# THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

# Abstract Book

## 15th Annual International Conference on Languages & Linguistics
## 4-7 July 2022, Athens, Greece

### Edited by
### Valia Spiliotopoulos & Olga Gkounta

2022

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*(In Alphabetical Order by Author's Family Name)*

# Preface

This book includes the abstracts of all the papers presented at the *15th Annual International Conference on Languages & Linguistics* (4-7 July 2022), organized by the Athens Institute for Education and Research (ATINER).

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 only after a blind peer review process.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which they can 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 can meet to exchange ideas on their research and consider the future developments of their fields of study.

To facilitate the communication, a new references section includes all the abstract books published as part of this conference (Table 1). I invite the readers to access these abstract books –these are available for free– and compare how the themes of the conference have evolved over the years. According to ATINER's mission, the presenters in these conferences are coming from many different countries, presenting various topics.

**Table 1.** *Publication of Books of Abstracts of Proceedings, 2010-2022*

| Year | Papers | Countries | References |
|------|--------|-----------|------------|
| 2022 | 49 | 22 | Spiliotopoulos V and Gkounta O (2022) |
| 2021 | 25 | 17 | Papanikos (2021) |
| 2020 | 26 | 17 | Papanikos (2020) |
| 2019 | 34 | 16 | Papanikos (2019) |
| 2018 | 39 | 21 | Papanikos (2018) |
| 2017 | 38 | 19 | Papanikos (2017) |
| 2016 | 37 | 21 | Papanikos (2016) |
| 2015 | 84 | 31 | Papanikos (2015) |
| 2014 | 67 | 28 | Papanikos (2014) |
| 2013 | 62 | 29 | Papanikos (2013) |
| 2012 | 93 | 37 | Papanikos (2012) |
| 2011 | 126 | 36 | Papanikos (2011) |
| 2010 | 111 | 41 | Papanikos (2010) |

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 can regularly meet to discuss the developments of their disciplines and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published over 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 symposium and its subsequent publications together. Specific individuals are listed after the Editors' Note.

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

# Editors' Note

These abstracts provide a vital means to the dissemination of scholarly inquiry in the field of Languages & Linguistics. The breadth and depth of research approaches and topics represented in this book underscores the diversity of the conference.

ATINER's mission is to bring together academics from all corners of the world in order to engage with each other, brainstorm, exchange ideas, be inspired by one another, and once they are back in their institutions and countries to implement what they have acquired. The 15th Annual International Conference on Languages & Linguistics accomplished this goal by bringing together academics and scholars from 22 different countries (Bangladesh, Bulgaria, Canada, Chile, China, Czech Republic, France, Georgia, Israel, Kenya, Mexico, Poland, Russia, Saudi Arabia, Serbia, South Africa, Spain, Sudan, Taiwan, The Netherlands, UAE, and USA), which brought in the conference the perspectives of many different country approaches and realities in the field.

Publishing this book can help that spirit of engaged scholarship continue into the future. With our joint efforts, the next editions of this conference will be even better. We hope that this abstract book as a whole will be both of interest and of value to the reading audience.

**Valia Spiliotopoulos & Olga Gkounta**
**Editors**

# 15th Annual International Conference on Languages & Linguistics, 4-7 July 2022, Athens, Greece

## Organizing & Scientific Committee

All ATINER's conferences are organized by the <u>Academic Council</u>. This conference has been organized with the assistance of the following academic members of ATINER, who contributed by reviewing the submitted abstracts and papers.

1. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, U.K.
2. Valia Spiliotopoulos, Head, Languages & Linguistics Unit, ATINER and Instructor, Department of Language and Literacy Education, The University of British Columbia, Canada.
3. Stamos Metzidakis, Head, Literature Unit, ATINER & Emeritus Professor of French and Comparative Literature, Washington University in Saint Louis, USA.
4. Stephen Andrew Arbury, Head, Arts & Culture Unit, ATINER & Professor of Art History, Radford University, USA.
5. Patricia Hanna, Vice President of Academic Affairs, ATINER, ex-Dean & Professor Emerita, University of Utah, USA.
6. Marija Liudvika Drazdauskiene, Academic Member, ATINER & Professor, Wszechnica Polska, Higher School in Warsaw, Poland.
7. Nashwa Elyamany, Academic Member, ATINER & Assistant Professor, Arab Academy for Science, Technology and Maritime Transport, Egypt.
8. Ivan Capeller, Adjunct Professor, Federal University of Rio de Janeiro (UFRJ), Brazil.

# FINAL CONFERENCE PROGRAM

## 15th Annual International Conference on Languages & Linguistics, 4-7 July 2022, Athens, Greece

## PROGRAM

### Monday 4 July 2022

**09.00-09.30**
**Registration**

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**09:30-10:00**
**Opening and Welcoming Remarks:**
o **Gregory T. Papanikos**, President, ATINER
o **Nick Linardopoulos**, Head, Education Unit, ATINER & Associate Teaching Professor & Public Speaking Course Coordinator, Rutgers University, USA.

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#### 10:00-11:30 TIME SLOT 1 – MORNING PRESENTATIONS

**Coordinator: Marija Drazdauskiene**, Professor, Wszechnica Polska University in Warsaw, Poland.
1. **Dana Bilikova**, Vice-Dean for Project Management, Palacky University Olomouc, Czech Republic.
   *Title: University Management Models – Between Managerial and Academic Poles.*
2. **Einat Nevo**, Head, Early Childhood Department, Western Galilee College, Israel.
   **Miri Sarid**, Head, Learning Disabilities Department, Western Galilee College, Israel.
   **Michal Raveh**, Head, Literacy and Innovation Department, Western Galilee College, Israel.
   *Title: The Risk Factors of Academic Dropout of Students who Learn for their BA Studies in Social Science.*

#### 11:30-13:00 TIME SLOT 2 – NOON PRESENTATIONS

**Coordinator: Obed Mensah Mfum**, Professor, Messiah University, USA.
1. **Marija Drazdauskiene**, Professor, Wszechnica Polska University in Warsaw, Poland.
   *Title: Culture as the Integrity of Verbal Relations.*
2. **Armando Gonzalez-Salinas**, Professor, Autonomous University of Nuevo León, Mexico.
   *Title: Legal Discourse and Translation from a Linguistic and Pragmatic Approach.*
3. **Irina Illina**, Associate Professor, Lorraine Research Laboratory in Computer Science and its Applications, France.
   **Dominique Fohr**, Researcher, Lorraine Research Laboratory in Computer Science and its Applications, France.
   *Title: Multi-Corpus Learning for Hate Speech Detection.*
4. **Rusudan Asatiani**, Professor, Ivane Javakhishvili Tbilisi State University, Georgia.
   **Marine Ivanishvili**, Professor, Ivane Javakhishvili Tbilisi State University, Georgia.
   **Ether Soselia**, Professor, Ivane Javakhishvili Tbilisi State University, Georgia.
   *Title: Relationship between the Kartvelian Roots \*Γwn- 'Wine' and \*Γun- 'Creep, Curve, Twist'.*

#### 13:00-14:30 TIME SLOT 3 – NOON PRESENTATIONS

**Coordinator: Obed Mensah Mfum**, Professor, Messiah University, USA.
1. **Krzysztof Cyran**, Director, Silesian University of Technology, Poland.
   *Title: Research and Innovation Staff Echange as a Frame for Collaboration of Higher Education with Industry: Lessons Learned from Wrightbros Horizon 2020 EU Project.*
2. **Mahtab Jafari**, Professor, University of Califoria, USA.
   *Title: Online Life101: Improving the Mental & Physical Health of Students in a Pandemic.*
3. **Myriam Bouveret**, Associate Professor, Lattice Cnrs Umr 8094, France.

*Title: The Polyfunctionality of Give across Languages.*
4. **Miri Sarid**, Senior Researcher Western Galilee College, Israel.
   **Orly Lipka**, Senior Researcher University of Haifa Israel.
   *Title: Academic Self-Efficacy and Class Engagement of Undergraduates in Remote Learning in Israel During the Covid-19 Outbreak.*
5. **Petros Katsioloudis**, Interim Associate Dean, Old Dominion University, USA.
   **Tammi Dice**, Interim Dean, Darden College of Education and Professional Studies, USA.
   **Maggie Barber**, Associate Dean, Old Dominion University, USA.
   *Title: Toys Redefined: The Intersection of Industrial Technology, Counseling and Service-Learning Principles.*

**14:30-15:30**
**Lunch**

### 15:30-17:00 TIME SLOT 4 – NOON PRESENTATIONS

**Coordinator: Mr. Konstantinos Manolidis** (ATINER Administrator).
1. **Lijuan Meng**, Associate Professor, Bryant University, China.
   *Title: Realizidng Cultural Difference and Preparing effective Cross-Cultural Learning and Teaching in Sino-US Cooperative Higher Education Institutions.*
2. **Brita Williams**, Senior Lecturer, Central Washington University, USA.
   *Title: Teaching for Expediency or Effective Learning: You Mean I Don't Have to Write 10 Quizzes?*
3. **Ekaterina Shakhalieva**, Trainee, National Research University "Higher School of Economics", Russia.
   **Fuad Aleskerov**, Professor/Head, National Research University "Higher School of Economics", Russia.
   **Maria Tarasova**, Trainee, National Research University "Higher School of Economics", Russia.
   **Maria Toropova**, Trainee, National Research University "Higher School of Economics", Russia.
   **Vyacheslav Yakuba**, Researcher, Institute of Control Sciences, Russia.
   *Title: The Quality and Heterogeneity of Enrolment in Programs with Priority Subject of Unified State Exam "Profile Mathematics".*
4. **Orpha Ongiti**, Dean of Postgraduate Studies and Director of Research, Africa Nazarene University, Kenya.
   *Title: Talent through Higher Education in Kenya: A Case of Universities in Nairobi City.*

### 17:00-18:30 TIME SLOT 5 – NOON PRESENTATIONS

**Coordinator: Mr. Konstantinos Manolidis** (ATINER Administrator).
1. **Kevin Péloquin**, PhD Student, University of Montreal, Canada.
   *Title: The Ubisoft Discovery Tour on Ancient Greece: A Pedagogical and Creative Tool in History Class.*
2. **Keli Pontikos Paragios**, Professor, Cleveland State University, USA.
   *Title: "Know Thyself:" The Power of Self-Exploration in a Post-Pandemic Learning Environment.*
3. **Stephen Wanger**, Associate Professor and Don and Cathey Humphreys Endowed Chair, School of International Studies, Oklahoma State University, USA.
   **Tong Wu**, PhD Candidate, Oklahoma State University, USA.
   *Title: Higher Education and the Tensions Between Globalism, Nationalism and Nativism: Emerging Impacts on Individual and Institutional Identity.*
4. **Mary Hollingsworth**, Associate Professor, University of West Alabama, USA.
   *Title: Challenges and Solutions with Online Learning with Pandemic Confinement at Home.*

