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Book of Abstracts

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Keynote Speakers

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Bodies of Evidence: Gender and Trauma in Dystopian Graphic Novels

The presentation deals with two graphic novels, one by an African American author, and the other by a Canadian. Both are dystopias originally published in the 20th century that have recently received their graphic adaptation in distinctly 21st-century styles. Neither is author illustrated, but both succeed because of the convergence of talent to create sequential art out of speculative fiction. These parallels allow for a certain levelling of the contrastive field involving two otherwise distinct productions: *The Handmaid's Tale* by Renee Nault and Margaret Atwood (1985/2019) and *Parable of the Sower* by Octavia E. Butler, Damian Duffy and John Jennings (1993/ 2021). The analysis will establish the varieties of visual rhetoric in the texts, beginning from simple concepts such as layout and colour. Examples will concentrate on the semiotic codes for visually depicting violence, fear, psychological trauma, and the female bodies on which the narrative of trauma plays out against a background of plausible dystopia. In an era when violence has become "cartoonishly acceptable" (Butler's own words, 1991) in film, on television and on social media, these two texts allow us to ask whether the once male-dominated cartoon genre can be successfully repurposed to embody trauma in innovative ways.

Manuela Schlick

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Resonance and integration: Valuing the personal in English language teacher education

The experiences of a pandemic health crisis and resulting emergency-remote teaching were challenging for learners, parents, and educators at all educational levels. It made many appreciate education and educational relationships more and served as a reality check for prevailing complaints of a lack of digitalization and digital skills of teachers. It also highlighted the importance of professionalism, resilience and adaptivity of teachers. At the same time, we are facing a shortage of teachers and high attrition rates in many European countries which can lead to counteracting measures in teacher professionalization.

Looking at professionalism in English language teaching from a more holistic point of view allows to integrate many of the experiences and current challenges into a positive perspective on English language teacher education. For such a perspective one needs to integrate concepts of professionalism, responsibility, autonomy, and professional identity, which will be discussed in their interrelatedness. Becoming a professional and successful language teacher entails having to integrate a large variety of knowledge areas and competences into a coherent teacher identity. Understanding related learning and acquisition processes holds much potential to

appreciate and enjoy teacher education more, and to communicate the requirements and potentials of teacher education better.

As this conference brings together teacher educators from many different subject areas, contexts, and expertise, we might use this opportunity and explore our own roles and potentials for valuing the personal in English language teacher education during this plenary.

Michael Toolan

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The punctuating (or not) of character voice in contemporary narrative fiction in English

Nearly all readers and most writers want there to be human characters populating the narrative fiction they read and write. Once a character is created and encountered, there is a strong expectation that we readers will 'see' their speech, their thoughts, their own written words, largely independent of a narrator's shaping. Hence, direct speech, among other forms. But how much explicit marking should the writer provide, to emphasise that these words/sentences are the actual uninterfered-with language of the character themselves? How much framing should accompany so-called direct speech? And what different effects might be achieved by writers, experienced by readers, by resort to the different options. The latter range from a continual initial inquit clause, to speech marks, to new paragraph and dash, to italics, etc ... to no overt marking whatsoever. This last option seems to be enjoying increased adoption by a minority — admittedly — of contemporary writers in English, often presenting the reader with an extra challenge, to keep track of who is speaking and where one speaker ceases and the narrator or another character takes over. Especially if the narrative is in present tense, so that distinguishing the narrator's voice from one character or another can be extra demanding. What are the benefits that all this taxing of the reader might yield, to justify the extra effort imposed on us? I will present extracts from recent novels or stories by the likes of Jon McGregor, Louise Kennedy, and Sally Rooney, while exploring these questions.

Wafaa Abdulaali
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The Poetics of Stewardship; Towards a Female Ecological Lyric: A Study of Contemporary English and Arabic Women's Poetry

Due to human massive activities on the earth, environmentalists contend that this has pushed the biosphere far from its "natural" state through reduction of biodiversity, climate change, global warming, ozone reduction, etc; and that civilization is causing mass extinction to non-human creatures. In the ecocritical approach to the study of literature might be an interdisciplinary solution, and since ecology is the scientific study of the interaction among organisms and their environment, such as the interactions organisms have with each other and with their environment, the literary ecology is a relatively new domain of literary studies. Indeed tapping into the ecotone, between literature & the natural world, is a domain unbroached with regards to Arabic and English poetry by contemporary women-poets.

Studying women-poets' contribution to the rise of eco-poetry, it behooves us to investigate the origins of conceptualizing land/nature/earth as women & how they came to be known as 'Mother Earth' or 'Mother Nature' or "Mother Land." The uses & abuses of Mother Nature, or Mother Earth are what gave rise to Ecofeminism, a term coined by the French writer Françoise d'Eaubonne in her book, *Le Féminisme ou la Mort* (1974)[Feminism or Death]. Man's domination of nature and earth is what the eco-feminists considered essential to their lyric eco-discourse, or green poems, as they came to be known. The feminization of the Earth & Nature in Arabic is also as ancient as Arabia; it is called al-Tabi'a (الطبيعة) and al-Ardh (الأرض), which are female names. Like numerous other things that originated by the ancient Mesopotamian civilization, this connection is Mesopotamian as well. This paper studies two English speaking women poets and their eco-voice & consciousness towards nature, & will focus on the contemporary Iraqi poet, Bushra al-Bustani.

Alaa Alahmadi | Saad Albaqami | Anouschka Foltz

King Abdulaziz University | Albaha University | University of Graz
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Using WhatsApp to learn vocabulary inside and outside of the classroom

The Covid-19 pandemic has led to an increase in the use of technologies in English language instruction. In the current pre-test post-test study, we explored how WhatsApp can be used to learn vocabulary both inside and outside of the English as a Foreign Language (EFL) classroom. Forty-four Saudi EFL undergraduate students participated in our study. They received English vocabulary items via a WhatsApp group either inside or outside the classroom and were asked to write meaningful sentences with these vocabulary items to share on WhatsApp. Pre- and post-tests evaluated their knowledge of these vocabulary items as well as control items. Participants also filled in a questionnaire that gauged their satisfaction with using WhatsApp inside and outside of the classroom. Our analyses revealed a significant vocabulary learning effect for using WhatsApp outside, but not inside, of the

classroom. Furthermore, students were highly satisfied with the use of WhatsApp overall. They especially appreciated how available their instructors were via WhatsApp. For the use of WhatsApp inside the classroom, we also found that more motivated students learned the vocabulary items better than those less motivated to use WhatsApp in the classroom. We argue that both motivation and the kind of physical space play a role for learning vocabulary items successfully through WhatsApp. Our results further suggest that WhatsApp can be successfully employed in situations when learning together in a classroom is not possible.

Lucía Alarcón Reyes

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The USA through Bruce Springsteen's Eyes

Having been raised in a working-class family and witnessed economic repercussions that the Great Crash had in society, Bruce Springsteen was expected to become one of the many composers who would protest against social injustice, which inspired his best-known songs throughout his career by their anger and dissatisfaction. This paper analyses how Springsteen's lyrics, one of the most influential rock musicians in American history, have critiqued contemporary events in the USA over the past decades. An analysis of the artist's sociocultural background has been undertaken. One of the key factors that might be considered is the fact that he grew up at the height of the counterculture movements in the United States. He had a father, who was a World War II veteran, with more conservative ideals. The clash between both ideologies affected the artist's career and is depicted in 'Thunder Road' (1975). The affliction after the September 11 attacks is discussed on his album *The Rising* (2002). One of the songs included in this research that best conveys the loss and emptiness that followed this event is 'Worlds Apart' (2001). Finally, the last moment in contemporary history of the USA has been the arrival of Barack Obama as the newly elected president. With an in-depth analysis of 'Land of Hope and Dreams' (2012), Springsteen explores the American Dream almost four decades later. Bruce Springsteen is one of the most prominent voices of American popular culture. He is a narrator of events that have shaped a whole nation.

Christian Andrade-Molina

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Unveiling L2 Motivation in Ecuador: Exploring the L2 Motivational Self-System in High School Contexts through a Questionnaire Study

Zoltán Dörnyei's L2 Motivational Self-System (L2MSS) has been instrumental in studying the link between second language learning and learner motivation. However, research in developing countries is limited. This study investigates Language Learning Motivated Behavior (LLMB) in an Ecuadorian EFL context using the L2MSS components: Ideal L2 self, Ought to L2 self, and the L2 Learning experience. The

article is part of a university research project, with 128 senior high school students completing a questionnaire. The findings confirm the influential role of the Ideal L2 Self in predicting language learning motivation in Ecuador, supporting its significance across diverse L2 learner populations. However, no significant correlation was found between the Ought to L2 self and LLMB, suggesting socio-cultural variations in external influences of the L2MSS. The L2 Learning experience component significantly impacts motivated behaviour in the study context. It can be concluded that Ecuadorian students' L2 motivational self is present and has the potential for further enhancement. This study represents the first empirical validation of the L2MSS in Ecuador, offering a foundation for future analyses. These findings contribute to understanding L2 motivation in different contexts, emphasizing the importance of cultural considerations when applying the L2MSS framework. Further research should explore additional variables and employ qualitative methods to delve deeper into the complexities of language learning motivation in developing countries like Ecuador.

