Muslim Iqbals, and the Jewish Catholic Chalfens. The novel's time setting extends too many generations. These characters have helped the novel be an example of multicultural community and diversity amongst people, and especially in London. The novel is a good depiction of how the city of London has dynamic representation. It is an emphasis of how an immigrant living in the city of London, but whose cultural attribution is mixed, could be able to retrieve his lost self.

Key words: Multiculturalism. Identity. Hybridity. Diversity. Race.

Absencia odboru a programu geragogika – ako kríza slovenských univerzít / The Absence of a Branch and Programme of Geragogy - as a Crisis of Slovak Universities

Beáta Balogová & Veronika Kmetóny Gazdová

Slovakia

ID LLCE2017-173

Autorky príspevku vychádzajú zo skutočnosti, že predpokladom rozvoja geragogickej edukológie (edukológie seniorstva) a geragogickej profesie je existencia študijného odboru a programu geragogika na univerzitách (ako verejných vysokých školách). Napriek tomu, kvalifikovaná príprava geragógov v našich podmienkach abscentuje. Z tohto dôvodu by malo dôjsť v slovenských podmienkach k vyšpecifikovaniu profilu absolventa a k požiadavke vymedzenia jeho kompetencii. Následne je potrebné vymedziť miesto geragóga, ktorého definujeme ako profesionála pôsobiaceho v oblasti seniorskej edukácie tak, ako je to v prípade pedagóga či andragóga. Zároveň je dôležité akcentovať filozoficko-sociálny kontext v tom, že tento profesionál je vzrastajúcej miere konfrontovaný s požiadavkami spoločnosti, v podobe spoločnosti založenej na vedomostiach, otázok prebiehajúcich sociálnych zmien a definovaní zmyslu života. Úloha konštituovania odboru a programu geragogika tak vzniká ako spoločenská objednávka doby, popierajúca v súčasnosti často pertraktovaný „mýtus krízy univerzít“. Univerzita bola vždy v histórii kľúčovým miestom, v ktorom vznikali hodnoty slúžiace spoločenskej integrácii a tréningovým poľom, na ktorom sa cvičili vzdelávatelia, ktorí mali tieto hodnoty šíriť a prevádzať do podoby spoločenských spôsobilostí. V závere autorky ponúkajú návrh kľúčových oblastí pregraduálnej prípravy geragóga s definovaním inštitucionálneho ukotvenia s cieľom prispieť do už prebiehajúcej odbornej diskusie a kreovania odboru a programu.

Kľúčové slová: Geragogika. Geragogická edukológia. Senior/ka. Študijný program a odbor. Univerzita.



Abstract: The authors of this paper base their research on the fact that the prerequisite of geragogic education (educating the seniors) and of the geragogic profession is the existence of a study department and program of geragogy at universities (as public colleges). Nevertheless, a qualified preparation of geragogues is absent in our conditions. For this reason, a graduate profile should be specified in Slovak conditions as well as his or her competences. Subsequently it is necessary to define the position of a geragogue, who is defined as a professional working in the field of senior education, just like a pedagogue or an adult educator. It is also important to emphasize philosophical-social context in that this professional is increasingly confronted with the demands of the society, in the form of a society based on knowledge, questions of ongoing social changes and defining the meaning of life. The task of constituting the department and program of geragogy is formed as a social order of the time, denying the currently often times perceived “mythos of crisis of universities”. University was always a key place in history, where values serving social integration and training formed, where educators trained, who should spread these values and introduce them in the form of social capabilities. In the conclusion the authors offer a proposal of key areas of undergraduate preparation of a geragogue, including the definition of institutional anchoring, with the goal to contribute to ongoing professional discussion and creation of the department and the program.

Key words: Geragogy. Adult Education. Senior. Study Program and Branch. University.



Most Troublesome Aspects of English Pronunciation to Slovaks

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ID LLCE2017-185

In recent years lots of attention has been paid in Slovakia to the teaching of English language as a foreign language. Many researchers have focused in their surveys on various aspects within the language acquisition process. One of the crucial areas is the oral production of Slovak learners, the spoken language and subsequently the English pronunciation itself. Due to the fact that Slovak language has different sound inventory than English there is the discrepancy in the way learners tend to pronounce certain phonemes, words. The aim of this paper is to present findings from the research that uncovers the most common pronunciation errors of Slovaks and discusses what features should teachers of English practise more to support their learners' needs in terms of appropriate English pronunciation uptake.

Key words: Acquisition. English Language. English Pronunciation. Errors. Mother Tongue. Slovak Learners.



Combinatorial Creativity in Education and Culture for 21st Century

Ionel Botef

South Africa

ID LLCE2017-101

Studies show that creativity is a combination of past human achievements so, to a good extent, nothing is entirely original. However, to truly create and connect the countless dots from the past, one must have knowledge, skills, insights, and inspiration gathered over the course of one's life. The recombination of ideas from a wealth of disciplines is not new but, more than ever, the approach is required in the present century. However, due to the complexity of our culture, there are many shortcomings that affect its implementation. Therefore, the purpose of this paper is to explore why the combinatorial creativity concept did not succeed in leading to a more efficient educational and creative society. Based on the paper's qualitative findings supported by authority.s, evidence, or logic spanning language, literature, arts, science, IT, 3D printing, and philosophy, essentially, it is argued that the various approaches to education are interdependent and so, should not be viewed in isolation, but should be viewed as components of a broad framework that unites them and that finally leads to a more innovative 21st century learning and culture.

Key words: Creativity. Concepts. Unity. Education. Culture. Integration.

**Algerian EFL Students' Use of Textual Meta-discourse Markers in
Argumentative Discourse and Its Influence on the Quality of the
English Text: Focus on Connectives**

Nassira Boudersa

Algeria

ID LLCE2017-109

In the writing of Algerian EFL students, some L1 (Arabic) linguistic features can be noticed and identified in the different types of texts. These features can be a sign of transfer from their mother language into the foreign language, and one such important linguistic feature that is constantly present in the Algerian EFL students' English writing is the use of connectives. The present paper is based on qualitative and quantitative analysis of argumentative texts written by third year EFL students at the university of Constantine 01-Algeria and the Ecole Normale Supérieure de Constantine, with regard to the use of connective expressions as textual meta-discourse markers of the writer's moves, coherence, and text quality. The results of the study show that there is an excessive use of connectives; there is also a strong tendency on the part of the EFL students to over use some types of connectives over the others, and the repetition of some connectives in the same sentence. The aim of this research paper is to discuss Arabic language interference in the English writing of Algerian EFL students. It will discuss transfer of connectives as textual meta-discourse markers from Arabic into English and its influence on the quality of the English argumentative text in light of an analysis of students' texts with regard to the types of connective expressions used, their density and position of occurrence in the text (intra-sententially/inter-sententially). The paper will also have insightful suggestions for future teaching of connectives in English writing for Algerian EFL students and its implication for translation practices interculturally.

Key words: Writing. Argumentative. Connectives. English. Arabic. Interference. Quality of Texts. Translation.

A Travelling Exhibition to Promote Multilingualism in South Tyrol

Sabrina Colombo & Dana Engel

Italy

ID LLCE2017-142

Multilingualism has always been a key feature of South Tyrol. Since 2012 the project “one school, many languages” aims to establish multilingualism as a general educational objective in schools, overcoming borders between linguistics groups and the divide between the prestige of “old” and “new” multilingualism. Moreover, the project has a strong focus on practical instruments insofar as workshops, supporting materials, teacher trainings and class projects are constantly carried out and developed. Within the project a travelling exhibition called “Languages: on our doorstep and around the world” consisting of seven interactive posters has developed for an adequate promotion of language competencies. Since 2013, it has become a vital tool for both teachers and professionals whose aim is to let their pupils explore the different aspects of multilingualism. The travelling exhibition will be the subject of the workshop together with its background ideas and the didactic behind each poster: from etymology to social linguistics, from language change to European language diversity. In terms of theoretical basis, all the activities will be linked with the *Framework of reference for pluralistic approach* (FREPA) in order to set up connections for the promotion of plurilingual competencies.

Key words: Didactic of Multilingualism. Language Awareness. Didactic Materials. Promotion of Multilingualism. Multilingualism in Education.



Ales@Home, Language Maintenance and Language Use in Plurilingual Families

Sabrina Colombo & Maria Stopfner

Italy

ID LLCE2017-143

The Erasmus+ project Tales@home aims to investigate how plurilingual families relate to and deal with their languages at home. Since south Tyrolean society has always been multilingual for different historical reasons, families in which more than one language is spoken are quite common. However, since the 1990s the number of plurilingual families has even increased (ASTAT, 2014) due to immigrants that settled in Italy's northernmost Province. Yet, being a plurilingual family is not always easy: Different attitudes towards language use, language maintenance and language learning can cause controversy and raise negative emotions. In order to address the family members' implicit feelings, attitudes and expectations, semi-structured interviews with 50 plurilingual families were carried out in four different European countries. The qualitative analysis of the collected data will be the topic of my presentation, from the point of view of sociolinguistics. One of the main outcomes of Tales@home is a web-application (App) offering families a playful tool to manage their language use at home. The research uses a "user centered design" method based on the feedback of plurilingual families and professionals working with them.

Key words: Plurilingualism. Applied Linguistics. Language Use. Language Maintenance. Language Policy. Interlinguistics.

Giving an Effective Academic Presentation

Roman Čančinov

Slovakia

ID LLCE2017-178

Whether you are a university teacher or a (doctoral) student you might be asked to present your ideas, results of your academic research or simply to give a presentation to your students or your colleagues. Presenting information effectively and clearly is an important skill when getting your message across to the audience. Although there are a lot of modern tools that are used to deliver a message to an audience, the PowerPoint is still the most useful and favourite tool that allows you to prepare a good presentation. This workshop offers practical ideas and tips on how to prepare a good academic presentation, how to structure it, how to deliver your message in an effective way and how to present data at conferences and in other contexts. It is worth thinking more about the content and layout of your presentation before starting to create slides. Keep it simple and short is one of the rules. Let's explore other rules that make your presentation professional, as you are a professional.

Key words: Presentation. Presentation Skills. PowerPoint. Key Messages. Useful Phrases.

Cultural Challenges of Large Scale Construction Projects in Metropolitan Areas of Iran

Zhila Darvishi Postin Doz

Iran

ID LLCE2017-122

Project management was in the early days treated as a form of art, rather than a field of science as it is today. Construction projects in the Iran, especially large scale ones are composed of highly diverse management teams. One of the most important tools for a project manager is the ability to communicate a shared vision of the project, which gives the coalition members meaning to their separate tasks. But, presence of many different backgrounds, cultures and languages among the project participants has the potential to create numerous cultural and communication challenges. This study demonstrates that these conflicts arise due to the presence of status hierarchies, divergent norms and values, communication barriers, etc. Therefore in order to mitigate these challenges and their adverse effects on construction projects, several challenges and strategies currently employed to resolve them along with recommendations will be addressed.

Key words: Construction. Management. Project.



