

KNIHA ABSTRAKTOV

9. MEDZINÁRODNÁ KONFERENCIA DOKTORANDOV

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Ústav filologických štúdií

Univerzita Komenského v Bratislave, Pedagogická fakulta



UNIVERZITA KOMENSKÉHO V BRATISLAVE

PEDAGOGICKÁ FAKULTA
Ústav filologických štúdií
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9. MEDZINÁRODNÁ KONFERENCIA DOKTORANDOV

pod záštitou

pani dekanky prof. PaedDr. Kataríny Žilkovej, PhD.,

a

Ústavu filologických štúdií Pedagogickej fakulty UK,

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Cieľom konferencie je vytvoriť fórum na prezentáciu vlastnej vedeckovýskumnej práce a získať tak spätnú väzbu pre svoju ďalšiu tvorivú činnosť od odborníkov Ústavu filologických štúdií PdF UK. Vítané sú príspevky doktorandiek a doktorandov filologických odborov so zameraním na didaktiku cudzích jazykov a literatúr, vrátane slovenského jazyka ako cudzieho jazyka, ako aj na cudzie jazyky a kultúry.

Vedecký a organizačný výbor:

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Mgr. Jakub Kundra
Mgr. Pavol Kupka
Mgr. Katarína Smolková

Rozvoj včasnej čitateľskej gramotnosti v slovensko-nemeckej škôlke pomocou konkrétnych príkladov z pedagogickej praxe

Revajová Ingrida

Univerzita Komenského v Bratislave

Podpora čitateľskej gramotnosti v rámci predškolského vzdelávania umožňuje dieťaťu kognitívny, emocionálny, psychomotorický, ako aj kreatívny rozvoj. Pedagogická skúsenosť ukazuje, že vzdelávacie aktivity spojené s detskou literatúrou ponúkajú všestranné didaktické využitie a deti ich reflektujú pozitívnu spätnou väzbou. V teoretickej časti sa zameriame na vysvetlenie pojmu predčitateľská gramotnosť a jej význam v predškolskom veku. V praktickej časti príspevku budú načrtnuté aktivity z vlastnej pedagogickej praxe autorky, ktoré poukazujú na účinné spôsoby rozvoja včasnej čitateľskej gramotnosti v slovensko-nemeckej škôlke. Ide predovšetkým o aktivity spojené s hlasným, dialogickým alebo maľovaným čítaním. Budeme pracovať s dielami ako je Žabiatko Ľudmily Podjavorinskej v nemeckom preklade Jarmily Roser Das Fröschen; textom Hase Franz Meier od Sibylle Sailerovej; svetoznámym dielom Erica Carleho Die kleine Raupe Nimmersatt, v slovenskom preklade Nenásytná húsenička a dvojjazyčnými detskými riekankami. V rámci vzdelávacích aktivít sa zameriame na prepojenie viacjazyčnosti spolu s detskou literatúrou, zážitkom, skúsenosťou a tvorivou činnosťou.

Interkultúrne povedomie ako jedna zo zručností 21. storočia

Smolková Katarína

Univerzita Komenského v Bratislave

Akcelerácia vývoja technológií, sociálne a ekonomické zmeny a globalizácia prinášajú nové nároky na zručnosti absolventov vysokých škôl. V príspevku sa budeme venovať zručnostiam 21. storočia, ktoré sú potrebné na uplatnenie sa absolventov na globálnom trhu práce. V centre pozornosti stoja interkultúrne zručnosti, nakoľko si medzinárodná orientácia vyžaduje schopnosť pracovať v interkultúrnom / medzinárodnom prostredí. Okrem znalosti cudzích jazykov je potrebné byť schopný porozumieť a rešpektovať rozličné kultúrne kontexty a náhľady a v neposlednom rade byť otvorený novým myšlienkam a spôsobom myslenia.

Rozvoj intelektuálneho charakteru žiakov vyššieho sekundárneho vzdelávania na hodinách anglického jazyka

Kundra Jakub

Univerzita Komenského v Bratislave

Konferenčný príspevok sa zaoberá problematikou integrácie literárnych textov do výučby cudzieho jazyka za účelom kultivácie intelektuálnych cností, ktoré sú chápané v širšom kontexte rozvoja kritického myslenia. Cieľom príspevku je definovať kľúčové pojmy, priblížiť doterajší stav výskumu, vymedziť spojitosť kritického a morálneho myslenia, zdôvodniť, prečo je kritická a zároveň morálna myseľ v súčasnosti označovaná za najžiadanejšiu myseľ budúcnosti a vysvetliť, ako možno prostredníctvom literárnych textov rozvíjať intelektuálny charakter žiakov. Výsledkom teoretického výskumu je sumarizácia multidisciplinárnych poznatkov z danej problematiky a vytvorenie teoretickej bázy pre ich

následnú didaktickú aplikáciu v kontexte cudzojazyčného vzdelávania. Pri spracovaní problematiky boli využité teoretické metódy ako analýza, dedukcia, komparácia, syntéza a zovšeobecnenie.

Využitie mediálnych združení vo viacjazyčnom predprimárnom kontexte

Kupka Pavol

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Príspevok sa bude zaoberať tým, ako možno mediálne združenia, najmä obrázkové knihy v tlačenej a digitálnej podobe, využiť na posilnenie jazykového rozvoja a záujmu o čítanie vo viacjazyčnom predškolskom prostredí. Predstavuje tiež metódu dialogického čítania ako spôsobu, ako zaujať deti obrázkovými knihami. Okrem toho definuje pojmy mediálne združenie, obrázková kniha, kino obrázkovej knihy a aplikácie obrázkových kníh. Poukazuje tiež na potenciál digitálnych médií a foriem obrázkových kníh ako doplnku k tradičným tlačným médiám.

Metóda tvorivého písania uplatňovaná v rámci predmetu slovenský jazyk a literatúra na primárnom stupni edukácie – východiská vybraných výskumov a ich kvalitatívne overenie

Šotterová Veronika

Univerzita Komenského v Bratislave

Každý predmet so sebou prináša rozličné metódy vzdelávania. Ich správnym uchopením naberá edukačný proces na efektívite. Tvorivé písanie je jednou z metód uplatňovaných v rámci predmetu slovenský jazyk a literatúra na primárnom stupni. Nepodnecuje napredovanie žiakov len v kognitívnej, ale aj afektívnej oblasti, čo je základnou požiadavkou vzdelávania na prvom stupni základných škôl. Práve táto skutočnosť sa stala motívom pri definovaní cieľov skúmania a témy sprostredkovaného príspevku. Zamerali sme sa na zmapovanie aktuálnych možnosti aplikácie metódy tvorivého písania v rámci predmetu slovenský jazyk a literatúra na primárnom stupni prostredníctvom obsahovej analýzy realizovaných výskumov. Zistené informácie sme overili kazuistikou edukačnej hodiny a rozhovorom s pedagogičkou, kontinuálne uplatňujúcou metódu v praxi. Potvrdili sa nám teórie definujúce tvorivé písanie ako metódu rozvíjajúcu slovnú zásobu, podporujúcu seba vyjadrovanie a tvorivosť žiakov primárneho vzdelávania, ale aj ako nástroj podpory ich záujmu o knihy, písmo či učenie sa. Keďže školstvo prechádza neustálymi inováciami a online vzdelávanie je čoraz viac uplatňované vo vyučovaní, analýzou dostupných zdrojov sme odhalili výskumný problém zameraný na prepojenie e-learningu a tvorivého písania v rámci predmetu slovenský jazyk a literatúra mladšieho školského veku. Tento spôsob edukácie nie je dostatočne prebádaný. Uvedená skutočnosť sa stala východiskom ďalšieho kvalitatívneho výskumu, ktorého cieľom je identifikovať špecifické nároky online vzdelávania zamerané na plánovanie, organizovanie, realizáciu, hodnotenie metódy v praxi a ponúknuť možnosti ich riešenia.