**20:30-22:30**
**Greek Night**

**Tuesday 5 July 2022**

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**TIME SLOT 6 – MORNING PRESENTATIONS**

| 08:30-10:00 Time Slot 6a1 | 08:00-11:00 Time Slot 6b |
|---|---|
| **Coordinator**: **Mr. Konstantinos Manolidis** (ATINER) Administrator.<br>1. **Jiemin Bu**, Associate Professor, Zhejiang Guangsha Vocational and Technical University of Construction, China.<br>*Title: A Study of Pragmatic Transfer in Criticism Strategies by Chinese Learners of English.*<br>2. **Ya-mei Chen**, Associate Professor, National Taipei University of Technology, Taiwan.<br>*Title: Metacognitive Translator Training and Translation Crowdsourcing: A Case Study of Facebook Community Translation.*<br>3. **Tzu-yi Elaine Lee**, Associate Professor, Chung Yuan Christian University, Taiwan.<br>*Title: Graphic Narrative and Subjectivity in the Graphic Novel: With Reference to The Handmaid's Tale and its Chinese Translation.*<br>4. **Jiaming Rong**, Member of Corpus Research Center, Harbin Engineering University, China.<br>*Title: Research on Semantic Prosody of "LOCKDOWN" based on Coronavirus Corpus.*<br>5. **Jiaxin Shi**, PhD Student, Harbin Engineering University, China.<br>*Title: A Study of Chinese-specific Terms in Government Work Report (2017-2019) from the Perspective of Relevance Theory.* | **Old and New-An Educational Urban Walk**<br>The urban walk ticket is not included as part of your registration fee. It includes transportation costs and the cost to enter the Parthenon and the other monuments on the Acropolis Hill. The urban walk tour includes the broader area of Athens. Among other sites, it includes: Zappion, Syntagma Square, Temple of Olympian Zeus, Ancient Roman Agora and on Acropolis Hill: the Propylaea, the Temple of Athena Nike, the Erechtheion, and the Parthenon. The program of the tour may be adjusted, if there is a need beyond our control. This is a private event organized by ATINER exclusively for the conference participants. Some participants have videotaped the event. Click here for an example. |
| **10:00-11:30 Time Slot 6a2** | |
| **Coordinator**: **Gregory T. Papanikos**, President, ATINER.<br>1. **Xueke Sun**, Master Student, Harbin Engineering University, China.<br>*Title: A Corpus-based Study on the Translation Strategies of Metaphors in President Xi's New Year's Speeches.*<br>2. **Miao Tian**, Associate Professor, Harbin Engineering University, China.<br>**Yuxin Zhang**, Graduate Student, Harbin Engineering University, China.<br>*Title: A Corpus-based Study on Nominalization in the Abstract of English Academic Discourse.*<br>3. **Yurong Zheng**, Professor, Harbin Engineering University, China.<br>*Title: Development of Nominalization in EFL Learners' Writing: A Learner-Corpus-Based Study.*<br>4. **Hongmei Xi**, Professor, Harbin Engineering University, China.<br>**Pengshuo Wang**, Graduate Student, Harbin Engineering University, China.<br>*Title: An Analysis of Pragmatic Stance in Drug Negotiation Discourse Concerning National Medical Insurance Catalogue in China.* | |

**11:30-13:30 TIME SLOT 7 – MORNING PRESENTATIONS**

**Coordinator: Mr. Konstantinos Manolidis** (ATINER) Administrator.
1. **Martin Maltais**, Professor, University of Quebec at Rimouski, Canada.
**Rafael Leblanc-Pageau**, Student, University of Quebec at Rimouski, Canada.
*Title: A Financing Perspective of the Politics of Higher Education in Western Europe, USA and*

*Canada.*

2. **Obed Mensah Mfum**, Professor, Messiah University, USA.
   *Title: "Embodied Otherness" and a Guest in a Majority Culture's House: The Complexities of Being an Underrepresented Faculty in a Higher Educational Institution in the United States.*
3. **Gedala Mulliah Naidoo**, Professor & Head, University of Zululand, South Africa.
   *Title: Digital Communication: WhatsApp as a Tool for Learning during the COVID-19 Lockdown.*
4. **María Alcantud-Diaz**, Teacher, University of Valencia, Spain.
   **Carmen Lloret-Catala**, Teacher, University of Valencia, Spain.
   *Title: Instilling Sustainable Development Goals (SDG) through Inquiry-Based Learning in Preservice Teachers in the EFL Class.*
5. **Lori Doyle**, Program Director, Concordia University Irvine, USA.
   **Tanya Tarbutton**, Associate Professor, Concordia University Irvine, USA.
   *Title: Using Online Education to Foster Global Citizenship in Higher Education.*
6. **Emanuelle Maltais**, PhD Student, University of Montreal, Canada.
   *Title: Changes in the Allocating Formula, the Case of Quebec in a Federal Context, 20 Years of Policy Analysis of the Operating Fund.*

### 13:30-15:00 TIME SLOT 8 – NOON PRESENTATIONS

**Coordinator: Paul Contoyannis**, Head, Health Economics & Management Unit, ATINER & Associate Professor, McMaster University, Canada.
1. **Adil Ishag**, Assistant Professor, International University of Africa, Sudan.
   *Title: Cognitive Processing of Grammatical Gender in German by L1 Arabic Speakers.*
2. **Anastasia Tsiropina**, Postgraduate Student, University of Groningen, the Netherlands.
   *Title: Grief and Fear in the Anceint Greek Theatre and Courtroom.*
3. **D S Matjila**, Professor, University of South Africa, South Africa.
   *Title: Water as a Metaphor Marker in Setswana and Afrikaans Poetry.*
4. **Krasimir Kabakciev**, Independent Researcher, Bulgaria.
   *Title: On How Compositional Aspect and the Article-Aspect Interplay Ought to Appear in English Comprehensive Grammars.*
5. **Debasish Biswas**, Associate Professor Jagannath University, Bangladesh.
   **Sima Sarker**, Lecturer, BRAC University, Bangladesh.
   *Title*: Treatment of India and the Indians in a Passage to India.

**15:00-16:00**
**Lunch**

### 16:00-17:00 TIME SLOT 9 – NOON PRESENTATIONS

**Coordinator: Mr. Konstantinos Manolidis** (ATINER Administrator).
1. **Dan Cui**, Professor, Harbin Engineering University, China.
   **Xinyue Hu**, Master Student, Harbin Engineering University, China.
   *Title: Cross-Cultural Thinking on the Translation of Qiang Minority Shibi-Drama from the Perspective of Ecological Translatology.*
2. **Yan Qin**, Student, Harbin Engineering University, China.
   **Dan Cui**, Professor, Harbin, Heilongjiang China.
   *Title: A Study of Ethic Group Image Narration Based on Anti-Gaze Poetics Theory Sight.*
3. **Zoi Traga Philippakos**, Associate Professor, The University of Tennessee-Knoxville, USA.
   *Title: Implementation of a Flipped Model of Instruction in Teacher Preparation Programs in Literacy Education: Results from Cycle 1 of Design-Based Research.*

### 17:00-19:00 TIME SLOT 10 – AFTERNOON PRESENTATIONS

**Coordinator: Mr. Konstantinos Manolidis** (ATINER Administrator).
1. **Morad Alsahafi**, Associate Professor, King Abdulaziz University, Saudi Arabia.
   *Title:  The Use of Computer Corpora in Second Language Vocabulary Learning: A Review Study.*
2. **Ranko Kozic**, Associate Professor, University of Belgrade, Serbia.

*Title: Aristides' Reply to Plato as an Intriguing Effort to Disguise the True Nature of the New Sophistic.*

3. **Victoria Magaba**, Lecturer, Walter Sisulu University, South Africa.
   *Title: English Writing Challenges – A Case Study.*
4. **Sara Quintero-Ramírez**, Professor, University of Guadalajara, Mexico.
   *Title: Contrastive Analysis of the Syntactic Structures of Figure Skating Broadcasts in English and Spanish.*
5. **John Ryan**, Professor, University of Northern Colorado, USA.
   **Victor Parra-Guinaldo**, Assistant Professor, Prince Mohammad Bin Fahd University, UAE.
   *Title: Trends of Diminutive Relexification in Neapolitan: A Lexicographic Analysis with Comparisons to Spanish and Italian.*
6. **Leyla Torres-Bravo**, Professor, Universidad de Talca, Chile.
   **Miguel López-Astorga**, Professor, Universidad de Talca, Chile.
   *Title: The Combinations of Possibilities of 'If' in Academic Texts: A Study Based on Two Papers about History of Woman.*
7. **James Bryant**, Associate Professor, Appalachian State University, USA.
   *Title: Gadugi Learning: Culturally Responsive Service in a Cherokee High School Classroom.*

**20:00-21:30**
**Greek Home-Made Dinner (includes the traditional Greek household hospitality and quality)**

| **Wednesday 6 July 2022**<br>**Educational Islands Cruise**<br>**Mycenae Visit** |
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| **Thursday 7 July 2022**<br>**Delphi Tour** |
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**María Alcantud-Diaz**
Teacher, University of Valencia, Spain
&
**Carmen Lloret-Catala**
Teacher, University of Valencia, Spain

# Instilling Sustainable Development Goals (SDG) Through Inquiry-Based Learning in Preservice Teachers in the EFL Class

Incorporating knowledge and awareness-rising on Sustainable Development Goals (SDG) in a Primary Pre-service teachers' context is key since there is a significant direct impact of learning and teaching in society. In turn, the application of SDG topics in English as a Foreign Language (EFL) classes can infuse the Sustainable Development conceptions. This qualitative case study, carried out through Maxqda aims at showing how SDGs are used as the thread in the subject English as a Foreign Language at the Teacher Trainer Faculty at the University of Valencia. The objective was twofold, firstly, to create an SDG-based didactic proposal for the subject Foreign language (English) in the Teacher of Primary Degree following the Inquiry-Based methodology and, secondly, to study the effect of the implementation of the aforementioned proposal in the participants in terms of awareness-raising on SDGs and their projection to society as future teachers. Data were collected from multiple sources including questionnaires and classroom observations. Based on the results, the findings showed that participants' attainment of teaching goals concerning SDG can surely influence their motivation in incorporating sustainability issues in their English teaching. Such findings can be useful for their professional future as active educators able to take action within Agenda 2030.

**Morad Alsahafi**

Associate Professor, King Abdulaziz University, Saudi Arabia

# The Use of Computer Corpora in Second Language Vocabulary Learning: A Review Study

In recent decades, rapid technological advances and the widespread of broadband internet connectivity around the world have started to provide unique and promising opportunities for language learning. In this regard, the advent of computer-assisted language learning (CALL) has offered a new dimension to the field of second language (L2) education. Vocabulary teaching and learning are no exception. Examples of computer-assisted vocabulary learning tools include, but not limited to, the use of computer corpora, the development of specialized word lists through the use of corpus-based frequency counts, and the creation of on-line interactive vocabulary exercises. In the present paper, the focus is on the role of technology in L2 vocabulary teaching and learning. In particular, this paper looks at one main area in which technology can be used to enhance vocabulary learning both inside and outside the L2 classroom, namely the use of computer corpora and concordance.

**Rusudan Asatiani**
Professor, Ivane Javakhishvili Tbilisi State University, Georgia
**Marine Ivanishvili**
Professor, Ivane Javakhishvili Tbilisi State University, Georgia
&
**Ether Soselia**
Professor, Ivane Javakhishvili Tbilisi State University, Georgia

# Relationship Between the Kartvelian Roots *Ɣwn- 'Wine' and *Ɣun- 'Creep, Curve, Twist'

According to Th. Gamkrelidze and V. Ivanov's fundamental work, the Georgians (the Kartvelian tribes) together with the Indo-Europeans and the Semites belong to the same chronological level and appear in Asia Minor among the people of the ancient civilizations. This is confirmed by lexical borrowings and structural-typological similarities of the Indo-European, Kartvelian and Semitic proto-language systems, explained by the areal proximity (Gamkrelidze and Ivanov, 1995). In this respect, the lexical units denoting 'wine' in the above-mentioned languages, being the subject of many kinds of research, seem very notable. The views on the Kartvelian origin of the respective stems are as old as that of considering the Kartvelian form as the Indo-European borrowing. Perhaps the various viewpoints are because the reasonable etymology of the stem *ɣvino* has not been established based on the Kartvelian linguistic data.

The Common-Kartvelian stem *ɣvin- 'wine', reconstructed on the basis of the following correspondence: Geo.*ɣvin*-o ~ Megr.*ɣvin*-i ~ Laz.*ɣ(v)in-i* ~ Svan.*ɣvin-* (*ɣvin-el/ɣvin-äl),* is supposed to be related to the verb-stem *ɣun-* 'creep, curve, twist' (Fähnrich 2007: 486).

