



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

**16th Annual International Conference on
Languages & Linguistics
3-6 July 2023 Athens, Greece**

**Edited by
Valia Spiliotopoulos & Olga Gkounta**

2023

Abstracts
16th Annual International
Conference on Languages &
Linguistics
3-6 July 2023, Athens, Greece

Edited by
Valia Spiliotopoulos & Olga Gkounta

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Preface

This book includes the abstracts of all the papers presented at the 16th Annual International Conference on Languages & Linguistics (3-6 July 2023), 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, 2010-2023*

Year	Papers	Countries	References
2023	29	13	Spiliotopoulos and Gkounta (2023)
2022	49	22	Spiliotopoulos and Gkounta (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 conference and its subsequent publications together.

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 *16th Annual International Conference on Languages & Linguistics* accomplished this goal by bringing together academics and scholars from 13 different countries (Albania, Australia, Bulgaria, Chile, China, Israel, Italy, Mexico, Oman, Sudan, Taiwan, Türkiye, 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. May it be a stimulus for further research and the progress of the discipline.

Valia Spiliotopoulos & Olga Gkounta
Editors

16th Annual International Conference on Languages & Linguistics, 3-6 July 2023, Athens, Greece

Organizing & Scientific Committee

All ATINER's conferences are organized by the Academic Council. 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 & Instructor, Department of Language and Literacy Education, The University of British Columbia, Canada.

FINAL CONFERENCE PROGRAM

16th Annual International Conference on Languages & Linguistics, 3-6 July
2023, Athens, Greece

PROGRAM

Monday 3 July 2023

08.30-09.15
Registration

09:15-10:00

Opening and Welcoming Remarks:

- o **Gregory T. Papanikos**, President, ATINER.

10:00-11:30 Session 1

Moderator: Valia Spiliotopoulos, Head, Languages & Linguistics Unit, ATINER and Instructor, Department of Language and Literacy Education, The University of British Columbia, Canada.

1. **Adil Ishag**, Assistant Professor, International University of Africa, Sudan.
Title: Translation of Grammatical Gender by Arabic – German Bilinguals.
2. **Judith Yoel**, Lecturer, Gordon Academic College, Israel.
Title: Roles on Inclusion and Materiality in the Intergenerational Transmission of ASL and Deaf Culture in Newfoundland and Labrador.

Discussion

11:30-13:00 Session 2

Moderator: Judith Yoel, Lecturer, Gordon Academic College, Israel.

1. **Hsiao-Yung Wang**, Distinguished Professor, Providence University, Taiwan.
Title: Struggling for the Authentic Being: A Critical Rhetoric of Transsexual Narratives of “The Chen Story” and the Embodied Sexual/Gender Consciousness.
2. **Ayşe Nur Kocak**, Lecturer, Atlas University, Turkey.
Handan Çetinkaya, Speech and Language Therapy Bachelor Student, İstinye University, Turkey.
Ruveyda Nur Beniz, Speech and Language Therapy Bachelor Student, İstinye University, Turkey.
Ayşe Nur Karatekin, Speech and Language Therapy Bachelor Student, İstinye University, Turkey.
Title: Analysis of Turkish Speech and Language Therapists’ Knowledge and Thoughts of Alternative and Augmentative Communication Systems.
3. **Hongmei Xi**, Professor, Harbin Engineering University, China.
Yidan Chen, PhD Student, Harbin Engineering University, China.
Title: A Study on Cultural Pragmatics Strategies of Chinese Spokesperson of Foreign Ministry in Diplomatic Discourse.

Discussion

13:00-14:30 Session 3

Moderator: Ayşe Nur Kocak, Lecturer, Atlas University, Turkey.

1. **Claudine Benoit**, Professor, Catholic University of the Most Holy Conception, Chile.
Mabel Ortiz, Professor, Catholic University of the Most Holy Conception, Chile.
Title: How can Problems be Solved from a Collaborative Approach?

2. **Omar Davison**, Professor, San Sebastián University, Chile.
María Constanza Errázuriz Cruz, Associate Professor, San Sebastián University, Chile.
Andrea Cocio Seguel, Researcher, San Sebastián University, Chile.
Title: Discursive Interactions of Reading Mediation of Primary Education Teachers of Excellence in Different Disciplines.
3. **Lucía Ubilla**, Assistant Professor, Catholic University of Temuco, Chile.
Title: Improving Argumentative Writing Skills by Using a Collaborative Setting.
4. **Andrea Cocio Seguel**, Researcher, San Sebastián University, Chile.
Title: First-Year English Pedagogy Students and their Interest in Teaching: How do Funds of Knowledge and Identity Contribute to Initial Teacher Training?

Discussion

14:30-15:30 Discussion + Lunch

15:30-17:30 Session 4

Moderator: Mr Konstantinos Manolidis (ATINER Administration).

1. **Paola Clara Leotta**, Associate Professor, University of Catania, Italy.
Title: The Role of English in Valuing Interculture and Plurilingualism in Higher Education.
2. **Emine Oztas**, Lecturer, Samsun University, Turkiye.
Title: Turkish Students' Perception of Blended Learning in EFL and Higher Education Context.
3. **Megi Plaku**, Lecturer, Polytechnic University of Tirana, Albania.
Title: Vocabulary Notebooks as a Noteworthy Powerful Instrument in Learning Technical Vocabulary.

Discussion

17:30-19:00 Session 5

Moderator: Mr Konstantinos Manolidis (ATINER Administration).

1. **Lisa Reed**, Professor, The Pennsylvania State University, USA.
Title: Simplifying the Theoretical Treatment of "Wager" Verbs.
2. **Sara Quintero-Ramírez**, Professor, University of Guadalajara, Mexico.
Title: Characterization of Structures and Terms of Tennis Broadcasts in Spanish.
3. **Armita Ghobadi**, PhD Candidate, Georgia State University, USA.
Title: Do Bilinguals Follow First or Second Language in Moving Across Spaces in Speech and Co-Speech Gesture?

20:00-22:00

Athenian Early Evening Symposium (includes in order of appearance: continuous academic discussions, dinner, wine/water, music and dance)

Tuesday 4 July 2023

<p>08:30-10:00 Session 6 Moderator: Mr. Kostas Spyropoulos (ATINER Administration)</p>	<p>07:30-10:30 Old and New-An Educational Urban Walk</p>
<ol style="list-style-type: none"> 1. Yujie Chen, Master Student, Harbin Engineering University, China. Dan Cui, Professor, Harbin Engineering University, China. <i>Title: A Study on Translation of China-specific Words from the Perspective of Chinese Culture Communication.</i> 2. Shuqi Li, Master Student, Harbin Engineering University, China. Dan Cui, Professor, Harbin Engineering University, China. 	<p>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</p>

