

# Literature, Languages & Linguistics

Abstract Book

From the 4<sup>th</sup> Annual International  
Conference on Literature, Languages  
& Linguistics, 11-14 July 2011, Athens,  
Greece

Edited by Gregory T. Papanikos



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH  
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## Preface

This abstract book includes all the abstracts of the papers presented at the *4<sup>th</sup> Annual International Conference on Literature, Languages & Linguistics, 11-14 July 2011*, organized by the Athens Institute for Education and Research. In total there were 126 papers and 136 presenters, coming from 36 different countries (Albania, Australia Bahrain, Belgium, Brazil, Bulgaria, Canada, China, Cyprus, Czech Republic, Egypt, Estonia, the Former Yugoslav Republic of Macedonia, Georgia, Germany, India, Iran, Israel, Italy, Japan, Jordan, Latvia, Poland, Romania, Russia, Saudi Arabia, Singapore, South Africa, South Korea, Spain, Switzerland, Taiwan, Thailand, Turkey, the United Kingdom, and the United States of America). The conference was organized into 31 sessions that included areas such as Comparative Literature, Language Learning, Translation, e.t.c. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 100 international conferences and has published over 100 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

**Gregory T. Papanikos**  
**President**



## FINAL CONFERENCE PROGRAM

### Athens Institute for Education and Research

Arts and Sciences Research Division

Literature, Languages & Linguistics Research Unit

## 4th Annual International Conference on Literature, Languages & Linguistics 11-14 July 2011, Athens, Greece



Conference Venue: Titania Hotel, 52 Panepistimiou Avenue, Athens, Greece

### Organization and Scientific Committee

- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. Nicholas Pappas, Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.
- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
- Dr. Gilda Socarras, Head, Literature, Languages & Linguistics Research Unit, ATINER & Assistant Professor, Auburn University, USA.
- Dr. Stavroula Varela, Academic Member, ATINER & Senior Lecturer, University of Chichester, U.K.
- Dr. Stephen Bay, Assistant Professor, Brigham Young University, USA.
- Ms. Nicoleta Calina, Lecturer, University of Craiova, Romania.
- Dr. Bahman Gorjian, Assistant Professor, TEFL Dept., Islamic Azad University, Abadan Branch, Abadan, Iran.
- Ms Raluka-Eugenia Iliou, Lecturer, Ploiesti University, Romania.
- Ms. Vasso Kondou Watson, English Teacher, University of Sunderland, U.K.
- Dr. Hala Tawfik Sorour Maklad, Lecturer, Sadat Academy for Management Sciences, Egypt.
- Dr. Ioanna Papadopoulou, Lecturer, Democritus University of Thrace, Greece.
- Dr. Alina-Stela Resceanu, Lecturer, University of Craiova, Romania.
- Dr. John Spiridakis, Professor, St. John University, USA.
- Dr. German Westphal, Associate Professor, University of Maryland, USA.
- Dr. Katherine Wright (Tsatas), Assistant Professor, Northern Illinois University, USA.
- Dr. Margarita Kefalaki, Researcher ATINER.
- Ms. Lila Skountridaki, Researcher, ATINER & Ph.D. Student, University of Strathclyde, U.K.
- Ms. Gina M. Bondi, Researcher, ATINER.

### Administration

Fani Balaska, Chantel Blanchette, Stavroula Kiritsi, Eirini Lentzou, Konstantinos Manolidis, Katerina Maraki & Sylia Sakka

## CONFERENCE PROGRAM

### Monday 11 July 2011

**07:30-08:30 Registration**

**08:30-09:00 Welcome and Opening Remarks**

- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. Nicholas Pappas, Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.

<p><b>09:00-10:30 Session I (Room A) - Literary Criticism</b>  <b>Chair:</b> Kefalaki, M., Researcher, ATINER.</p>	<p><b>09:00-10:30 Session II (Room B) - Formal Linguistics</b>  <b>Chair:</b> Pappas, N., Vice-President of Academics, ATINER &amp; Professor, Sam Houston University, USA.</p>
<ol style="list-style-type: none"> <li>1. Ntuli, C.D., Lecturer, University of South Africa, South Africa &amp; Mafela, M.J., Professor, University of South Africa, South Africa. <i>Children's Literature and the Realities of Social and Cultural Conditions: A Perspective on Niki Daly's Not So Fast Songololo.</i></li> <li>2. Calina, N., Lecturer, University of Craiova, Romania. <i>On the Religious Dimension of Giovanni Papini's Work.</i></li> <li>3. Mironescu Grinea, A., Ph.D. Student, University Alexandru Ioan Cuza, Romania. <i>The Critical Essay in Interwar Romania: Between Literary Criticism and Cultural Nationalism.</i> G. Ibrăileanu, Paul Zarifopol, E. Lovinescu, G. Călinescu.</li> <li>4. Shi, Y., Professor, Nanjing University of Aeronautics and Astronautics, P.R. China. <i>Other · Otherness – A Study of J.M. Coetzee.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Garcia de la Maza, C., Lecturer, University of the Basque Country, Spain. <i>Adverbial Optionality in the Medio-Passive Alternation.</i></li> <li>2. Duma, M., Ph.D. Student, Babes-Bolyai University, Romania. <i>The PP and CP Domains: Phases in Comparative and Other Complex Constructions. An English-Romanian Case Study.</i></li> <li>3. Tarpomanova, E., Assistant Professor, Bulgarian Academy of Sciences, Bulgaria. <i>Verb Aspect in Greek and Bulgarian: Derivation, Meaning and Functioning.</i></li> </ol>
<p><b>09:00-10:30 Session III (Room C) - Comparative Literature</b>  <b>Chair:</b> Poulos, G., Vice-President of Research, ATINER &amp; Emeritus Professor, University of South Africa, South Africa.</p> <ol style="list-style-type: none"> <li>1. Banerjee, R., Associate Professor, Jawaharlal Nehru University, India. <i>Anton Chekhov's 'The Lady with the Dog' and Rabindranath Tagore's 'The Broken Nest'- A Comparative Study.</i></li> <li>2. *Fazeli, M.T., Assistant Professor, Islamic Azad University, Shoushtar Branch, Iran. <i>Comparative Literature of Iran and Greek (Pheder and Siyavash).</i></li> <li>3. Cusmerenco, D., Ph.D. Student, University Alexandru Ioan Cuza, Romania. <i>Man against the Limit in Camusian and Dostoevskyan Works.</i></li> </ol>	

<p><b>10:30-12:00 Session IV (Room A) - Translation</b>  <b>Chair:</b> *Parmar, H., Associate Professor, P.D. Malaviya College of Commerce, India.</p>	<p><b>10:30-12:00 Session V (Room B) - Language Learning</b>  <b>Chair:</b> *Fazeli, M.T., Assistant Professor, Islamic Azad University, Shoushtar Branch, Iran.</p>
<ol style="list-style-type: none"> <li>1. Jordan-Nunez, K., Professor, San Jorge University, Spain. <i>Literary Translation as an Act of Mediation between Author and Reader.</i></li> <li>2. Ryu, H., Associate Professor, Pusan University of Foreign Studies, Korea. <i>Translation as Rewriting and Retelling.</i></li> <li>3. Franczyk, A., PhD Student, Wroclaw University, Poland. <i>The changing idea of woman. Some remarks on the English translation of the Sixth Satire of Juvenal.</i></li> <li>4. Tsai, C., Assistant Professor, National Taipei University of Technology, Taiwan. <i>The Boundaries of Translation: The Case of TV News Translation.</i></li> <li>5. Chen, Y.M., Assistant Professor, National Taipei University of Technology, Taiwan. <i>Concern for the Target Readers in Soft News Translation.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Chen, S.J., Associate Professor, National Taiwan University of Science and Technology, Taiwan. <i>Implementing E-Portfolio Assessment in an Undergraduate Interpreter Training Course – A Taiwan Pilot Study.</i></li> <li>2. *Brown, R., Assistant Professor, University of Bahrain, Bahrain. <i>Developing Performance-based Instruction for Foreign Language Education.</i></li> <li>3. Al Shatter, G., Senior Lecturer and Head of Arabic Studies, Sabq Academy for Training &amp; Education, Jordan. <i>Thinking Visibility in Teaching Arabic as a Second Language: Cognitive Approach.</i></li> <li>4. Dickens Hale, J.R., Translator, Educator, TriLingual Translations, USA. <i>A Comparison of L2 Acquisition Methodologies: Total Immersion versus the Bilingual Method.</i></li> </ol>
<p><b>10:30-12:00 Session VI (Room C) - Sociolinguistics</b>  <b>Chair:</b> *Dralo, A., Lecturer, University «Eqerem Cabej» Gjirokaster, Albania.</p>	
<ol style="list-style-type: none"> <li>1. *Mulaudzi, P.A., Professor, University of South Africa, South Africa. <i>Language Names what Exists: Reflection of Language Attitudes among the Indigenous Black South Africans.</i></li> <li>2. Fukuda, M., Lecturer, Universitat Autònoma de Barcelona, Spain. <i>Double Gateway to the Host Society: Language Use and Ideology in Japanese Community in Catalonia.</i></li> <li>3. Evripidou, D., Lecturer, Frederick University, Cyprus. <i>Language and Identity of young Mancunian Greek Cypriots in the Greek Community School of Manchester.</i></li> </ol>	

<p><b>12:00-13:30 Session VII (Room A) - Literary History-Criticism</b>  <b>Chair:</b> Suzuki, S., Professor, Graduate School, Nagoya University, Japan.</p>	<p><b>12:00-13:30 Session VIII (Room B) - Language Learning</b>  <b>Chair:</b> *Brown, R., Assistant Professor, University of Bahrain, Bahrain.</p>
<ol style="list-style-type: none"> <li>1. Cevik, Y., Assistant Professor, International Balkan University, Former Yugoslavia Republic of Macedonia. <i>Jane Austen's Sensibility on Social Scene.</i></li> <li>2. Spiridon, E., Ph.D. Student, University Alexandru Ioan Cuza, Romania. <i>The Septuaginta and the Romanian Bible Versions.</i></li> <li>3. *Parmar, H., Associate Professor, P.D. Malaviya College of Commerce, India. <i>A Comparative Study of the Vision of Bondage and Freedom in King Oedipus and King Lear.</i></li> <li>4. Bisnoff, R., Ph.D. Student, Arizona State University, USA. <i>A Contemporary Reading of Thucydides.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Donesch-Jezo, E., Assistant Professor, Jagiellonian University, Poland. <i>The Use of Language Corpora and Concordancing Software to Improve Grammatical Competence in Teaching English as a Foreign Language.</i></li> <li>2. Ellis, M., Lecturer, Nanyang Technological University, Singapore &amp; Chong, S., Associate Professor, Nanyang Technological University, Singapore. <i>IELTS and Its Correlation with Teachers' Oral Proficiency: A Study of Beginning Primary School Teachers in Singapore.</i></li> <li>3. Farneste, M., Associate Professor, University of Latvia, Latvia. <i>Non-native Students' Problems in Structuring Academic Essays in English at Tertiary Level.</i></li> <li>4. Chen, J.Y., Master Student, National Cheng Kung University, Taiwan. <i>My Computer is My Body Assistant: The Influence of Computer Science Metaphors on Primary Education in Taiwan.</i></li> <li>5. Costa Ribas, F., Adjunct Professor, Federal University of Uberlandia, Brazil &amp; Hashiguti, S.T., Adjunct Professor, Federal University of Uberlandia, Brazil. <i>Use of Alternative Pedagogical Material and Technology in a Brazilian Course of English for Academic Purposes.</i></li> <li>6. Al Hamad, M., Lecturer, Manchester Metropolitan University, UK. <i>A New Approach to Learning Arabic Orthography.</i></li> </ol>
<p><b>12:00-13:30 Session IX (Room C) - Formal Linguistics</b>  <b>Chair:</b> *Mulaudzi, P.A., Professor, University of South Africa, South Africa.</p>	
<ol style="list-style-type: none"> <li>1. Floripi, S., Assistant Professor, Federal University of Uberlandia, Brazil. <i>Licensing Possessive Forms in Brazilian Portuguese: A Case of Grammar Change.</i></li> <li>2. *Dralo, A., Lecturer, University «Eqerem Cabej» Gjirokaster, Albania. <i>A Comparative Study of Non-Finite Verbs in English and Albanian Language.</i></li> <li>3. Dekova, R., Senior Researcher, Bulgarian Academy of Sciences, Bulgaria &amp; Nestorova, P., Assistant Professor, The University of Food Technologies - Plovdiv, Bulgaria. <i>Verbs of Movement in the Bulgarian FrameNet.</i></li> </ol>	

**13:30 - 14:30 LUNCH**

<p><b>14:30-16:00 Session X (Room A) - Literary Criticism</b>  <b>Chair:</b> Tsanova, R., Professor, Tbilisi Ivane Javakhishvili State University, Georgia.</p>	<p><b>14:30-16:00 Session XI (Room B) - Language Learning</b>  <b>Chair:</b> *Hung, Y.H., English Teacher, Tunghai University, Taiwan</p>
<ol style="list-style-type: none"> <li>1. Aboelazm, I., Assistant Lecturer, Ain Shams University, Egypt. <i>Re-constructing the Past: Storytelling in Ama Ata Aidoo's The Dilemma of a Ghost.</i></li> <li>2. Büyüksahin, E., Research Assistant, Selcuk University, Turkey. <i>Functions of the Mythical Figures in Marguerite Yourcenar's Works: Fires and Anna, Soror...</i></li> <li>3. Liu, K., Professor, Harbin Institute of Technology, China &amp; Wang, L., Professor, Harbin Institute of Technology, China. <i>The Premature Death of a "National Hero": Interpreting Margaret Laurence's "The Tomorrow Tamer".</i></li> <li>4. Kohutova, R., Ph.D. Student, Charles University, Czech Republic. <i>Text as an Interactive Play: Tracing the Concept of Literary Interactive Narrative in the Works of James Joyce, Jorge Luis Borges and Lubomir Dolezel.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Shen, H., Associate Professor, The University of Iowa, USA. <i>Semantic Transfer in Acquisition of L2 Chinese Productive Vocabulary.</i></li> <li>2. Shen, M.Y., Associate Professor, National Formosa University, Taiwan. <i>Contextual Inferencing as a Strategy for Vocabulary Acquisition in L2 Reading: Focus on Students' Behaviors.</i></li> <li>3. Satidsathien, C., English Instructor, Burapha University Chantaburi Campus, Thailand. <i>Language and Age of Speakers: Cross-Cultural Difference in Politeness.</i></li> <li>4. San Mateo, A., Ph.D. Student, UNED, Spain. <i>Vocabulary Learning of Spanish as FI/L2 in Formal Context Through three Learning Methods: Definitions, Examples and Sentence-Composing.</i></li> </ol>
<p><b>14:30-16:00 Session XII (Room C) - Literary History</b>  <b>Chair:</b> *Gorjian, B., Assistant Professor, Islamic Azad University, Iran.</p>	
<ol style="list-style-type: none"> <li>1. Suzuki, S., Professor, Graduate School, Nagoya University, Japan. <i>Devious Communication in Otto van Veen's Amorum Emblemata (1607).</i></li> <li>2. Shafagh, E., Professor, Bu Alisina University, Iran. <i>Why do we Read Literary Masterpieces?</i></li> <li>3. Tyutina, S., Ph.D. Student, Florida International University, USA. <i>The Formation of Hispanic Orientalist and the Perception of the Other in the Iberian Peninsula in the XV-XVI Centuries.</i></li> <li>4. Motlagh, A., Associate Professor, Islamic Azad University, Bushehr Branch, Iran. <i>Satire in Gogol's "The Inspector General".</i></li> </ol>	



<p><b>16:00-17:30 Session XIII (Room A) - Comparative Literature</b>  <b>Chair:</b> Tyutina, S., Ph.D. Student, Florida International University, USA.</p>	<p><b>16:00-17:30 Session XIV (Room B) - Language Learning</b>  <b>Chair:</b> Zenuk-Nishide, L., Associate Professor, Kobe City University of Foreign Studies, Japan..</p>
<ol style="list-style-type: none"> <li>1. Tsanava, R., Professor, Tbilisi Ivane Javakhishvili State University, Georgia. <i>From Sacrifice Ritual to Revenge (Ritual Dismemberment of the Human Body in Ancient Greek Drama and Vazha-Psgavela's Poems)</i>.</li> <li>2. Karmarkar, M.N., Assistant Instructor, Rutgers University, USA. <i>Transgressive traces and female Nomadism in Malika Mokeddem's Le Siècle des Sauterelles and Leila Sebbar's Isabelle l'Algérien</i>.</li> <li>3. Khan, K. B., Senior Lecturer, University of South Africa, South Africa. <i>Creative Visions of Natalia Molebatsi in Post 1994, in "Sardo Dance" (2009)</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. *Hung, Y.H., English Teacher, Tunghai University, Taiwan &amp; Yu, J.F., Assistant Professor, Tunghai University, Taiwan. <i>Incidental Vocabulary Learning with the Computer-Based Simulation Game</i>.</li> <li>2. *Gorjian, B., Assistant Professor, TEFL Department, Abadan Branch, Islamic Azad University, Iran. <i>The Impact of Learners' Awareness of Vocabulary Learning Strategies on Reading Comprehension among Pre-Intermediate EFL Learners</i>.</li> <li>3. Muñoz Ramos, M., Ph.D. Student, University of Malaga, Spain. <i>Campus Virtual: ICTs Involved in the Teaching-Learning Process of Foreign Language</i>.</li> <li>4. *Jabbarpoor, S., Faculty Member, Islamic Azad University, Garmsar Branch, Iran. <i>Individual Output versus Collaborative Output: Effects on the Acquisition of English Subjunctive Mood</i>.</li> </ol>
<p><b>16:00-17:30 Session XV (Room C) - Literary Criticism</b>  <b>Chair:</b> Shen, H., Associate Professor, The University of Iowa, USA.</p>	
<ol style="list-style-type: none"> <li>1. Deka Hazarika, K., Professor, Dibrugarh University, India &amp; Deka, K., Ph.D. Scholar, Jawaharlal Nehru University, India. <i>The Literary Enterprise of Popular Imagination, Issues and Discontents: The Case of Post-Colonial Assam</i>.</li> <li>2. Broad, S., Lecturer, University of Reading, UK. <i>Writing the Family</i>.</li> <li>3. Li, X., Associate Professor, Harbin Institute of Technology, China &amp; Fu, L., Professor, Harbin Institute of Technology, China. <i>Paradise News: An Antimodernist Novel</i>.</li> <li>4. Dong, Y., Lecturer, Harbin Institute of Technology, China. <i>A Comparative Textual Analysis on the Characters and the Problem of Identity in the Two Novels-Midnight's Children and Brothers</i>.</li> <li>5. Zhang, L., Lecturer, Harbin Institute of Technology, China. <i>The Sortie of Free Spirit in Lady Chatterley's Lover</i>.</li> </ol>	

<p><b>17:30-19:00 Session XVI (Room A) - Translation</b>  <b>Chair:</b> Broad, S., Lecturer, University of Reading, UK.</p>	<p><b>17:30-19:00 Session XVII (Room B) - Formal Linguistics</b>  <b>Chair:</b> Gorjian, B., Assistant Professor, Islamic Azad University, Iran.</p>
<ol style="list-style-type: none"> <li>1. Ko, L., Lecturer, The University of Queensland, Australia. <i>Non-Professional Translators in the Media: Practicabilities and Expectations</i></li> <li>2. Sendik, S., Freelance Translator &amp; Lecturer, Open University, Israel. <i>Getting into Character: Characterization in Literary Translation.</i></li> <li>3. Wang, X., Associate Professor, Harbin Institute of Technology, China. <i>An Aesthetic Approach to Prose Translation.</i></li> <li>4. Ng, E., Assistant Professor, Hong Kong Baptist University, China. <i>Three Chinese Translations of Hemingway's The Old Man and the Sea in the post-Mao era (1987).</i></li> <li>5. Panou, D., Ph.D. Student, Leicester University, UK. <i>Idiom Translation in Financial Discourse: English vs. Greek Press.</i></li> <li>6. Van Egdom, G.W., Assistant, (Communication &amp; Translation Studies), Vrije Universiteit Brussel/Erasmushogeschool Brussel, Belgium. <i>The End(s) of Translation as we know it Disturbing Translatability in the Work of Vicente Huidobro.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Westphal, G., Associate Professor, University of Maryland, USA &amp; Uffman, A., Research Associate, University of Maryland, USA. <i>On the Null Causative Light Verb of Minimalist Syntax.</i></li> <li>2. Rosca, A., Ph.D. Student, University of La Rioja, Spain. <i>Towards A Lexical-Constructional Approach to Pick and Pluck.</i></li> <li>3. Cheng, Q.L., Professor, Shanghai University, China. <i>Force-Dynamics Complex and Alternative Construals.</i></li> <li>4. Nazari, S., Assistant Professor, Department of Literature, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran &amp; Maleki, S., Lecturer, Islamic Azad University, Iran. <i>A Comparative Study of Phonetics in Kurdish and Old Persian Language.</i></li> <li>5. Hsu, D.B., Assistant Professor, National Taiwan Normal University, Taiwan. <i>A Psycholinguistic Investigation of Ba-Construction: Evidence from Structural Priming.</i></li> </ol>
<p><b>17:30-19:00 Session XVIII (Room C) - Comparative Literature and Literary Criticism</b>  <b>Chair:</b> Jabbarpoor, S., Faculty Member, Islamic Azad University, Garmsar Branch, Iran.</p>	
<ol style="list-style-type: none"> <li>1. Tirekidis, C., Lecturer, University of New South Wales, Australia. <i>"I, Refugee." A Comparative Analysis of the Asia Minor Refugee Characters in Novels Written By Refugee, Constantinopolitan and Native Greek Authors.</i></li> <li>2. Hamzah, H., Lecturer, The Academic Arab College for Education, Israel. <i>Historical Intertextuality in Mahmoud Darwish's Poetry: The Interaction of a Text and its Historical and Political Contexts.</i></li> <li>3. Sumer, S.Z., Assistant Professor, Selcuk University, Turkey. <i>The Birth of a New Self and a New Identity in Kate Chopin's Short Stories.</i></li> <li>4. Popescu, C., Senior Lecturer, University of Craiova, Romania. <i>Parodic Practices in Contemporary Romanian Poetry.</i></li> <li>5. Huang, F., Associate Professor, Harbin Institute of Technology, China. <i>Death in Loveship, Courtship, Hateship, Marriage of Alice Munro.</i></li> <li>6. Onur, G.A., Assistant Professor, Selcuk University, Turkey. <i>"İstanbul" from the Eye of Orhan Pamuk.</i></li> </ol>	

**21:00-23:00 Greek Night and Dinner**

## **Tuesday 12 July 2011**

### **08:30-10:30 Session XX (Room A) - Literary Criticism**

**Chair:** Varella, S., Senior Lecturer, Chichester University, UK.

1. \*Ruiz-Tresgallo, S., Assistant Professor, University of Wisconsin-Stout, USA. *The Devil within: Misogyny and Abjection in El Carnero* by Juan Rodriguez Freyle.
2. Parpala, E., Professor, University of Craiova, Romania. *The (Self)construction of Enunciator's Identity (with Reference to the Romanian Postmodern Poetry)*.
3. Multani, A., Associate Professor, Indian Institute of Technology, India. *From the Zoo to the Jungle a reading of Mulk Raj Anand's 'The Untouchable' and Aravind Adiga's 'The White Tiger'*.
4. Sagioglu, R., Research Assistant, Selcuk University, Turkey. *The Protagonist's Inner War in "Kumral Ada Mavi Tuna" by Buket Uzuner*.
5. Gundogan Ibrism, D., Lecturer, Istanbul Technical University, Turkey. *Mapping Memory, Trauma and Anti-Heroes/Heroines in the Museum of Innocence: Can we heal from/by the Memory*.

### **08:30-10:30 Session XXI (Room B) - Language Learning**

**Chair:** \*Segev-Miller, R., Lecturer, Kibbutzim College of Education, Technology and the Arts, Israel.

1. Ristikivi, M., Associate Professor, University of Tartu, Estonia. *Latin Terms and Legal Education: Acquisition of Professional Terminology*.
2. Srisermbhok, A., Associate Professor, Eastern Asia University, Thailand. *A Strategical Approach to Writing Development: A Case Study of Senior High School Teachers at Pathumthani Province, Thailand*.
3. Martins, C., Assistant Professor, University of Macau, China & Nunes, A., Assistant Professor, University of Macau, China. *Perception of European Portuguese Minimal Pairs by Chinese Speakers - First Approaches*.
4. Lee, S.P., Assistant Professor, Asia University, Taichung, Taiwan, Lee, S.D., Professor and Chair, China Medical University, Taiwan & Lee-Chang, S., Associate Professor, University, Taiwan. *Exploring the Relationships among Sleep Quality, Personality and English Performance*.
5. \*Van der Spuy, A., Senior Lecturer, Walter Sisulu University, South Africa. *Research and HIV/AIDS in the First Year English Classroom, Walter Sisulu University, South Africa: a Case Study*.
6. Gkioka, C., M.A. TEFL, Lancaster University, UK. *Constructing the Self in the Second Language Context*.

### **08:30-10:30 Session XXII (Room C) - Translation**

**Chair:** \*Chen, Y.M., Professor / Chair, National Chung Cheng University, Taiwan.

1. Arboleda, P., Assistant Professor, University of Hawaii at Manoa, USA. *Converging Texts: The Process, Challenges and Results of Subtitling Raymond Red's Sakay*.
2. Judickaite-Pasvenskiene, L., Ph.D. Student, Tallinn University, Estonia. *Subtitling Culture for Children: To Be or Not to Be?*
3. Urun, A.K., Professor, Selcuk University, Turkey. *Literary Translation Adventure of Turkey*.
4. Lin, X., Associate Professor, National Chi Nan University, Taiwan. *On the Construction and the Role of Translation Strategy: When French, English, and Chinese Date in Poetry Translation*.