Interaktívne prístupy v zážitkovej pedagogike

Miklóšová Erika

Univerzita Komenského v Bratislave

Príspevok oboznamuje čitateľa so spôsobmi a formami, ako aktivovať žiaka v rámci zážitkovej pedagogiky prostredníctvom konkrétnych umeleckých diel, ktorých úlohou je sprostredkovať zážitok a motivovať žiaka k reakcii a k reflexii

The role of metalinguistic awareness in the development of writing competence and lexical richness

Ghanimi Rabeb

University of Pannonia

The study of metalinguistic awareness (MLA) has advocated its critical role in the development of writing competence (e.g., Myhill & Newmann, 2016; Ofte, 2014). Likewise, it is generally agreed that MLA contributes to the development of lexical richness in bi- and multilingual foreign language learners (Altman et al., 2018; Myhill & Newman, 2016; Sun et al., 2018), leading to the development of written composition quality. In this vein, the present study investigates the relationship between MLA, lexical richness and writing competence in bi- and multilingual adult learners of English as a foreign language (EFL). Ninety-two university students were administered a language profile questionnaire, a metalinguistic awareness test, and a written narrative task: a story of a short silent film. The participants' written narratives were holistically scored on a scale from 1 (weak) to 5 (excellent) to assess their writing proficiency. The procedure was carefully controlled to ensure interrater reliability. Two qualified raters judged the batch of narratives independently in terms of complexity, accuracy, and fluency (CAF) then discussed the scores among each other. The writing samples were also used to calculate lexical profile scores as a method for measuring the degree to which the writers were using a large vocabulary. The results showed a positive relationship between learners' level of MLA, lexical richness, and writing competence. MLA has been shown to be a contributing factor to the development of lexical richness and writing competence in EFL learners. These findings contribute to the limited amount of research on the role played by metalinguistic awareness as a metacognitive ability in the development of writing competence and lexical richness.

An interdisciplinary approach to bilingual language use in interaction

Csillingh Erika

University of Pannonia

Bilingualism is constantly gaining ground due to current economic and global trends, adding to the already large number of speakers around the world using more than one language on a regular basis because of historical and cultural reasons. The study of bilingual language processing aims to provide important insight about how speakers navigate across their languages in the process of meaning making. Recent bilingualism and multilingualism research views the mental lexicon as a dynamic system and language processing in general, and speech production in particular, as a result of the interplay of various intra- and interpersonal factors.

It is a widely accepted fact that code switching is a natural and common characteristic of bilingual speech, given the right circumstances. While much research has been devoted to the study of code switching from a linguistic, psycholinguistic or sociolinguistic perspective separately, little work has addressed the issue adopting an interdisciplinary approach. The current study is an attempt to yield some insight about the use and nature of code-switched utterances in bilingual interaction by integrating psycholinguistic, structural and sociolinguistic aspects of the phenomenon. Drawing upon concepts put forward by psycholinguistic research, implications of language orientation, language mode, and language control will be discussed. The linguistic analysis will examine level of integration on one hand, and typology on the other hand. A discussion of issues such as language socialisation, communicative setting, language choice and the dynamics of accommodating communication will provide the sociolinguistic perspective of the problem. A qualitative analysis will examine code switching using empirical data collected through extended interviews and a parental LEAP questionnaire. Code switching will be investigated using data and examples from two interviews in each of the languages of an 11-year-old child participant who is a sequential early bilingual speaker of Hungarian and English. The questionnaire provides information on the language history and language proficiency of the child participant. An extended parental interview helped uncover the attitudes and ideologies of the parents, and revealed the nature of the applied family language policy. Results of the current study contribute to a better understanding of bilingual processing and language choice with implications in a range of different contexts. The findings may be of interest for parents involved in raising bilingual children, educators on various levels working with bilingual children in institutional settings, as well as experts engaged in shaping the educational policy at the local or national level.

Formative use of midterm assessments in Mozambique

Muianga Felizardo

Masaryk University

Implementing formative assessment in high-stakes assessment contexts is challenging due to teaching to the test. Formative use of tests has been viewed as an alternative to implementing formative assessment in such assessment contexts. This small-scale qualitative study examined 12 secondary school English language teachers' formative use of midterm assessments. It concentrated on the teachers' feedback, strategies teachers employ to address students' difficulties and misunderstandings, and factors influencing teachers' formative use of midterm assessments. The data were collected through in-depth interviews and video recordings in Maputo, Mozambique. The results suggest that most participants' feedback on midterm assessments tends to be summative. The teachers emphasise the knowledge about the correctness of assessment responses rather than using the assessment information to advance learning. In addition, to address students' misunderstandings and difficulties, most participants rely mainly on re-explaining assessment questions and concepts to students. Factors such as education and training, cultural norm, and working conditions were identified as influencing teachers' formative use of midterm assessments. The findings are relevant to Mozambique and assessment contexts where formative assessment has not been fully integrated into the summative assessment framework.

The effects of (English-French) bilingual teaching on L3 French grammar learning

Burai Andrea

University of Szeged

The role of prior L2 knowledge has long been emphasized in the field of TLA: several studies (Cenoz, 2001; Li & Shirai, 2000; Chin, 2009; Leung, 2009;) have shown that the process of learning a target language is affected in a positive way by using transfer between the L2 and L3. The results of such studies have been available for decades, however, in the Hungarian educational system, practical teaching is still influenced by the principle that languages are taught in isolation, thus leaving the benefits of utilising prior second language knowledge untapped. Therefore, in the Hungarian educational system, there is a lack of experimental studies which focus on the practical aspects and potential benefits of multilingual teaching. In order to examine the results of an alternative bilingual grammar teaching methodology in practice, I created a teaching material focusing on third language French grammar by using second language English prior knowledge, in the summer of 2022. The tasks prompted students to use their English knowledge in French lessons by comparing and contrasting the two languages. 33 participants were taught with the bilingual teaching method, 16 participants received traditional teaching. The participants were assessed by a grammar test after finishing the tasks. This was repeated after 3 months to gain an insight into the long-term results of this teaching method. Both the short-term and the long-term results of the tests showed that students benefited from this experimental bilingual teaching. Students in the experimental group did not only score higher on the grammar tests, but also gave positive feedback on the methodology, highlighting the fact that it had a positive impact on their motivation.

