



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

**12th Annual International Conference on
Languages & Linguistics
8-11 July 2019, Athens, Greece**

Edited by
Gregory T. Papanikos

2019

Abstracts

12th Annual International
Conference on Languages &
Linguistics

8-11 July 2019, Athens, Greece

Edited by Gregory T. Papanikos

First published in Athens, Greece by the Athens Institute for Education and Research.

ISBN: 978-960-598-278-2

All rights reserved. No part of this publication may be reproduced, stored, retrieved system, or transmitted, in any form or by any means, without the written permission of the publisher, nor be otherwise circulated in any form of binding or cover.

8 Valaoritou Street
Kolonaki, 10671 Athens, Greece
www.atiner.gr

©Copyright 2019 by the Athens Institute for Education and Research. The individual essays remain the intellectual properties of the contributors.

TABLE OF CONTENTS

(In Alphabetical Order by Author's Family name)

Preface		9
Organizing Committee		10
Conference Program		11
1.	A Comparison of the Distributions of Ancient Greek Violations of Wackernagel's Law <i>Stephen Bay</i>	15
2.	Case Study: Honors Education at a Rural, American University <i>Victoria Bigelow</i>	16
3.	Metaphoric Euphemisms in the Original Text and Italian Translations of F.M. Dostoevskij's Novel "Crime and Punishment" <i>Aleksandra Burkhailo</i>	18
4.	The Study of Pragmatics and Translation <i>Xuan Cao & Dan Cui</i>	19
5.	Investigating the Effectiveness of Individual and Pair Work on a Multiple-Choice Discourse Completion Task <i>Yuan-shan Chen & Vithong Nguyen</i>	20
6.	Church Contributions to the Transformation of Higher Education in Central and Eastern Europe <i>Zsuzsanna Demeter-Karaszi & Eniko Maior</i>	21
7.	The Formation and Ongoing Work of The Centre for Higher Education Research, Policy and Practice (CHERPP) <i>Cormac Doran</i>	22
8.	The Phatic Use of English in Literature <i>Marija Liudvika Drazdauskiene</i>	23
9.	A Theory of Semantic Resonance <i>Patrick Hanks</i>	25
10.	Exploring the Intersection of Inclusive Leadership and Workplace Spirituality at a Faith-Based Institution of Higher Education <i>Kerri Heath</i>	27
11.	Helping Students Identify and Overcome Negative Emotions in the University Classroom <i>Patricia Holt</i>	29
12.	Dynamics of Internationalization of Higher Education in Emerging Economies: Experiences from Uganda <i>Gerald Kagambirwe Karyeija</i>	30
13.	Collegial Co-operation Turns Toxic: Implications for Higher Education Institutions <i>Maria Vincent Kaguhangire-Barifaijo & James Luyonga Nkata</i>	31
14.	Specific Issues and Challenges in Translating EU-Law Texts <i>Ljubica Kordic</i>	33
15.	Homoerotic Photography <i>Marianne Leighton</i>	34
16.	On the Relationship between China's Agricultural Higher Education and the Industrial Structural Adjustment <i>Zhimin Liu, Shunshuan Hu & Song Zhang</i>	35

17.	African Wordnet can be used as a Tool to Identify Semantic Relatedness and Semantic Similarity <i>Stanley Madonsela</i>	37
18.	Aspectual Classes and Type Coercion in English Light Verb Extensions <i>Roberta Mastrofini</i>	39
19.	Towards a Responsive and Sustainable Academic Development Practice: The Reflections-for-action of a DUT Writing Centre Practitioner <i>Gift Mheta</i>	41
20.	Service Learning: A Philosophy and Practice to re-Frame Higher Education <i>Luigina Mortari & Marco Ubbiali</i>	42
21.	The Indigenous Extermination of Patagonia in Photography and Poetry <i>Pavel Oyarzun</i>	44
22.	From Non-Policy to Practice: Staff's Perspectives on Teaching and Supporting Students of Immigrant background in Icelandic Universities <i>Hanna Ragnarsdottir, Anh-Dao Tran & Susan Rafik Hama</i>	45
23.	Pedagogical Biliteracy: A Case of Heritage Language Preservice Bilingual Teachers <i>Jacqueline Elena Romano</i>	47
24.	Assessing Complexity in Academic and Popular Writing in Hong-Kong English <i>Elena Seoane & Cristina Suarez-Gomez</i>	49
25.	Decolonize Ethnographic Photography <i>Magda Sepulveda</i>	51
26.	Variation and its Limits in Ordinal-Superlative Order in Dutch <i>Ruby Sleeman</i>	52
27.	The Application of Pragmatic Theory to Translation <i>Xuedi Sun & Dianyong Zhu</i>	54
28.	Redesign pre-Service Teacher's Training: A Systematic Literature Review on Service Learning Practice <i>Marco Ubbiali, Luigina Mortari & Roberta Silva</i>	55
29.	Can we Teach Pragmatic Awareness in the Classroom to Foreign Language Students at Elementary Level? <i>Gloria Vazquez</i>	57
30.	The Semiotic Phenomenology of Play in the Socio-Cultural Becoming of Human Self <i>Elzbieta Magdalena Wasik</i>	58
31.	Aspectuality of Language in an Epistemological Perspective <i>Zdzislaw Wasik</i>	60
32.	Quality Matters: Personal Tutoring in a UK Higher Education Context from the Student Perspective <i>Annabel Yale</i>	62
33.	Exploring the Competition in Education <i>Chuan-Rong Yeh</i>	63

34.	Culture Disparity and Translation of Novel Metaphors: A Case Study of the Chinese Media's English Translations of Xi Jinping's Anti-Corruption Speeches <i>Wanyao Zhang & Li Pan</i>	64
-----	--	----

Preface

This book includes the abstracts of all the papers presented at the 12th *Annual International Conference on Languages & Linguistics (8-11 July 2019)*, organized by the Athens Institute for Education and Research (ATINER).

In total 34 papers were submitted by 38 presenters, coming from 16 different countries (Chile, China, Croatia, Germany, Hungary, Iceland, Ireland, Italy, New Zealand, Poland, South Africa, Spain, Taiwan, Uganda, UK, and USA). The conference was organized into 11 sessions that included a variety of topic areas such as, Textual/Discourse Analysis and Syntax, Semiotics/Semantics and Theory of Language, Language and Literature, Art and Media, Translation/Phonetics, Educational Linguistics/Academic Writing, and other. A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which to discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER 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 to exchange ideas on their research and consider the future developments of their fields of study.

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world regularly meet to discuss the developments of their discipline and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published nearly 200 books. Academically, the institute is organized into 6 divisions and 37 units. Each unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this conference and its subsequent publications together. Specific individuals are listed on the following page.

Gregory T. Papanikos
President

**12th Annual International Conference on Languages &
Linguistics
8-11 July 2019, Athens, Greece**

Scientific Committee

All ATINER's conferences are organized by the [Academic Council](#). This conference has been organized with the assistance of the following academics, who contributed by a) setting up the program b) chairing the conference sessions, and/or c) reviewing the submitted abstracts and papers:

1. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, UK.
2. Valia Spiliotopoulos, Head, Languages & Linguistics Unit, ATINER and Associate Professor of Professional Practice & Academic Director Centre for English Language Learning, Teaching, and Research (CELLTR), Faculty of Education, Simon Fraser University, Canada.
3. Marija Liudvika Drazdauskiene, Academic Member, ATINER & Professor, Wszechnica Polska, Higher School in Warsaw, Poland.
4. Patrick Hanks, Professor, University of Wolverhampton, UK.
5. Elzbieta Magdalena Wasik, Professor Extraordinarius, Adam Mickiewicz University in Poznań, Poland.
6. Patricia Holt, Professor, Georgia Southern University, USA.
7. Leila Tavakoli, Academic Member, ATINER & Professor/Researcher, ICKPT, USA.
8. Zdzislaw Wasik, Professor Senior, Adam Mickiewicz University in Poznań, Poland.
9. Magda Sepulveda, Professor, Pontificia Universidad Católica de Chile, Chile.
10. Stephen Bay, Associate Professor, Brigham Young University, USA.
11. Gregory Bynum, Academic Member, ATINER & Associate Professor, State University of New York at New Paltz, USA.
12. Jacqueline Elena Romano, Assistant Professor, California State University, San Bernardino, USA.
13. Nashwa Elyamany, Academic Member, ATINER & Assistant Professor, Arab Academy for Science, Technology and Maritime Transport, Egypt.
14. Ivan Capeller, Adjunct Professor, Federal University of Rio de Janeiro (UFRJ), Brazil.
15. Jean Berlie, Fellow, Education University of Hong Kong (EdUHK), Hong Kong.
16. Gift Mheta, Writing Centre Manager, Durban University of Technology, South Africa.

FINAL CONFERENCE PROGRAM
12th Annual International Conference on Languages & Linguistics, 8-11
July 2019, Athens, Greece
Conference Venue: Titania Hotel, 52 Panepistimiou Avenue, Athens, Greece
(close to metro station *Panepistimio*)

Monday 8 July 2019

07:50-08:40 Registration and Refreshments

08:50-09:15 (Room C - 10th Floor): Welcome and Opening Address by Gregory T. Papanikos, President, ATINER.

09:30-11:00 Session I (Room A - 10th Floor): Textual/Discourse Analysis and Syntax

Chair: Marija Liudvika Drazdauskiene, Professor, Wszechnica Polska, Higher School in Warsaw, Poland.

1. Yuan-shan Chen, Professor, National Chin-Yi University of Technology, Taiwan & Vithong Nguyen, Research Assistant, National Chin-Yi University of Technology, Taiwan. Investigating the Effectiveness of Individual and Pair Work on a Multiple-Choice Discourse Completion Task.
2. Stephen Bay, Associate Professor, Brigham Young University, USA. A Comparison of the Distributions of Ancient Greek Violations of Wackernagel's Law.
3. Ruby Sleeman, PhD Student, Goethe University Frankfurt, Germany. Variation and its Limits in Ordinal-Superlative Order in Dutch.

11:00-12:30 Session II (Room A - 10th Floor): Language, Literature, Media and Art

Chair: Elzbieta Magdalena Wasik, Professor Extraordinarius, Adam Mickiewicz University in Poznań, Poland.