In Common-Kartvelian, as well as in Indo-European, the canonical form of the root is $C°_1VC°_2$, where C° can be either plosive consonant or sonant. There are three subtypes of the basic canonical form: 1. CVC, 2. CVSC, 3. CSVC (in the general formulae S can always replace C). The root *ɣun-*, we are interested in, belongs to the 3rd subcategory, but in the zero grade of ablaut. The same root in the full grade should be supposed as *ɣwen-*, which in its turn could be regarded as a verb-stem composed of two morphemes: on the one hand, the root *ɣVw-* in the zero grade, presented as *ɣw-*; and, on the other hand, *-en* suffix in the full grade. Accordingly, the Common-Kartvelian stem *ɣw-in-* represents a regular form defined by the rules of the Kartvelian ablaut alternation (in the case when one more suffix in the full grade follows

it): the root is in the zero grade (*γw-), and the suffix is in the grade of reduction (-*in*).

So, it is possible to regard the form *γvin-* as the Kartvelian stem derived from the verb denoting 'creep, curve, twist', and not as the Indo-European borrowing, as it used to be accepted.

Thus, another linguistic-typological parallel between Kartvelian and Indo-European languages has been revealed at the lexical level.

**Dana Bilikova**
Vice-Dean for Project Management, Palacky University Olomouc,
Czech Republic
&
**Dusan Luzny**
Professor and Vice-Rector, University Olomouc, Czech Republic

## University Management Models –
## Between Managerial and Academic Poles

The present paper discusses the current state of strategic management models of academic institutions in the Czech Republic, focusing on different methods and management structures. The current debate, accompanied by a clear tension, oscillates between two poles, a managerial concept based on a pyramid-based decision-making processes on the one hand and an academic model that puts significantly more powers in the hands of elected and appointed self-governing bodies (Scholarly Boards, Board of Trustees, Academic Senates) on the other. The aim of the paper is to identify problems and challenges arising from the controversy between these two approaches. This debate includes a natural question concerning the competencies of the academic manager either as a professional manager without the need to hold the standard academic degrees such as professor or docent or as a distinguished researcher in certain field who is forced to interrupt the academic career to become a manager and officer.

**Debasish Biswas**
Associate Professor Jagannath University, Bangladesh
&
**Sima Sarker**
Lecturer, BRAC University, Bangladesh

## Treatment of India and the Indians in a Passage to India

Quite a few authors have dealt with the theme of racial tension between the Indians and the British in their works (e.g., Paul Scott, Mulk Raj Ananad, E. M. Forster etc.). In this paper we would like to shed light on how the British rulers have treated India and the Indians sparking tension between the English and the Indians in the novel *A Passage to India* by E. M. Forster.

The tension between the two races is stated at the very outset of the novel a Passage to India where a group of Indians raises the question whether it's possible to be friends with the English. We can see that the group proves themselves correct as Dr Aziz is summoned from the middle of his dinner by his boss Major Callendar on the pretext of an urgency. Dr Aziz rushes to his bosse's place only to find that the Major Calendar, the high browed boss has left home without even leaving a note. This incident hints at the hatred with which the British treat the Indians.

The description of the town Chandrpore around which the plot of the novel revolves and which represents India, is dismal and downright insulting for the Indians. The river Ganges that flows by the said town is not considered "holy". The streets are "mean" and the temples are "ineffective".

The behavior of the English with the Indians in general lack any courtesy. When the city magistrate of Chandrpore passes this racial comment that they are not in India for the purpose of behaving pleasantly, we can fathom the extent to which the British are averse to the Indians. This sentiment of Ronny Heaslop, so to say, is representative of the entire British community.

To bridge the gap between the rulers and the ruled, the English organizes a bridge party. During the party one of the hosts Mrs. Turton doesn't show any interest in receiving, mixing or being polite with the Indians. Needless to say, that the invited guest are terribly insulted and humiliated by an attitude of this sort on the part of the hosts. Thus we can say that the way the hosts treat their Indian guests only widens the gap between the two races instead of bridging them.

The racial tension reaches its peak as Miss Adela Quested brings a rape charge against Dr Aziz in the Marabar caves. The two communities are face to face over this charge. Good sense dawns on Adela Quested eventually and she withdraws the charge and a brewing battle is averted.

**Myriam Bouveret**
Associate Professor, Lattice Cnrs Umr 8094, France

# The Polyfunctionality of Give across Languages

We focus in this study on a unified syntax-semantics approach of the verb *give,* across ten languages based on corpora analysis (Chinese, Dalabon, English, French, Spanish, Romanian, Kurdish, Khmer, Polish, Tibetan) in the perspective of the cognitive grammar. We rely on the concepts of construction, categorization, radial polysemy, prototypes and extensions, grammaticalization/lexicalization and constructionalization (Traugott and Trousdale 2013).

'Give' is a highly polyfunctional predicate (Heine 2013, Dixon and Aikhenvald 2006) and the patterns of meaning-form mapping recur cross-linguistically throughout the present study and other studies conducted on 'give' across languages. The verb is also subject to a large polysemy (see Enfield 2002, Lord, C., Ha Yap, F. and Iwasaki , S. 2002, Margetts 2007, Newman 1996, 1997, Nolan, Rawoens, and Diedrichsen 2015, Paris 1982, Reesink 2013, Von Waldenfelds 2012). From this point of view, likely to the words of our current and everyday lexicon, sources of many polysemic uses or metaphorical extensions, the verb *give* refers to a culturally rich and varied concept.

A cognitive hypothesis of a transfer schema, motivating the *give* form extensions throughout the languages studied is presented. Certain portions of the image schema are activated throughout the grammaticalization, lexicalization or constructionalization processes: DIRECTION (e.g., *gei* 'give' verb > preposition in Chinese, e.g., *donner sur* 'overlook' indirect transitive construction in French), SOURCE (e.g., *da el sol* 'the sun shines') intransitive construction in Spanish, RECEIVER (e.g., in Oceanic Papuan Languages described by Reesink 2013 and Margetts 2011, CAUSATION (e.g., *G ñ* in serial verbs in Kalam (Pawley 2011, 2012); e.g., *give Vinf* in French, Khmer, Kurdish).

We observe that:

(a) Each of the semantic dimensions of the central meaning TRANSFER can give rise to extensions or restrictions of meaning through metaphors, metonymies.
(b) Extension mechanisms may be based on concrete or abstract dimensions.
(c) Extension mechanisms may concern lexicon or grammar (lexicalization or grammaticalization). The dimension of 'direction' is the most central and the most productive one. It is the source of

various possible semantic, pragmatic and grammatical extensions. GIVE, as an essential concept in human interaction provides a wonderful illustration in synchrony and diachrony of language change and processes of constructionalization across languages.

The present research project has been conducted as a collective study across ten languages from various families (Indo-European, Sino-Tibetan, AustroAsiatic, Macro-Gunwinyguan) and is opening to other languages.

**James Bryant**
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## Gadugi Learning: Culturally Responsive Service in a Cherokee High School Classroom

The Gadugi was the service organization/free labor in traditional Cherokee culture. In the spring of 2021, my Cherokee High School class and I incorporated these ideals into a service-learning project that spoke to both our traditions and the needs of the ancestral home of the Qualla Boundary. The class, Cherokee Culture and Leadership, has at its heart a community service project, and this spring the students chose to do the "Blue Light Initiative." This effort sought to convince the Eastern Band of Cherokee Indians (EBCI) Nation to install blue lights in public areas that would make it impossible for drug users to use intravenous needles to inject themselves. These lights also make it nearly impossible for white powder or substances to be seen on surfaces, making it all but impossible for users to "snort" a narcotic. This project was 100% student driven and organized. The students chose this project because, unfortunately and like so many of our indigenous communities, Cherokee is struggling with a crippling and tragic drug epidemic. Each of my students had been touched in some way by this issue, and they wanted to make sure their service project actually made a difference. They worked for months on the project—finding areas that had used the lights, looking at where they worked, where they didn't and why; pricing different companies; learning how the lights were installed, and more. On June 2nd, my students presented their resolution to Tribal Council, answered questions from the representatives, and then watched as Tribal Council unanimously approved and fully funded their Blue Light idea. The lights will be going up in Cherokee in a few weeks. This paper describes in detail the students' work and experiences, as well as examining the lessons for educators across all communities and grade levels, including the need for culturally responsive and relevant curricula, the need to allow students to choose and drive any service projects, and the possibility of affecting real change through the idealism and passion of youth.

**Jiemin Bu**

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# A Study of Pragmatic Transfer in Criticism Strategies by Chinese Learners of English

Speech acts as minimal unit of discourse analysis have been the focus of second language acquisition research as they not only represent language form but also reflect cultural values of the people who perform them. Like most other speech acts, the realization of the speech act of criticizing in the target language is influenced by the native language culture. Based on Nguyen's taxonomy of criticisms, this paper uses the peer-feedback tasks to conduct research on what kind of pragmatic transfer in criticism strategies by Chinese learners of English occurs and how it occurs in academic settings. The oral data collected through a naturalized role-play are coded and analyzed quantitatively among the Chinese EFL learner group, the native English group, and the native Chinese group. The post hoc. interview is also conducted among these three groups to investigate why they choose a certain criticism strategy. This research has indicated that the Chinese EFL learner group displays indirect criticism strategies, request and suggestion more frequently than the native English group and shows indirect criticism strategies, request and suggestion with somewhat similar frequencies to the native Chinese group. These three criticism strategies show Chinese characteristics of valuing politeness, caring about the hearer's face and spiral thinking patterns. The research has also shown that there is, to some extent, pragmatic transfer in indirect criticism strategies, request and suggestion by Chinese learners of English and how pragmatic transfer in these three criticism strategies occurs in academic settings.

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## Metacognitive Translator Training and Translation Crowdsourcing: A Case Study of Facebook Community Translation

Given that metacognitive training can facilitate students' development of translation competence and assist them to become self-regulated, translation scholars have endeavored to explore metacognitive training from serval aspects, such as the relationships between metacognitive abilities and translation quality and the effective methods for cultivating metacognitive skills. However, scant attention has been paid to how voluntary translation crowdsourcing can contribute to metacognitive translator training. To fill the research gap, this paper aims to explore the following two issues by incorporating Facebook community translation into undergraduate translation teaching: (1) to what extent students' awareness of conditional knowledge (one type of metacognitive knowledge) and its application in problem solving can be enhanced through translation crowdsourcing practices, and (2) to what extent translation feedbacks offered in crowdsourcing practices can raise students' recognition of problems and increase their problem-solving capabilities.

The project of Facebook community translation was integrated into a required English-Chinese translation course offered in the spring semester of 2020 as part of the course requirements. Sixteen students enrolled in this course were asked to use the Translate Facebook app to translate some English strings of their own choices into Chinese. While translating, each student was required to use *FlashBack Express* to record his or her own translation process. After submitting their translation online, the students were instructed to write two self-reflections. In the first reflection, each student was requested to reflect on his or her problem-solving and decision-making process based on the corresponding screen recording file; in the second one, each student was asked to comment on the alternative translations (from other volunteer translators) for each English string he or she had translated.

Based on the analysis of the students' self-reflection data and screen recording files, it is found that the majority of the students make explicit use of the following contextual information while comprehending the English strings, choosing from alternative translations and carrying out revisions: (1) contextual comments and Facebook glossary accompanying the English strings, and (2) the

Chinese Style Guide for Community. The analysis also reveals that other translators' proposals can enable the students (1) to be aware of better ways to comply with the Chinese Style Guide for Community, (2) to identify some translation problems not recognized initially, and (3) to critically evaluate different translation versions.

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&
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# Cross-Cultural Thinking on the Translation of Qiang Minority Shibi-Drama from the Perspective of Ecological Translatology

The Qiang Minority Shibi-Drama representative history and culture of the Qiang as an important oral tradition. From the perspective of intercultural communication, translation of the Qiang Shibi-Drama and other minority books, not only respect the national traditional local knowledge, but should also fully consider the cultural demands of target language, by comprehensive use of various translation strategies and methods, in order to intercultural activate cultural interaction from cultural factors of Qiang nationality.