Mismatch between top-down decisions and bottom-up needs in Tunisian language policies: A comparison between the perceptions of Tunisian teachers, students and policy-makers

Rahal Aicha

Pázmány Péter Catholic University

The Tunisian linguistic situation has been marked by diversity and multiplicity (Daoud, 2011, p.9). In higher education, there are three languages used as a medium of instruction, namely Arabic, French and English. Due to globalization, the status of English has changed; it has become the language of academic and scientific research. A number of studies (Aouina, 2013, Jabeur, 1999; Bejaoui, 2018; Boukadi, 2013) have been conducted to investigate the attitude of Tunisians regarding language policy and the status of English. The suggested presentation raises the issue that Daoud (1996) points to. He admits that Tunisian's language policies are arbitrary and uniformed, stating that most of language policies in Tunisia are implemented following a top-down approach and they neglect the important role of the teachers, students, parents and linguists in this process. The purpose of this study is to show the mismatch between top-down decisions and bottom-up needs through comparing the perceptions of Tunisian teachers and students on language policies and the perceptions of policy makers. Methodologically, the study relies on the results of open-ended questions from a questionnaire on Tunisians' perceptions on language policies and the promotion of the status of English in higher education. The study also relies on desk research, secondary data from the field of the research, to investigate the perceptions of policy-makers. The study can contribute to the growing literature in this field of research. It can also emphasize the need

for studies on the perception of Tunisians to empower the 'voice' of the different educational stakeholders and to create a synergy between linguistic needs and language policy.

The impact of cultural background on reading comprehension in the presence of foregrounding techniques: Insights from a preliminary study

Arab Sepideh

Eötvös Loránd University

This pilot study aims at investigating the impact of cultural background on reading comprehension, specifically in the context of foregrounding techniques. The study involves a comparison of the reading comprehension skills of two groups: native English speakers and Persian proficient ESL learners. Both groups will answer comprehension questions based on Jonathan Swift's poem, "A Description of a City Shower," which employs foregrounding throughout the text. The study aims to analyse the cultural factors that come into play, with a particular focus on the differing attitudes towards rain between the two groups. The study is guided by the hypothesis that cultural background plays a crucial role in shaping reading comprehension, and that this role becomes even more pronounced in the presence of foregrounding as a textual feature motivated by cognitive capacity. Therefore, this pilot study seeks to shed light on the interplay between cultural background and foregrounding in reading comprehension, by exploring the different ways in which native English speakers and Persian proficient ESL learners interpret the text. My hypothesis is that whereas native readers tend to attend to statistical foregrounding in the formation of the text, it can be assumed that non-native readers are more sensitive to figurative language and imagination depicted by the text, due to the different cultural factors of conceptualizing the text world. This study has the potential to contribute to our understanding of how cultural background influences the interpretation of literary texts and may have implications for the development of reading comprehension strategies for ESL learners.

Family language policy: Case report of family language maintenance in an English-Hungarian bilingual family residing the UK

Fülöp Zsófia

University of Pannonia

The last decade has seen a growing number of Hungarians moving to the UK. Although there has been considerable research addressing the characteristics of migration (Moreh 2014; 2016), the perception of success (Kováts and Papp 2016) and language contact phenomena (Benkő 2000, Deli 2020) in the diasporic environment, the question of intergenerational language practices and language use remains unanswered. One of the most relevant features of the migration for this current analysis is that Hungarians have turned from young, single emigrants into blossoming families; from which thousands of children are born into Hungarian families in the UK. This case study examines patterns of language socialisation in bilingual (English-Hungarian) family contexts and explores how family language policy works in practice in (grand)parent-child interactions in the natural environment of the households. The data consist of audio-recordings, environmental observations of family interactions, questionnaires and

interviews. This current study combines multiple methodologies and interdisciplinary approaches to address complex research questions that would have been difficult to study using only one single approach. In the research, the FLP approach enables the study of intergenerational communication, language decisions and maintenance in immigrant families (Tannenbaum, 2012). The study examines the interactional trajectories concerning lexical mixing that develop in everyday language use between (grand)parent–child interactions and explores instructional adjustment requests (e.g., expected language performance in different interactional situations). Based on this case study particular features of parents' attitudes shaping the child's language could be pinpointed and it is concluded that the children are comfortable speakers of both languages because of the supportive policy that surrounds them. The study gives an exhaustive insight into (grand)parental attempts and approaches to shape children's inherited language use with the aim of emphasising the importance of language maintenance.

Measuring cognitive and metacognitive strategy use in EFL majors' reading practices

Aradi Csenge

University of Szeged

Strategy use has been a major focus of general EFL and EAP reading research since as early as the 1970s. While there has been no consensus on the exact classification of L2 reading strategies, experts agree that strategy use appears to be the key to successful reading comprehension. As reading has become to be considered a skill that requires the active participation of the learner in the process – replacing the now largely dismissed idea that it is a mere “receptive” skill, researchers turned their attention to learner psychology, with strategy use being in the forefront of scholarly interest. An important scope of this field is the reading strategies employed by English majors and students engaged in EAP courses, for the reason that more advanced EFL learners are assumed to be more experienced and strategic readers. My presentation discusses the methodological considerations and the main conclusions of a pilot study I conducted on a small sample of first-year EFL majors at a Hungarian university. The objective of the research was to explore what strategies advanced learners of English use when they encounter an unfamiliar academic text. I was particularly interested in metacognitive strategies as their presence signals an increased awareness on the learner's part to plan, regulate and monitor their reading process. For the data collection, I employed a semi-retrospective think-aloud protocol (TAP), which is generally considered a reliable way to measure mental realities of this kind. They (n=6) were given an academic text on the topic of attention. Participants were instructed to read the text and give feedback on their experience at regular intervals. The interviews were subsequently transcribed and all potential occurrences of strategy use were grouped according to their (assumed) type and function. The basis for categorization was Mokhtari & Reichard's (2002) taxonomy of metacognitive strategies, but it was complemented with other taxonomies to account for the full repertoire of cognitive and metacognitive strategies present in the data. Results suggest that the participants do indeed use a wide range of metacognitive strategies, of which global strategies (e.g. skimming, making predictions, activating prior knowledge) are the most prominent ones. At the same time, cognitive strategies directed towards clarifying and analysing information are also abundant in the data. The presentation also touches upon the possibilities of L1 reading strategy transfer at higher levels of proficiency.

Interlingual errors caused by mother-tongue interference

Vasiliev Ana

Eötvös Loránd University

The aim of this research is to study the interlingual errors caused by mother tongue interference. It is believed that the smaller the typological distance between the mother tongue and the target language, the greater is the degree of their similarity and the smaller is the likelihood of interference. If the languages are not genetically related, then there will be more cases of automatic transfer, and, therefore, learners make interferent errors. In this work we analyse mistakes made by students who learn the Romanian language in condition of natural bilingualism in the Republic of Moldova and in Transylvania, Romania. In Moldova, the focus group was comprised of Russian-speaking students who study in Chisinau, in Transylvania- Hungarian-speaking students from Oradea. Since Romanian, Russian and Hungarian are typologically different from each other, Russian and Hungarian speakers rely on the rules of their native language when learning Romanian, which leads to the appearance of so-called interference or negative transfer. The study was conducted based on an analysis of the mistakes made by 4th grade pupils in the grammar category of number when speaking about body parts. In order to do this, we prepared worksheets that contained 4 exercises and distributed them in schools. The research explains under which factors the mistakes appear, comparing the Russian, Hungarian and the Romanian grammatical rules of the above-mentioned grammatical category. The results of the research may be used in primary schools in teaching the Romanian language to students for whom Romanian is not a native language.