The Cultural Role of Landscape Architecture in Achievement of Sustainable Development

Zhila Darvishi Postin Doz

Iran

ID LLCE2017-122

Landscape elements are now viewed as an important part of the broader structure of urban and neighborhood development rather than just recreation and leisure facilities. Most of the world has recognized the multifunctional use of landscape features and gardens for urban development. Beside, urban growth creates challenges recognized by the global community. Yet, it is argued, that open green spaces are important for the quality of life of an increasingly urbanized society. Sustainability and city regeneration strategies focus mainly on man-made and built components of the urban environment, however, in the last years is noticed an increasing interest for development of nature in cities. Following the industrial revolution with its massive urbanization in the 19th century and the explosive growth of urban areas in Iran, degradation of nature throughout the 20th century all increased the alienation between people and natural elements leading to lack of attention to natural features and design elements of traditional gardens or so called landscape architecture. The aim of this study is to assess the factors related to utilization and role of landscape architecture in evolution of urban structure in historic cities of Iran.

Key words: City. Development. Urbanization.

(Re-)Contextualisation and Remediation in The Poetry of Albert Ostermaier

Jan Demcisak

Slovakia

ID LLCE2017-153

The paper deals with the poems of contemporary German writer Albert Ostermaier. It focusses on the problem how to analyse and to interpret contemporary literary texts from a broader perspective. For that matter, some different contextualising paradigms will be considered and it will be discussed, how a specific context or a contextual change can determine the process of literary interpretation. Selected collections of poems by Albert Ostermaier will be analysed especially from the aspect of remediation and generic transgression, which can be understood as specific forms of recontextualisation.

Key words: Albert Ostermaier. Contextualisation. Remediation. German Contemporary poetry.

Students' Motivation and Their Academic Performance. A Study on Romanian and Moldovan Pupils

Laura Diaconu (Maxim) & Andrei Maxim

Romania

ID LLCE2017-119

The main objective of this paper is to analyse the way in which Romanian and Moldovan students' motivations of choosing a certain faculty and field of study can influence their academic performance and personal fulfilment. To reach this objective, we have conducted a survey, based on a questionnaire, on 192 students from different fields of study from Faculty of Economics and Business Administration, 'Al. I. Cuza' University of Iasi, Romania. The conclusions of our study show that the Romanian students which were assigned to that field of study they chose have higher academic performances compared to those that didn't succeed to get into the desired field, due to their lower faculty admission grades. Yet, in the case of the students from the last situation, girls have higher grades than boys, they are more satisfied with what they are studying and they feel more fulfilled. These results were different in the case of the students coming from Republic of Moldova. Even if they didn't succeed to get into the desired field of study, they have the same performances or even higher than those which have succeeded. In their case, there were no significant differences between boys and girls.

Key words: Students' Motivation. Academic Performance. Field of Study. Personal Fulfilment. Romanian Students. Moldovan Students.

Yahya Kemal and Nizar Qabbani: Two Poet-Diplomats in Spain and 'Andalus' in Their Poems

Ihsan Dogru

Turkey

ID LLCE2017-112

Yahya Kemal and Nizar Kabbani were two poets who served as diplomats in Spain in the past century on behalf of the governments of Turkey and Syria. Yahya Kemal wrote two poems about Spain, “Dance in Andalusia” and “Coffee Shop in Madrid”. ‘Dance in Andalusia’ is a poem written about the Flamenco dance has become very famous. In this poem, he described the traditional dance of the Spanish people and emphasized the place of this dance in their lives and the fun-loving lives of the people of Spain. In almost all of the poems which Nizar Kabbani wrote about Spain, on the other hand, a feeling of sadness rather than joy prevails. He gives a deep sigh in his poems as he regards Andalusia as the one-time land of his ancestors. His most important poem with respect to Spain is the poem entitled ‘Granada’. This poem is considered to be one of the most significant odes in the Arab Literature describing Granada, the pearl of Andalusia, Arab influences there, the Alhambra palace and the sadness felt due to the loss of the city by Arabs. This study analyzes the two most important poems written by Yahya Kemal and Nizar Kabbani concerning Spain, namely “Dance in Andalusia” and “Granada”. Whenever it is deemed appropriate, other poems of the two poets regarding Spain will be dwelt upon and what kind of an influence Andalusia left in their emotional world will be revealed.

Key words: Nizar Qabbani. Yahya Kemal. Andalusia. Granada. Alhambra. Flamenco. Dance in Andalusia.

Developing the Creative Thinking of Academically Gifted Pupils in the Teaching Process

Jana Duchovičová, Anton Šabo & Gabriela Petrová

Slovakia

ID LLCE2017-133

The subject of the study is the presentation of the results of the study of the proposed project of education and education of academically gifted pupils at the "Sophia Program" eight years at a level of creativity (level of divergent thinking, creative problem solving, figural fluency, flexibility and originality) of academically gifted pupils. The key source of the program was Model ALM - Autonomous Pupil Model G. Betts and J. Kercher (1999) suitable for ISCED 2 and 3. The results of the verification showed the positive impact of the Sophia Program on the level of creativity of academically gifted pupils at the eight-year grammar school, That the SOPHIA Project can be applied primarily to didactic work with academically talented pupils at eight-year grammar schools. The project, in line with the research prerequisites, facilitates positive changes in the field of creativity of academically gifted pupils in all areas studied, e.j. Physical, emotional, sociable, self-critical criticism and self-criticism, both creative and motivational.

Key words: Gifted. Academically gifted pupil. SOPHIA project. Level of divergent thinking. Creative problem solving. Figural fluency. Flexibility and originality Model of Autonomous Student (ALM).

Preliminary View of Designing a Textbook for the Ethnic Group of Huncokars

Simona Dujková, Dušan Fedič & Monika Hornáček Banášová

Slovakia

ID LLCE2017-144

The article focuses on the ethnic group of Huncokars who inhabited the territory of southwest Slovakia in the mountains of the Small Carpathians. They came to the territory of Slovakia in several waves, probably from today's Bavaria. Nowadays, their offspring still live in these localities. These people have a very limited knowledge of Huncokar's dialect. Several older descendants of the original Huncokars are able to speak fluently in this dialect. Therefore, the article aims at drawing up a textbook to help save this dialect. The partial aim of the project is to compose a textbook for a small circle of users, descendants of the original Huncokars who are interested in the historical and ethnological context as well as learning this dialect. The target group of this textbook is younger descendants of the Huncokars who know just little about the dialect. This textbook aims to educate readers about this dialect and convey knowledge of older generations of Huncokar descendants to the younger ones. For these reasons, we assume that the textbook will not be designed in the classical way since special aspects will have to be taken into account. This will pose a great didactic challenge.

Key words: Huncokar ethnic minority. Textbook design. Special didactics.

Prospective Foreign Language Teachers' Intercultural Sensitivity Levels: A Study with English, French and German Language Teaching Students at Anadolu University

Halil Elibol & Veda Aslım Yetiş

Turkey

ID LLCE2017-115

In the last quarter of the 20th century and in the 21st century, the coexistence and mutual respect of different cultures have become very important in our world. Creating a society in which there is no inferiority or superiority and differences are accepted, and whose citizens are sensitive to the other cultures' differences has become one of the most important issues in many countries. The concept has become important in the language education as well. With the Common European Framework of Reference for Languages, Intercultural competence gained an utmost importance. The aim of this study is to make a descriptive analysis of intercultural sensitivity levels of the foreign language education students at Anadolu University. The study group consists of 203 volunteer prospective foreign language teachers of 3 different language teaching departments (English, French and German) at Faculty of Education. Intercultural sensitivity levels of teacher candidates were measured by Intercultural Sensitivity Scale developed by Chen and Starosta (2000). The scale has been applied in two times, at the beginning and at the end of the term. Findings showed that the foreign language students' level of the intercultural sensitivity is quite high both at the beginning and at the end of the term and the analysis of paired samples T test indicated that there is a significant difference pre and post test results of the study. Descriptive analyses based on gender and the department revealed that male students have higher level of intercultural sensitivity at the beginning and at the end of the term and that there is a significant difference at the beginning of the term but not at the end. Anova analysis indicated that at the beginning and end of the term, students of French Language Teaching have the highest scores compared to others.

Key words: Interculturality. Intercultural sensitivity. Prospective foreign language Teachers. Education.

The Effects of English Idioms Teaching on EFL Intermediate Learners' Speaking Fluency

Bayez Enayati, Farhad Kakarash & Shaho Mohammad Shamami

Iran

ID LLCE2017-167

The present study aimed at investigating the effects of teaching idioms on the speaking fluency of EFL Iranian learners and at the same time taking into consideration the examining participants' use of idioms and their knowledge of them. To this end, after administrating the Quick Placement Test (QPT), 60 intermediate L2 learners were selected at random out of 120, and then assigned to two experimental and control groups. The learners were assigned an interview of ten questions as a pretest. After that some lessons of idioms using Common Idioms in English books were thought as the treatment to the experimental group. After the instruction, an interview was conducted on both the experimental and control group as the post test. The data analysis of the post test revealed that after the treatment, the participants' fluency in the experimental group was significantly improved. The results also showed that the participants in the experimental group had positive attitudes toward explicit instruction of idioms. The study has theoretical and pedagogical implications in the field of foreign/second language teaching and learning and at the same time it can be regarded as a solution for language teachers, constantly searching for the better ways to train native-like speakers.

Key words: Knowledge of idioms. Speaking fluency.



The Effects of Lexical Collocations on Intermediate Efl Learners' Writing Fluency in Shahab English Institute of Mahabad

Bayez Enayati, Shaho Mohammad Shamami & Mohammad Rasha

Iran

ID LLCE2017-168

The present study aimed at investigating the effect of teaching collocations on the writing fluency of EFL Iranian Learners in Shahab English institute of Mahabad, Iran. To this end, after administrating the Quick Placement Test (QPT), 60 intermediate L2 learners were selected out of 120, and assigned to two experimental and control groups. For pretests, collocation test were run. Then, Collocation in Use was taught to the experimental group as a treatment. After collocation instruction, another collocation test was conducted on both experimental and control group. The results of paired sample t-test showed that the participants' writing ability in the experimental group significantly improved in posttest. Moreover, the results also displayed that the participants had positive attitudes towards explicit instruction of collocations. This study has theoretical and pedagogical implications in the field of foreign/second language teaching and learning. It can be considered as a solution for language teachers, constantly searching for the better ways to train native-like speakers.

Key words: Writing. Lexical collocation. Fluency.



Learning and Teaching English in Digital Age: Challenges and Remedies

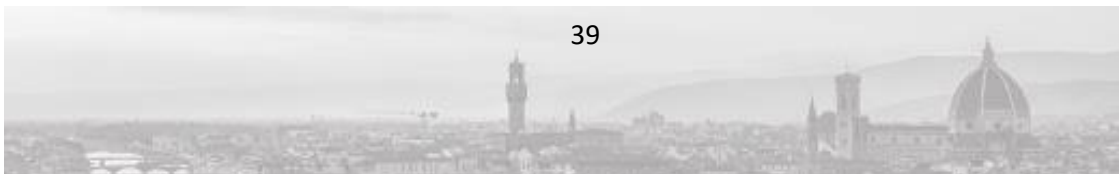
Bahri Fouzia

Algeria

ID LLCE2017-148

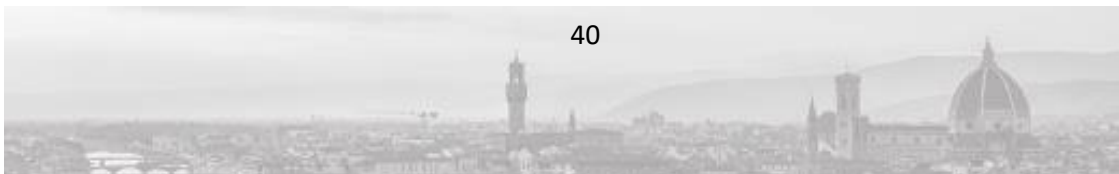
As a matter of fact, no one can deny that the digital revolution invade our life in all aspects. We recognize that our students become digital learners, they use technology in everyday situations but we are still analogic. It is high time for teachers and even our higher education institutions to adopt new ideas, new approaches and new teaching methods that are interesting, up to date and relevant for the digital age. In other words, we need 21st teachers that are ready to face this challenge and teach those learners a responsible use of technology. This paper attempts to investigate the impact of using technology among university students in learning English and its influence in their academic performance. And we attempt to answer this question: How can teachers face such challenges?