1. Marija Liudvika Drazdauskiene, Professor, Wszechnica Polska, Higher School in Warsaw, Poland. The Phatic Use of English in Literature.
2. Magda Sepulveda, Professor, Pontificia Universidad Católica de Chile, Chile. Decolonize Ethnographic Photography.
3. Wanyao Zhang, Student, Guangdong University of Foreign Studies, China & Li Pan, Professor, Guangdong University of Foreign Studies, China. Culture Disparity and Translation of Novel Metaphors: A Case Study of the Chinese Media's English Translations of Xi Jinping's Anti-Corruption Speeches.

12:30-14:00 Session III (Room A - 10th Floor): Semiotics/Semantics and Theory of Language

Chair: Magda Sepulveda, Professor, Pontificia Universidad Católica de Chile, Chile.

1. Elzbieta Magdalena Wasik, Professor Extraordinarius, Adam Mickiewicz University in Poznań, Poland. The Semiotic Phenomenology of Play in the Socio-Cultural Becoming of Human Self.
2. Zdzislaw Wasik, Professor Senior, Adam Mickiewicz University in Poznań, Poland. Aspectuality of Language in an Epistemological Perspective.
3. Stanley Madonsela, Associate Professor, University of South Africa, South Africa. African Wordnet can be used as a Tool to Identify Semantic Relatedness and Semantic Similarity.

14:00-15:00 Lunch

15:00-16:30 Session IV (Room A - 10th Floor): Language, Literature and Art

Chair: Zdzislaw Wasik, Professor Senior, Adam Mickiewicz University in Poznań, Poland.

1. Pavel Oyarzun, Professor, Universidad de Magallanes, Chile. The Indigenous Extermination of Patagonia in Photography and Poetry.
2. Marianne Leighton, Adjunct Professor, Pontificia Universidad Católica de Chile, Chile. Transvestism, Photography and Death: Reading of the Poem "Efimera Vulgata" by Enrique Lihn.
3. Aleksandra Burkhailo, PhD Student, University of Naples "L'orientale", Italy. Metaphoric Euphemisms in the Original Text and Italian Translations of F.M. Dostoevskij's Novel "Crime and Punishment".

16:30-18:00 Session V (Room B - 10th Floor): Student Support Mechanisms

Chair: Jean Berlie, Fellow, Education University of Hong Kong (EdUHK), Hong Kong.

1. Patricia Holt, Professor, Georgia Southern University, USA. Helping Students Identify and Overcome Negative Emotions in the University Classroom.
2. Hanna Ragnarsdottir, Professor, University of Iceland, Iceland, Anh-Dao Tran, Adjunct Professor, University of Iceland, Iceland & Susan Rafik Hama, PhD Candidate, University of Iceland, Iceland. From Non-Policy to Practice: Staff's Perspectives on Teaching and Supporting Students of Immigrant background in Icelandic Universities.
3. Annabel Yale, Lecturer, Edge Hill University, England, UK. Quality Matters: Personal Tutoring in a UK Higher Education Context from the Student Perspective.

**This session is jointly offered with the Education Unit.*

18:00-20:00 Session VI (Room B - 10th Floor): Higher Education Institutions: Cooperation, Competition and Country Experiences

Chair: Patricia Holt, Professor, Georgia Southern University, USA.

1. Cormac Doran, Head of Centre for Higher Education Research, Policy & Practice, Technological University Dublin, Ireland. The Formation and Ongoing Work of The Centre for Higher Education Research, Policy and Practice (CHERPP).
2. Zhimin Liu, Professor, Nanjing Agricultural University, China, Shunshuan Hu, PhD Student, Zhejiang University, China & Song Zhang, Section Chief, Nanjing Agricultural University, China. On the Relationship between China's Agricultural Higher Education and the Industrial Structural Adjustment.
3. Maria Vincent Kaguhangire-Barifaijo, Head of Department, Uganda Management Institute, Uganda & James Luyonga Nkata, General Director, Uganda Management Institute, Uganda. Collegial Co-operation Turns Toxic: Implications for Higher Education Institutions.
4. Victoria Bigelow, Administrative Associate Manager, Advisor, University of Montana, USA. Case Study: Honors Education at a Rural, American University.
5. Chuan-Rong Yeh, Assistant Research Fellow, Research Center for Indigenous Education, National Academy for Education Research, Taiwan. Exploring the Competition in Education.
6. Gerald Kagambirwe Karyeija, Associate Professor, Uganda Management Institute, Uganda. Dynamics of Internationalization of Higher Education in Emerging Economies: Experiences from Uganda.

**This session is jointly offered with the Education Unit.*

21:00-23:00 Greek Night and Dinner

Tuesday 9 July 2019

07:45-10:45 Session VII: An Educational Urban Walk in Modern and Ancient Athens

Group Discussion on Ancient and Modern Athens.
Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)

11:15-13:00 Session VIII (Room A - 10th Floor): Educational Linguistics/Academic Writing

Chair: Patrick Hanks, Professor, University of Wolverhampton, UK.

1. Elena Seoane, Associate Professor, University of Vigo, Spain & Cristina Suarez-Gomez, Senior Lecturer, University of the Balearic Islands, Spain. Assessing Complexity in Academic and Popular Writing in Hong-Kong English.
2. Jacqueline Elena Romano, Assistant Professor, California State University, San Bernardino, USA. Pedagogical Bilingualism: A Case of Heritage Language Preservice Bilingual Teachers.
3. Gloria Vazquez, Senior Lecturer, Auckland University of Technology, New Zealand. Can we Teach Pragmatic Awareness in the Classroom to Foreign Language Students at Elementary Level?
4. *Gift Mheta, Writing Centre Manager, Durban University of Technology, South Africa. Towards a Responsive and Sustainable Academic Development Practice: The Reflections-for-action of a DUT Writing Centre Practitioner.

13:00-14:30 Session IX (Room A - 10th Floor): Semiotics/Semantics

Chair: Jacqueline Elena Romano, Assistant Professor, California State University, San Bernardino, USA.

1. Roberta Mastrofini, Assistant Professor, University of Perugia, Italy. Aspectual Classes and Type Coercion in English Light Verb Extensions.
2. Patrick Hanks, Professor, University of Wolverhampton, UK. A Theory of Semantic Resonance.

14:30-15:30 Lunch

15:30-17:00 Session X (Room A - 10th Floor): Linguistics and Translation/Phonetics

Chair: Gift Mheta, Writing Centre Manager, Durban University of Technology, South Africa.

1. Ljubica Kordic, Associate Professor, Josip Juraj Strossmayer University of Osijek, Croatia. Specific Issues and Challenges in Translating EU-Law Texts.
2. Xuan Cao, Harbin Engineering University, China & Dan Cui, Associate Professor, Harbin Engineering University, China. The Study of Pragmatics and Translation.
3. Xuedi Sun, Harbin Engineering University, China & Dianyong Zhu, Associate Professor, Harbin Engineering University, China. The Application of Pragmatic Theory to Translation.

17:00-18:30 Session XI (Room B - 10th Floor): Transforming Higher Education: Service Learning, Inclusive Leadership and Workplace Spirituality

Chair: Gregory Bynum, Associate Professor, State University of New York at New Paltz, USA.

1. Luigina Mortari, Professor, University of Verona, Italy & Marco Ubbiali, Temporary Assistant Professor, University of Verona, Italy. Service Learning: A Philosophy and Practice to re-Frame Higher Education.
2. Marco Ubbiali, Temporary Assistant Professor, University of Verona, Italy, Luigina Mortari, Professor, University of Verona, Italy & Roberta Silva, Temporary Assistant Professor, University of Verona, Italy. Redesign pre-Service Teacher's Training: A Systematic Literature Review on Service Learning Practice.
3. Kerri Heath, Assistant Vice Chancellor, Pepperdine University, USA. Exploring the Intersection of Inclusive Leadership and Workplace Spirituality at a Faith-Based Institution of Higher Education.
4. Zsuzsanna Demeter-Karaszi, PhD Student, University of Debrecen, Hungary, Gabriella Pusztai, Director of the Doctoral Program, University of Debrecen, Hungary & Eniko Maior, Dean, Partium Christian University, Romania. Church Contributions to the Transformation of Higher Education in Central and Eastern Europe.

**This session is jointly offered with the Education Unit.*

20:30-22:00 Dinner

**Wednesday 10 July 2019
Mycenae and Island of Poros Visit
Educational Island Tour**

**Thursday 11 July 2019
Delphi Visit**

**Friday 12 July 2019
Ancient Corinth and Cape Sounion**

Stephen Bay

Associate Professor, Brigham Young University, USA

A Comparison of the Distributions of Ancient Greek Violations of Wackernagel's Law

Wackernagel's Law refers to the tendency of some enclitics and postpositive particles across archaic Indo-European languages to occur in second position. Ancient Greek has a rich clitic and particle lexicon with postpositive clitics that demonstrate phrasal, clausal, or sentential scope. Diachronic studies of cases that violate or weaken Wackernagel's Law (Dover 1960, Taylor 1990, and Fraser 2001) have shown differences in frequency of these instances between Homeric and Classical Attic Greek. My study will also diachronically analyze instances of postponed postpositives in Ancient Greek (specifically those that have sentential scope); however, my focus will compare these instances that occur in literary texts with those that occur in more informal (i.e. non-literary) texts from papyri of the same time periods. The results show that the differences between formal and informal discourse are even more dramatic than those between Ancient Greek dialects.

Victoria Bigelow

Administrative Associate Manager, Advisor, University of Montana, USA

Case Study: Honors Education at a Rural, American University

The Davidson Honors College (DHC) at the University of Montana is an international model for honors education. The DHC is a small liberal arts college, at the heart of a mid-sized, public, state university. The student body consists of the best and brightest students from Montana and across the United States and world.

I serve as an academic advisor for undergraduates at the Davidson Honors College at the University of Montana in Missoula, Montana. Our campus is located at the mountain base of a canyon, the setting of the infamous American film, *A River Runs Through It*. Our unique campus is the state's arboretum and has been identified as one of the top 20 most beautiful campuses in the United States.