<p><b>10:30-12:00 Session XXIII (Room A) - Language Learning</b>  <b>Chair:</b> Parpala, E., Professor, University of Craiova, Romania.</p>	<p><b>10:30-12:00 Session XXIV (Room B) - Language Studies</b>  <b>Chair:</b> *Van der Spuy, A., Senior Lecturer, Walter Sisulu University, South Africa.</p>
<ol style="list-style-type: none"> <li>1. Tatsuki, D., Professor, Kobe City University of Foreign Studies, Japan &amp; Zenuk-Nishide, L., Professor, Kobe City University of Foreign Studies, Japan. <i>Repositioning Literary Texts for ELT.</i></li> <li>2. Tsai, Y.R., Associate Professor, I-Shou University, Taiwan. <i>Integrating Moodle Course Management System with Strategy Instruction to Improve Reading Comprehension and Strategy Use of EFL Learners.</i></li> <li>3. Tan, D.A.L., Language Teacher, Universiti Sains Malaysia, Malaysia, Pandian, A., Universiti Sains Malaysia, Malaysia &amp; Lee, B.C., Universiti Sains Malaysia, Malaysia. <i>It's in the News! A Study on the Use of Electronic News and Language Competence.</i></li> <li>4. Al Ghonaim, A., Teaching Assistant, Qassim University, Saudi Arabia. <i>The Role of Preparing Listening Quizzes by Students for the Class Topics: Challenges, Motivation and Attitudes towards Skill.</i></li> <li>5. Zenuk-Nishide, L., Associate Professor, Kobe City University of Foreign Studies, Japan &amp; Tatsuki, D., Professor, Kobe City University of Foreign Studies, Japan. <i>Vocabulary Acquisition through Word Study and Extensive Reading.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Robert, T., Ph.D. Student, University of Geneva, Switzerland. <i>Saussure on the Origin of Language: Essential and Theoretical Impossibilities.</i></li> <li>2. Varella, S., Senior Lecturer, Chichester University, UK. <i>Terminology, Etymology and Figurative Language.</i></li> <li>3. Belyakova, I., Assistant Professor, Tyumen State University, Russia. <i>Transformations in the Lexical Field of Beauty in the Russian Language as a Result of Westernization of Russian Culture.</i></li> </ol>
<p><b>10:30-12:00 Session XXV (Room C) - Literary Criticism</b>  <b>Chair:</b> *Ruiz-Tregallo, S., Assistant Professor, University of Wisconsin-Stout, USA.</p>	
<ol style="list-style-type: none"> <li>1. Fedosova, T., Associate Professor, Gorno-Altai State University, Russia. <i>Reflection of Time in Postmodern Literature.</i></li> <li>2. Domingo, N., Lecturer, University of California, USA. <i>Moro-Moro US Style: Performing the Bayan from Devotion to Pay per View.</i></li> <li>3. Chan, K.Y., Assistant Professor, The Open University of Hong Kong, China. <i>The Chinese Poetic Narrative Self of Zhu Shuzhen.</i></li> <li>4. Uygur, I., Instructor &amp; Ph.D. Student, Adnan Menderes University, Turkey. <i>The Silence and Role of a Grotesque 'Other' in Shakespeare's "A Midsummer Night's Dream".</i></li> </ol>	

<p><b>12:00-13:30 Session XXVI (Room A) - Language Studies</b>  <b>Chair:</b> Tsai, Y.R., Associate Professor, I-Shou University, Taiwan.</p>	<p><b>12:00-13:30 Session XXVII (Room B) - Language Learning</b>  <b>Chair:</b> Srisermbhok, A., Associate Professor, Eastern Asia University, Thailand.</p>
<ol style="list-style-type: none"> <li>1. Buck, C., Ph.D. Student, University of Duisburg-Essen, Germany, Pilz, T., Professor, University of Duisburg-Essen, Germany, Dubovizky, K., Assistant Professor, University of Duisburg-Essen, Germany &amp; Luther, W., Professor, University of Duisburg-Essen, Germany. <i>Personalized Fuzzy Search in Historical Texts With Non Standard Spelling.</i></li> <li>2. Fryer, M., Researcher, Université du Québec à Montréal, Canada, Foucambert, D, Professor, Université du Québec à Montréal, Canada, Bastien, M., Ph.D. Student, Université du Québec à Montréal, Canada &amp; Brehm, S., Researcher, Université du Québec à Montréal, Canada. <i>Mental Models and Language Comprehension: When the Reading Processes of Poetic Texts Can Enlighten Structure-Building Frameworks.</i></li> <li>3. Bade, N., Ph.D. Student, University of Tuebingen, Germany. <i>Obligatory Presuppositions and Exhaustive Interpretation.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Mandin, L., Associate Professor, University of Alberta, Canada. <i>Literacy Awareness - a Shared Responsibility between Parents and Schools.</i></li> <li>2. *Segev-Miller, R., Lecturer, Kibbutzim College of Education, Technology and the Arts, Israel. <i>Education Graduates' Self-study of Summarizing Processes and Products.</i></li> <li>3. Kalyuga, M., Head of Russian Studies, Macquarie University, Australia. <i>Teaching Foreign Languages Using Etymology.</i></li> <li>4. Kalyuga, S., Associate Professor, University of New South Wales, Australia. <i>Role of Prior Knowledge in Language Learning: A Cognitive Load Perspective.</i></li> <li>5. Jalilzadeh, K., Student, Islamic Azad University, Science Branch, Iran, Dehghan, M., Student, Freelance University, Iran, Zare Zadeh, F., Student, Isfahah University, Iran &amp; Atefeh, T., Islamic Azad University, Qods Branch, Iran. <i>Investigating EFL Students' Attitude towards an "Ideal Teacher."</i></li> </ol>
<p><b>12:00-13:30 Session XXVIII (Room C) - Literary Criticism</b>  <b>Chair:</b> Domingo, N., Lecturer, University of California, USA.</p>	
<ol style="list-style-type: none"> <li>1. Harger - Grinling, V., Professor, Memorial University, Canada. <i>Once Were Warriors.</i></li> <li>2. Lai, C.H., Professor, National Cheng Kung University, Taiwan. <i>Infinite Haunting: Ethical Face and Political Faces.</i></li> <li>3. Fulela, B., Lecturer, University of KwaZulu-Natal, South Africa. <i>The Incurable Economy of Thirteen Cents: K. Sello Duiker's Vision of Post-Apartheid South Africa.</i></li> </ol>	

**13:30-14:30 Lunch**

<p><b>14:30-16:00 Session XXIX (Room A) - Discourse Studies</b>  <b>Chair:</b> Lai, C.H., Professor, National Cheng Kung University, Taiwan.</p>	<p><b>14:30-16:00 Session XXX (Room B) - Literary Criticism</b>  <b>Chair:</b> Harger – Grinling, V., Professor, Memorial University, Canada.</p>
<ol style="list-style-type: none"> <li>1. Kovanova, E., Associate Professor, St.Petersburg State University, Russia. <i>Mechanisms of Persuasion in Politicians' Autobiographies.</i></li> <li>2. Zummo, M., Researcher, University of Palermo, Italy. <i>Web Counseling: A New Health Discourse?</i></li> <li>3. *Chen, Y.M., Professor / Chair, National Chung Cheng University, Taiwan. <i>Conceptualizing Pre-service Teachers to be Future Mentors.</i></li> <li>4. Wu, S., Assistant Professor, Chang Jung Christian University, Taiwan. <i>Discourse Analysis of Persuasive Speeches in Interpretation Learning and Teaching.</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Jerath, R.M., Professor, Jawaharlal Nehru University, India. <i>The New Russia.</i></li> <li>2. Lwin, S.M., Assistant Professor, Nanyang Technological University, Singapore. <i>Narrativity and Oral Storytelling Performance: A Critique.</i></li> <li>3. Horne, F., Lecturer, University of South Africa, South Africa. <i>Literature of Suffering and Anger: Creative Responses to the AIDS-epidemic in South Africa.</i></li> <li>4. Jiang, L., Lecturer, Nanjing University of Aeronautics and Astronautics, China. <i>The Politics of the Animal – A Cultural Reading of Animal Images in Some Postcolonial Novels.</i></li> </ol>
<p><b>14:30- 16:00 Session XXXI (Room C) - Language Studies</b>  <b>Chair:</b> Mandin, L., Associate Professor, University of Alberta, Canada.</p>	
<ol style="list-style-type: none"> <li>1. Alfonzetti, G., Associate Professor, University of Catania, Italy. <i>Compliments and Compliment Responses in Italian.</i></li> <li>2. Kotsifas, D., Ph.D. Student, University of Leuven, Belgium. <i>A Model for the Prosody of Greek in Diverse Speech Corpora.</i></li> <li>3. Shih, C., Assistant Professor, Nanyang Technological University, Singapore. <i>A Model on the Impact of the External Contexts on the Life Stories of EFL Teachers in Taiwan.</i></li> <li>4. Gogercin, A., Assistant Professor, Selcuk University, Turkey. <i>Imaginative Narration in 'Moderato Cantabile' by Marguerite Duras.</i></li> </ol>	

**16:30-19:30 Urban Walk**

**20:00- 21:00 Dinner**

**Wednesday 13 July 2011**

Cruise: Departure at 07:00 Return at 20:30

**Thursday 14 July 2011**

Delphi Visit: Departure at 07:30 Return at 19:30



**Ingy Aboelazm**

Assistant Lecturer, Ain Shams University, Egypt.

## **Re-constructing the Past: Storytelling in Ama Ata Aidoo's *The Dilemma of a Ghost***

Storytelling is an element of traditional African theatre. In most non-literate communities, history was preserved by the storyteller who held a privileged place central to the maintenance and preservation of a group's culture. The storyteller relayed the community's history, often in verse form, as an entertaining and educational device. Frequently he would augment the narrative with dramatic action, audience interaction, dance, song and music.

This storytelling tradition has easily transferred to the stage since its codes and conventions as a mode of communication are already highly theatrical.

The storyteller revises history in every performance by making the past speak to the present. Improvisational references to highly current incidents or to the reactions of audience members foster an intimacy that reinforces the lessons, which the storyteller gleans from the past for his community. Furthermore, the storyteller creates the play's frame, interrupting the action and breaking structural patterns to highlight the different sites of dramatic interaction by dispersing the viewer's focus

This study examines Ama Ata Aidoo's utilization of the African oral tradition of storytelling in her play *The Dilemma of a Ghost*. The play is associated with a distinctive storytelling tradition known as the dilemma tale. Essentially, the dilemma tale is a narrative whose primary function is to stimulate serious, deep-probing discussion of social, political and moral issues that confront human beings in their everyday lives. The dilemma tale usually poses difficult questions of moral significance, which are usually debated by both the narrator and the audience – and on this basis, the dilemma tale is a good example of the highly functional nature of oral tradition employed in postcolonial Ghanaian theatre.

Meanwhile, the raising of such questions and the debates that they provoke really function as a kind of intellectual exercise that develops and continually stimulates the audience's ability to discuss such dilemmas in everyday experience. It is therefore apparent why such a storytelling tradition would attract someone like Aidoo with her strong interest in drama as an extension of the folktale heritage.

The conclusion of this study proposes that Aidoo skillfully succeeds in exploiting African oral literature, especially folk drama, in modern Ghanaian theatre.

**Giovanna Alfonzetti**

Associate Professor, University of Catania, Italy.

## **Compliments and Compliment Responses in Italian**

The paper will present the main results of my research into compliments in Italian, a language in which there are almost no studies on this topic. In this research two different methodological approaches are used (Jucker 2009), in order to verify whether their integration can give a deeper insight into the object of analysis, i.e.:

a) *the conversation analysis approach*: a large corpus of spontaneous spoken language was recorded in a wide range of situations (in Catania and Rome) and submitted to conversation analysis. This method makes it possible to reconstruct the complex pragmatic functioning of the exchange of compliments, as they are examined not as single isolated speech acts, but in connection with the addressee's responses (Alfonzetti 2009);

b) *the interview method*: a questionnaire was submitted to 300 speakers, in order to elicit their perceptions and opinions on some of the main theoretical issues that emerged from the analysis (Alfonzetti in press a and b).

The paper will be structured as follows:

1. *compliments and politeness*: I will briefly discuss the suitability of the major perspectives on politeness – the social-norm view; the face-saving view (Brown and Levinson 1987); the conversational-maxim view (Leech's 1983) – to account for the exchange of compliments;
2. *definition of compliments*: I will state three main criteria to categorize compliments in conversation: (i) a pragmatic criterion (compliments are hybrid speech acts combining expressive with verdictive illocutionary force); (ii) a formal criterion (implicit and explicit compliments); a sequential criterion (the initiative position serves to distinguish a prototypical compliment from positive evaluative utterances produced as a reaction to a request for an opinion or a self-denigration);
3. *functions of compliments*: compliments serve a wide range of functions in social interaction: ritual/normative, interactional/phatic, directive, redressive, etc;
4. *responses to compliments*: compliments trigger a wide range of response types and this is due either to their double illocutionary force or to the dilemma they pose for the recipient, i.e. between agreeing with the compliment and avoiding self-praise (cf. Pomerantz 1978). An overview of the main strategies Italian speakers use to overcome this dilemma will be given;



5. *modulation in compliment-response sequences*: in spontaneous talk, compliments and responses form sequences of very different length and structure, within which modulation follows two directions: the complimenter tends to intensify the amount of praise, whereas the addressee tends to mitigate it, as it is predicted by Leech's Approval Maxim (*Maximize the approval of other*) and Modesty Maxim (*Minimize the praise of self*), respectively.

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**Ali S. Al Ghonaim**

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## **The Role of Preparing Listening Quizzes by Students for the Class Topics: Challenges, Motivation and Attitudes towards Skill**

This paper tries to explore the quiz preparation effects on students learning English who prepare quizzes for the class topics in listening skill. It specifically shows the significant role of the students inside the classroom and how their quiz preparation plays an important role as pre-listening and post listening activities. This paper comes to the reaction of difficulty of the listening skill reported by the students in the English Department and to the passive role of the students who used to sit down and just listen to the audio segments with limited class activities from the textbook.

The focus of this paper is limited to the effect of a new activity in which students prepares a set of quizzes about the target audio segments where they act as the instructor of the class with some guidance from the teacher. The students prepare and administer the quizzes, run the class, and answer questions raised by the students, and mark the quizzes. Class quizzes include pre-listening and post listening.. Afterward, the teacher starts his class activities and discussion of the topic to ensure understanding and class comprehension.

In this paper I try to explore the challenges, motivation, and attitudes of the students towards listening skill which is viewed as a demanding course. This paper tries to show if students' motivation is increased to improve their listening skill and benefit from quiz preparation and listening class administration. It also focuses on the challenges that the students encounter when dealing with audio segment while preparing the quizzes at home. Finally, This research paper tackles the attitudes of the students towards listening classes and free listening in general.

**Muntasir Al Hamad**

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**A New Approach to Learning Arabic Orthography**

This paper intends to solve a long lasting problem that is still confronting Arabic learners and teachers by introducing a new approach to learning the Arabic script. This approach will allow learners to overcome the difficulties in mastering the script.

It has long been the tradition to teach the Arabic Alphabet through the five column table as shown in table heading below:

<i>Name of the Letter</i>	<i>Isolated Form/ Standing alone</i>	<i>Final Form/ With a preceding letter</i>	<i>Medial Form/ With a preceding and following letter</i>	<i>Initial Form/ With a following letter</i>
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In addition to the 110 shapes normally presented in the traditional table, learners will soon find themselves compelled to learn another 14 shapes, marks and vowels; including: *و، ي، ا* and *ى* can take on an additional phonetic value when used as long vowels. It also lays out ten new shapes for short vowels, tanween marks and other marks, including: *أ* and *إ*.

These tables and their presentation of the Arabic letters are currently part of the only widely used structure, included in most books and introduced by most teachers. Others may choose not to follow the standard alphabetical order but ultimately still end up relying on the five column table. This approach can be confusing for a new learner but many teachers do not see an alternative. Many writers and teachers tend to transliterate letters in the first few lessons to give the learner more time to recognise them.

To avoid burdening the new learner with unnecessary and inaccurate shapes, my suggestion would be to examine learner and educator prospective, than using these symbols or letters, and how to make it a more enhanced interactive mould of learning.

There are two applications to make the new approach more authentic as well as user-friendly; the first would be considering the historicity to look at the associated values of the script with its origination, and the second to study how these can be made interactive in a contemporary learning environment.

The heading of the new table will look as follows:

<i>Name of the Letter</i>	<i>(The Only Form of) the Letter</i>
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This table minimises the number of shapes that exist in the traditional table to 32 shapes. This means that the fresh learner will be

able to learn the Arabic script with no need for an extra load of 78 shapes.

When it was tested in a classroom environment where students had no previous knowledge of Arabic script, they managed to learn it faster. Furthermore, it was less overwhelming, had the effect of reducing many commonly made mistakes and lessened the confusion that new learners can experience.

The principle of this approach is based on rejecting the ungrounded *connector concept* that has traditionally been present in teaching the script. Additionally, this approach does not clash with the issues of the sanctity of the Arabic language.

The Nabataean and *Kūfi* calligraphic style showed no evidence of a standardised and methodical connection system.

I hope that this research will open the door for further study of the Arabic script from newer perspective.

**Ghassan Al Shatter**

Senior Lecturer and Head of Arabic Studies, Sabq Academy for  
Training & Education, Jordan.

**Thinking Visibility in Teaching Arabic as a Second  
Language: Cognitive Approach**

This study discusses the effect of the Cognitive Apprenticeship Approach (CAA) (Collins, Brown, & Holum, 1991) on the teachability and the learnability of Arabic as a second language (Arabic L2). Unlike traditional apprenticeship approaches, CAA provides learners with a sequence of cognitive strategies that makes thinking progress explicit. The current study attempts to test the influence of this sequence implementation on learners' efficiency in oral tasks in Arabic L2. The study provides a short introduction to the CAA, including a brief comparison between the traditional apprenticeship and the CAA, and a discussion of previous attempts made to implement this approach in teaching second languages. Six advanced students learning Arabic as a second language at the Australian National University participated in this study. They were introduced to six learning strategies. The strategies were provided to help learners to identify and implement the thinking procedures used by native speakers to produce a particular oral task, and then to follow these procedures in order to produce their own tasks. They attended a three-session training cycle during the first semester of the academic year 2008. Findings of the study showed improvement in participants' efficiency in Arabic L2 oral tasks by the end of session three.

**Pia Arboleda**

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## **Converging Texts: The Process, Challenges and Results of Subtitling Raymond Red's *Sakay***

This presentation will examine the challenges encountered in translating and subtitling Filipino director Raymond Red's *Sakay* in an effort to make it accessible to Filipino heritage language learners and non-Filipino language students in a classroom environment. In translating and subtitling *Sakay*, the focus was on trying to "[reproduce] in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style." (Nida and Taber in *The Theory and Practice of Translation*).

The major challenge in translation is that many language equivalents were available because of variations of possible meaning in the dialogue. In a number of cases, the equivalents may be accurate in meaning, but unnatural in colloquial delivery. In this regard, certain choices were made in order to ensure that the subtitles would produce the same understanding for non-Filipino viewers as they would for native speakers.

*Sakay* is set in the early 1900s in the Philippines, a time when the Philippines changed colonial masters from the Spanish to the Americans. Thus, when translating this work it was necessary to consider the historical and cultural context of the period, and include these important contextual elements in the final English subtitles. Because the material is historical in nature, the film required additional research in order to accurately record the names and places, and this type of translation challenge will be discussed.

This presentation will include video clips of scenes in support of issues discussed in the paper.

**Nadine Bade**

Ph.D. Student, University of Tuebingen, Germany.

## **Obligatory Presuppositions and Exhaustive Interpretation**

Presuppositions are prerequisites for certain sentences to be felicitously uttered. In formal semantic and pragmatic theory they are assumed to be triggered by specific lexical items like “too” and “again”. A puzzling effect that occurs in connection with presupposition triggers is that their use is obligatory when the context establishes that their presupposition is fulfilled (Heim 1991, Sæbø 2004):

- a. Peter was in Norway last year. b. It rained a lot. c. He was in Norway # (again) this year.
- a. Peter was at the party. b. He spilled some wine. c. Mary was at the party, # (too).

So far, no full and satisfying explanation for this phenomenon has been provided. I will present an analysis based on the principle of *Maximal Informativity*, which is standardly used for non-Gricean approaches to implicatures (Beck & Rullmann 1999, Fox & Hackl 2007). I will argue that the analysis has advantages over alternative explanations exploiting a separate principle *Maximize Presupposition* (Heim 1991, Sauerland 2007, Percus 2006).

My explanation is a modification and extension of Sæbø's (2004) analysis of obligatory “too” which is based on the idea that sentences without the “too” are interpreted exhaustively. I assume that exhaustive interpretation is the result of the *Maximal Informativity Principle* that identifies a proposition as the maximally informative answer to the implicit question under discussion. Alternatives are excluded via a covert Exhaustivity Operator in the syntax whose meaning is comparable to the meaning of “only” (Fox 2007). Assuming that this operator is active and forces the exhaustive interpretation of (2)a. and (2)c., a contradiction occurs since both sentences have the implicature that only one person came to the party. Inserting “too” in (2)c. prevents an exhaustive interpretation and the resulting contradiction. To conclude, the obligatory occurrences of at least *again* and *too* can be explained via *Maximal Informativity* without having to make use of an additional principle *Maximize Presupposition*. I will discuss a possible generalization of the presented mechanism to all presuppositions and consequences of the analysis for the question how information is structured in discourse.

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**Ranjana Banerjee**

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## **Anton Chekhov's 'The Lady with the Dog' and Rabindranath Tagore's 'The Broken Nest'- A Comparative Study**

2010-11 mark the 150th birth anniversaries of the two most eminent masters of short stories- Russia's Anton Chekhov and Bengal's Rabindranath Tagore. Transcending the time and space limitation, the works of these writers reached out to the world and won over a universal appeal.

The critical realist writers, did not confine themselves to the mere depiction of the social problems of their soil, but more importantly highlighted the vital age-old issues like the complexities of life and human relations. Among the manifold subject matters explored in their works, the one, which time and again found its reflection in various stories, is the topic of marital discord.

A. Chekhov's 'The Lady with the Dog' and R. Tagore's 'The Broken Nest' were penned in the latter part of the nineteenth century. It was the time when Russia and Bengal witnessed several movements related to the cause of emancipation of women. Consequently, reevaluation of a woman's role in the micro (family) and macro (society) world was being carried out. The tales of the lonely spouses narrated in the Russian and Bengali stories, evaluates the age-old concept of marriage.

Both the stories convey the same message, that the definition of an ideal life partner is not absolute. True life-partners are ones who motivate each other to advance in the direction of their dreams, support each other in their endeavors. With it grows mutual respect, mutual understanding, compatibility, which are the key factors for a blissful marital life. In contrary situation, they find themselves lonely, in spite of a companion.

The nineteenth century works are widely appreciated in the present XX1 century not just merely as piece of art, but mainly for its content and the message transmitted, which is just as relevant today, as a century back.

**Irina Belyakova**

Assistant Professor, Tyumen State University, Russia.

## **Transformations in the Lexical Field of Beauty in the Russian Language as a Result of Westernization of Russian Culture**

The lexical-semantic system of a language reflects the conceptual system of its speakers. Transformations in national mentality bring about changes in the vocabulary of the nation's language. These changes relate to the processes of nomination and semantic derivation of lexical units.

This research is centered upon the transformations within the lexical field of beauty in modern Russian language including the semantic structure of its key word *krasota* (Russian for beauty).

Since the fall of the Iron Curtain Russian culture became open to the Western world. After so many years of development in isolation it turned into a sponge ready to absorb everything. Western television, music, and literature flooded Russia. As a result of such cultural westernization, new concepts (beauty industry, must haves, glamour) appeared in the Russian cognitive sphere. They led to changes in Russian vocabulary. First, many of these new to Russian culture concepts are nominated in Russian by their English names with the help of transliteration e.g. *маст-хэв* (must have), *бьюти* (beauty) etc. Secondly, some English words related to the lexical field of beauty are used in their English spelling without any translation e.g. 'next season', 'beauty vision'. Thirdly, recent contextual analysis of the semantic volume of the word *krasota*, as it functions in modern Russian women's magazines (2008-2010), has shown appearance of a new seme within its semantic structure: beauty as a commodity which can be bought and sold.

**Robert Bisnoff**

Student, Arizona State University, USA.

## **A Contemporary Reading of Thucydides**

Thucydides' *History of the Peloponnesian War* has long been considered a pivotal work in the canon of modern international relations literature. But a new interdisciplinary analysis of the ancient text can be used to reveal applicable, contemporary understandings from the text's thematic, moral, and historical concerns. To do so, an examination of the author's thematic treatment of necessity, demonstrative power, geopolitical strategy, miscalculation, and foreign policy will first be used to draw an informative parallel between present America's Iraqi campaign and ancient Athens' Sicilian campaign. From this, an examination of Thucydides' commentary on the moral themes of moderation, self-control, responsibility, and desire will be set in the context of James H. Tufts' twentieth-century philosophical research in order to demonstrate the continued relevance of Thucydidean morality. Finally, a pragmatic, contemporary leadership model will be built from the ancient author's Periclean model of leadership by means of utilizing recent quantitative research from twentieth-century social psychology work. It will only be through an interdisciplinary investigation utilizing approaches from classical history, cultural studies, political science and international relations, social psychology and sociology that such contemporary analyses can be made.

**Sara Broad**

Lecturer, University of Reading, UK.

## **Writing the Family**

This paper will locate the way that one idea of 'the family' is privileged over another in Children's Literature. It will propose there is a relationship between children's literature, ideas about family and education, or the state. Furthermore, it will suggest that educational policy and practice rely on a construction of 'the family' which is produced through and in children's literature. British theorist, Jacqueline Rose points this out how Children's Literature relies on an idea of difference. She writes that 'There is no children's books market which does not, on closer scrutiny, crumble under such sets of division – of class, culture and literacy'. In order to read these ideas of family, class and education I will be looking closely at J.K. Rowling's *Harry Potter and the Philosopher's Stone*, Enid Blyton's *Famous Five* series and Roald Dahl's *Matilda*.

Philippe Aries argues in his seminal book, *Centuries of Childhood* that 'the family' is an idea not a reality, because of, rather than in spite of 'historical evidence'. In a similar way, Jacqueline Rose argues that 'childhood' is an idea that works within cultural and social frameworks. To this end, the current preoccupation with 'the family' centres on a particular construction of 'the family' in children's books and related criticism.

Children's literature is often assessed in 'educational' terms. Peter Hunt, the Children's Literature critic, points out that most children's criticism is used 'as an educational tool, to discriminate for practical purposes – hence the vast numbers of booklists, and 'activities' based on books'. This suggests positive reasons to define ability or identity when using children's books. It also appears to vindicate the need to define one child, (or family), over another in terms of education.

**Ronald Brown**

Assistant Professor, University of Bahrain, Bahrain.

## **Developing Performance-based Instruction for Foreign Language Education**

Performance-based instruction is based on the principle that teaching and assessment decisions should be guided by the performance of each student rather than solely by completion of assignments and examination scores within a specified time frame. In foreign language education, this principle requires students to demonstrate their learning in authentic ways that the teacher can both observe and evaluate. In performance-based instruction, the focus of teaching and learning changes from “knowing” to “applying”. Teaching, assessment, evaluation, and reporting are oriented around authentic demonstrations of learning and teachers develop assessment procedures around a clear set of content and conceptual outcomes and standards. Learning activities are organized by emphasizing what students are able to do with what they learn. Therefore, instruction and assessment are integrated with performance standards in order to provide authentic evaluation of learning. This paper first defines and describes the principles of performance-based instruction, then discusses the practical application of these principles to teaching and assessment in foreign language education.

**Christoph Buck**

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**Thomas Pilz**

Professor, University of Duisburg-Essen, Germany.

**Katharina Dubovizky**

Assistant Professor, University of Duisburg-Essen, Germany.

**Wolfram Luther**

Professor, University of Duisburg-Essen, Germany.

## **Personalized Fuzzy Search in Historical Texts with Non Standard Spelling**

For several years now the University of Duisburg-Essen is carrying out research in the fields of non standard spelling variation and fuzzy search (Pilz, Luther, Ammon 2009). In a community where the ability to search and find is approaching to be regarded a common good, non-trivial search services in most cases are still marginal or even non-existent. However, working with texts in almost all areas of literary science and linguistics nowadays involves being able to perform reliable full-text search. We have shown that even the few applications supporting standard edit distance metrics are not able to reach that goal as soon as historical spellings or recognition errors are involved. Though, those types of variation are not uncommon in many texts literary scientists are dealing with on a daily basis. In 2009 the WebMetric plugin (<http://webmetric.inf.uni-due.de>) for the open source Internet browser Mozilla Firefox was developed to provide researchers with a slim and easy-to-use fuzzy search tool. It employs the distance measure framework FlexMetrik that allows the automatic training of pluggable distance measures based on arbitrary parameters, e.g. time, location and genre. The plugin unobtrusively embeds itself into the browser and highlights hits by their distance to the search term. This paper describes strategies for the personalization, enhancement and enrichment of security-enabled fuzzy search results using the example of a plugin for Mozilla Firefox. Personalization allows for the user-centered analysis of search logs, providing valuable information about zero-result queries and search tracks. Using this information, the user experience of a search delivering application can be significantly enhanced and has direct impact on the quality of search results. It provides concrete implementation examples as well as concepts that allow for a generalization on topics other than the application in historical spelling variation, e.g. language acquisition and spelling correction.