Key words: Teaching method. Learning. Technology. Higher education. EFL classroom.



Multicultural Education and its Barriers**Eva Frýdková & Lukáš Labuda****Slovakia****ID LLCE2017-147**

In recent years, Multicultural education has been in the centre of attention within literature, various activities and programs, etc. The current society places seemingly contradictory tendencies on teachers to lead their students to be proud on the nation and culture while preparing them for life in a multicultural society. The present paper deals with the issue of what personality the pupil should become in order to meet these seemingly contradictory requirements. We consider the current discussion within media and academic context on the subject of multiculturalism to be so unclear that it is necessary to define the very concept of multiculturalism more clearly. Without an intelligible definition, the teacher implements multicultural education which is based on his subjective understanding and perception of the issue. This is the reason why this paper pays attention on the cooperation of family and school while taking into account the fact that this area of educational reality creates one of the barriers of multicultural education.



Turning Smart Phones into an Advantage in Language Classes

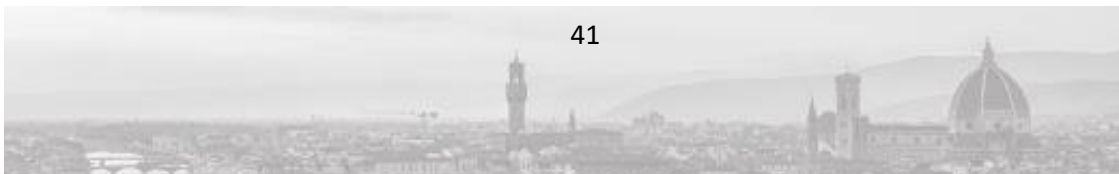
Merve Gocmen

Turkey

ID LLCE2017-152

Many teachers tend to have a zero-tolerance policy when it comes to mobile phones in the classrooms since they assume (unfortunately correctly most of the time) that the students are using their mobile phones not to reach information that could be useful for their classes, but to check the updates on their social media accounts. However, living in the age of technology and teaching mostly digital natives (native speakers of the digital language of computers and social media as suggested by Marc Prensky) we need to admit that our students require a media-rich learning environment in order to hold their attention on a subject. This makes it inevitable to see our students with their smart phones or tablets out in the classrooms, but mostly as distractors not facilitators. By changing the classroom dynamics, teachers can turn this ‘evil distractor’ into an effective tool for language learning, considering that countless features of smart phones make them valuable sources of knowledge and potentially profitable learning tools inside and outside the classrooms. This study provides some useful ideas about how to change the classroom dynamics in order to benefit from the smart phones in language teaching classes. These ideas can be adapted to classes in different levels and different types of learning styles.

Key words: Language teaching. Smart phones. Technology.

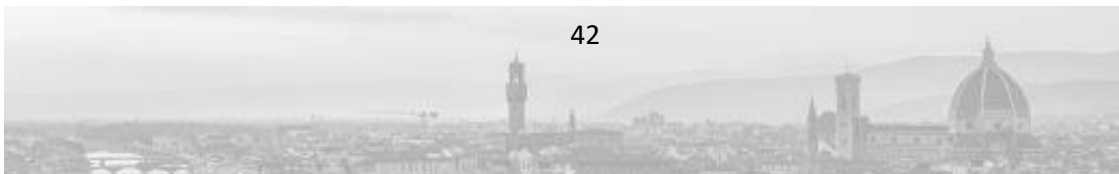


Práca s textom ako determinant rozvoja tvorivého myslenia

Denisa Gunišová & Nina Kozárová

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ID LLCE2017-182

Príspevok sa zaoberá prácou s textom ako determinantom rozvoja tvorivého myslenia študentov. V jednotlivých častiach práce sa autorky venujú teoretických východiskám tvorivého myslenia, zložkám tvorivého myslenia a ich aplikácii v edukačnej praxi. Z jednotlivých spôsobov práce s textom si autorky vybrali dva spôsoby, konkrétne hand out a pojmové mapovanie. Dané spôsoby podrobili teoretickej analýze, ako aj praktickému overeniu u študentov univerzity na Slovensku. Zámerom príspevku bolo poukázanie na dôležitosť lineárneho, ako aj nelineárneho štruktúrovania učiva v edukačnej praxi, ako aj na analýzu výhod a nevýhod daných spôsobov práce s textom vzhľadom na rozvoj tvorivého myslenia študentov.



Cross-Cultural Pragmatic Failure: Jordanian Comedy as an Example

Wafa abu Hatab & Mohammed Al-Badawi

Jordan

ID LLCE2017-166

Participation norms and communication patterns may differ across cultures as each culture has its own manifestations of people's system of values and beliefs that shape their identity, attitudes, social habits and concept of the universe. Cultural differences are brought to attention basically in cross-cultural communication where members of each culture start to compare and contrast their culture to the cultures of other interlocutors. While some cultures like Arabic can be described as high context cultures for basically depending on non-verbal communication, other cultures might be low context cultures for relying basically on words. In cross-cultural communication, i.e. communication between interlocutors from different cultural backgrounds, speakers are not expected to find it difficult to understand their addressees as long as they have the required semantic and pragmatic competence.

The concept of pragmatic failure was first introduced by Jenny Thomas in her article Cross-cultural Pragmatic Failure in 1983 where she defines it as “the inability to understand what is meant by what is said” (1983, p.22). According to Thomas, cross-cultural pragmatic failure occurs when interlocutors have different linguistic and cultural backgrounds which lead to communication breakdowns. If they apply their own value system and cultural background to the different culture they will fail to understand the intended meaning.

The present study examines the occurrence of cross-cultural pragmatic failure in a Jordanian comedy show focusing on how pragmatic failure might contribute to impoliteness. It is an attempt to identify aspects and sources of pragmatic failure in both Arabic and English and investigate how cultural factors influence language use of native and non-native English speaking actors.

Key words: Pragmatic failure. Cross-cultural communication. Impoliteness.

Building Competences Through Intercultural Communication for Apprentice Engineers

Andrea Hembise & Sylvie Bayart

France

ID LLCE2017-107

Due to our rapidly changing world, most of us will go through processes of transition in our professional lives, which may include tackling transitions in an international context. Research shows that experience abroad for engineering students is much more effective with pre-departure orientation, which offers tools to analyze not only their experience abroad but also their reentry.

The experiment currently being carried out at IMT Engineering School involves approximately 120 apprentice-engineering students in its pilot phase. The program has been designed to offer students an opportunity to experience life and work in a different context through a mandatory internship abroad, the objective of which is to help develop intercultural competences. Therefore, the curriculum was deliberately designed to give students a theoretical framework which introduces the tools necessary to reflect on their experience and transfer the intercultural competences acquired to their professional life. Over three years, we have observed a change in attitude of both the companies and the apprentices involved in the program towards international experience. Added value, personal growth and resilience are the benefits that are most commonly mentioned.

Observations gleaned from the first phase have led to conclusions concerning the scope of learning outcomes as well as the perception of the learners towards the construction of knowledge in their curriculum.

Redundancia vo verbálnej komunikácii učiteľa primárneho vzdelávania

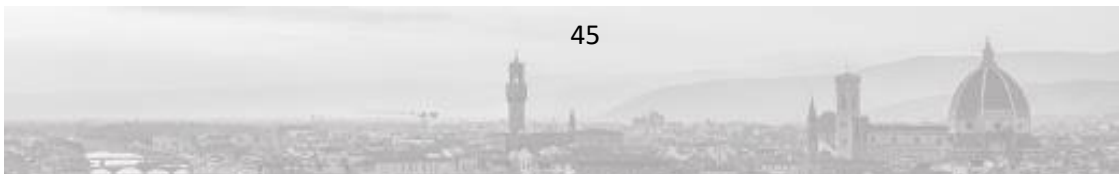
Kinga Horváth

Slovakia

ID LLCE2017-161

V teoretickej rovine s oporou o literatúru ponúkame niekoľko definícií pojmu redundancia, poukážeme na zhodnosti a rozdielnosti vo vnímaní tohto javu v technickej, sociálnej a pedagogickej komunikácii. Poukážeme na pozitívne a negatívne aspekty redundancie v jazykovom prejave učiteľa. Výskumná časť je zameraná na mapovanie prítomnosti redundancie v jazykovom prejave učiteľov primárneho vzdelávania. Zaujímalo nás, v ktorom ročníku v predmete matematika je redundancia najviac zastúpená, ďalej to, či ju možno považovať za pozitívnu alebo zbytočnú. Výskum sa realizoval na piatich základných školách na vzorke 9 učiteľov. Metódou výskumu bolo priame pozorovanie vyučovacej hodiny. Presnosť pozorovania zabezpečil audiofónny záznam a jeho analýza. Zistili sme, že redundancia je najčastejšie prítomná v treťom ročníku.

Kľúčové slová: komunikácia. Verbálna komunikácia. Redundancia. Prejavy redundancie. Primárne vzdelávanie.



**Against Social Constraints: Re-reading Jane Eyre and Japanese
Pink Film, Friday Bedroom**

Julien/I Chung Chang

China

ID LLCE2017-127

This paper attempts to re-read Charlotte Brontë's *Jane Eyre* (1849) and the Japanese Pink film, *Friday Bedroom* (1978) in a conjunction of critical approaches based on Michel Foucault's concept of heterotopia and that of Barthes' structuralist analysis respectively. The methodology will assist to examine the problems of desires to transcend the ethical boundaries in the contexts of two works. Among the discourses of humanity, topics related to sexuality have been flickering in the twilight. Class, race and sexual issues as potential problems in ancient and contemporary texts, from the west and the east alike are re-excavated and no more kept in conservatism until the society became more tolerant in the past 30 years. Significance for new readers to rediscover from those the existing texts is not only how they shed lights to reveal a periodic social perspective toward the issues of repression but how the culture transforms or solidifies the ideology behind those texts. In this regard, heterotopia helps to fathom out such ideology of class and sexual problems in *Jane Eyre* while *Friday Bedroom* reverberates such boundaries in modern Japan. Nevertheless, the finding of the analysis is surprising: Brontë fails to emancipate her female protagonist from the sex and class struggle as Jane's heterotopia does not transcend the social constraint imposed by the paternalistic social hegemony in the 19th-century while Konuma Masaru's pink eroticism even extends such infallible rules of the rational ethical boundaries in modern Japan. The themes of struggles will be discussed in the crossover of the two very distinctive literary traditions.