**Krzysztof Cyran**
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# Research and Innovation Staff Exchange as a Frame for Collaboration of Higher Education with Industry: Lessons Learned from Wrightbros Horizon 2020 EU Project

In contemporary global world, collaboration between academia and industry is essential for both these sectors: research performed in the former should have a potential for commercialisation by the latter. However, despite this fact is widely known, the successful collaboration of higher education with industry is often a challenge. There is certainly a natural temptation to perform research which is useful for deployment in real-world applications, but many examples show that the results of research do not find appropriate way to be commercialised and deployed. One of the reasons lies in defining applicability goals of a research by the researchers only. Typically, they are experts in science and technology but not necessarily, or even rarely, experts in observing market trends. Therefore, instead of trying to define area of application by academic scientists, more productive is to discuss this issue with managers of innovative companies. Their everyday life is focused in recognizing these trends and if the innovative business is successful, it means they do their job well. Such discussions were the basis for defining aims of the WrightBroS project entitled "Collaborative Factory of the Flight Simulators Branch of RISE" and financed by European Union in the frame of Horizon 2020 MSCA Research and Innovation Staff Exchange (RISE) programme. Therefore, at the core of this project is an actual commercial need of the world-class flight simulators manufacturer, Virtual Reality Media company from Trencin, Slovakia. This need has defined main technological goal: Augmented Reality system supporting training of pilots in flight simulators and allowing for remote servicing and maintenance of the silmulator. In order to achieve this goal, the flight simulator should have smart diagnostic features, so the auxiliary goal has been defined as a NewTechnology flight simulator with self-diagnostic modules. Technological and research challenges were identified by the Coordinating Silesian University of Technology from Gliwice, Poland. This bilateral cooperation between Higher Education and Industry was supplemented by LG Nexera, an IT company from Vienna, which added knowledge management concepts whose application makes the results more general and scalable. Having defined the research and technological goals with strong commecialisation potential, the

Consortium has designed a project as a collaborative platform, kind of a common factory, whose know-how results from knowledge sharing among academic and industrial partners. This sharing is achieved by intersectoral staff exchanging. Silesian University of Technology researchers and PhD students are seconded to both companies, where, in the industrial environment, they collaborate with staff of their hosts. The EU financial contribution to members of the staff as well as institutions involved in training through research, makes this collaboration possible also from budgetary perspective. This possibility is continued in Horizon Europe MSCA Staff Exchange programme. From what we have learned as the intersectoral Consortium implementing the collaborative WrightBroS project, we conclude that this kind of environment is very efficient way to overcome typical difficulties in academia and industry dialog, which is so common in the global world. More details on aforementioned challenges will be given in the presentation during the conference.

**Lori Doyle**
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## Using Online Education to Foster Global Citizenship in Higher Education

Online higher education has been on the rise as a result of technological advancements and a growing population of adult learners. Shutdowns due to COVID-19, an infectious disease caused by the SARS-CoV-2 virus (World Health Organization, 2019), enhanced the focus and accelerated the time frame for institutions to provide ways for students to connect with a larger, more global community. There is a need to explore the possibilities for fostering global citizenship among adult learners in online higher education environments. Definitions of key educational aspects will be discussed as separate influences on the larger topic of global citizenship. The United Nations (n.d.) recognized the responsibility of higher education institutions to support learners regarding their membership in the larger global community. Institutions utilizing online learning platforms are poised to promote this mindset and help learners capitalize on far-reaching opportunities. Adult learners are a growing population and the body of literature, while lacking a clear definition, continues to support research focused on supporting their unique needs. Knowles et al. (2020) suggested a lens through which institutions and practitioners examine key influences that affect adult learners and thus popularized the term, andragogy. Online adult learners are best supported when practitioners build upon the principles of andragogy coupled with theoretical frameworks specific to online higher education. One theoretical framework that has received attention for its direct application to online education is Community of Inquiry (CoI). The authors will investigate one aspect of CoI, teacher presence, and draw implications based on experience working in online higher education. Specific attention will be paid to ways in which practitioners can embrace teacher presence strategies. The authors hope to inspire higher education instructors working in online environments and promote the tenets of teacher presence to foster global citizenship.

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# Culture as the Integrity of Verbal Relations

Old classicists begin a Course in rhetoric of classical antiquity by saying, "A fine speaking man always made an impression. That is why rhetoric mattered to the ancients." Rhetoric and style courses gone, those who yet study grammar can hear that word order is "as strict as it has never been before" in English, that the verb is central in the sentence, concrete, clear words and brevity matter; words have to agree in their degree of formality. This is relevant as this paper focuses on culture in language. The claim is that culture in language centres in the integrity of verbal elements and their relations (Halliday, 1978, 43, 185ff; Crystal, 2002, 144-156). The object of the analysis is ultimate verbal relations in the achievement of clarity in English.

Classical orators and philosophers sought the art of speaking in the order of ideas: an introduction followed by a development, testimony, proof and deliberation, which might be followed by confirmation (Plato, Faidras, 266d-267a). Speech could be embellished but should not exaggerate the unbelievable and be of moderate length. It was important to classical authors that the right speech were addressed to the right audience, which meant the knowledge of their souls and the origin of things. In terms of origin, it had to be found whether the thing is simple or complex; if it is simple, its potential to influence and to be influenced had to be studied; if it is complex, features of every kind had to be known to predict potential influences (Plato. Faidras, 267b-271a). Language is complex yet may be simplified in the basic instruction, which requires elaboration at university.

Without denying the merit of clarity in any language, linearity of verbal elements and units in English fixes the rule of clarity. Students ignore clarity because it requires exhausting analytical thinking and misses the point of significance to them. Genuine English of educated native speakers and occasional specimens of students' acceptable English ensure clarity and success in communication and amounts to respect for the participants, which ultimately sums up as culture. Culture conceals the speaker's effort in selection and combination, which results in pleasure to the recipient. Accuracy and precision in selection and combination ensure the integrity of verbal relations and generalise as culture in language. Culture as politeness was defined as "that spirit which will govern our behaviour so that by our words and actions others may be pleased with us and with themselves" (Campbell,

1903, 36). Little proof is required to show that verbal relations matter in the production of that spirit, but formal relations as grammar have been degraded topics in modern methodologies down to the neglect of the beauty of the detail. This paper is an argument for the acquisition of grammar in its complexity and for its use with exquisite precision. At the turn of the twentieth century, noblemen drew parallels between forms in philosophy and discipline in behaviour and extended this to "an order for our ideas" (Campbell, 1903, 14); we have to look into the orderly language of the educated to attract the young to its integrity.

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# Legal Discourse and Translation from a Linguistic and Pragmatic Approach

In order to address legal discourse, this study is built on the linguistic and sociopragmatic viewpoints through the analysis of a corpus of civil judgments issued in the State of Nuevo León, Mexico. We focus on legal documents in English that provide relevant data for our main purpose to analyze, such as apostilles, divorce decrees and American marriage licenses.

Hence, the linguistic-discursive and sociopragmatic structures of the Mexican legal texts are addressed based on the studies of English legal discourse. The attention is and how this knowledge influences the translator linguistic competence on this type of documents. The morphosyntactic, lexical, and textual aspects that characterize both Mexican and American legal discourse are discussed from the linguistic perspective in order to find and define similarities and particular differences.

We also consider and review a second perspective, that of pragmatic speech acts and the sociopragmatic representations of the nature of these texts, such as acts of (im) politeness and image. Lastly, an exploration on the translator's processes is also discussed and assessed in order to carefully distinguish the procedures and strategies used in both direct and inverse translation.

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## Challenges and Solutions with Online Learning with Pandemic Confinement at Home

The Coronavirus Pandemic known as COVID-19 has moved many facets of life to virtual operation. This has included teaching and educational support for students in elementary through high school grades, a setting that is generally new to the experience of virtual operation. Higher Education has grown in use of online platforms and tools over the last several decades to the point that some collegiate programs are offered totally online. However, for the younger student, this new normal has brought many challenges to the student, to the family, and to the school faculty and staff. Action research in graduate level education courses examined these challenges among schools, students, families, and communities of students enrolled in the respective courses. The research was conducted with a qualitative design of two components. The first component used structured interviews with volunteers with inclusion of students, family, and school personnel. The focus was on immediate and long-term impact of the pandemic and educational endeavor, reflection on factors in the volunteer's life before the pandemic that influenced the educational progress and experience during the pandemic, and volunteer insight on lessons learned to facilitate forward movement in educational endeavor. The second part of the research was for course students to explore and reflect on resources that facilitated more optimal educational experience for the new normal of online learning. All students explored Learning Management Systems used by schools for conduct of virtual learning during COVID-19 and examined benefits and disadvantages experienced in the use of various choices. Students also examined virtual tools for development of student support that was traditionally available in person at school through school counselors and other in-school social and emotional support staff. After completion of research, findings were analyzed for themes of need and themes of efficacy in response to support need resolution. Themes that emerged tended to center on academic and social concerns. There was also a theme of student insight for self that was gained through the lived experience of the COVID-19 pandemic. With the second component of the research, course students reflected on importance of blending virtual tools and even multiple learning

management systems to best support student needs for whole student growth.

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# Multi-Corpus Learning for Hate Speech Detection

The dramatic increase in social media usage has led to an increase in *hate speech*. The *United Nations plan of action on hate speech* defines it as a language to discriminate against a group or individuals based on race, religion, nationality, ethnicity, gender, etc. In some countries, hate speech is punishable and platform owners are required to remove such content. Manually moderating hate speech is very time-consuming and expensive. Therefore, a **robust automatic system for detecting different types of hate** is required.

Nowadays, the state-of-the-art approach for detecting hate speech is *deep neural network methods* (DNN). These methods require large labeled corpora to efficiently train DNN models. Different corpora extracted from various social media (such as Twitter or Wikipedia) are publicly available. However, some issues arise due to the inhomogeneous definition of hate speech and the different granularity of the annotations in the corpora. Therefore, a model trained on a given corpus may not be effective for classifying hate speech from another corpus. Ideally, a powerful hate speech detection system should be learned from a wide variety of corpora. In this article, we propose a **multi-task learning methodology (MTL) exploring multi-corpus learning**. In neural networks, multi-task learning aims to optimize a model by jointly learning several related tasks. A multi-task DNN system is composed of *shared layers* and *task-specific layers*. *Shared layers* learn a shared representation for all tasks based on relevant information from all examples of each task. The output of the last shared layer is passed as the input of a task-specific layer. The task-specific layers are trained only on the corresponding task examples. The performance improvement of task-specific layers can be achieved, especially for the tasks that suffer from data scarcity issues.

In our work, we propose to use the multi-task paradigm for **multi-corpus training** inspired by the work of Liu (Liu, Chen, Gao, 2019). In our methodology, **a corpus is considered a task**. We assume that the corpora are inhomogeneous (different number of labels, different

collection modes, etc.). These corpora are, in a sense, correlated with each other so that the knowledge learned from one corpus can be used for another corpus. The model learned from multiple corpora has the ability to use some cues from one corpus to improve the performance on the other related corpora and then has a better ability to generalize.

In our approach, the shared layers are represented by a transformer-based model (*BERT, Bidirectional Encoder Representations from Transformers*). We evaluated the proposed methodology on five hate speech corpora (4 from *Twitter* comments, 1 from *Wikipedia* comments). Compared to classical single-task learning, our MTL model achieves better results in terms of macro F1 measure. Moreover, we provided a way to fine-tune the MTL model for a specific task. This gives an additional improvement.

**Adil Ishag**

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# Cognitive Processing of Grammatical Gender in German by L1 Arabic Speakers

Second language acquisition is substantially different from first language acquisition in many aspects, especially among adult learners. Some aspects of L2 constructions are easily attainable, while other elements such as the morpho-syntactic structures pose a significant challenge for L2 adult learners. In this context, grammatical gender is considered as one of the most difficult aspects in adult second language acquisition, especially for those whose first language does not have grammatical gender or is structurally distant from the second language.