The Davidson Honors College is comprised of 750 of the 11, 000 students at the University of Montana. Students are selected by the Dean and a small selection committee based on academic merit, and leadership qualities. Honors students at the DHC have the benefit of small classes capped at 20-students, taught by dedicated honors faculty who facilitate academically-enriching content for students.

Our curriculum and pointed, individualized attention to students provide them with private-university likeness. Honors students at the University of Montana have access to personalized academic advising and a robust interdisciplinary honors curriculum; a tailored Career Development Program, the first of its kind at an Honors College in the United States; access to research faculty dedicated to mentoring honors students; experiential learning opportunities to study abroad or visit national parks of the western United States; and more. In many ways, the Davidson Honors College operates as a private institution within a public university.

Students are required to meet eight honors requirements throughout their undergraduate experience. The Davidson Honors College experience is distinguished by our dual commitment to hands-on learning and thoughtful reflection. Of students' academic requirements, all honors graduates must conduct original research and creative scholarship that manifests into a thesis project. Thesis projects are guided by personalized mentors at the University of Montana, on recommendation of the Davidson Honors College. Seniors then present at UM's annual Conference on Undergraduate Research, hosted by the Davidson Honors College.

Through students' experience at the Davidson Honors College, graduates of the DHC will be able to contribute to, and lead, a diverse team in pursuit of a shared goal; make decisions based on the University of Montana's four guiding principles: innovation and creativity, openness, partnership, and impact; and finally to engage as a citizen with a strengthened commitment to meaningful service and community. The dedicated Dean, faculty, and advisors like myself, hold students of the Davidson Honors College to high standards as noted above while delivering individualized support to the honors cohort to ensure their success both at UM, and beyond.

Aleksandra Burkhailo

PhD Student, University of Naples "L'orientale", Italy

Metaphoric Euphemisms in the Original Text and Italian Translations of F.M. Dostoevskij's Novel "Crime and Punishment"

The present paper deals with euphemisms in the original text and some Italian translations of F.M. Dostoevskij's novel "*Crime and Punishment*", with particular attention to those formed via application of metaphor, as it appears to be one of the most effective veiling instruments. First of all, the main spheres of metaphoric euphemistic use will be indicated and subsequently a lexicographic-cultural analysis will be presented paying attention, as well, to the essential functions and processes of formation of such a type of words and expressions in Russian and Italian. An important part of the presentation will be dedicated to the contrastive analysis of Russian metaphoric euphemisms found in the text of the novel and their translations in Italian. Apart from masking meaning, metaphoric euphemisms contain that cultural and symbolic, expressed via semiotic content of *denotatum* and this characteristic makes of them often a complicated translation problem to resolve. Some examples will be delivered in order to demonstrate the major tendencies translators follow dealing with the issue.

Xuan Cao

Harbin Engineering University, China

&

Dan Cui

Associate Professor, Harbin Engineering University, China

The Study of Pragmatics and Translation

Pragmatics originates from philosophy and logic. It studies the comprehension and use of language, studies specific discourse in specific situations, and especially focuses on how to understand and use language in different communicative environments. Translation is a cross-cultural communication activity. Translation studies are closely related to pragmatics. The rapid development of pragmatics will inevitably influence and promote translation activities.

Translation is a cross-cultural communicative activity, involving not only the conversion of two languages, but also the exchange of two cultures. Pragmatics is the study of the specific use of language in a specific context. It is the knowledge of understanding and using language. Both translation and pragmatics are concerned with the understanding, expression and use of language. Translation is the research object and application object of pragmatics. From another point of view, the validity of pragmatics theory can also be tested in the field of translation. The application of cognitive linguistics in English translation can provide an effective way for English translation. In the process of translating English texts in cognitive linguistics, English translation is inspired by its own advantages. Under the guidance of Universal Pragmatics, it is a poly systematic and dynamic theoretical system with language as its ontological study, syntactic-semantic pragmatic model of linguistic analysis as its methodology and absorbing and internalizing various pragmatic theories.

Yuan-shan Chen

Professor, National Chin-Yi University of Technology, Taiwan

&

Vithong Nguyen

Research Assistant, National Chin-Yi University of Technology, Taiwan

Investigating the Effectiveness of Individual and Pair Work on a Multiple-Choice Discourse Completion Task

Collaborative language learning, grounded in the social constructionist theory (Vygotsky, 1978), refers to the circumstances in which learners work together to complete a given task. The dialogues created during peer collaboration is also seen as an important source of L2 learning, in which learners scaffold each other within the zone of proximal development (ZPD) to build up language competence. Various aspects of collaboration have been investigated in available research. However, little attention has been paid to the extent to which collaboration affects pragmatic awareness.

To fill this gap, we aim to examine whether individual and pair work has an impact on L2 learners' pragmatic awareness. In this study, we adopted Bardovi-Harlig and Dornyei's (1998)¹ contextualized pragmatic awareness task. We set out to answer two questions: (1) Do individual or pair work influence learners' pragmatic awareness? and (2) Do high or low proficiency influence learners' pragmatic awareness? We recruited two proficiency groups of Vietnamese learners of English based on their university entrance examination scores. For each proficiency group, there were 25 individuals and 25 pairs, making a total of 150 participants. They were given a modified version of the awareness task. Similar to Bardovi-Harlig and Dornyei, the learners were asked to identify the error, and rate degree of error severity. However, we also asked them to recognize the error type, and correct the error. The findings showed that the learners performed better when working collaboratively, indicating that collective scaffolding through pair work is beneficial to raising pragmatic awareness. In addition, the learners of high proficiency performed better than those of low proficiency, indicating that pragmatic awareness is subject to proficiency. The learner-learner interactions were also analyzed to see how they contributed to each other. This study closes by providing pedagogical implications and suggesting future research directions.

Zsuzsanna Demeter-Karaszi

PhD Student, University of Debrecen, Hungary

Gabriella Pusztai

Director of the Doctoral Program, University of Debrecen, Hungary

&

Eniko Maior

Dean, Partium Christian University, Romania

Church Contributions to the Transformation of Higher Education in Central and Eastern Europe

After three decades of the transformation process in post-communist countries the contributions of the churches to the new higher education systems and policies proved to be crucial. First of all, they had new visions on higher education influenced earlier by party-ideology. Secondly, they reached social-cultural groups that were not preferred by former party-policy. They put higher education closer to regions and territories considered not important by the former regimes (deprived territories with ethnic and national minorities, as well as religious minorities and minority denominations). With these inputs churches and denominations became the important actors of the new higher education policies as well as the transformation processes in the countries of Central and Eastern Europe.

In our research, we are investigating the answer for the question, how the managers imagine the situation of their higher education institutions in the international area of higher education full of competition. We interviewed managers of public and ecclesiastical higher education institutions from Hungary and also from the cross-border areas.

Cormac Doran

Head of Centre for Higher Education Research, Policy & Practice,
Technological University Dublin, Ireland

**The Formation and Ongoing Work of The Centre for Higher
Education Research, Policy and Practice (CHERPP)**

This paper discusses the formation and ongoing work of The Centre for Higher Education Research, Policy and Practice (CHERPP). This is an international collaborative project hosted by the University of Ontario Institute of Technology (UOIT), Durham College, and the Technological University for Dublin Alliance (TU4D). The TU4D Alliance is a group of three Irish higher education institutions, the Institute of Technology, Blanchardstown, the Institute of Technology, Tallaght, and the Dublin Institute of Technology, that are going through the process of merging to form a Technological University.

CHERPP facilitates the Higher Education in Transformation Symposia (HEIT). The first HEIT was held in Dublin in March 2015, while HEIT 2016 was held in Oshawa in November 2016. A third HEIT symposium was held in Dublin in November 2018 concurrently with the European Conference on Universal Design. The fourth HEIT symposium is planned to return to Canada in November 2019.

There are over 40 active projects taking place by CHERPP Fellows under a number of higher education domain areas including:

System and Institutional Design and Transformation
Progression, Transfer and Recognition
Teaching and Learning in a Digital Context
Curriculum Development and Transformation: Skills, Learning
Outcomes and Universal Design
Supporting Student Access and Success
Internationalization, Globalization and Exchange in Higher Education
Cultural and Personal Identities
Partnerships and Community Engagement
Work Life, Careers and Professional Development
Equity

Marija Liudvika Drazdauskiene

Professor, Wsztechnica Polska, Higher School in Warsaw, Poland

The Phatic Use of English in Literature

The problem of this paper is the question of the novelty of the method, but it reports on an extensive study of the phatic use of English and its significance. In about one hundred years since Bronislaw Malinowski's (1923/1960) paper gave us the term phatic communion, casual references to it have been many, yet definitive studies have not occurred nor a trend has developed in this field. Studies of small talk in routine communication have been recently published (Coupland, 2000) and the use of phatic communion in imaginative literature has been considered a legitimate and productive area of research (Jaworski, 2000). The present paper refers to a study of the phatic use of English in imaginative literature (Drazdauskiene, 1994), which has confirmed that this use of language identifies lexico-structurally with general conversation (cf: McCarthy, 2000) and lends imaginative literature its resource of sociocultural and socio-psychological significance, whereby it is exploited in literature for sociocultural representation (the novels of Jane Austen), for atmosphere production (early novels of Margaret Drabble), for characterisation (Anita Brookner) and for stylistic refinement (the later novels by Margaret Drabble). Laconic as it is, the phatic use of English is employed in literature as laconically. The author has to be conscious of this use of language to employ it meaningfully, yet it is so ingrained in English that to skip it in introductions would be an obvious irregularity (cf.: Margaret Drabble and Anita Brookner). But it is minimal or absent in the style of Julian Barnes and Zadie Smith and in some of their contemporaries. If introductions in fiction characterise socioculturally, in classical poetry they determine the style of the poems and create dramatic effects in the tragedies of Shakespeare (Drazdauskiene, 1986, 1994, 2016). In society which practices the phatic use of language regularly, its breach is especially significant. This has also been exploited dramatically by Shakespeare (Drazdauskiene, 1997) and ironically by John Arden. Apart from its literary significance, the phatic use of language is associated with higher social classes in the way it is incorporated in the classical drama. The above mentioned authors reflect the intrinsic presence of the phatic use of English in the speech of representatives of the middle class. Authors of popular fiction, like Catherine Cookson, Harold Robbins or Sidney Sheldon, cut the natural and delicate phatic uses as they focus on storytelling in meagre social environments or use them more or less mechanically, which nevertheless are transformed into meta-uses in fiction. The reported study of the phatic use of English in literature informs of its integrity in Anglo-Saxon culture and illustrates its literary

significance. But, against the machine, man's identity is confirmed by cruder terms than the refined phatic.