Kaja Božnik

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“Let not light see my black and deep desires”: A corpus-based analysis of William Shakespeare's Macbeth

The use of language can often betray the nature and motives of a particular fictional character. The Tragedy of Macbeth has been the subject of several quantitative studies in the past, which focused on certain specific linguistic features in comparison with other Shakespearean plays, such as determiners (Hope and Witmore 2014), modal verbs and temporal expressions (Zyngier 2008; Bondi and Sezzi 2018), and various characteristics of deceptive language (Archer and Gillings 2020). This presentation will deal with a corpus-based analysis that examines the speech of the play's two central characters, Macbeth and Lady Macbeth. The aim of the analysis is to determine how language contributes to characterization and to see what can be inferred about the Macbeths' intimate relationship based on the way they address each other. Using the Sketch Engine tool to process the data, character speech is analyzed in terms of word frequencies and keywords. The results clearly support previous literary claims about the importance of time in Macbeth, but they also suggest that the main characters have differing attitudes towards it. The linguistic data also gives rise to some interesting implications regarding the issues of gender and morality. Furthermore, the Macbeths differ significantly in their use of personal pronouns, especially when it comes to the choice between the y-forms and th-forms in the second person singular. Despite the small size of the corpora, this study highlights the important role language plays in Shakespeare's characterization.

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Brown Donathan | Katja Plemenitaš

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Police Accountability and Black Lives Matter: The Discourse of Qualified Immunity

Before the global spotlight ascended upon nationwide efforts to codify into law that Black Lives Matter, specifically, police accountability for the use of excessive force against unarmed civilians, qualified immunity has silently flourished throughout America. Created to shield police officers and other government officials for the actions they engage on the job, this long-standing judicial doctrine continues to proliferate a culture of near-zero accountability when police officers engage in misconduct, which for communities of color oftentimes results in deadly outcomes against unarmed civilians. This article will first revisit the development and legacy of qualified immunity, followed by analyzing the discourse of its universal defense from police unions, then shifting to a data-rich illustration of disciplinary data highlighting the systemically designed outcomes of qualified immunity via the New York Police Department, before providing concluding thoughts. Ultimately, this article asserts that the retrogressive outcomes of police disciplinary inquiries, especially with respect to communities of color, is operating as designed, whereas efforts to review and revisit its structure and practices threaten a longstanding culture of disregard and near-zero accountability.

The paper was produced as part of the bilateral project "Discourse on Black Lives Matter, Law Enforcement and The Use of Deadly Force on Unarmed People of Color from a Cross-Cultural Perspective" (BI-US/22-24-145) funded by ARRS.

Peter Cigrovski

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Engaging Learners through Graphic Novels: Teaching *Maus* in an EFL Classroom

The talk delves into the pedagogical experience of using Art Spiegelman's graphic novel, *Maus*, in an EFL context. The presentation addresses the key aspects of a literary project conducted with 19 proficient high-school students over the course of two months.

Firstly, the talk explores the challenges and benefits of using graphic novels as pedagogical tools, emphasizing their role in enhancing language acquisition and maintaining students' engagement. Further, the talk explains the instructional model that was used to help the students navigate the novel's textual content (e.g. dialogue, Vladek's idiolect, including languages other than English) and visual content (e.g. visual metaphors, visual similes). Additionally, the talk outlines strategies, such as fostering dialogue with Jewish communities in the USA and Israel and organizing an immersive trip to Auschwitz to deepen intercultural understanding and contextualize sensitive themes.

In conclusion, the talk underscores the benefits of incorporating graphic novels like *Maus* in EFL classrooms, highlighting their capacity to foster cultural awareness, enhance language skills, and nurture intercultural awareness.

Aja Čelhar

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Similes and Mind Style in the Patrick Melrose Novels

Mind style is a well-established stylistic framework for exploring how consistent patterns in language project a fictional mind, but while cognitive stylistics has recognized metaphors as its particularly significant feature, other forms of figurative language have largely been overlooked. Simile, long understood as metaphor's "poor relation", is one of them. Edward St Aubyn's highly stylized Patrick Melrose pentology (1992–2012), which gives us an insight into the toxic mind of an eccentric and eloquent aristocrat and addict traumatized by childhood sexual abuse, is characterized by a profusion of conspicuous similes, which are a prominent feature of the protagonist's mind style. This paper argues that simile is a distinct stylistic device, which can orient perspective towards the reflector by foregrounding their mental associations and so give the reader a glimpse into the thought processes of fictional minds. A detailed quantitative and qualitative analysis of the Patrick Melrose novels demonstrates how the form and content of similes reflect cognitive and socio-cultural aspects of Patrick's world view.

The contribution of simile to Patrick's mind style is considered on two levels. Locally, inapt and stretched similes foreground Patrick's unusual mental associations, and so expose his restless and deficient mind, which forces compatibility onto the most unlikely things. Globally, the pervasiveness of similes is a meaningful narrative strategy. Repetitive themes and motifs in source domains relating to the moment of the rape expose a mind struggling to overcome trauma and gradually build an impression of Patrick's skewed perspective on the world. It is finally argued that Patrick's deviant use of metaphorical language cannot be attributed exclusively to cognitive deficiencies but also projects his resistance to the discursive norms of his social environment, the English upper-class, and their value of linguistic and emotional self-control.

Ifeta Čirić-Fazlija

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'Slings and arrows of outrageous fortune': Post-Pandemic Anglophone Theatre and Drama

Ever since the days of their conception dramatic genre and theatre institutions have indelibly reflected their immediate socio-historic contexts, including epidemics. *Oedipus Rex*, one of the most famous tragedies of Ancient Greek theatre, sets its quest for the perpetrator of a regicide against the backdrop of a pestilence, thus possibly invoking the historic event of the plague of Athens (Kousoulis et al., 2012). Being born in the midst of bubonic plague pandemic and living with the consequences of constant plague outbreaks, Shakespeare employed the epidemic as a pretext for his plays' action only once ("*Romeo and Juliet*", 1982, 5.2.), yet frequently referred to pestilence in his other texts (Tichenor, 2021; Young and Hagan, 2020). On the other hand, although shut for a full year for the first time in recent history due to the 1918 influenza pandemic, modern Anglophone theatres and authors seem to have deliberately avoided exploiting it in their pieces (Canning, 2020; Colleary, 2021; Čirić-Fazlija, 2022). Conversely, the COVID-19 pandemic not only imposed another year-long closing down of (contemporary) theatre institutions but directly effected the birthing of new genres and individual plays which included it in their settings and contents (Čirić-Fazlija, 2022). It also motivated the discussions on the future of dramatic literature and theatre establishments, particularly in regard to hybrid drama. Building on its author's previous research of the US theatre and drama during the COVID-19 pandemic, this paper attempts to look into both British and American dramatic literature and theatre establishments one year after the pandemic. The intention is to detect whether Anglophone drama has embraced the new genres, and whether its authors have continued reflecting the pandemic in their respective pieces.

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Teaching Materials for English as an International Language in the Bulgarian Context

The development of English into an international language, its pluralistic character and diverse contexts of use bring to the fore the need to prepare students to deal with the variability of the language and participate in global communication, i.e. interaction among speakers of different linguistic and cultural backgrounds. The teaching materials used in the EFL classroom serve an important function in this process. The present paper focuses on the context of the Bulgarian English-language classroom and explores whether the teaching materials used there are EIL-informed, that is, whether they acknowledge the world status of English and empower students to acquire the ability to cope with its heterogeneity. More specifically, this study focuses on several popular English-language textbooks employed in the Bulgarian cultural context, looks at the representations of the English language they offer and examines the power of these depictions to build into students EIL-inspired abilities and mindset. The results of the analysis reveal mostly monolithic representations of English which present the language as homogeneous and contain little information about its linguistic, functional and cultural diversity. Such representations appear to be powerless when it comes to making students familiar with the heterogeneous character of English and able to function well in international communicative encounters. This paper concludes by suggesting possible ways of strengthening the EIL focus of the teaching materials used in the Bulgarian EFL classroom.

Nikola Dobric

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Assessment-relevant text features and judging of writing – Macro-judgments and micro-judgments

Current practice in the rating of writing performances is predominantly grounded in an approach known as judging. The process of judging is held to avoid paying conscious attention to discrete elements in texts and instead involves accounting for the overall impression that a writing performance leaves on the rater. However, multiple studies into judgments have indicated that while this may be true on a conscious level, preconsciously certain cues and stimuli do individually (though perhaps not linearly) influence the forming of this overall impression. What is left largely unnoticed, however, is that the majority of assessment-relevant cues and stimuli that can be marked in performances as responsible for forming overall judgments require themselves the employment of the process of judging in order to be noticed as such. This realization leads to the conclusion that an overall, macro-judgment of a writing performance (expressed normally as a score) is made up of individual (and largely preconsciously generated) micro-judgments coming together into a complex combination-count. The study first presents a case for such a composition of

judgments, using errors as one type of assessment-relevant stimuli as an example and data from a high-stakes exam, and then discusses the wider consequences of such an understanding of judging for the field of writing assessment.

Corina Dobrota

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Pragma-Semantic Remarks on Legal Idioms

The present paper aims at providing a systematic framework for the study of the so-called legal idioms, that only increase the difficulty of legalese, and often prove challenging to learners of English as a second language. Definable as a subtype of multi-word units, or phraseological combinations with various forms, idioms possess a specific semantic content and pragmatic function, which make them resist decoding and radically diverge from "plain" language, thus giving rise to innumerable comprehension and translation problems. Starting from the prototypical properties that idioms commonly exhibit (i.e. conventionality, inflexibility, figurativeness, proverbiality, informality, affective nuances), the focus lies on how legal idioms may be properly categorized and analyzed so as to facilitate their adequate acquisition and proper use, employing various methods and strategies of explicitation and translation that need to take into account not only the plethora of overt and covert semantic aspects, but also the pragmatic dimensions of the communicative situation. In order to adequately decode the meaning of a legal idiom, the translator should be familiar with the cultural and judicial background of the source and the target language, as well as keenly aware of the contextual clues available in order to provide the proper equivalent, and at the same time preserve the original `flavour`.