Key words: Sexual repression. Class struggle. Repulsion of desires. Heterotopia. Pink films. Structuralism.

Analysing Sita as the Creation of Ravana Across Selected Indian Ramayana Tellings

Ruchika Jain

India

ID LLCE2017-151

Within the South-Asian tradition of Ramayana, the relationship between Ravana and Sita, the antagonist and the protagonist's wife respectively, has popularly and almost indisputably been that of an abductor and victim. This paper questions this assumption and analyses this relationship across different tellings of the tale to argue that the character of Sita is invariably a creation of Ravana, either symbolically or literally. This argument is meant to question the dominant understanding of Ravana as the evil Asura king and Sita as the victimized woman, and in turn see these representations as social constructs or the "othered" parts of society- the man who poses a threat to the power structure and the woman respectively. The primary method of this comparative study will be to analyse different portrayals of this relationship across the selected Ramayana tellings such as Valmiki *Ramayana*, Aubrey Menen's *Ramayana* and A. Neelakantan's *Asura: Tale of the Vanquished*. The aim of this paper is to understand the dominant and subversive political standpoints from and for which these texts emerge and are, perhaps, appropriated.

Key words: Epic. Mythology. Ramayana. Ravana-Sita Relationship. South-Asian Literature

The Discussions of Critical Criminology in the Dialogues of the Characters in Parvin Ehtesami's Poems

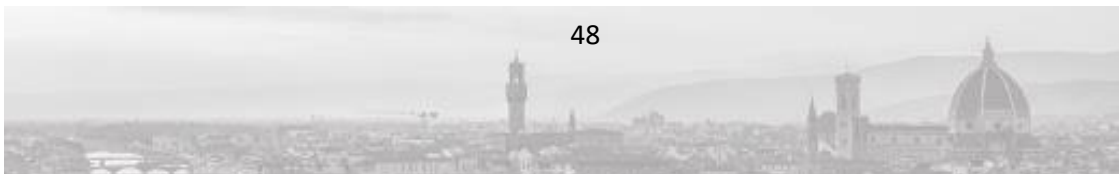
Farhad Kakarash & Bayez Enayati

Iran

ID LLCE2017-169

Parvin Ehtesami is a critical and social poet in both Persian Language and contemporary Literature. In the current study, the authors tries to study one of Parvin Ehtesami's poems in the field of critical criminology where she defends the accused people. The present research method is descriptive-analytic. The results of the study show that Parvin Ehtesami criticizes the society and juridical systems and the agents of these systems in the contemporary century, saying that these systems by themselves are the actual agents of crimes and disorders and these topics are also related to critical criminology, which are being expressed beautifully in the poems of Parvin Ehtesami, i.e. in the discourse of bigotry.

Key words: Parvin Ehtesami. Critical criminology. Contemporary poem.



A Comparison of the Effect of Innovative Concordancing Instruction and Traditional Concordancing Instruction Method on Enhancing Iranian EFL Learners' Vocabulary Knowledge

Alireza Karbalaei & Mohsen Kord Afshari

Iran

ID LLCE2017-163

Vocabulary is a crucial element for second language learning and second language development. Learners need sufficient vocabulary in order to be able to perform different Concordance-based methods are seen as offering new and exciting techniques for developing teaching materials and enabling learners to make direct discoveries about language, especially vocabulary, and improve their language ability with authentic texts. The current study attempts to increase the effectiveness of concordancing instruction on vocabulary knowledge by integrating principled instructional approaches. The participants of the present study were 90 university students at undergraduate level in Islamic Azad University in Tehran, Iran. At the initial phase of the study, students were given a proficiency test and those who got one standard deviation above and below the mean were selected as the main participants. Then, these students were in three intact classes, assigned as Innovative concordancing group, traditional concordancing group and control group. The classes were taught by two teachers. Participants in the both experimental groups were given eight-week vocabulary instruction. Participants in the control group did not receive any special vocabulary instruction. The results showed that ICI had both better immediate and delayed instructional effects on the enhancement of receptive and productive knowledge although participants benefited from the two instructional groups in terms of the improvement of receptive and productive knowledge. The current study provides several implications for vocabulary language instruction when designing vocabulary curricula and developing materials for EFL learners and teachers.

Key Words: Concordancing. Innovative concordancing instruction. Traditional Concordancing instruction. Vocabulary learning. EFL learners

Teaching Culture in an EFL Classroom: Preservice EFL Teacher Trainees' Perspectives

Rahim Kaviani

Iran

ID LLCE2017-129

The vital role of culture in language classrooms and culture as a fundamental part of the second language (L2) learning couldn't be overlooked. Cultural learning is as an instructional objective equally as important as communication. While language teachers have recognized the need to incorporate more cultural activities in order to promote students' cultural and intercultural understanding to help combat the ethnocentrism that often dominates the thinking of our young people, the question lingers as to how such cultural teaching should and could most effectively occur at the classroom level. To find an answer to the mentioned question 15 preservice EFL teacher trainees' at a teacher training university in Semnan, Iran were selected based on convenient sampling and interviewed. The findings pinpointed the importance of teaching culture in an EFL classroom using various techniques. The study has implications for the EFL stakeholders, EFL teacher training instructors and EFL textbook designers.

Key words: Culture. EFL. Perspective. Preservice. Teacher trainee

Comparison between Faculty and Students' Responses to Using Flipped Learning Methodology in Higher Education University in the United Arab Emirates

Majed Khodr

United Arab Emirates

ID LLCE2017-181

The aim of this study is to analyse students' response to introduce flipped learning method in teaching at the American University of Ras Al Khaimah (AURAK), United Arab University. Questioners were developed and sent to all AURAK students via survey monkey. Since this method has been used worldwide especially in high schools we assumed 60% or more would have heard about this method and more than 50% experienced high grades. We tested these assumptions and our results indicated that they are valid and correct. Moreover, we questioned students on other advantages of using flipped learning such as improving their grades, understanding of lesson material, and utilization of class time. More than seventy-percent (70%) of students responded positively with few comments and concerns. It is concluded that flipped learning methodology can be useful for students, however instructors preferred leaving the first ten to fifteen minutes for answering students' questions and misunderstandings before delving into problem-solving and discussion.

Key words: Flipped classroom. Communication. Education. Creativity.



Teaching Literature in a Critical Literacy-Based Classroom

Mei-yun Ko & Tzu-fu Wang

Taiwan

ID LLCE2017-150

This paper explored how a critical literacy-based instruction was implemented in literature class to help students develop their critical consciousness. In this qualitative study 33 English-major students from the course Chinese Literature in English Translation participated. The critical literacy-based instruction in this class required students to read five works of English-translated Taiwanese fiction from a critical stance. Through a qualitative analysis of the data collected from class discussion, classroom observation and student post-reading reflective essays, this study investigated students' awareness of their discourses when responding critically to the texts. Several salient discourses were found: parental expectation discourse, biological son discourse, adoption discourse, compulsory heterosexuality discourse, identity discourse, and generation gap discourse. The students' attitudes to a critical literacy-based instruction were also discussed.

Key Words: Critical literacy. Literature instruction. Critical discourse analysis.

**We're Not Meant to Save the World, We're Meant to Leave It:
Interstellar: an Escapist Movie**

Ahmet Koc

Turkey

ID LLCE2017-155

Science fiction has the potential to act as an extrapolative tool foreshadowing the possible situations in a setting of post-ecological collapse. As Patrick Murphy indicates in his seminal work *Ecocritical Explorations in Literary and Cultural Studies*, science fiction is “intimately linked to, and based on getting people think both about the present and about this world in which they live”. In this respect, Christopher Nolan’s science-fiction movie *Interstellar* is worthy of attention. Although *Interstellar* presents a picture of world in brink of an ecological disaster, which is mainly caused by global warming and exploitation of resources by humanity, it fails to provide a solution from within. That is, instead of offering the ways to understand the reasons and solve the problems posed by current wrongdoings of humanity towards nature, it reaches to an escapist solution. Despite including eco-conscious moments, the movie implies that whatever happens to Earth, humanity can find the solution by finding habitable planets in the universe, which is an idea reinforcing nature and culture dichotomy and humans’ mistreatment towards nature: Do not worry! NASA will overcome the apocalypse to come.

Key words: *Interstellar*. Ecocriticism. Nature/culture.



The Application of English Short Stories in EFL Teaching: A Case Study in Taiwan

Leo Wen-Hua Liang

Taiwan

ID LLCE2017-110;

This research aims to demonstrate the application of teaching English Reading through English short stories in an EFL (English as a foreign language) classroom. The research gives a literature review of teaching EFL through English literature, narrowing its scope to a specific literary genre: short stories and discusses the advantages of applying short stories in English teaching. Then a case study in Taiwan is presented in this research to demonstrate how the teaching has been conducted. A post-teaching questionnaire is also given to the students and its results are analyzed and explained. This research concludes that short stories can serve as the most suitable literary genre for teaching EFL students with a proper consideration of the following aspects: the length, difficulty levels, themes, cultural and historical backgrounds, and proper extended activities. The limitations and problems will also be discussed at the end of this research.

Do We Need Culture? The Sociocultural Remarks on Communicative Approach in Foreign Language Teaching

Monika Lis

Poland

ID LLCE2017-177

The answer seems to be obvious. Yes. We need universal experiences, social rituals and social conventions to be included into our communicative competence. Without them it is not possible to gain the community thru language. It is therefore advisable to include sociocultural knowledge as a part of foreign language teaching. For that matter the different ethnic origin followed by different cultural background of students should be taken into consideration to prepare entire and effective sociocultural programme. The speaker will present the subject area and the idea of contrastive approach in relaying the sociocultural knowledge to students in communicative approach providing for comparison of the culture of students' country. The model will be based on own research on multicultural students learning Polish language as foreign and results will be compared to Common European Framework of References for Languages (CEFR).

Key words: Sociocultural knowledge. Foreign language teaching. Communicative approach. CEFR.



Teacher's Style of Teaching Direction within Multicultural Education

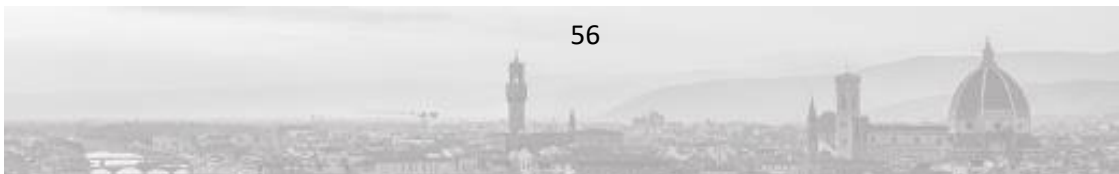
Alžbeta Lobotková

Slovak republic

ID LLCE2017-145

In the intentions of creative and humanistic education, the emphasis is particularly on the need of change of teacher's approach to students, which need to be seen in terms of reducing the directivity style in the teaching style of teacher. Behaviors, verbal, and non-verbal expressions of the teacher that affect and influence the students can be considered as basic characteristics of the teacher's style of teaching. In this regard, the research study aims to identify which style of teaching is preferred by multicultural education teachers. The research sample was made up of teachers from secondary vocational schools in Trenčín region. The teacher's style of teaching was investigated using the microteaching analysis using the AS9 analytical scheme. The results show that teachers of multicultural education predominantly have a lower degree of directivity style.