Does psychotypology influence the choice of L2, L3 and further languages?

Ölbei Claudia

University of Pécs

The role of mediated language teaching in the European context, promoting crosslinguistic influence and especially positive transfer, is even more important for learners whose mother tongue does not belong to the Indo-European family of languages, such as Finnish and Hungarian. In my research, therefore, the studies of Ringbom (2007) and Hammarberg (2014) where L1 is Finnish, L2 is Swedish and L3 is English, are of great significance. Research carried out by Hufeisen (2010), Jessner (2016, 2022) and Rothman (2019) is also relevant. While research on crosslinguistic influence (CLI) in third language (L3) learning highlights the importance of linguistic typological proximity, linguistic awareness and psychotypology are somewhat neglected. Psychotypology refers to the way language learners perceive differences and similarities between languages, and interestingly enough this does not always coincide with true linguistic typology. I would like to present the way Hungarian secondary and university students, whose L1 is Hungarian, L2 is German and L3 is English, perceive the relationship between the languages they have learned and plan to learn in the future with the help of targeted questionnaires.

Teachers' and students' attitudes toward traditional and task-based methods of teaching and assessment: Reading comprehension and content material learning

Fasih Parima
Eötvös Loránd University

Task-based vocabulary teaching and assessment approaches are one of the most effective ways to improve vocabulary skills, which is a crucial ability for a better grasp of speaking, reading, listening, and writing. Additionally, the significance of this issue has been amply discussed in earlier studies. The present paper explores teachers' and students' attitudes toward traditional and task-based mnemonic methods of teaching and assessment for reading comprehension and content material learning in EFL classrooms. The author decided to carry out this study based on the previous articles by Fasih, Izadpanah, and Shahnavaz (2018) which investigated the effect of mnemonic vocabulary teaching on Iranian EFL learners' reading comprehension and content material learning. The multistage cluster random selection method was used to choose 345 Iranian third-grade senior high school students and 165 EFL teachers. The student participants were divided into two groups. The first group received traditional vocabulary teaching and assessment and the second group received a task-based keyword method of teaching and assessment. The results of the post-test showed a higher gain in the performance of the second group. Previous research papers focused less on teachers' and students' attitudes toward mnemonic vocabulary instruction and evaluation as one of the most essential task-based approaches for improving reading and content material comprehension. To address this gap, the present paper explores the attitude of the participants in selecting between task-based mnemonic and traditional vocabulary teaching and assessment methods for reading comprehension and content material learning. The data was collected using a rating scale that included eight questions for students and twelve questions for teachers to rate their attitudes toward the intervention on a scale of one to five (one being "strongly disagree" and five being "strongly agree"). The questions focused on mnemonic instruction, traditional instruction, and the ease or difficulty of the vocabulary. The results of the parametric T-test showed that both teachers' and students' attitudes were positive toward task-based mnemonic vocabulary teaching and assessment. The implications suggest that EFL teachers can use mnemonic vocabulary teaching and assessment strategies to improve students' reading comprehension and content material learning.

Is grading a necessary evil? The correlation between grades and motivation

Mészáros Henrietta, Ferenc Honbolygó
University of Pannonia

Motivation is vital in successful language learning, but students' learning motivation is affected by numerous factors such as the type of tasks given to students (Lasagabaster et al., 2014), teaching strategies (Dörnyei & Csizér, 1998), teacher-student relationships, teacher-related motivational components and feedback (Dörnyei, 1994), rewards and punishments (Williams and Burden, 1997) as well as linguistic self-confidence (Clément, 1980). Grading is the longest-standing and still most frequently used method of evaluating students' progress and performance. Given the multiple functions of grades in education, they can affect not only the ability to learn but student welfare alike (Chamberlain et al., 2018). Grades, as a form of reward or punishment, can act as an external motivator, providing

students' initial motivation which might generate intrinsic motivation in the future (Quinn, 2013), but it can exacerbate students' level of anxiety (Bloodgood et al., 2009), lower autonomous academic motivation (Pulfrey et al., 2011) and worsen student-teacher relationships (Tannock, 2015), reducing cooperative learning (Rohe et al., 2006) and critical thinking (Tannock, 2015). This can lead to cheating (Odell, 1930; Pulfrey, Darnon & Butera, 2013; Anderman & Murdock, 2007), jealousy and self-conceit (Odell, 1930) as well as a decline in their level of interest (Pulfrey, Darnon & Butera, 2013). The present article aims to provide a brief overview of second language (L2)-learning motivation research as well as its historical periods, theories and significant concepts, while the main focus concerns the role of grading in L2-learning motivation in general and in the Hungarian context.

Jazykový rozbor příznakových projevů na dezinformačním serveru

Šinkovičová Patricie

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Příspěvek prezentuje výsledky výzkumu provedeného v závěrečné práci, která se zabývala jazykem současných médií. Výzkum se soustředí zejména na projevy, které neodpovídají vyjadřování objektivní publicistiky. Při hodnocení jazykových prostředků užitých ve vybraných zprávách navazujeme na celou řadu lingvistických prací zabývajících se prostředky jazykové persvaze a manipulace. Cílem výzkumu je rozpoznat příznakové vyjadřovací prostředky ve vybraných zprávách a srovnat četnost jejich výskytu ve dvou různých typech médií. Ve shodě s metodologií použitou pro posouzení objektivity v monografii V. Jílka a kolektivu *Jazyk moderátorů Událostí, hlavního zpravodajského pořadu České televize* z roku 2016 provádíme analýzu jazykových prostředků užitých ve vybraných zpravodajských textech z roku 2019. Celkem bylo vybráno osm textů, čtyři z dezinformačního zdroje ParlamentníListy.cz a čtyři z veřejnoprávního serveru ČeskéNoviny.cz. Srovnávání zpráv umožňuje fakt, že ač byly vybrány zprávy z různých zdrojů, porovnáváme mezi sebou vždy ty, které informují o totožné události. Výzkum prokazuje vyšší výskyt příznakových jazykových prostředků na dezinformačním webu, avšak ukazuje, že ani zprávy vydané ČTK beze zbytku neodpovídají objektivnímu zpravodajskému vyjadřování. Funkce příznakových prostředků na webu ČeskéNoviny.cz je zejména atraktivizační a aktualizací. Analýza zjistila, že na dezinformačním webu prokazují manipulativní tendence pouze dvě ze čtyř vybraných zpráv. Všechny čtyři zprávy publikované na serveru ParlamentníListy.cz však vykazovaly vysokou míru bulvarizace sdělení, ke které dochází zejména prostřednictvím výběru atraktivních údajů a expresivních formulací v titulcích.