The present paper deliberates the productivity of the research method. The reported study has been done within the framework of functional linguistics. A tentative glimpse of the methodological value of cognitive linguistics is offered while giving preference to the previous.

Patrick Hanks

Professor, University of Wolverhampton, UK

A Theory of Semantic Resonance

Until publication of Lakoff and Johnson (1980), it was assumed that meaningful use of language was governed by the rules of logic as determined during the European Enlightenment by thinkers such as Descartes and Leibnitz.

Lakoff and Johnson drew attention to the fundamental role of metaphor in meaning. They observed that metaphor is not mere embellishment or decoration, but that this a large number of linguistic expressions have meaning by referencing underlying cognitive metaphors such as HAPPY IS UP and POLITICS IS WAR. The cognitive metaphors described by Lakoff and Johnson are important, but they are in fact no more than secondary conventions. Moreover, Lakoff and Johnson got the wrong level of generalization, which this paper seeks to correct.

Subsequently, Kövecses made a distinction between cognitive metaphors and linguistic metaphors. This distinction is important for the argument about the meaningful use of language in this paper.

The research reported here focuses on unconventional naming, for example metaphors and other kinds of figurative language that are freshly created by speakers and writers. The paper argues that normal, conventional uses of words can be and are exploited in several different ways, in order to say new things or to say old things in a new way. It turns out that the most common kind of exploitation is not metaphor, but anomalous argument. A notorious example, which appeared in the *Massachusetts Journal of Taxidermy* in 1976, is "Always vacuum your moose from the snout up." This is certainly unusual – normally, people don't vacuum mooses – but it would be stretching the meaning of the term to claim that it is a metaphor. Other kinds of figurative uses will be exemplified, insofar as time allows

The paper will then move on to discuss other kinds of nonliteral meaning that have resonance, for example the experiential resonance of the word 'spider' and the intertextual resonance of proverbs and citations from literature.

What all these different kinds of resonance have in common that is they exploit and resonate semantically with literal, conventional meanings of words in different ways.

The theory of norms and exploitations (TNE; Hanks 2013) argues that meaningful use of language is governed by two different sets of rules. One set governs the normal, conventional, grammatically well-formed uses of words. A second set of rules governs the creative exploitation of linguistic

norms. Both sets of rules are probabilistic, not deterministic. They can be discovered by large-scale corpus analysis.

Kerri Heath

Assistant Vice Chancellor, Pepperdine University, USA

Exploring the Intersection of Inclusive Leadership and Workplace Spirituality at a Faith-Based Institution of Higher Education

The world is shrinking as a result of advances in technology and globalization. Humans are more connected than ever before, and organizations are growing in diverse representation... yet isolation persists. Inclusion, however, can take this new reality to another level of productivity and providence. It is not sufficient for a company to be diverse in the makeup of employees, inclusive leadership must accompany diversity in order to create an environment where all employees can thrive. Many organizations focus on attracting diverse employees, but then struggle to retain them because there is not an inclusive workplace culture (Janakiraman, 2011). Surprisingly, organizations with highly diverse workforces that refuse to design an inclusive environment are likely to be more dysfunctional than organizations without diversity at all (Janakiraman, 2011). Faith based institutions have established techniques for acceptance and inclusion, so come to this workshop to find out more about research on the intersection of workplace spirituality and inclusive leadership from leaders at a "Top 50" faith-based institution in the United States.

Research suggests that diversity policies and procedures are not able to create inclusive environments. The mindset of leaders determines the creation of an organizational culture that is inclusive (Janakiraman, 2011). Pelled, Ledford, and Mohrman define inclusion as "the degree to which an employee is accepted and treated as an insider by others in a work system" (1999, p. 1014). It is a specific form of relationship with "leaders who exhibit openness, accessibility, and availability in their interactions with followers" (Carmeli, Reiter-Palmon, & Ziv, 2010, p. 250). Roberson suggested that inclusion is "the removal of obstacles to the full participation and contribution of employees in organizations" (2006, p. 217). Miller refers to inclusion as the extent to which diverse individuals "are allowed to participate and are enabled to contribute fully" (1998, p. 151).

Lirio, Lee, Williams, Haugen, and Kossek describe the state of inclusion, "when individuals feel a sense of belonging, and inclusive behaviors such as eliciting and valuing contributions from all employees are part of the daily life in the organization" (2008, p. 443). A study was done at a private, faith-based institution of higher education in the United States of America to explore self-actualization through the intersection of workplace spirituality and inclusive leadership. The presentation will

include findings from this study, and the characteristics of inclusive leadership and workplace spirituality from around the globe.

Patricia Holt

Professor, Georgia Southern University, USA

Helping Students Identify and Overcome Negative Emotions in the University Classroom

The Imposter Phenomenon (IP) is the feeling of fraudulence that many adult learners experience in the university setting. First identified by Clance and Imes in the 1970s, IP refers to an uncomfortable and, for some, a debilitating, feeling of fraudulence. IP is defined by the following characteristics: 1.) Feelings of intellectual phoniness, 2.) A belief that one's success is attributed to luck or hard work rather than ability, 3.) A lack of confidence in one's ability to repeat past achievements, 4.) A fear of being evaluated by others, 5.) The inability to derive pleasure from past achievements, and 6.) A fear that one's incompetence will be discovered by others (Clance & Imes, 1978).

The demographics of the university landscape have changed rapidly in recent years as career changers, first generation college students, and students from minority backgrounds enroll in increasing numbers. However, despite their differences in socioeconomic status, age, ethnicity and more, many college students share the experience of feeling as though they are an imposter. In fact, the majority of people, 70%, admit that they have felt like an imposter at some point in their lives (Gravois, 2007). The Imposter Phenomenon (IP) is a condition that is not restricted to individuals of a particular age, gender, race, or profession. Due to its prevalence, IP has become a concern for many professionals working with adult learners (Brookfield, 2006), and this concern is reflected in the literature. Research on IP generally examines the phenomenon among adult subjects, particularly, college students.

Recent research indicates that IP is not an experience exclusive to adults and may manifest in children at an early age. The development of IP may share a relationship with traumatic childhood experiences, which have been associated with numerous psychological and physical health problems in adulthood.

This presentation is based on a study that explores the development of IP and the relationship the phenomenon may share with negative childhood experiences. It goes on to discuss methods for helping adult students overcome these negative emotions that can have a detrimental outcome if not dealt with early in a student's career.

Gerald Kagambirwe Karyeija

Associate Professor, Uganda Management Institute, Uganda

Dynamics of Internationalization of Higher Education in Emerging Economies: Experiences from Uganda

Internationalization has become very critical for the development and survival of Higher education institutions globally, and there are unique experiences faced by emerging economies like Uganda. The dynamics have come as a double edged sword: promoting into the global network, but also stiff competitions for scarce resources. This is manifested in internationalization initiatives such as staff exchanges, co-taught courses and degrees, collaborative research projects and student exchanges. These come with a cost, which competes with other initiatives in higher education institutions. Nevertheless, the internationalization in Uganda has registered a number of achievements such as increased exposure if faculty, increased research, joint projects and collaborations and international ranking. Nevertheless, we need to examine the value of internationalization so as to determine how best we can benefit from it from global; perspective with a local concern. This paper will be based on experiences from Ugandan academics and administrators who are involved in internationalization projects.

Maria Vincent Kaguhangire-Barifaijo
Head of Department, Uganda Management Institute, Uganda
&
James Luyonga Nkata
General Director, Uganda Management Institute, Uganda

Collegial Co-operation Turns Toxic: Implications for Higher Education Institutions

This paper is part of the larger research that investigated the impact of toxicity on collegial co-operation in higher education institutions. The authors argue that over time academics' social and solidarity relations have existed among colleagues since the medieval times, and cooperative interaction among colleagues has been a key motivator to staff. The authors found that although toxicity has diminished academic enthusiasm and engagement, it has not been thoroughly given attention by higher education researchers. The paper discusses the relevance of collegial cooperation among academic professionals as a recipe for students' quality and progression. The implication of toxicity on productivity in HEIs was exhaustively explored. The authors found that although institutions have clear disciplinary guidelines on how to deal with visible disruptive behavior, toxic behavior has continued to damage institutions and its people, yet has hard-to-measure costs which continue to affect staff fortitude, as well as institutional stability. Study findings indicate that toxicity, if not checked, may harm institutional image and integrity, individual academics, partnerships and all those who are not direct targets - such as students and close associates of the victims. Findings further revealed that in such a toxic work environment, retention, stability, succession planning and sustainability were next to impossible. It was therefore concluded that toxicity was majorly fueled by the minority of assumed academic '*rock stars*' who use these processes in order to accumulate their own privilege at the expense of presumed "*academic precariat*". The paper further concludes that to a large extent, toxicity was driven by impostors who for fear of failure, power driven and an obsessive need for perfection will at all cost masquerade as the only "stars" in the institution competent enough to solve every problem. The authors further conclude that the "*impostor phenomenon*" is bred from a mix of genuine personal doubt over work abilities and the collective experience of a toxic work culture. It was further concluded that, the toxins suffer from "*identity crisis*" by belonging "*everywhere and nowhere*" in particular, when it comes to disciplines which influences their complex. The paper therefore recommends that despite the gravity of toxin cases, institutions need to tighten their grips on their values in order not to lose sight of the way these experiences are likely to cause burn-out, diminish

staff fortitude, engagement, productivity, retention, as well as academic standards.