Key words: Teacher's style of teaching. Directivity style of teaching. Nondirectivity style of teaching. Multicultural education.



Výskum rýmovania v kontexte fonemického uvedomovania u detí predškolského veku/ Research on Rhyming in the Context of Phonemic Awareness in Preschool Age Children

Monika Máčajová & Soňa Grofčíková

**Slovak republic
ID LLCE2017-176**

Rýmovanie je jednou zo základných zručností, ktorá súvisí s fonemickým uvedomovaním. Príspevok si kladie za cieľ predstaviť teoretické východiská a výsledky skúmania detí v oblasti rýmovania v kontexte fonemického uvedomovania. Predkladaný text najskôr oboznamuje s teoretickými súvislosťami riešenej témy a vymedzuje kľúčové pojmy. Hlavnú časť príspevku tvoria výsledky výskumu detí predškolského veku na Slovensku. Výskumu sa zúčastnilo 866 respondentov (detí) vo veku od 4 do 7 rokov. Predmetom skúmania bola zručnosť detí pracovať s rýmami. Zručnosť bola testovaná v troch samostatných okruhoch: dopĺňanie rýmu riekanky, uvedomovanie rýmov a produkcia rýmov. Príspevok predstavuje výstup z riešenia projektu VEGA č. 1/0637/16 s názvom Vývoj diagnostického nástroja na hodnotenie úrovne fonemického uvedomovania u detí v predškolskom veku.

Kľúčové slová: rýmovanie. Rým. Fonemické uvedomovanie. Riekanka. Uvedomovanie rýmov. Produkcia rýmov.

Rhyming is one of the basic skills connected with phonemic awareness. The paper deals with theoretical basis and research findings in rhyming of children in the context of phonemic awareness. There are presented theoretical knowledge and key constructs. The main part of the paper is focused on the research realized with children in preschool age in Slovakia and its significant outputs. Rhyming skill (work with rhyme) was investigated in group of 866 children in age from four to seven years. Children were tested in 3 individual parts: completion of nursery rhymes, rhyme awareness, rhyme production. The paper is an output from national research project VEGA no. 1/0637/16 Development of a Diagnostic Tool to Assess the Level of Phonemic Awareness of Children in Preschool Age.

Key words: Rhyming. Rhyme. Phonemic awareness. Nursery rhymes. Rhyme awareness. Rhyme production.

Filozofickosť a meditatívnosť v rozprávkových textoch**Gabriela Magalová****Slovak republic****ID LLCE2017-170**

Príspevok na tému Filozofickosť a meditatívnosť v rozprávkových textoch analyzuje isté druhy autorských rozprávkových textov, ktoré literárna veda zaraďuje pod spoločný termín filozofická rozprávka. V analýze sa zameriavame na tie druhy rozprávok, kde je filozofický ráz rozprávky v rôznej miere explicitnosti naviazaný na priestor sacrum. Takéto rozprávky voláme meditatívne rozprávky. Sociálno-etický rozmer je v nej v rôznej škále vyjadrenia spätý s religiozitou alebo na ňu významovo odkazuje. Univerzum rozprávkového princípu dobra sa v nej viaže na sakrálny priestor, čím sa otvára viacero rovín textového významu.



Teaching the Grammar of Questions and Negations: An Innovative Approach

Dagmar Masár Machová

Czech Republic

ID LLCE2017-114

This article presents an innovative approach to teaching English tenses, more precisely to teaching the grammar of questions and negative sentences. It describes, analyses and compares the innovative top-down approach with the traditional methods. It introduces the reader to the theoretical concept of the English predicate structure, on which the new approach is based. Consequently, the paper explains how the theoretical approach may be beneficial in practice, i.e. in English language teaching. Compared to the traditional methods, the paper shows that the grammar of questions and negatives of all tense and aspect combinations can be explained using three simple rules. Finally, the paper lists the advantages and disadvantages of the method and suggests suitable target students.

Key words: Grammar. Tense. English. Top-down method.



**Tertiary Education and Labour Market Insertion. Empirical
Evidence from Romania**

Andrei Maxim & Laura Diaconu (Maxim)

Romania

ID LLCE2017-154

For higher education institutions, correlating the content of their programmes with the demands of the employers is becoming increasingly difficult in today's changing market realities. The purpose of this paper is to determine the degree to which recent graduates of several university programmes got employed in a field consistent with their education. Their situation was analysed through a survey. The sample included 319 former students of the Faculty of Economics and Business Administration, 'Al. I. Cuza' University of Iasi. The results show that 57% of those who applied for a job immediately after finishing their studies succeeded in finding one. On average, the process took from 2,07 months, for Public Administration (PA) graduates, to 4,41 months for those who finished Economy and International Business. Yet, PA graduates indicated the lowest degree of relationship between their field of study and their job. The highest scores were reported in the case of Economic Informatics (EI), Marketing (MK) and Accounting. Moreover, EI and MK graduates consider to the greatest extent that the knowledge and skills accumulated during their studies are useful in their professional activity.

Key words: Romanian economics and business graduates. Field of study. Labour market insertion.

Levels of Taking Initiative of Teachers Belong to Baby Boomer, X and Y Generations

Muhammed Mehmet Mazlum & Ayşegül Atalay Mazlum

Turkey

ID 2017-106

In today's society, changes and developments in organization, administration and education fields have made the work of teachers increasingly complex. In order to get into the information society, get students centered and meet the demand of families and changing needs of students, teachers need to shoulder the responsibilities that haven't been demanded from them before. Therefore, teachers are expected to exhibit active behaviors by themselves that go beyond what they have to do in the line of their duty, in other words take initiative, without any explicit instruction. In this quantitative research, the level of taking the initiative by teachers was determined and the state of differentiation of teacher opinions according to various variables (generation, gender, school type, seniority etc.) was examined. Research findings show that teachers have taken more initiative especially in the first years of the profession and in the first years of school they are in. In addition, the Baby Boomers are ready to overcome the problems more effectively before having arisen than the Generation Y. At the end of the research, recommendations were developed for practitioners and researchers.

Key words: Teacher. Taking initiative. Generation x. Generation y. Baby boomers.

An Understanding of Street art and Graffiti in Urban Environments

Maryam Mesineh Asl

Iran

ID LLCE2017-165

While graffiti is referred to as an art form, some believe that it is an unwanted and undesirable nuisance. While vibrantly rich in history, graffiti had always had a controversial past, and still has the mentioned

present and future that will likely continue to be the major subject of debate in art forums, especially with the insurgence of street art in urban areas, an art form that often overlaps graffiti art in subject and meaning, media presentation, aesthetic appearance as well as its placement as a public form of art. Distinction of street art and graffiti art is to some extent challenging to the undiscerning eye. Street art and graffiti art styles are increasingly used in

mass media outlets, from advertisement to product placement as well as urban facades and furniture in metropolitan areas of Iran. Therefore, we will review the meaning and application of this art form in urban environments focusing on its social context and implications in Iran.

Key words: Art. Graffiti. Urban.



Rethinking the Role of Decorative Arts in Spatial Arrangement of Iranian Traditional Houses

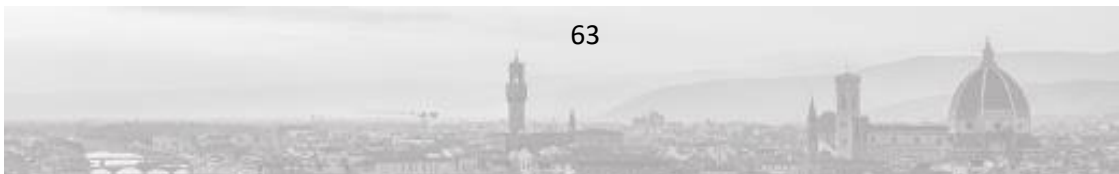
Maryam Mesineh Asl

Iran

ID LLCE2017-164

Spatial arrangements and hierarchy in traditional houses of Iran, along with utilization of decorations which was in accordance with Iranian culture and identity distinguish these houses from their contemporary counterparts which are limited to merely acting as shelters. Various decorative elements such as brickwork, modeling, tiling and mirror work are among a few examples frequently observed in Iranian traditional houses and, depending on the climate, some of these decorative elements were applied to the exterior environment of the structure and other less resistant elements which could not bear climatic factors were applied to the interior design of the house. In this paper, the intention is to review the attributes of the decorative arts used in interior spaces of Iranian houses which are nearly forgotten in the contemporary era.

Key words: Art. Decorative. House. Space.



Dealing with Students Sleeping in Class: an Empirical Study on Motivation

Kei Mihara

Japan

ID LLCE2017-128

This study aims to raise student motivation to learn English at a private university in Japan. Sleeping in class is apparently a major problem in Japanese universities. There are several possible reasons for this. For example, university classes in Japan last for 90 minutes while secondary school classes last just 50 minutes. It is difficult for students, especially first-years, to focus their attention on the lecture for 90 minutes. Even some second- or third-year students report that it is easier for them to concentrate on their studies if the class lasts for 50 minutes. However, the most plausible reason might be that students lose motivation upon entering university. Secondary school students have to study English very hard in order to pass university entrance examinations: They are thus extrinsically motivated. Once they are admitted to a university, however, they are likely to lose motivation. The main purpose of this research is, therefore, to keep students from sleeping in class by motivating them. Based on the results of questionnaire surveys and focus group interviews, this study sought to improve the situation whereby students tend to sleep in class. As an experiment, vocabulary tests were given to them in a new manner. After four weeks, a questionnaire was administered to all participants and the results showed some improvement in the situation.

Key words: Demotivation. Extrinsic motivation. Sleeping in class.

The Ways of Multicultural Education at Universities in Slovak Republic

Veronika Michvocíková

Slovak republic
ID LLCE2017-184

In today's society occurs constantly growing contact of diverse cultures' members in the Slovakia territory. Each individual should therefore possess the basic knowledge necessary for life in the multicultural society. As a significant way of acquiring knowledge for individuals we consider participation in the educational process at all levels of the educational system in Slovak republic. Focus of the presented post heads to the educational process at universities in Slovakia connected with the need to implement multicultural education. For this reason, it is necessary to focus on the possibilities and ways in which it is possible to implement and develop multicultural education in the educational process at universities in Slovakia. For closer look at discussed issue it is possible to point out the attitudes and opinions of approached university students in survey carried out in April 2016. 200 university students attended empirical survey. Data collection based on the use of pre-prepared questionnaire. Obtained data were processed and then analyzed using statistical software SPSS 20.

Key words: Multicultural education. Multicultural society. Universities. University students.

Language in Life of Namibian Czechs

Pavel Miškařík

Slovakia

ID LLCE2017-146

Paper reviews the self-identification of group of so called Namibian Czechs and an effect of different languages which they use as languages of communication and education through their lifetime. The Namibian Czechs are orphans, half orphans or children of former fighters for freedom of Namibia. After serious threats they were exposed to, Czechoslovakian government adopted 56 of them. They stayed in Czechoslovakia from 1985 till 1991, when they adopted Czech language as a language of their communication, because they use it in teaching process. After rapid political changes in both countries children were relocated to Namibia in September of 1991. At the moment the official language in the country was German and later Oshiwambo. None of kids spoke German and they had troubles speaking Oshiwambo as well. During the struggle with adaptation to new environment some of them have been making efforts to return to Czech Republic. Fourteen of them were granted scholarship on Czech universities. Through life story of these individuals I will explain how language in education process and a language of communication affect identity of individuals.