<p><i>Title: The Translation of Idioms and Chinese Culture in the English Version of Journey to the West.</i></p> <p>3. Wang Kai, Master Student, Harbin Engineering University, China. Dan Cui, Professor, Harbin Engineering University, China. <i>Title: A Study on English Translation of Imagery in Tang Poetry from the Perspective of Cultural Linguistics.</i></p>	<p>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.</p>
<p>10:00-11:30 Session 7: <i>Special Session on "Stepping Up the Role of Learning Management Systems in a Higher Education Landscape with Ready Access to Artificial Intelligence Generative Technologies"</i> Moderator: Mr. Kostas Spyropoulos (ATINER Administration)</p>	
<p>1. Ali Abusalem, Director, Center for Higher Education Futures (CHEF), ATINER & Course Coordinator, Kent Institute Australia & External Member of Academic Board, Elite Education Institute, Australia. <i>Title: Stepping Up the Role of Learning Management Systems in a Higher Education Landscape with Ready Access to Artificial Intelligence Generative Technologies.</i></p> <p>2. Lorraine Bennett, Deputy Director, Center for Higher Education Futures (CHEF), ATINER & Managing Director, Lorraine Bennett Learning and Teaching Consultancy, Australia. <i>Title: Stepping Up the Role of Learning Management Systems in a Higher Education Landscape with Ready Access to Artificial Intelligence Generative Technologies.</i></p> <p>3. Chaoyang Lin, Alumni, National Taiwan Normal University, Taiwan. <i>Title: Analyzing AIGPT's Influence on Higher Education from a Philosophical Perspective.</i></p>	

<p>11:30-13:00 Session 8 Moderator: Ayşe Nur Kocak, Lecturer, Atlas University, Turkey.</p>
<p>1. Krasimir Kabakciev, Independent Researcher, Bulgaria. <i>Title: After Verkuyl's Discovery Aspect is No Longer a Mystery, but Aspectology Needs a Reform.</i></p> <p>2. Dan Cui, Professor, Harbin Engineering University, China. Yaxuan Zhao, Master Student, Harbin Engineering University, China. <i>Title: A Study on the Functions of Chinese-English Codswitching in Chinese Popular Songs.</i></p> <p>3. Daniela Mena, Researcher, University of Concepcion, Chile. <i>Title: High-Vowel Lowering in Aymara-Spanish Bilinguals from Chile: An Acoustic Study.</i></p>
<p>Discussion</p>

<p>13:00-14:00 Session 9 Moderator: Krasimir Kabakciev, Independent Researcher, Bulgaria.</p>
<p>1. Nicole Ann Vadino, Associate Professor, Community College of Philadelphia, USA. Nicholas Rux, High School Junior and Dual Admission Student at CCP-Graduating May 2023 with A.A. in Liberal Arts, Garnet Valley High School and Community College of Philadelphia, USA. <i>Title: The Impact of Community College Education on High School Dual Admission Students.</i></p>

Discussion

14:30-15:30 Discussion + Lunch

15:30-17:00 Session 10

Moderator: Mr Konstantinos Manolidis (ATINER Administration).

1. **Hsiao-ping Chen**, Associate Professor, Grand Valley State University, USA.
Title: Curriculum Integration: Themes, Inquiry, and Artmaking Strategies.
2. **Stefano Carlucci**, Assistant Professor, Polytechnic University of Milan & University of Bari, Italy.
Title: Augmented Writing.
3. **Tharaya Al Shabibi**, Assistant Professor, A'Sharqiyah University, Oman.
Title: The Obstacles to the Use of Qualitative Research and the Proposals to Overcome the "A Bibliometric Study".

Discussion

17:00-18:00 Session 11

Moderator: Mr Konstantinos Manolidis (ATINER Administration).

1. **Carlos Nuñez**, PhD Student, National Autonomous University of Mexico, Mexico.
Title: The Concept of ἵστορ (Hístor) in Homer's Iliad.
2. **Maria Rosaria D'Acierno Canonici**, Associate Professor, Parthenope University of Naples, Italy.
Title: Comics and Cartoons: Destino (Dalí and Disney) in a Middle School Curriculum.

Discussion

19:00-20:30

Ancient Athenian Dinner (includes in order of appearance: continuous academic discussions, dinner with recipes from ancient Athens, wine/water)

Wednesday 5 July 2023
An Educational Visit to Selected Islands
or
Mycenae Visit

Thursday 6 July 2023
Visiting the Oracle of Delphi

Friday 7 July 2023
Visiting the Ancient Corinth and Cape Sounio

Ali Abusalem

Director, Center for Higher Education Futures (CHEF), ATINER &
Course Coordinator, Kent Institute Australia & External Member of
Academic Board, Elite Education Institute, Australia

&

Lorraine Bennett

Deputy Director, Center for Higher Education Futures (CHEF),
ATINER & Managing Director, Lorraine Bennett Learning and Teaching
Consultancy, Australia

**Stepping Up the Role of Learning Management Systems in
a Higher Education Landscape with Ready Access to
Artificial Intelligence Generative Technologies**

The 2020-2022 world-wide pandemic resulted in the physical closure of higher education campuses globally, and a transition for several months, to remote and online learning. Responses to this shift varied across the sector. Initially, many institutions, academics and students were under-prepared for the change, but most slowly adapted to the new way of teaching and learning. One of the key determining factors for a successful online learning program was the availability of a high quality, reliable and fully functioning Learning Management System (LMS). An effective LMS became the main conduit between students and teaching staff and acted as a 'one-stop shop' where student could access recorded lectures, learning activities, study notes and resources, and participate in online quizzes, and discussion groups and chat rooms with their peers. With the recent massive release of AI generative technologies, which have the capacity to produce in a matter of seconds quality text, visual, coding, and musical content, in response to a prompt or question, the higher education sector is about to experience another major change. The abundant availability of content and knowledge will mean that learning will need to shift from regurgitation of facts and rote learning to a greater emphasis on higher order learning skills such as critical evaluation, analysis, problem solving, clear thinking and evidence-based decision making. The proposition presented in this presentation is that the role of the LMS will need to play an even greater part in facilitating the learning process and managing the academic integrity implications of AI created content. The presentation will outline the features required in an effective, student-centred LMS to enable AI generative technologies to be embraced and to enhance learning whilst ensuring that the guardrails are in place to minimise the risks to academic standards.

Tharaya Al Shabibi

Assistant Professor, A'Sharqiyah University, Oman

&

Amira Al Shabibi

Head, Research Unit, Ministry of Education, Oman

The Obstacles to the Use of Qualitative Research and the Proposals to Overcome the "A Bibliometric Study"

This study aimed to investigate the obstacles to the use of qualitative research in the light of the previous studies and the proposals to overcome them. (16) scientific studies were analyzed and evaluated critically, within a ten-year period from (2011-2021). The study found many obstacles to the use of qualitative research, which the study classified into five axes: the obstacles related to the administrative aspect, the obstacles related to the university professor, the obstacles related to graduate students, the obstacles related to the academic courses, and the obstacles related to the nature of qualitative research itself. The study also reached several proposals to overcome the obstacles to the use of qualitative research, the most prominent of which are the following: spreading the culture of the qualitative curriculum, adoption of qualitative research ideas by faculty members and assigning students to this type of research. Including postgraduate programs with qualitative research courses.