Tanja Fajmut

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Global Skills in EFL Classrooms - Skills for the 21st Century

Nowadays, teachers' responsibilities typically cover not only the teaching of their specific subjects but also the gradual inclusion of additional skills and competencies. English is a global skill in its own right and, as such, can be an excellent medium for learning global skills. With its typical emphasis on communication, collaboration, and intercultural competence, the English language classroom is particularly suited to the development of global skills. Firstly, contemporary language teaching in many contexts is based on the principle of learning a language by using it to achieve communicative goals. Communicative language teaching (CLT) and content and language integrated learning (CLIL) are both forms of language learning which rely heavily on the notion of learning a language through use. CLIL is an example of how dual learning objectives can be united in one lesson, as it is designed to integrate multiple goals, such as the learning of language alongside content. The main challenge for teachers intending to integrate the dual learning goals of language and

global skills is to ensure that both are taught effectively and efficiently without sacrificing quality in either. The best way to begin incorporating global skills into teaching practice is to 'start small', integrating short language learning activities which include a focus on global skills.

This presentation focuses on the reasons why is it important to include the teaching of global skills in EFL lessons and then gives examples of how to do that effectively. Global skills learned in EFL classes are transferable to other subjects in school and other areas of life. They can prepare the students to flourish in our rapidly changing 21st century society and are critical for lifelong learning and success.

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Post-humanist study of language alternation in Hungarian-English written mixed-language discourse

Post-humanist thinking is basically associated with a number of ideas that have arisen over the past decade. Post-humanist approach in applied linguistics proposes that sociolinguistic repertoires should not be comprehended as the individual competence of the sociolinguistic actor but in relation to social practices and spatial distributions (Pennycook, 2018). In the field of bilingualism, Pennycook (2016) suggests a more flexible interpretation of how the different linguistic resources are arranged by language users in their ordinary language practice.

For the study of language alternation in written discourse, Sebba (2014) proposes the application of the methods and analyses of linguistic landscape researchers, who study multilingual signage in urban centres. The aim of this paper is to investigate written mixed-language discourse following the new approach suggested by Sebba (2014). The resources that are used include facebook pages and newsletters published by members of Hungarian communities living in English language dominant countries. They provide the source for the research to study intentional code-switching in the light of the trends highlighted above. Contributors to these journals may find it an important and appealing alternative to rely on resources offered by more than one language and semiotics sources.

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Nataša Gajšt

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The One Who 'Must' and the One Who 'May' – A Comparative Corpus-Based Study of Modal Verbs in Standard Terms and Conditions of Sale from Three Common-Law Jurisdictions

Standard terms and conditions of sale are legal documents which define the rights, obligations, responsibilities, and privileges of both the buyer and seller in the transaction of goods or services for payment. As such, they belong to the field of trade law. The provisions in standard terms and conditions of sale include different modal verbs which, in their deontic sense, define the above-stated interests of the two parties to a commercial transaction. With this contribution, we aim to present the results of a comparative corpus-based study of the use of English modal verbs in standard terms and conditions of sale from three common-law jurisdictions, i.e., the UK, the USA and Australia. We compiled our own corpus and used corpus analysis software to perform a comparative quantitative and qualitative analysis to establish the use of modal verbs in these documents with regard to the buyer and to the seller. Although all three sets of texts are based on common law, they exhibit certain differences in the frequency and usage of individual modal verbs. In a narrow sense, our findings add to the knowledge of how English modal verbs are used in standard terms and conditions of sale as examples of trade-related legal texts. In a broader sense, they provide insight into the use of modality as an indicator of power in trade-related legal contexts.

Keywords: legal English, modal verbs, standard terms and conditions of sale, corpus-based study, trade law

Oana-Celia Gheorghiu | Alexandru Praisler

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Teaching Translation and Mediation to International Students during the COVID-19 Pandemic and the War in Ukraine

More than in translation and interpretation, which should stay true to the original text, mediation implies a three-way interaction, in which a third party is actively engaged in communication, selecting texts, contexts, and meanings at their own discretion. Mediation is essential to the increasing trends of internationalization in higher education, not only as an academic subject but as actually supporting academics to overcome linguistic and sociocultural barriers. A good case in point is Applied Modern Languages (English and French), a translation-oriented B.A. study programme dedicated to Ukrainian and Moldovan students at our university, which, because of the lockdowns and limited cross-border circulation during the COVID-19 pandemic, was delivered exclusively online, via the Microsoft Teams platform, from March 2020 to February 2022, and is now being carried out in a hybrid manner because of the war in Ukraine. This presentation is intended to provide an account of the challenges of these

approaches, insisting on the difficulties entailed by online teaching, as well as on the demanding task of teaching translation and linguistic and cultural mediation to foreign students who are not truly proficient in the working language (in our case, English), nor do they speak any contact language that would ease communication.

Kirsten Hempkin

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Negotiating English Language Teacher Identity Outside the Box: Considering Context

The need to understand the psychology of language teachers, as key stakeholders in the language learning process, is well-documented. One aspect of LT psychology – professional identity – has been shown to significantly impact upon various and significant aspects of teachers' lives, such as wellbeing (Day & Kington, 2008), self-efficacy (Canrinus et al., 2012), and long-term motivation and engagement (Hiver & Dornyei, 2015). The case study I present here reflects a post-structural perspective, viewing identity as a complex interplay of internal and external factors, shaped and reshaped through social interaction, as fluid rather than static, and open to potential challenges in periods of transition particularly (Barkhuizen, 2017). The participants in the study belong to a population of language teachers who have so far been somewhat overlooked in research terms, but aspects of whose identity could potentially be problematised. They are established teachers (with four years or more service) who have been trained to work in the state-school context and who, for a variety of reasons, are now working outside it. Through narrative inquiry, the question I address is how they construct their language teacher identity. The findings point to the role played by the teachers' own learner experience in shaping their teacher identity, how emotion both accompanies and drives identity change, and the need for stability and status on what can be an uncertain professional path.

Keywords: Language teacher identity, post-structural perspective, case-study, context, narrative inquiry

Ariela Herček

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Interdisciplinary Research as a Modern Approach to Linguistic Questions: the Case of Sranan Tongo

Contact languages represent some of the most complicated linguistic and social situations. For some pidgins and creoles that emerged in unstable social and economic circumstances, such as during the colonial period after Columbus landed in the Americas, there is hardly any historical data. Others were fortunate and were used so widely that they were recorded and might still be spoken today. In any case, there is a scarcity of data in any historical sociolinguistics endeavour, which implies that all

data available to us is useful and should be used. This means that interdisciplinary research, or borrowing from other (linguistic) disciplines helps fill the gaps remaining if the issue is approached only from the perspective of historical sociolinguistics. For the purposes of research on the topic of socio-cultural influences on Sranan Tongo's core vocabulary, it is necessary to take into account data from different linguistic subdisciplines, such as semantics, phonetics, sociolinguistics, linguistic anthropology, language variation, and other avenues of research which help establish a broader perspective on language change from Early Sranan (c. 1765) to Modern Sranan (still spoken today). This research strategy allows for new insights into how speakers' socio-economic and cultural circumstances shape their linguistic identity and how they influence the evolution of a language through time and space.

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Connecting Across Cultures within the Framework of a Eutopia Learning Community

Fostering interpersonal communication skills in the digital age requires novel approaches, a task which can be particularly challenging in situations involving distance learning and cross-cultural communication. The Text and Discourse Analysis Learning Community, one of the connected learning communities within the framework of Eutopia European University alliance, developed an activity aimed at enhancing the participants' foreign-language communication skills in a virtual environment. The activity, called Language Café, was designed by the Text and Discourse Analysis Learning Community team to connect undergraduate and master's level students from five European universities, enabling them to explore text and discourse in use. In our Language Café, students from different institutions meet online in pairs or in small groups to exchange their views on various topics in a foreign language, while the learning community team facilitates the coordination and recording of their virtual meetings. In this paper we first outline the framework of our Language Café, and then report on the implementation of the activity, focusing on the opportunities and challenges encountered by the participants and the learning community team. We argue that by promoting cross-cultural communication and fostering interpersonal communication skills, participating in the Language Café activity can enhance the participants' learning experience.

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From Bilingual Dictionaries to Online Translators and AI in English Language Learning

Bilingual dictionaries have always been useful tools for learning foreign languages, including English, and that resulted in quite many English-Slovene and Slovene-

English print dictionary editions. But over the past 30 years, Slovenia like many other European countries has experienced a significant shift in the usage of language reference manuals. At the turn of the millennium, there was a temporary surge in the publication of new printed bilingual dictionaries, with The OXFORD-DZS Comprehensive English-Slovene Dictionary reaching the peak among them. However, with the emergence of different digital editions and other online tools, the usage of dictionaries as physical books has considerably decreased. Besides online dictionaries, also online translators have become very popular on the web. With the latest AI tools like ChatGPT it seems that dictionaries will be less and less consulted by their users. Consequently, publishing traditional dictionaries has already become rare among Slovene commercial book publishers. As a result, there are no dictionary editorial teams working on any English-Slovene edition at the moment, and dictionary compiling seems to be left to crowdsourcing. This research presents the comparison of some representative items from The OXFORD-DZS Comprehensive English-Slovenian Dictionary, and the PONS English-Slovene School Dictionary, from Google Translate, DeepL, and ChatGPT. The results illustrate the advantages and disadvantages of specific printed and/or digital editions and web translators for language learning.

Keywords: English-Slovene dictionaries, language learning, The OXFORD-DZS Comprehensive English-Slovene Dictionary, the PONS English-Slovene School Dictionary, Google Translate, DeepL, ChatGPT

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Not quite worlds apart, but... Have the radical changes in 21st-century business communication left the university teaching of English for Business Purposes behind?

Universities and the business world have both undergone fundamental restructuring in the last two decades. As business took off on yet another wave of globalization propelled by digitalization, universities admitted much larger entry cohorts and speeded up their internationalization drive. English in the form of ELF or ELFA or BELF has become integral for both.