Key words: Identity. Language of communication. Language of education. Self-identification.

An Analysis to Role of Green Architecture in Achievement of Urban Green Growth in Iran

**Mir Saeed Moosavi, Fatemeh Jafari, & Laleh Davatgar Badie
Iran**

ID LLCE2017-113

Among different factors influencing urban ecology, building activity is one of the most important human activities, and plays a determining role in the formation of the urban environment. But simultaneously, it is also a significant consumer of natural resources and an emitter of greenhouse gas (GHG) as well as other wastes and pollutants, resulting in irreversible impacts on the natural environment.

In the past decades, a tremendous effort has been put into research and development in order to improve building systems and technologies with a goal of reducing energy consumption and advancing energy efficiency approaching green standards. However, there is little to no published quantifiable evidence for assessment the energy consumption and efficiency with the framework of green building standards in Iran. In this paper the intention is discuss different challenges and horizons related to achievement of green building standards in Iran.

Key words: Building. Green growth. Urban environment.



Shakespeare in Popular Culture: a “Double Access”

Oumeima Mouelhi

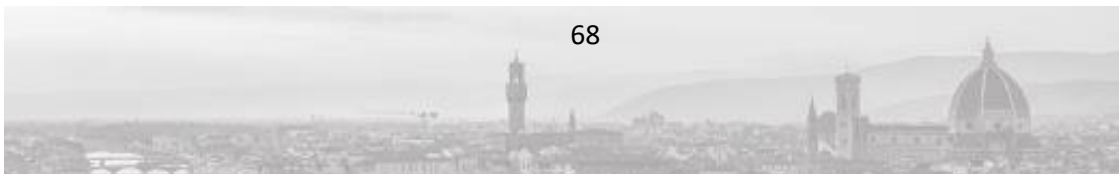
Tunis

ID LLCE2017-118

Popular culture is one of the forces that have produced the Shakespeare of our time, and studying his cultural value prompts us to turn our attention toward broad questions about Shakespeare’s place, past, present, and future in the politics of culture. Popular culture is a terrain of exchange and negotiation between high culture and mass culture; a terrain marked by resistance and incorporation. Instead of the idea of hegemony, there is a powerful model of how high and low cultures interact and affect each other. The Shakespeare we confront today has been globalized beyond the confines of any single language or territory, as media exchange his works back and forth across national borders. Shakespeare is still inspiring and firing debate in the twenty first century. In this context, Shakespeare has been metamorphosed across the years from a literary object to a free resource to fit the ‘taste’ of young and old, high and mass audiences alike. It is this function, this ability to contain and articulate binaries but also negotiate between them, that the cultural value of Shakespeare lies. Shakespeare becomes the place where value is debated, and as such, he is always already value-generative. His works bridge the gap between what might seem as tensions between highbrow and lowbrow and between elite and mass rather than present them as confrontations.

This paper seeks to trace the roots of Shakespeare’s integration into current popular culture and the challenge to define the Bard’s position to what is thought as, “mass culture”, or “low” culture. I will argue that the double edged nature and the simultaneous attraction and tension between Shakespeare and popular culture is a distinguishing characteristic of their relationship rather than a site of contest and confrontation.

Key words: Shakespeare. Popular culture. Mass culture. Elite. Highbrow. Lowbrow. Hegemony. Tension.



Cultural Identity of Iranian Students Learning English in an EFL Context

Mohammad Amin Mozaheb & Khojasteh Hosseinzadehpilehvar
Iran

ID LLCE2017-116

English language learning has attracted the attention of a large number of people in the 21st century. Students living in English as a Foreign language (EFL) contexts are no exception. It is believed that attitudes of the EFL learners towards EFL textbooks can help English Language Teaching experts develop better materials for learning. Thus, the present study seeks to investigate the attitudes of Iranian EFL students studying general English in university towards foreign culture using a questionnaire. The analysis of the results showed that the majority of the students would like to study EFL textbooks such as World English which are in line with their L1 culture. In other words, L1 values and cultures are also important to the students. The results can be used by those who are interested in syllabus design, materials developers.

Key words: EFL. ELT. Culture. Textbooks. L1. L2.

Martin Van Buren as a Protagonist of “Anti-Campaign” Biographies

Jozef Pecina

**Slovak republic
ID LLCE2017-159**

Starting with Andrew Jackson, presidential candidates in the United States used campaign biographies as useful political tools and since 1824, no presidential election year has passed without a campaign biography. Interestingly, Martin Van Buren, President Jackson’s successor in the White House, became a target of what can be called the “anti-campaign” biographies which were written by his Whig opponents. In contrast to a campaign biography, whose purpose was to promote a politician, its counterpart became a tool for smearing one’s opponent. The article focuses on the portrayal of presidential candidate Martin Van Buren in two such works – The Life of Martin Van Buren, allegedly written by Davy Crockett, the frontiersman and US Senator from Tennessee of the Alamo fame in 1835, and a novel named The Partisan Leader; A Tale of the Future, written by Nathaniel Beverley Tucker in 1836. Though being of different genres, these curious and obscure works have certain things in common - they were written under pseudonyms, their main goal was to prevent the election of Martin Van Buren and both of them failed in their goal.

Key words: Martin Van Buren. Presidential campaign. Whigs. Biography. Davy Crockett. Tyranny.

Neuro-Linguistics and Mental Mapping as Determinants of the Development of Critical Thinking

Gabriela Petrová & Nina Kozárová

Slovakia,

ID LLCE2017-132

Most people who have gone through institutionalized education has the experience that learning is an extremely laborious, slow and necessarily repeating process. In the present paper, the authors present opportunities to make teaching a foreign language more effective using methods of mental mapping, i.e. implementing the knowledge of neurolinguistics and mental maps in the learning process.

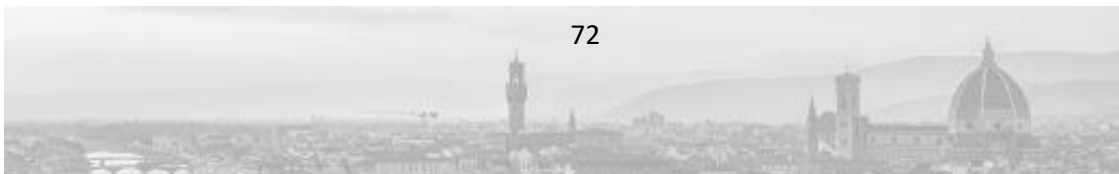
Key words: Neurolinguistics mental mapping. Coding. Learning strategies. Keyword term. Basic concepts.



Kultúrny kapitál v edukácii dospelých Rómov a Rómiiek z marginalizovaných komunít**Ivana Pirohová & Marek Lukáč****Slovakia****ID LLCE2017-174**

Príspevok obsahuje analýzu vzťahu medzi kultúrnym kapitálom rómskej rodiny a edukáciou dospelých Rómov a Rómiiek z marginalizovaných rómskych komunít. Dospelí/é Rómovia a Rómkky z marginalizovaných komunít, ako cieľová skupina edukácie, sú v príspevku charakterizovaní/é ako nositelia rómskej kultúry a zároveň nositelia kultúry chudoby. V tomto kontexte sú v príspevku identifikované bariéry pre ďalšie vzdelávanie a druhošancové vzdelávanie tejto časti dospelej rómskej populácie a návrh modelu iniciačnej edukácie pre druhošancové vzdelávanie tejto cieľovej skupiny edukácie dospelých. Príspevok je písaný vo vedeckom diskurze multikultúrneho prístupu B. Faya, v konceptuálnych rámcach teórie kultúrneho kapitálu P. Bourdieu, Bernsteinovej teórie kultúrneho a jazykového deficitu a Freireho konceptu alfabetizácie dospelých.

Kľúčové slová: Kultúrny kapitál. Dospelí Róm/ Rómkka. Marginalizovaná komunita. Obmedzený jazykový kód. Edukácia Rómov/Rómiiek. Model iniciačnej edukácie.



Emotioncy: A Tool for Promoting Intersubjectivity in Class

Reza Pishghadam

Iran

ID LLCE2017-103

Asymmetrical relationships caused by the professional power produce inequities that may hinder intersubjective understanding. Teachers, to achieve intersubjectivity (shared understanding), are required to enter into students' life-worlds. The life-world refers to the experiences that students bring to the class discourse, which can foster the process of learning and teaching. Since life-worlds are tacit, teachers cannot recognize those of their students so easily. The mismatch in life-worlds leads to a loss of understanding and communication between teachers and students. That is why, the aim of this study is to present the newly-developed concept of *emotioncy* (emotion + frequency) as a new way of promoting intersubjectivity between teachers and students. Emotioncy, ranging from *avolvement* (null emotioncy) to *exvolvement* (auditory, visual, & kinesthetic emotioncies), and *involvement* (inner & arch), refers to the sense-induced emotions that can change cognition. According to the emotioncy literature, based on the senses from which students receive inputs, specific emotions are induced which affect understanding. Due to differences in students' life-worlds and their prior experiences, there is always an *emotioncy gap* between students and teachers. While one student may be avolved in a concept, the other one can be exvolved or involved in that. In fact, when they commence learning something, they are not at the same level of emo-sensory experiences, leading to weak intersubjectivity. Identifying the emotioncy gaps and trying to bridge them, teachers can achieve a high level of intersubjectivity. In this study, a number of examples will be provided to support the idea of emotioncy as a tool for achieving intersubjective understanding.

Key words: Emotioncy. Intersubjectivity. Life-world. Student. Teacher.

Možnosti skvalitnenia akademického vzdelávania v oblasti školského manažmentu

Mária Pisoňová

Slovakia

ID LLCE2017-162

V súčasnosti tvorí problematika organizácie a riadenia školstva a školy, resp. školského manažmentu súčasť sociálno-vedného a pedagogicko-psychologického základu učiteľstva pre učiteľské študijné programy študijných odborov 1.1.1 Učiteľstvo akademických predmetov, 1.1.2 Učiteľstvo profesijných predmetov a praktickej prípravy, 1.1.3 Učiteľstvo umelecko-výchovných predmetov a 1.1.5 Predškolská a elementárna pedagogika, ako aj pre neučiteľský študijný odbor 1.1.4 Pedagogika, ktorého súčasťou je aj príprava manažérov škôl v rámci externej formy bakalárskeho študijného programu Školský manažment. Uvedená požiadavka je implementovaná aj do inovovaných opisov študijných odborov, ktoré vydala Akreditačná komisia. Doterajšie výsledky výskumov ale poukazujú na množstvo nedostatkov v realizácii výučby predmetov predmetnej problematiky.

Z uvedeného dôvodu príspevok pojednáva o výsledkoch dvoch vedecko-výskumných projektov zameraných na skvalitnenie pregraduálnej prípravy budúcich učiteľov v oblasti školského manažmentu.