Claudine Benoit

Professor, Catholic University of the Most Holy Conception, Chile
&

Mabel Ortiz

Professor, Catholic University of the Most Holy Conception, Chile

**Oral Presentation Preparation:
How Can Problems be Solved from a Collaborative
Approach?**

Oral presentation as a pedagogical and evaluative strategy represents an important indicator of student learning achievement. However, when its preparation is carried out collaboratively, some difficulties related to planning, the fulfillment of roles, the organization of the tasks and time management may arise. The objective of this presentation is to share with the audience the way in which difficulties are solved during the preparation and implementation of an oral presentation from a collaborative approach. The participants were 30 pre-service teachers from a Chilean university. The process lasted three academic weeks and it was consistent with a previous research conducted to analyze five cognitive-linguistic skills. Then, and in order to identify students' perceptions about collaborative work, an individual questionnaire was used. The results show difficulties in organizing time and tasks, agreeing on points of view, selecting relevant topics in the introduction and conclusion, and prioritizing fundamental aspects of group reflections. On the other hand, the strategies used to remedy such difficulties were: identification of the problem, awareness of the difficulties, new analysis of the problem, group feedback, use of technological tools, permanent dialogue and effective communication.

Stefano Carlucci

Assistant Professor, Polytechnic University of Milan & University of
Bari, Italy

Augmented Writing

“I haven’t written a word in a year,
nothing I haven’t thrown away!
Do you know what that’s like?
When it’s just you and a sheet of paper?
When you can’t think of a single thing worth saying,
a single character that people could believe in,
a single story that hasn’t been
told a thousand times before?”
Gaiman, 1991, p. 4.

After the smashing success of his first work, a young novelist has to face what is perhaps the worst enemy for every writer: the blank page syndrome

The desperate novelist spends months in contemplating the white sheets that lie motionless on his typewriter, when suddenly a possible solution to his problems emerges.

An unexpected help could give him “new ink” to his pen: by a lucky chance he could seize Calliope, the Muse that chaired Eloquence and Epic Poetry.

Through a kind of barter/bargain with a senior colleague, the former “owner” of Calliope, the Muse changes hands and becomes his inexhaustible source of inspiration.

Like magic the lack of ideas becomes a faded memory and creative drought gives way to a compositional abundance never seen before, the road to success is transformed into a triumphal march and numerous best sellers one after the other.

Starting from the above topics, contained in one of the 75 episodes the graphic novel *The Sandman* is composed by, the following work aims to analyze the main factors that contribute to influence inspiration to write, with a particular attention towards the huge potentials and the problems arising from the impact of the new technologies, the “Augmented Reality” for example, on the creative process.

All the pictures in my head. I had to get them down, but I didn’t have any paper, or ink. So I used the wall. And my fingertips. It’s her revenge, you see. Or his revenge. I said I needed, the ideas...but they’re coming so fast, swamping me, overwhelming me...You have to make them stop. Ivi, p. 19.

Hsiao-ping Chen

Associate Professor, Grand Valley State University, USA

**Curriculum Integration:
Themes, Inquiry, and Artmaking Strategies**

This article uses an interdisciplinary approach to examine the various ways in which educators integrate the arts into other subject areas. The discussion includes examples of themes drawn from real-life events using contemporary art as an illustration to convey the importance of integrating connections to students' lives when studying art. The sample classroom projects demonstrate how teachers can develop comprehensive projects and lessons for and with students while allowing them to engage in the art of self-expression to explore social meaning, such as community, identity, and context from real-life experiences.

Yujie Chen

Graduate Student, Harbin Engineering University, China
&

Dan Cui

Professor, Harbin Engineering University, China

A Study on Translation of China-specific Words from the Perspective of Chinese Culture Communication

Chinese-specific words mainly express the unique things in Chinese culture, which not only inherit the Chinese culture of thousands of years, but also represent the achievements of China's development in recent years. A large part of the new words are facing great difficulty in the process of translation. At present, there have been many case analysis of Chinese-specific words translation methods, which has a positive impact on this research. However, the selected samples are not representative and no comprehensive analysis of the translation strategy of Chinese-specific words based on large reliable corpus. Therefore, this paper mainly starts with the differences between the eastern and western cultures, taking the Chinese-specific words as an example, to analyze how to choose the appropriate translation strategies and methods according to the different Chinese-specific words in the translation process, so as to promote the dissemination of the traditional Chinese culture.

The study has found that Chinese-specific words can be classified according to their typicality. The translation principle for Chinese-specific words for the sake of global communication can be: as foreignized as is possible and as domesticated as is necessary at cultural level; as domesticated as is possible and as foreignized as is necessary at linguistic level. If a Chinese-specific words is more typical, it is more likely to be transliterated and foreignized and if it is less typical, it is more likely to be translated freely and domesticated.

Andrea Cocio Seguel

Researcher, San Sebastián University, Chile

First-Year English Pedagogy Students and their Interest in Teaching: How do Funds of Knowledge and Identity Contribute to Initial Teacher Training?

In Chile, having high-quality teachers is a fundamental challenge since evidence has shown that, at the school level, it is the most important predictor of student performance. The 2015 PISA Report shows that the most efficient educational systems emphasize a comprehensive teaching policy that focuses on attracting talented, excellent, egalitarian, and inclusive men and women to the teaching profession (OECD, 2018). Those recommendations and criteria have been incorporated in Chile to promote the interest and admission of the best candidates to pedagogy careers in the country. Although these recommendations establish new requirements incorporated through Law 20,903, few qualitative studies consider funds of knowledge and identity as opportunities for teacher training within the framework of the development of teaching skills and identity of teachers. In this way, and under the theoretical model of the Funds of Knowledge and Identity (Esteban-Guitart & Moll, 2014), we propose identifying and surveying the discursive repertoires of first-year English pedagogy students in their personal and professional development as future teachers. The study corresponds to qualitative descriptive research, which approximates a content analysis based on constructing codes and categories from analyzing the corpus of autobiographical narratives of first-year English pedagogy students. Concerning the analysis procedure, we carry out an initial, a central, and a final coding and calibration of the analysis of all the team members. The participants were 40 pre-service teachers of the English pedagogy program from La Araucanía region, in Chile. The Araucanía region has the highest poverty rates in the country, where rurality, poverty and Mapuche communities are combined, who -in some cases- continue to be excluded. The results reveal that the Funds of Knowledge and Identity approach allows recognizing the spaces, contexts, cultural knowledge and constructs that the students have of their own identity and positioning as future English teachers.

Dan Cui

Professor, Harbin Engineering University, China

&

Yaxuan Zhao

Graduate Student, Harbin Engineering University, China

A Study on the Functions of Chinese-English Codswitching in Chinese Popular Songs

Code-switching, as a consequence of language contact, increasingly appears in lyrics of Chinese popular songs, among which Chinese-English code-switching is the majority. The reasons and functions of code switching have attracted much attention in this area. This study investigates features and functions of Chinese-English code-switching in Chinese popular songs. The research samples are 23 representative Chinese popular-song lyrics collected from authoritative music charts, Global Chinese Golden Chart and Chinese Top Ranking list, issued from 2011 to 2020. Results of this paper are as follows: paragraph switches are of the highest frequency, and within the switched codes, the switching of nouns are the most frequent; code-switching in lyrics shows communicative function, it not only specifies addressee, but also realizes self-expression of addresser; code-switching in lyrics is endowed with textual function, and contributes to message reinforcement by employing reiteration and pun in lyrics; code-switching in lyrics achieves aesthetic function by means of rhyme scheme and syllable structure. Further study is required to detect more functions of Chinese-English code-switching in lyrics.