The communication between employers and universities has improved at pace and the university's impact on the global workforce has increased. However, surveys of employers and chief academic officers in diverse countries still indicate a substantial gap in the universities' perception of their success in preparing students for the workplace and the employers' experience of graduate hires.

From this perspective, we will test the transferability of university-taught English skills and look at the Business English competence required by the global business world. The intention is to better inform university Business English courses thus facilitating the transition from place of study to place of work.

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Firthian context of situation – a new and working approach to reading poetry in the EFL classroom

The paper aims to offer an engaging approach to studying American poetry within the framework of ELT methodology in Serbian high schools and universities. The approach utilises Firthian context of situation and the studying of N-grams in the Corpus of Contemporary American English - COCA. This paper is based on my experience of teaching workshops and subsequent analysis of the participants' responses. For example, in Robert Frost's poem 'Fire and Ice', the students are offered meaningful parts of the poem. It is worth noting at this point that the parts offered are in prosodic (Louw 1993) clash with the actual message of the poem:

"Some say _____ some say _____
I hold with those who favor _____
But _____ is also great
and would suffice."

While the context of situation rendered by the gapped poem looks trivial, students are surprised to discover that the message is anything but so. The discrepancy between their assumptions and the actual poem makes the classroom discussion worth having, and leaves the students under the impression a little more augmented than what the actual reading experience would have warranted.

This approach offers EFL teachers an opportunity to introduce poetry, with all its complexities and layers of meaning, to their students, who are proficient enough to be able to create contexts of situations around the fragments of poetry based on their knowledge of conversational English. In this way, poetry reading becomes a student-centred creativity exercise, not dominated by the teacher's views and interpretations. I will also compare my students' and workshop participants' non-native predictions with the contexts of situations of selected N-grams in the COCA corpus. These findings can also be shared with students in class.

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“And yet if I judge, my judgment is true”: A diachronic comparison of sentence-initial and in the Gospels

Although the use of sentence-initial and is often discouraged or even proscribed by modern stylisticians, this has not always been the case, and older periods of English typically saw it as an important cohesive device to structure discourse. This study presents a quantitative analysis of the phenomenon (including different variants and spellings) over time using the new edition of the King James Bible (2016), the original King James Bible (1611), the Wycliffe Bible (1382) and the Wessex Gospels (c. 1175) as parallel corpora. The Sketch Engine corpus tool was used to examine not only the sharp decline of sentence-initial and but also the typical contexts where it is dropped in later versions as well as some replacement strategies, such as an increase in sentence length and various types of substitution.

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Between Desperados and Wounded Dolce Vita – Images of Balkan in Contemporary Indie Music

Mark Mazower was among the first historians to challenge the perception of the Balkans as an eternal powder keg (or tinderbox) of European history. He reassessed the writings of 19th-century Balkan nationalists, arguing that their xenophobic struggles were rather a product of their imagination than a historical reality. However, a series of conflicts in the Balkans, including the Balkan Wars, World Wars, Yugoslav Wars, the Macedonian insurgency in 2001, and ongoing crises in Kosovo, undermined Mazower's attempts to promote a more nuanced interpretation of the Balkans, as nationalist rhetoric once again prevailed during these periods. Music also reflected this trend. With the rise of violent nationalist policies, songs like "Bojna Čavoglave" (1991), "Jadna Bosno suverena" (1993), and "Bosanska artiljerija" (1992) portrayed a violent, uncompromising, and nationalistic Balkans. However, after the end of the Yugoslav Wars, Balkan music became increasingly diverse and mutually influenced. Greek pop artists such as Anna Vissi and Katy Garbi influenced Croatian, Serbian, and Slovene music. For instance, Vissi's 2005 hit "Kavénas" (Kanenas) was covered by Croatian group Grupa Vigor ("Još fališ") in 2013 and Slovene singer Saša Lendero ("Ne grem na kolena") in 2006. The Western world mostly observed the developments in Balkan music and constructed its own images of the Balkans by absorbing a variety of Balkan music. The unique blend of Balkan influences can be found in albums such as Beirut's "Gulag Orkestar" (2006) and A Hawk and a Hacksaw's "The Way the Wind Blows" (2006). This paper aims to explore the unexpected and distinctive images of the Balkans that resonated through the indie/folk scenes in the United States.

Agata Križan | Michelle Gadpaille

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“When Day Comes”: Style and Attitude in Presidential Inauguration Poetry

This presentation brings together the exclusive group of poets who were chosen to deliver their poetry on the occasion of presidential inaugurations in the United States of America: Robert Frost (inauguration of President John Kennedy in 1961); Maya Angelou (inauguration of President Bill Clinton in 1993); Miller Williams (2nd Clinton inauguration, 1997); Elizabeth Alexander (inauguration of President Barack Obama in 2009); Richard Blanco (2nd Obama inauguration, 2012); and Amanda Gorman (inauguration of President Joe Biden in 2021).

Close analysis of style and attitude in these poems will reveal the interplay between individual expression and ideological charge in this special genre of the occasional poem, against the background of the changing American political landscape over 50 years. Stylistic emphasis will fall first on word classes, highlighting the potential for meaning in functional categories like pronouns and prepositions. In open class words, emphasis will be on semantic domain and collocation. The appraisal technique will establish attitudinal relations among the layered speakers and addressees in such public poetry. Each researcher will approach the limited text corpus from a separate methodological angle, aiming at overcoming subjectivity in the interpretation of texts that, after all, must inevitably be viewed as emotionally committed participants in political spectacle.

Ivana Krsmanović | Lena Tica

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“That’s not a word”: Innovation in Language, Vocabulary Acquisition and Chat GPT

Databases of relevant English language dictionaries, such as Oxford English Dictionary and Merriam-Webster, continuously grow to accommodate the influx of new words. With the rapid advancements in technology and pervasive use of digital communication channels, the landscape of vocabulary acquisition and language innovation has shifted almost exclusively to digital spaces, allowing IT-related words and vocabulary built around social circumstances and popular culture to dictate the transformation. As dozens of new words enrich the existing language corpus, drawn from a variety of different sources, some words stand the test of time and remain in dictionaries, while others fade and gradually lose their relevance.

The study aims to investigate the extent of students’ familiarity with innovative words included in dictionaries across different decades and determine whether there are any significant differences between their knowledge of older and newer words.

Additionally, the research examines the primary sources and channels through which university students acquire knowledge of innovative words. Finally, the research aims to explore the correlation between these two factors. To address these questions, a quantitative research approach was employed, with a vocabulary test of 2 sets of

innovative words generated by Chat GPT, and an open-ended question. The sample consisted of 62 university students who major in IT engineering. The findings of the research indicate that university students exhibit greater familiarity with innovative words from the recent decade (the 2020s) compared to older decades (the 1990s), as the findings of the paired t-test indicate that, on average, the respondents scored higher on the innovative word list compared to the older word list. This can be attributed to their higher exposure and engagement with the language on social media and through digital communication channels. The students confessed to acquiring innovative vocabulary mostly through the YouTube channel and Netflix activities, whereas the university context appears the least common source for learning new words and phrases.

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Has Vocabulary in the Slovene Matura Examination Improved Over the Last Three Decades?

The paper aims to present the preliminary stages and initial findings of the research on the English vocabulary used by Slovene students at the end of their high school education. The research centres around examining how the knowledge and use of English vocabulary have changed over the years among high school graduates, specifically in written communication at the general Matura examination. This final examination holds a tradition of over 25 years within the Slovene educational system. Vocabulary analysis focuses on the example of evaluated exams, more precisely on the randomly selected samples of written composition at the basic level between 1996 and 2021, archived at RIC (The National Examinations Centre). We will try to address the questions if high school students nowadays encounter fewer challenges concerning lexical density and diversity compared to the students twenty or more years ago; if they use more words with lower frequency; if there is an increased influence of the language adopted through modern technology and social networks; if students incorporate any idiomatic expressions in their writing, etc. Based on the findings, we will establish guidelines for learning and teaching essay writing in the EFL classroom."

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Do Men Flutter and Women Growl? Human Agents with Verbs of Animal Movement and Sound Emission

As many studies have shown (Sinclair 1996; Stubbs 2001, 2007; Hoey 2005), lexical choices trigger the co-occurrence of other lexical items. When the co-selected items share some semantic feature, they are said to exhibit certain semantic preferences or meaning associations. Using the conceptual metaphors WOMEN ARE (SMALL) FURRY ANIMALS, WOMEN ARE BIRDS, and MEN ARE LARGE FURRY ANIMALS (Kövecses

2005, Vasung 2020) as the starting point, the paper examines whether – in addition to manifesting themselves in the selection of nouns (e.g., hen vs. stag party) – these metaphors also manifest themselves in the verb selection regarding male/female agents. In particular, using corpus methodology (English Web 2020 (enTenTen20)), the paper focusses on the movement and sound emission verbs that are primarily used with animal agents (e.g., waddle and cackle), and tries to determine if there is a gender preference for these verbs when used with human agents. The results reveal that in most cases, there is no or little selectional preference with regard to gender, especially so, when the emphasis is on the manner of movement or the production of sound (e.g., He was a toddler, waddling around not quite able to master walking in his wellies). However, in some cases clear gender preference can be observed (e.g., fluttering her eyelashes, cackling witch), indicating that stereotypicalisation of gender and sexualisation is still present in contemporary language usage (Caldas-Coulthard & Moon 2010).

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Leveraging Social Media Affinity Spaces for Language Learning: The Case of Audio Description

This study explores how affinity spaces (Gee, 2018) can be used to teach AD to students, with the aim of creating a more authentic and engaging learning experience. Audio description involves conveying visual information to individuals with visual impairments through spoken narration. Traditional classroom settings often struggle to provide authentic learning environment for this specialized skill.