Cultural Aspects of Modernistic Poetry

Anton Pokrivčák

Slovak Republic

ID LLCE2017-187

The concepts of modernism and postmodernism, the two ruling cultural “ideologies” of the twentieth century, gave rise to a wide variety of critical approaches to the study of literature, many of which take one far beyond the realm of literary studies - to philosophical, political, or sociological contexts. One of its consequences was also the emphasis on non-conformism, anti-conformism, anti-essentialism, etc. Traditionally, modernism is thus understood as a “departure” from the nineteenth century ethical and biographical approaches and an “embrace” of provocative formal and semantic innovations. While some artists went in the direction of extreme formalism, others attempted to express the post WWI disillusionment through the imaginative and symbolic re-thinking of cultural history of their nation or Europe as such.

As for Anglo-American authors, they fitted in to the overall trend in Europe to reflect on the changing cultural, political as well as economic conditions and revise the role of art in the life of society. More specifically, it is agreed that there are two important attitudes the American authors adopted when confronted with the new artistic avantgardes. One group stayed at home and explored the American themes, while other (like Ezra Pound and T. S. Eliot) took active part in forming the avantgardes in European capitals. The paper explores the relationship between the concepts of culture and art in the work of one of such cosmopolitan Americans, T. S. Eliot. It draws on Eliot’s critical essays, mainly his *Tradition and the Individual Talent*, as well as on some of his later poems. The aim is to show how he came to terms, poetically or critically, with certain cultural concepts of the post WWI Europe, stressing the fact that the poet’s relevance for the present time has not diminished, but, on the contrary, increased.

Key words: Modernism. Poetry. Literature. Culture. Literary Criticism. T. S. Eliot.

Teaching literary analysis – methodological challenges

Silvia Pokrivcakova

Slovakia
ID LLCE2017-180

The ability to perform a literary analysis has been both a basic objective and a necessary method of university literary education in general and of future language teachers training for decades. Analysing and writing about literature is an active process which requires both close reading and critical thinking skills, as well as both student's personal (intellectual and emotional) involvement.

Hand in hand with dynamical changes in the structure of texts students read nowadays and media they use for that purpose, the methodology of teaching literary analysis needs to adopt to new educational environment and real needs of contemporary student. To map the current situation in teaching literary analysis and new objectives/needs/strategies related is one of the objectives of the project KEGA no 055UKF-4/2016 funded by the Ministry of Education, Science, Research and Sport of the Slovak Republic. The paper presents preliminary (pilot) results of the project which were gained by content analysis of 15 final theses containing literary analyses (original interpretations of selected literary works). The analysis studied: 1) motivation of students to provide a literary analysis, 2) dominant approaches they applied in their theses, and 3) possible methodological weaknesses that could have been avoided by better instruction or training. The results of the pilot research will be relied on when creating a digital textbook on methodology of literary analysis for English language teacher trainees.

Key words: teaching literature, teaching literary analysis, methodology of teaching literary analysis, teacher training

An Innovative Technique of Teaching Vocabulary: Quizlet

Sevgi Şahin

Turkey

ID LLCE2017-157

Vocabulary learning has been a great challenge for both teachers and students because there hasn't been enough focus on vocabulary instruction in ESL class and many teachers employed a traditional approach to teach vocabulary. However, with the growing number of interactive learning tools, there has been a breakthrough in vocabulary learning process and students have become active participants of this process. Experience has shown that Integrating these tools into vocabulary instruction has not only given learners the greatest opportunity to learn vocabulary better but also contributed considerably to their autonomy. Quizlet is one of those interactive tools that is quite feasible to implement in class and greatly assists students in their journey of vocabulary acquisition. To highlight the effectiveness of applying Quizlet in vocabulary learning process, two groups of EFL students aged between 19-25 were chosen as experimental and control groups. Vocabulary component of mid-term examination was taken as a pre-test and the results were kept to examine later. Experimental group was exposed to vocabulary acquisition through Quizlet for 2 months and after both group took the final exam, their improvement was compared and analysed. Deriving from the findings obtained from this analysis, this study will focus on the effectiveness of using Quizlet in vocabulary learning process and some implications that hold promise for identifying definite Dos and Dons for effective execution of this method.

Key words: Online tools. Vocabulary acquisition. Innovative techniques.

**A Comparative Analysis of Product vs Process Approach to
Written Components of Anadolu University School of Foreign
Languages Curriculum**

Sevgi Şahin

Turkey

ID LLCE2017-156

Writing occupies a noticeable place in language teaching process and has been a major topic of interest for researchers over the past few decades. Any language curriculum must think about establishing a proficient writing instruction so as to prepare students for ever-growing global challenges that are wished to pursue. Inseparability of language and writing led our institution towards an avocation of supporting curriculum with some compulsory writing tasks which would effectively foster students' writing skills. The students are required to submit a certain number of writing tasks within the syllabus. However, when it comes to the approach to completion of those tasks, we adopt different policies depending on the topic or content so as to expose students to a variety of techniques. While some tasks are expected to be performed within the scope of Product Approach, others are performed by Process Approach. Such a diversity gave me the greatest opportunity to conduct an analysis on pros and cons of both approaches in some very meaningful areas of interest. With an attempt to identify the effectiveness of both approaches, a group of 20 EFL learners aged between 19 and 25 were observed and interviewed during the academic year. Based on the results, this presentation reveals a comparative analysis of both methods and their effectiveness in terms of feedback, learner autonomy, teacher roles and learners' success. The procedures, details and possible suggestions on the issue will be provided later.

Key words: Product writing. Process writing.

University Students' Opinions on the Effect of English Instructors' Corrective Feedback on Improving their Pronunciation

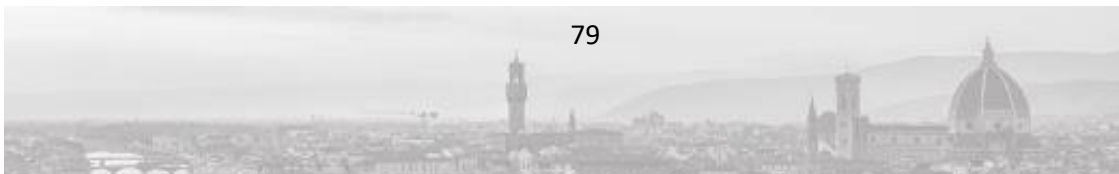
Nafiseh Salehi

Iran

ID LLCE2017-130

Feedback as an essential part of effective learning helps learners understand the subject and gives them clear guidance on how to improve their learning. Although various studies have dealt with the efficiency of giving feedback, there has been little research conducted to investigate the university students' opinions on the effect of corrective feedback on improving their pronunciation. To fulfill the aim of the study, ten university students passing an EGP course were selected through purposive sampling and interviewed by the researcher. The results showed that the majority of the students preferred to be corrected by their instructors. However, they preferred implicit corrective feedback over the explicit one. The study has implications for the EFL students and EFL instructors.

Key words: University students. Corrective feedback. Implicit feedback. Explicit feedback. Pronunciation.



Undergraduate Tourism Students' Views on the Importance of Being Interculturally Competent Speakers of a Foreign Language

Zuzana Sándorová

Slovak republic
ID LLCE2017-186

Current trends in tourism industry worldwide emphasise the importance of using foreign languages effectively with regard to the sociocultural background of the communicative situation. Therefore, the development of intercultural communicative competences of tourism undergraduates is a must at any level of tertiary tourism education.

The present paper brings partial results of a questionnaire survey conducted among the students of the Bachelor's degree study programme 8.01.01 *Tourism* at Constantin the Philosopher University in Nitra in Slovakia. The findings of the research, which are to be compared to employers' needs, reveal undergraduate tourism students' opinion on the importance of intercultural communicative competences for their future profession as well as the self-assessment of their competency development in the given field.

Key words: Intercultural communicative competences. Undergraduate tourism students. Competency development. Tertiary education. Questionnaire survey

An Analysis on the Graphology Functions in the Books Suggested to Pre-School Children

Erhan Şen

Turkey

ID LLCE2017-117

There are three dimensions in daily speech: "semantic, syntactic and phonetics". In literary texts involving linguistic products, phonetics is given by designing various forms of graphology. Certainly the phonetics information is there, too; but it finds its presence in the graphical structure. This is the graphical structure that gives the reader the rhythmic echoes, voices, or other vocal effects.

It can be said that graphology has important functions especially in the works advised to preschool children. Since children are not yet able to read, with the aid of graphology, they can more easily follow the texts that are read to them by an adult guide. In addition, the adult can easily recognize the feelings that need to be shared with the child in the text. They can also set tone accordingly. Thus, children's reading literary communication can be strengthened and their interests can be increased.

In this study, 30 literary works for the children of preschool age will be evaluated by content analysis in terms of graphical functions.

Key words: Children's literature. Graphology. Literary work. Content analysis.

Multicultural Education and Educational Process at Slovakian Universities

Mariana Sirotová

Slovakia

ID LLCE2017-131

Multicultural education in relation to migration issues and developing social relations to people of different cultures is a frequently discussed topic in Slovakia these days. In the current society diversity, variety and plurality dominate, mainly when it comes to culture, which is determined by the existence, as well as the interactions of the members of different ethnics, races or nations. School education focuses on drawing attention to the existence of such differences or specifics, whereas mainly multicultural education is becoming more and more important. The educational process at universities should also include multicultural education, mainly when it comes to students, who are to become teachers themselves. Development of positive qualities and approaches and acceptance of cultural differences should necessarily be a part of the pre-gradual preparation of teachers. The article presents a content analysis of student essays on perceiving and understanding the Universal Declaration of Human Rights, which was one of the elements of multicultural education carried out in the course of the educational process at university.

Reading as a Multi-Dimensional Process: Cognitive-Linguistic Processing Among Novice ESL Readers

Annalene van Staden

South Africa

ID LLCE2017-111

Reading as a multi-dimensional process is associated with a range of brain processes and cognitive-linguistic functions. Although the ultimate goal of reading is reading comprehension, fundamental to reading is our ability to process words and grasp their meanings – if this is not on par, it will seriously affect reading comprehension. On their path to becoming proficient readers, the first task facing the beginner reader is to become aware of the alphabetic principle (i.e. their awareness of the relationship between printed words and their pronunciations). In addition, inter-relationships have also been established between reading ability and the following cognitive and linguistic skills, namely working memory, orthographic processing, word decoding, vocabulary and oral language proficiency. This paper aims to expand the scholarly knowledge about factors influencing the early reading development of English language learners (ESL's), by exploring the interaction between cognitive and linguistic skills and their contribution to early reading development among early childhood ESL learners ($N = 109$), sampled at three South African schools. The results of this study demonstrated higher correlations between phonological awareness, word decoding and reading ability in earlier grades whilst significant correlations were also yielded for the following cognitive and linguistic skills, namely working memory, vocabulary and oral language comprehension. Moreover, this study makes a valuable contribution in identifying the underlying cognitive-linguistic difficulties of ESL readers which may help inform teaching practices for novice ESL readers during the early stages of reading.

Key words: Early reading development. ESL learners. Cognitive linguistic processing.