Maria Rosaria D’Acierno Canonici

Associate Professor, Parthenope University of Naples, Italy

Comics and Cartoons: *Destino* (Dalí and Disney) in a Middle School Curriculum

Comics do not belong to low literature any longer. They are becoming a crucial feature in the school curricula. Comics stimulate three important aspects of cognition: 1) drawing and coloring, 2) reading, and 3) writing; thus, linking art and language. In a middle school with a musical direction a short film (*Destino* by Dalí and Disney-6 minutes) has been used within an interdisciplinary content, but mostly to alleviate the hard study of mathematics and geometry. Very often these subjects are thought as separate from the others, and totally far from our lives. The video *Destino*, enriched with music, dance and rhythm, with images of buildings and arcs, with sculptures, long corridors and holes, surrealistic landscapes (desert), metaphorical objects (shell, bikes, big eyes,), shades and lights, Corinthian capitals, with a clock always controlling everything, offers a good opportunity in a classroom environment to focus on the importance of numbers, geometrical shapes and perspective. *Destino* has been used in a class of children (aged 13) to be discussed and analyzed in a form of an oral and written task. The video has only images and music, a song in English whose words summarize the content of the story. When showed, it was a really success and all the children were stimulated to interpret the feelings of the characters from a variety of items: 1) the music and the words of the song (Armando Dominguez) in English, introduced English as a foreign language; 2) the many sculptures and drawings by Salvador Dalí, showed pieces of art; 3) the body movements of the characters focused on Kinesics; 4) the many metaphors emphasized the inner sides of the story; 5) the time marked by a clock of different shapes, and the limited or infinite space (holes or the desert), stressed the importance of numbers, as also 6) the rhythm of music (Pythagoras’ theory), and finally 7) the sublime perspective which, from time to time, highlights one element over the other created a surrealistic perspective of lines in a surrealistic landscape. The main aim of *Destino* was to link mathematics and geometry to astronomy, and to music by focusing on a unitary view of human existence and the world. *Destino* was the only short film used during the school year to focus on perspective and mathematics, while other comics had been used mostly to increase reading and writing. The pedagogical conclusion of this short film was that mathematics is the most important subject in the school curricula.

The point is to associate mathematics to our daily life; to all the arts, from music to drawing, to painting, to games, to everything. Everything in our life is controlled by numbers and motion, by a balance between numbers and lines/perspectives; thus, focusing on time and space. Under this side, mathematics helps us to construct our world both scientifically and empirically. For this reason, it is linked to art. Music, painting, and, of course, architecture give color to our life. From the artistic point of view, painters of all ages have used perspective in their works either axonometric or isometric (Fra Carnevale, Brunelleschi, Veneziano, Masaccio, Hogarth, Escher, Roger Brown, Picasso). As we can see in the film music and pictures combine and perspective plays an important role.

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Discursive Interactions of Reading Mediation of Primary Education Teachers of Excellence in Different Disciplines

Based on the available evidence, reading mediation interactions in Chile are predominantly reproductive; they present a limited cognitive challenge and a mastery teaching discourse. Even though there is consensus about the relevance of dialogue in developing deep learning and mediating reading processes, most teachers present general conceptions about reading according to the content area literacy approach. The research aimed to describe the discursive interactions of reading mediation in pedagogical practices in different subjects among qualified primary education teachers. Regarding the methodology, the design was a descriptive and qualitative multiple-case study. The participants were 9 teachers from 6 public schools in La Araucanía, Chile, the region with the lowest economic indices in the country. We videotaped and analyzed 27 of their classes according to their cycles and types of interactions: dialogic, IRF (Initiation-Response-Feedback) or IRE (Initiation-Response-Evaluation). Concerning the analysis procedure, we carry out an initial, a central, and a final coding and calibration of the analysis of all the team members. The results showed that although there is a predominance of IRE cycles, the interactions are significantly more dialogic than previous evidence, so progress towards constructing more dialogic discursive patterns is noticeable. Lastly, the generalist approach to reading continues to predominate and interactions between students is scarce. Some educational recommendations for teaching practices are presented.

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Do Bilinguals Follow First or Second Language in Moving Across Spaces in Speech and Co-Speech Gesture?

Being a bilingual involves mastery of both speech and gesture patterns in a second language (L2). We know from earlier work in first language (L1) production contexts that speech and co-speech gesture form a tightly integrated system: co-speech gesture mirrors the patterns observed in speech (Kita & Özyürek, 2003), suggesting an online effect of language on nonverbal representation of events in gesture, during the act of speaking (i.e., “thinking for speaking”; Slobin, 1996). Relatively less is known about the online effect of language on gesture in bilinguals speaking structurally different languages. The few existing studies—mostly with small sample sizes—suggests inconclusive findings: some show greater achievement of L2 patterns in gesture with more advanced L2 speech production (Özyürek, 2002), while others show preferences for L1 gesture patterns even in advanced bilinguals (Özçaliskan, 2016). In this study, we focus on advanced bilingual speakers of two structurally different languages (Spanish L1 with English L2) in comparison to L1 English speakers. We ask whether bilingual speakers will follow target L2 patterns not only in speech but also in gesture, or alternatively, follow L2 patterns in speech but resort to L1 patterns in gesture.

We examined this question by studying speech and gestures produced by 23 advanced adult Spanish (L1)-English (L2) bilinguals ($M_{\text{age}}=22$; $SD=7$) and 23 monolingual English speakers ($M_{\text{age}}=20$; $SD=2$). Participants were shown 16 animated motion event scenes that included distinct manner and path components (e.g., “run over bridge”; Fig.1). We recorded and transcribed all participant responses for speech, and segmented it into sentence units that included at least one motion verb and its associated arguments. We also coded all gestures that accompanied each sentence unit. We focused on motion event descriptions as it shows strong crosslinguistic differences in the packaging of motion elements in speech and co-speech gesture in first language production contexts (Talmy, 2000). English speakers

synthesize manner and path into a single clause or gesture (*he runs over the bridge*; running fingers forward) while Spanish speakers express each component separately (manner-only: *el corre*=he is running; circle arms next to body conveying running; path-only: *el cruza el puente*=he crosses the bridge; trace finger forward conveying trajectory; Özçalışkan et.al. 2016). We tallied all responses by group and packaging type, separately for speech and co-speech gesture.