To this end, the aim of the study is to explore the evolving role of social media groups as affinity spaces within the audio description field, where professionals actively engage in discussions, seek advice, provide support, and share knowledge related to real-life challenges encountered during audio description processes. As audio description professionals strive to improve the accessibility of visual media, the emergence of social media affinity spaces has facilitated dynamic and collaborative exchanges that enrich professional development and promote expertise sharing. Using an interactional discursive approach to analysis, the focus will be on the challenges and ethical considerations associated with audio description, as well as on specific strategies for analyzing and practicing audio description techniques in the classroom.

The findings will shed light on the transformative nature of social media groups as dynamic platforms for professional collaboration within the audio description community, linking their potential to support authentic learning experiences and empowering students to develop essential language skills.

Keywords: audio description, affinity spaces, social media, speaking skill

Gee, J. P. (2018). Affinity spaces: How young people live and learn on line and out of school. *Phi Delta Kappan*, 99(6), 8–13. <https://doi.org/10.1177/0031721718762416>"

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The Role of Dictionary Skills in Language Learning

In general, there is a considerable difference between classroom learning and autonomous learning. Since English teachers are not always available, students who are having language-related problems must look for reliable sources of information on their own. The COVID-19 pandemic has made that truer than at any other time. If students learn how to utilize dictionaries efficiently, dictionaries will be able to fill this gap. Previous dictionary user studies, however, have demonstrated that there is a significant gap between the dictionary user and the dictionary since people lack the reference skills required to retrieve information in a complex dictionary entry. There could be two approaches to bridging that gap. First, lexicographers try to develop techniques that match ordinary users' linguistic expertise and make dictionaries more user-friendly; second, users should be trained to be more skilled in using dictionaries. The importance of dictionary didactics is becoming increasingly recognised in Hungary. There are more and more resources available to teachers, which give methodological advice, however, practising teachers (not having studied dictionary use in an educational context) do not know how to integrate the topic into classroom activities effectively. The presenter used a questionnaire in 2022 to investigate practising teachers' dictionary use habits, preferences, and views on teaching dictionary use. The data will help map the current situation and assess teachers' needs in this respect, which will be the main focus of the presentation.

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Acknowledge it? Covid discourse in doctoral thesis acknowledgements

A liminal text can serve many purposes: dedication, display of allegiance, (self-)deprecation, disavowal, disclosure, divulgation. The discourse it transmits can be read on several levels, ranging from the purely inforamatory (who, what, where, when, how, and why) to allusion, euphemism, and literary references. A sociolinguistic analysis of such texts can capture the wider frames of psychological-pragmatic cues,

by means of network analysis such as the type carried out by Latour, or via corpus linguistic approaches such as semantic prosody, which examines how words relate to each other to create positive or negative meaning.

This paper proposes a look at such devices through these frames, applying them to a corpus of doctoral thesis acknowledgement sections written in English at three European universities during the pandemic lockdowns, and comparing them to texts written before the outbreak of Covid. Absence of mention is considered as well, suggesting either a denial or refusal of the situation, or aiming for a timeframe in which it is perhaps hoped that Covid will have faded into the background, with less name recognition than the scholars referenced. In doing so, this contribution aims to interface with other talks, asking what trace the pandemic and the lockdown will have left on individuals and in our written documentation of the experience.

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The Poetics of Pandemic COVID-19

The poetics of disease is a genre of literature that explores the impact of diseases on individuals, communities, and society as a whole. This genre helps to understand the human experience of illness and to develop more compassionate and effective responses to disease.

The COVID-19 pandemic has had a profound impact on the world, affecting every aspect of humans lives. From the way they work and socialize to the way they think about their health and mortality. The pandemic has forced man to confront new realities and grapple with difficult questions. One of the ways in which people have responded to the pandemic is through poetry. This study will explore the poetics of pandemic, examining how poets have responded to the crisis and what their work can convey about the human experience of this unprecedented moment in history.

The poetics of pandemic can be seen as a response to the uncertainty and fear that the pandemic has brought about. The present study tackles the reaction of certain poets to the pandemic, especially those who have posted poems online. Many poets have used their work to explore themes of isolation, loss, and mortality.

The study deals with the poet's role in documenting and shaping public discourse and understanding of the pandemic. It also focuses on the therapeutic value of pandemic poetry for individuals and communities. In addition to the ability of pandemic poetry to inspire social change and action.

Through close readings of selected texts, we argue that the poetics of pandemic offer a unique lens through which to understand the human experience of crisis and to explore the ways in which poetry can provide solace, connection, and meaning in times of uncertainty.

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When AI Writes a Literary Essay

With the development of Artificial Intelligence, teachers of literary classes are faced with a new challenge: how to deal with the use of AI in students' home assignments. In the current academic year, about 14% of students in my literary courses wrote at least one of their home assignments using AI. We can expect this percentage to rise in the future, as the students get more familiar with the available and rapidly developing chatbot software. Unlike plagiarism, the use of AI is difficult to prove, as AI detection tool is still in the process of development; therefore, detection of a chatbot-generated text depends predominantly on the teacher's ability to recognize its characteristics.

In this paper, I would like to share the findings of my analysis of student texts that were partly or fully AI-generated. I will point to several deficiencies that such texts share, such as major mistakes when referring to the plot of a novel or a film, and vagueness in the formation of arguments, which sound sophisticated but do not say much or are too general to answer the assignment question. Additionally, AI-written assignments that are on the same topic tend to have a very similar structure and use similar sentences or phrases, so that they often appear to be only variants of the same text.

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Machine translation in audiovisual translation teaching

In terms of audiovisual translation (AVT), subtitling has been the primary option in both Slovenia and the United Kingdom. A steadily increasing film production, not least of English-speaking series, and development of digital technologies, which include AVT software, have seen a growing need for subtitling globally.

The Department of Translation Studies at the Faculty of Arts, University of Ljubljana, has offered courses in subtitling for over 20 years. The two decades have witnessed the introduction of both paid and free of charge or open-source professional software editors as well as the recent rise of neural machine translation. Except for the deplorable shortage of physical in-class experience, which is conducive to the process of learning, the COVID-19 pandemic did not greatly affect the very technical aspects of subtitling teaching. Notwithstanding, it may have been the very reliance on digital technologies that has sparked a livelier interest in the use of machine translation amongst students.

While it has been noticed that some students had been at least to some extent using machine translation in their subtitling tasks, it has been officially introduced only recently. This paper presents the AVT students experience with the guided application of machine translation software. Even though digital translation tools are meant to speed up the process of translation and contribute to greater accuracy of the

communicated message, this has been disproved by the subtitling course activities. The time and intellectual concentration devoted to post-editing have proved to be counter-productive. In addition, machine translation can only be adequately assessed and used as additional translation tool once the students have understood the complexity of AV translation and are able to produce functional subtitles by themselves.

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“Tell me what you need English for and I will tell you the English that you need”: Analysis of Teachers’ Attitudes Towards English for Specific Purposes

Following the implementation of the Bologna reform (2002) and membership in the European Union (2013), English has acquired an even more prominent role in Croatian higher education. While previously Croatian was the main and often only language of instruction, university teaching staff now are expected to teach their courses in English, making English for Specific Purposes (ESP) an integral part of their teaching inventory. In addition to communication, ESP is vital for student and staff mobility and cross-border academic cooperation. The present study has the following objectives: 1) to examine, analyse and present the results of university teachers’ attitudes and opinions towards using English as their language of instruction, i.e. using ESP as an integral part of courses held in English; 2) to provide feedback to all the ESP teachers regarding the importance and necessity of creating adequate teaching materials for the purpose of teaching ESP. The sample consisted of 32 teaching staff from the Faculty of Kinesiology University of Split, Croatia. The study was conducted from 2022 to 2023. For this study, a new questionnaire was developed. The reliability and validity of the new questionnaire was confirmed. The results indicate that teachers strongly believe that ESP should be taught through available courses at the faculty and that it has numerous benefits for the students as such: from upgrading their knowledge and English skills or expanding their knowledge of transferrable skills, to finding a job inside and outside of Croatia.

Keywords: ESP, tertiary level, education, university teachers

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Investigating the Potential of Online Environments in Reducing FL Anxiety during Public Speaking

Oral presentations are common tasks in tertiary education's ESP curriculum. Due to the impact of COVID-19, new approaches were required to fulfill this task, such as utilizing various online platforms to conduct public speaking activities that are typically performed in front of an audience. This study aims to examine specific

aspects of online oral presentations (e.g., language, strategies, structure and organization, collaboration, body language, etc.) that can cause anxiety among students while performing this task. The research design adopts an experimental and quantitative approach. The experimental group, comprising 35 students, delivered oral presentations using the MS Teams platform, while the control group, consisting of an equal number of students, presented in a traditional classroom setting. Upon completion, a questionnaire was employed to gather data for quantitative analysis. The findings indicate that students from different groups perceive distinct areas of oral presentations as anxiety-inducing. These results could be used as the instructional guidance for the teachers when preparing their students for public speaking activities. Key words: public speaking activities, oral presentations, MS Teams platform, FL anxiety

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The Prosody of English Phrasal Terms Revisited

This paper attempts to present old issues from Bolinger (1971, Ch 4) in new disguise, more in line with the recent progress in linguistics. It is based on the principle that "Ontogenese rekapituliert Phylogenese" (Ernst Haeckel), i.e. in the speech chain the falls and rises in pitch form the primordial and relational category of case in the interpersonal communication of human beings. The result is a bicasual (two-case) grammatical system. Thus, it is theoretically possible to have bicasual relations manifested intonationally, and as I have already amply proved in Phillipov (2019), it is partially done in many languages of different contensive types (including English). The linguistic relevance of the fact that the phrasal verb always consists of more than one word has been convincingly argued by Bolinger (ibid.), especially with reference to the fact that there is a kind of semantic spreading out and instead of packing the semantic features into one word, matters are made more flexible by spreading them into more than one word plus an intonation remainder. In this line of reasoning Halliday (1985) proves that the Process will be under focus and also to consider the transitivity of the clause as a whole, i.e. whether it is structured as process plus participant or process plus circumstance. The paper illustrates that often the subject/object case relation is manifested in part intonationally by resorting to through what Nikolaeva (2002) terms as "скрытая память языка" ("the hidden memory of language"), the latter bringing back to function older linguistic mechanisms. The grammatical interface is accounted for in terms of Role and Reference Grammar (RRG), an offspring of Case Grammar in the tradition of Fillmore.