References: Pilz, Thomas; Luther, Wolfram; Ammon, Ulrich: Retrieval of Spelling Variants in Nonstandard Texts – Automated Support and Visualization. [SKY Journal of Linguistics 21 \(2008\)](#), 155–200

**Esra Büyükşahin**

Research Assistant, Selcuk University, Turkey.

## **Functions of the Mythical Figures in Marguerite Yourcenar's Works: *Fires* and *Anna, Soror...***

Marguerite Yourcenar, the first female member of the Académie française, is one of the most remarkable writers of the 20th century french literature. Distant from the general tendencies of her time, she introduced a great variety of texts that were related to each other with an invisible bound: influence of the mythology. Marguerite Yourcenar whose literary expression is considerably affected by her interest in myths and mythology -especially the greek and latin mythology- found her work on these mythical figures.

In this study, our aim is to reveal the functions of mythical figures in Marguerite Yourcenar's two works: *Fires* and *Anna, Soror...* *Fires* is based on the rewritings of nine "well-known" mythical histories; on the other hand *Anna, Soror* is built on implicate mythical references that we are trying to discover the meanings and the functions. Our purpose will be to develop our reading approach and to analyse Marguerite Yourcenar's work from a different point of view.

**Nicoleta Călina**

Lecturer, University of Craiova, Romania.

## **On the Religious Dimension of Giovanni Papini's Work**

After many years of spiritual quests, during which he was an important representative of Florentine Futurism and while he expressed violently his anti-religious convictions (*The Memories of God - Le memorie d'Iddio*), in 1921 Giovanni Papini announced his religious conversion to Catholicism and published *Life of Christ (Storia di Cristo)*. He continued to write especially religious apologetic texts, not always in conformity with the official dogmas of the Catholic Church, which often brought him vivid polemics. His adherence to the Fascist Movement, of which he becomes the outstanding gifted talent, is not fully forgiven, mostly by the new generation of writers, yet he is sustained by the traditional Catholics.

From the literary point of view, he impresses through his incisive style, abundance of images and through his irresistible desire to surprise the reader. Oscillating between belletristic, history, philosophy, literary history and religious erudition, Giovanni Papini was considered by many to be a controversial personality, a tormented and unrestful spirit, always seeking for new challenges during his sinuous trajectory among ideologies.

The most important titles on religious aspects taken in consideration in this presentation - besides the above mentioned - are the novel (*I testimoni della Passione*), the volume of religious poetry *Bread and Wine (Pane e vino)* and *Saint Augustine (Sant'Agostino)*.



**Yıldray Çevik**

Assistant Professor, International Balkan University, The Former  
Yugoslav Republic of Macedonia.

## **Jane Austen's Sensibility on Social Scene**

Jane Austen wrote her novels during the first decades of the 19<sup>th</sup> century, when George III had been on the throne since 1760. He reigned until 1820; but for some of his reign, he was insane; so, his son, King George IV, was declared Prince Regent. Therefore, the period is known as the regency period which was the time that saw the end of the Agricultural Revolution and the beginning of the Industrial Revolution. It was the period of the great estates owned by rich families, which were fictionalized as the backdrop of Austen's novels, such as *Pride and Prejudice*, *Mansfield Park*, *Sense and Sensibility*, and *Emma*. The culture and imperialism was used as an approach in her novels, in which characters adjusted themselves into the roles of 'mistress' or the 'gentlemen' of the estates. She identified the internal structure of conflict over morality in which her sensibility could not deal with the issue of the "slave trade", agriculture reformation that took place in the change of the new middle class. No longer deaf or blind to the reshaping of new Europe, Austen reflected "middle-class aristocracy" or "pseudo-gentry" raised through the colonialism and deep social transformation. She enlivened those colonized, suffering from racism, or any form of ethno-centricism or sexism in a complex criticism of the genteel society. She could not stay in a dead silence when slavery was spoken of, and the subject became central in a new understanding of what Europe was.

Thus the present paper, in the light of the views above, intends to show how and in what aspects imperialism and social change has been infused into some of Jane Austen's novels.

**Kar Yue Chan**

Assistant Professor, The Open University of Hong Kong, China.

## **The Chinese Poetic Narrative Self of Zhu Shuzhen**

The very concept of the 'self' is often displayed in poetry as a prevailing Western perception with the profound penetration of the ideology of individualism. As a dually explainable concept, the narrative self of a poet can be analysed in two different aspects, which are "social selflessness" and "literary selflessness". The focus of this paper is Zhu Shuzhen 朱淑真 (1135? - 1180?), a Song Dynasty Chinese woman poet, whose life was exiguous without any official record. Although her biography is somewhat workable as a means of anticipating her possible literary behaviour, the analysis here could best be accompanied with the thoughts revealed within her poetry, which can serve as the best record of how she felt and expressed the poetic self. The persona articulated in her poetry helps utter a sophisticated, intact yet ambivalent self of a woman under the strong pressure stipulated by the Neo-Confucian moral code.

However Zhu Shuzhen's psychological state of the self survives only in her literary representations. In most of her poems, her self-assurance manifests the larger sense of the ego, which constituted to a majority of contextual descriptions of the persona's selfish thoughts and desires. One of the most attractive characteristics of Zhu Shuzhen's poetry is that, with the background of scenery descriptions, selflessness still prevails through the use of appealing metaphors to represent the state of other individual body's influences on her life, without an explicit involvement of her personal identity inside the poems. When interpreting or even translating her poems into English, her narrative self should thus be revealed to the target readers by digging into the psychology of the poet, the undertones and the representative literary styles. Differentiated explicating or translating styles distinguish clearly poetic auras with the poetic self or without.

**Jing-Yao Chen**

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**Shelley Ching-yu Hsieh**

Professor, National Cheng Kung University, Taiwan.

## **My Computer is My Body Assistant: The Influence of Computer Science Metaphors on Primary Education in Taiwan**

The aim of this paper is to discuss whether the application of computer scientific metaphors is useful for primary school students. We are born in an era filled with science and technology, and these seemingly stiff and lifeless are integrated within our daily lives as well as our daily conversation deeply. Nowadays, even primary school students need understand what a computer science term means, e.g. CPU, desktop, etc. There are many metaphorical expressions of these computer science words to offer primary students to know better and provide an opportunity for teachers to illustrate the main ideas of these technological words vividly.

In the present study, we observe in two computer classes of fifth grade elementary students in Taiwan. We also design a pretest as well as a posttest to evaluate the students' understanding of the computer terms. The research goals are to know how application of computer science metaphors influences primary education and whether it is beneficial to employ the computer science metaphors in an educational setting when teaching terms related to computer science.

The result agrees with what previous studies reveal that the use of metaphor gives concrete image to abstract concepts. The reason why subjects can understand what the icons mean is that they adopt their experiences they had (cf. Chen 2009). Detailed result is in processing. We can now say that the application of metaphorical expressions has an impact on linguistics and education observed from the influence of computer science metaphors.

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## **Implementing E-Portfolio Assessment in an Undergraduate Interpreter Training Course – A Taiwan Pilot Study**

Recently the faculty members of the university involved in this pilot study went through two teaching evaluations, one administered by the Ministry of Education, and another by the university itself. In the former, the evaluators assessed based on the students' learning portfolios and observation on classroom teaching; and in the latter, the evaluators assessed based on the grades the students gave to their teachers each semester and the portfolios, among other documents. The aim of the existing study was to develop a syllabus for creating e-portfolios on the Blackboard Learning System (BLS) for consecutive interpretation training and to showcase the learning process that the education evaluators can physically see. To become a competent interpreter, an individual must have (1) proficient language skills, (2) proficient interpreting skills (training tasks proficiency for beginners), (3) and encyclopedic knowledge, which all will be taken into account when designing the syllabus. This study attempted to answer the following research questions: (1) How to design an e-portfolio based interpreter training syllabus? (2) How do the students and the teacher react to the implementation of e-portfolio assessment? Qualitative research methods in the form of case study will be used to collect and analyze the data to complete the report. The data will include the students' e-portfolios, students' written and spoken output, the teacher's observation notes and headnotes, portfolio assessment and interpretation assessment rubrics, and video recording of students' test performances at the final examination. Participants are the 24 students in an elective undergraduate interpretation course and the teacher/researcher of these course in a department of applied foreign languages at a university in Taiwan.

**Ya-mei Chen**

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## **Concern for the Target Readers in Soft News Translation**

Since the 1980s, translation scholars have bestowed attention upon news translation in newspapers and magazines, which serves as a channel for cross-linguistic and cross-cultural communication. Much research has thus been carried out on hard news translation, primarily concentrating on various translation strategies, gate-keeping functions and relevant contextual factors. Soft news translation, however, has been largely overlooked and under-explored. Accordingly, this paper aims to investigate the translator's concern for the target readers in soft news translation and offer a thorough and systematic analysis.

The reader plays a more decisive role in soft news texts (both translated and non-translated) as compared with hard news texts. Soft news usually gives first priority to the reader as regards its topics, functions, structures and styles. Hence, to produce suitable and desirable translated soft news texts to maximize communicative efficiency, the reader's interests, demands and expectations need to be appropriately catered for.

Drawing upon functional theories of translation and reception aesthetics, this paper proposes a theoretical framework for guiding the translator toward a proper consideration for the target readers in soft news translation. Functional theories of translation can help the translator to determine the communicative purposes and functions of the target news before embarking on the actual task of translating (see Reiss and Vermeer 1984; Nord 1997). Then, during the translating process, the following notions of reception aesthetics can assist the translator in identifying which aspects of the readers mostly need the translator's due attention and adopting appropriate strategies: "horizon of expectations", "aesthetic distance", "response-inviting structure" and "implied reader" (see Iser 1978, 1980; Jauss 1982).

Apart from making a theoretical probe, an empirical case study on English-Chinese soft news translation in the Taiwanese press is conducted to explain how to apply the theoretical analysis to examine and evaluate the translator's concern over the target readers in soft news translation.

**Yueh-miao Chen**

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## **Conceptualizing Pre-service Teachers to be Future Mentors**

Students of EFL teaching graduate programs mostly plan to be an English teacher at elementary schools or high schools in Taiwan. With this goal in their mind, do they have clear concepts and identities about what a teacher is like? How do they need to prepare themselves? What basic qualifications do they need to have? What professional quality do they need to be equipped with? This study examines how we teacher educators can shape graduate students to realize their dreams by orienting and conceptualizing them about the features, qualities a teacher needs to be equipped with and also how students negotiate between imported writing pedagogies and local contexts. This paper first portrays the TEFL graduate program at a comprehensive national university in central south Taiwan and the graduate students who plan to be a high school teacher. The study adopts action research and critical/reflective frameworks to examine the processes of orienting graduate students, teachers-to-be, to be qualified and reflective teachers with critical thinking mind.

**Qi-Long Cheng**

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## **Force-Dynamics Complex and Alternative Construals**

Force-dynamics is the notion understood as the ways “entities interact with respect to force” and it “figures significantly in language structure” (Talmy 2000: 409). In causative clauses force-dynamics is usually interpreted as a schema in which the Agent/Actor causes Patient/Theme to change. Similar description is also represented in Billiard Model (Langacker 1999). Goldberg argues (1995) convincingly that verb meaning is encyclopedic in nature and represented in verb frame, whose “Doer” and “Doee” are integrated with Agent and Patient respectively. However, such linking may not be without problem as my Chinese data indicate.

1 *Ta ba lian he hong le.*

She *ba*-marker face drink red *le*-particle

She drank, which made her face red.

2 *Na ping jiu ba ta de lian dou he hong le.*

That bottle wine *ba*-marker she possessive-marker face all drink red *le*-particle

That bottle of wine she drunk made her face red.

Although the three clauses have the same verb “drink”, the same “drinker” and “drinker” can be realized differently. To make the case more complicated, the objects (*lian* (face)) in both 1 and 2 are not the patient of the action *he* (drink). To solve these problems, I propose a force-dynamics complex frame, in which any entities involved in interaction have the potential to be forced to change. The frame with various profiles can be realized as different *ba*-constructions.

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## **Use of Alternative Pedagogical Material and Technology in a Brazilian Course of English for Academic Purposes**

This paper investigates the process of adapting different kinds of material (e.g.: newspaper articles, photographs, videos etc.) available on the Internet and combining virtual classes together with presential classes in a 120 hour course of English for academic purposes. The course was designed for undergraduate and graduate students of the Federal University of Uberlândia, located in Brazil. Students attending the course are considered false beginners. The syllabi are organized into weekly themes that refer to academic situations. Grammar rules are not explicit and are practiced in oral and listening exercises in the presential classes. Writing and reading skills are practiced mainly on the virtual platform. The amount of presential and virtual hours is basically the same, but the students' processes are mediated by different teachers, one for each mode of interaction. Within the context of institutionalized English courses in Brazil, that tend to follow traditional methods and coursebooks, the proposal and format of this course are relatively new. It mixes different teaching methods and materials and it follows a language perspective that considers not only the linguistic structure but also discursive processes of meaning production, the heterogeneity of learning styles and the profile of the contemporary university students, mostly computer and Internet savvy. We point out that although there may have been some awkwardness from the students in the beginning, mainly due to traditional beliefs and expectations about teaching and learning, positive results could be identified. The fact that the course took place in a renowned university, and the personal bonds that emerged among teachers and students helped them appreciate and get used to the new format. In our presentation we want to explore (1) how we choose, prepare and use the alternative material and the role technology plays throughout the process and (2) the results so far.



**Diana Cuşmerenco**

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## **Man against the Limit in Camusian and Dostoevskyan Works**

In this study we approach by comparative methods two remarkable writers: Camus and Dostoevsky. Naturally, many approaches have been made between these two authors, mostly concerning the human solitude in the world, an existentialist reality.

Beyond this common and undeniable aspect, one must notice the image of the man struggling with (his own) limitations, obvious in the work of both writers. From camusian perspective, possible ways for overcoming these limitations are *hope* ("The Myth of Sisyphus") or *revolt* ("The Rebel"). Similar, in Dostoevskyan novels, characters are struggling against a whole social system, which is unacceptable from their point of view. Between them and world lies The Idea – their unique way of thinking. But what if the Idea is wrong or absurd?

Characters like: *the underground man* ("Notes from Underground"), Kirillov, Piotr Stepanovici ("The Possessed"), Raskolnikov ("Crime and Punishment") or Ivan Karamazov ("The Brothers Karamazov") are caught in the trap of some misleading and absurd ideas. So, these characters are punished especially by their Ideas to go up and down through the labyrinth of suffering, like Sisyphus. The characters become victims of their own mind, just as Sisyphus is a victim of his own destiny. Yet, for Dostoevskyan characters The Idea is a way of confronting the world and sometimes they lose their way in this tricky labyrinth, like *the underground man* or Kirillov, the last of them committing suicide. Also, at the bottom line of the labyrinth a low light can be seen – a hope for happiness, like in Camusian Sisyphus case. Yet, in order to see the Light, the Dostoevskyan characters must experience suffering, humiliation and above all, the salvation. The Sisyphusian Dostoevskyan character loses himself due to his dramatic struggle to perform his task or succeeds in saving his soul through suffering, humiliation, faith in God and love.

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**Kaustubh Deka**

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## **The Literary Enterprise of Popular Imagination, Issues and Discontents: The Case of Post-Colonial Assam**

The paper seeks to do an exploration of the issues thrown up by the development of post-colonial literature in the post-colonial societies with a multi-ethnic, multi-cultural setting like that of the state of Assam at the northeastern tip of India, bordering Burma, Bhutan and China and a mosaic of diverse tribes and ethnicity besides being a volatile ground for ethnic identity movements.

The story of the modern Assamese imagination began very much in the pages of the first periodical of the land, in its very first collective linguistic utterance in print and as the present paper argues the Assamese nationality discovered and established its self image through the instrument of linguistic nationalism. We can understand a literary culture as being “a constellation... of mutually sustaining institutions, ideologies, symbols and codes” (Clark 1987 p 8) that is enacted through a wide variety of social practices and that mediates between literature and society.

The present paper attempts to posit that in a transitory and evolving social reality like that of Assam in India, with its roots in a colonial modernity, growth of language and literature have been playing the pioneering role of the historical purveyors of ideas and consciousness. In this context, the paper seeks to argue that a specific literary culture is the product of historical -political and also geographical circumstances. Thus, literature laid the very pillar-stone of modern Assamese nationalism and acted as a powerful agency of consolidating the formation of a modern Assamese nationality in the multi-ethnic, multi-lingual polity gradually emerging out of the colonial experience. Subsequently, after a point of history, we observe that literature has been used more powerfully as a continuous process of construction and reconstruction by various subaltern groups that have found themselves at the ‘frontiers’ and ‘margins’ within the dominant project of Assamese nationality formation discourse.

Thus Language and literature that provided the much needed emotional bond for the consolidation of the indigenous Assamese into a single nationality have been used subsequently by different ethnic group as a crucial resource in ethnic identity assertion. The point to be elaborated is that language is not just a linguistic question but a

political and an ideological one as well. In this context the paper raises the general point as to how far a contemporary literature in post-colonial societies like Assam is a product of a particular social-history and how far the nature of the literature itself is implicit in the evolution of this social-history?

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## **Verbs of Movement in the Bulgarian FrameNet**

The article presents classification of the verbs of movement currently included in the Bulgarian FrameNet (Koeva & Dekova 2010). These verbs were chosen as they constitute a relatively large and compact group, which is also suitable for demonstrating the practical work of creating the dictionary.

Bulgarian verbs of movement fall into a numerous group with a number of semantic sub-groups which vary a lot with respect to their semantic and syntactic characteristics.

Presently all movement verbs included in the Bulgarian FrameNet can be divided into seven groups according to the semantic characteristics of their subject. The first group includes verbs that specify for a *human* subject. The second group specify for a *liquid* subject. The third group comprises of verbs that specify for a subject phrase which denotes some *small objects*. The fourth group contains verbs that allow for a subject expressing a *human* or an *animal*. The verbs in the fifth group specifies for a *human* or an *inanimate* subject. The verbs which specify for an *animate non-human* subject or an *inanimate* subject fall into the sixth group. Verbs which allow for all types of subjects constitute the seventh group.

In addition to this grouping the paper outlines two types of classification. The first one categorizes verbs according to their grammatical characteristics. Verbs are marked as transitive or intransitive, imperfective or perfective. The verbs from the first group, for example, are further divided into two subgroups according to their argument structure: *бягам* 'run' (*возя се* 'ride'): [NP\_PP], *водя* 'lead' (*карам* 'take', *довеждам* 'bring' etc.): [NP\_NP, PP], *емигрирам* 'immigrate': [NP\_PP, PP].

The second classification groups verbs according to their semantic characteristics, which are various and relate to the meaning of the verb and its semantic environment.

Finally, the article points out some peculiarities of the examined verbs and draws conclusions.

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## **A Comparison of L2 Acquisition Methodologies: Total Immersion versus the Bilingual Method**

In this study, two methods of teaching foreign languages were compared to determine the most effective method of instruction to students for whom English was the mother tongue and the second language, French, was foreign to them. Total French immersion and bilingual French-English were the two methods used to teach the present indicative tense conjugation of French regular *ER* verbs.

The study was conducted at an elementary foreign language immersion school in Detroit, Michigan. The participants in the study were 13 female students and 9 male students in the fourth grade French immersion class. The students had been in the French immersion program ranging from four to five years. Students who were in their fifth year of French immersion study began the program in kindergarten French. Students who were in their fourth year of French immersion study began the program in first grade French. This study was conducted by the fourth grade French immersion homeroom teacher.

Although many foreign language teaching methodologies exist, the purpose of this study was to determine which of the two teaching methodologies – Total French Immersion or Bilingual French-English – was the most effective method of teaching a foreign language. The study defines and describes each immersion and bilingual lesson; it describes teacher observations of student interaction and written practice in class during the immersion and during the bilingual lessons.

This study also includes current research on L2 acquisition, brain-based research and bilingual programs. Research results are shown in graphs, tables and charts. Research results for each teaching method are given in individual student test scores, whole class averages and in disaggregated data. Research methods, data analysis and research results are discussed, interpreted and related to the significance of the findings for foreign language educators and researchers.

**Nenita Domingo**  
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## **Moro-Moro US Style: Performing the Bayan from Devotion to Pay per View**

“Moro-Moro” or pretending to be Moors, is a traditional Filipino play that was instituted during Spanish colonization of the Philippines circa 1766, with the intent of proselytizing and converting the *indios* or Filipino natives to Christianity. Originally, the Moro-Moro or *Komedya* is about the battle between Christians and Moors, where the Moors or Moros are always vanquished and converted to the Christian faith. In the US, “San Dionisio sa Amerika,” (Saint Denis in America) an organization of ‘natives’ of Parañaque, Philippines has been performing the *komedya* for 10 years in honor of their patron saints, Saint Denis of Paris, France and Saint Joseph whom the devotees fondly call “Tata Dune” and “Tata Hosep.” The 2010 production was performed at The Barnsdall Art Park and Gallery Theater in Los Angeles and is slated to be performed again in May 2011 during the town fiesta celebration.

The paper will focus on the function of the *komedya* performance that is part of the towns’ religious festivities connected to the Roman Catholic liturgical calendar in the Philippines as transported to the “Stateside.”

The presentation will analyze the impact of Hollywood on the artistic production of this traditional form that was criticized as anachronistic and antiquated as early as Balagtas’ time in 1878. It will also probe issues of audience reception and spectatorship as well as the aesthetics of performance to recreate the past and the homeland on the part of the sponsors, *Hermana Mayores*, the performers themselves who are a mix of Filipinos from the Philippines and Filipino-Americans who hardly speak the Tagalog language but have committed the Tagalog lines of the play to memory, and the non-Filipino participants, as well as the general audience, who are from Parañaques and those who are not from Parañaque, who come to witness the event. Do these cultural products bridge historical and cultural divide between Fil-Fils and Fil-Ams? What do these works contribute to post-colonial historiography?

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## **The Use of Language Corpora and Concordancing Software to Improve Grammatical Competence in Teaching English as a Foreign Language**

In classes of English as a foreign language, an important feature for developing grammatical competence of the students, is to provide them with a sufficient amount of language samples. This is done in order to allow the learners to hopefully gain more insight into the language structure and use, on the basis of which they can come to valid generalisations and formulate their own rules of grammar. Corpus-based language teaching and learning equips learners with knowledge and skills that can be used for this purpose. The advantage of using language corpora as teaching materials is that they provide examples of authentic language, as it is used in real life. Moreover, a corpus, which is a collection of written and/or spoken texts, is usually large enough to enable the learner to find a great number of examples of a word or phrase in a context which is presented in an electronic form. This fact makes it possible to manipulate the data more easily. As language corpora offer some obvious didactic advantages, they are becoming more and more popular among foreign language teachers and learners.

There are many language corpora available online. Nowadays, with texts available in the electronic format, it is even possible to compile one's own corpus. Corpus is usually employed for a concordance analysis which means using analytical software (a concordancer) to find the occurrences of a particular word or phrase in a text or in a compilation of texts.

The aim of this paper is to present the possibilities which the use of the language corpus in combination with concordancing software give the teachers in their designing of language learning tasks.

After some brief theoretical foundations about the usefulness of concordancing, the paper presents the author's experience in application of these tools in the classroom.

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## **A Comparative Textual Analysis on the Characters and the Problem of Identity in the Two Novels - *Midnight's Children* and *Brothers***

*Midnight's Children* by Salman Rushdie, and *Brothers* by Yuhua, a famous writer in China, are respectively regarded as the two writers' stylish representing works. One of the important themes the works reveal is the identities and the confusion about identity of the protagonists. Coincidentally, the two authors used similar ways to reveal this confusion through the protagonists' lives: complicated family background, farther figures seeking, fragmented bodies, and the shift between centre and periphery of the protagonists. Through the stories of the protagonists, bigger social situations as well as people's reaction and shift of values are also revealed to the readers when the two nations are both in their critical moments, the Independence in India and the Cultural Revolution and the Reform after it in China. By analyzing and comparing the different counterparts of the two books, readers can have a clearer understanding of the motives of the two writers and the pursuit of identity by the intellectuals against the postcolonial and deconstructive background today.



**Artemis Dralo**

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## **A Comparative Study of Non-Finite Verbs in English and Albanian Language**

This article focuses on the syntax and more specifically on the structure of non-finite verbs within sentences in English and Albanian language, the problem of whether verbs are followed by the gerund or infinitive, especially in English but in a comparison to Albanian language and their equivalence. English students are confronted with this problem and it is often useful to practise more thoroughly to help the difference in meaning of the verbs in both languages so as to become part of the learners' active knowledge. After the straightforward rules for verbs like *manage* (infinitive) and *enjoy* (gerund) it can be quite difficult for students to grasp the difference in meaning between a verb like *try* which can be followed by both, but with different meanings. The article is concentrated on the similarities and differences that both languages demonstrate. The basic definition stands for that form of the verb that does not show a distinction in tense and cannot stand alone as the main verb in a sentence. The main types of non-finite verbs are infinitives and *-ing* forms (also known as participles and gerunds). The role of auxiliaries is to mark non-finite verb forms for tense, aspect and voice, which non-finite verbs cannot express. Finite verbs mark these features on their own. A non-finite verb differs from a finite verb in that it cannot (normally) be used as the main verb of a clause. Typically, the non-finite verb lacks agreement for person, number, and gender with its first argument or subject, it is unmarked or reduced with respect to distinctions of tense, aspect, and mood, and has certain properties in common with adjectival or nominal predicates. There are three types of non-finite verb-forms in English: uninflected infinitive forms which comprise simply the base or *stem* of the verb with no added inflection (such forms are frequently used after the so-called infinitive-particle *to*; *gerund* forms which comprise the base plus the *-ing* suffix; and (*perfect/passive*) *participle* forms which generally comprise the base plus the *-(e)n* inflection (though there are numerous irregular participle forms in English). This study has been based on a very detailed analysis with English teachers of all levels and especially during classes of giving explanations on these grammatical issues, precisely the non-finite verbs, and the equivalence in other languages and the relative usage and meaning of these forms.

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## **The PP and CP Domains: Phases in Comparative and Other Complex Constructions. An English-Romanian Case Study**

The present paper will focus on establishing a parallel account of comparative constructions and addition, exception and opposition adverbials in two languages: English and Romanian. Starting from the premise that examples such as (1-4):

- (1) He is taller *than* I am. (Engl.)  
El e mai înalt *decât* mine. (Rom.)
- (2) You came *instead of* me. (Engl.)  
Tu ai venit *în locul* meu. (Rom)
- (3) Nobody came *except (for)* me. (Engl.)  
Nimeni nu a venit *în afară de* mine. (Rom)
- (4) Many people also came *besides* him. (besides=in addition to)  
(Engl.)  
Multi oameni au mai venit *pe lângă* el. (Rom)

can be derived in a uniform manner, the proposal assumes that, in the case of the above adverbials, the P and the C domains share the same properties. Functional elements such as: *than/decât; instead of/în loc de; except/în afară de; besides/pe lângă*. Thus, the paper will provide a typology of the possible P/C + argument type patterns, explaining why other patterns are excluded by the grammars of English and Romanian. Emphasis will be given to patterns such as P/C+AdjP and P/C+DP, because they provide insight into: case-marking; agreement and concord distinctions and default/functional vs. lexical prepositions.