Our preliminary results (n=4/group) showed that productions in English L1 and Spanish L1 differed, with greater preference for conflated packaging in L1 English and separated packaging in L1 Spanish (Fig.2A) – a pattern that was also largely evident in co-speech gesture (Fig.2B). Bilinguals' production in L2 English, however, followed the patterns of the target language in speech – with greater preference for conflated packaging – but *not* in gesture. Bilinguals used separated and conflated strategies in gesture in roughly similar rates in their L2 English, showing an effect of both L1 and L2 on co-speech gesture. Our results suggest that online production of L2 language has more limited effects on L2 gestures and that mastery of native-like patterns in L2 gesture might take longer than native-like L2 speech patterns.

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Translation of Grammatical Gender by Arabic - German Bilinguals

The systems of grammatical gender vary across languages, and different accounts on the effects of L1 on L2 grammatical gender processing could be postulated 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; and Arabic with only two gender classes. As such, gender-congruent elements across languages are differently processed than gender-incongruent elements in translation tasks.

The underlying representation and processing of grammatical gender in L2 production have been an area of interest in psycholinguistics and second language acquisition, and contextualized within lexical access models. Despite the numerous experimental investigations in this area, there is still an ongoing debate on whether grammatical gender processing in translation is completely autonomous or influenced by the early acquired system of the first language.

The present study aims at investigating the translation of grammatical gender by Arabic - German bilinguals. The study utilizes forward translation task from Arabic into German, for both bare nouns and noun phrases to examine the role of L1 on L2 noun's gender processing in translation context.

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After Verkuyl's Discovery Aspect is No Longer a Mystery, but Aspectology Needs a Reform

A Power Point presentation is to summarize a review article, produced separately, on a new monograph by Henk Verkuyl, the finder of the extremely important universal and cross-language phenomenon of compositional aspect, discovered by him in 1971. Verkuyl's new book crowns his research carried out for more than six decades already. The presentation will summarize Verkuyl's contribution in describing the mechanism of aspect in compositional aspect languages by establishing two semantico-syntactic schemata, a perfective and an imperfective one. Certain defects, flaws and omissions in Verkuyl's model are also identified. The discovery of compositional aspect is widely recognized in linguistics but at the same time Verkuyl's theory of compositional aspect has for a long time been misconceptualized in its very core by a considerable part of the world aspectological community. The reasons for the massive misconceptualization are analyzed against the theoretical model of the author of the presentation. This model is claimed to be capable of providing the most adequate description and explanation of compositional aspect vis-à-vis verbal aspect, on the one hand, and of doing ultimate justice to Verkuyl's remarkable "oeuvre", on the other.

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Analysis of Turkish Speech and Language Therapists' Knowledge and Thoughts of Alternative and Augmentative Communication Systems

Objective: A speech and language therapist (SLP) is a healthcare professional who works with communication, language, speech, voice, and swallowing. SLPs are the primary authorities for preparing and teaching alternative and augmentative communication systems (AAC). This study aims to find Turkish SLPs knowledge and thoughts about AAC.

Methods: The research was carried out with a general survey model. 45 SLPs participated in this study. To do that, researchers developed the "Alternative and Augmentative Communication Knowledge Questionnaire (AACQ)". AACQs contains three parts, a) Demographic questions (e.g., graduation year, length of service as an SLP), b) 17 item about AAC, participants were expected to answer these items by choosing the appropriate option from three expressions (true/false/I don't know) & c) Two open-ended questions about the AAC (Turkish SLPs examples of AAC & Turkish SLPs thoughts on the clinical usage of AAC).

Results: 37.8% of the participants didn't take any lesson about AAC and 75.6% of them don't feel sufficient about AAC. 84.4% of the participants don't use AAC in their therapies and 80% don't feel comfortable using AAC in their therapies. AACQ scores significantly differ in some demographic characteristics. For example, AACQ scores of the SLPs who use AAC were significantly higher than those who didn't. Participants' open-ended questions and answers are also examined, SLPs knowledge about the AAC examples is mainly about low-tech devices (e.g. PECS, communication boards). Also, most of the

SLPs (82.2%) want to use AAC but a) knowledge about AAC, b) insufficient materials, families' negative thoughts & c) comfort of SLPs while using the AACs were barriers to this process.

Conclusion: Turkish SLPs need to become more aware of the clinical usage of AACs. This study also shows that the SLPs knowledge of AAC is being improved with the usage, but they also have different barriers to using AAC. If these barriers are handled, usage of the AAC might also improve. Also, if the undergraduate education about AAC improved, which may solve the problems.

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The Role of English in Valuing Interculture and Plurilingualism in Higher Education

Italian university has for some time been undergoing dramatic transformative processes centred on internationalization, marketization, competition and standardization (Gürüz 2008; Borghans, Cörvers and National Bureau of Economic Research 2009; Hazelkorn 2011). In non-English dominant contexts, such as Italy, this tends to equate with “Englishization”, i.e., an increased use of English (Piller and Cho 2013; Saarinen and Nikula 2012; Phillipson 2009). Englishization affects all or most communicative activities associated with universities: research dissemination, preparation of funding bids, teaching and supervision, internal and external communication (Lillis and Curry 2010; Haberland, Lønsmann, and Preisler 2013; Grenall 2012; Llorca, Cots and Armengol 2014; Ljosland 2014).

This research focuses specifically on the issues, tensions and debates surrounding the use of English as a medium of instruction, or, as we shall also refer to it, EMI. In the context of higher education, scholars have explored EMI under different labels and with different objectives, such as Content and Language Integrated Learning (CLIL) (Wilkinson and Zeger 2007; Smit and Dafouz 2012; Dalton-Putter 2011) or English as a Lingua Franca in Academia (ELFA) (Mauranen 2014; Jenkins 2014; Seidlhofer 2011).

The purpose of this paper is to give an account of the status of English as a medium of instruction in various regions of Italy which are at different stages of EMI implementation (Brenn-White and Faethe 2013), as well as to promote multilingualism and cultural diversity as permanent experiences aimed at fostering the growth of society.

This can lead to an increase in the inclusion and quality of participation in university life by foreign students, as well as to the reduction of the gap between non-Italian University students and Italian speakers.

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&

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The Translation of Idioms and Chinese Culture in the English Version of Journey to the West

Journey to the West, the peak of ancient Chinese romantic novels, was translated into English in 2000 by British Sinologist Jenner. Since then, it has had a significant impact on international literature. In order to combine the current international with domestic development situations of translation studies and carry out objective criticism of the present situation and future trend of Chinese literature and culture as well as improve cross-cultural communication, it is also important to study the relationship between the translation of those idioms and Chinese culture in Jenner's English translation. According to the several categories of Chinese idioms and the primary translation strategies, representative idioms from Jenner's English translation will be chosen, analyzed at the translation level, and the fine traditional Chinese culture reflected in them will then be summarized. The translation strategies used in the book skillfully combine the essence and characteristics of Chinese culture, which is important for the dissemination of Chinese classical literature and Chinese culture. It also demonstrates one way in which Chinese literature might contribute to the international literary community by introducing Chinese culture, Chinese ideas, and Chinese wisdom.