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Unified Bible Reader – notions of digital humanities in online bible readers

Bible translation is mostly determined by theories of English-speaking countries (or if not, theories are explained on English examples) providing a field for implementation in several languages. The presentation focuses (through examples of English translations) on a short introduction of the most widespread translation theories (as formal and dynamic equivalence, functional approaches, and relevance theory) in Bible translation and introduces the newest online Bible Reader in Hungary – the Unified Bible Reader.

The Unified Bible Reader provides a parallel reading of the Scripture translated into five languages and allows users to use the functions of the reader in three languages (Hungarian, English and German). The second part of the presentation focuses on the challenges of digital humanities in presenting several translations hosted in several textual representations. Several languages (in between, English) mean several “problems” to solve, but the core work called the four-step process of digitalisation, data cleaning, import, and parallelisation will be explained in Bible translations. The presentation gives a short example of the steps revealing successful outcomes of digital humanities and pointing to the human work that still needs to be done. Although English is a morphologically poor language, it can mean several problems in text parallelisation (but not in online concordance making) – several translation theories provide several Bible translations showing several text outputs. Digital humanities have to tackle them – possible methods will be presented.

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Framing Black Lives Matter Protests in Slovene Mainstream Media

In this paper, we examine reports in the Slovene mainstream media on the protests organized by the movement Black Lives Matter in the summer of 2020 following the killing of George Floyd. We also compare these reports with the reader's reactions in their commentary sections. The lens through which we analyze the reporting is based on the notion of framing in discourse. The use of frames implies selecting particular aspects of the reported event, making these particular aspects salient to readers. Theoretically, we argue that framing can be captured with qualitative and quantitative linguistic evidence focusing on evaluative elements and lexis reflecting semantic fields. Frame indicators advance different value positions and are thus closely connected to the prevailing ideology. We discuss these aspects through a case study of 50 articles and their commentary sections in *Delo* and *Večer*, published shortly after the protests. We argue that the main frames used in the Slovene mainstream reports are similar to those in the U.S. reporting by adopting the systemic racism frame. At the same time, the Slovene commentary section provides a much more heterogeneous use of frames. The paper was produced as part of the bilateral project “Discourse on

Black Lives Matter, Law Enforcement and The Use of Deadly Force on Unarmed People of Color from a Cross-Cultural Perspective” (BI-US/22-24-145) funded by ARRS.

Key Words: Black Lives Matter, Slovene media, framing, evaluation, systemic racism

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Romania

Demanding Translation Services for Educational Institutions during the Covid-19 Pandemic

For years now, intercultural communication has mostly taken place in English. More recently, English has also been the language of preference in intracultural communication. In the age of the new media, and particularly in the online environment mediating the transmission of data, messages, and documents which was prompted by the Covid-19 pandemic, inter- and intracultural communication overlap, with the concerns which impact the global setting being neuralgic issues locally as well. During the partial or total lockdowns enforced worldwide between 2019 and 2022, unlike any other moment in time, more people, more frequently, accessed websites to stay informed, request assistance, purchase goods, order food, pay for utilities, find work, apply for training programmes, etc. Under the circumstances, translation services (especially from and into English) were in high demand. The challenges for the translator, however, were numerous, beginning with linguistic proficiency and cultural awareness, and ending with time constraints, computer literacy, text editing skills, and design know-how. A brief survey of the websites commonly used in Romania during the pandemic (originally created in English and translated into Romanian, and/or those generated domestically and addressing an international public in English) indicates either mediocre renderings in the target language or inadmissible delays in improving, updating, and disseminating the information sought. To illustrate the above, this presentation focuses on several websites of educational institutions (e.g., the Ministry of Education, local universities).

Nastja Prajnč Kacijan

University of Maribor
Slovenia

Portrayal of Aging and Dying in Richard Flanagan’s Novel The Living Sea of Waking Dreams

Flanagan’s novel The Living Sea of Waking Dreams intertwines several contemporary issues: climate change and its profound consequences, screen addiction, the loss of love and connection between humans, and the fear of aging and dying. This paper focuses on the latter, as the process of aging and dying in the novel is frequently described through rich metaphorical language, especially from the point of view of the protagonist, Anna, who witnesses her elderly mother’s declining health. The portrayal of mental and physical decline in the novel is vivid, and metaphorical language helps

to create an intimate and often highly uncomfortable image for the reader. Flanagan's work offers an intriguing insight into potential perceptions of old age and death, describing them as a source of fear, shame or even disgust for the child when the parent can no longer perform their former role. This paper analyses the novel's metaphorical language by categorising the relevant examples and highlighting the most prominent motifs connected to aging and dying. The examples are perhaps different than the euphemistic or glorifying ones we often encounter in fiction, since they include comparing an aging person to a puppet, a machine or an animal, all of which contain a powerful dehumanizing connotation.

Anemari Pušnik | Sara Orthaber | Aleksandra Nuč

University of Maribor
Slovenia

Bridging Communication Gaps: Examining Views on Community Interpreter Qualifications and Terminology

With continuous migration influx, understanding the multifaceted dynamics of community interpreting is paramount to ensure equitable access to essential services and bridge communication gaps in a rapidly evolving global landscape. Community interpreting plays a pivotal role in facilitating effective communication within diverse societies by bridging language barriers for individuals accessing public services. The present study delves into the multifaceted realm of community interpreting by eliciting insights from stakeholders. By examining face-to-face and online interviews with public institution representatives, trained and untrained interpreters, refugees, and NGO representatives, we aim to capture their diverse viewpoints on the essence of community interpreters and the essential qualities and skills they should possess. The findings highlight the centrality of trust in the success of community interpreting, which is built upon interpreters' linguistic competence, cultural sensitivity, and ethical professionalism. The findings further reveal a significant challenge arising from the terminology surrounding community interpreters. The use of terms such as "certified," "registered," and "sworn" interpreters generates confusion among stakeholders, contributing to a lack of clarity about the status and qualifications of community interpreters. This ambiguity not only affects the recognition of the profession but may also impinge on effective collaboration between community interpreters and the users of their services.

Keywords: Community Interpreting, Competencies, Terminology Ambiguity, Migration

Edit Rácz

Károli Gáspár University of the Reformed Church in Hungary
Hungary

Online learning applications in the lesson plans of EFL student teachers

Digitalization has left an undeniable mark on the way we live in the 21st century. All walks of life are affected: communication, entertainment, work or education. English

as a foreign language (henceforth: EFL) teaching is no exception. The lockdown of schools during the covid pandemic forced and accelerated the use of online learning methods and gamification “which refers to a process of enhancing a service with affordances for gameful experiences in order to support users’ overall value creation” (Huotari & Hamari, 2017).

The Hungarian National Curriculum (2020), in accordance with the recommendations of the Council of the European Union (2018), considers digital competence essential to master. To this end, teachers in general, language teachers in particular, are expected to incorporate digital technology into their lessons.

In this talk I present the findings of my research investigating whether the lesson plans of graduating student teachers at a Hungarian university incorporate online learning applications. Current student teachers are members of generation Z, whom Prensky (2001) calls digital natives, as they live their lives wired, and are expected to be comfortable with digital technology.

Research results show that 55% of the lesson plans contain at least one learning application. The range of apps used is impressive: altogether eleven apps can be found in the lesson plans. This means that the student teachers are familiar with various digital methods applicable in the English classroom. However, the proportion of the use of apps is uneven among the student teachers; one of them uses six apps in a class while others use only one or two.

The current research has also revealed the educational reason for using apps in a language classroom. Most of the time digital apps enhance vocabulary acquisition or grammar practice. Among others, apps are used to reflect on learners’ homework.

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Petra Ramšak

University of Ljubljana
Slovenia

O Mye Gode: Spelling Variation in Biblical and Ecclesiastical Lexical Items in the Parsed Corpus of Early English Correspondence

Early Modern English displays broad spelling variation across all lexical items, but it already leans towards spelling standardisation due to the introduction of the printing press in England in 1476. This study looks at Biblical and ecclesiastical lexical items and their spelling in written correspondence between the years 1410 and 1695.

Religious vocabulary is chosen due to the Bible's widespread influence on the public. The objective is to determine if the standardised spelling in the Bible influenced the orthography of the letter writers. Twenty lexical items were selected, and spelling variation was analysed using VariAnt. This tool looks for spelling variation within a set of text files, in this case, the Parsed Corpus of Early English Correspondence (PCEEC).

The results show that spelling variation was still present in Biblical and ecclesiastical vocabulary. Most analysed words have five to nine spelling variations, with some clear outliers. As the title of the book, Bible has zero variation. Negative words like Hell, Devil and Satan have few variations of spelling as well as low occurrence, most likely due to the taboo nature of the expressions. The influence of Latin can be found in the spelling of Jesus (for example, Iesus or Iesu). Bishop is another outlier with twenty spelling variants, most of which fit the patterns of Early Modern English spelling variation: final silent <e>, vowel and consonant doubling, and vowel substitution of <i> with <o>, and <y>.