Analýza lineárních dependenčních segmentů v textech psaných nerodilými mluvčími češtiny

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Prezentace představuje nový způsob měření syntaktické komplexity textů psaných nerodilými mluvčími češtiny. Analýza je založena na užití nedávno představené jednotky – lineárních dependenčních segmentů (LDS), které reflektují jak dependenční strukturu věty, tak také její lineární uspořádání. Syntaktickou komplexitu zkoumáme pomocí dvou indexů: a) průměrná délka klauze v počtu LDS (ACL) a b) průměrná délka LDS v počtu slov (ALDSL). Jazykový materiál tvoří 5721 textů z korpusu CzeSL-SGT pokrývajících úroveň A1–C1. Dále užíváme texty korpusu SKRIPT2012 pro srovnání s výsledky rodilých mluvčích. Porovnány jsou také hodnoty textů psaných slovanskými a neslovanskými rodilými mluvčími. Výsledky ukazují rostoucí tendenci v ACL a klesající v rámci ALDSL. Rozdíly mezi slovanskými a neslovanskými mluvčími jsou poté statisticky signifikantní téměř ve všech případech.

Teorie mezijazyka v osvojování fonetiky druhého jazyka na případu češtiny (L2) a vietnamštiny (L1)

Ošmera Radim

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Příspěvek stručně představí teorii a pojem mezijazyka (Selinker 1971) a typologii interference ve fonetice druhého jazyka podle Major (2008) a Beneš (1975). V navazující části seznámí s výsledky výzkumu zaměřeného na transfer z vietnamštiny do češtiny v rovině fonetické a na dopady tohoto transferu v porozumění. První fáze výzkumu sestávala ze srovnání vietnamštiny a češtiny. Ta identifikovala typologicky čtyři problematické oblasti v oblasti osvojování češtiny pro mluvčí s prvním jazykem vietnamštinou. Příspěvek se zaměří na první z nich, a to na rozdílný fonetický inventář obou jazyků. Výsledky výzkumu slouží také jako kritické zhodnocení, zda jsou dosavadní typologie pro transfer na úrovni fonetiky dostačující.

The auditory sense organ in German idioms

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The theory that we understand the world based on our bodily experiences plays a significant role in Cognitive Linguistics (Evans/Green 2006: 44-46). The five senses (vision, audition, taste, smell, touch) are the most basic channels through which we perceive the world (O'Meara et al. 2019: 3). In my presentation, I try to explore the relationship between linguistic expressions and bodily sensation by investigating the question how one of the five sense organs, namely the organ of hearing, appears in German idioms. In order to do so, I have extracted all German idioms involving the word *Ohr* ('ear') – for example *ins Ohr gehen* –, from the dictionary *Duden – Redewendungen: Wörterbuch der deutschen Idiomatik* (2020). Since my research is focussed primarily on the semantic perspective, my main purpose was to investigate whether the meaning of the idioms with *Ohr* is related to a concrete perceptual experience or whether they have exclusively a figurative meaning having nothing more to do with perception. Furthermore, I concentrated on the meanings of the idioms to find out whether they form larger semantically related groups. And finally, I wanted to discover whether there is a connection between HEARING and the other four sensory domains in the idioms under scrutiny. For this reason, I examined whether the name of the auditory sense organ refers exclusively to auditory experiences or it can also express perceptual experiences through other sensory modalities. According to the Aristotelian hierarchy of senses, touch, taste and smell are the lower senses and the source of metaphors, while vision and audition belong to the higher senses and are the target of metaphors (Staniewski 2021: 306-307). In this way, if we set out from this idea, it seems to be unlikely that HEARING can convey other kinds of experiences.

Metaphors around the concept of FAMILY and the notion of the HOLY FAMILY in Albrecht Koschorke's book *Die Heilige Familie und ihre Folgen*

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Despite being seemingly concrete and rooted directly in our everyday personal experience, the concept of family is apparently rather complex and hard to define in a unitary fashion. Accordingly, during its interpretation and conceptualization in various conceptual, cultural and discursive frameworks we often resort to using different metaphors. A conceptual metaphor is basically a mapping across conceptual domains, in which a concept is understood as another concept. Usually, we project certain elements from a more concrete conceptual domain (the source) onto a more abstract one (the target) (Lakoff & Johnson 1980, Kövecses 2005).

The present research is based on a linguistic analysis of Albrecht Koschorke's *Die Heilige Familie und ihre Folgen* (The Holy Family and its Consequences), in which I identify the conceptual metaphors around the notions of FAMILY and HOLY FAMILY in the text. As the title of the book suggests, the author explores the concept of the (HOLY) FAMILY from the beginning of Christianity to the present day. The corpus thus offers an interesting Christian interpretative framework for the study of the concepts of FAMILY and HOLY FAMILY, since Koschorke draws on historical and theological aspects as well as on the knowledge of anthropology and family studies, thus shedding new light on the concepts under study.

The aim of my analysis is to explore, as a kind of first approximation, what conceptual frameworks and cognitive mechanisms are activated in the conceptualisation of FAMILY and the HOLY FAMILY, confining myself to the chosen corpus of texts. In my research, I will try to identify the relevant metaphorical expressions, and then I will explore and organise the conceptual metaphors underlying the figurative expressions, which I will subject to a more detailed qualitative analysis. In the corpus-based metaphor identification and analysis, I apply the manual metaphor identification procedure of the Pragglejaz group (2007: 3). Preliminarily, it is found that conventionalized CONTAINER and UNIT metaphors play a dominant role in the corpus. The identified expressions can also be assigned to the source domain ORGANIZED UNIT, which has a wide variety of specifications, such as: INSTITUTION, BODY, (LIVING) ORGANIZATION, MACHINE, PHYSICAL ENTITY and JOURNEY.

Since my analysis is limited to Koschorke's text alone, it obviously does not allow for more general conclusions, but it can serve as a starting point for a more in-depth cognitive linguistic study of the interpretation of the concept of FAMILY in Christian and other discursive and cultural contexts.

A cross-cultural analysis of orientational metaphors in English and Persian using the cognitive metaphor theory

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Conceptual metaphors, particularly orientational metaphors, have been extensively studied by scholars in the field of language and culture. This study aimed to compare the use of orientational metaphors in English and Persian to investigate the impact of cognitive, linguistic, social, and cultural factors on

metaphorical discourse in distinct cultures. A cross-cultural analysis of a selected group of conceptual metaphors in English and Persian was conducted using the cognitive metaphor theory. While English orientational metaphors were derived from Lakoff and Johnson's book "Metaphors, We Live By" (1981), Persian metaphorical expressions were sourced primarily from the internet and social media. The results indicated that both English and Persian share most of the general primary conceptual metaphors, which confirms the notion of universality in the conceptualizations of these metaphors. Although there were some differences in the specific metaphors used in each language, the underlying conceptual structures were similar. These findings enhance our understanding of the role of language and culture in shaping metaphorical discourse, with implications for cross-cultural communication and translation. Moreover, this study highlights the similarities and differences in the use of orientational metaphors in English and Persian, underscoring the utility of using the cognitive metaphor theory to examine cross-cultural variations in metaphorical expressions.