Ljubica Kordic

Associate Professor, Josip Juraj Strossmayer University of Osijek, Croatia

Specific Issues and Challenges in Translating EU-Law Texts

In the contemporary world of globalization and international collaboration in all spheres of human life, English language has become lingua franca of international communication. Along with French and German, English language is one of the three working languages of the EU, and the language most commonly used among lawyers and judges of the EU courts in their everyday professional communication. Based on one of the essential principles of the Union - the principle of equality of member states and the languages spoken in them - all legal documents of the EU are drafted in the three working languages simultaneously. English being a lingua franca of international communication, it is the language from which most EU-regulations, directives and recommendations are translated into national languages of most member states. Functioning as one of the three working languages in which legal documents are drafted, the English language of EU law has been influenced and enriched by many new terms and expressions, especially those stemming from French. In this paper, the author explores the features of legal English with specific reference to the language of the EU law by taking into consideration the problems and challenges that translators dealing with the original legal texts of the EU are faced with.

In the introductory part to the paper, the author offers an overview of existing theoretical approaches to legal translation. The emphasis is placed on the functionalist approach, which observes translation from a socio-cultural perspective and determines the function of the text in target language and the target receiver of the translation as essential factors of specialized translation. This approach is highly recommended by the author of this paper as the only appropriate approach that is applicable in legal translation, as law has always been strongly determined by the culture it derives from. In the main part of the paper, linguistic features of the language of law are analysed and discussed with special reference to the language of the EU law. Problems and challenges in translating legal texts are presented from the point of view of an experienced translator. Comparative approach is used in analysing legal terms and phrases in English and German languages and possible linguistic and cultural differences occurring in their equivalents in Croatian language. Before drawing conclusions, the author points out specific linguistic phenomena in English language of law that could represent "traps" for an unexperienced translator in dealing with legal texts, and offers solutions and recommendations in solving those translation problems.

Marianne Leighton

Adjunct Professor, Pontificia Universidad Católica de Chile, Chile

Homoerotic Photography

Around the year 1978, the Chilean photographer Luis Poirot began the capture of images of the carnivals of the Catalan town of Sitges. His photographs represent the transvestites of these carnivals as beautiful and coherent subjectivities to the city. The recording of these subjectivities in the carnivals after Franco's death produced an impact on the Chilean poet Enrique Lihn. His response took the form of a poem, "Efímera Vulgata", included in the poetry book *Pena de Extrañamiento* (1986), which just in 2012 manages to be published as the poet would have liked, with Poirot's photographs. This paper intent to read the scopic mechanisms by means of which the poetic voice not only constructs an interpretation of the photographs, but through which faces the photographed subjects almost as if they were ethnographic objects that looks from a cultural or epistemological superiority. Therefore, the voice is attributed the ability to instruct them about the truth of their desire, working in the manner of the blinding lights of police interrogations.

Zhimin Liu

Professor, Nanjing Agricultural University, China

Shunshuan Hu

PhD Student, Zhejiang University, China

&

Song Zhang

Section Chief, Nanjing Agricultural University, China

On the Relationship between China's Agricultural Higher Education and the Industrial Structural Adjustment

In recent years, China's higher education has made remarkable achievements on the scales of expansion and connotation development. The gross enrollment rate of higher education in China has continued to grow rapidly with up to 45.7% in 2017. However, the reality is that, higher education in China is facing the dilemma of "Too big to being not strong". This is an indication that the quality and scale of higher education is highly uncoordinated as is with the structure which displays an obvious mismatch with that of the industrial sector.

As China's economy has entered a new norm and the structure of the industrial sector has gradually changed, the agro-related enterprises have developed rapidly in the participation of market-oriented competition. The demand for talents in the agricultural industry has undergone profound changes in terms of quantity, quality and structure. According to our independent survey, the types of agro-related enterprises are concentrated in agricultural product processing enterprises that provide production materials and services for agricultural production. The development of modern agriculture has further integrated agriculture and service industry, which poses new challenges to the structure of agricultural higher education. Therefore, this paper attempts to clarify the mismatching on the relationship that exists between agricultural higher education and economic restructures in China through the analysis of the employment data in the agricultural industrial sector. This paper uses Web text mining technology to obtain a large amount of recruitment data from the recruitment website(zhaopin.com) for a collection of about 8290 effective recruitment data by using the kernel density estimation, word frequency statistics & keywords extracted specific methods to analysis the data.

The result shows that 65.3% of the starting salary is concentrated in USD \$ 291-437 ; 582-728, respectively; 24.2% of the positions recruit agronomy workers, and more R&D jobs are required for graduate education; agro-related jobs are mostly offered by developed or capital cities; it is the demand ratio respectively for college students, undergraduates, masters and Ph. Ds. 5.80: 3.29: 0.81: 0.09.

Through this analysis, we found that there is a notable mismatch on salary, majors, regions and degree structures, but match exists in the ability structure by and large. Specifically, the monthly salary expectation of recent agro-related graduates is slightly higher than that of agro-related enterprises offered, working positions and majors of graduates display a constant mismatch there exists an over-education phenomenon in higher agro-education, the level of economic development is an important factor on choosing career of graduates and the ability requirement of market's for graduates is mismatched with the cultivating goal of university.

Stanley Madonsela

Associate Professor, University of South Africa, South Africa

African Wordnet can be used as a Tool to Identify Semantic Relatedness and Semantic Similarity

Semantic relatedness and semantic similarity play a vital role in information retrieval of words in natural language processing applications. The multilingual nature of South Africa makes it difficult for the speakers of the languages of the country to draw a distinction between semantic relatedness and semantic similarity. Computing semantic relatedness and semantic similarity using African Wordnet could help in developing a proper understanding of the meaning of certain words in the various languages. This paper explores how African Wordnet can be used to identify semantic relatedness and semantic similarity. The focus on this paper will be on isiZulu as one of the selected languages used in the African Wordnet project. It further discusses and analyses the examples of semantic relatedness and semantic similarity in the chosen language with a view to give accounts of the two terms by providing examples and the usages of the words. This is preceded by a brief historical background to African Wordnet, followed by the definition of semantic relatedness and semantic similarity. This paper is about semantic relations between words as agents of meaning and as a tool that can be used by African Wordnet to provide a distinction between the two terms. Since a semantic relation is a relation between meanings, and since meanings can be represented by synsets, it is natural to think of semantic relations as pointers between synsets. In the evaluation of the semantic content of words, semantic relatedness is sometimes confused with semantic similarity. The determination of either semantic relatedness or semantic similarity is a large part of natural language processing. The speakers of a language find it easy to judge the semantic similarity between words by using their cognitive abilities. However, the computational measurement of semantic similarity is more difficult. Semantic similarity and semantic relatedness are related terms but not identical. Semantic relatedness points to a degree to which words are associated by means of terms such as synonymy and hyponymy, etc. of semantic relationships on the one hand. Whilst semantic similarity considers a special case of relatedness and takes into consideration only hyponymy or hypernymy relations on the other hand. The relatedness measures may use a combination of the relationships existing between words depending on the context or their importance. The other term which is normally used when discussing the semantic similarity and semantic relatedness, is semantic distance. However, for the purpose of this discussion, semantic distance will be avoided as it might

cause confusion because it is preferred when referring to similarity or relatedness in general.

Roberta Mastrofini

Assistant Professor, University of Perugia, Italy

Aspectual Classes and Type Coercion in English Light Verb Extensions

The syntax-semantics interface in Light Verb Constructions (LVCs) has been a highly discussed topic in linguistic research since Jespersen's definition (1954: 117-118). Over the past thirty years the interest in a similar syntagmatic construction called "Light Verb Extension" (LVE) has also emerged, even though scarcely investigated (cf. Vives 1983, Cicalese 1999, Jezek 2011). A LVE (i.e. *to cultivate a hobby, to launch a project, to deliver a speech*) is represented by the combination of a full lexical predicate and an eventive noun. While the verb, under certain syntagmatic conditions, loses most of its semantic configuration, and serves as an aspectual device, the eventive noun, that is a nominal item that implies a process having duration and phases (cf. Kiefer and Gross 1995, Kiefer 1998), carries the semantics of the pattern, as in prototypical LVCs (i.e. *to give an explanation, to make a call*). This is made possible since any verb involved in a LVE construction undergoes a process of bleaching through the interaction with the semantic configuration underlying the nominal element it combines with. In other words, the lightness of the pattern is contextually licensed by the *qualia* interaction (cf. Pustejovsky 1998) between the verb and the noun.

This work aims at accounting for this interesting phenomenon in English, both from a syntactic and an aspectual semantic viewpoint (cf. Vendler 1967, Bertinetto et al. 1995, Pustejovsky 1998), by using Pustejovsky's Lexical Model known as *The Generative lexicon* as an analytic tool.

I first classified a number of English LVEs, retrieved from the *CoCa Corpus of Contemporary English* (<http://corpus2.byu.edu/coca/>), according to the different aspectual semantic configuration licensed by the verb, and the number and type of arguments represented in its syntactic realization. I then constructed and submitted to 30 native speakers of different varieties (British English, American English, and Australian English) three typologies of tests, in order to verify how LVEs are perceived and used in real communicative contexts.

The results show that a large variety of LVEs exists in English, exhibiting different aspectual configurations: inchoative (i.e. *to fall in love*), continuative (i.e. *to grow a hobby*), iterative (i.e. *to reap success*), resultative (i.e. *to deliver a speech*), and transformative (i.e. *to conclude an agreement*). By analyzing the aspectual implications carried by the verb, and the way they interact with (and are affected by) the noun at a syntagmatic level I also established a lexical continuum that goes from prototypical LVCs to verb-

noun collocations, and posited the syntactic-semantic status of LVEs in between.

Gift Mheta

Writing Centre Manager, Durban University of Technology, South Africa

**Towards a Responsive and Sustainable Academic
Development Practice: The Reflections-for-action of a DUT
Writing Centre Practitioner**

In response to the glocal challenges in higher education (HE) such as massification, commodification and information and communication technology (ICT), I will explore how the writing centre practice at the Durban University of Technology (DUT) can be transformed to contribute towards responsive and sustainable teaching, learning and assessment practices. Using Archer's (1995, 1996, 1998) sociological concepts of culture, structure and agency, I will first explain my role at the DUT Writing Centre in relation to teaching, learning and assessment. I will then identify and discuss the cultural and structural conditions that either enable or constrain my academic development (AD) practice. In my discussion, I will show how I can use my agency as a writing centre practitioner to stimulate active learning through responsive and sustainable teaching, learning and assessment approaches that promote participatory learning. My aim is to highlight how writing centre practice can be transformed to facilitate learning that goes beyond certification.