Polona Ramšak

University of Ljubljana
Slovenia

Hateful Victorian Literary Mothers – innate evil or victims of their time

There is a wide gap between the actual lives of women and mothers in 19th-century Britain and the way they are represented in the literature of the time. Their desired role in the patriarchal world is well depicted in the contemporary periodical press, which promotes an idealized woman figure, a devoted wife and mother, a paragon of domesticity, virtue and humility. British Victorian fiction, however, is replete with female figures that deviate from this ideal. Numerous instances of radically imperfect wives and/or bad mothers can be categorized into several groups, one of which is the harmfully indifferent, morally corrupt, or even altogether evil mothers. Comparing bad mothers from 19th-century British fiction, one can draw parallels between them and observe homogeneous reasons for their indifference, malignance, and even wickedness. This paper looks into the sources of the depravity of a selection of fictional female characters, arguing that it is typically the oppression of unfavourable societal conditions that steer them away from their initial positively charted path.

Jonathan S. Rebetz | Oliver Currie

University of Ljubljana
Slovenia

Stereotyping and the Indexical Meaning of Latin in Wodehouse's Jeeves & Wooster Books

P. G. Wodehouse used many stereotypes in his characterization of Bertie Wooster and his manservant Jeeves. One of those stereotypes is their use of language. This paper reviews the two characters' personal idioms on the basis of a corpus of five novels with the purpose of trying to establish what role classical Latin plays in the social indexation of either fictional speaker. Latin is one of the great prestige languages of the West, but in Edwardian England – as opposed to classical Rome, mediaeval Western Europe, and the Renaissance courts, where it was used in the running of both Church and State – it no longer served the practical purpose of being the main language of administration. The main motivation for acquiring it was thus symbolic: the fact that it was associated with expansive and expensive education, and

(consequently) also a specific social class. It is surprising that a valet, a personal servant with little formal education, would know Latin, so Jeeves seems like an interesting exception to this general rule. The present paper compares his and his master's Latin, interpreting their use of the language within the Edwardian sociocultural atmosphere and suggesting what the characters' use of Latin signifies in the wider context of the series of novels.

Andrea Agnes Remenyi

Pazmany Peter Catholic University
Hungary

How to validate an English-L2 language examination and how that is related to automated language assessment?

A recurring language proficiency assessment issue is how to conceptualise Common European Framework of Reference for Languages (CEFR) proficiency levels in quantifiable features of English grammar and vocabulary. What are the characteristics of a certain CEFR level, in terms of its syntactic/lexical accuracy and complexity? This talk will discuss two related issues: how to prove that a certain language examination measures what it intends to measure (exam validation), and how to find ways to automatically assess English-L2 texts produced at language exams.

As part of the validation process of the CEFR B2+ language exam for English majors due at the end of their first year of studies at a Hungarian university, we are working to detect the systematic patterns of syntactic and lexical characteristics of a written corpus and their match to B2+ expectations. The project research question is whether that exam measures English language proficiency at the B2+ level in a valid and reliable way. The present research question is what the patterns of syntactic and lexical complexity in written texts are that inform the validation of that exam.

Our multivariate research design examines the influence of numerous variables in the patterning of syntactic and lexical complexity, including manually and automatically detectable ones. We have been working with a few such multivariate systems: the Biber-tagger/MAT (Nini 2019), the L2SCA (Lu 2017), the CVLA (Uchida & Negishi 2018), Lextutor-based measures (Cobb 2022), and some of our own automated and manual measures (Reményi-Velner 2022, Adamova 2022, Reményi 2023). A statistical meta-analysis across these systems will be suggested in the talk. Reflecting on the recent leap in AI developments, I will also discuss the relevance of a linguistically informed contribution into the field of automated language assessment.

Žan Strnad

University of Maribor
Slovenia

A Linguistic Analysis of Headlines and Subheadings in UK's Major Tabloid Newspapers: A Focus on Global Warming and Green Energy in Editorial Pages

This study presents a comprehensive linguistic analysis of headlines and subheadings found in the editorial pages of major tabloid newspapers in the United Kingdom, with

a specific focus on the topics of global warming and green energy. Drawing on corpus linguistics and discourse analysis, the research aims to explore the linguistic strategies employed by these newspapers when presenting information related to these critical environmental issues.

The study's methodology involves the compilation and analysis of a substantial corpus of headlines and subheadings extracted from prominent tabloid newspapers, including but not limited to The Sun, Daily Mail, Daily Express and Daily Mirror. By employing both qualitative and quantitative approaches, the linguistic features, rhetorical devices, and ideological orientations used in the headlines and subheadings will be identified and examined.

The analysis focuses on three key aspects: lexical choices, evaluative language, and persuasive techniques. Through the analysis of lexical choices, the study seeks to identify recurring patterns and dominant terminology used to describe global warming and green energy in specific tabloid newspapers. With evaluative language analysis, this study aims to uncover the presence of positive or negative framing strategies employed to shape readers' perceptions and attitudes towards these environmental issues. Additionally, the study investigates the persuasive techniques employed to capture readers' attention, influence their opinions, and potentially incite specific behavioural responses.

The findings of this research will try to contribute to the understanding of media discourse and its role in shaping public attitudes towards global warming and green energy. This linguistic analysis will try to shed light on the ways in which tabloid newspapers present information and highlight the potential impact of language on public perception about these pressing environmental concerns.

Keywords: linguistic analysis, tabloid newspapers, global warming, green energy, headlines, subheadings, corpus linguistics, discourse analysis, media framing, evaluative language, persuasive techniques.

Andrea Szabó F.

University of Pannonia
Hungary

English Studies and Transversible Skills in the 21st Century

International organizations (e.g.: OECD, EU, UNESCO, UNICEF) have developed reference frameworks from the mid-2010s on to raise policymakers' attention to transversal competences (skills) as crucial in the increasingly globalized unpredictable 21st century world. These frameworks (OECD, 2014; EU, 2018; Council of Europe, 2018; UNESCO, 2019; UNICEF, 2019) all reference skills that enable people to realize their full potential in education, their personal and professional lives, as well as in their roles as citizens.

Although the terminology is not uniform (transversible, transferable, soft, horizontal, life, interdisciplinary, 21st century skills), the frameworks are consistent in emphasizing the need to allow learners to become resilient, able to navigate social, economic, academic and personal challenges. The frameworks include competences like: critical and innovative thinking, inter-personal, negotiation, communication, teamwork, collaboration skills; language using attitudes; intra-personal skills (e.g. self-discipline, enthusiasm, perseverance, selfmotivation, etc.); global citizenship (e.g.

tolerance, openness, respect for diversity, intercultural understanding, etc.); media and information literacy. To any academic in the „business“ of English Studies, this all sounds very familiar. This is our home ground: this is what we do. Yet, we may find ourselves again and again needing to explain why English Studies is relevant. One possible reason for why English literary, cultural studies and linguistics studies and their methodologies may seem irrelevant from a STEM-obsessed policymaker’s perspective is that we fail to demonstrate how the skills we develop can be applied in real-life situations. In my paper I present an attempt to develop a simple critical reading tool that fosters communication, intrapersonal skills (such as self-discipline) , global citizenship (tolerance, openness, respect for diversity, intercultural understanding), and media and information literacy competences at the same time by adapting Jonathan Haidt’s theory of moral foundation for media analysis.

Barna Szamosi | Rita DiFiore-Czipczer

Eszterházy Károly Catholic University
Hungary

Project-based training in language teacher education

Situation: Literature suggests that while the younger generations in higher education are less able to concentrate for long periods and less accepting of authority, an important positive change is observed in their increased awareness and self-confidence and their specific expectations towards employers (Hukné Kiss & Koltányiné Vadász, 2020).

Complication: Addressing social changes requires specific research skills and modification of teaching methods. However, our institute statistics show that few students select teaching methodology for the topic of their thesis.

Implication: If the existing construct in teacher training does not address the changing expectations, teachers will enter the workforce without proper skills to further aggravate the situation.

Position: Transforming the content of the course can channel the positive characteristics of students. Through project-based approach that targets the 6Cs, a more employable generation of teachers will enter the job market (Anugerahwati, 2019).

Action: We set out to investigate freshmen's attitudes towards their professional commitment with the aim of engaging them in project-based learning (Török et al., 2019). A student survey was designed to explore their values related to academic environments and experience with research methods applied in social sciences. Based on the results, our intended product is a new framework for a research methodology course including the learning outcomes, the assessment regimen, and the teaching-learning activities according to constructive alignment (Biggs, 1996).

Benefit: By using project-based curriculum, autonomous, confident, and open-minded students graduating with a solid background in methodology can be accomplished, as the content of research methodology instruction can be adapted to the personal interests and expectations of students.

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Anamarija Šporčič

University of Ljubljana

Slovenia

Teaching Slovenian LGBTQ+ Poetry in the United States

The presentation will focus on some of the specific challenges faced and approaches employed in teaching contemporary Slovenian LGBTQ+ poetry to college students in the United States. It is well known that American students have a very different *modus operandi* to Slovenian ones in that they expect to always be able to actively participate and develop their own ideas in what are discussion-based sessions, rather than traditional lectures in which students remain largely passive listeners. However, being asked to turn what was initially to be a Slovenian-style lecture on the topic of Slovenian LGBTQ+ poetry into a creative writing workshop proved to be a very intriguing challenge. How does one design a workshop on a very specific topic that the audience had never previously encountered? And how to approach the teaching of a distinct genre of literature from a country few American students have ever even heard of? In addition to an introduction to Slovenia and an overview of key moments in the struggle for equal rights of the Slovenian LGBTQ+ community, various short tasks and longer prompt-based assignments were designed with the purpose of encouraging students to produce their own work inspired by English translations of selected poems by contemporary Slovenian queer poets. The purpose of this talk is to present and discuss the content of the workshop, as well as findings originating from its execution, in greater detail.