Linguistic Picture of the World: Conceptualization of the Human Body in the Poetry of Emily Dickinson

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Matej Bel University

The research article focuses on the linguistic picture of the body in the poetry of Emily Dickinson, a 19th-century American poet. The aim is to provide a coherent linguistic picture of the body of Dickinson's lyric subject and the way she conceptualized and portrayed its physical/embodied appearance with regard to the artist's perception of herself and her body. The research is realized in the field of cognitive ethnolinguistics, employed methods are those of qualitative analysis and synthesis, as well as interpretation. The research sample consists of selected poems in which the poet refers to the body of her lyric subject.

Conceptualizations of foot/leg in Dholuo

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This chapter aims to unravel the various conceptualizations of foot/leg in Dholuo. There is a continued investigation into the role played by the human body in the perception of its environment. This has brought about the embodiment hypothesis which is the claim that human perception and conceptualization of their surroundings is influenced by their own bodies. The study aims at understanding various figurative extensions of the foot/leg, how metaphor, metonymy, and idioms are used in the various extensions, and capturing the cultural elements in the conceptualizations. It complements a lexicographic and usage-based approach to collecting research data from existing dictionaries, proverbs and sayings, programs aired on Dholuo radio stations, recorded songs, and collocations. The analysis reveals that in Dholuo foot/leg extended based on similarity in shape and function, foot/leg as location and space, as meaning and reason, as time, foot/leg as a unit of measurement, and as the locus of character traits and behavior. Metonymically foot/leg is also conceptualized as a person. These findings reveal the polysemous nature of the foot/leg in Dholuo.

The similarities and differences in the adaptation of Slavic and Semitic elements in Yiddish

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Masaryk University

Yiddish, the traditional language of the Ashkenazic Jewry, has long been spoken as a minority language in most of Central and Eastern Europe without any institutional regulation, and as such has been in constant intensive contact with the languages of the majority, hence it is no surprise that its lexicon is influenced by various foreign elements. Besides the German dialects that form the base component, the major languages of Northeastern Europe, where Ashkenazim moved to after the wave of expulsions in the Middle Ages, have left a significant mark as well. Outside of this, for cultural reasons, there has also been a strong intragroup influence from Jewish liturgical languages. In the proposed presentation, I will focus on the two abovementioned non-base components of standard Yiddish, specifically the Slavic element that forms the majority of the former one, and the culturally incited Semitic element mostly comprised of Hebrew loanwords. In a descriptive manner, I will present the results of the analysis of the dictionary data gathered and examined during my research in progress. I aim to provide an overview of the two primary and one secondary adaptation and integration strategies employed in Yiddish across the areas of orthography and grammar and the rates at which they have been applied in either of the components both in specific word classes and in general with possible explanations regarding the deciding criteria. Given the nature of the data, phonological adaptation will be touched upon only briefly. The Slavic data will serve as an illustration of the more or less complete integration into the system – as can be seen in fig. 1, the Slavic loans are phonologically adapted and spelled phonetically, the nouns take the Germanic plural suffix, and the verbs, while usually maintaining some peculiarities, operate without any issue both within the system of derivational prefixes and conjugational affixes (e.g. the past participle *oysgekovet*) – while the Hebrew data will provide us with examples of considerable heterogeneity – as can be seen in fig. 2, the Hebrew loans retain their original spelling, the nouns, in many cases, retain their original plural suffix and the verbs can either be integrated or frozen in form and put into the class of so-called inherently analytic verbs requiring an auxiliary verb.

Digital language contact: Internet slang in the language use of Hungarian L1 university students

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University of Szeged

The presentation revolves around the language use of Hungarian L1 students studying at the University of Szeged. As its central idea, it aims to uncover whether and to what extent internet slang transfers from the digital realm to real-life conversations. While the global situation of slang has been accounted for in earlier studies, the phenomenon is rather under-researched in the context of Central and Eastern Europe. Earlier studies have concluded that the integration of slang expressions into the L1s of youth (Charkova 2007; Leppänen 2007; Hasund and Drange 2014; Mattiello 2014; Stanlaw 2014) is primarily a result of their frequent interactions with English media and the internet. Through the examination of their activities online alongside their use of internet slang in their everyday conversations, both online and offline, this study aims to provide a comprehensive account of the purposes and workings of youth slang. Further aspects of how the presence of internet slang in their speech affects the speaker and their

close community are discussed. Ultimately, the study aspires to provide more thorough insight into the outcomes of digital language contact and the experiences of participants regarding the presence of internet slang in their everyday speech.

Cross-cultural advertising from the semiotic perspective: The case of Volkswagen

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Today, international companies sell their goods and services abroad, which allows them to increase their customer reach. In doing so, they face a challenging task: they need to advertise effectively their products to linguistically and culturally diverse audiences. As several recent studies proved, it is important to adapt the language and focus of advertisements to the target culture. These studies underline the importance of understanding national values, motivations and purchase habits of customers. The purpose of current research is to explore the connection between cultural differences and advertising through the example of Volkswagen's Facebook advertisement posts targeting German and Italian consumers. For the analysis, 96 German-language and 57 Italian-language posts published within six months (from January 1st, 2022, to June 30th, 2022) were collected from the official Facebook page of Volkswagen. The research combines the concepts and theories of different disciplines: applied linguistics (verbal and visual semiotics), intercultural communications and marketing. The study is based on the cultural dimensions theory of Hofstede. In the analysis, the cultural dimensions used in German and Italian advertising were identified and compared. The dimensions were determined for each advertisement based on the verbal and visual semiotic signs used in each post. Finally, marketing indicators of customers' engagement - the number of likes, comments and shares - were used to measure the audience's reaction to specific advertisements. The semiotic analysis of advertisements based on Hofstede's cultural dimensions revealed that the cultural values the company appeals to vary depending on the target region. In addition, the advertising styles of the German and Italian pages of Volkswagen differed in the use of certain visual and verbal signs, such as emojis and hashtags. The analysis of customers' engagement indicated that not only the cultural values, but also specific marketing strategies and style contribute to the persuasive effect of the advertisements. To conclude, the research demonstrates cross-cultural advertising solutions of Volkswagen and proves the importance of adapting the language of advertisements to the cultural values of the target regions.

The variety of coda /k/

Thi Anh Dao Pham

Pázmány Péter Catholic University

This paper claims that since Vietnamese [k] never stands in coda and codas in Vietnamese are usually unreleased, unaspirated or glottalised, Vietnamese speakers make great efforts to produce English coda /k/ and result in modifying this sound in such ways. Meanwhile, English coda /k/ itself already has several allophones in different linguistic environments such as before another consonant in the same word and that in the next word, in an unstressed syllable, in a stressed syllable, before a pause, after a vowel, after

another consonant, before -ed and -s/-es suffixes, and in long words. Namely, coda /k/ in Vietnamese-accented English can be not only strongly or weakly aspirated, glottalised, and unaspirated but also unreleased. Therefore, my hypothesis is that due to L1 transfer and English linguistic environments Vietnamese speakers produce coda /k/ more variously than native speakers do. Audio-recorded structured interviews verify my hypothesis, contribute to the literature of Vietnamese-accented English and predict the potential difficulties of learners, from which pedagogical methodology can be offered. The pronunciation of twenty-two Vietnamese speakers of English at different levels of English proficiency were recorded individually in three speech styles from fully controlled, partially controlled to spontaneous. The informants strongly aspirated, weakly aspirated, glottalised or unaspirated coda /k/ in all speech modes. The variety of coda /k/ in Vietnamese-accented English examined in the study shows the impact of not only L1 transfer and L2 linguistic environment but also significant influences of social factors.