Set within a Minimalist framework, the paper considers the following research questions:

1. What licensing and identification mechanisms are involved in the ellipsis patterns found in comparatives and other derived adverbials? What is the syntactic locus of ellipsis? Is ellipsis instantiated at interface level or rather in narrow syntax?
2. What type of features triggers argument selection and incorporation?
3. Is there a P/C/Det continuum in Romanian? What consequences does this continuum have on the PP and CP cartography?

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## **IELTS and Its Correlation with Teachers' Oral Proficiency: A Study of Beginning Primary School Teachers in Singapore**

A quantitative study that examined the communicative competence of graduating primary school teachers at the National Institute of Education (NIE), Singapore was commissioned in April 2010. While the main study covers a much wider scope, this paper discusses and presents the data of the speaking component of the International English Language Testing System (IELTS). This study considered the oral proficiency levels of graduating primary school teachers as measured by their IELTS Speaking scores. Specifically, the paper addresses the following research questions:

1. What are the oral proficiency levels of graduating primary school teachers as measured by their IELTS Speaking scores?
2. What do the IELTS Speaking scores tell about areas of strength and concerns in the oral proficiency levels of these graduating teachers?

English proficiency is crucial for Singaporeans due to its largely English-based knowledge economies and service industries. The need to prepare citizens necessitates having linguistically competent teachers who serve as good role models of English and can help their students develop an internationally acceptable standard. To gain a more accurate language profile of student teachers, this study was commissioned by the Ministry of Education and IELTS was chosen as it is internationally accredited (Taylor & Jones, 2006). A total of 497 students, (aged 21- 29) representing three groups (Diploma in Education, Degree and Post-graduate Program) took the test which was administered by the British Council in Singapore in June 2010. A comparison of the three groups revealed that the proficiency level of Diploma students was the lowest while the Post-graduate students had the highest proficiency. Recommendations based on these results include additional oral proficiency courses during the pre-service and in-service phase of teacher's professional development, as well as continued investigations into English language proficiency of students to provide information on teacher's language standards.

**Dimitris Evripidou**  
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## **Language and Identity of Young Mancunian Greek Cypriots in the Greek Community School of Manchester**

The Greek Cypriot community living in Manchester, UK, is one of the most tightly-knit communities in the Cypriot Diaspora. The present study attempts to investigate the issue of language and identity in young Mancunian Greek Cypriots who attend the Greek Community school of Manchester through interviewing the school's Greek language teachers and through a systematically-kept research diary about the school. Specifically, this study examines whether the preservation of the Greek language and cultural identity are interdependent, or whether cultural identity can exist without the presence of the language. The results obtained show that the role of language in the formation of cultural identity is not necessary; however, language helps in identity preservation. Furthermore, the results indicate that young Mancunian Greek Cypriots are forming a newborn cultural identity: an identity which does not match any of those known either in Cyprus, Greece or England.

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## **Non-native Students' Problems in Structuring Academic Essays in English at Tertiary Level**

Although at secondary level non-native students (NNS) have written essays either in their first language (L1) or in English, which is their first foreign language, academic writing at a university in Latvia often causes several problems. One of the main problems is lack of coherence in student writing. Thus, the present paper deals with the analysis of the structure of the tertiary level undergraduate students' essays. The population of the research were students, majoring both in English and in business studies.

The study was based on the theories about text-external and text-internal features (e.g. Biber et al, 1988), text-types or rhetorical patterns in writing (e.g. Lee, 2001; Hoey, 2001; Farneste, forthcoming) as well as the typical features of structuring essays in Anglo-American culture (e.g. Reid, 1992).

There are contradictory findings whether text structure really differs in some cultures, and in such a case the structure of essays should cause no problems when non-native students write essays in English (Connor, 1987; McCarthy, 1991). However, there is another view that approaches to structuring of texts differ in different cultures (Kaplan, 1966), and that essay structure is mentioned among the dominating problems in writing (Farneste, 2002).

A particular interest in the paper is devoted to the analysis of the linguistic signals, which help to determine the difference between the intended communicative purpose and the meaning implied in student writing.

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## **Comparative Literature of Iran and Greek (Pheder and Siyavash)**

The story of love making Pheder, Theser,s wife to her stepson Hyppolite is being self gloomy ancient orphic greek .In many ways are the same story of Soudabe . Both these stories are adventure of sinful and failed hoppness love and these stories have been sent this stupid, frivolus old king two young princes to death and whenever the turn of times and blur of humans destiny. The sharing of specification of character Theser and Kaus(Kay-kavi) include a gile versus against women . In fact, both are the princess from foreign countries that have been enemies with the countries of their wives. Both are beautiful .They have reached the age of the youngness that the last youth has been flamed and woman spends the saddest and the most rebellious wishes. both are impationce and rebellious. At the eve of ageness is sitting and presuiding youth. But character of woman who has a noble character and is honest .The woman who is sadness of his heart wicked Queen. Fate blur and God,s anger brought her to this path and shamed Horror and fearsin .She is confused and ashamed .In fact, her suicide has been indicated her magnanimitiy but Soudabe is woman who is inherently whore. Her love making to him is more closely to wishes rather than love to Siyavash.. just to take advantage of him and his youth. Immidiatly ,she greeds with making friendship to him .She hates him and she tries to disapeare him. As a result , in the Greek real tragedy Pheder is a Martyr but in ' book of king" is Siyavash.

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## **Reflection of Time in Postmodern Literature**

This paper considers key tendencies in postmodern literature and explores the concept of time in the literary works of postmodern authors. Postmodern literature is marked with such typical features as playfulness, pastiche or hybridity of genres, metafiction, hyperreality, fragmentation, and non-linear narrative. Quite often writers abandon chronological presentation of events and thus break the logical sequence of time/space and cause/effect relationships in the story. Temporal distortion is used in postmodern fiction in a number of ways and takes a variety of forms, which range from fractured narratives to games with cyclical, mythical or spiral time. Temporal distortion is employed to create various effects: irony, parody, a cinematographic effect, and the effect of computer games. Writers experiment with time and explore the fragmented, chaotic, and atemporal nature of existence in the present. In other words, postmodern literature replaces linear progression with a nihilistic posthistorical present. Almost all of these characteristics result from the postmodern philosophy which is oriented on the conceptualization of time. In postmodernism, change is fundamental and flux is normal; time is presented as a construction. A special attention in the paper is paid to the representation of time in Kurt Vonnegut's prose. The author places special emphasis on the idea of time, and shifts in time become a remarkable feature of his literary work. Due to the dissolution of time/space relations, where past, present, and future are interwoven, the effect of time chaos is being created in the author's novels.

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## **Licensing Possessive Forms in Brazilian Portuguese: A Case of Grammar Change**

A grammar change related to the 3rd possessive forms in Brazilian Portuguese (BP) has already been attested by a number of researchers. Some scholars explain this change as a case of specialization of forms in opposition to the view stating that there is a verbal morphology weakening, which leads to a substitution of possessive forms (Silva (1982), Cerqueira (1993, 1996), Negrão & Müller (1996), Menuzzi (1996) and Müller (1997)).

The present research deals with this grammar change, and also it shows new structures for other flexional/discourse forms (1st and 2nd persons). The development of such structures may have been motivated to fulfill all the inflectional persons in the morphological paradigm of BP.

These new possessive configurations have been instantiated by a periphrastic construction (*de+pronoun*) in opposition to the regular possessive forms, as exemplified in

(1) for 1st person, (2) for 2st person and (3) for 3nd person.

(1) a. Essa é *minha* casa

'This is *my* house'

b. Essa é a casa *d'eu/ de eu.*

This is the house **of I**

'This is my house'

(2) a. Você já comprou a *tua/ sua* casa?

You already bought the your house

'Have you already bought your house?'

b. Você já comprou a casa *d'ocê/ de ocê?*

You already bought the house **of you?**

'Have you already bought your house?'

(3) a. ?Ele comprou a *sua* casa

'He bought **his** house'

b. Ele comprou a casa *dele*

'He bought the house **of him**'

'He bought **his** house'

We support the analysis of this new grammar configuration based on the Distributed Morphology background on terms of Halle & Marantz (1993, 1994) trying to find out mechanisms of investigation about the structure of Brazilian Portuguese possessive DPs.



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**The Changing Idea of Woman.  
Some Remarks on the English Translation of  
the *Sixth Satire* of Juvenal**

Juvenal's Sixth Satire, traditionally treated as a manifestation of Roman misogynistic conception on gender and women's sexuality, was very popular in the eighteenth and nineteenth century in England. Yet, some 'abhorrent' practices of ancient times needed careful attention from the part of translators, especially in the nineteenth century. The aim of this paper will be to show that different translations of this satire mirror the English understanding of a woman of the time. In other words, I will argue that the changing forms of the Sixth Satire reflect the changing idea of a woman in the (pre)Victorian society. After the analysis of the influence of nineteenth-century mentality on the portray of women in the satire, I will go through a brief comparison of 17<sup>th</sup> and 18<sup>th</sup>/19<sup>th</sup> century translations.

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## **Mental Models and Language Comprehension: When the Reading Processes of Poetic Texts Can Enlighten Structure-Building Frameworks**

Models of text comprehension (Gernsbacher, 1990; Johnson-Laird, 1983; Kintsch, 1988; Morrow, Greenspan, & Bower, 1987; van Dijk & Kintsch, 1983) assume that understanding a text requires *the representation of the text* (surface and propositional representation of the text's meaning) and *the representation of the situation* referred to in the text. Although these models are assumed to incorporate several dimensions, the spatial (Dutke, 2003) and temporal (Rinck, Hähnel, & Becker, 2001) dimensions have been explored most regularly. It seems necessary to test the predictions of these models on literary or poetic texts (Bestgen, 2007) especially in view of the theoretical links with philosophy of language and semiotics, which, following Husserl, consider that the "Act of Reading" is dependent on a dynamic "horizon of expectation" which is in permanent change during an encounter with a text (Iser, 1995; Jauss, 1975).

The objective of the present study was to measure the evolution of the comprehension of a poetic text: *Le dormeur du Val* (Rimbaud, 1888). This poem confronts the reader with a paradox, since up until the last verse, it seems to favor the bucolic interpretation described in its title. However, a more careful examination reveals the presence of several clues that could lead to the development of a more tragic interpretation (or mental model) closer to war and death.

Our experiment used a self-paced reading protocol with 25 French L1 students to examine the effects of the two concurrent meanings on reading times for each verse as a function of the quantity and quality of information that the poem gives to the readers. After each stanza, the subjects had to select words from the same set of 20 keywords that refer to the two interpretations of the poem. Mixed-model analyses of variance were conducted with reading time per verse as the DV and quality of reader interpretation and the quality and quantity of information in the poem as the IVs. The results will be discussed in

## light of the psycholinguistic and the literary models of text comprehension.

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## **Double Gateway to the Host Society: Language Use and Ideology in Japanese Community in Catalonia**

In parallel to the predominance of English caused by the process of globalization, there have been arisen some movements in defense of the languages which are found in a weaker situation. Catalan is an example: the anti-Catalan language policies of the 20<sup>th</sup> century have weakened this language in the way that Spanish predominates in the social life in Catalonia.

After Franco's dictatorship, Catalan has recovered considerably its presence through *Language Normalization*. Recently, however, another challenge has been added to it: how to receive in terms of language the increasing "newcomers" from various countries with different cultures. For immigrants, the acquisition of host society's language is a significant way to social integration, but many factors such as language attitudes, language environment (Ros, 2006) keep them away from Catalan and make Spanish to work as a host language by default. In this way, the two languages have different role amongst them.

This paper examines language use and attitude among Japanese residents in Catalonia to identify the role of Catalan and Spanish. Their sociolinguistic reality is little known to the host society mainly due to its high mobility and its small size. We analyse the relation between their sociolinguistic profile, language use, and perspective on the languages in question. The data obtained through questionnaire survey and follow-up interviews have been analysed both quantitatively and qualitatively. Our findings can be summed up as follows:

- 1) Japanese residents in Catalonia can be divided into three subgroups in terms of language use;
- 2) Each group shows a similar sociolinguistic profile and perspective toward languages, which are related to their migratory orientation;
- 3) Spanish is seen as a primary language and is learned first without any condition, while Catalan is seen as second stage of integration and is learned optionally by small part of our subjects.

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**The Incurable Economy of *Thirteen Cents*:  
K. Sello Duiker's Vision of Post-Apartheid  
South Africa**

The fruits of liberation, the promise of the postcolonial in post-apartheid South Africa, are at the expense of another becoming a thing of *jouissance* – prey to our insatiable appetite. The (once) celebrated constitution of a 'New South Africa' rests on violence, rape, destitution and marginalization. That is the penetrating perspective on contemporary South Africa articulated in K. Sello Duiker's debut novel, *Thirteen Cents* (2001). The novel is a chronicle of the life of Azure, a street child who has to prostitute himself in order to survive the famished roads of post-apartheid Cape Town. As a black boy with blue eyes, Azure does not fit into the stringent racial categories that continue to haunt the South African imaginary. The sexual violation Azure suffers in his guise as prostitute lays bear the gender and sexual politics of the country. This paper offers a psychoanalytic reading of Duiker's critique of the order of South Africa, by situating Azure's experience at the intersection of the libidinal and the socio-political economy – to trace something like Lacan's assertion that Marx was the founder of the symptom, a conterminous understanding of surplus value and surplus *jouissance*. Azure's first-person narrative can be read as an articulation of the discourse of the hysteric, as a question to the economy of South Africa. This analysis takes as its point of departure the denouement of the novel and asks: Is the denouement not precisely the condensation of a dual movement – Azure's two escapes up Table Mountain – whereby the protagonist traverses the fantasy of annihilation in his sublime hallucination of the destruction of Cape Town? That is the hopeless vision the reader is left with at the end of *Thirteen Cents*.

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## **Adverbial Optionality in the Medio-Passive Alternation**

This paper addresses the issue of the (non-)obligatoriness of adjunct modification in certain argument-structure constructions. In line with the studies carried out by Goldberg (2004), and Marin-Arrese (1999), which analyse (non)-optional modification in certain passives, this work focuses on yet another construction: the English medio-passive (Ackema and Schoorlemmer 1994; Fagan 1988; García de la Maza 2005; Fellbaum 1985, Rosta 1985). It has often been claimed that medio-passives cannot appear “on their own,” and that adverbial modification is an intrinsic part of the construction. This would explain why examples like *Cookery books translate easily* are perfectly acceptable, whereas others like *Cookery books translate* or *This book reads* are not (so) good English sentences. Some accounts have explained such contrasts in strictly syntactic terms, by linking adverbial modification with the licensing of the suppressed Agent argument (Hoekstra and Roberts 1993). However, no comprehensive, data-supported account exists of the actual nature and scope of this apparent requirement for adverbial modification. This paper presents the results of an investigation aimed at unravelling precisely this problematic area of the study of medio-passives. The study is based on data obtained by eliciting acceptability judgements from native speakers. It surveyed 32 speakers and analysed 640 medio-passive tokens in total. The data show that contextual factors have a major role to play in the matter and provide support to defend the essentially “pragmatic value” (Green 2004) of the construction. This is in line with much current research into the grammar-pragmatics interface, which is also at the heart of other English structures, also discussed.

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## **Constructing the Self in the Second Language Context**

Much of the research that has been conducted throughout the years has acknowledged the importance of the immersion in the native speech community for second language (L2) proficiency. However, relatively little attention has been devoted to examining the experiences that learners have in the L2 context of their sojourn abroad.

The purpose of my research is not to investigate learners' level of proficiency after their study abroad (SA) experience, but to look at this experience in terms of how learners construct and portray their self in the L2 context and how this affects their behavior and their perceived progress in their L2. Learners protect their self-image in the L2 context and either use or avoid the L2 in response to "threats" of their sense of security in four areas: *status, control, validation* and *safety*.

Data for the present investigation were collected conducting interviews developed specifically for this study. Two Greek learners of English, studying at Lancaster University in England for one academic year, henceforth SA learners, offered the developmental data for the present study. It should be noted though that another three interviews of different SA learners had been conducted before which were used as pilot ones.

The implications of self-construction and the concept of the self in the target language for pedagogy and study abroad are great since learners' L2 use may increase through a better sense of the self. By taking some steps in language pedagogy and preparation of learners to study abroad, learners could probably use the L2 more successfully in intercultural encounters. The most salient result of my research is that learners who study abroad and use the L2 go through a change of their personality by experiencing the "reduced" self.



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## **Imaginative Narration in 'Moderato Cantabile' by Marguerite Duras**

Marguerite Duras is one of the most worldwide famous French authors. The name 'Duras' has been known around the world after Jean- Jacques Annaud adapted her auto-biographic novel 'L'aman' for the screen. Also, the novel was translated into almost all the languages, and she became one of the classic authors of world literature. As a cinema director, she attracts attention with her experimental studies. The marginal style and content of her works forced the readers' mind; sometimes she was misunderstood, so either she was appreciated a lot or was hated.

The works of Duras are mostly abstract ones full of blanks, not obvious enough to tell what they aim and suggesting author's message by the help of many different techniques. 'Moderato Cantabile', one of the most well-known works of her after 'L'aman' , presents impressive examples from this aspect.

The acts of protogonists, the world of their feelings and thoughts, the relationship between them and the objects around are conveyed to the reader by the help of different narrative techniques such as: visual imagery, early narration (mise en abyme), imaginative and symbolic narration and cinematographic methods.

In this study, 'Moderato Cantabile' will be analysed from this aspect, and the relationship between the narration and the reader, also imaginative narration and the way of forming it providing the message of the text to be conveyed to the addressee will be searched and shown with many examples.

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**The Impact of Learners' Awareness of Vocabulary Learning Strategies on Reading Comprehension among Pre- intermediate EFL Learners**

The present study investigated the effect of learners' awareness of vocabulary learning strategies on reading comprehension. To achieve this purpose, a language proficiency test was administered to 120 University students and ultimately 60 homogeneous students were selected and randomly assigned to control group and experimental group. Both groups worked on the equivalent reading passages. The subjects in experimental group were also instructed in awareness raising and the use of vocabulary learning strategies following Oxford (1990) while the subjects in control group received conventional teaching vocabulary training for a whole academic winter semester, 2008. Post-test showed that raising learners' awareness of vocabulary learning strategies had positive impact on reading comprehension. The findings also indicated that cognitive, meta-cognitive and social strategies were the most frequent strategies employed by students in experimental group. The implications of the findings for incorporating these strategies in teaching have been discussed in details.

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**Mapping Memory, Trauma and Anti-Heroes/Heroines in *The Museum of Innocence*: Can We Heal From/By the Memory?**

Orhan Pamuk, predominantly in his works manifests alternate, highly fragmentary counter speaking subjects through collective and individual memory. His novel *The Museum of Innocence* revolves around memory, traumatic narration and self suffering of young man and woman and their desire to turn themselves into resisting intellectual individuals against the social constraints of 1970's bourgeoisie Turkey. At this point figurative use of memory, time and space intertwining together builds up an ambivalence or a third phase in modern literature disspreading itself to the utmost 'abjection', which eventually engenders anti-heroes/heroines of the modernity. Thus relying on memory, suffering and traumatic relations the aim of this article is to analyze the fictionalization of the anti heroes/heroines, Kemal and Füsün in *The Museum of Innocence*. This literary standpoint will be pivotal since it altogether subverts monolithic representations of subjectivity and strongly disrupts the dominant discourse, leaving us with the critical contemplation on memory and individual salvation.

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## **Historical Intertextuality in Mahmoud Darwish's Poetry: The Interaction of a Text and its Historical and Political Contexts**

Mahmoud Darwish in one of his interviews said: "The greatest difficulty faced by modern poetry is how to deal with the present. Present reality is so heavy that you cannot escape it. It is so heavy that it is light (I mean in the sense of linguistic frivolity). What is important is that poetry be saved from the danger of being drawn to a present which quickly melts. Historical signs and names place the text in another time, in the past which protects one from falling into immediate contact. Withdrawal means protecting yourself from falling into immediate contact with the present by going to the past, a past which may in turn open unto the future".

Darwish makes it clear that for him the escape into the past constitutes a mechanism whereby he is able to resist the immediacy which may befall his poetic text. This escape provides a distance, which makes the text better able to point to the future the more it turns to the past for inspiration. As a result, history is no longer limited to its conventional function as a domain of knowledge or a source of lessons, but rather becomes a kind of artistic vision in which the sense of heredity replaces historical documentation. A creative interaction between past and present thus replaces the conflict between the two.

We may say that semantically modern Arabic poetry has looked to the past for inspiration in two basic forms, the first in order to illuminate its positive aspect, which has led some poets to extol its praises and adopt it as an ideology, and the second as connected to the national consciousness.

I believe that the praise of the past which was a prominent feature in the beginnings of resistance poetry remains superficial in its meaning, since it does not compare the reality of the present with the past, but rather gazes at the past in a crude way, more akin to praise and boasting than to self-awareness. Palestinian poets, because of what had happened to their homeland, evoked the past in order to emphasize their roots and in order to validate the Palestinian narrative in the face of the state of loss which has become a motif in modern Palestinian poetry.

Darwish dealt with history at a number of different levels. He turned to Arab history and its symbols, and also to human history in general, Rome and Greece, and also to American history in his poem "The Second-to-Last Speech of the Red Indian before the White Man".

An understanding of the common denominator in the evocation of history can help the reader understand Darwish's poetic and political vision. Since he represents a major current in modern Arabic poetry, it can also provide evidence for the evolution of this poetry.

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## **Once Were Warriors**

The title above is also the title of the New Zealand novel (1990) written by Alan Duff. The concept however applies equally to two other works both from Quebec (Canada) which depict the struggles of a male protagonist to adapt to a world in which he is now marginalized - be it urban or rural. The two Quebec novels are from two different periods. *Le Cassé* by Jacques Renaud was one of the first works to be written in "joual" and during the 1960's or the period of the Quiet Revolution in Quebec and the other in the early 1990's by André Langevin, *L'Élan d'Amérique* nevertheless refers back to the same period and forward to the tragedy of the present and future for essentially flawed characters.

All three male protagonists are at war with themselves and the world they live in. Remnants of another age and of that age's supposed glory where they are the descendants of conquerors and colonizers they are faced with a reality which underlines their flaws and their inherent weakness. For these are all flawed characters who react to the world around them with violence and incomprehension. They maim and kill those they suppose weaker than themselves and escape in drugs, alcohol and dreams of an imaginary glorious past. Interestingly in all three works the female protagonist who are often victims of these men prove to be stronger and will point the way to new directions for their race and humanity.

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## **Literature of Suffering and Anger: Creative Responses to the AIDS-epidemic in South Africa**

Out of the tragedy of mass deaths from the HIV/AIDS epidemic in southern Africa in the last couple of decades has come a small but remarkable body of literature, inspired by suffering and anger. This literature, comprising both poetry and prose, cannot be considered apart from its context of post-apartheid South Africa, a period of immense social and political change. Government policy, particularly during the presidency of Thabo Mbeki, created a climate of denial which all but erased the AIDS-ill from public discourse. Ironically, the new democratic South Africa stood accused of grossly violating human rights, and even of genocide, because of its failure to acknowledge the problem and subsidise medication for those living with HIV and AIDS. Politics combined with the stigma already attached to AIDS because of its strong associations with sex and death, and shrouded the epidemic in silence.

Creative writing has helped to reverse this effect, breaking the silence surrounding AIDS, replacing its victims in the discourse, and rescuing them from oblivion. This paper considers selected examples of poetry and prose which address aspects of the AIDS epidemic in South Africa: in some cases describing its devastating impact on individuals and communities; commenting critically on the socio-political milieu which sought to marginalise its victims; providing first-person accounts of the experience of having AIDS by the sufferers themselves; or challenging negative metaphorical constructions of the disease and stereotypes of HIV-infected people. In comparison to the countless numbers of AIDS infections and deaths in South Africa, the number of published AIDS-related texts is insignificant. The voices of most of those who have died of AIDS are lost to us forever. The handful of texts which have been published point to the loss of the many: a presence which testifies to an absence. Yet this is precisely what makes them so valuable and important.

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## **A Psycholinguistic Investigation of *Ba*-Construction: Evidence from Structural Priming**

Different assumptions of the present-day Chinese word order and its relationship with the *ba*-construction and of the part of speech of *ba* lead to various syntactic and semantic analyses concerning the *ba*-construction (Bender, 2000; Gao, 1995; A. Li, 1985; Liu, 1997; Huang, 1989; Huang, A. Li, & Y. Li, 2009; Sybesma, 1999; Travis, 1984). Two structural priming experiments were conducted to investigate these two issues among Mandarin-speaking adults in language production from the psycholinguistic perspective. The psycholinguistic evidence is utilized to evaluate various linguistics analyses in the literature and test the plausibility of the language production model. Experiment 1 employed the memory guise picture description paradigm for the investigation of the predominant structure of the SVO/*ba* alternation. Experiment 2 employed RSVP (rapid serial visual paradigm) to investigate Mandarin-speaking adults' grammatical encoding of the part of speech of *ba*. The priming experiments provide psycholinguistic evidence that SVO word order, as opposed to the SOV word order manifested by the *ba*-construction, is the predominant word order in present-day Chinese, and that *ba* is encoded as a category between a verb and a preposition. These findings are consistent with the formulation of the language production model (Bock, 1995; Pickering and Branigan, 2002), with historical development of *ba* (Her, 1990), and with light verb analysis of *ba* (Huang, A. Li, & Y. Li, 2009).



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## **The death theme in Alice Munro's *Hateship, Friendship, Courtship, Loveship, Marriage***

In this paper, I have analyzed the death theme in the short stories collection of Alice Munro named *Hateship, Friendship, Courtship, Loveship, Marriage*. A prolific writer, Munro has mostly written about the basic theme of all literature, marriage, growing-up, happiness, suffering and death etc. In *Hateship, Friendship, Courtship, Loveship, Marriage* published in 2001, she has depicted various kinds of death and psyche of facing the impending death. Through her depiction, we can learn about the life philosophy of Munro, whose stories shows the composedness and calmness in the final stage of people's life. Rather than picturing directly the raw pain, the heartache, and the struggle of the dying and people around them, her story depicted the warmth and kindness of friends, relatives and even strangers that have helped the dying characters find values in life and the courage to overcome fear, anxiety and pain. For some characters in the short story collection, the fear comes not from the destruction of flesh, but the indignity of stupidity, and of mental disorder. For other character, the resigned acceptance of impending death comes in making one's appearance presentable and even beautiful. For still others, the dead has to be worked on by undertakers for the viewing during funeral. All these have demonstrated the Munro's respect and resignation in the face of death. Religion has been one device for human being to overcome the fear of death and the unknown world after death, while through careful reading of texts, we can find that it seems that Munro's character has viewed death as a natural ending of life with no place for religion. She has depicted various kinds of death, followed by funeral, although melancholy, but avoided direct picturing the ruthlessness of death, showing a sense of serenity in death.