Development of EFL Literacy with Technology Support at Lower Proficiency Levels

Zuzana Straková

Slovakia

ID LLCE2017-179

The presentation looks at the possibilities that new technologies have brought into the foreign language classrooms and discusses the importance of the development of EFL literacy through systematic reading acts in and outside the classroom. New horizons that technology supported teaching opens in the educational context are important especially in foreign language learning since it allows for a high level of exposure to the target language. When it comes to the lower levels of proficiency the opportunities can be seen even more clearly since in the past teachers at those levels used to cling to the textbooks exclusively. The research outcomes presented in the study are the preliminary findings based on three case studies from three different schools which focused on how technology influences the willingness of learners to be engaged in language learning. The attitude of learners was measured by two means – a questionnaire and an VLE statistics which collected all entries of learners as well as individual attempts to read a book and to pass a reading quiz. Preliminary outcomes demonstrate significantly higher willingness of learners to be engaged in reading when technology was involved.

Key words: EFL literacy. Technology support. Lower secondary level. Reading.

Kontinuálne zlepšovanie vyučovacieho procesu v primárnom vzdelávaní

István Szókö

Slovakia

ID LLCE2017-160

Kontinuálne zlepšovanie vyučovacieho procesu vyžaduje predovšetkým od učiteľov, aby sa neustále zamýšľali, analyzovali a hodnotili vlastnú prácu a snažili sa ju skvalitňovať. príspevok sa zaoberá zavedením manažérstva kvality do vyučovacieho procesu, pretože jedným zo spôsobov zvyšovania kvality vzdelávania je vybudovanie systému manažérstva kvality na základných školách, pričom sa budeme zameriavať výlučne na školy s vyučovacím jazykom maďarským. Súčasťou príspevku je prieskum klímy školskej triedy zameraný na overenie aktuálneho stavu sociálnej klímy triedy vo vyučovacom predmete slovenský jazyk a slovenská literatúra. Vo vyučovaní tohto predmetu na primárnom stupni vzdelávania sa musí venovať náležitá pozornosť skutočnosti, že žiaci do 1. ročníka základnej školy s VJM prichádzajú s odlišnými jazykovými a rečovými kompetenciami.

Kľúčové slová: Primárne vzdelávanie. Vyučovací proces. Manažérstvo kvality. Školy s VJM. Klíma školy.



George Grebenstchikoff's Early Autobiographical Writings: the Reflection of Cultural Trauma and Identity

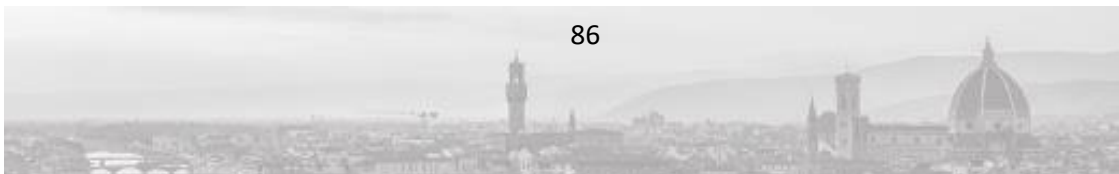
Oxana Tolstonozhenko

Russia

ID LLCE2017-125

The subject of the paper are G. Grebenstchikoff's cultural trauma that was caused by his origin and lack of education, and his cultural identity among literary groups in the early XX century. The storybook *In the Vast of Siberia*, the essays cycle *Letters to Friends* and other autobiographical writings are analysed according to the sociological concept of the literary field that provides an opportunity to interpret author's strategy of describing his experience and literary career. It was found that the main Grebenstchikoff's character, who is primarily an author, attempts to obtain the same public acclaim that famous classic writers have, and at the same time feels that he is beyond the metropolitan cultural society because of his peasant origin.

Key words: Trauma. Identity. Literary autobiography. Literary field.



Nové stratégie vydavateľstiev detskej literatúry na Slovensku

Eva Vitězová
Slovak republic
ID LLCE2017-175

Podmienky a možnosti vydávania literatúry pre deti a mládež na Slovensku. Prehľad vydavateľstiev, ktoré vydávajú literatúru pre deti (pôvodnú i prekladovú). Komparácia vydavateľských stratégií slovenských vydavateľstiev literatúry pre deti. Aktivity vydavateľstiev v súvislosti s čitateľskou gramotnosťou. Vydavateľstvo TRIO Publishing a jeho projekt Analfabeta Negramotná (Čítame s porozumením). V rámci tohto projektu bola vydaná aj kniha Jána Uličianskeho Analfabeta Negramotná (TRIO Publishing, s. r. o., 2011) – spolu s ňou vyšla i príručka Timotej Vráblovej ponúkajúca aktivity slúžiace na čítanie s porozumením. Projekt s názvom Analfabeta Negramotná/Čítame s porozumením je projektom na podporu návykov detí vnímať čítaný text s porozumením. Pomáha rozvíjať čitateľské schopnosti, skúsenosti a vnímavosť. Zameriava sa na vydávanie kvalitných domácich diel pre deti a na sprostredkovanie čítania ako zážitku, zábavy a objavovania hodnôt. Výber titulov je určený čitateľom od najmenších po dospievajúcich. Projekt má symbolický názov podľa prvej knihy v tomto edičnom rade, ktorým je práve Analfabeta Negramotná. V rámci projektu pre školákov a predškolákov doteraz vo vydavateľstve vydali v rokoch 2011 – 2016 sedemnást titulov. Spolu s knižkou vždy vychádza doplňujúca príručka, ktorá má ambíciu pomôcť čitateľovi hlbšie vniknúť do textu i ilustrácií.

Poetry of Earth Leading to Poetic Impasse: A Reading of Four Poems in *Harmonium*

Tzu-fu Wang & Mei-yun Ko

Taiwan

ID LLCE2017-149

This paper attempts a reading of Wallace Stevens' four major poems in *Harmonium* (1923): "Sunday Morning," "Le Monocle de Mon Oncle," "To the One with Fictive Music," and "The Comedian as the Letter C," arguing that the poetry of the earth in *Harmonium*, though great in celebrating an earthly paradise, actually leads to a poetic impasse for Stevens. Through a detailed reading the authors of this paper try to trace an act of mind in Stevens as he engages an endless dialogue with himself as a new kind of romantic poet in the American soil, i.e. on the one hand he denies his old romantic temperament by embracing the bareness of reality or things as they are, but on the other hand he longs to a sublime imagined land in poetry where the poet can find himself more truly and more strange.

Key words: Modern poetry. Wallace Stevens. Romanticism.



The Promise and Compromise of the Use of English as a Medium of Instruction – Perspectives from Teachers from Self-Financing Tertiary Institutions in Hong Kong

Marine Yeung

Hong Kong

ID LLCE2017-123

As in some other former British colonies, English enjoys a special status and takes an important role in various aspects of life in Hong Kong. Although it is one of the three official spoken languages (Cantonese, English and Putonghua) in the “biliterate and trilingual” language policy promoted by the government, most schools opt to use English as the medium of instruction (EMI), and the unwritten protocol for most tertiary institutions is to abide by the EMI policy, or claim to do so. However, it has become evident that with the expansion of tertiary education in the early 1990s, coupled with the new curriculum structure at secondary level, the general English language proficiency of university students has declined. This raises the question of the feasibility and practicality of the indiscriminate adoption of the EMI policy at tertiary level, particularly at the self-financing tertiary institutions where the student intakes tend to be academically lower achievers. In order to understand whether or how the EMI policy is upheld in these institutions, an exploratory study is being undertaken to tap into the experiences and opinions of educators and students. Preliminary findings from the interviews with teachers from different programmes of five self-financing tertiary institutions in Hong Kong reflect that despite the apparent difficulties, the majority of the teachers still support the EMI policy for various reasons, though most of them admit using some Cantonese in their teaching to assist their students’ learning. These teachers’ attitude toward the use of the three languages reveals that while the prominence of English is little disputed, there is room for adjustment in the overall language policy with considerations in the wider socio-political and cultural context.

Komparatistika ako edukačný prostriedok porozumenia a komunikácie: Niekoľko poznámok ku kategórii "národné" a "svetové"

Anna Zelenková

Czech republic

ID LLCE2017-186

Príspevok sa venuje možnostiam intenzívnejšieho využitia komparatistiky v rámci literárnej výchovy, v ktorej prevláda adorácia národnej literatúry v súvislosti s abstrakciou pojmu svetová literatúra. Znamená to väčšie presadzovanie areálového a komparatívneho prístupu. Zdôraznenie komparatistiky môže priniesť hľadanie a rešpektovanie inakosti, pretože sa neviaže na národný jazyk a literatúru, na konkrétnu tradíciu a kultúru, ale odvoláva sa na ich rozmanitosť, má vysvetliť kontakt s druhým, ktorý môže byť blízky, ale aj iný. Malo by ísť najmä o snahu poukázať viac na prepojenosť a vzájomné ovplyvňovanie. Tzv. edukačná, didakticky aplikovaná komparatistika, t. j. oblasť porovnávacej literárnej vedy zameraná na prekonávanie binárnej, etnolingvistickej opozície "národnosti" a "svetovosti" v školskej praxi, by sa v literárnej výchove mohla stať novým metodologickým stimulom. Hodnotovým základom tejto edukačnej komparatistiky sa stáva hermeneutické pochopenie inakosti, no nie interkultúrne vzdialenej, ale inakosti blízkej, ktorá existuje napr. v intertextualite konkrétneho diela vznikajúceho v rámci "susedstva" spoločného stredoeurópskeho areálu. Ide tu v prvom rade o tzv. inovovanú imagológiu zameriavajúcu sa na interpretáciu obrazov, ktorými sa v slovesnom texte zachytávajú cudzie krajiny a národy. Celkový význam imagologických impulzov môžeme vidieť aj v oslabení opozície tradičných kategórií "národná" a "svetová", aj v prekonávaní predstáv o rozvinutosti niektorých kultúr na úkor druhých. Edukačná komparatistika môže prostredníctvom areálového a porovnávacieho prístupu umožniť dialóg literatúry ako umenia aj s inými sférami a môže zohrávať integračnú i didaktickú funkciu, či rozvíjať aj vedomie spolupatričnosti a schopnosť "komparovania", t. j. zmysel pre vnímanie reality okolo seba nielen v jazykovo-etnických, ale aj v hodnotovo-kontextových súvislostiach.

Cyber - Digital Cultural Heritage in the Museum and University Environment

Ladislav Župčán & Peter Chrastina

Slovakia

ID LLCE2017-135

Education and presentation played a key role in the creation of museums and their collections. This moment has been deepened at the turn of the 18th and 19th centuries, when the bases of the exhibition plans were laid for the realization of "large" exposures, and the virtualization plan is currently dominated by the fact that the idea of "own survival of values". The digital system is directed by several channels and gradually penetrates into the consciousness, with the aim of maximizing the expansion of virtual virtual reality, and creates a psychological-mental process based on the experience of the individual. Sensible to mechanical-analytical thinking in order to create specific conclusions and results The subject of the author's study is not only the analysis of the relevant plan through so-called museum cyberculture in several directions, as there are at least three segments of its design. Visitor's view, re-visit and virtual and cyber exposures play a key role in stabilizing cyberculture in museums by exemplifying 3D fortifications that are in the interest of author's interpretation. The weight of the study is also focused on a new alternative to cyber-digital fortification (Virtual or 3D castles) into university practice, resulting in the direct and indirect demonstration of the interconnection of the museum, university and virtual spectrum for visitors and listeners.

Key words: Digital exhibition language. Cyberculture. Presentation and protection of collections. Visual - virtual plan. Museum. 2D / 3D castles. Cultural monument. Historical source. Graphic software. 3D models.

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