The COVID-19 PANDEMIC: A chess game or a football game?

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The COVID-19 pandemic is another round of worldwide deadly disease that comprehensively influenced every aspect of our life. Metaphor, as an inevitable method we depend on in our daily life to talk and understand the newly appeared phenomena or concept, is diffusing on social media, webpages and published works. Taking into consideration the fact that metaphors can influence how people view and deal with the COVID-19 pandemic, it's urgent to figure out metaphors that are used to deconstruct the COVID-19 pandemic. This paper aims to shed light on the cognitive mechanism of formation of covid-19 metaphors and compare the cultural model of covid-19 conceptualization in the framework of extended conceptual metaphor theory and cultural linguistics. Datum are retrieved from media webpage in Chinese and American English during 2020.12-2022.12, including "Renmin Ribao" and "QSTHEORY" and The New York Times. The result shows that both embodiment and culture respectively play a role in the creation of metaphors related to the COVID-19 pandemic. There are both similarities and differences in the cultural model of Chinese and American English. war, task, time, game, fire, mirror, gate wall metaphors appeared in both cultures. But on the frame level of these metaphors, the cultural models of COVID-19 pandemic in two languages show differences. These similarities on the domain level and differences on the frame and mental space levels prove the combination influence of embodiment and culture on the formation of COVID-19 pandemic metaphors.

'Face'-related expressions in the Minnan dialect of Chinese

Chen Jiejun

Pázmány Péter Catholic University

In this study, I investigate the use of 'face'-related expressions in historical Chinese data drawn from Peking Opera and Teochew Opera scripts. Peking Opera is the most well-known type of Chinese opera, written in variants of Mandarin spoken in Beijing and Hubei Province; Teochew Opera is a traditional

drama written in the Chinese Minnan dialect. In a previous study (Chen et al., 2022), we found a significant difference between 'face'-related expressions in the Minnan dialect and Mandarin. On the basis of this result, we challenged the long-held assumption of 'face' as a homogeneous concept in Chinese. We also pointed out that while in Mandarin the expressions *mian* 面 and *lian* 脸 exist in duality, there is only a single 'face'-related expression, *mian* 面, in the Minnan dialect. In the current study, I started from the hypothesis that our previous outcome also applies to how 'face'-related expressions are used in historical Mandarin and Minnan corpora. To investigate this hypothesis, I collected and categorised 'face'-related expressions from 19 Peking Opera scripts and 19 Teochew Opera scripts, mainly compiled during the Ming and Qing periods (1368–1912). The results of the investigation were consistent with the previous research in that remarkable differences were found between 'face'-related expressions in the historical Mandarin and the Minnan corpora. However, my hypothesis was not confirmed: I found that in historical Minnan texts *mian* is used in a duality with another 'face'-related expression, just like its Mandarin counterpart: *mian* in historical Minnan co-exists with *yan* 颜, an expression which was found to conventionally describe the physical face only in previous research. This outcome shows that 'face'-related expressions can significantly vary not only among various dialects of Chinese, but also diachronically. Furthermore, the results reveal that it may be worth investigating 'face'-related expressions in historical data because historical pragmatics provides new insights into the use of such expressions.

Codeswitching among Arabic-French-English international students living in a dormitory in Hungary: Functions

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This study tries to identify the functions of Arabic-French-English codeswitching (CS) among three trilingual speakers in their informal conversation. Despite the fact that the issue of CS has been examined by many researchers, it seems that it is still a rich area for study, as there are still some gaps to be filled, viz. information on code switching between three languages (e.g. Cenoz et al., 2001). Adopting a qualitative approach, the researcher examined the reasons behind CS in the informal speech of three Arabic-French-English trilinguals. The researcher satisfies the notion of language as dynamic by avoiding preparing a pre-planned list of functions in advance, although lists of CS functions attested in previous literature were kept in mind during analysis. The corpus of the data consists of natural data collected by means of three data collection tools, i.e. questionnaire, audio-recording and observation notes, and interview. The audio-recording (about one hour long) was analysed by the conversational analysis (CA) approach (Auer 1984b, 2005, 2007; Li Wei, 2002). Data from the questionnaire and interview were also called into play during the analysis. The interview as a tool of data collection was crucial to avoid a research result that is a product of sheer subjective interpretation of the data and make the investigation more systematic and robust. The findings show that the participants used CS for different reasons that can be discussed in relation to the participants or the content. In addition, there is a general match between the researcher's interpretation of the data and the interviewee's real meanings of their

codeswitches, which proves the effectiveness of the CA approach in analysing the data when supported by data from other sources such as the questionnaire. These findings are discussed in relation to previous literature.

The role of cognitive control in naming in bilingual aphasia

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The classic aphasia literature has placed considerable emphasis on a language-centred understanding of aphasia and has failed to consider the role of executive functions in relation to patients' performance. The vast majority of current studies suggest a deficit in executive functions in individuals diagnosed with aphasia, but the amount of data collected is still limited. Our aim here was to investigate whether executive function deficit has a parallel negative effect in both languages (slower performance, increased reaction times and/or reduced accuracy) on naming in bilinguals diagnosed with aphasia. In addition, we examined whether poor performance in word fluency tasks correlate with similar performance in naming. We assessed both languages (Hungarian and Croatian) through linguistic batteries (Bilingual Aphasia Test, Western Aphasia Battery, Token test and Boston Naming Test). We used the tests to examine the comprehension of grammatical phrases, language structures, fluency, repetition, planning, attention, inhibition and working memory. Our case study involved a post-stroke anomic aphasic bilingual who speaks Hungarian as L1 and Croatian as L2 since childhood. Our study included two assessments, before and after treatment. Following the initial assessment, the subject participated in three months of therapy focusing on naming (picture – word matching tasks, picture naming and recalling the words from memory). Our results showed parallel impairments in both languages, especially in naming and fluency tasks. We concluded that the impairment in executive functions might have a negative effect on naming, as well as on fluency, so that the functional variations of the neural networks should be considered, and our interpretation should rely on psychophysiological data available in the aphasia literature.

Multimodal metaphors in the Zuojiang Huashan Rock Art Cultural Landscape

Zhang Shan

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The transcendental pursuit of divinity manifested in folk arts is along with human history since humankind is not confined to the perception and experiences of tangible, visible, and concrete objects. This study contributes to the issue of the mechanism of various modalities in constructing and reinforcing the target meaning based on qualitative research. The folk art under inspection is the Zuojiang Huashan Rock Art Cultural Landscape (UNESCO World Heritage List, 2016), the rock art created by the ancestors of today's Zhuang/Cuengh ethnicity in southwestern China from 5th century BCE to the 2nd century CE. The painted motifs consist of mysterious, highly standardized, repetitive semi-squatted anthropomorphs and round motifs predominately, emphasizing the worship of the frog and bronze drum in local folk culture. The study identifies how conceptual

metaphorical and metonymic interpretations of these figures are construed from 2D and 3D visual modalities to embody the veneration of primitive religion, nature, and ancestor.