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## **Incidental Vocabulary Learning with the Computer-Based Simulation Game**

Computer-based simulation games are not developed for educational purposes but they have been increasingly discussed among researchers interested in CALL. Although the effectiveness of exploring computer-based simulation games was hypothesized to be low due to the lack instructional intervention (Leutner, 2002), “the virtual world rich in opportunities for linguistic exposure” (Ranalli, 2008) have been rendered pedagogically beneficial by previous studies, especially for vocabulary learning (Miller & Hegelheimer, 2006; Ranalli, 2008). Despite the usefulness of the type of computer-based simulation games, there was no mentioning of the efficiency of the game. Moreover, how the learners interacted with simulated figures in the virtual real-time scenarios has never been well documented. Without the information, it would be difficult to know how the type of game lends itself to vocabulary learning via the abundant visual stimulations and linguistic contacts. The current study recruited 29 university freshmen and 20 participants completed all the tasks. The participants showed significant vocabulary gains as expected. The current study adopted a screen capture software, *Camtasia Studio 4*, to record all the procedures while the learners were playing the game. The videos were analyzed and the number of encounters of each target word was calculated. On average, a target word learned was clicked on 4 to 5 times. Atypical cases were noted that some new words were remembered by only one encounter while some other words remained unknown though they were being clicked on repeatedly.

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## **Individual Output versus Collaborative Output: Effects on the Acquisition of English Subjunctive Mood**

Attention drawing through consciousness raising tasks in the field of second language acquisition has been widely recognized and studies over the past two decades. A number of studies have displayed the significance of focus on form on L2 learners' acquisition of morpho-syntactic features. This article reports on the findings of a study which set out to compare the performance of EFL learners on two different grammar-focused classroom tasks, an individual versus a collaborative output-oriented focus on form type of instruction to compare their effects in helping EFL learners acquire English present and past subjunctives. Alongside the treatment the researcher also investigates pattern of learners' development from pretest to posttest. The pattern of development will be quantitatively evaluated using three parallel sets of in-between the treatment tests. Participants in this study are 60 BA students of TEFL who are randomly assigned to two homogeneous groups; Group 1 (n = 30) will be exposed to individual output and Group 2 (n = 30) to collaborative output. The task includes Dictogloss in both groups where texts are reconstructed individually and collaboratively respectively. A pretest and posttest design was used, where participants' ability to produce the target features was assessed. The study found that collaborative output groups outperform the individual output group and this group shows a linear pattern of development. The participants in the individual output group also reveal some degree of development but the pattern is u-shaped and nonlinear.

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## **Investigating EFL Students' Attitude towards "An Ideal Teacher"**

Learning and teaching a second language are interconnected and the views, preconceptions and beliefs which both language learners and language teachers have about teaching practice affect the process of learning and teaching.

The purpose of this study was to find out who students consider to be "an ideal teacher". Therefore, "Students' Views of an Ideal Teacher" questionnaire developed by Bernadette M. Gadzella in 1971 was used in this study. After translating and piloting the instrument on 200 Iranian EFL learners, the modified version of the questionnaire was given to 90 EFL students. Both descriptive and inferential statistics were used in data analysis and the findings were analyzed with respect to gender, age, years of learning English, and the students university level(BA,MA).

The results indicated that male and female students had different views about ideal teacher. However, age did not prove to be an important factor. Interestingly, the more experience students had in studying English, the more realistic their perception of an ideal teacher had become. In the same way, BA and MA students had differing views about ideal teacher.

This study has potential implications for both teaching and learning in EFL contexts.

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## **The “New” Russia**

Almost 20 years have passed since the collapse of the Soviet Union and the ‘re-formation’ of Russia. There is a new generation of Russians and citizens of other countries who have no firsthand experience of the Soviet Union. They only know of Russia and the ghost of the Soviet Union. Much has happened in these 20 odd years. Russia seems to now finally be emerging from the ashes of the Soviet Union and is in a position to project her ‘new’ self to the rest of the world.

One of the main sources of information regarding today’s Russia would be contemporary literature. Literature would usually include novels, short stories and poetry. However, a broader sense of the term literature would necessarily include “a body of written works in a language, period or culture”<sup>1</sup>. This definition could include any written piece including a textbook.

Keeping this definition of literature in mind, this paper would look at the construction of ‘Russia’ in a textbook meant for foreigners studying Russian. In 2007 there was a workshop held by Moscow State University in collaboration with The Russian Centre of Science & Culture, New Delhi and The Indian Association of Teachers of Russian Literature & Culture. The workshop introduced new textbooks for foreigners being published in Russia. These were textbooks meant for the 21<sup>st</sup> century language learner. One such textbook, *Shkatulka* was published in 2005 in Moscow and is meant for students studying Russian at the beginner’s level. It is intended to introduce students to both the language and the country. The texts in this textbook provide the reader with a particular impression and image of Russia.

This paper would analyze the contents of the texts put together in this textbook and would try and discuss the new image of Russia as seen by the Russians themselves.

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<sup>1</sup> <http://www.thefreedictionary.com/literature>

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## **The Politics of the Animal – A Cultural Reading of Animal Images in Some Postcolonial Novels**

The “animal turn” in the research of Western humanities and social sciences in the 1980s has brought about a breakthrough in the literary studies. Researchers have been probing animal images with a range of critical theories. However, the study of animal representation from the postcolonial perspective has just emerged in the West, and no systematic or theoretical research has been conducted. Through close reading, this paper aims to make some tentative explorations into the theoretical construction and analytical strategies in terms of animal studies with postcolonial critical approach.

In their material and discursive practices, colonialists and imperialists are inextricably linked to the animal. Politically and militarily, in demonstrating their colonial power by hunting ferocious animals, colonialists aim to make preparations for or consolidate their political domination and military conquest. Culturally, based on Eurocentrism and racism, colonialists and colonialist writers attempt to accomplish cultural penetration and domination by highlighting their superiority in identity and culture to the indigenous people and animals in colonies. Ecologically, based on the Western anthropocentrism and speciesism, colonialists recklessly exploit and plunder the wild animal resources in colonies, causing devastating ecological crises and damaging the original ecological thinking prevalent among indigenous people.

The writers in once-colonised countries are the pivotal intellectuals who attempt to subvert the imperialist discourse. From the postcolonial perspective, my research aims to investigate three different modes of resisting the imperialist discourse by examining the cultural implication of the animal images in the following masterpieces of five novelists from former colonies based upon the systematic connection between colonialist practices and animals: Barbara Gowdy's *The White Bone* (1998), J. M. Coetzee's *Disgrace* (1999), Zakes Mda's *The Heart of Redness* (2000), Yann Martel's *Life of Pi* (2001), and Aravind Adiga's *The White Tiger* (2008). It is of great significance to probe the cultural implications of the animal images in their writings.

**Kenneth Jordan Núñez**  
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## **Literary Translation as an Act of Mediation between Author and Reader**

This article analyses the translation process of literary works from the point of view of functionalism and *Skopos* theory, whose basic principle is that the purpose of the target text determines the choice of method and strategy in the translation process. We will then analyse to what extent all the elements intervening in the act of communication – especially, the author or sender, the reader or receiver, and the situation context – condition that result. We will seek to prove the hypothesis that states that the translation of a literary work «functions» or can only be considered functionally valid if the message is adequately transmitted and, therefore, if communicative purpose is met. Lastly, this makes us consider the possibility that the translation of a literary work may lose validity and that there may exist an infinite number of functionally valid translation results, as communication elements are different in each particular act of communication. For this analysis, we will focus on three literary works which have been recently translated into Spanish and which belong to different genres and periods: *Watch and Ward* by Henry James, *Been Down So Long It Looks Like Up to Me* by Richard Fariña and *Prince Otto* by R. L. Stevenson.

**Ligita Judickaite-Pasvenskiene**  
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## **Subtitling Culture for Children: To Be or Not to Be?**

Films serve as examples of spoken language, since the majority of them comprise characters' dialogues which, even though carefully composed by scriptwriters, are aimed at reflecting spontaneous everyday linguistic situations. In such situations people inevitably and subconsciously express their culture through words. As a result, characters' dialogues also contain culture specific references, such as idioms, proverbs, colloquial words and the like. From the point of view of translation, cultural references in a source language become one of the most problematic issues as they are usually different from or absent in a target language culture. Taking cartoon subtitling into consideration, this task becomes even more challenging due to the specific restrictions that film subtitlers face. First of all, the restricted number of characters in a line and the requirement to follow the natural pace of an original dialogue allow very little or no explicitation of source language cultural references. In addition, it should not be forgotten that cartoons are mainly aimed at children, who normally have less knowledge about foreign cultures and may treat culture specific references as alien words on the screen. However, a question of domestication and foreignization can also be raised in such cases and one might claim that children get acquainted with other cultures with the help of foreignized translations. Still, the balance between foreignized and domesticated items should be considered carefully.

The aim of this paper is to shortly introduce subtitling as a relatively new sphere of translation. Also, to present the subtitling of English culture specific items into Lithuanian in the children's cartoons, paying special attention to the problems and their solutions. For the illustration numerous examples from various cartoons are presented and analyzed.



**Marika Kalyuga**

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## **Teaching Foreign Languages Using Etymology**

Effectively connecting newly learned information with available prior knowledge structures is a major means of successful teaching. By relating prior knowledge to new information students can learn new words and grammar more easily and faster since related items that are mentally grouped together and associated with established knowledge structures can be stored more effectively in learner memory. That is why it is essential for successful learning to uncover similarities between students' first and second languages (L1 and L2). Etymology helps to determine such hidden similarities between languages and therefore makes the learning process easier. The aim of this paper is to show how etymology can be applied as a mnemonic and explanatory device in teaching a foreign language using the example of teaching Russian to English-speaking students.

A common mnemonic procedure for memorising and retaining new vocabulary is to associate a word from L2 with a word that has similar sound and meaning in L1. For example, resemblance in sound and meanings between the following cognates *to grab - grabit'* "to rob" or *spine - spina* "back" contributes to their quicker learning. Etymology also assists in illuminating grammar. For example, etymology helps to explain syntactic use of expressions. The words could undergo semantic transformations but their use in language may still reflect their connection to the original source model. For example, *nenavidet'* "to hate" goes back in its origin to *ne videt'* "do not see" (because when we hate someone, we do not want to see this person). This explains why these verbs have similar syntactic patterns. Referring to words' origins is especially helpful in explaining difficult syntactic patterns, for example when the syntactic use of a Russian lexeme is very different from its English equivalent.

**Slava Kalyuga**

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## **Role of Prior Knowledge in Language Learning: A Cognitive Load Perspective**

Frequently, we assume that if specific instructional techniques work well for novice learners, they should also work for more knowledgeable learners or, at least, not have negative consequences. Counter to this expectation, the theoretical considerations and the available empirical evidence provided within a cognitive load framework indicate that instructional methods effective for novices may inhibit learning for more experienced learners (an expertise reversal effect; for a recent overview, see Kalyuga, 2007). Cognitive load theory investigates instructional design implications of basic features of human cognitive architecture that includes working memory (a conscious information processor) and long-term memory (a store of knowledge). Cognitive resources available for learning are limited by the capacity and duration of working memory: if more than a few chunks of novel information are processed simultaneously, working memory may become overloaded. However, knowledge structures in long-term memory alleviate such limitations by allowing encapsulation of many familiar units of information into a single chunk. As levels of learner knowledge in a specific area increase, the provision of detailed information during instruction may become redundant. Instruction that is optimal for novices may hinder the performance of more experienced learners by distracting them from fluently executing already learned procedures.

This paper discusses results of recent studies of the expertise reversal effect in language learning, including (a) investigation of the effectiveness of integrating glossary definitions or commentaries into the original text directly above the corresponding words or phrases for students at different levels of English as a second language; (b) investigation of the effectiveness of using causal words embedded in Chinese texts to explicitly indicate causal links between the described events for students with different levels of reading expertise; and (c) investigation of the effectiveness of concurrently presenting Chinese characters with both their phonic transcription (pinyin) and verbal pronunciation instructions for students with different levels of experience in Chinese as a second language. The paper concludes with instructional implications of these results that require tailoring instructional procedures and formats to levels of learner specific language experience.

Kalyuga, S. (2007). Expertise reversal effect and its implications for learner-tailored instruction. *Educational Psychology Review*, 19, 509-539.

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## **Transgressive Traces and Female Nomadism in Malika Mokeddem's *Le Siècle des Sauterelles* and Leila Sebbar's *Isabelle l'Algérien***

Yasmine, the mute, the "impure" *hartania* or *métisse* in the Algerian writer Malika Mokeddem's *Le siècle des Sauterelles* (1992) and Isabelle Eberhardt, in the Franco-Algerian writer Leila Sebbar's *Isabelle l'Algérien* (2005) are both alienated exilées, nomads, in quest of self-understanding and affirmation against the violence of colonialism. *Isabelle l'Algérien*, Sebbar's collection of short stories, focus on the legendary Isabelle Eberhardt, the "heimatlose" or stateless refugee, a young woman of Russian origin who embraced Islam and a nomadic life-style disguised as a man, *Mahmoud*. A writer and journalist in the late 19<sup>th</sup> century, she would focus on the devastating effects of French colonialism in the Maghreb.

*Le Siècle des Sauterelles* tells the story of a young girl Yasmine, who upon the violent death of her mother loses her ability to speak will communicate by writing alone. Her father, a poet, will raise his daughter alone as they travel great distances looking for her mother's killers. Yasmine, nourished on the stories and myths her father tells her, is fascinated by the one about the legendary writer and artist, Isabelle Eberhardt, who like Yasmine herself led a nomadic existence as she traveled and wrote, disguised as a man. On the death of her father, Yasmine, will embrace Isabelle's legacy, cross-dress and wander the desert alone, becoming a legend herself.

In this paper I propose to examine the figure of the nomad defined by Valérie Orlando as the "loner, the exiled, the minority, the other" (*Nomadic Voices of Exile*, 13). Occupying multiple positions and as gendered "cultural outlaws" Yasmine and Isabelle embody, as Winifred Woodhull puts it, "Algeria's "betweenness" (*Transfigurations*, 8). The "entre-deux", betweenness or androgyny of cross-dressed Isabelle and Yasmine is also reflected in the image of the desert where the shifting sand dunes of the Sahara desert become a fertile space, the site of an "écriture féminine" and "oralité" and "tracer/traces" linking the past (the cross-dressed Yasmine will follow the "traces" of her "vagabonde" idol, writer, rebel and nomad Isabelle Eberhardt), " and the present "tracer" or inscribing her own stories and history.

**Katy Khan**

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## **Creative Visions of Natalia Molebatsi in Post 1994, in “Sardo Dance” (2009)**

In a powerful essay, titled “*The Ideology of reconciliation: its effects on South African culture*” (2008), the late South African writer, Lewis Nkosi perceptively noted that under apartheid a numerical minority took over literary production and transformed itself into a numerical majority. The effect of this on South African cultural space was that a numerical majority (blacks) were then relegated to a position of a numerical minority in the power equation of cultural production. While the racialised nature of literary production has continued in the post 1994 titled to the disadvantages of blacks new dynamics within the black communities have reproduced inequalities so that more black males write than black women, and most importantly, more black South Africa writers whose works continue to dominate in universities have come from the older generation. This has left the majority of the South Africa’s youth without a recognized literary voice outside their communities. One of the young South African poet, performer and cultural critic is Natalia Molebatsi whose work has begun to be recognized nationally. The aim of this article is to explain the reasons of this recognition, and then analyse some of her work that appear in *We Are*, an anthology of poetry that she edited in *We are: An Poetry Anthology* (2008) and critique the vision of another of her book, *Sardo Dance* (2009). It is argued in this article that Molebatsi’s increasing creative visibility expands the cultural space within which previously, mainly, literary voices of old white, and black writers were taken seriously.

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## **Non-Professional Translators in the Media: Practicabilities and Expectations**

Nowadays, it is commonly believed that only professional translators should be employed to do translations. Many countries, such as Australia, China and the US, have established accreditation systems for professional translators. Australia has a well established system for accrediting translators - i.e. the National Accreditation Authority for Translators and Interpreters (NAATI), which has a specific category for "Professional Translators". Both the public and private sectors in Australia are constantly urged to use NAATI-accredited "Professional Translators". However, it has also been regularly observed and reported that non-accredited or non-professional translators continue to be used extensively in different sectors for different tasks. The media is one sector that has, for a long time, made extensive use of non-accredited or non-professional translators. There are a number of arguments and justifications for the use of them. This study concentrates on non-accredited or non-professional Chinese translators who provide translation services in the media sector, specifically for newspapers, websites and radio. It looks into issues concerning:

- the features of texts in these three fields
- the type of material to be translated
- how translation is done
- the quality of translation
- the expectations and intended use of translated texts, especially from the clients' perspective
- how translation theories are applicable to these three areas of the media sector

For the purposes of the study, a collection of translations produced by non-professional translators were analysed for their translation output. A questionnaire concerning translation practice was administered to 26 practicing non-professional translators. Furthermore, an interview was administered to four newspapers, one radio station and one website firm who used non-professional translators. The questions raised in the interview were related to expectations of the translation, intended use of the translated text, level of satisfaction with the quality of translation, professional and economic considerations. It is expected that the outcome of this research will produce useful feedback to translation trainers, users of non-

professional translators as well as practicing and potential non-professional translators.

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## **Text as an Interactive Play: Tracing the Concept of Literary Interactive Narrative in the Works of James Joyce, Jorge Luis Borges and Lubomir Dolezel**

Stories are the cornerstone of common cultural understanding, socialization and language. Being human simply means being part of a narrative on our journeys through life—right from infancy, when we start to be taught to understand and decode our first stories, along with language. The rise of new media in the 1990s introduced to us, as readers, a brand new type of literature—electronic literature. Now in the age of new media, narrative is continuing its evolution by returning to us and involving us in the creation of stories and meanings—thanks to the new form of storytelling, *interactive narrative*, which not only no longer considers the *reader* a passive consumer (which was already claimed a few decades ago by poststructuralism or constructivist academics), but rather as an *active participant* in the story, who creates the final cut of the story. The reader does not show his active participation only by involving his experience, values and attitudes into the interpretation of the text—he/she builds up the text itself by choosing the text items he/she approaches and their order.

My paper focuses both on works which supposedly influenced early experiments with *literary interactive narrative*, as well as on its characteristic features and theoretical frameworks. Literary interactive narrative is more than digital storytelling, numerically expressed in a binary code. It is about the interconnection of media—and *text*—consisting of several elements: words, static and moving pictures, graphics, and sounds. Their symbiosis communicates. The author/narrator counts on the active role of the reader and creates text which involves the possibility of multiple and variable readings. Text is literally becoming a labyrinth in its own way. Using the terminology of Barthes to experience the true *jouissance*, the reader shall understand its role in these presented possibilities and be aware of ways to explore/read the text.

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## **A Model for the Prosody of Greek in Diverse Speech Corpora**

In recent research, there have been several attempts to describe Modern Greek (henceforth: Greek) intonation based on spoken speech corpora. Arvaniti and Baltazani (2005) use an autosegmental-metrical approach to annotate their corpora which consist of relatively well-controlled material. On the other hand, Botinis (1998) describes pitch gestures found in spontaneous speech corpora though without providing an overall phonological description of the Greek intonation.

In this paper, a new approach to annotating Greek corpora is presented which is based on the pitch movements aligned to syllable-sized targets. The emphasis lies on the way pitch movements are perceived and not the way they are produced. Using a (semi-) automatic segmentation (by virtue of the stylization model Prosogram, cf. figure1) the pitch movements towards, within and after three targets (stressed syllables, word boundaries, and utterance boundaries) are explored.

After having segmented the corpus (consisting of spontaneous speech fragments both neutral and conveying different emotions) into syllables, the tones' levels at and around the targets are annotated taking speaker's tonal range and the perceptible tonal differences into consideration. In order to isolate perceptible tonal differences this research relies on the listener's hearing impression of the tonal sequence and the pitch-stylization provided by Prosogram (see figure2). The tones are subsequently grouped into pitch movements.

The main objective of the research is to demonstrate all possible pitch movements with regard to their alignment and function (focus, phrasing and sentence meaning). It also pursues to examine whether such a description based on pitch movements can account for all major functions or references to the tonal level reached are indispensable. This could shed some light on the considerable disagreement over the last decades concerning the superiority of tones' levels or pitch movements over each other when describing intonation. The last objective is to investigate if there is an impact of emotional speech on the relationship between pitch movements and function.

The findings suggest that despite the variety of pitch movements only few of them are associated with focus, phrasing and sentence type interpretation. It is also seen that intra-syllabic movements can either play a functional role or result from tonal compression. Tone levels are sometimes more important than pitch movements for the interpretation



of the sentence especially on utterance boundaries. Finally, there is no evidence that the emotions have an effect on the correlation between pitch movements and functions.

## APPENDIX

### I.FIGURES

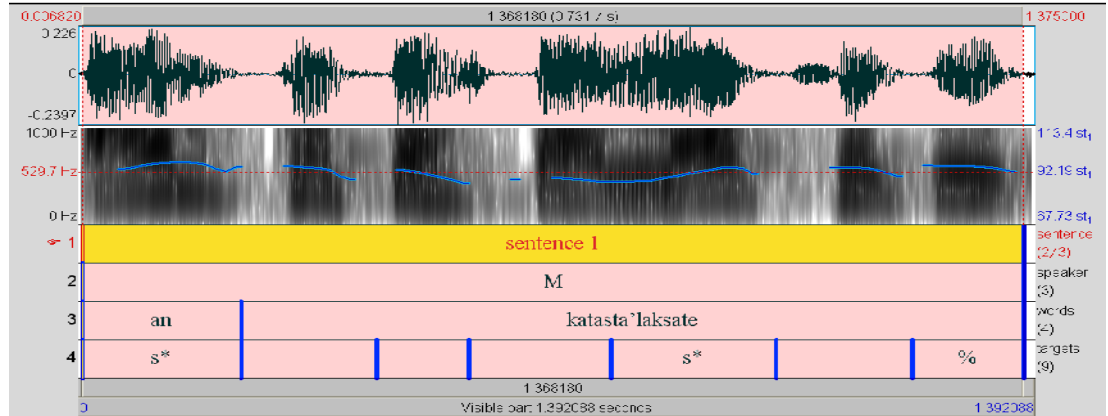


Figure 1: Segmentation into syllables of an utterance out of the corpus. Utterance «Αν κατασταλάξατε»: /'an katasta'laksate/ (*an*: 'if', *katasta'laksate*: 2<sup>nd</sup> pers.pl, past tense of the verb: κατασταλάζω= 'to make up my mind'). The segmentation has been obtained automatically from Prosogram and then manually corrected to eliminate inconsistencies/. A TextGrid file on Praat is created where utterance boundaries (tier 1), speaker's identity (tier2) and word boundaries (tier 3) are indicated. On the fourth tier (the tier containing syllable - boundaries) we annotate the targets: two stressed syllables and the utterance boundaries.

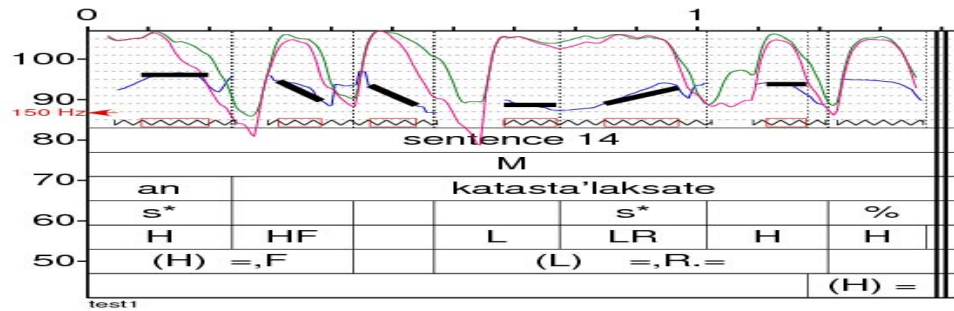


Figure (2): Stylization (thick black lines) of pitch provided by Prosogram based on the **human perception**. Under the stylization the tiers from the TextGrid file are illustrated indicating (from top to bottom): the sentence number, the speaker id, the word boundaries, the syllable boundaries, the targets and the tones. The last two tiers show how the tones are organized into pitch movements towards, within and after the stressed syllable (tier:6) and towards and within the utterance boundary (tier: 7).

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**Evgeniya Kovanova**

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## **Mechanisms of Persuasion in Politicians' Autobiographies**

The research goal was to identify the role of rhetoric in autobiographical discourse, namely in autobiographies of American politicians (Benjamin Franklin, Jimmy and Rosalynn Carter, Eleanor Roosevelt) and to reveal rhetorical strategies and tactics used by the authors. Research methods included a complex method of syntactic, semantic and context analysis and method of linguistic description.

A politician's autobiography presents an extremely interesting discourse for analysis because of the following reasons: 1) it is a reality of modern culture: it is fashionable to write autobiographies; 2) it is a hybrid type of discourse: a literary genre on the border of fiction and non-fiction and at the same time political discourse; 3) autobiography is not only a convenient means for self-expression, self-actualization and self-representation of a personality, but also a perfect tool for influencing and persuading the reader. All this falls into T. van Dijk's statement that discourse is "a means of selfrepresentation" of the author<sup>2</sup> and justifies the rhetorical focus, since rhetoric is "ability... to see the available means of persuasion."<sup>3</sup>

Autobiographers have to become rhetoricians, *Homo verbo agens*<sup>4</sup>, meaning the man acting by the word. Authors choose discursive strategies which are implemented through a number of local tactics and rhetorical techniques. They help the authors to express and represent themselves, to improve the comprehension of the text, to convince readers in author's ideas and values, to create "an attitude of collaborative expectancy"<sup>5</sup>. The following strategies were identified: strategy of positive self-representation, strategy of comparison, strategy of non-categorical discoursing, strategy of orientation to the addressee, strategy of justification, strategy of accusation, strategy of defense and denial. The most interesting rhetorical techniques are self-evaluation and identification. Three types of identification were revealed: identification with readers, identification with authoritative personalities/sources and identification with society.

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<sup>2</sup> Dijk T.A. van Introduction // Handbook of Discourse Analysis. Vol. 3: Discourse and Dialogue. London, 1985. P. 2-7

<sup>3</sup> Aristotle. Rhetoric. Poetics. Moscow, 2000

<sup>4</sup> Peshkov I.V. Introduction to the Rhetoric of Action (*Пешков И.В. Введение в риторику поступка*). Moscow, 1998

<sup>5</sup> Burke K. A Rhetoric of Motives. Berkeley; Los Angeles; London, 1969

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## **Infinite Haunting: Ethical Face and Political Faces**

This paper aims to explore the idea of infinite haunting as a passage from Levinasian ethical face to Derridian political faces. As the politics of spectrality, hauntology is about the political invention of ethical haunting or the passage from the absent (Levinasian ethical *face*) to the present (Derridean political *faces*). To put it in another way, the passage from Levinasian ethics (indecision) to political invention (decision) is an expression that brings into perspective my aim to examine Derrida's *Specters of Marx* as an ethico-political project of hauntology. Using the figure of a ghost, in fact, responding to ghosts, Derrida discovers the barely sustainable non-indifference in Marx's work as a call for *performativity*; the demand that the reader transform the text by the very process of reading. Therefore, Derrida's hauntology implies an I-Other relationship that opens itself incessantly to exteriority as an infinite proximity. It attempts to convey the unease of infinite proximity, an ethico-political anxiety which is inseparable from the insubstantiality of the difference between fusion and separation; between an *arrival* and a *to-come*, and perhaps the difference between a teleology and an eschatology. In this sense, above all it refers to time itself, as the forever unrecuperable interval within which the fear of fusion can be transformed into a desire for the separate. Infinity is absolute exteriority, hence radical separation from the totality of inside and outside. In *Difficult Freedom*, Levinas defines infinity as metaphysical transcendence, the absolute disparity between form and content. Infinity is something one has no idea of. Accordingly, the purpose of this paper is to examine how the Derridean hauntology can signify just such a Levinasian secret-structured infinity in the 21<sup>st</sup> century, such as global ethics or the on-going complex relation between globalization and anti-globalization.