Luigina Mortari

Professor, University of Verona, Italy

&

Marco Ubbiali

Temporary Assistant Professor, University of Verona, Italy

Service Learning: A Philosophy and Practice to re-Frame Higher Education

In order to give an answer to the call of the Agenda 2030 (UN, 2015), higher education has to assist in giving form to a new society in which democracy is cultivated both in minds and practices. This democratic education must be an answer to that drift that philosophers and sociologists describe about our contemporary society, which is characterized by indifference (Baumann, 2005; Morin, 2007), scarce perception of the other (Boella, 2011; 2018), no disposability to engage for the common good and to respect the law of democratic coexistence (Pulcini, 2009; De Monticelli, 2010; 2011; 2015). This vision is enrooted in a not explicit individualistic ethic, in which the idea of “good life” consists in self-affirmation (Baumann, 1999): this individualistic way of living is one of the worst risks for democracy (Beck 1998). Educational practices are very often aligned to this trend so that they are planned with the aim of developing competences useful for individual success and economic improvement of society (Mortari 2017a, p. 15): education assumes the form of a “banking model” (Marullo and Edwards, 2000, p. 746).

In order to give a significant answer to the globalization and to the loss of significance of the common life in the global village, it is necessary to imagine a new vision of education intended as the offering of a rich meaningful experience, able to give form to a “good person” and a “good society”. The classical virtue ethics by Plato/Socrates and Aristotle is a valid theoretical framework for this purpose. According to these classics, in fact, education is intended as *epimeleia*, the care that cultivates the being of everyone (Mortari, 2015). i.e. the flourishing of the human person in all its aspects: cognitive, social, affective, spiritual and political.

Since, as Aristotle states, the human being is a political animal, a good and complete form of education should mainly cultivate the feelings and values that give form to the community: in particular, the virtues of responsibility, solidarity and friendship that is the most important one (*Nichomachean Ethics*).

However, education is a practice: that is why we need to plan and design educative experiences able to translate theory into actions. According to Dewey (1993), education arises from experience, i.e. through the contact with the real world (and its problems and chances) and reflection (that gives sense to action). In particular, this experiential

education should be aimed at teaching not only technical or cognitive skills, but also the competences that educate people to become engaged citizens (Dewey, 1974).

The practice of Service Learning is a very interesting model that allows to these theoretical premises to have a practical and educative organization. Many researches, in fact, show how it can be considered both a philosophy of education as well as a didactic method that can be adopted in very different academic courses (see the literature review by Ubbiali, 2017).

In the University of Verona (Italy) we have been conducting for 5 years a SL experience for pre-service teachers, during their training in the Combined Bachelor's + Master's degree in Primary School Education. Since this SL project is set in a course for future teachers, it has a double responsibility, one for pre-service teachers and the other for their future pupils: a sort of “education to education” to ethics and civic engagement.

The paper will present the theoretical basis and the SL practice developed in Verona, also showing the quality of the learning attested by the students involved.

Pavel Oyarzun

Professor, Universidad de Magallanes, Chile

The Indigenous Extermination of Patagonia in Photography and Poetry

Romanian colonizer Julius Popper (1857-1893) directed and photographed himself "hunting Indians". His most popular photograph shows him as an erect, Caucasian and bearded man. Wear military uniform. Carries a Winchester rifle. He is watching, in the distance. At his feet, there is the corpse of a Selknam Indian, with his back, arms outstretched; in one hand, he wields some arrows, and in the other, a bow. A few steps away, two men, also in uniform, knee to ground, point, with their rifles, towards the plain. This photograph was taken, in 1886, in Tierra del Fuego. This image is polemicized in the book *De la Tierra sin Fuegos* (1986) by the Chilean poet Juan Pablo Riveros. The function of literature as a space for discussion against colonizing photographs is what led me to write *La cacería* (1986). From these two books, it is possible to reflect on how literature, goes into the unofficial side of History, surpassing the limits, reworking the events and providing another ethic of vision.

Hanna Ragnarsdóttir

Professor, University of Iceland, Iceland, Anh-Dao Tran, Adjunct
Professor, University of Iceland, Iceland

&

Susan Rafik Hama

PhD Candidate, University of Iceland, Iceland

From Non-Policy to Practice: Staff's Perspectives on Teaching and Supporting Students of Immigrant background in Icelandic Universities

Research shows that one of the reasons behind immigrant participation in higher education is positive attitude and motivation for better integration within the society (Geiger & Lund, 2010; Nordisk Ministerråd, 2004). Access to education for immigrants is crucial in counteracting their marginalization and isolation, encouraging active participation in society, and ensuring societal equality. However, according to the *Bologna Process Implementation Report*, the percentage of immigrants pursuing and completing tertiary studies is still considerably lower than native-born students (European Commission/EACEA/ Eurydice, 2015).

The increase in number of immigrant students in Icelandic universities (Statistics Iceland, 2018) calls for a response from university authorities, teachers and campus communities which needs to be cognizant of various hindering factors, including language difficulties, cultural precepts and social marginalization (Anderson, 2008; Rizvi & Lingard, 2010). Key prerequisites for improved access are suitable teaching methods for diverse student populations, understanding the need of individualized support for students, and responsive administrative infrastructure (Lillie, 2013; Ragnarsdóttir, 2010). Findings from document analysis suggest that while the policies and other official documents of Icelandic universities reveal an awareness of the diversification of their students there is little documentation and evaluation available on how these universities are addressing student diversity in practice (Wozniczka & Ragnarsdóttir, 2016).

The aim of the paper is to explore staff's perspectives on teaching and supporting students of immigrant background in Icelandic universities. This paper derives from the qualitative research project *Educational aspirations, opportunities and challenges for immigrants in University education in Iceland* (2016-2018) funded by the Icelandic Research Fund. It is framed within critical multicultural studies which focus on the analyses of the position of minority groups in societies from a critical perspective on these societies and their educational systems (Parekh, 2006).

The theoretical background of the paper includes Bourdieu's (1988, 1991, 1996) work on cultural capital, his concept of habitus and Institutional space.

The concept cultural proficiency, which focuses on viewing diversity as a resource and interacting knowledgeably and respectfully among different cultural groups (Lindsey, Roberts & Jones, 2005) and writings on teachers and faculty members as facilitators for diverse learners (Knowles, Holton & Swanson, 2005) are also applied.

Data was collected in semi-structured interviews with 16 teachers and support staff (including student counsellors and representatives of international offices, equal rights committees and other entities within universities) at three Icelandic universities. This paper presents the findings of the interviews with the staff.

Findings from the interviews indicate, that despite unclear policies and the lack of training of staff members on how to embrace diverse learners, many staff members use their own professional and personal experiences for teaching and providing support for students of diverse background. The staff expressed the importance for being culturally sensitive when communicating with students of immigrant background. However, findings also showed that many staff members do not make the distinction between immigrant students who consider Iceland as their home and international and exchange students.

Jacqueline Elena Romano

Assistant Professor, California State University, San Bernardino, USA

Pedagogical Biliteracy: A Case of Heritage Language Preservice Bilingual Teachers

The number of Emergent Bilinguals in public schools in the United States continues to increase each year. In 2015, 73% of Emergent Bilinguals in the United States reported Spanish as their native language (Migration Policy Institute, 2015). Having a highly qualified teacher who understand and respect the language and culture of emergent bilinguals is advantageous for their linguistic development and academic success of students (Garcia, 2009, Slavin et al. 2011). However, finding teachers to teach emergent bilinguals has been difficult due to a teacher shortage in the nation (Carver & Darling-Hammond, 2017; Espinoza, Saunders, & Darling-Hammond, 2018). This shortage is accentuated, particularly, in the field of bilingual education (Ayala, 2017; Kennedy, 2018). It is more challenging to find or certify a qualified bilingual teacher in states where bilingual education is mandated by law (Arroyo-Romano, 2016; Kennedy, 2018). For instance, since 1981, bilingual education is required in public schools. Colleges of Education within the state cannot produce enough bilingual teachers to fill out this much needed positions for its Bilingual instructional programs.

While most of the research on bilingual education focuses on issues faced by K-12 students (Slavin, Madden, Calderon, Chamberlain, Hennessy, 2011; Padilla, Fan, Xu, Silva, 2013), little research has addressed how to help bilingual college students develop language competency in two languages. A few studies on language proficiency of the Spanish speaking bilingual pre-service teachers (Aquino, 2016, Arroyo-Romano, 2016; Guerrero, 1999) found that this population of teachers demonstrates difficulties in meeting the required Spanish for academic purposes and classroom practices, the pedagogical language (Aquino, 2016). This study adds to the small knowledge on bilingual teacher preparation practices for Heritage language speakers in the path to bilingual certification. My research addresses the issue of pedagogical biliteracy, pedagogy for language development of pre-service teachers (Heritage Spanish speakers) in a small teacher preparation program in Texas, U.S.A.

This study used a qualitative participatory action research (Jacobs, 2016) whose participants use Spanish at home or for social interactions and English is used as the *facto* language of instruction for most part of their educational experience (K-16). I argue that bilingual preservice teachers will benefit participating in a bilingual teacher education program where Spanish, as in this case, has the same value as English

with opportunities to read, write and speak the pedagogical language required. Developing *pedagogical biliteracy*.