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Analyzing AIGPT's Influence on Higher Education from a Philosophical Perspective

With the development of science and technology, AIGPT has been widely used in various fields. AIGPT can complete the work more quickly and write good answers and reports. In the stage of higher education, how higher education educators view AIGPT affects whether higher education educators incorporate AIGPT into teaching aids and affects how higher education educators evaluate students' assignments written with AIGPT. AIGPT can provide guidance and feedback on a wide range of topics and can also generate high-quality answers to test questions or entire essays, making it difficult for educators to distinguish between student work and work generated by the AIGPT model. These aspects may create pressure on higher education educators. However, AIGPT cannot compare with humans in critical thinking, creativity and problem solving, and reminds higher education educators that there is still much room for development and the attendant responsibilities. Philosophy focuses on systematically and critically examining the way one judges, evaluates, and acts, to make people more intelligent, self-reflective, and a better person. At the time of the rise of AIGPT, evaluating the impact of AIGPT on higher education from a philosophical perspective can more clearly analyze whether the impact of AIGPT on higher education is reasonable, and prompt higher education educators to correctly deal with the impact of AIGPT on higher education. From a philosophical perspective, making good use of objective evidence to think systematically and critically is an important feature of human beings. AIGPT can use big data to analyze and provide better answers. For learners, it just has the answers derived from big data are that the learners' own critical thinking ability, creativity and problem-solving ability have not been exercised, so higher education educators should pay more attention to whether students really have critical thinking ability, creativity and problem-solving ability can be augmented with formative assessments and practice.

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High-Vowel Lowering in Aymara-Spanish Bilinguals from Chile: An Acoustic Study

Aymara is a language spoken in Bolivia, Peru and in the north of Chile that has been described as phonemically trivocalic. It also has been reported that Aymara's high vowels, /i/ and /u/, are lowered when preceded or succeeded by a uvular consonant (e.g. [q]). However to the best of our knowledge no acoustical analyses have been conducted to study the nature of Aymara's high-vowel lowering process. Following previous research that explored the vowel lowering in Quechua, a trivocalic language spoken in Bolivia (Holliday & Martin, 2017), the present study attempted to 1) report acoustic evidence of the Aymara's high-vowel lowering process and 2) test whether this phenomenon is a result of a coarticulatory process caused by the uvular context or whether it corresponds to a phonological process that results in systematic lowered high-vowels. We interviewed 5 Aymara-Spanish bilingual speakers (2 female) who completed a word elicitation task. Our Bayesian regression analyses found acoustic evidence of a high-vowel lowering process when vowels occur in uvular contexts. This was demonstrated by a systematic increase of the F1 of /i/ and /u/ in uvular contexts. Moreover, our results showed that the F1 values were stable within the vowel, which suggests that this process is phonological rather than a consequence of coarticulation. Altogether, our results replicate those of Holliday and Martin for the Quechua language (2017) as they provide evidence of an allophonic lowering process of Aymara high-vowels when occurring in a uvular context.

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The Concept of ἵστορ (Hístor) in Homer's *Iliad*

The objective of this investigation is to characterize the concept of ἵστορ (*hístor*) in Homer's *Iliad* and to give account of the epistemic fundament in Western history, particularly in Ancient Greece; our intention is to take History closer to Science and away from ideology. The methodology that we're going to use is semiotics. Our hypothesis is that Homer was crucial for the transition from the mythical to the logical thought, among other things, because he made a semiotic progression from the oral to graphic sign by the very fact of write the *Iliad*; he also delivered, thru his epic poem, a new epistemic fundament of reality that gave the possibility to the appearance of new kinds of thought that fit in the logical thought, such as historical, philosophical or political thought. To show that, we analyze two Chant from the *Iliad*, the XVIII and the XXIII, where the word ἵστορ is used. And we propose that the new epistemic fundament of reality involves the fact as action or event, space, time, and the participant of the discourse; everyone has access to it, and no longer only few people who were inspired by deities.

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Turkish Students' Perception of Blended Learning in EFL and Higher Education Context

Technology has been incorporated into the classroom setting and has brought about a quick reform in educational field, particularly at university level. One of these developments in higher education's methods of instruction is blended learning (BL). Within this paradigm, this study aimed to investigate how students perceived blended learning in the context of higher education and English as a Foreign Language (EFL). It also tried to explore the views of the students about the use and content of BL components, traditional face-to-face learning and online learning platform. Additionally, it attempted to acquire the students' perspectives on the BL activities, and the benefits and drawbacks of BL for learning English. In parallel with these objectives, a 5-point Likert scale and eight open-ended interview questions were used in this mixed-method study to collect data. In this research, 160 Turkish university students at the beginner level of EFL participated in an online questionnaire and interview. The data from the questionnaire and the interview were analyzed using SPSS software and Content Analysis, respectively. The quantitative and qualitative findings of the study indicated that students' perception of BL were mostly neutral regarding the use and content of online learning platform, the practice and content of traditional face-to-face learning method, the evaluation of BL activities and tasks, and the benefits and drawbacks of BL. Although students partially agreed with the usage of BL method, they still preferred traditional face-to-face learning to online learning via learning management systems (LMSs) in a blended learning setting.

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Vocabulary Notebooks as a Noteworthy Powerful Instrument in Learning Technical Vocabulary

This research paper attempts to investigate the organization and the effectiveness of vocabulary notebooks by distinguishing several benefits the implementation of this technique brings in the acquisition of technical terminology through an ESP course. When tackling with language learning, it is needless to emphasize the noteworthiness and the importance of the vocabulary in this process. Appertaining to technical terminology, this plays entirely pertinent. Various studies have concluded that vocabulary notebooks (henceforth VN) are efficient in exposing different learners' strategies within this single strategy, which led us to conduct research on VN.

The data of this research were obtained mainly by applying the observational research technique, a vocabulary oral exam and a comprehensive questionnaire on the effectiveness of the Vocabulary Notebook. Students of Mechanical Engineering, Textile Engineering and Hydrotechnical Engineering at Polytechnic University of Tirana were selected in order to obtain the data. The observation is partly overt and partly covert. Students of Mechanical Engineering and Textile Engineering (75 students) are the treatment group wherein the Mechanical Engineering students are an overt group and the Textile Engineering students serve as the covert observational group while on the other hand the Hydrotechnical Engineering (45 students) students are the control group. The data were obtained during and at the end of the semester.

Throughout the observation all along the 1st semester, it was perceived that most of the students organized their VN by utilizing mainly Microsoft Word Document downloaded on their Smart Phones, while the rest used the traditional paper notebook to organize their technical VN. The organization of the VN reflected the strategies each of the students use implemented to learn technical terminology. At the end, students were tested on their acquired terminology through an oral exam and then a questionnaire was handed to them. The students of the overt group making use of digitalized form of a Notebook resulted to have acquired most of the technical vocabulary. In the main, the overt group outperformed the covert group on the acquisition of the technical vocabulary, while the control group score on the oral exam was significantly below, compared to the all-inclusive treatment group.

Students' questionnaire revealed that overall students had a positive approach on this strategy and they embraced the autonomy acquired throughout the semester by implementing this strategy.