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**Shin-Da Lee**

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**Shujen Lee-Chang**

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## **Exploring the Relationships among Sleep Quality, Personality and English Performance**

Sleep quality has been found to be a critical issue to students' learning. However, no research has investigated whether poor sleep quality is associated with personality deviation, and second language performance. English proficiency ability, personality type D-related assessment and personality deviation assessment were examined in 128 English major college students in Taiwan, who were divided into experimental group with PSQI>5 (Poor-Sleep, n=35) and control group with PSQI<5 (Good-Sleep, n=93). English proficiency test scores were significantly ( $p<0.05$ ) lower in Poor-Sleep group than in Good-Sleep group. Besides, personality types, including negative affectivity personality, dominance-submissiveness, and dependency, become more dominant in Poor-Sleep group than Good-Sleep group. Our findings indicated that poor sleep quality is associated with personality deviation and second language proficiency ability. The study implied that poor sleep quality or poor sleep habit could impact learning efficacy in foreign language learning as well as might enhance personality deviation-related characteristics.

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**Li Fu**

Professor, Harbin Institute of Technology, China.

## **Paradise News: An Antimodernist Novel**

David Lodge is an internationally renowned British writer. In his novel, *Paradise News*, Lodge skillfully and successfully employs his self-described antimodernist mode. In examining *Paradise News* as an antimodernist novel, this paper establishes that Lodge's use of the term "antimodernism" differs from its widespread use in western sources. Western cultural historians use the term to describe a world view that rejects the importance of technology and material progress in modern life. In contrast, Lodge uses this word to describe the style that he evolved after successfully experimenting with modernist and postmodernist literary modes in his fiction writing. The evolution of his literary style toward antimodernism reflects his growing appreciation for traditional realism and his eclectic choice of modernist and postmodernist devices. His antimodernist mode clearly rejects the postmodernist nihilistic world view and excessive experimentation. It affirms the realist writer's obligation to deal with universal themes, to offer moral guidance, and to create believable characters with whom the reader can identify. This paper also shows that, his antimodernist style, by selectively incorporating such elements as interior monologue, collage, and cinematic effects, has a subtle message. The modern writer should take the best of the old and the new to achieve his literary objectives. Lodge's enduring contribution to British literature may turn out to be his courage in challenging the extremes of the literary avant-garde and his sense of mission about rescuing modern literature from the "small world" of literary professionals and about reaffirming its cultural importance in the modern world.

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## **On the Construction and the Role of Translation Strategy: When French, English, and Chinese Date in Poetry Translation**

Translation crosses inevitably both cultural and temporal gaps at the same time. This results in needing a strategy for sorting the myriads of elements involved in translation and finding a give-and-take strategy to deal with them. However, as the issue is probed into, it becomes clearer and clearer that this strategy consists of elements extrinsic, as well as intrinsic, to the activity of translation itself. The translation strategy needs to include linguistic, literary, cultural and historical elements. Furthermore, the difficult complexity of deciding the strategy lies in combining these elements into an organic system so that it can play a resourceful role as the mediator of producing coherence and consistency in translation.

This paper aims at analyzing the elements of translation strategy and exploring the role the translation strategy can play. Clément Marot's "Ma Mignonne," a sixteenth-century French poem, is adopted as the object of the case study here and a series of critical comparison between the source text (ST) and the target text (TT) and between different TT's comprises the main part of the discussion. Since the poem is culturally, temporally and linguistically distant from modern Chinese and English, it proves comprehensively useful to show how the elements involved can come together in a variety of combinations to construct a translation strategy and how the role of translation strategy can be influenced in turn by the elements mentioned above.

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**Ling Wang**

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**The Premature Death of a “National Hero”:  
Interpreting Margaret Laurence’s  
“The Tomorrow Tamer”**

This presentation analyses Margaret Laurence’s story “The Tomorrow Tamer” from the archetypal, psychoanalytical, and postcolonial perspectives. It gets its archetypes from Ancient Greek myth, Lacan’s mirror stage best illustrates the protagonist’s fatuousness, and the story features colonialism. The protagonist’s attitude toward his native culture and the intruding white culutre is crucial in his identity formation.



**Soe Marlar Lwin**

Assistant Professor, Nanyang Technological University, Singapore.

## **Narrativity and Oral Storytelling Performance: A Critique**

This paper critiques the theorisation of narrativity with reference to oral storytelling performances. A study of narrativity tries to answer the questions, such as “what in a text underlines its narrative nature, what emphasizes the presence and semiotic role of narrative structure in a textual economy” (Prince, 2001, pp. 27–28). Most of the existing studies specify narrativity in a textual economy that designates a finished individual unit which has been disconnected from its producing agent and/or process. This paper provides a critical discussion of studies that have tried to conceptualize narrativity with a focus on (1) plot structures, (2) cognitive processes, and (3) a combination of narrativity with plot structures and cognitive processes. An interactive aspect of oral storytelling will be incorporated into the critical discussion through a multimodal analysis of the storyteller’s discourse and the audience’s outward responses which were recorded during a live oral storytelling performance. The paper will then conclude with some observation about the relative importance of plot structures and/or cognitive and emotive responses from the audience in specifying narrativity in an oral storytelling performance.

**Lucille Mandin**

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## **Literacy Awareness - a Shared Responsibility between Parents and Schools**

Literacies are a social construct which take on meaning according to the way a sociocultural group appropriates them. They constitute texts, whether visual, oral or written, that interweave with religion, gender, race, ideology and power.

According to Masny (2000), the development of literacies will be one of the greatest accomplishments of a child since it will allow them to participate actively in a society where he/she will be continually called upon to 'read the world' in which he/she lives. Many studies confirm the influence of the implication of parents on the emergence of literacy for pre-school children (Anderson, 2005; Davidson et Snow, 1995; Gilbert, 2002; Leseman et De Jong, 1998 ; Phillips, 2008; Purcell-Gates, 1996 ; Sénéchal et Lefevre, 2002 ; Sulzby et Edwards, 1993). The principal objective of this research is to understand how parents interact with their preschool children to ensure the emergence of literacy at an early age. The parents responded to a questionnaire and later were invited to pursue their reflection through focus groups. Parents were asked to identify what literacy meant for them and how they interact with print and visuals with their child. The research identified the self-perceptions of the parents about their evolving views of literacy and the importance of social dimension of learning. The data also provided a profile of parents' perceptions of the shared role they have with schools as well as their interactions with their child regarding literacy awareness. During the focus group discussions, their clear hopes, wishes and dreams for their children but also their vulnerabilities, their contingencies with poverty, their loneliness and what it means to do 'without' in their current lives, were among the learnings of this research.

**Custódio Martins**

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**Ana Nunes**

Assistant Professor, University of Macau, China.

## **Perception of European Portuguese Minimal Pairs by Chinese Speakers – First Approaches**

Second language acquisition is a complex process that involves, among other things, the simultaneous acquisition of a new sound system and lexicon. The study of phonological contexts in the process of SLA provides an insight into the perception and production mechanisms. The relationship of both has been attested in the latest research on the role of phonological contexts in SLA, (Schiller and Meyer, 2003; McQueen, 2005; Scott, 2005). Speech perception involves decoding the acoustic signal to recover the phonetic message (Liberman et al. 1967; Liberman and Strange 1985).

Cross-language studies with infants (exposed to different languages) were examined to determine if acoustic parameters associated with non-native phonetic contrasts were discriminated, (aspirated syllable – p and b – for English and the unspirated phones – p and b- for Spanish). Monolingual Spanish speakers showed good discrimination of the aspirated consonants, the same did not happen with unspirated contrasts.

The lack of studies focusing on the acquisition of European Portuguese as a Second Language by Chinese learners more especially in what concerns the role of minimal pairs and considering that both are typologically different languages, pressed us to identify the principal perception difficulties by Chinese learners of Portuguese as L2, since these difficulties may have an impact in terms of production and comprehension.

A group of 35 Chinese students (graduation on Portuguese studies) participated on a perception test where several contexts of minimal pairs were represented. In general, results showed that the pairs [t], [d]; [p], [m], [p], [b] and [f], [v], are difficult (in initial or CVC context) to identify by the majority of the students. These difficulties are an obstacle on learning European Portuguese. We have noticed that students have the same discrimination problems on writing or talking. For these speakers perception, comprehension and even production are strictly related.

**Andreea Mironescu Grinea**

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**The Critical Essay in Interwar Romania: Between  
Literary Criticism and Cultural Nationalism.  
G. Ibrăileanu, Paul Zarifopol, E. Lovinescu,  
G. Călinescu**

This paper analyses the avatars of cultural nationalism in the works of four Romanian essayists after 1918's unification. I am interested in expanding the approach of the *Encyclopedia of the Essay* edited by Tracy Chevalier (1997), regarding the status of the critical essay in Eastern Europe, where it had a specific ideological dimension concerning nation-building and nationalism. In interwar Romania, the essay was the most common form of written discourse in the fields of literary studies and social criticism. In this context, I am interested in describing the nationalist ideology which these works are indirectly conveying. In writing about Romanian culture and literature, the essayists employ national myths of origin and contribute to the symbolic production of a collective identity. "Dacianism", Latinity, orthodoxy, ruralism, ethnicity, modernity - are the main concepts of the Romanian culture debate, and their defense or dismissal in the writings of the essayists quoted above delineates the intellectual framework of interwar Romania. I have chosen for exemplification four different personalities of the period: G. Ibrăileanu (*Spiritul critic în cultura românească - The Critical Spirit in Romanian Culture*, 1909), Paul Zarifopol (*Din registrul ideilor gingașe - Excerpts from a Catalogue of Fine Ideas*, 1926; *Artiști și idei literare române - Romanian Artists and Literary Ideas*, 1930), E. Lovinescu (*Istoria civilizației române moderne - The History of Romanian Modern Civilization*, 1924-1925), G. Călinescu, *Specificul național - The National Spirit*, 1941). Each of them creates a version of Romanian cultural tradition that defines a specific way of understanding the present and the past.

**Ahmed Ahmedi Motlagh**

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## **Satire in Gogol's "The Inspector General"**

Satire, intends to expose the social, political and philosophical follies. It might end up in laughter, leading to the exposure of man's social misgivings. Many writers have focused on such issues and have been determined to use their works in this context. Nikolai Gogol, the Russian playwright has made use of satire to expose man's shortcomings. He uses sarcastic language inclined towards comic effect on the reader who happens to be sympathetic to the contemporary poor and miserable people, although, like other contemporary realists, he has no remedy for such shortcomings. He leaves the judgment to the readers. The play is not only supreme in character and dialogue; it is one of the few Russian plays constructed with unerring art from beginning to end.

The play *The Inspector General* is a comedy of errors, satirizing human greed, stupidity, and the extensive political corruption of Imperial Russia. It reflects the problems of modern society, and therefore, brings out the significance of everyday happenings

Gogol uses such devices as his own witty and humorous language, inversion, invective, and sarcasm in his work to display men's weaknesses. He also makes use of black comedy. Gogol consciously desired to counter the burlesque and sentimentality of popular Russian drama with a play that revealed everyday people in everyday life. This article intends to trace the ways Gogol uses such devices in his play *The Inspector General*.

**Phalandwa Abraham Mulaudzi**  
Professor, University of South Africa, South Africa.

## **Language Names what Exists: Reflection of Language Attitudes among the Indigenous Black South Africans**

This paper discusses how a society's attitudes towards women and men are reflected through the language use, and the words which are introduced into the language. Language is responsible for gender creation and as such gender should be viewed as a social construction that reflects the meanings a society confers on biological sex. These meanings are communicated through structures and practices of cultural life that pervade our daily existence, creating the illusion that they are natural, normal ways for men and women to behave. The meaning of gender in African communities depends heavily on cultural values and practices. These cultural values are reflected in both verbal and non-verbal communication and examples will be cited from various African languages to illustrate the role of these values in society. For example, a woman who has several lovers is called *phiranawe* in Tshivenda. By contrast, if a young man of the Swati people dates more than one girl at the same time, he is praised as *inganwa*. Those men and women who do not conform to social behaviours, attitudes and mannerisms are regarded as outcasts because they do not fit neatly within the categories of "male" or "female" as prescribed by society. Important as they are in most African societies, these values pose a challenge to the present generation which feels that they lead to stereotyping of men and women. In addition, such stereotypes devalue women and segregate them from men. As a result, the status of women is equated with that of children. In addition, cultural perceptions enhance the status of men, giving them license to perpetuate wrongdoings which do not benefit the society. In conclusion, this paper suggests that some cultural values should be reviewed in order to align them with the practice of human rights.

**Angelie Multani**

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**From the Zoo to the Jungle:  
A Reading of Mulk Raj Anand's 'The Untouchable'  
and Aravind Adiga's 'The White Tiger'**

Almost tautologically Indian Writing in English (IWE) has been dominated by readers and writers that are largely urban and upper caste/class. The postcolonial situation of English in India also reinforces the question of 'ownership' of the language as well as that perennial bugbear of literature - 'authenticity'. In IWE this question of authenticity looms larger than ever because of the socio-linguistic questions of who would 'naturally' speak in English, the language associated with colonial power, education, money and opportunity for so many decades, and who would not.

This however, has not precluded various novelists from articulating 'progressive' issues in their writings. Many novelists have, for instance, focussed on issues of caste and the exploitation and oppression of socially, economically and politically under-privileged groups and communities. The irony remains that these novels are largely written and read by socially advantaged groups and their representatives.

This paper will focus on two such novels separated by many decades and the historical fact of Indian Independence. Mulk Raj Anand's 'The Untouchable' (1935) describes a day in the life of Bakha, a young sweeper and the eponymous character of the novel, in caste-ridden pre-Independent India. The novel takes us through the humiliation suffered by Bakha and explores the various options open to him to forge an identity that will allow him to escape the connotations of the title of the novel.

Aravind Adiga's Man Booker Award winning novel (2008) 'The White Tiger' also focuses on the experiences of a lower caste protagonist, but the gulf that separates Bakha and Balram is larger than the 70 plus years that the writers are divided by as hope, disillusionment and cynical opportunism mark the development of identity politics in Indian society since Independence.

This paper will attempt to discuss the significant differences in the representation of these two characters and the social contexts that make those differences crucial to contemporary Indian society.

**María Muñoz Ramos**

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## **Campus Virtual: ICTs Involved in the Teaching-Learning Process of Foreign Language**

In this paper, we aim to prove how important new technologies and collaborative tools have become within higher education and their use in the teaching-learning process of foreign language in the studies of Translation and Interpreting in the University of Málaga (UMA), Spain. Therefore, the paper comes divided into two main parts according to our objectives.

In first place, we describe our own experience as “students” in one of the courses displayed by the Servicio de Enseñanza Virtual y Laboratorios Tecnológicos (Virtual Teaching and Technological Laboratories Service), in charge of Campus Virtual (Virtual Campus), a virtual online platform used by the UMA that gives support to professors when teaching their subjects. This course, whose name is precisely Aprendizaje colaborativo en Campus Virtual (2010) (Collaborative learning in Virtual Campus (2010)), professors are treated as students and they have to carry out several tasks using Information and Communication Technologies (ICTs) in a collaborative way (wikis, blogs, glossaries, etc.). In this way, professors could check by themselves how important and useful these new collaborative resources are nowadays in higher education and how much benefit they can get from their use.

In second place, in order to take advantage of this training and to prove the efficiency of ICTs within our classrooms, we introduce our own experience using ICTs through Campus Virtual in the teaching of the subject English Language and Culture in the first years of the studies of Translation and Interpreting. As we will see, once students get used to this virtual platform, it becomes a very powerful instrument in the acquisition and build of new knowledge as they find an open space to share ideas and experiences that make them closer to the professor, who becomes just a guide in the teaching-learning process, as the European Higher Education Area (EHEA) advocates.



**Saeed Nazari**

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**Sasan Maleki**

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## **A Comparative Study of Phonetics in Kurdish and Old Persian Language**

A great number of people in west of Iran, east and northeastern Turkey, Iraq, Syria and Caucasian speak in Kurdish language. Kurdish is a branch of Indo - European language, a sub group of the Iranian language. Kurdish is generally divided into three groups: the biggest group is the northern Kurdish, called Kurmānjī, spoken by the Kurds living in Iran, Turkey, Syria. The central group, called Soranī, includes those people who live in the northeast of Iraq. The south group includes the Kurdish language spoken in Iran, Kirmanšā, Dālāhū, Iraq, and Halabča. This study aims at surveying the phonological system of Kurdish language. The finding of the study shows that the phonological system of Kurdish language has preserved some Old Iranian phonemes in its spoken form. For example, **x\_** which existed in Old Persian words such as **x\_ar** (sun) still exists as a phoneme in Kurdish lexical item such as **x\_aš** (happy) but not in modern Persian. Other findings show the existence of some other Old Iranian vowels and consonants in Kurdish.

**Elaine Yin-Ling Ng**

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### **Three Chinese Translations of Hemingway's *The Old Man and the Sea* in the post-Mao era (1987)**

In China, Hemingway's *The Old Man and the Sea* was regarded as a masterpiece manifesting the dignity and value of man. In 1976, following the smashing of the Gang of Four and the end of the Cultural Revolution, a group of literati began to reflect deeply on the issue of *Man* (人) as a result of the perversion of human nature caused by the Cultural Revolution. The Chinese people began to open their minds to Western thoughts and literature. The Party encouraged divergent opinions on science, culture, and art to flourish. Against such a background, Hai Guan's (1956) translation of *The Old Man and the Sea* was reprinted once again by the Commercial Press. It marked the return of the Hemingway zeal in the literary circle in the 1980s. There were three other Chinese translations of the novella produced by Wu Lao, Li Xiyin and Zhao Shaowei coincidentally in 1987. The three versions were all produced in another boom period of American literature translation in the post-Mao era under the leadership of Deng Xiaoping who adopted the "reform and opening-up" policy of the "four modernizations."

This study aims to conduct a critical analysis of three Chinese translations of a passage of sixty sentences from *The Old Man and the Sea* rendered differently by Wu, Li, and Zhao all in 1987. The three translators are all distinguished literary translators, particularly Wu and Li who have been commended highly for their works. The extract selected for study lies in the final section of the novella, which is the climax of the old man's three-day battle with the marlin in the sea. I will analyze the chosen text with specific reference to the translation of speech and thought presentation as well as modal expressions. I will compare and contrast the styles of the three translators in their rendering of the stylistic and linguistic features selected for study. Through a comparison of the three versions with the original, I will uncover noticeable translation shifts and stylistic differences in the rendering of particular lexical items between the three versions. I will then map textual features into specific sociocultural and ideological contexts of production in an attempt to inquire into the causes of variation in style between the three translators or the potential causes for the translators' choices in their rendition of the novella.

Despite the confined nature of the context from which it emerged, the school-wide social learning strategies included in this proposal

make it of interest to wider audiences faced with the need to provide and deliver training in social competences among school children and adolescents.

**Cynthia Danisile Ntuli**

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**Munzhedzi James Mafela**

Professor, University of South Africa, South Africa.

## **Children's Literature and the Realities of Social and Cultural Conditions: A Perspective on Niki Daly's *Not So Fast Songololo***

Children's literature is the body of written works and accompanying illustrations produced in order to entertain or instruct young people. This body of written works entails works such as picture books and easy-to-read stories written exclusively for children, fairy tales, lullabies, fables and folksongs (McHenry 1992:211). The literature is shaped to the children's needs and level of understanding. The needs of children embrace a child's imaginative world and his/her daily environment. As a result, they differ from one society to another. The needs of children and their level of understanding are guided by the social and cultural conditions of the society in which they live. An experienced children's literature writer will always consider the social and cultural background of the children to whom the book is directed.

*Not so fast Songololo*, a book written with children in mind, was written by a white author, and directed to African children. The narration of the story entails an easy-to-read story, which has been complemented by illustrations. The aim of the paper is to investigate the role played by Niki Daly in accommodating African social and cultural conditions when presenting the story. The paper will look at aspects such as the presentation of characters' names, the role of women in the narration of the story, and the presentation of illustrations. *Not so fast Songololo* has been translated into all the indigenous African languages of South Africa. Therefore, the paper will further look at the presentation of social and cultural conditions of children addressed in the different translated texts.

**Ayşe Gülbün Onur**

Assistant Professor, Selcuk University, Turkey.

## **“İstanbul” from the Eye of Orhan Pamuk**

Orhan Pamuk before receiving the Nobel Prize had already gained popularity abroad with his political controversial speeches. In Pamuk’s autobiographical work *“İstanbul”* his memories about the well-known city are also controversial and queer. His recollections are interwoven with the cities history and posture. Pamuk treats the city like a character and has a profound respect for it but he can’t help seeing it suffering as he does in his own private life. Sometimes it acts like a companion sharing his loneliness and at other times deepens his agony. Therefore, the continuous and complex relationship between the writer and the city composes the soul of the work. In his writing, it is important to recognize that he combines the elements of both autobiographers and biographers as they fit. His own sense of isolation is depicted in harmony with the unique isolated city in the world dating back from the Ottoman Empire to the New Republic.

The paper will try to analyze the major scenes from a psychological point of view to display the relationship between the writer and the city. The autobiography consists of thirty seven chapters and a collection of photographs shot by Ara Güler. The presentation will also include a show of them as well.

In conclusion, the paper with a close-up analysis of the memoirs of Pamuk will focus on the two well-known images: the writer himself and the city he lives in.

**Despoina Panou**

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## **Idiom Translation in Financial Discourse: English vs. Greek Press**

The present paper aims at examining the translation strategies employed in the treatment of idioms in financial discourse. To this end, 50 instances of idiom translation were examined taken from a 126,000-word sample of news material translated into Greek (Target Text: insets of *Kathimerini* newspaper, Source Text: *The Economist* newspaper). The study examined the way non-compositional, compositional-opaque, compositional-transparent and metaphorical idioms were rendered. The results obtained indicate a strong correlation between idiom-type and translation strategy employed. In particular, non-compositional, compositional-opaque and compositional-transparent idioms were literalized or neutralized, thus indicating Greek translators' preference for formality and informativity, whereas metaphorical idioms were maintained in the target version, thus signalling translators' tendency to adopt a particular linguistic attitude in Greek financial discourse. Apart from generic conventions and cultural variability that have been assumed to account for variation in idiom treatment in translation, this study departs from previous ones in that it claims that the *degree of metaphoricity* is proposed as a possible variable affecting idiom rendering in Greek financial press. It is concluded that awareness of the interdependence between idiom-type and translation strategy employed is essential for appropriateness to be met in Greek financial news translation, bearing consequences for EFL, translator training, human-aided machine translation systems etc.

**Hiteshkumar Parmar**

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## **A Comparative Study of the Vision of Bondage and Freedom in King Oedipus and King Lear**

**“Thou art become (O worst imprisonment!)  
The dungeon of thyself;” (Samson Agonistes)**

**KNOW THYSELF**

Greek maxim.

**King Oedipus** and **King Lear** are sublime and profoundly philosophical plays dealing elaborately with diverse themes such as humanism, the problem of justice, patriarchy, free will versus determinism, relationship between parents and children, problem of identity, blindness: physical versus moral and spiritual blindness bondage and freedom and the attainment of true vision regarding the self and the world. Sophocles and Shakespeare brilliantly depict protagonists' journey from ignorance to knowledge, from darkness to light. Towards the end of both the plays, blind Oedipus and mentally disturbed Lear attain enlightenment and vision. They become free from the bondage of selfhood and unruly passions. Both of them become king over themselves by conquering their excessive pride, arrogance, and anger to a great extent. Both become new men. This kind of transformation is not possible without acquiring self-knowledge. Both the plays are accounts of self-conquest.

The present paper intends to discuss the vision of bondage and the attainment of freedom; freedom from the bondage of selfhood. Philosophically speaking both the plays are about the discovery of the true self. There are many similarities between **King Oedipus** and **King Lear**. But one of the most striking similarities between the two is the magnificent exploration of the theme of bondage and freedom.

Both the plays are about self-knowledge and self-discovery. Both the plays pose such questions as these: we have eyes, but do we have vision to see our bondage? Can we perceive the truth with our eyes? Have we ever tried to fathom the mystery regarding the freedom of the self? What is life? How to make life meaningful by liberating our spirit from the slavery of unworthy passions? Sophocles and Shakespeare answer these fundamental questions regarding human existence in **King Oedipus** and **King Lear** respectively.

Both the plays revolve round the Greek maxim, 'Know thyself.' Oedipus and Lear has physical eyesight, but they fail to perceive their

wretched plight In the beginning their vision is entirely clouded by excessive pride, arrogance and anger. Oedipus and Lear are in search of their true identity. According to Sophocles and Shakespeare self-conquest is the grandest conquest because it helps to liberate the soul from the slavery of ignorance.



**Emilia Parpală**

Professor, University of Craiova, Romania.

## **The (Self)construction of Enunciator's Identity (with Reference to the Romanian Postmodern Poetry)**

"Ethos" or the discursive image of the enunciator is an interdisciplinary concept employed in argumentative rhetoric, in literary pragmatics and in psychosociology. In the framework of the polyphonic enunciation theorized by Ducrot I have distinguished the prediscursive extralinguistic level of the subject as a presence in the world from the discursive level of the enunciator engaged in verbal interaction. Ethos is (with Plantin) an emotional and relational notion, which links the text to the context.

The first part of my presentation is dedicated to ancient theories (Aristotle) and modern theories about ethos (Ducrot, Grupul  $\mu$ , Jean-Michel Adam, Dominique Maingueneau, Christian Plantin, Ruth Amossy).

I have highlighted, with respect to the poetry of the eighties, four patterns of thematizing the discursive ethos: (a) one enunciator - one voice; (b) one enunciator - two voices; (c) the enunciative polyphony of the palimpsestic ethos; (d) the metonymic transgression of the enunciator to the effects of the utterance. The self-ironic and parodic ethos displayed by poets of the eighties, configured in the ambiguous space of transactions between the prediscursive ethos and the discursive one, dramatizes the identitary gap and the relationship with the other.

**Carmen Popescu**

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## **Parodic Practices in Contemporary Romanian Poetry**

Parody is one of the most complex topics of contemporary literary theory. It has been approached as an instance of dialogism (Bakhtin) or intertextuality (Kristeva)/hypertextuality (Genette), as a semiotic and pragmatic activity, or even, in the broadest sense possible, as “repetition with difference” (Hutcheon 1985).

Consequently, parody can no longer be viewed as a minor, comic distortion of a given text or style. Its complexity can only be equalled by that of its privileged rhetorical strategy, irony. Ambivalent and paradoxical, parody and irony are key-concepts in the poetics of postmodernism.

In the typology of palimpsestic practices displayed by the corpus of Romanian postmodern poetry, the differential type of re-writing involved by parody and *metaparody* (Morson 1989) is by far the most conspicuous.

I intend to argue the hegemony of parodic intertextuality and carnivalization in Romanian postmodernism before and after the revolution of 1989, with a special focus on the changing contexts and their re-evaluating effects when it comes both to the “grammar” and the value attributed to parody.