Since the systems of grammatical gender vary across languages, different accounts on the effects of L1 on L2 grammatical gender processing could thus be anticipated at different stages of second language learning. Thus, difficulty of L2 grammatical gender acquisition might be observed in languages with asymmetric gender systems as the case of German with three gender classes denoting masculine, feminine and neuter, and Arabic with only two gender classes namely masculine and feminine. As such, gender-congruent elements across languages are differently processed than gender-incongruent elements.

Accordingly, the present study seeks to investigate the processing of grammatical gender in L2 German by learners with Arabic as their first language. The study utilises picture naming and grammaticality judgement task to examine the influence of L1 interference, and L2 noun's termination on gender processing.

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# Online Life101: Improving the Mental & Physical Health of Students in a Pandemic

The COVID-19 pandemic has fundamentally altered many aspects of everyday life, and for college students in particular these changes have significantly impacted both mental and physical health. As students have encountered unforeseen stressors, many academic institutions have struggled to provide them with the resources needed to cope with these changes. However, now colleges are starting to develop curriculum that teaches students not only about the impacts that stress may have on their mental and physical health, but also provide them with evidence-based practices that students may implement in their own lives. One such multimodal approach was recently adopted by the University of California system by offering a self-care course titled "Life101: Mental and Physical Self-Care" to students across all ten UC campuses.

This work analyzed the impact of this pedagogical approach on undergraduate education to evaluate whether the course had a positive (or negative) impact on the students' mental and physical health. It was hypothesized that participating in Life101 would positively impact students' knowledge, perceptions, and behaviors as they relate to self-care.

To evaluate the impact of Life101 during the pandemic, pre- and post-course surveys (with an average response rate of 98%) were conducted over the span of five terms—covering the Summer 2020, Winter 2021, Spring 2021, Summer 2021, and Fall 2021 quarters. Prior to starting the course and after having finished the course, students were asked to participate in surveys to assess their knowledge, perceptions, and behaviors related to wellness, stress, and overall health. In particular, the measures of these surveys were selected as they reflect the same subject-matter and learning objectives of this course.

In total 1,822 students took Life101 during the 2020-2021 academic year, with a vast majority of students coming from UCI (96.1%) and the remainder coming from the other nine University of California campuses. These students represented all class ranks and nearly all academic disciplines, including more than 16 different majors.

Overall, 69.2% of students reported that they felt as though their mental health had been negatively impacted as a direct result of the COVID-19 pandemic. However, after having taken Life101, students

experienced a significant decrease (-24.2%) in their levels of stress and a significant increase (+34.7%) in their success in replacing bad habits with good habits. By providing students not only with knowledge, but also evidence-based skills for de-stressing, Life101 contributed to a decrease (-68.8%) in drinking alcohol and use of various types of media (e.g., video games, tv, social media) (-63.7%). While at the same time, students reported significant *increases* in de-stressing techniques taught by Life101, such as exercising (+34.6%), nature therapy (+107.5%), and meditation (+75.5%).

As students acquired new knowledge and skills for how to cope with stress and other challenges, they often changed their behaviors towards a healthier lifestyle. These findings suggest the value of these pedagogical approaches and their importance in higher-education curricula.

**Krasimir Kabakciev**
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# On How Compositional Aspect and the Article-Aspect Interplay Ought to Appear in English Comprehensive Grammars

Two recent publications on compositional aspect (a hugely significant language phenomenon discovered by Verkuyl 1972) and the article-aspect interplay (part of the phenomenon of compositional aspect) on English data argue that these cross-language phenomena are so fundamental that they must be taught to all learners of English and incorporated into the contents of all standard English grammars to become part of the knowledge of native speakers (Bulatović 2019, 2020). In line with previous publications (Kabakčiev 2000, 2019), this paper fully endorses the idea but focuses on some aspects of the compositional aspect theory that are insufficiently covered and need much further elaboration. Outlined and analyzed are some issues in the compositional aspect theory that must be appropriately handled in grammars as well as in language textbooks and English language teaching in general. It is high time for the domains of aspect, tense, nominal determination, lexical semantics and aspectually relevant adverbials to be described in English grammars in terms of compositional aspect and according to the achievements of theoretical linguistics. This will provide a much better picture of the structure, rules and regularities of the world's most important language today.

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**Tammi Dice**
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## Toys Redefined: The Intersection of Industrial Technology, Counseling and Service-Learning Principles

This project promoted students' understanding of the importance of diversity of communities and cultures, and educated them on the challenges faced by children who are undergoing cancer treatments. To provide students with a situated learning experience that encouraged them to develop creative design solutions, the authors created a service-learning activity that required industrial technology students to apply design principles and procedures to design and develop toys to be given to pediatric patients at a local children's hospital. This project bridged disciplinary with civic engagement. Students were required to address course competencies through the design of toy prototypes as well as the unique needs of their pediatric audience.

**Ranko Kozic**
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## Aristides' Reply to Plato as an Intriguing Effort to Disguise the True Nature of the New Sophistic

Close analysis of the text has shown that Aristides was forced to take Plato's words out of context and to distort their contextual meaning so as to be in a position to criticize the latter's attitudes towards oratory and make them appear erroneous when compared with his own views on the subject, otherwise  essentially based on the same clinching arguments Plato puts forward in the *Gorgias* in an attempt to discredit oratory by characterizing it, among other things, as a mere part of flattery and a shadow image of a part of politics. No matter how hard he tried to disguise the true nature of his art he betrayed himself when he applied to his oration the structure of the *Phaedrus* consisting of theory of *mania* and *logos* – the fusion of which can rightly be regarded as Plato's definition of his own philosophy – something with which Aristides, contrary to all expectations, identified as a follower of Plato. It is just one of the many enigmas in his *Reply to Plato* (or. 2).

**Tzu-yi Elaine Lee**
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# Graphic Narrative and Subjectivity in the Graphic Novel: With Reference to The Handmaid's Tale and its Chinese Translation

The study explores the graphic novel of the story *The Handmaid's Tale*, published in 2019 by Random House. The original story *The Handmaid's Tale* was published in the mid-1980s as response to the then social movements, especially against conservative family values that confined women to the domestic sphere. The narrative is set in Cambridge prior to the year 2000 and depicts a theocratic paramilitary coup by right-wing fundamentalists in the United States in which toxic waste, nuclear accidents, and epidemics like AIDS have caused a declining birth rate and a rise in infertility. Therefore, reproduction has become compulsory: the surrogate mothers (called handmaids) dress in red habits and veils and are assigned to childless couples among the regime's elite. The narrator Offred is one of these surrogates and throughout the story has her identity replaced by the role she serves. Indeed, the case study in this research could be worth exploring from different perspectives. Firstly, as the original novel was published in 1985, more than three decades before the publication of its multimodal version, that is, the graphic novel, how the graphic novel has been differently contextualized for modern readers, and in what way the Taiwan publisher recontextualized and localized the graphic novels in 2020 are especially highlighted. Here the term "chronotope" identified by Bakhtin (1981) will be applied to the present case for different time-space conceived and interpreted together (Dentith 1995: 52). Secondly, the notion of "co-texts," according to Adami and Ramos Pinto (2020: 73), referring to signs existing in "text," and makes meaning in the specific context in Taiwan will be raised for discussion in this study. At this level we are looking at verbal-visual relations and interactions (Dicerto 2018) in the graphic novel. Here Kress and van Leeuwen's (1996) visual grammar will be applied to help us explore how the visual semiotic resources in the graphic novel of *The Handmaid's Tale* ascribe meanings, provide semiotic knowledge (Adami and Ramos Pinto 2020: 75), and characterizes the female protagonist the handmaid Offred for the purpose of reader-friendliness in multimodal communication. Lastly, the Chinese translation of the novel *The Handmaid's Tale* was published in simplified Chinese back in 2002, and the intertextual relations of the verbal use in the graphic novel in traditional Chinese

with the Chinese translation in simplified Chinese could further intrigue the issue, especially when the subjectivity of Offred (Mikkonen, 2013), originally suppressed by male dominance, is constructed and represented in her narration, along with other visual signs examined in combination. Adding with the fact that the author Margaret Atwood herself modified the language for the sake of the graphic novel, it may interrogate the concept of originality and at the same time blur the boundary between the source and target text, between translation and adaptation.

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# English Writing Challenges - A Case Study

The study explores the graphic novel of the story *The Handmaid's Tale*, published in 2019 by Random House. The original story *The Handmaid's Tale* was published in the mid-1980s as response to the then social movements, especially against conservative family values that confined women to the domestic sphere. The narrative is set in Cambridge prior to the year 2000 and depicts a theocratic paramilitary coup by right-wing fundamentalists in the United States in which toxic waste, nuclear accidents, and epidemics like AIDS have caused a declining birth rate and a rise in infertility. Therefore, reproduction has become compulsory: the surrogate mothers (called handmaids) dress in red habits and veils and are assigned to childless couples among the regime's elite. The narrator Offred is one of these surrogates and throughout the story has her identity replaced by the role she serves. Indeed, the case study in this research could be worth exploring from different perspectives. Firstly, as the original novel was published in 1985, more than three decades before the publication of its multimodal version, that is, the graphic novel, how the graphic novel has been differently contextualized for modern readers, and in what way the Taiwan publisher recontextualized and localized the graphic novels in 2020 are especially highlighted. Here the term "chronotope" identified by Bakhtin (1981) will be applied to the present case for different time-space conceived and interpreted together (Dentith 1995: 52). Secondly, the notion of "co-texts," according to Adami and Ramos Pinto (2020: 73), referring to signs existing in "text," and makes meaning in the specific context in Taiwan will be raised for discussion in this study. At this level we are looking at verbal-visual relations and interactions (Dicerto 2018) in the graphic novel. Here Kress and van Leeuwen's (1996) visual grammar will be applied to help us explore how the visual semiotic resources in the graphic novel of *The Handmaid's Tale* ascribe meanings, provide semiotic knowledge (Adami and Ramos Pinto 2020: 75), and characterizes the female protagonist the handmaid Offred for the purpose of reader-friendliness in multimodal communication. Lastly, the Chinese translation of the novel *The Handmaid's Tale* was published in simplified Chinese back in 2002, and the intertextual relations of the verbal use in the graphic novel in traditional Chinese with the Chinese translation in simplified Chinese could further intrigue the issue, especially when the subjectivity of Offred

(Mikkonen, 2013), originally suppressed by male dominance, is constructed and represented in her narration, along with other visual signs examined in combination. Adding with the fact that the author Margaret Atwood herself modified the language for the sake of the graphic novel, it may interrogate the concept of originality and at the same time blur the boundary between the source and target text, between translation and adaptation.

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**Martin Maltais**
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&
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# Changes in the Allocating Formula, the Case of Quebec in a Federal Context, 20 Years of Policy Analysis of the Operating Funds

Since 1999-2000, the province of Quebec has been allocating operating funds to the 19 universities on its' territory with a funding formula based on full time student numbers. Quebec, a province of the Canadian federation, has complete autonomy and powers in the matters of education, so do the other 9 Canadian provinces since 1867. Quebec differentiates itself from the other provinces by using this formula instead of a historical institutional funding. Since 1999-2000 many adjustments have been made to the formula and the amount of funds have importantly increased. We would like to analyze the impacts of those changes on Quebec's higher education system in a global context. We propose a policy evaluation of the budgetary rules that allocate the operating funds that concentrates on a contextual, historical and macroeconomic point of view. 21 documents will be analyzed. They will be first placed in context, then the modifications will be highlighted, thirdly a thematic analysis will be conducted and lastly a macro point of view will be presented on the impacts that those modifications might have generated in the institutions up until 2021-22. Major modifications have been implemented in 2017-18, we will pay special attention to the context of those modifications. The authors will adopt a holistic point of view and will give importance to the political, institutional and economic context surrounding the implementations studied.