Other than the effectiveness on vocabulary acquisition, which was on higher levels, this strategy proved itself once again to be an enhancer and promoter of learner autonomy.

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Characterization of Structures and Terms of Tennis Broadcasts in Spanish

The aim of this study is to characterize the structures and terminology used in a corpus of three tennis broadcasts in Spanish. Based on studies focused on sports discourse in general, we were able to determine the most frequent terms and syntactic structures of the tennis narrative. For this purpose, we distinguished two essential phases that constitute the broadcast: the descriptive-narrative phase and the commentary phase.

On the one hand, in the descriptive-narrative phase, we find non-verb constructions, more particularly various nominal phrases. These phrases are configured in different ways to account for different realities of the tennis match: a) the partial score of the match (1), b) a particular play (2), c) the consequence of a play (3), among others.

- (1) 40-15 [Laver Cup]
- (2) Devolución corta de Rafa. [Men's final] / Rafa's short return (translation).
- (3) Segundo saque, doble break point, Federer. [Men's final] / Second serve, double break point, Federer (translation).

On the other hand, the commentary phase is characterized by the journalist's use of verb constructions. These constructions tend to present verbs in a variety of tenses. By way of example, the most frequent tenses of this phase in the corpus are simple present (4), simple past (5), present perfect (6), pluperfect or past perfect (7), among others. All these tenses belong to the indicative mode.

- (4) Nadal *neutraliza* primero, lo *deja* expuesto a Federer adelante y *castiga* después. [Final varonil] / Nadal neutralizes first, leaves Federer exposed in front and punishes later (translation).
- (5) A Nadal le *costó* mucho poder pegar afirmado y *estuvo* siempre fuera de balance. Federer con paciencia *encontró* el momento y el tiro ideal por la altura. [Final varonil] / Nadal had a hard time hitting steady and was always off balance. Federer patiently found the right moment and the ideal shot for the height (translation).
- (6) Todo esto lo *han planificado* en esa charla técnica con, con Enqvist y con, con Borg. [Laver Cup] / All this has been planned in that

technical talk with, with Enqvist and with, with Borg (translation).
(7) Se me *había olvidado* el nombre de Thomas Enqvist [Laver Cup] /
I had forgotten the name of Thomas Enqvist. (translation).

Within the framework of the terminology used in the broadcasts of the corpus, we observed that the journalists tend to use a variety of anglicisms to describe certain types of shots, plays or particular situations of this discipline. The vast majority of the terms found have their equivalent in Spanish. On the one hand, there are terms that are used indistinctly in English or Spanish, such as *break* or *quiebre*. On the other hand, there are terms that are totally preferred in the English version by the journalists, such as the word *set*, which is used instead of *manga*.

Finally, with this article, we intend to contribute to research focused on sports discourse, in particular studies centered on the syntax of television broadcasts of tennis.

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Simplifying the Theoretical Treatment of "Wager" Verbs

Since at least Postal (1974: 304-305), theoretical linguists have assumed that the English language possesses a class of verbs that does not syntactically tolerate an overt Noun Phrase in the "usual" subject position of an infinitival complement clause, as in (1a) below, but will allow one if that Noun Phrase has undergone passivization, as in (1b), Wh-formation (1c), Heavy-NP Shift (1d), and so on. This class of verbs has been variously described as Derived Object Constraint verbs (Postal 1974, 1993), Exceptional Case Marking-with-Focus verbs (Rooryck 2000), and *wager*-class verbs (Pesetsky 2019).

- (1) a. †He alleged **Melvin** to be a con man.
(cf. *He believed Melvin to be a con man.*)
Note: † indicates that native speakers have reported such examples to be unacceptable.
b. **Melvin**, he alleged ___ to be a con man.
c. **Melvin** was alleged ___ to be a con man.
d. **Who** did they allege ___ to be a con man?

Based on internet corpus data, the author's own judgments, and the results of an acceptability survey conducted at a major American university, this paper first defends the novel claim that a class of verbs with these grammatical properties does not exist, a finding that significantly reduces the inventory of grammatical mechanisms needed to account for complementation types generally.

In addition, this paper develops new accounts of two distributional characteristics of the *wager* verbs that certain other Raising to Object/Exceptional Case Marking verbs do not exhibit. First, infinitival complements to *wager*-verbs are argued to be aspectually linked to the matrix verb, while those of *predict*-type verbs are not. This semantic difference explains a well-known stative restriction on complements to this verb class exemplified in (2a).

- (2) a. †I admit **her** to win the race. (cf. *I admit that she is winning the race.*)
b. I predicted **Mary** to win the race.

Second, judgments of unacceptability like the one in example (1a) above, previously attributed to Postal's Derived Object Constraint or its counterpart in other theories, are argued to result from three pragmatic usage preferences involving register and atypical degree that are encoded by the selection of the marked Raising to Object/Exceptional Case Marking option with this verb class, preferences that are argued to play out differently for *believe* as opposed to *wager*-verbs.

(3) a. Choice Factor 1 (the Stereotype Factor):

Tensed clausal complementation is the unmarked or "stereotypical" option with the class of verbs that includes *believe* and *wager*. I.e., the use of the infinitival option in (1a) is strictly limited to the two atypical/marked contexts in (3b, c) below.

(3) b. Choice Factor 2 (the High Register Factor):

Formal contexts are atypical: Speakers may explicitly signal high register by using the infinitival complementation option with this verb class.

c. Choice Factor 3 (the Degree Factor):

It is atypical to express the degree to which the property denoted by a matrix *believe* or *wager* verb "meets the expected standard." Speakers may explicitly signal atypical degree by using the infinitival option.

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Improving Argumentative Writing Skills by Using a Collaborative Setting

Writing is one of the most complex and challenging skills to develop among EFL students because of the time involved during the process and its recursive nature. This research aimed to measure the effect of collaborative writing on the performance of students of English for writing argumentative texts in English as L2 using an online collaborative writing tool in a b-Learning environment and compare these results with those of a control group working individually. The research also included the development of a didactic sequence which included principles related to collaborative writing, task-based approach, integrated skills, and blended learning. In terms of collaborative writing, it includes aspects such as role division, goals definition, quality of the interaction, self-assessment and the basics of the writing process (planning, translating, and reviewing). The research was a quasi-experimental study involving a pre-test, an immediate post-test, and two delayed post-tests for both groups in a mixed model for repeated measures. Results allow for hypothesis validation, namely, that b-Learning collaborative writing supported by technological tools improves, facilitates and encourages student gains in writing in English as L2 in an instructional environment for academic purposes. It was concluded that there is evidence of a positive effect of collaborative writing of texts argumentative arguments in technology-mediated English since writers can consult their peers for their explicit knowledge and then make decisions more dialogued concerning the text being constructed. Furthermore, this is an effective way of creating new knowledge mainly because collaboration involves obtaining knowledge from various sources. Finally, the collaborative writing work modality allows learners of an L2 gradually develop the skills necessary to write coherent texts in an individual, self-regulated and autonomous, which is consistent with research findings in previous studies.