I also wish to address the controversial reception of these phenomena and the poets’ attempts at aesthetic and ethic self-legitimization in terms of literary and ideological subversion. After 1989, the representatives of the eighties became very apologetic about their postmodernist innovations. But, according to their opponents, they overrated the presumed subversion (manifested by allusions, double-speak, and insidious, oblique language). Meanwhile, the very aestheticism and playfulness which made them keep apart from any political and civic commitment started to be questioned, although this type of narcissistic, soft postmodernism had its role in preserving literariness and in ensuring quality literature in an era of propaganda and a highly politicized mass-culture.

Along with the stylistic and discursive functioning of parody as a device/form/genre, we should also take into account its cultural status, either in an authoritative or in a democratic society.

**Merike Ristikivi**

Associate Professor, University of Tartu, Estonia.

## **Latin Terms and Legal Education: Acquisition of Professional Terminology**

Law in Continental Europe has developed on the basis of Latin and proceeds from the system of notions derived from Roman law. Historically, Latin has been in very close connection with the development of European law, while in previous centuries the bulk of literature on jurisprudence, as well as legislation, was compiled in Latin. Although in the 20<sup>th</sup> and 21<sup>st</sup> centuries Latin is no longer an active language of law and science, it remains an important means of professional communication for jurists in Europe.

The usage of Latin terminology provides an opportunity to assess the educational level of lawyers and the situation of legal culture, including the quality of legal education. That is, we can appraise the quality of the preparation of lawyers, as their usage of Latin legal terms depends on that preparation.

In my presentation I will examine the acquisition of relevant technical terms in Latin by students of law in Estonia. In the context of Estonia, such a study also highlights the peculiarities of the Estonian language: while the impact of Latin on the overall grammatical structure and vocabulary of Germanic or Romance languages has generally been considerable, it has been much less significant on Estonian as a Finno-Ugric language. In other words, Latin vocabulary and stems, which are familiar and understandable for a native speaker of English, French or some other major European language, are usually unrecognisable for the speakers of Estonian and must be learnt separately.

**Thomas Robert**

Ph.D. Student, University of Geneva, Switzerland.

## **Saussure on the Origin of Language: Essential and Theoretical Impossibilities**

The question of the origin of language is becoming a purely biological thematics. Three distinct events can be considered as the main sources of the biologisation of this question, i.e. the mechanistic and materialistic interpretations of the Darwinian theory; the prohibition promulgated by the *Société Linguistique de Paris* in 1866; Saussurian linguistics.

In the *Cours de linguistique générale*, Saussure bans the question of the origin of language because of two impossibilities: an essential impossibility and a theoretical impossibility. The essential impossibility is a limitation of the domain of linguistics. Indeed, the domain of linguistics is reduced to the psychological study of language considered as a non-evolutive human fact. Such a limitation of the domain of linguistics keeps the study of language outside the biological realm and the question of the origin of language. Saussurian linguistics can be qualified as an instance of uniformitarism and quasi-fixism. The theoretical impossibility is an admission of the incapacity of linguistics to resolve the problem of the origin of language. The absolute arbitrariness of the linguistic sign is the main cause of the theoretical impossibility. Because of this essential characteristic of the linguistic sign, the problem of conventionalism cannot be solved and synchronic linguistics cannot be explained diachronically. In brief, language appears as an abstraction and its origin could only be explained by an irrational fiction maintaining its spontaneous appearance.

I propose to explain the essential and theoretical impossibilities as exposed in the *Cours de linguistique générale* and in the *Ecrits de linguistique générale* and to argue for another approach, influenced by the works of William Dwight Whitney, between biologism and sociologism, of the question of the origin of language. Instead of the irrational fiction maintaining the spontaneous appearance of language, a rational fiction maintaining its gradual development will be proposed.

**Andreea Rosca**

Ph.D. Student, University of La Rioja, Spain.

## **Towards a Lexical-Constructional Approach to Pick and Pluck**

On the basis of corpus data compiled from the BNC, COCA and Webcorp, this study examines the verbs *pick* and *pluck* within the domain of CHANGE OF POSSESSION. To shed light on the kinds of constructional realization for these verbs, we will rely on previous taxonomic work by Levin (1993), plus the explanatory tools provided by the *Lexical Constructional Model* (Ruiz de Mendoza & Mairal, 2008). The verbs *pick* and *pluck* appear in the ditransitive construction only when the direct object refers either to a flower or a fruit (cf. *Jack picked her a flower; In the ruins of a Greek temple at Paestum, Roberto plucked her a red rose from the ancient briars*). Both *pick* and *pluck* can be defined as removing a flower, a fruit from a plant or tree, but what differentiates the two is that the latter indicates that the action expressed by the verb is carried out with a quick and sharp movement. Another difference between these two verbs is found at the level of the lexical entry:

*pick* < **PICKER PICKED** [SOURCE] >

*pluck* < **AGENT** [PATIENT] **SOURCE** >

In the case of *pick* the Source is an optional lexically profiled argument. For the verb *pluck* the Source is crucial to the verb's semantic makeup while the Patient can be left unspecified since it can be recovered from the context, as in *Joe plucked the chicken*, in which the Patient (*the feathers*) is semantically recoverable.

The verb *pluck* and *pick* involve unidirectionality (the Patient is always moving towards the Agent performing the action) and that is why they cannot combine with a *to* prepositional phrase, which stresses that an entity is moving away from an Agent (cf. *She plucked the rose from the briar \*to her mother; She picked the flowers \*to her mother*).

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**Silvia Ruiz-Tresgallo**

Assistant Professor, University of Wisconsin-Stout, USA.

## **The Devil Within: Misogyny and Abjection in *El Carnero* by Juan Rodríguez Freyle**

Juan Rodríguez Freyle (1566---1642, ca) in *El Carnero* (Bogotá, 1859) offers a particular genealogy of women and evil in the New Kingdom of Granada. Freyle's Colonial images connect with the depiction of evil women in texts of Medieval Sapiential Literature such as *Sendebarr* (1253), *El Conde Lucanor* (1335), and *Arcipreste de Talavera* or *Corbacho* (1438). In the didactic Medieval tradition women have been considered imperfect animals who have inside them the seed of evil, a diabolic entity that can grow, spread, and lead men to eternal damnation. According to *El Carnero* and to these Medieval texts, women's betrayal comes from their physical beauty, a deceit of Lucifer in order to tempt men and make them fall into the hands of the devil.

The thesis for this lecture is to prove that the representation of the diabolic in *El Carnero* becomes an instrumental rhetoric that uses opposed terms as a dialectic weapon. Therefore, Freyle uses the rhetoric of evil associated with the misogynistic representation of women as a writing weapon, with the purpose of changing men's behavior towards women from desire to repulsion.

In order to prove this argument, I will explore the relationship between the demonic and the abject. Besides, I will analyze the "models" of women — such as the black widow, the vindictive lover, and the sorceress — who are portrayed as diabolic and repulsive. Moreover, I propose that Freyle links wicked and abject females with dangers of social and political disorder in the New Kingdom of Granada. The theoretical frame of this transatlantic lecture includes the literary criticism of Julia Kristeva and Georges Bataille.

**Hyunju Ryu**

Associate Professor, Pusan University of Foreign Studies, South Korea.

## **Translation as Rewriting and Retelling**

This study explores two forms of translation, retelling and rewriting with cases of Korean translation of English classics, Shakespeare plays and *Pride and Prejudice*. The Korean translated texts of these two literature show representatively problems and challenges of Korean translation from the western great books written in English: unauthorized rewritings of already-translated Korean versions and subjective addition to or deletion of parts of original English works. Though the paper mainly deals with Korean perspectives, the issues can be generalized in L2, L3 countries as English literature classics have been retold and rewritten not just for a wider readership of audience including children but also for English language study like OUP Bookworms Library series.

The English texts are adapted through rewriting and retelling into easier modern English or a different style/genre. Charles & Mary Lamb's *Tales from Shakespeare* and Clare West's *Pride and Prejudice* are cases in point, respectively. Rewriting in these examples is adaptation from/to the same language, English and referred to as "retelling" while adaptive works between different languages, as "rewriting" in this paper. Retellings incur differences in poetics, narratology and other literary issues based on the re-teller's point of view, which is more compounded in rewritings coupled with the matter of authorship and copyright. Translation is also theorized as a rewriting by translators to meet with the target audience's culture, needs in the given system. In this regard, rewriting is two-fold in the present research: literal rewriting of the already-translated texts into Korean and theoretical rewriting of the original English texts. And comparisons will be made in the two levels as well: between these two forms of rewriting in the context of retelling the adaptation of the two English literature classics by William Shakespeare and Jane Austin; among the original works (EST, English source texts), the retold writings (ETT, English target texts) by Lambs and West, and their respective Korean translation (KTT, Korean target texts).

**Rana Sađirođlu**

Research Assistant, Selcuk University, Turkey.

## **The Protagonist's Inner War in "Kumral Ada Mavi Tuna" by Buket Uzuner**

Buket Uzuner is a Turkish novelist as well as a short story writer having a great impact on contemporary Turkish literature. She has had many studies in Norway, U.S.A. and Finland. Her Works has been translated into four languages since 1982, and she places in bestseller list of Turkey. She is still an editor and a supervisor doing her best for Turkish literature.

After publishing the novel "Balık İzlerinin Sesi" in 1992 and was awarded with Yunus Nadi Novel Price, she wrote "Kumral Ada Mavi Tuna" in 1992 and got İstanbul University Faculty of Communication Price for this magnificent work. The novel displays a great variety for the psychological modes of the characters, especially for Tuna, the protagonist. Tuna is a sensitive child(then a man) who carries a war in his inner world during his all life. Throughout the novel, Tuna passes through many inner war forms as well as ups and downs. The style of the author while revealing such kind of an inner war is worth to analyse by using different techniques.

In this study, the inner war of Tuna will be analysed from stylistic and semiotic point of view by the help of vivid and obvious examples from the novel.



**Alicia San Mateo**  
Ph.D. Student, UNED, Spain.

## **Vocabulary Learning of Spanish as Fl/L2 in Formal Context Through Three Learning Methods: Definitions, Examples and Sentence-Composing**

The general research project is placed in the field of learning vocabulary in Spanish as a Second Language/Foreign Language (SSL/FL), line of important application for teaching and learning of non-native languages. First of all this research was implemented at Concordia College (Minnesota) with students enrolled in required freshmen English classes (therefore, English as a mother tongue). Then it was implemented with students of Spanish as L1 and, later, L2.

The core approach of this project is to investigate how to submit a word to a non-native speaker in order to make learning more effective. Currently the same research is being done in four places: Madrid and Valencia (Spain), Virginia (USA) and Sao Paulo (Brazil). We will present Madrid research.

The experiment consists of a series of questionnaires in which we test whether the students learn 10 stimuli words (pseudo-word) using a particular learning method: *definitions*, *examples* and *sentence-composing*.

The main research objectives are:

1. Determine the most effective way to learn new words, related to the speed of incorporation to mental lexicon.
2. Determine what activities (related to the diversity and quality of production) the learner can perform after the training. The latter objective is particularly interesting because it diversifies the application of the procedure in our experiment.

The main variable is the *learning method*, which will be related to other variables: *grammatical category of words*, *sex*, *other languages spoken*, *school origin* (public or private school), *sociocultural level* and *interest and motivation to learn the language*. *Age*, *L1 (English)* and *level of Spanish (B2)* are neutralized variables.

The practical application of the findings of this research project is proposing design and type of activities for textbooks and classrooms. Thus, it has immediate applicability in the creation of SSL/FL manuals and materials.

**Chutima Satidsathien**

English Instructor, Burapha University Chantaburi Campus, Thailand.

## **Language and Age of Speakers: Cross-Cultural Difference in Politeness**

Chomsky's concept of the ideal speaker-hearer is "Linguistics theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows his language perfectly and is unaffected by such grammatically-irrelevant conditions ..." (Chomsky, 1965) He explains observable linguistic performances in terms of an innate, linguistic competence and external restrictive empirical conditions. He gives the assumption that language use can be explained solely on the basis of linguistic competence and empirical parameters. (Habermas, 2001)

However, besides the grammar rules, pragmatics rules are also important. To become competence, we need the knowledge in judging the acceptability of linguistic experience. From this respect, the acceptability is a property of strings of symbols that occurs in contexts, when utterance can be evaluated or used fluently by different speakers. It is in the pragmatic part of one's account of language. (Habermas, 2001)

In this paper, I will specify on one structure of language that is term of address, personal pronoun. This class of linguistic expression is related with the speech situation or pragmatic knowledge. It can indicate that speaker-hearer roles both in the conversation and in the written form. It can further inform us about the relationship between the speaker and the hearer. It is also indicate the intention of experience of the speaker. This basic fundamental knowledge is what we must master if we want to be able to have communicative competence.

On the contrary, the lack of this knowledge can lead to communicative failure because we do not know language in use and its pragmatic sense. In language learning and development, for example, this knowledge is one of the best language information. This paper will focus on a comparison between Thai and English language in terms of how age might condition variation in language.

**Rachel Segev-Miller**  
Lecturer, Kibbutzim College of Education, Israel.

## **Education Graduates' Self-Study of Summarizing Processes and Products**

The ability to write a summary has been defined as "a useful tool for understanding and studying texts" (Brown, Campione & Day, 1982:17). Most studies of summarizing draw on the theoretical model of Kintsch & Van Dijk (1978), which postulates that comprehension of a text involves the production of a mental summary, or "gist", of the text. Research in the 80's focused on the cognitive processes underlying the performance of the task. Research in the 90's was more concerned with the effects of explicit instruction of these processes.

However, very few studies (Cohen, 1990; Dynak, 1997; Segev-Miller, 1989, 2003, 2008) have investigated these issues in the context of a college of education. The purpose of the present study was to promote the ability of in-service teachers to investigate their own summarizing processes, and to apply the insights gained to their teaching. The subjects were 12 graduates enrolled in the researcher's 2010 course on "Research into L1 reading and writing processes" in a graduate program at a college of education in Tel Aviv. The subjects were required (1) at the beginning of the course to submit a summary of an authentic academic text on a topic of relevance to the course and a description of their performance of the task; (2) at the end of the course – to elicit think-aloud protocols (Cohen, 1998) of the same task, to transcribe and analyze their protocols for the strategies they used, and for their frequencies of use; and to discuss the differences between their initial and final processes and products.

The findings indicated that the subjects have acquired both declarative and procedural knowledge of summarizing strategies; that the differences between these and the strategies they reported knowing or using at the beginning of the course, and the differences between their two products, were significant.

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**Shai Sendik**

Freelance Translator & Lecturer, Open University, Israel.

## **Getting into Character: Characterization in Literary Translation**

The art of literary translation resembles that of acting - both the literary translator and the actor use the text as the foundation of the creative process but are required to look beyond its boundaries and acquire a thorough understanding of the characters in order to make them as convincing and powerful in the target language as they are in the source, despite the cultural and linguistic differences. The presentation will discuss the process characterization in the translation into Hebrew of Philippe Claudel's *Le Rapport de Brodeck* and Victor Hugo's *Les Misérables* from the French, as well as Janice Y. K. Lee's *The Piano Teacher*.

**Esmail Shafagh**  
Professor, Bu Alisina University, Iran.

## **Why Do We Read Literary Masterpieces?**

A work is labeled as literary masterpiece if it is unique in its turn and keeps being read by people over centuries. A masterpiece may be either accepted universally or merely accepted within the boundaries of a speech community. Whatever the case, all literary masterpieces of a certain nation realize the wishes and desires of that people, but universal works are characterized as dealing with human issues.

It is known that every nation has its own culture and taste; however. Some issues are common among all nations, such as quest for the truth of life, philanthropy, patriotism, fight with evil, love and friendship, thinking about death, leading an honorable life, etc. Each literary masterpiece is supposed to handle one or more of these common features of humanity. That Shakespearean drama is still frequently brought to stage, that Khayyam and Homer are today being widely read around the world, suggests that these works reveal some affairs that are shared by all human beings. This paper is an attempt to expound the secrets concealed behind these masterpieces.

**Helen Shen**

Associate Professor, The University of Iowa, USA.

## **Semantic Transfer in Acquisition of L2 Chinese Productive Vocabulary**

In vocabulary instruction, knowing a word means that the learner can use the word both receptively and productively. Studies show that productive learning is substantially more difficult than receptive learning (Mondria & Wiersma, 2004). This observation is also true in L2 Chinese vocabulary acquisition (Shen, 2009). From receptive learning to productive learning, it is a semantic developmental continuum of L2 vocabulary acquisition. Many factors contribute to the difficulty level of productive vocabulary learning; among them one important factor is the semantic transfer of L1 in acquiring L2 productive vocabulary.

The proposed study exams the role of semantic transfer of L1 in acquisition of L2 Chinese productive vocabulary among advanced L2 learners. It aims to answer three research questions: What kind of role has L1 played in the L2 Chinese semantic development process? What cognitive characteristics of L2 advanced Chinese learners demonstrate in semantic development process? What kind of progress does L2 Chinese learners make in semantic transfer during one year period? 30 college students from advanced class participated in this study. Both quantitative and qualitative approaches are used in data collection. For quantitative section, the task includes: 1, Sentence judgment which is to investigate whether different target words are used accurately in different syntactic contexts; 2, Justification. The students are asked to explain the reason for the judgment they made. The data are collected twice with one year interval between. In the qualitative section, students are asked to complete a set of semi-structured questionnaire relating to how their L1 knowledge is used in learning Chinese vocabulary. For data analysis, the differences for judging relatively semantic easy and difficult sentences are compared. Qualitative data are categorized based on emerging patterns.

The results of the study will provide insights for understanding either positive or negative transfer of L1 in learning Chinese vocabulary and the cognitive characteristics of semantic development in acquiring L2 Chinese productive vocabulary.

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**Ming-Yueh Shen**

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## **Contextual Inferencing as a Strategy for Vocabulary Acquisition in L2 Reading: Focus on Students' Behaviors**

Lexical inference from information available in the text has been recognized in recent years as an important strategy for dealing with unknown words (Buikema & Graves, 1993; Fraser, 1999; Nazmia, 2004; Parel, 2004; Read, 2000; Hamada, 2009); however, the studies undertaken into contextual inferencing have concerned about the constraints of context clues. The students' factors (Dycus, 1997; Frantzen, 2003; Levine & Reves, 1998; Nassaji, 2004; Regina, 2003) have been indicated as one of the factors that affect success in lexical inference. This study sought to examine 100 EFL technical university students' inferencing behaviors to find some of the reasons why the struggling EFL technical university students find contextual inferencing challenging. Data were collected from a word inference test, retrospective reports on vocabulary strategy questionnaire, and learning reflective journals. Quantitative analysis of vocabulary strategy questionnaire demonstrated that both groups with different proficiency used predominantly prior knowledge by examining the title and illustration, reread the sentence, recognition of word cognates, and slowing reading rate. Regardless of the type of strategy, the more proficient learners were more apt to use strategies than their less proficient counterparts. Analysis of the incorrect answers in word inference test and retrospective reports indicated that the EFL students' challenges in using lexical inference were particularly placed on vocabulary knowledge: (1) inattentive to homonyms/ polysemy, and (2) pseudofamiliar with deceptively transparent words (DT words). Qualitative analysis of the learning reflective journals further revealed affective factors including being annoyed with inadequate vocabulary, insufficient practice, and low learning motivation toward reading. The suggestions for future study and pedagogical implications were also discussed.



**Yunlong Shi**

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China.

## **Other · Otherness - A Study of J.M. Coetzee**

J.M. Coetzee, the Nobel Prize Laureate for literature in 2003, has shown an extraordinary sense of innovation. His unique experiences as an Afrikaner in apartheid and post-apartheid South Africa, United Kingdom, United States of America and Australia have greatly enriched his literary creation; his multiple identities, his pursuit for identity in post-apartheid era, his inquiry into human nature and his concern for the weak decide his tendency of speaking for the marginalized Other; his probe into ethics, his criticism of the cruel rationalism and cosmetic morality of western civilization, his unremitting exploration of literary genres, have helped his oeuvres suffused with "Otherness", an unparalleled feature different from literary tradition of South Africa, providing a new path for the development of literature.

**Chihmin Shih**

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## **A Model on the Impact of the External Contexts on the Life Stories of EFL Teachers in Taiwan**

This paper proposes a model to portray how external contexts affect the life stories of English teachers in Taiwan. In this model, external contexts, on the left-hand side, include economic contexts, political contexts, social contexts, and educational contexts. They exert their impact on individual teachers. The degree of their impact depends on individual teachers' backgrounds, professional profiles, and school contexts, shown in the upper right section of the model. The (t)s mean that all components in the model may evolve over time.

On the left-hand side of the model, the economic contexts exert their impact on the life stories of English teachers because economic depression, the M-shaped income distribution, and relocation of labor-intensive industries to China cause certain English language teaching markets to shrink. The political contexts have swayed teachers' careers in terms of different political identities and ideologies and Taiwan's capricious cross-strait relations with China. The social contexts shape teachers' life stories because religious, racial, and gender discrimination is rampant. In addition, the declining birth rate significantly reduces teaching vacancies. The educational contexts impose its impact on teachers' career paths due to universal inception of universities and teacher education programs.

In the upper-right section of the model, (1) personal backgrounds, (2) professional profile, and (3) school contexts are enumerated. First, personal backgrounds acknowledge that the impact of the external contexts varies from person to person partly due to individual teachers' ethnicity, gender, first language, nationality, religion, political leaning, and sexual orientation. Second, professional profile is comprised of individual teachers' professional knowledge and training, willingness to further develop another expertise or to seek specialization, and seniority. Third, school contexts refer to the school's reputation, public versus private school, the location of the school, and efforts of school authorities and teachers to recruit students and improve teaching.

**Elena Spiridon**

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## **The *Septuaginta* and the Romanian Bible Versions**

For the translators of sacred texts, especially Biblical ones, the Greek language was a trusted reference, given that the original text of the *Septuaginta* was regarded as inspired. This is why the Biblical vocabulary of vernacular languages, as well as the verbal material of liturgical texts, were strongly influenced by the Greek original. Usually, the translators chose to keep in their versions a consistent amount of the original terminology, as they were aware of a certain lexical scarcity in their own language. Because of that, one compartment of the Greek idiom becomes internationalized and canonized in the Orthodox countries. In Romanian, which had its own integral translation of the Bible at the end of the 17<sup>th</sup> century, in 1688, the fundamental terminology of church service comes from Greek: “biserică”, “euharistie”, “dogmă”, “doxologie”, etc. Although many old ecclesiastical texts translated in Romanian were based on Slavonic texts, the new translations kept close to Greek originals, as they were considered closer to the spirit of the Holy Book. The case of Romanian is even more complex, since the rejection of the Slavonic influence coincided with a triumph of the Greek language, more culturally prestigious and politically prominent in the 18<sup>th</sup> century, during the reign of the Phanariot in the two Romanian countries.

My research focuses on the imports of Greek elements into Romanian, through the conservation or adaptation of words or linguistic structures from the original texts in the translations of the Bible such as the Bucharest edition of 1688 and the Blaj edition of 1795.

**Amporn Srisermbhok**

Associate Professor, Eastern Asia University, Thailand.

## **A Strategical Approach to Writing Development: A Case Study of Senior High School Teachers at Pathumthani Province, Thailand**

The significant role of English as a medium for communication in the world today is obvious. However, teaching English, especially in a high school level, still poses a lot of problems to Thai teachers. Among the four skills, writing is considered the most difficult. This may be due to the fact that Thai teachers hardly write in English. Therefore, if the teachers cannot write, how can they teach their students to write? In order to help the high school teachers solve the problem, the researcher has used a strategical approach integrating the researcher's own teaching style with some prominently claimed successful methods such as task-based, content-based methods, and error analysis to develop the teachers' writing skills in an intensive workshop lasted for thirty three hours. This experimental research aimed to 1) develop the participants' writing skills, 2) find out if the strategical approach employed proved successful, and 3) establish the participants' language competence. The medium of instruction was English throughout the workshop, and the materials used were authentic selected from various sources as the underlying purposes were also to enhance the participants' global literacy. There were twenty participants selected from twenty school districts in Pathumthani Province. The venue for the workshop was at Eastern Asia University. The workshop was from September 28-October 2, 2009. The instruments used for data collections consisted of the participants' written assignments, and evaluation forms given at the end of the workshop.

The findings revealed that after the period of thirty hours intensive English the participants' English had improved dramatically, especially their writing. They have developed all the four skills and can write better. All the participants were motivated to apply the researcher's approach to improve their teaching in their schools. The implication of the findings clearly illustrates the important role of the teacher in the classroom. If the teacher wants the students to learn and enjoy learning English, he/she has to master the language and keeps on developing her own teaching style to become truly professional. As a result, the students will be motivated and can eventually develop their English and find it useful to enhance their intellectual growth and life-long learning.

**Sema Zafer Sümer**

Assistant Professor, Selcuk University, Turkey.

## **The Birth of a New Self and a New Identity in Kate Chopin's Short Stories**

Famous for her novel *The Awakening*, Kate Chopin has always been underestimated as an author of short stories many of which nearly excel her so called "master piece". In American Literature, because of their economy, Chopin's short stories can be considered to be more successful than her novel as she uses fewer words to express the same theme.

Through her stories, Kate Chopin "undermines patriarchy by endowing the Other, the woman, with an individual identity and a sense of self, a sense of self to which the letters she leaves behind give voice. The "official" version of her life that constructed by the men around her, is challenged and overthrown by the women of the stories.

The aim of this study is to present the limitations on women in the traditional role of wife in a conventional marriage and the narrow confinement of and the limited range of possibilities for self-fulfillment for women in society through the characters of Chopin's short stories.

**Shigeo Suzuki**

Professor, Graduate School of Nagoya University, Japan.

## **Devious Communication in Otto van Veen's *Amorum Emblemata* (1607)**

Veen's *Amorum Emblemata* possesses two unusual characteristics in its format. The painter-writer separated the text from the image of each emblem, assigning the former to the left and the latter to the right of facing pages. This is an unusual layout compared with that of other emblem books where both visual and verbal elements are printed on the same page in the style of Alciato's *Emblemata* (1550). Veen's format creates a tension in the readers' minds amid saccadic movements of the eyes as they attempt to synthesize their interpretations of the separated verbal and visual texts.

In this case, readers may eventually obtain some resolution by harmonizing the verbal message with the well-defined appearance of the image, but a more nagging dissonance arises from the other peculiarity of Veen's work. He merely cites the names of classical or modern writers as the sources of his epigrams without specific textual citations, rendering it difficult for his readers to determine the precise literary sources. This uncertainty demands further effort by readers in order to grasp a clear meaning. Even if they do succeed in identifying the source of his emblems in the literary maze, they will find Veen's willfulness at work in his dismantling and recontextualization of the original verbal message in his opaque juxtaposition of verbal and visual texts.

Delayed resolution and lasting dissonance in the reader's mind prevent easy elucidation of the series of 120 emblems, generating a pleasing interaction of deep erudition and crackling wit. Veen's indulgence in a humor that is at once serious and gay is in line with the tone of his contemporary English poets and the conventions of Mannerism, in which an inventive spirit smiles over its own cleverness in creating comical ostentatious illusion.

**Debbita Ai Lin Tan**

Universiti Sains Malaysia, Malaysia.

**Ambigapathy Pandian**

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**Bee Choo Lee**

Universiti Sains Malaysia, Malaysia.