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## A Financing Perspective of the Politics of Higher Education in Western Europe, USA and Canada

The political importance of higher education has increased over the past decades in most countries of the world, affecting higher education systems and its funding policies. As scientific results increasingly influence the decisions of leaders around the world, especially in the context of crises linked to COVID-19 or global warming which are deeply shaping the future of humanity. As part of this trend, higher education policies in different regions of the world have become increasingly relevant to different societal actors, including politicians, policy makers and citizens, but also to different interest groups. Various factors play a role in this increase in the importance of higher education policy. These factors, which will be presented, interact and make higher education a central area of public policies to ensure the development of modern states and societies.

In addition, research on higher education policies has evolved over the past decades, in isolation in different academic communities on both sides of the Atlantic, mainly driven by institutional research. While active in academia, these communities focused on their empirical work on their own context using conceptual approaches typical of their environment. Moreover, most of them refrained from comparing their results with those of other contexts. Thus, there is an obvious gap in the existing literature, which invites to build a scientific bridge between higher education research communities around the world. Due to the specific policy environments and research communities that are found

in significant quantity across the world, this presentation aims to address three different contexts (Western Europe, United States and Canada) primarily by comparing policies funding of these regions, showing common and different paths as well as trends for the years to come. This presentation is part of the larger research work in which the various authors collaborate in a perspective of comparative analysis of higher education policies.

**D S Matjila**
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# Water as a Metaphor Marker in Setswana and Afrikaans Poetry

The findings of this paper is that water in poetry serves specifically as a marker of metaphorical information in the sense that it accentuates, continues and establishes relationships between elements of metaphorical constructions. To Raditladi and the Batswana in general, rain compares to cattle, which provide and sustain life for the people. According to Marais and the Afrikaner tradition in general, a wedding day is the beginning of a new life; the rain brings new life to the land. This article looks into two poems in Setswana and Afrikaans. The aim is to analyse water images in the poems and compare similarities.

**Lijuan Meng**
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# Realizing Cultural Difference and Preparing Effective Cross-Cultural Learning and Teaching in Sino-US Cooperative Higher Education Institutions

The State Council of PRC issued *Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools[1]* in 2003, which encourages higher education institutions outside China to cooperate with Chinese colleges and universities to accelerate the pace of opening up China's higher education sector. This policy is further strengthened by "*On Accelerating China's Education Opening Up in this New Era*" policy document that was issued by the Ministry of Education along with other seven ministries of PRC in June of 2020.[2] Problems and challenges remain due to differences in educational systems and culture between China and its international partners. This paper compares the educational cultural differences between China and the United States using Hofstede's Dimensions of National Cultures with emphasis on teaching and learning, followed by an exploration of how cultural difference affect cross-cultural teaching and learning in Sino-US higher educational joint institutions, and concludes with suggestions for improving teaching and learning in this cross-cultural environment. Hofstede proposes five dimensions of national cultures such as individualism vs collectivism, power distance, uncertainty avoidance, Masculinity-femininity, and long-term culture vs short-term culture. Comparing Chinese and American cultures in education using Hofstede's dimensions of national cultures reveals the dramatic differences in almost all dimensions. In Sino-US joint programs, most faculties are globally hired from the US or trained in western higher educational institutions, and all students are Chinese students. The paper concludes that cultural differences affect cross-cultural teaching and learning, which deserves further study as the number of Sino-foreign joint institutions increases.

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[1]https://www.crs.jsj.edu.cn/news/index/3
[2]http://www.gov.cn/zhengce/2020-06/18/content_5520244.htm

**Mensah Mfum Obed**
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## "Embodied Otherness" and a Guest in a Majority Culture's House: The Complexities of Being an Underrepresented Faculty in a Higher Educational Institution in the United States

Scholarship on underrepresented faculty in university and college campuses (see Hutchison, 2015; and Stanley, 2006) provides interesting perspectives on the successes and pitfalls of institutional efforts to implement robust approaches on racial and cultural diversity. It is clear from this emerging scholarship that theoretical frameworks on the lived experiences of racial and culturally diverse faculty on college campuses, pragmatic approaches that support and affirm the unique identities that underrepresented faculty bring, and institutional attitudes on the contributions of underrepresented faculty to the academic excellence are crucial.

This paper will draw from narrative, reflexive, and multicultural frameworks of perspectivism, intersectionality, and contact zones to elucidate the opportunities and challenges of negotiating my identity as an African-born professor in a predominantly White university in the United States. I regard storytelling as an effective way to sketch my lived experience, because it is mine. Expressions in stories are narratives of hope, providing opportunities for reflections and serving as metaphors which guide the choices we (scholars) make. While reflections on stories are mirrors for seeing things in particular ways, they also serve as prisms that throw light on the concrete reality of lived experiences (Kanu, 2007). Even so, storytelling also shows our moral and ethical commitment to addressing the suffering of others. As Donata Bidyogo-Makina (2017) poignantly noted, "we write not as mere storytellers: we conceive of our office as a solid ethical and moral commitment to our suffering societies." My insight in appropriating narrative here is also based on my recognition that humans are storytelling beings who individually and socially lead storied lives (Braid, 1996).

I will draw from the aforementioned epistemologies to organize my paper around the following four themes: theorizing my "*embodied otherness*"; a "guest" in the majority culture's house?; transgressive pedagogies; and teaching and living "diversity" in the age of and post-Trump. In this paper, I will argue that being an underrepresented faculty in a predominantly white institution can be daunting as the

person has to constantly negotiate her or his intersectional identities even as she or he seeks entry, and works to thrive and become effective teacher and productive scholar in higher educational institutions in North America.

**Gedala Mulliah Naidoo**
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# Digital Communication: WhatsApp as a Tool for Learning during the COVID-19 Lockdown

Higher education has been severely impacted by the COVID-19 pandemic. The implementation of the lockdown level 5 brought all educational institutions to close all their campuses. Traditional pedagogy became a challenge and caused lecturers to seek alternative teaching approaches. The innovation of social media has revolutionized the communication process through digital communication. This innovation, more specifically WhatsApp made it easy to connect with students to share teaching and learning content. WhatsApp offers its users a quick engagement process for instant messaging, many lecturers use it to connect with their students. However, WhatsApp was not designed as a learning app but for online social interaction. The study, therefore, focused on the merits and drawbacks of students receiving lectures through WhatsApp during the COVID-19 lockdown. Furthermore, the study looked at whether teaching and learning were achieved effectively by using WhatsApp. The paper adopted a qualitative and quantitative approach and questionnaires were used to gather data from students from the Department of Communication Science. The paper was conceptualized using Two-way Communication, the Uses and Gratification Theory (UGT) and Connectivism. Findings revealed that WhatsApp used for lectures has been effective in assisting students with remote learning during the COVID-19 lockdown. However, the major challenge faced by students was the issue of connectivity and internet data usage within rural areas that lack proper infrastructure.

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# The Risk Factors of Academic Dropout of Students who Learn for Their BA Studies in Social Science

The current research examines the risk factors for academic dropout of students who learn for their BA studies in social Science in Israel. Higher education is considered a tool for economic and social mobility, thus having a critical impact on the future integration of young individuals in society, in particular on those who live in the periphery. Their chance to succeed in their studies relies upon their sense of belonging, commitment to college, and social-academic integration in the college. These variables were examined among 400 students who learn into colleges in the north of Israel: about a third who are native Hebrew speakers and learn in a college in which the studies are delivered in Hebrew, third who are native Arabic speakers yet learn in Hebrew and the rest, are Arabic native speakers and learn in a college in which the studies delivered in Arabic. Students' sense of belonging, commitment to college, and social-academic integration in the college were examined by questionnaires delivered by an online platform app. The date will be analyzed during this academic year and will be presented at the conference. We believe examining such aspects among the population at risk for dropout from academic studies will increase our understanding as for the aspects that should be taken into consideration in preventing dropout from higher imitations and in building intervention programs that are tailored to the needs of such population. Understanding the risks factors of academic dropout and building such programs will enable to increase the chance of young individuals from prefrail areas to integrate into the labor market.

**Orpha Ongiti**

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# Unleashing Talent through Higher Education in Kenya: A Case of Universities in Nairobi City

Talent development is a strategic process of changing an organization and people within it through formal and informal curriculum. Thus, most organizations are becoming more vibrant in developing and managing talent, especially among the young people in order to attain and maintain a competitive advantage within the vastly growing labor market. Currently, universities across the globe are placing a lot of emphasis on talent development as a means of nurturing future leaders by introducing academic courses that are in line with talent development and management. This paper analyzed various strategies that are being employed by universities in Kenya to identify, develop, and connect young talents with the labor market globally. The study targeted the 21 Universities (both private and public) operating within the Nairobi City CBD and its environs. The study, guided by the human capital theory applied a mixed method approach (quantitative and quantitative) to collect and analyze data. Four universities (3 private and 1 public) were selected through purposive sampling, while random and stratified sampling were applied to select the respondents. Quantitative and qualitative data were collected from 151 students and four Deans of students through questionnaires and interviews. SPSS was applied to analyze quantitative data, while qualitative data was analyzed thematically. The study revealed that: majority (86.5%) of the students know their talents though hardly identified, developed and connected to the labor market by the university; universities do not currently have any strategies in place to support students in talent identification and development. This study will be used to inform universities on strategies that can be employed in higher education institutions to identify, develop and connect talent with the global labor market.

**Kevin Péloquin**
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# The Ubisoft Discovery Tour on Ancient Greece: A Pedagogical and Creative Tool in History Class

Educational research considers school trips as learning tools (Behrendt and Franklin, 2014; Harris and Bilton, 2019; Hicks, 2018; Morris, 2010). However, a school trip experience is not automatically a source of learning (Peyvel, 2019). The exploration of the site needs to be accompanied with ways in which to make sense of what students do and think when they are confronted with artefacts, such as historical sites. In Quebec, the use of traces from the past for the teaching of history is rarely used in educational practices among teachers (Boutonnet, 2013). Moreover, neither is the use of heritage sites by teachers in order to allow students to problematize and reconstruct history (Demers and al., 2016). Therefore, how can we engage high school students in this encounter with the traces from the past in order to prepare them for an academic trip to Greek historical sites? That is the question which we hope to bring possible answers to in this online presentation. To do so, we present the case report of a learning situation experienced in a history class with the use of Ubisoft Discovery Tour on Ancient Greece. We believe that the access to the realistic historical environment of the 5th century before our era through virtual reality (Gilbert, 2019; Politopoulos et al., 2019), offers the occasion to question and interpret the traces of the past during the preparational phase of the academic trip.

**Keli Pontikos Paragios**
Professor, Cleveland State University, USA

## "Know Thyself:"
## The Power of Self-Exploration in a Post-Pandemic Learning Environment

In the ancient ruins of the Temple of Delphi in Athens, Greece, is the inscription from Socrates, "Know Thyself." But how does one know their true self, and more importantly, become their own self? By understanding that identity is a layering of events and experiences in which we have all been involved, students can potentially benefit from realizing their interconnectedness, particularly in the post-pandemic learning environment. The COVID-19 pandemic caused an unexpected disruption to the higher education learning environment resulting in ambiguity, disbelief, disinformation, and isolation for many.

This case study is a discussion of a higher education business communication course with the intention of increasing student self-awareness through self-exploration. Different contexts allow for the analysis of a critical aspect of identity construction; the intersectionality of multiple factors, such as structure, culture, and context. These considerations lead to delivering a curriculum responsive to the specific needs of students; ultimately fostering a classroom culture of critical thinking and multicultural respect.

The overarching goal is to enhance students' employability by providing valuable skills necessary in today's competitive labor market. Using technology popularized during the pandemic, coursework is supplemented with activities and tasks meant to improve students' knowledge of themselves. Presented are assignments utilized in a remote learning environment starting in 2020. This case study illustrates the potential value of enhancing student exploration in higher education curriculum development, as well as the power of reflection and self-awareness.

**Yan Qin**
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&
**Dan Cui**
Professor, Harbin, Heilongjiang China

# A Study of Ethic Group Image Narration Based on Anti-Gaze Poetics Theory Sight

Anti-gaze Poetics is concerned gaze subject exit-process and the way that provided pleasant experience to the viewer. Anti-gaze Poetics in the image narrative logic starting point lies in follow items: their life back, anti-domination publicness, identity symbolization of ethnic consciousness. To investigate Ethnic Group Image Narration Based on Anti-Gaze Poetics Theory Sight, such an attempt highlights the complexity and diversification of the construction of China's minority discourse.