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&

Nicholas Rux

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May 2023 with A.A. in Liberal Arts, Garnet Valley High School and
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The Impact of Community College Education on High School Dual Admission Students

The role of the community college has evolved, and now more high school students are becoming dual admission students who will take college credits during their high school to get an associate degree by the time they graduate high school. The pandemic has created a huge influx of high school students who seek out this path to their academic goals. In this presentation, we will be discussing from both the faculty and student perspective, as well as including interviews of a variety of CCP dual admission students. Nicholas, being a current junior in high school and recent graduate from the Community College of Philadelphia, will discuss his educational pathway and how this opportunity has impacted his life and world view. From a faculty perspective, Nicole will discuss the changes over the past 20 years at the college and how this opportunity is making education not only more affordable but also more impactful.

Hsiao-Yung Wang

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**Struggling for the Authentic Being:
A Critical Rhetoric of Transsexual Narratives of “The Chen
Story” and the Embodied Sexual/Gender Consciousness**

This essay aims to explore transsexual narratives of sexual identity and sexual desires in “The Chen Story” and elaborate the embodied sexual/gender consciousness by McKerrow’s (1989) critical rhetoric, especially the nominalist rhetoric. “The Chen Story” is the first transsexual autobiography written by a male-to-female (MTF) transsexual “Chen,” who came out and self-proclaimed (instead of being diagnosed) as primary transsexualism. This critical case also had a major impact on the institutionalization of gender-affirming hormone therapy and sex reassignment surgery in Taiwan in the 1980s. This essay found that Chen’s transsexual narratives indeed reproduced and reinforced the existed sex/gender ideology frequently by her rhetoric, including homophobia and heteronormativity. However, the volitionalist and nominalist rhetoric of Chen meticulously resituated the so-called “woman” and “authentic womanhood” as equally constructive, and no more essentialist. Moreover, “queering straight sex” and “straightening out gay sex” as two different but related sex/gender tactics reciprocally problematized the literalization of homosexuality as well as heterosexuality. Based on research findings, this essay argues that the somatic material, skin ego and proprioception of Chen’s pre- and post-operational body could indicate the exclusivity, limitation and inflexibility of mainstream sex/gender matrix. This means transsexual’s struggling for the authentic being (such as passing or transition through surgery and hormones) was doomed to be informed at all points by the impossibility and failure of a longing for home, social belonging and social acceptability. This essay concludes that transsexual as the specific sexual minority, her sexed embodiment might enact the literal ambivalence of cross-sexual identity, an uncatalogued cross-sexual desire and in-between intermediacy of bodily displacement. “The Chen Story” and its critical rhetoric, performed the critique of domination and critique of freedom practically in this seemingly insidious but deployable textual space.

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A Study on English Translation of Imagery in Tang Poetry from the Perspective of Cultural Linguistics

Tang Poetry is an outstanding pith and treasure of Chinese culture and is the precious cultural heritage from home and abroad, while imagery is the soul of poetry. The connotations and affections carried in poetry frequently root in concrete images, therefore the understanding of imagery turns out to be vital in poetry, which is also the difficult point in translating. From the perspective of cultural linguistics, the paper is based on its imagery theory to explain the relationship of culture, language and imagery and analyze and research in the transference of imagery and the emotions expressed through emotional imagery in the course of translation. This study found that there are two main translation methods to translate Tong Poetry, which are literal translation and free translation. On this basis, this study proposed that different translation strategies should be adopted 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 and to achieve cultural transmission and communication in different countries.

The paper consists of five chapters. Chapter one is a brief introduction to the whole paper, including motivation, research questions and structure of the thesis. Chapter two introduces theory of the cultural linguistics and image theory. Chapter three introduces the status of Tang poetry in classical Chinese literature. Chapter four analyzes the process of the translation in image transmission using the cultural linguistics. Chapter five concludes that cultural linguistics plays an important role in image translation of Tang poetry.

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A Study on Cultural Pragmatics Strategies of Chinese Spokesperson of Foreign Ministry in Diplomatic Discourse

In recent years, China's diplomacy has been gaining momentum, and spokespersons of the Ministry of Foreign Affairs have made a lot of golden words. Diplomatic discourse has the task of delivering cultural missions and solving diplomatic problems, but related researches on the interaction between diplomatic discourse and discourse analysis are limited. From the perspective of cultural pragmatics, we take the statements given by Foreign Ministry spokesperson Zhao Lijian at regular press conferences in the past three years as the research materials, conduct the study on the diplomatic discourse from three levels of cultural contexts, analyze the influence of diplomatic cultural contexts on the spokesperson's response, and thus investigate the influence of specific cultural contexts on the discourse output of the spokesperson and the regulation and adjustment of pragmatic strategies.

The results of the study are as follows: from three levels of cultural contexts, the traditional cultural beliefs of "harmony is priceless" and "faithfulness" regulate the spokesperson's attitude of response; the rules of politeness and the use of non-verbal symbols in cultural communication norms can facilitate smooth communication, and the "wolf warrior" style of diplomatic strategy that violates the principle of politeness can effectively convey China's tough attitude on issues of position and principle; in addition, the cultural vocabulary with Chinese characteristics gives impetus to strengthen the power of Chinese diplomatic discourse.

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Roles on Inclusion and Materiality in the Intergenerational Transmission of ASL and Deaf Culture in Newfoundland and Labrador

This sociolinguistic, multidisciplinary and qualitative research examines the use of ASL (American Sign Language) by Deaf people in Newfoundland and Labrador, Canada. It examines the roles of educational ideology, materiality, language attitude, and technological advancement in the use of sign language and Deaf culture. In 2010, the Newfoundland School for the Deaf (NSD) closed and all Deaf children were mainstreamed into inclusive education. Despite assurance from the provincial government that their educational, social and personal needs would be met, this did not materialize. Deaf children, their parents and advocates of the Deaf community continue to protest against the current circumstances, which include inaccessible educational resources and services, and the failure of Deaf learners to reach their potential. With limited hours allocated to ASL and no access to spoken language, Deaf children are socially isolated and linguistically delayed and/or deprived. In September 2022, a human rights trial was held, focusing on a Newfoundland Deaf child, whose parents contest did not receive the quality of education he is entitled to by law (McKenzie-Sutter 2022).

Deaf children in Newfoundland and Labrador today are often not exposed to other Deaf children; nor are they members of the adult Deaf community and its activity. They lack Deaf role models. They are unfamiliar with the type of activity that once characterized a community of Deaf youth because it no longer exists. Moreover, material artifacts, those objects representative of a Deaf identity and community are inaccessible, and many are unpreserved. Without an awareness of their Deaf culture, the present generation of Deaf youngsters may lack the resources necessary to establish a Deaf community and maintain local Deaf heritage. Such challenges are further compounded by a current attitude resulting from technological innovation, namely an assumption that cochlear implants, smart phones and live streaming deem Deaf culture gratuitous. A loss of the intergenerational transmission of ASL can potentially mean the loss of a minority group, a minority language, ASL, and of the local Deaf culture of Newfoundland and Labrador. This is a loss for Canada's diverse heritage, and for humanity in general.

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