## **It's in the News! A Study on the Use of Electronic News and Language Competence**

In achieving language competence, vocabulary knowledge has long been considered essential by researchers of both first and second language acquisition. Various studies on academic achievement have, time and again, proven that vocabulary does indeed play a crucial role in many aspects of schooling and in the world beyond school as well. The union of media, communication, education and technology has made it possible for us to go beyond conventional textbook materials in terms of vocabulary enhancement. One of the many approaches to help students improve is via the use of online media texts in the classroom. In particular, the utilisation of electronic news (or e-news) in the English language classroom, which has proven to be a greatly profitable element in language learning. Most students find the idea of incorporating the “thrill” of real world happenings into classroom activities very appealing. The framework of this research emphasises on the specific use of e-news in vocabulary learning. A group of undergraduates from Universiti Sains Malaysia will participate in the intervention programme to observe if their vocabulary knowledge is subsequently enhanced, as well as to record their perceptions regarding the said method.

**Ekaterina Tarpomanova**

Assistant Professor, Bulgarian Academy of Sciences, Bulgaria.

## **Verb Aspect in Greek and Bulgarian: Derivation, Meaning and Functioning**

The paper analyzes the verb aspect in Greek and Bulgarian – the derivation, the meaning of imperfective and perfective and the interaction with the verbal category of tense. The main differences between Bulgarian and Greek are derivational, namely the role of the prefixation and the formation of “aspectual triads” in Bulgarian that consist of primary non-prefixed imperfective verb, derived prefixed perfective verb and derived prefixed imperfective verb, vs. the symmetrical aspectual system in Greek. Biaspectual verbs and verbs *imperfectiva tantum* and *perfectiva tantum* in both languages are compared. Concerning the meaning of imperfective and perfective, definitions of different scholars are compared and a tentative to find an invariant for both languages is made. Notions as complexity, completeness, processuality, related to the aspect, are subject of analysis in order to clarify the basic meaning of imperfective and perfective. The paper emphasizes the interaction between aspect and tense in the verbal systems of Greek and Bulgarian, the two languages having a morphologically expressed aspect and similar tense organization. The opposition *imperfective:perfective* is presented in relation to present, future, aorist, imperfect, perfect, pluperfect. Special attention is paid to the aspectual opposition in subjunctive, future and after a subordinating conjunction, as well as to some cases of neutralization of the opposition. Finally, we conclude that the functioning of verb aspect in Greek shows much more similarities than differences with the Slavic languages, and especially with Bulgarian.



**Donna Tatsuki**

Professor, Kobe City University of Foreign Studies, Japan.

**Lori Zenuk-Nishide**

Professor, Kobe City University of Foreign Studies, Japan.

## **Repositioning Literary Texts for ELT**

For the past 20 years the focus in English Language Teaching (ELT) has been on “practical English” despite the fact that there has been no critical discussion or concrete rationale for the abandonment of literary texts/sources in English language programs—particularly in conjunction with the development of productive skills (speaking and writing) but also with respect to receptive skills (reading and listening). Furthermore, researchers with backgrounds in literature and linguistics have never before collaborated to seriously consider how literary texts may best be utilized in ELT. This presentation will report on a current collaboration between literature, linguistics and applied linguistics which examines the following:

A. What are the theoretical issues involved in the integration of literary texts into ELT curricula? What are the structural/stylistic features of literary texts? How do literary texts affect the learner? What are some of the difficulties that may arise when using literary texts in language learning situations? What are the characteristics of literary texts that are better suited for use in ELT?

B. Why do teachers usually equate teaching literature with grammar translation? Why does this approach continue to be popular? What are the pros and cons of such an approach?

C. How are literary texts being used in other EFL contexts such as in Asia or in Europe? What are the theoretical and historic backgrounds to these approaches?

The presentation will propose a new theoretically grounded approach to the use of literary texts in ELT that is accessible and attractive to teachers in junior and senior high schools and will report on the repositioning of literary texts that has already been occurring in other EFL contexts such as in Asia and Europe.

**Chrysoula Tirekidis**

Lecturer, University of New South Wales, Australia.

**“I, Refugee.” A Comparative Analysis of the Asia  
Minor Refugee Characters in Novels Written By  
Refugee, Constantinopolitan and  
Native Greek Authors**

Considering 2012 is the 90<sup>th</sup> anniversary of the Asia Minor Disaster, it is an opportune time for us to reflect on the literature depicting the casualties of this historic event, which resulted in the arrival of more than a million refugees from Asia Minor.

My aim is to examine whether authors' divergent levels of exposure to the issues of the Asia Minor refugees in Greece affect the way they present refugee characters in the structure of their narratives. One would expect that as a result of the refugee writers' personal background they would give more emphasis to the refugee characters than authors from Constantinople and the Greek mainland.

This study employs the methods of structural narratology as defined by Gerard Genette, whose narrative theory will allow us to identify the role of the refugee characters in the narrative situations of the novels and subsequently to explore the depiction of the refugees within the narratological conventions.

Ultimately, what I ask is: Does an author who simply *observed* the refugees' situation convey their experience in the same way as a refugee author who *experienced* their situation first-hand? And what are the differences, if any, between the way these authors represent refugee characters in their novels?

**Claire Tsai**

Assistant Professor, National Taipei University of Technology, Taiwan.

## **The Boundaries of Translation: The Case of TV News Translation**

Given the nature and characteristics of TV news translation, early traditional equivalence-based translation theories such as those by John Cunnison Catford, Eugene Nida and Peter Newmark do not warrant further elaboration. What the author finds more challenging is to investigate those theories that have worked to expand the frontiers and redefine translation. These include the functionalist theories, the cultural turn, the concept of translation as rewriting and the relevance theory. This paper makes a critical inquiry into some of those translation theories and lines of argument deemed most relevant to understanding of TV news translation and pinpoints their limitations.

The recent increase of academic interests in the field of news translation has helped raising awareness in translators towards media and journalists towards ideas of translation. Translation scholars have talked about the changing role of translation in the transmission of news information and called for news translators' adaptation to such changes. Translation Studies, nevertheless, has been rarely challenged by previous research in news translation which took it for granted as the most appropriate frame of reference. Instead of taking the more conventional path, this paper touches upon boundary questions and contemplates what our object of study really is.

Through writing and questioning based on empirical evidence collected from Formosa Television in Taiwan, the author seeks to challenge the existing research and demonstrate the boundaries of translation. The author further argues that the theorisation of TV news translation should connect and integrate other related disciplines, e.g. journalism. It appears that scholars have either been reluctant or unable to move beyond the confines of their specific specialism. In the study of TV news translation, reluctance to look beyond translation may limit understanding of reality in the field. It is precisely the debates and disagreement within Translation Studies over the years that have contributed to the proliferation of scholarship.

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## **Integrating Moodle Course Management System with Strategy Instruction to Improve Reading Comprehension and Strategy Use of EFL Learners**

Currently there is an increasing number of institutes in higher education implementing course management systems (CMS) to promote teaching quality. Many CMSs are user-friendly and offer various functions, such as the storage and distribution of teaching materials, the recording and monitoring of syllabi and learning activities, and the evaluation of teaching and learning quality. These functions are feasible tools that can help instructors to manage their courses more efficiently. Among open-source platforms, Moodle (Modular Object Oriented Developmental Learning Environment) has been widely applied. This paper reports on the effect of a Moodle supported strategy instruction on reading comprehension and strategy use among EFL (English as a Foreign Language) students. The reading strategies used in the study were classified into three categories: metacognitive, cognitive and social/affective strategies. Specific reading strategy training was integrated into Moodle system, which included exercises on problem identification, monitoring comprehension, inferencing, summarizing, transfer, resourcing and questioning for clarification. The Moodle-supported strategy instruction was integrated into an EFL reading class at undergraduate level. The comparison between pre-test and post-test of the experimental group indicated that students had improved their reading comprehension performance after the experimental course. No difference of reading comprehension performance was found in the control group. A questionnaire was also conducted to investigate students' perceived learning progress and strategy use. Before the instruction, there was no difference in strategy use between the experimental and control group. After the instruction, students in the experimental group employed significantly more reading strategies than the students in the control group, especially in the categories of metacognitive and cognitive strategies. The results demonstrate that the Moodle-supported strategy instruction can facilitate EFL students' reading comprehension and strategy use.

**Rusudan Tsanava**

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## **From Sacrifice Ritual to Revenge (Ritual Dismemberment of the Human Body in Ancient Greek Drama and Vazha-Pshavela's Poems)**

The aim of the study is to demonstrate how and when the ritual of sacrifice transformed into revenge. This subject is vital since the ways and the means of neutralizing aggression (revenge) remains as one of the most severe concerns in 21st century.

For addressing this issues study investigates ethnological aspects of sacrifice ritual and its function in art of works, particularly in ancient Greek tragedies (Aeschylus' "Libation Bearers", Sophocles' "Electra") and compares it with the poems of famous XIXth century Georgian writer Vazha-Pshavela ("Host and Guest", "Aluda Keteleuri", "Bakhtrioni", "Guiglia", "The Snake-Eater", "Ivane Kotorashvili's Story"). One of the forms of the dismemberment of the human body is cutting off limbs. This tradition is reflected in Greek and Georgian literary sources in an interesting way. This paper deals with the analyses of this question. The poems of Vazha-Pshavela structurally find many similarities with the tragedy. In Vazha's poems we frequently come across the custom of cutting off the right hand of the killed enemy. The paper makes emphasize on the verb *mascalizw*, often met in Greek tragedies, which "denotes tying (or putting under) the arms and legs cut off from the killed enemy's body to the armpit of the killed men". This verb is found only in the texts of Aeschylus and Sophocles and only in extracts analyzed in the paper. The heathen points of the view about the parts of the human body, dismemberment of the human body, ritual killing, about killing in general belong to the group of beliefs that are shared by Aeschylus, Sophocles and Vazha-Pshavela. Study findings will assist specialists working on the issues of aggression to take into consideration ethnological and literature contexts of aggression.

**Svetlana Tyutina**

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## **The Formation of Hispanic Orientalist and the Perception of the Other in the Iberian Peninsula in the XV-XVI Centuries**

Originally, the term “Orientalism,” introduced by Edward Said in 1978, described the colonial policy of Great Britain and France in the XIX century. Despite that, it was soon appropriated by various disciplines to describe the interactions between hegemonic and subaltern cultures. The application of “Orientalism” to the literature in Spanish led to the desire to either validate or refute Said. The followers of his theory argued that the negative nature of Hispanic Orientalism originates in the hierarchic social structure that silences the Other. The “positivist” group followed Julia Kushigian’s thesis, which claimed the existence of deep veneration of the Orient in Spanish literature. Nevertheless, both groups show significant simplification of the complex nature of this phenomenon. As a result, the Hispanic Orientalism remains undefined.

In order to overcome this deficiency and find the original paradigm of Hispanic Orientalism, there were selected three literary works: *Cantar del Mio Cid* (1140), *El Abencerraje y la Hermosa Jarifa* (1565) y *Guerras Civiles de Granada* (1595). All of them depict the period of Spanish Reconquest (711-1492), which featured the first and the most significant encounter of the Christian Iberians with the Oriental Other. The works are unanimous in presenting to the reader an image of a noble idealized Moor. He is judged by the standards of a noble Christian knight, the ideal of the dominant society. Therefore, the Oriental Other undergoes a process of alterations, in other words, “orientalization.” At the same time, the hegemonic society defines itself by comparing itself to the Other. As such, the discourse of power becomes one of the key factors defining the socio-cultural interactions in Iberia during the Reconquest. As a result, the Orientalist relationships depicted in the literary works analyzed, disclose the original paradigm of Hispanic Orientalism that later is transported overseas by the Conquistadors.

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## **Literary Translation Adventure of Turkey**

Human beings in various geographic regions and in increasing populations have used various languages since the existence of mankind on earth. These various languages have lived in interaction with each other in line with changing conditions and international relations. Today thousands of languages are spoken in over a hundred countries. For international economic, political and cultural relations to develop at robust and desired levels, it is necessary that the sides must know and understand each other. This can only happen by following the publications and works of fiction. Language and translation emerge as prominent phenomena in getting acquainted with other people's cultural and literary products. People of all countries can obtain a new point of view by reading works of fiction created by other nations and broaden their horizons.

The translation activity which requires the expressing of the same meaning in a foreign language started in the Eastern countries including Egypt, Lebanon and Turkey with Napoleon Bonaparte's invasion of Egypt. In Turkey, beginning with Renaissance movement when the westernization adventure in the last periods of Ottoman Empire began, Turkish readers have had the opportunity to get acquainted western culture, art and literature mostly by translations from French literature. The reflections of these were seen in Turkish culture, art and literature. Today, mostly, academic publications, and the works (stories, novels and poems) of internationally prominent mainstream poets or writers, world news from visual and print media etc. are the subject of translation- which is mostly from English.

In today's world -with its population over 6 billion- where thousands of different languages are spoken, translators -by transferring their knowledge in every field from mother tongue to the target language- will have the opportunity to know each other better and will take safer steps towards a better and peaceful future.

**Ipek Uygur**

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## **The Silence and Role of a Grotesque ‘Other’ in Shakespeare’s “A Midsummer Night’s Dream”**

Amazon bodies appear frequently in early modern English literature, but their matriarchal values are washed away through a molding process of integration into the system of patriarchy prevalent in the context of the English society in the late sixteenth and early seventeenth centuries. By taking Bakhtin’s theory of grotesque into consideration, I argue that Hippolyta, the conquered queen of the Amazons, plays a crucially threatening role as a grotesque ‘other’ although she is the bride of courtly Athens. In addition, Hippolyta’s economy of speech, descriptively, her grotesque silence, pervades the play as a solid indicator of the threatening ‘other’ rather than a proof of silenced and molded ‘other’.



**Alicia Van der Spuy**

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## **Research and HIV/AIDS in the First Year English Classroom, Walter Sisulu University, South Africa: A Case Study**

The majority of students at the Walter Sisulu University in the Eastern Cape Province of South Africa come from disadvantaged and disempowered backgrounds. They are also mostly second language speakers of English, with IsiXhosa as their mother tongue. The challenge is, therefore, to produce graduates who are able to function in the business world in a meaningful way. Furthermore, there is a need to turn out graduates who are able to do research, in order to create a knowledge-driven economy. The skills needed to function in English in the business world, as well as research skills, have to be taught in a meaningful way, such that it fits the demands of the Business English curriculum at the university, as well as the demands that higher education make on a student.

As one of the problems facing universities in South Africa is the prevalence of HIV/AIDS, the researcher decided to incorporate the teaching of a specific aspect of the Business English curriculum, namely the investigative report, with the teaching of basic research skills, as well as combining these with an investigation on attitudes towards HIV/AIDS amongst students. The investigative report - which correlates with the research report - was therefore taught within the context of HIV/AIDS. An action research approach was used to obtain results.

This paper will attempt to look at how this project was incorporated into the curriculum, as well as the results of the project in terms of knowledge gained about research, the investigative report, and HIV/AIDS.

**Gys-Walt Van Egdom**

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## **The End(s) of Translation as we know it. Disturbing Translatability in the Work of *Vicente Huidobro***

In his manifesto 'Creacionismo', Vicente Huidobro states clearly that universality and translatability are explicit aims of creationist writings (1924). Given the fact that poetry is not only often seen as the expression of the most individualistic emotion, but generally seen as the clearest example of untranslatability (of literature in particular and language in general), this goal unavoidably generates some attention from the field of Translation Studies (Balderston 1990). An analysis of universally translatable poetry have offered insights in what linguistic features are conceived of as '(un)translatable'. These insights have been challenged by means of an evaluation of the function of translatability in the poetics of Huidobro, and the frailty of this notion has consequently been demonstrated by a comparison of creationist writings and their translation(s) (Devos forthcoming; Van Egdom forthcoming).

In this contribution, we would like to re-open the debate on the essence of translation. Ever since Gideon Toury (1995) entered the debate of essentialists, the discussion on the essence of translation has been brought to an end by stating that history reveals inconstestably that translation 'is' what can be 'called' a translation. Since the mid-nineties, this pragmatic killer phrase has foreclosed almost every notion of essence.

In spite of Vicente Huidobro's the flagrant failure to write translatable and universal poetry, the creationist writings bring home the need for a fundamental debate on translation, since it weakens the arguments of Gideon Toury. The structure of the fundamental question is double in this case based study is. On the one hand, we will investigate whether a socio-historical conception of translation can ever reach a high degree of consistent. On the one hand, we will pose the question: will it be possible to bring the 'multipitude' of socio-historical conceptions of translation down to a minimal understanding of the essence of translation?

**Stavroula Varella**

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## **Terminology, Etymology and Figurative Language**

This paper focuses on the function of figurative language in two related areas: (a) terminology formation and the development of a specialised lexicon, in this case medical vocabulary, and (b) variation between medical jargon, on the one hand, and lay talk about health and illness, on the other.

Using data from English and, where relevant, its donor languages, the paper presents an overview of vocabulary enlargement, showing how metaphor has historically functioned in cases of coining, compounding, and lexical borrowing. Diachronic data on lexical construction, adoption and spread are then juxtaposed with recent research findings on medical discourse which, by and large, tend to highlight the power relations prevalent in medical encounters. Two recent phenomena are also taken into consideration: the increased availability of medical information to the general public, along with a changing culture that finds people less inhibited to discuss their own health conditions and medical symptoms.

In terms of methodology, three approaches are employed: corpus-based (investigating current usages of medical terminology), text or discourse-analytic (exploring demographic and register variation in the use of words for disease and illness) and experimental (examining how ill-health sufferers perceive and use referents to their conditions). In terms of theoretical frameworks, this study essentially draws from both metaphor theory and discourse analysis. It is shown that metaphor is an inherent element of conceptualisation and word manufacture, but it also depends on context and acquires different functions within discourse. The hitherto conflicting ideas of the cognitive paradigm, which views metaphor as thought, and other models that emphasise the communicative role of metaphor may indeed be seen as complementing each other. Concurrently, this paper highlights the need to pay attention to individual words themselves, often overlooked by discourse approaches which look for general patterns in text organisation and the underlying ideologies of whole texts.

**Xiangyu Wang**

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## **An Aesthetic Approach to Prose Translation**

Prose has been rich in the Chinese and the Western literature. A literary genre widely employed and enjoyed, prose fails to acquire due attention in translation studies. A systematic and theoretical study of prose translation is required though descriptive or commentary study of prose translation can be found in articles.

Among the features of prose, “aesthetic qualities” are the most important and difficult problems translators encounter. In general, the aesthetic beauty of prose is mainly embodied in its formal and non-formal systems. The Chinese and western people have dissimilar aesthetic modes because of their different thinking modes; and in addition, both Chinese and English languages have their own features in expressing out of the linguistic traits. Therefore, it might be a difficult job to represent and transfer the aesthetic qualities at all levels in translation.

With the employment of the theoretical framework of Gestalt, a strategic principle is studied of prose translation in this paper. It is pinpointed that a holistic image needs to be formed in the mind of the translator before the real process of translation starts. The development of image is based on other sub-images at various levels; however, it is by no means the mere sum of the sub-images because images at higher levels possess some qualities that are not found in any of the lower level images. The process a translator undergoes, i.e., reading, comprehending and translating, is also the one in which Gestalt images are formed – the new ones on the basis of the old ones. The adjustment of images might be of necessity due to linguistic and cultural reasons. The mastery of the holistic image relates to the translator’s experience with the aesthetic elements within and outside individual linguistic units, contributing to the reproduction of aesthetic beauty of various levels in translation.

**Germán Westphal**

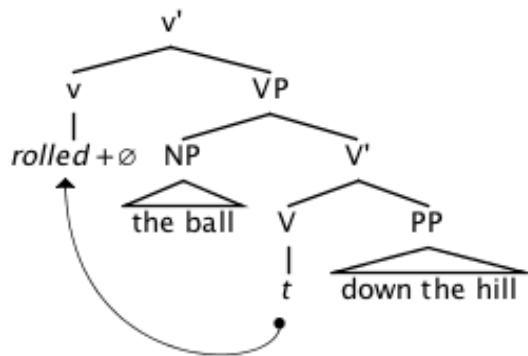
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## On the Null Causative Light Verb of Minimalist Syntax

Following Chomsky (1995), the standard Minimalist analysis of examples such as *She rolled [the ball] [down the hill]* assumes that VP is merged to vP, which is headed by an abstract null causative light verb ( $\emptyset$ ) with an interpretation equivalent to that of *make*. This abstract null causative light verb supposedly assigns the  $\theta$ -role of AGENT to its specifier and attracts the verb *roll* by virtue of being a strong affix. In this analysis, the resulting verbal structure is something like the following:



[<sub>v</sub> [<sub>v</sub> rolled+ $\emptyset$  [<sub>VP</sub> [<sub>NP</sub> the ball [<sub>V'</sub> t-of-rolled [<sub>PP</sub> down the hill ]]]]]]

The argument for this analysis, however, is circular. The null causative light verb is said to license verb movement because it is a strong affix; it is called a strong affix because it licenses verb movement. Its appeal, however, is based on causality, i.e., it makes the verb paraphrasable as *make+roll*, an approach reminiscent of Generative Semantics.

This paper presents empirically based arguments showing that the null causative light verb hypothesis cannot be maintained and takes the position that *roll* is in fact two verbs: *roll*<sub>1</sub> is intransitive and assigns the thematic role of theme to its specifier; *roll*<sub>2</sub> is transitive and assigns the thematic role of theme to its complement and agent (or cause or instrument) to its specifier.

The approach taken here reduces the analysis of ergative verbs such as *roll* to lexical redundancy rules following Wasow (1977) and does

away with the abstract null causative light verb  $\emptyset$ , allowing syntax proper to function without appealing to semantic categories.

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## **Discourse Analysis of Persuasive Speeches in Interpretation Learning and Teaching**

A persuasive speech is simply defined as a speech that makes the audience to believe in what the speech giver is saying about in a hope to change the behavior of listeners. To successfully achieve the purpose of persuasive speech requires the focus on repertoire to identify noise between source and receiver (Shannon & Weaver, 1964). For interpreters who facilitate cross-culture communication in today's globalized society from one language into another, the task to identify speech repertoire is even more important in order to effectively serve as the communicator of both languages and cultures. This study, thus, uses persuasive speeches as the cases of discourse analysis to address seven language functions, instrumental, regulatory, interactional, personal, imaginative, and information, identified by Halliday (1978). Working at the broader social, ideological, and interactional context, future professional interpreters need to be trained and cultivated with above mentioned abilities. In addition to the discussion of discourse analysis of persuasive speeches, useful strategies of English-Chinese interpretation are also suggested by accentuating the signifiers in the arguments of each persuasive speech used in the study. Meanwhile, more de-/re-contextualizing concepts and techniques are also introduced to help interpretation learners to be more aware of their role as the facilitator in learning not only knowledge and facts but also cultures as well as effectively and successfully to represent the repertoire in their interpretation performance.

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## **Vocabulary Acquisition through Word Study and Extensive Reading**

There is a positive relationship between knowing high-frequency words, and being a proficient language learner. Frequent words appear in all types of text and correlate with most complex in number of meanings; syntactic, collocational and phraseological patterns. This case study of a three-year vocabulary study on 72 Japanese high school students, examines both quantitative learner outcomes and the methodology used to increase their size and depth of understanding of vocabulary forms, meanings, and usages, while fostering autonomy. This program built on vocabulary acquisition research findings for direct vocabulary study and extensive reading of literature, was also designed to be individualized and accessible in terms of learning style, level and pace with students keeping records of their progress. Students first focused on learning the 2,000 most frequent words (West, 1953) and then the Academic Word List (Coxhead, 1998). After systematically choosing words they made word cards (Mishima, 1967; Laufer & Schmueli, 1997; Nation, 2001) and studied the words using the “hand computer method” (Leitner, 1972; Mondria & Mondria-DeVries, 1993) and “expanded rehearsal strategy” (Landauer & Bjork, 1978). Students had control of the repetition and processing as they studied. Direct vocabulary learning and extensive reading supported each other as they use the same word base. Students were taught how to choose appropriate graded readers of literary texts with a 98-99% rate of understanding necessary to read fluently (Wodinsky & Nation, 1988). Results of vocabulary levels tests (Nation, 1993; Schmitt, Schmitt & Clapham, 2001) and the Lexxica’s V-Check (Browne, 2007) and reading word levels will be discussed in conjunction with this program’s teaching and learning process, which was designed to increase student’s vocabulary sizes more efficiently, in order to enable them to read, write, speak and listen more fluently and accurately.



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**Yanyan Dong**

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## **The Sortie of Free Spirit in *Lady Chatterley's Lover***

At the beginning of 20<sup>th</sup> century, although there was some improvement of women's position, they continued striving for spiritual emancipation and freedom, which was essential for their self-fulfillment. Conscious of women's craving for spiritual freedom, D. H. Lawrence pondered over the way of women's sortie from the bondage of conventional ideology. In his last but the most controversial and influential novel *Lady Chatterley's Lover*, Lawrence explored for the effective way for women's emancipation and fulfillment, especially in the spiritual sense. This paper is intended to reveal the features of Lawrence's feminist consciousness at its mature stage through the analysis of the characterization of Connie in the following two parts: the multiple trespass of Connie on conventional ideology and the regenerative initiative of Connie in seeking self-fulfillment. As a multiple trespasser on the conventional ideology of morality and class discrimination, Connie, a lady from ruling class, escapes from her dead marriage with a both physically and spiritually paralyzed husband Clifford to pursue her love for their gamekeeper Mellors, through which Connie uncovers the hypocritical veil of industrial civilization and echoes the natural call from her soul. Moreover, Connie's initiative in pursuing self-fulfillment also regenerates Mellors' vitality and courage to expect the future. Although they have not got married by the end of the novel, Connie's courage and mature feminist consciousness, reflected through her trespassing on the confinement of conventional ideology and taking initiative in manipulating her own fate, predict the success of her pursuit of self-fulfillment. Through Connie's rebellion against the conventional confinement and pursuit of self-fulfillment, the essence of Lawrence's feminist consciousness is shown evidently: Women, as independent and self-responsible individuals, should take their initiative in the sortie of their free spirit from traditional restraints. The open ending of the novel also implies women's pilgrimage for self-fulfillment has not ended, and there is still space to explore for further achievements.

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**Tatiana Canziani**

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## **Web Counseling: A New Health Discourse?**

It is widely known that Computer Mediated Communication increases and modifies communication dynamics. This paper is based on two lines of research in language studies, namely the studies of communication in health encounters and studies of language corpus. Corpus-based approaches together with sociolinguistics can offer a valid description of the language used in global communication. The current research seeks to analyse a corpus formed by question entries on health issues that appeared in biomedical/health sites and forums. Online encounters are considered to have the potential of offering a new source of data since they combine elements of modern written genres (e-mails, online messages) with oral interaction between patient-doctor. Consequently, they are something in between consultation letters and case reports.

The focus of the presentation is to identify the dimension of reality portrayed in health web-discourse. The samples collected were analysed individually and then organised in tables in order to find discourse patterns for structure and organization of moves together with their functional meaning. For each move, grammatical items were identified in order to assess the dimension of evidentiality, modality, and affect. We analyzed the writer's attitude toward the stance through epistemic modality; its reliability and the qualification of source-of-information through direct evidence (perceptual markers and beliefs) and indirect evidence (inference and reasoning), emotive load through the lexical analyses of emotions expressed in first person. The framework of this study has been shaped by the typologies in Chafe (1986), Willett (1988), Van Auwera and Plungian (1998), Plungian (2001) and Fitneva (2001) and further developed by Marin Arrese (2002, 2004) on the roles and expression of evidentiality and modality in English. Affect is studied following the Appraisal Framework by Martin and White (2005).

The findings are intended to provide new insights into web-based discourse on medical exchanges in doctor-patient communication.