Katja Težak

University of Maribor

Slovenia

Mythical Character Adaptations in Homer's *Odyssey* and Margaret Atwood's *Penelopiad*

The world's mythologies have influenced an immense number of stories that came after them, either in the shape of a direct retelling, an adaptation or just serving as an anchor or inspiration in developing the plot or the story's characters. One of those

influenced creations is the *Penelopiad* by Canadian writer Margaret Atwood published in 2005 as part of *The Canongate Myth Series*, which is a retelling of Homer's *Odyssey* from the perspective of Odysseus's wife Penelope. Literary adaptation is the adaptation of a literary text to different genres or media such as films, stage plays, video games, or such as in our case, adaptations to the same medium; from written literary text to written literary text, only changing the genre from epic poem to novel with and added change of character focus and viewpoint. This analysis will discuss an adaptation, and will compare the original to the adaptation in terms of the characters, narrator's perception of the characters and possible influences that occur in these aspects of the adaptation due to gender of narrator, time of creation and social background of writer, as well as other categories that might occur as relevant throughout the analysis. As the two works were created 29 centuries apart, the results should unveil interesting insights into how modern-day artists perceive these ancient giants of literature and what they think a modern audience wants to read in their retellings.

Keywords: *The Odyssey*, *The Penelopiad*, myth in literature, literary adaptation "

Lena Tica | Ivana Krsmanović

University of Kragujevac
Serbia

Overcoming the Writer's Block?: Exploring Students' Motivation and Perspectives on Using Chat GPT as a Writing Assistance Tool in ESL

Amidst the integration of ChatGPT, a groundbreaking language model, into various domains, including English Language Teaching (ELT), one thing remains indisputable: the landscape of writing tasks has been permanently altered. This transformative development has stirred both anticipation and apprehension as educators and students grapple with its profound implications. Employing a mixed-method design, the study explores the viewpoints of university students regarding the utilization of ChatGPT as a writing assistance tool, while concurrently examining the relationship between their motivation to learn English and the usage of the tool. More specifically, the study focuses on determining: (1) What types of motivation (instrumental, integrative, and personal) are favored by university students, (2) What are university students' attitudes towards ChatGPT as a writing assistance tool, and (3) Is there a correlation between the motivation and attitudes on ChatGPT? The sample consisted of 80 university students enrolled in ESL courses and the instrument was designed as an adapted motivation scale (Gardner, 1985 and Cooper and Fisherman, 1977) and a set of original questions. The results indicate that the overall motivation of university students for learning English is high ($M= 3.7$), with instrumental motivation emerging as the dominant factor, since students primarily viewed English language learning as a means to enhance career prospects. Furthermore, the findings indicate that the respondents perceive ChatGPT as a valuable resource for writing tasks ($M=3.72$), with text revision and text structuring being its most valued functionalities, followed by paraphrasing, brainstorming, and title suggestion. Finally, although the study reveals that there is no significant correlation between students' motivation to learn English and their usage of ChatGPT for writing assignments, the thematic analysis shows that

the respondents perceive ChatGPT as a handy tool which has certain limitations but can complement their instrumental motivation to achieve their professional goals.

Michaela Trnová

Masaryk University
Czech Republic

Vocabulary Activities in Lower-Secondary EFL Coursebooks Used in Czechia

We usually speak about the vocabulary breadth, i.e. the number of words the learner knows. However, the depth of vocabulary knowledge is equally important. Vocabulary knowledge should not be limited to knowing the word's meaning and form. Nation (2001) introduces nine aspects of word knowledge that should be acquired to master vocabulary knowledge. This study presents a content analysis intending to discover whether lower-secondary EFL coursebooks used in the Czech Republic cover more aspects of vocabulary knowledge or whether they only focus on knowing the meaning and/or the form of vocabulary. First, vocabulary activities in the selected coursebooks were analysed and classified based on Nation's (2001) nine aspects of vocabulary knowledge. The results show that eight of the nine aspects are covered in the studied coursebook, with the aspect of form and meaning, the aspect of grammatical functions and the aspect of collocations being the most frequently represented, and the aspect of constraints on use being the least represented in the data. By contrast, the aspect of concept and referents is not covered at all. In order to look at vocabulary knowledge from the perspective of pedagogical practice, interviews with teachers using the studied coursebook at the lower-primary level were conducted. The results drawn from the interviews are in accordance with those of the content analysis. In addition, the interviews provide information on vocabulary work in the classroom. Based on the research results, recommendations for teachers and authors of coursebooks and supplementary materials are formulated.

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Adriana Diana Urian

Babes-Bolyai University
Romania

The Language of Modern Fashion, from Specialized Language to Technical Jargon to Ubiquitous Trendsetter Terminology

Specialized language has many forms and applications, however, the specialized language of fashion has received far less attention in the linguistic research world, than perhaps any other similar research area (law, biology, social sciences etc.). The explanation lies somewhere along the lines of assuming that fashion represents a frivolous industry and does not render valuable results in the field of linguistic research. With the rise of fast-fashion and the abundance of social-media channels in everyday life, the English language has become abundant in fashion related

terminology, not only in specialized mediums, but also in everyday communication. It is a phenomenon unparalleled in intensity and comparable perhaps only to computer science terminology.

The present study aims at offering an objective report of the manner in which the language of fashion is slowly making the transition from specialized jargon to becoming a cultural phenomenon. Is there a universal language of fashion? How is it developing and evolving? Can we speak of a semantics of the language of fashion? These are some essential questions that will be addressed further, in an attempt to establish how the language of fashion unfolds in today's modern environment."

Snježana Veselica Majhut

University of Zagreb
Croatia

Familiar Stories in Brand New Attire: Recent Retranslations of Children's Books in Croatia

The phenomenon of retranslation has been in focus of Translation Studies scholars for three decades, or more precisely, since the publication of Bensimon's and Berman's contributions in the fourth issue of *Palimpsestes* (1990). While the majority of early research focussed on the textual analysis of single source texts and their retranslations with a view to verifying the Retranslation Hypothesis, the research interest has recently shifted from comparing translated texts with corresponding source texts to exploring the context of their emergence, in particular the motives for their production. The aim of the present study is to explore the motives for retranslations of Anglophone works of children's literature into Croatian that have appeared over the last thirty years. While research interest in the retranslation phenomenon has expanded to include non-canonical and non-literary retranslations, it should be noted that retranslations of children's literature do not attract much scholarly attention, though they constitute a large body of retranslations. The paratexts of the selected retranslations are examined as evidence of strategies used by various agents (publishers, editors, retranslators) in presenting these retranslations to the readership. The peritext (afterwords) and epitext of the selected retranslations are analyzed in order to reconstruct the attitudes of publishers, editors, and retranslators to the particular retranslation and its predecessor(s).

Johannes Wally

University of Graz
Austria

All's Well That Ends Well? An Analysis of the Implied Politics of George Saunders' Short Story "Escape from Spiderhead" (2010) and that of its Netflix Adaptation Spiderhead (2022)

George Saunders' short stories have been praised for their biting critique of neoliberal practices. However, they have also been criticised for the solution they seem to suggest to corporate capitalism and rampant privatisation. The ethics of empathy,

which many of Saunders' stories tend to foreground, has been criticised as rooted in the same notion of atomised individuality as neoliberalism itself. Empathy, so the argument runs, is not a basis for political change. This presentation takes this line of criticism as its point of departure and analyses the implied politics of Saunders' short story "Escape from Spiderhead" and compares it to those of its Netflix adaptation Spiderhead. Although the short story and its intermedial adaptation negotiate the same narrative conflict, they offer very different solutions. Both texts centre on the protagonist Jeff, who is an inmate in a research penitentiary facility where mind-altering drugs are tested on prisoners. However, while the short story's protagonist commits suicide during a psychological experiment in order to save his fellow inmate from drug-induced torture, the adaptation's protagonist manages to escape from the research penitentiary facility together with his love interest. These different endings radically impact the implied worldview of the respective text, specifically its implied politics. While the short story combines the Calvinist and Neo-Darwinian notions of predetermination into a paradoxical critique of neoliberal ideologemes, the Netflix adaptation emerges as the cultural signifier of an ideological minimal consensus that seems to sit most comfortably with the various and possibly conflicting worldviews of a global audience: it emphasises the healing powers of romantic love.

Andrej Zavrl

Independent
Slovenia

Marlowe, Shakespeare and Henry VI: Collaboration, Attribution, Speculation

Digitalisation of texts and big data analyses have yielded new insights into, and helped develop our understanding of, authorship and collaboration in early modern drama. Researchers today have unprecedented online access to early and modern editions of plays and primary documents, which they can consult in large numbers and find in minutes what would have taken a lifetime just a few decades ago. However, as we work and study online, it is important to keep in mind the material aspects of early modern texts. For instance, very few dramatic manuscripts have survived (none in Marlowe's or Shakespeare's hand), which makes the roles of other agents (e.g. theatre companies, censors, revisers, scribes, composers, printers and modern editors) even more pronounced; given that most plays from the London commercial theatres of the period have been lost, the reliability of comparisons regarding unique/common usages and verbal parallels is questionable; analyses necessarily depend on which early or modern editions are read, etc. Despite its insistence on empirical methods, new attribution scholarship cannot avoid subjective choices or speculative interpretations. Consequently, there sometimes seem to be as many attributions of the same texts as there are researchers. Focusing on drama from the early modern period (in particular Marlowe and Shakespeare's proposed collaboration on the Henry VI plays), the paper will highlight some of the complex issues of text transmission (and loss), authorship attribution, collaboration and editing, and argue that as powerful as advanced attribution techniques may be, their findings are no more reliable than the (often unreliable) data they use.

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