Elena Seoane

Associate Professor, University of Vigo, Spain

&

Cristina Suarez-Gomez

Senior Lecturer, University of the Balearic Islands, Spain

Assessing Complexity in Academic and Popular Writing in Hong-Kong English

In their synchronic and diachronic analysis of academic English, Biber and Gray (2016) challenge a number of previous linguistic stereotypes about academic writing and demonstrate that the complexity of academic discourse derives essentially from it being (i) structurally compressed (rather than elaborated) and (ii) inexplicit in the expression of meaning. In this study we examine and compare the complexity of L2 academic writing (W2A) and that of the broad genre of 'popular science' (W2B), a comparison which has not been specifically addressed before. We focus on register variation through analyzing, first, differences between academic and popular writing, and second, interdisciplinary variation in four sub-registers: Humanities, Social Sciences, Natural Sciences and Technology. For the study of complexity we provide both quantitative and qualitative data on the use of (i) the finite active/passive alternation, a core grammatical feature of academic writing (cf. Seoane 2006; Biber and Gray 2016: 60) and (ii) adnominal finite relative clauses, all of which were manually retrieved and analyzed. Passives are a complexity feature in that they are more elaborate than actives, and also in that they entail reduced explicitness, since they predominantly omit a structural element (i.e. the agent). Adnominal relative clauses -introduced by *wh-*, *that* and zero relativizers- will also be considered. These feature more prominently in academic writing than in other text-types (cf. Suárez-Gómez 2014; Biber and Gray 2016: 141) and are a phrasal complexity feature which contributes to the structural compression characteristic of academic writing. Relative clauses introduced by zero and *that* are also complex from a processing perspective, since they contribute to inexplicitness by omitting grammatical information on the syntactic function and animacy of the relativizer.

A preliminary analysis of the data shows pronounced differences between academic and popular writing: the proportion of passives (and within these, long passives) is higher in academic texts. As for relative clauses, there is register variation in (a) the overall frequency of the construction, (b) the distribution of relative markers, (c) the syntactic function of the relativizer and (d) the structure selected as complement of prepositions (pied-piping vs preposition stranding). As for sub-register variation, we find a divide between Humanities and the other sub-

registers (Social Sciences, Natural Sciences and Technology) for both linguistic phenomena.

Magda Sepulveda

Professor, Pontificia Universidad Católica de Chile, Chile

Decolonize Ethnographic Photography

The indigenous genocide in the extreme south of Latin America was documented in photographs taken by the same kidnappers. The Mapuche indigenous poet Jaime Huenún integrates into his poetry collection *Reducciones* (2012) a set of photographs of indigenous bodies and skulls that belong to the photographic archives of European scientists of the early twentieth century, such as the German anthropologists Robert Lehmann and Hans Virchow and others. While ethnographic photography works as a form of colonization, where murdered bodies are represented and their parts kidnapped by science, creating the difference that requires all domination, poets make the decolonizing gesture of scrutinizing the historical past to position a new present, where indigenous bodies and knowledge acquire sovereignty over themselves. This paper examines the relationship between ethnographic photographs taken by Europeans to the Mapuches and the response provided by a Mapuche poet of the 21st century.

Ruby Sleeman

PhD Student, Goethe University Frankfurt, Germany

Variation and its Limits in Ordinal-Superlative Order in Dutch

In this paper I will put to the test the standard cartographic approach of a DP spine (cf. Cinque 2010) on the basis of data concerning the interaction between ordinals and superlatives. Dutch data from the Corpora of the Web (Schäfer, 2015; Schäfer & Bildhauer, 2012) reveal a preference of 80-20 for the order ordinal-superlative in prenominal constructions, which means that both orders are possible but superlative-ordinal is a more marked order, in a sense to be made more precise.

The two possible orders are given in (1a,b):

(1)

a. *De tweede hoogste berg* ‘the second highest mountain’

b. *De hoogste tweede berg* ‘the highest second mountain’

The order in (1a) is found roughly four times as frequently in the COW corpus as the one in (1b). (1a) can have three readings, schematized in (2a,b,c). (1b) can have the readings in (3b,c), but crucially it cannot have the reading in (3a):

(2)

a. [second highest] mountain

b. [second] [highest mountain]

c. [second] [highest] mountain

(3)

a. #[highest second] mountain

b. highest [second mountain]

c. [highest] [second] mountain

In the reading in (2a) the ordinal modifies the superlative. It can be described as such: There is some set of entities N (mountains, in this case) to which is prescribed a property with some gradable adjective (highness), and to the highest degree possible, as expressed by the superlative. However, there can be only one referent that takes this highest degree within the set. Some contexts call for a way to point out a specific referent among the highest N's which is *not* that highest one and this is achieved by restricting the superlative with an ordinal. Along the lines of Corver (1997) this reading can be analyzed as having the structure in (4).

(4) [DP de [FP [DEGP Deg⁰ [QP tweede [hoog-ste [AP hoog]]]] [F [NP berg]]]]

In (4), *tweede hoogste* is an extended adjectival phrase consisting of AP plus two functional layers: QP with the superlative head in Q⁰, head movement of the A⁰ to Q⁰, and the ordinal in SpecQP. This extended AP sits in the specifier of some functional projection FP above NP (for example SORTP, KindP or UNITP as in Svenonius 2008).

In German, if we translate ‘the second highest mountain’ word for word, we get the phrase in (5a) below. The meaning can correspond to (2b) or (2c) but crucially, it cannot have the meaning of (2a) of further restricting the superlative. To express the (2a) reading, German forms a compound between the superlative and its modifying ordinal as in (5b):

(5)

- a. der zweite höchste Berg
- b. der zweithöchste Berg

Thus, I conclude that an ordinal can either (i) modify a superlative and be located in its extended projection, for the reading in (2a); (ii) modify the whole nominal spine containing the superlative and the noun, for (2b); or (iii) be coordinated with the superlative, for (2c). The superlative cannot be located in the extended projection of the ordinal, this is why the (3a) reading is unavailable. The occurrence of both [second] [highest mountain] as well as [highest] [second mountain] shows that a simple cartographic view cannot account for these facts and that further refinements are needed.

Xuedi Sun

Harbin Engineering University, China

&

Dianyong Zhu

Associate Professor, Harbin Engineering University, China

The Application of Pragmatic Theory to Translation

Pragmatics originates from philosophy and logic. It studies the comprehension and use of language, studies specific discourse in specific situations, and especially focuses on how to understand and use language in different communicative environments. Translation is a cross-cultural communication activity. Translation studies are closely related to pragmatics. The rapid development of pragmatics will inevitably influence and promote translation activities.

Translation is a cross-cultural communicative activity, involving not only the conversion of two languages, but also the exchange of two cultures. Pragmatics is the study of the specific use of language in a specific context. It is the knowledge of understanding and using language. Both translation and pragmatics are concerned with the understanding, expression and use of language. Translation is the research object and application object of pragmatics. From another point of view, the validity of pragmatics theory can also be tested in the field of translation. The application of cognitive linguistics in English translation can provide an effective way for English translation. In the process of translating English texts in cognitive linguistics, English translation is inspired by its own advantages. Under the guidance of Universal Pragmatics, it is a poly systematic and dynamic theoretical system with language as its ontological study, syntactic-semantic pragmatic model of linguistic analysis as its methodology and absorbing and internalizing various pragmatic theories.

Marco Ubbiali

Temporary Assistant Professor, University of Verona, Italy

Luigina Mortari

Professor, University of Verona, Italy

&

Roberta Silva

Temporary Assistant Professor, University of Verona, Italy

Redesign pre-Service Teacher's Training: A Systematic Literature Review on Service Learning Practice

This paper has a double purpose: to explain how a systematic literature review (Petticrew & Roberts, 2006) is useful in educational research and present the results of a systematic literature review on Service Learning (SL) in pre-service teacher's education.

The specificity and purpose of pedagogical research is often object of discussion: many authors affirm that it is useless for practitioners and politicians when they need to understand what works in educational field (Mortari, 2017). An answer to this critic consists in carrying out a systematic literature review, inspired by the long-established medical reviews practices (Bennet et al., 2005). A systematic review is, in its essence, a research applied in cases of uncertainty about the efficacy of a practice, at the first steps of a policy development, when there is a large number of researches on the object that need to be systematized in order to orient new researches (Petticrew & Roberts, 2006).

Adapting the 7 steps proposed by Petticrew & Roberts (2006), we carried out a systematic literature review on the practice of Service Learning, starting from a very simple (but essential) question: "What does characterize the practice of Service Learning in pre-service teacher's education?". In our research, we have identified two groups of articles: papers on practices and theoretical papers. Papers on practices are characterized by narration of experiences in different educational contexts, with or without researches on them. The research articles presented qualitative and/or quantitative surveys: the quantitative ones have not been analyzed because the positivistic paradigms on which they are rooted is not able to attest the quality of a living experience, as an ecological paradigm can do (Mortari, 2007).

Thanks to this literature review, we could conceptualize a theoretical framework of what Service Learning is, with its own characteristics, and collect practices and researches on SL applied to pre-service teacher's education. In international literature, SL is very often applied to pre-service teacher's education in different ways (Hallman & Burdick, 2011; Hart & King, 2007; He & Prater, 2014; Root, 1997; Ryan & Healy, 2009; Seban, 2013). Moreover, researches on this program show how it is useful

to achieve different educational goals concerning different dimensions: cognitive, social, emotional, professional and civic engagement goals (Baldwin, Buchanan, & Rudisill, 2007; Carson & Domangue, 2013; Conner, 2010; Cooper, 2007; Hale, 2008; Jones & Hill, 2001; Lake & Jones, 2008; Myers-Lipton, 1996; Theriot, 2006). In particular, SL gains important learning outcomes for teachers: a deeper comprehension of society (Kahene & Westheimer, 1996), the deconstruction of stereotypes and stigmas (Baldwin et al., 2007; Barton, 2000), the attention towards students with different cultural backgrounds or coming from disadvantaged areas (Hunt, 2007; Carrington & Saggars, 2008), the education of pupils with special needs (Russel, 2007), the building of learning communities between pre-service and in-service teachers and the community (Swick, 2001), the awareness of social justice problems in society (Donahue, 1999; Stamopoulos, 2006).

Gloria Vazquez

Senior Lecturer, Auckland University of Technology, New Zealand

Can we Teach Pragmatic Awareness in the Classroom to Foreign Language Students at Elementary Level?