**Sara Quintero-Ramírez**
Professor, University of Guadalajara, Mexico

# Contrastive Analysis of the Syntactic Structures of Figure Skating Broadcasts in English and Spanish

The aim of this presentation is to identify and characterize the syntactic structures of television broadcasts of figure skating events in English and Spanish to contrast these structures in both languages. Based on this objective, we consider the broadcasts of eight performances of figure skating, i.e., four performances presented in English and the same four performances presented in Spanish.

For the syntactic analysis, first of all, the structures used in each intervention are identified. Next, these structures are classified according to the presence or absence of verb in them. Subsequently, the most prominent characteristics of these structures are described. Finally, the structures found in the corpus of both languages are contrasted, so that we present the most relevant similarities and differences.

In order to present a typology of the structures used in figure skating narrations in English and Spanish, we examine these structures according to their constituent phrases. Based on Mathon & Boulakia (2009), Augendre et al. (2014) and Quintero Ramírez (2015), we make a first distinction between structures that contain verbs and those that do not. Of the former we focus on the description of verb tenses and their respective communicative function, whereas of the latter we examine the type of phrase and determine their function in the spoken text.

About the structures that contain verbs, the simple present is by far the most frequently used verb tense in all the narrations in both languages (1-2). The preferential use of the present tense is understandable, since it allows journalists to narrate what happens in the ice rink, but also because it allows them to point out actions that have just happened, as well as judgments and opinions.

> (1) C1: First jump *is* the quad salchow. Perfect! Well, it'*s* a perfect start for Yuzuru […] Another world record *is* in sight. And the lutz *finishes* off the jumps. We'*re* in the presence of real greatness. (Men's competition, Eurosport1)
>
> (2) C1: Y aquí *está* el señor Yuzuru Hanyu. Y mira que superar a algunos de los grandes como Plushenko, como Yagudin, como Stéphan Lambiel, Brian Joubert *es* difícil y *está* altísimo […]. (Men's competition, Teledeporte)

About the structures that have no verb, noun phrases are the most frequent structures in both languages (3-4). They are used in order to name the types of jumps and other technical figures done by the skaters. The presence of technical terms presented through noun phrases during the performance of the routine together with opinions expressed through evaluative adjectives in the skating narration deploys a balance between technical language and appreciative language (Kestnbaum, 2003).

(3) C1: Triple *flip* lanzado muy bien ejecutado. (Couples, Claro Sports)
(4) C1: Pefect throw, triple *salchow*. (Couples, NBC)

The results of the present research are intended as a contribution to contrastive studies on sports discourse, particularly research focused on syntax.

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# Research on Semantic Prosody of "LOCKDOWN" based on Coronovirus Corpus

The semantic prosody has been an important topic in corpus linguistics, but the studies based on Coronovirus Corpus are very few. Lockdown is a special way of protection in the era of COVID-19, which has a great impact on people's lives. Thus, to fill certain gaps, this paper uses the quantitative and qualitative methods to study the lexical collocation and semantic prosody of lockdown based on Coronovirus Corpus. The results show that: (1) Its collocation indicating time, country and region, cause, execution and influential field; (2) Its semantic prosody presents a neutral to negative semantic prosody as a whole. Semantic prosody is also different in different countries.

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&
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# Trends of Diminutive Relexification in Neapolitan: A Lexicographic Analysis with Comparisons to Spanish and Italian

The relexification of diminutives is one of the most productive ways that new words are created in the Romance languages. Defined as the historical reanalysis of a word comprised of root plus diminutive suffix, the relexified diminutive gradually loses the original semantic value of the diminutive suffix over time and what was previously a combined form subsequently becomes reanalyzed as a new single morphological root carrying new meaning. This study provides a quantitative lexicographic analysis of the entirety of diminutives that have relexified in the history of Neapolitan and corresponds to the third phase of a larger project that studies diminutive relexification across the entirety of the Romance languages. When compared to previous results for Spanish and Italian, namely, Phases I and II of the larger study (Ryan and Parra-Guinaldo 2016, 2021), lexical data for Neapolitan suggest that the language followed its own unique trajectory of diminutive relexification from Latin, both in terms of modern reflexes of words that had already relexified during the Latin era as well as words that have continued to relexify in the post-Latin period. Specifically, Neapolitan appears to have favored relexification with the *–(i)ello* suffix, in both Latin and modern periods, and although much like Italian and Spanish it too has relexified with modern non-L-form reflexes such as *-ino* and *-etto*, it is unlike Italian in that Neapolitan has favored *–(i)ello* over *-ino*, making *–etto* slightly more common than *-ino*. It is suggested that this historical favoritism toward *–(i)ello/a* as a relexified suffix in Neapolitan is the direct result of its overwhelming preference as an *ad hoc* or simple diminutive suffix during the post-Latin era at the sizable rate of 76.01%. The paper concludes with the proposal that Neapolitan, like its Spanish and Italian counterparts, also appears to support the notion of an early Pan-Romance diminutive diasystem as proposed previously by Ryan and Parra-Guinaldo (2021) for these other languages. The theory suggests that the same array of both L-form and non-L-form diminutive endings have served for purposes of diminutivization Romance-wide, but the nature and degree

of contact between each of the regions and the center of the Empire during the Latin era, as well as any ensuing contact among each other during the post-Latin period, are both necessary factors to be considered in any attempt to explain variations in the resulting distributions of the suffixes among these languages. Such evidence in the case of Neapolitan would be the four-hundred-year Bourbon rule and occupation of the region where Neapolitan is spoken, and the influence Spanish exerted on the Neapolitan lexicon during this time. This historical relationship helps explain the striking similarities found to exist between Neapolitan and Spanish, and not Italian, in the percentage distribution of forms relexified during the modern era. This also helps explain the greater degree of resultant borrowing into Neapolitan of several Spanish words of diminutive origin that had already relexified in Spanish, such as *amarillo* 'yellow,' and which are not found in Italian.

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## Academic Self-efficacy and Class Engagement of Undergraduates in Remote Learning in Israel during the COVID-19 Outbreak

The worldwide pandemic caused by coronavirus disease has led post-secondary institutions to move to online remote learning (RL), a way of learning that most students had limited experience with and a way of teaching that many of the instructors were not accustomed to. This situation may influence students' academic self-efficacy. In order to examine the academic self-efficacy of students who studied during the pandemic, we compared students' academic self-efficacy report shortly before the outbreak of COVID-19 ($n = 226$; pre-COVID-19) to a group of students who reported on their academic self-efficacy during the COVID-19 outbreak in Spring 2020 ($n = 205$). The results indicated lower academic self-efficacy relating to social situations and cognitive operations during spring 2020 COVID-19 period as compared to the pre-COVID-19 sample. The second research question examined the engagement of students to their RL classes during the pandemic. About 42% of the undergraduates reported low engagement in RL classes, 28% of the students reported medium engagement, and 29% reported high engagement. In addition, the low engagement RL group reported significantly lower academic self-efficacy and concentration as compared to the medium and high engagement RL groups. Finally, the study aimed to determine which individual, demographic and environmental variables contribute to engagement of students during RL. Environmental variables (college vs. university) and individual variables (self-efficacy and concentration) predicted engagement. There is a need for further facilitate online learning and remote instruction among students and instructors in order to enhance engagement and self-efficacy in normal times as well as RL.

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## The Quality and Heterogeneity of Enrolment in Programs with Priority Subject of Unified State Exam "Profile Mathematics"

In recent years, one of the leading trends observed in the field of higher education is its mass character and at the same time high level of competition both in the learning process and in admission to higher education institutions.

The main way to enter Russian universities is to successfully pass the Unified State Examination (USE) in three subjects required for the specialty. In our study we analyse the Unified State Examination (USE) scores of Russian students in 2015-2020 enrolled in the universities in programs on a tuition-based basis or on a state-financed basis, for admission to which it is necessary to pass the USE in the subject "profile mathematics".

The dataset of enlarged groups of bachelors' and full-time specialist programs was divided and classified into three specializations: "physical and mathematical sciences", "computer science", and "economics and management". For each specialization, an additional analysis of the level of admission has been performed. We propose a new mathematical model based on the construction of universities' interval order to evaluate the quality level of the students' enrolment.

Based on the data, we use another approach to estimate heterogeneity in education and its results for university samples. We use a sample of 12 universities from three different groups divided by level of medium score to enroll, which have all of specializations

mentioned in the research from 2018 to 2020, and evaluate a heterogeneity of enrollment higher education system, using 3 different methods.

**Jiaxin Shi**
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# A Study of Chinese-specific Terms in Government Work Report (2017-2019) from the Perspective of Relevance Theory

The Government Work Report is an essential form of the document in the government of the People's Republic of China. It covers all aspects of Chinese society and reflects the China's development strategy and trend. There are countless special terms in Government Work Report. Only by understanding Chinese-specific terms can we understand the content of Government Work Report. Only by accurately translating the Chinese-specific terms can people come from all cross the world know the Chinese government work report, and understanding China. Relevance theory is a popular theory of cognitive pragmatics. Relevance Translation Theory, which is closely related to Relevance Theory, has crucial and major guiding significance for the translation of Chinese-specific. Through studying Relevance Theory and researching the translation techniques, strategies and applications in the process of translating Chinese-specific terms from the perspective of Relevance Theory, we can understand the meaning and connotation of Chinese-specific terms, then solve various problems in the process of C-E translation, and strengthen our translation ability.

**Xueke Sun**
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# A Corpus-based Study on the Translation Strategies of Metaphors in President Xi's New Year's Speech

The president's Speech for a New Year includes both the summary of the past year and the outlook for the coming year, which plays an important role in expressing good wishes and displaying the national image. Various types of metaphorical expressions frequently appear in President Xi's New Year's Speech. This paper selects the New Year's Speeches from 2017 to 2022 and builds a bilingual parallel corpus to explore the translation methods of metaphors in them. There are 3 main translation methods in them, such as literal translation for remaining metaphor, transformation to adjust metaphor, and free translation to expand metaphor. On this basis, different translation strategies are proposed from the aspects of text type, cultural context, language characteristics and readers' acceptance to maximize the effectiveness of the source text, so as to avoid cultural default and misreading.

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## A Corpus-based Study on Nominalization in the Abstract of English Academic Discourse

Nominalization, as a universal linguistic phenomenon, has a special significance and function in academic discourse of various fields. In recent years, corpus-based approaches to nominalization have become increasingly prevalent, but corpus involving academic discourse of Marine related majors has received little attention. Therefore, this paper selects 40 abstracts from self-built Shipbuilding and Oceanography Engineering Academic English Corpus, based on the definition of nominalization, the common form of ideational grammatical metaphor from Halliday and Yongsheng Zhu's classification. It explores the frequency of different kinds of nominalization and their functions in the selected abstracts. The results show that the common use of them and the most frequent type is "take process as thing", the following is "take quality as thing" and the last is "take assessment as thing", all of which exhibit a great difference in their function. This paper gives a detailed analysis, expecting it can contribute to the future research of this field and abstract writing in academic discourse.

**Leyla Torres-Bravo**
Professor, University of Talca, Chile
&
**Miguel López-Astorga**
Professor, University of Talca, Chile

# The Combinations of Possibilities of 'If' in Academic Texts: A Study Based on Two Papers about History of Woman

From the theory of mental models, it has been proposed that the sentences with 'if' can refer to until ten different interpretations ("Conditionals: A theory of meaning, pragmatics, and inference" by Johnson-Laird and Byrne, in 2002). Those interpretations are related to the situations in which their clauses are possible. On the other hand, a study ("The real interpretations of 'if' in academic texts: A study of the possibilities corresponding to the conditional in a psychology paper" by López-Astorga, in 2020) suggests that two of those interpretations seem to predominate in academic psychology texts: the conditional and biconditional interpretations, that is, those that logic links to 'if'. Using sentences from two history papers, the present paper shows a new study trying to move forward in this direction. The results are not very different from the previous study. The consequences related to the predominant tendency to the use of 'if' as a conditional or biconditional in human and social sciences are discussed.