The importance for language learners of learning the socio-cultural norms of everyday conversation is widely recognised (Yates, 2004; Wigglesworth & Yates, 2007; Yates, 2008; Denny, Healy & McDonald, 2011). These norms are not usually acquired by immersion (Tateyama, 2001) and instruction has been shown to be beneficial even to low-level learners. There are some indications that teaching low-level students with the use of authentic and semi-authentic samples can be problematic (Denny & Basturkmen, 2011). However, the way that students learn pragmatic knowledge is not the same in the contexts of L2 and FL (Félix-Brasdefer & Cohen, 2012). For example, New Zealanders studying Spanish in Auckland do not have the same experiences as those studying the same language in Spain or Latin America. The learners I work with in New Zealand do not have immediate or frequent access to the target language or culture or opportunities to participate in authentic situations outside the classroom context (see also Rose, 1999). The absence of such opportunities has an impact on the choice of teaching approach. The aim of this project is to find out if low-level learners in a foreign language context can learn pragmatics by being helped to notice pragmalinguistic features in recorded conversation samples created from recording native speakers role-plays. This project follows a form of action research in which the classroom teacher studies his/her own practice and uses it as a powerful form of teacher development to develop teaching skills in an area of interest by reflecting on practice (Burns, 1999). Two classes of tertiary students learning Spanish at a New Zealand university at a low proficiency level as part of an undergraduate programme were introduced to the norms of casual conversation, in particular accepting and refusing simple invitations by using semi-authentic recorded discourse samples (Butterworth, 2000; de Silva Joyce & Slade, 2000; Yates, 2004). Pre and post discourse completion tasks (DCTs) to measure learner awareness of the norms and a student survey for evaluation of classroom activities were administered, and a teacher's journal kept. On analysis, preliminary results showed that the majority of students showed increased awareness of the socio-cultural norms after instruction. Learners believed that the activities that were most helpful in promoting this increase were practicing in class with a partner and group activities as well as listening to recorded conversations and receiving feedback from the teacher. The implications for teaching practice are explored.

Elzbieta Magdalena Wasik

Professor Extraordinarius, Adam Mickiewicz University in Poznań,
Poland

The Semiotic Phenomenology of Play in the Socio-Cultural Becoming of Human Self

This paper will focus on the ludic nature of the human being understood in terms of the self as a physical person and mental subject who engages in playful activities, the aim of which is not the satisfaction of its basic survival needs, but rather the realization of entertainment function contributing to the establishment of interpersonal or interspecies linkages. As such, it will put forward some arguments that the ecology-related becoming of (non)human selves involves all levels of sign-production, from the inclusively natural-animal to exclusively cultural-human processes. These arguments presuppose that to play is a purpose in itself and an end in itself; therefore the development of the individual as a psychosomatic organism—governed by intra-organismic drives common to other living systems—should be studied solely within a given culture in which it is playing with others as entertainer or creator and contributor to or partaker in the entertainment. The paper will show how the concept of play has been referred to numerous interactions between mental activities, such as cognizing, thinking, understanding, or interpreting, which constitute prerequisites for the growth of humankind, as well as how the spontaneous and harmonious play of cognitive powers of man may form a basis for his feelings of pleasure. It might be worthwhile to consider the relevance of organismic drives, urges, instincts, or desires being responsible for the harmony of emotion and reason, among which the aesthetic drive of play through art occupies a considerable place. Moreover, it will be worth examining what distinguishes man from the rest of nature, when considering that he makes the form of objects enter into his enjoyment and keeps in view the forms of these objects which satisfy his desires, or that he is not only apt to increase his pleasure in extent and intensity, but also to ennoble these objects in style and kind. Not to be omitted are playful instances of bodily movements, or higher mental powers in games. Studying respective works of selected thinkers, the paper will describe various aspects of human intellectual playacts, such as evoking imaginative illusions, transforming the contents of memory, or amusing oneself with passions, mendacities, while suspending pain in search of pleasure. In view of the multiplicity of games in different cultures, it will be reasonable to sketch phenomenological images of players, with their imitative faculties enabling them to simulate states of affairs from their surroundings. Whereas the play of children is mostly characterized by imitations of here-

an-now facts, the prevailing part of adults involvement amounts to aesthetic and creative dimensions of their everyday reality attaining this way a sort of inward affinity to its mental image. Consequently, play will be shown as a phenomenon of personal and social lifeworld experienced directly and individually. Even though it is shared collectively, everybody is familiarized with its multiple forms from the first-person perspective. Therefore, the paper will finally argue that human individuals experience their play as a possibility of their personal activity in their social lifeworld, perceived thus as their own playworld.

Zdzislaw Wasik

Professor Senior, Adam Mickiewicz University in Poznań, Poland

Aspectuality of Language in an Epistemological Perspective

The focus of attention in this paper will concentrate on the characteristic features of language taken into account, on the one hand, as the subject matter of the principal object of scientific study and, on the other, as the aspects of the subject matter of the adjacent objects being examined from either disciplinary or interdisciplinary perspectives. Its special objective is to emphasize the idea of scientists' epistemological awareness in the division of academic disciplines in accordance with the modes of existence and form of manifestation of language, in psychical endowments and physiological abilities of humans, as a means of signification and communication being autonomized from its heteronomous environments. Therefore, it departs from the assumption that to separate the investigative domain of linguistics from the domain studied by non-linguistic disciplines, it is important not only to observe the distinction between "language as an object" of autonomous study (i.e., dependent on its own laws) but also "language as a relational property" of other objects of heteronomous studies (i.e., determined by the laws of ecological conditionings). In consequence, this epistemological assumption leads to a directive statement that practitioners of linguistic disciplines should be aware of the fact when they observe the extrasystemic properties of languages conditioned by external environments, and when they detach the systemic-structural properties of a particular language from its environment. By this reference to discipline-oriented epistemological awareness of scientists, the author of this paper emphasizes that language as a whole object occurring both in perceptual and inferential reality is indivisible. However, the same cannot be said about the scope of the disciplines which depend on the choice of investigative viewpoints. Taking a structural-systemic perspective, he proposes to distinguish between three conceptual levels on which the object of linguistic studies is usually investigated: (1) language in general – language in particular, (2) language *ex definitione* – language in abstracto – language in concreto, and, furthermore, (3) language as a theoretical construct – language as an inductive generalization – language as an autonomous sociolect – language as a heteronomous idiolect. As he points out, interlingual differences are so great that, from all languages of the world, it is impossible to create a new system of verbal means which may serve for the purposes of mutual understanding. In the same way, as he assumes, one cannot believe in the creation of any natural language, considered as a natiolect or ethnolect, from the aggregation of its idiolects. To summarize the discussion about heteronomous existence modes of

language and its autonomization in their use and cognition, the author concludes that not only the linguists are able to autonomize their object of study. Any heteronomy of language can be made autonomous from any (inter)disciplinary point of view.

Annabel Yale

Lecturer, Edge Hill University, England, UK

Quality Matters: Personal Tutoring in a UK Higher Education Context from the Student Perspective

The research explores the personal tutor-student relationship in a UK higher education (HE) from a first-year undergraduate students' perspective. The quality and nature of the personal tutor-student relationship and how it develops is investigated through interviews and in-depth Interpretative Phenomenological Analysis. The research reveals new insights into the ongoing effectiveness of the personal tutor role and students' perceived worth of the relationship which go beyond that specific relationship to impact on wider student outcomes. What this means for HE institutions and the potential impact on personal tutor practice and provision are explored.

In the current and increasingly marketised UK HE context, the research highlights that personal tutoring is crucial given its potential to positively influence both student outcomes and institutional measures of success. The researcher challenges the underlying assumptions within student support mechanisms and how these position students. Constructing notions of students as either autonomous and independent learners, or as in need and dependent, has implications and consequences for students, tutors and the institution. It explores moving towards reconstructing more helpful discourses and provides suggestions on how the personal tutor role can be better utilised by HE institutions to empower both students and personal tutors.

Chuan-Rong Yeh

Assistant Research Fellow, Research Center for Indigenous Education,
National Academy for Education Research, Taiwan

Exploring the Competition in Education

Competitiveness is a human biological instinct. In the context of school education, competition is not an objective, but rather a means or strategy frequently used to achieve certain educational goals and extrinsic cultural education. Therefore, competition occurring within this context often invites the controversy of being viewed as virtuous or vicious. This often renders ambiguous the nature and meaning of educational competition. This article aims to reveal the true nature of Taiwanese educational competition and to highlight a less-known role of educational competition in an educational context. Firstly, the study begins with an explanation of the nature and meaning of competition, and then discusses the relationship and interaction between, and attitudes toward, education and competition. Later, a macro-level view of inter-national and inter-school educational competition that emphasizes social structure and market mechanism will be explored. Finally, through a micro-level view focused on school education or education within the classroom, educational competition occurring at an inter-personal level will be discussed. This article also presents the mutual dialectical relationship between competition and cooperation within the educational context. Regardless of whether cooperative approaches are adopted within the course of pursuing educational accomplishments, competition is still the ultimate objective.

Wanyao Zhang

Student, Guangdong University of Foreign Studies, China

&

Li Pan

Professor, Guangdong University of Foreign Studies, China

**Culture Disparity and Translation of Novel Metaphors:
A Case Study of the Chinese Media's English Translations of
Xi Jinping's Anti-Corruption Speeches**

Xi Jinping, the Chinese President, has been found capable of using down-to-earth metaphors, such as "tiger" and "flies", to inform the Chinese people effectively on his firm decision to combat corruption in China. These vivid metaphors gradually become useful resources for the Chinese domestic media to present China to the world. However, some of the metaphors he uses are with such obvious Chinese characteristics that literal translation might confuse people from other language communities because of the cultural differences. Although China has been well noted as a country of high-context culture and characterized with implicit linguistic expressions while America is of low-context culture featured with explicit expressions, up until now, there is quite little in-depth analysis of the metaphor translation in this regard. This paper is going to analyze the Chinese-English translation of the metaphors in President Xi's speech against corruption so as to find out what factors are responsible for the failure or success in conveying the intended information in the translated discourse. Specifically, with quantitative and qualitative methods, text analysis will be carried out to examine whether the Chinese-English translation conveys the information in President Xi's metaphors appropriately and comprehensively for the American audience. Specifically, based on the analysis of a small self-built corpus consisting of the Chinese and the English versions of 50 articles released from 2012 to 2018 in the domestic media, such as *China Today*, the study will explore both how the cultural differences between a high-context culture and a low-context culture have an impact on the strategies and methods of translating the metaphors in Xi's speech on anti-corruption and what factors are responsible for the Chinese domestic media's translation decisions.