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## Implementation of a Flipped Model of Instruction in Teacher Preparation Programs in Literacy Education: Results from Cycle 1 of Design-based Research

The purpose of this study was to design and evaluate online instructional modules of foundational skills taught by college professors to teacher candidates in a flipped classroom model. The instructional modules were designed considering adult learning principles (Knowles, 1980) and principles of practice-based learning (Ball & Cohen, 1999) using design-based research with qualitative and quantitative methodologies (Reinking & Bradley, 2008; Authors, 2021). A total of 23 modules were developed addressing literacy and foundational skills. The modules' structure and content were grounded in literacy research on development, knowledge, and instruction. The content of the modules was based on evidence-based practices in foundational skills, on findings of the National Reading Panel, on primary/elementary practice guides published by the Institute of Educational Sciences (IES.gov), on professional standards (e.g., International Literacy Association, National Association for the Education of Young Children, and state standards). Modules included a pretest/posttest, readings, a podcast, videos, application, and exit tickets. This project is based on design research that allows for iterative cycles of implementation and revision (McKenney & Reeves, 2012; Reinking & Bradley, 2008; Authors, 2021). Participants were three college-level instructors with more than 10 years of teaching experience as educators in K-12 settings and varied University-level teaching experiences (range 1 year-10+ years). A total of 10 modules were selected in this cycle that had a duration of a semester and were shared on CANVAS. Data analysis examined change of (a) students' performance from pre- to posttest in each module using a paired samples t-test (Field, 2009). Further, data analysis examined suggestions for revisions from teachers and students (e.g., a Likert-scaled item on the clarity of the module (1 – unclear, to 5 – Very clear)). The research team examined both qualitative and quantitative data to determine the feasibility of the tasks and their effectiveness in developing students' knowledge. Results showed an overall increase on students'

performance from pretest ($M$ = 5.83, $SD$ = .80) to posttest ($M$ = 9.30; $SD$ = .70). Teacher candidates evaluated highly the modules of instruction while instructors' feedback was also positive. Revisions from Cycle 1 to Cycle 2 are discussed as well as implications for practice and research.

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# Grief and Fear in the Ancient Greek Theatre and Courtroom

For Aristotle, emotions are responses to the actions and intentions of others. For some theorists the emotions are "transhistorical" and universal, innate to all the human beings, regardless their cultural background. For others, emotions are socially and culturally constructed. They vary across languages and are determined by beliefs. Grief and fear are considered the most universals of the emotions. Grief is an emotion usually connected to death and loss of the beloved ones. It is associated to mourning, veiling, anger but also pity. On the other hand, people are afraid of the danger, the power, the superiority of their enemies and the punishment that comes after the violation of the human or the divine laws. They stand in awe towards the gods and they are terrified of the shame and the dishonor if they do not commit their duty which is defined by their society and cultural laws. The present study focuses on the verbs of grief and fear in the Ancient Greek tragedy and oratory. Each verb of grief and fear is interpreted differently in relation to the context and the genre in which it is used. In tragedy the verbs of grief are mostly used to describe the mourning and sadness of the heroes, while in oratory they are mainly interpreted as being vexed or indignant. The verbs of fear are used to express both the fear, the *phobos*, but also the worry and anxiety of people. In the cases where grief is accompanied by tears and fear has the meaning of *phobos* these emotions are mostly considered "effeminate". As a result, they are usually assigned either to the heroines and the male slaves and enemies in tragedy or to the opponent in the court. But when they have the meaning of being angry or being worried about the future or the fate of the city, these are also expressed by the male speakers. In tragedy the speakers are both men and women while in oratory the female figures are totally absent. The gestures and body language are present in both genres, though in tragedy the performance is much more prominent. The verbs of grief in tragedy are accompanied by tears, veiling and excessive acts of mourning, while in oratory the speakers avoid using emphatic voice and pompous delivery as these could be used by the opponent as arguments to diminish the litigant. The speakers of both genres use the verbs of grief and fear not only to assign them to others but also to express their own emotions. When expressing their own emotions speakers aim to influence the audience in order to identify

and empathize with them. So, while both fear and grief are supposedly experienced by the same people during the same historical period, the communication and expression of the emotions differs in the two genres. The Ancient Greek people always distinguished the theatre and the courtroom though both of them are altars where humans expose their soul and deeper thoughts.

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## Higher Education and the Tensions between Globalism, Nationalism and Nativism: The Pendulum Swinging

In recent decades, globalization was perceived as a constant force moving the world toward the future (James, 2009). Propelled by innovations that brought nations closer together—from the telegraph, railroads, jet aircraft, fiber optics, to the internet—nations sought to benefit by facilitating collaboration and integration (Samuelson, 2019). Current global events, however, question the sustainability of this narrative. Two responses to globalization are gaining significant traction across the globe: nationalism and nativism.

Global higher education is caught in this uncertainty. For example, the once celebrated process of higher education globalization through regional integration has either stalled, evolved, or is now viewed with suspicion. The Bologna Process, which was once seen as a model for an innovative approach to higher education worth exporting to other parts of the world (Alemu, 2019; Khelfaoui, 2009), is now questioned and reviewed in terms not only of commitment to implementation and harmonization (Vögtle, 2019) but also perceived unwanted and unforeseen consequences (Wihlborg, 2019).

This paper explores the emerging implications for higher education of the escalating tensions between globalism, nationalism, and nativism. For the sake of the study, *globalism* is defined as the ideal that the proper sphere for addressing educational, cultural and commercial issues is the world as a single unit. Consequently, *globalization* is defined as the processes—whether intentional or unintentional—through which this ideal is advanced. *Nationalism* is defined as the ideal that the proper sphere for addressing the same issues is one's nation. And *nativism* is defined as the ideal that one' group—whether based on race, ethnicity, socioeconomic status, religion, gender, indigenous heritage, or another identity—is the proper sphere for addressing these issues.

The study analyzed extensive literature—both peer-reviewed and popular—related to the interplay of the three ideals. Relevant literature

that appeared across the globe over the last five years (2016-2021) was analyzed using document analysis and thematic analysis.

The analysis revealed impacts within, across and beyond higher education institutions. Within, institutions are implementing policies that delay or impede globalization. This includes multiple aspects of institutional internationalization, the development of curricula and intercultural competencies, and the status of innovation (including technology, ideas, the diffusion of innovation, creativity, and intellectual property). Across, the interplay is inhibiting trans-institutional collaboration. This includes student and faculty mobility, transnational agreements, international dual degree programs, and branch campuses. Beyond, the interplay of the ideals is impacting global higher education contexts. This includes the Bologna Process and other regional initiatives [the African Union (AU), the Gulf Cooperation Council (GCC) region, ENLACES in Latin America and the Caribbean, and the Association of Southeast Asian Nations (ASEAN)], quality assurance, and agencies such as the World Bank, OECD, the International Monetary Fund, and multi-national foundations.

Consequently, the status and future of global higher education are caught within the swinging of the pendulum between globalism, nationalism and nativism. The intent of this paper is thus to engender dialogue—regarding the interplay of these ideals within the realm of higher education—that will facilitate greater awareness and subsequent exploration.

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# Teaching for Expediency or Effective Learning: You Mean I Don't Have to Write 10 Quizzes?

Instructors in higher education, except those in teacher education, generally do not have any prior pedagogical training nor are they generally required to have such training. Formative assessment is an essential component to creating effective teaching and learning. Most research in methods of formative assessment primarily stems from pedagogical research for the PK–12 learning environment. Consequently, collegiate instructors typically do not know how to use methods of formative assessment in higher education to gather evidence of learning during the teaching and learning process or why it may inform their instruction and have an impact on student learning; hence, achieving student learning outcomes becomes problematic (Asghar, 2012; Jensen, 2011; Scott-Webber, 2012). The purpose of this study was to explore the current pedagogical methods of formative assessment used in higher education and answer the research question: How are collegiate instructors using methods of formative assessment to inform their instruction? The research design for this study was a hermeneutic phenomenological design using Heidegger's hermeneutic circle (Gadamer, 1975). This design began with a preunderstanding of what constitutes formative assessment based on research-based best practices currently applied in teacher preparation programs (Gadamer, 1975). Interviews and a focus group were conducted with instructors from two different institutions across a variety of disciplines to gather data on their experiences from their perspective. One recommendation resulting from this study was to provide faculty development and training in effective teaching and learning strategies to non-education collegiate instructors to fulfill the mission of educating students (Fullan & Scott, 2009; Giridharan, 2016).

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# An Analysis of Pragmatic Stance in Drug Negotiation Discourse Concerning National Medical Insurance Catalogue in China

As a kind of public discourse, negotiation discourse is different from daily discourse, usually involving politics, economics, diplomacy, medical treatment, etc., and it is closely related to the national stance. At present, the studies on negotiation discourse mainly focus on diplomatic and commercial negotiations, with few studies in the context of medical insurance negotiations. Thus, this paper takes the negotiation of the national medical insurance catalogue as the research data, applies the theoretical framework of the Pragmatic Stance Cone, and analyzes the stance construction from three dimensions —the conveyance of information, affection and attitude. Information conveyance can be divided into narration and evaluation, affection conveyance includes emotion and epistemics and attitude conveyance focuses on convergence and difference.

The negotiation of drugs in the national medical insurance catalogue in China meets people's needs and benefits people to the greatest extent. For the first time, the 2021 medical catalogue drug negotiation focuses on high-priced rare disease drugs, concerning a small number of rare disease patients, thus it is of great importance to analyze the negotiation discourse. In the medical catalogue drug negotiation on November 11, 2021, the negotiator of the National Healthcare Security Administration was Zhang Jinni, director of the Pharmaceutical and Equipment Procurement Supervision Department of the Fujian Provincial Healthcare Security Administration, and the enterprise negotiators were the representatives of Bojian Biotechnology Co., Ltd. The negotiation was reported on China Central Television Channel 13. This paper transcribes the negotiation discourse to analyze two related issues: first, what positions and reasons have been expressed by the national negotiator and the enterprise negotiators; second, how the both sides of the negotiation discourse can construct their positions respectively through verbal expressions and sub-verbal expressions.

From the analysis it is found that during the negotiation, the national negotiator has guided the process, conveying the expressive position of promoting the success of the negotiation, the negative emotional position of guiding the quotation of the enterprise and the attitude position of 'Life first; people first' conception; while the enterprise negotiators, as the participants in the negotiation, conveying the expressive position of promoting the process that the drug would be included in the national medical insurance catalogue, the negative and positive positions of seeking a balance between the interests of the enterprise and the national stance, and the attitude position of adjusting price and entering the Chinese market. The paper aims to deepen the relevant researches of pragmatic stance in negotiation discourse in China, providing important practical significance for its multi-perspective and multi-context research.

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# Development of Nominalization in EFL Learners' Writing: A Learner-Corpus-Based Study

Nominalization is one of the most remarkable features of grammatical metaphor. It is a complicated process involving both morphology and syntactic. This study conducts a longitudinal study on nominalization through quantitative and qualitative approaches by adopting a longitudinal learner corpus, which is composed of 474 compositions written by EFL learners at the tertiary level. The study analyzes the frequencies, proportions and characteristics of nominalization used by the research subjects in 6 semesters, 3 school years. It is found that with the rise of their grades, the frequencies of nominalization raise continuously, with significant differences between adjacent semesters. From the perspective of lexical nominalization, the topic words exert a great influence on the production of nominalization. From the perspective of phrasal nominalization, the research subjects tend to use common phrases; and from the perspective of clausal nominalization, they have a tendency of using object clauses. Moreover, this study explores the possible reasons for the results and makes some useful suggestions on the teaching of nominalization.

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