This research aims to facilitate the conceptualization of folk artefacts through multimodalities. It proves that folk art is not limited to merely artistic pursuits but also serves to manifest multi-layered abstract meanings through the combination of different modalities, including natural environment and timing.

Anthropocentric phraseological units of the Lak language

Pirnaeva Patimat

The article is devoted to the description of the main specific traits of the Laks «national character» reverberated in phraseological units. The material under study is idioms presented in everyday language as well as those used in some samples of oral folk literature of the Lak people.

According to sociologists and social psychologists, representatives of Dagestan have good organizational skills. Self-esteem, dominant character traits and moral qualities of a person are probably of equal importance for the people. The number of phraseological units of these groups is equal. The Laks, like most Caucasians, have features of predominantly choleric and sanguine temperament types, a pronounced desire for self-expression and self-presentation. Relation to the way of expression views, pathologies and neuropsychological excitability are represented in the Lak language by the same number of phraseological units, slightly fewer phraseological units reflect emotions and the perception of life. Laks have a high degree of emotionality, at the same time, there is an impressionability and increased sensitivity to other people's actions and judgments, a tendency to take any criticism with hostility.

An intercultural cognitive linguistic approach to Persian proverbs including simile and their English equivalents

Sharifrad Arezoo

Proverbs are difficult to understand in every language, especially in English and in Persian, due to their figurative meaning. Simile is a figure of speech and is easily identifiable and it is available in different languages, dictionaries and simile collections (e.g. Sommer, 2013). Simile involves an explicit comparison of unlike things using like or as, which easily distinguished from metaphor in terms of its surface form, if not from literal comparisons. Aristotle (1968) states that skill in the use of metaphor is "in itself, a sign of genius" and sub-ordinates simile to metaphor while in 1991, he says that "The simile is also a metaphor; for there is little difference". This paper considers a detailed analysis of four famous and frequent Persian proverbs including similes along with their English equivalents in terms of figurative parts, framing and speech act functions. To achieve these aims, four tasks were administered online via Learning Management System (LMS) to 33 Iranian freshman EFL learners at the University of Kashan, IRAN in the spring of 2022. Only seventeen (17) out of the 33 participants did all the tasks. The tasks were arranged from general to more specific. They were divided into four sections: 1- familiarity level with proverbs, 2- speech acts including direct/ indirect warning, direct/indirect advice, complaining and statement, 3-

9. MEDZINÁRODNÁ KONFERENCIA DOKTORANDOV

KNIHA ABSTRAKTOV

LINGVISTIKA

Framing including gain, loss and avoidance framing 4- Figurative parts including metaphor, metonymy and simile. Then the comparative study of four Persian proverbs and their equivalents in English were analysed. The findings indicated that Persian proverbs including similes and their equivalents in English could have mostly the same figurative parts as open similes, the same speech act functions as advice and not warning, either direct or indirect as well as the same gain framing.

Emocionálno-expresívne výrazy v literárnokritických recenziách prezentované v literárnych periodikách a mienkotvorných časopisoch (so zreteľom na ročník 2021)

Švajlenin Lukáš, Pošteková Beáta

Katolícka univerzita v Ružomberku

Na súčasnú literárnu kritiku sa čoraz viac nazerá v interdisciplinárnom pojatí medzi literárnou vedou a žurnalistikou (napr. Mária Stanková). Dôvodov môže byť viacero, minimálne do toho vstupuje už len to, že literárnokritické texty dnes píšu nielen renomovaní literárni kritici, ale aj ktokoľvek so záujmom vyjadrovať sa k literatúre. Vzhľadom na čoraz väčšiu subjektívnosť vyjadrovania sa a prezentáciu čitateľského hodnotenia literárneho diela v recenziách sa zameriavame na jej rôzne typy publikované v roku 2021 so zreteľom na emocionálno-expresívne lexikálne jednotky. Naším cieľom je pomocou analýzy textov zamerať sa na komparáciu osobitostí vyjadrovania v recenziách literárno-kultúrnych periodík a mienkotvorných médií.

Zkreslená terminologie v oblasti redakční a ediční práce s textem

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Na pomezí lingvistiky, teorie i historie literatury a typografického odvětví stojí redakční a ediční příprava textů k vydání, k čemuž se zároveň může přidružit také obor textologie. Tyto činnosti, resp. obory jsou vyučovány na vysokých školách v rámci filologií. Shledali jsme ovšem jistou terminologickou diskrepanci. Ne vždy totiž termíny, jako je editor, redaktor apod., označují adekvátně mimojazykovou realitu. Cílem našeho příspěvku je tedy nalézt faktory, které způsobují zmíněnou diskrepanci, a dále pomocí konceptu sémiotického trojúhelníku srovnat jazyková vymezení termínů v daných odvětvích a jejich oborových domácích a zahraničních publikacích. Zaměříme se také na povědomí začínajících studentů a laické veřejnosti o jmenovaných oborech, přičemž budeme vycházet z vlastních zkušeností s výukou na Univerzitě Palackého v Olomouci, a to jak z pohledu studenta, tak i pedagoga.

Geopoetika v diele Sidonie-Gabrielle Colette – umenie vnímať krajinu

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Geopoetika predstavuje pomerne nový koncept skúmania a vnímania priestoru prírody v literárnej aj umeleckej tvorbe. Táto koncepcia má svoje korene v kanadskom Quebecu a zatiaľ sa jej v našich literárnych kruhoch venuje len veľmi málo priestoru. Najdôležitejším prvkom geopoetiky je byť v kontakte s miestom – in situ – vnímajúc detailne okolité prostredie a vytvárať to, čo sa označuje ako poézia vonkajška, francúzsky „poésie du dehors“. V našom príspevku priblížime tento koncept a jeho charakteristiku na vybraných ukážkach z románov a poviedkových zbierok Sidonie-Gabrielle Colette a poukážeme na jeho dôležitosť a zmysel v autorkinej tvorbe.

Ideové východiská v dramatickej „trilógii“ *Neznámy, Veža a Koniec* od Júliusa Barča-Ivana

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Príspevok priblíži tri divadelné hry *Neznámy, Veža a Koniec* od Júliusa Barča-Ivana cez štruktúrne kategórie dramatickej postavy, deja a dialógu, na ktorých bude analyzovať modelovosť hier a autorove ideové východiská pri tvorbe týchto hier.

Subjekt v pozícii expata v súčasnej slovenskej próze

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Referát pripravovaný na doktorandskú konferenciu sa zaoberá problematikou rozširujúcou výskum súčasnej slovenskej literatúry - prózy písanej po roku 2000. Pozornosť upriamuje na formovanie subjektu v jednej z postmodernistických línií písania, a to konkrétne v tzv. expatskej próze. Pristupuje k nej ako ku generačnej podmienenej, svojráznej a samostatnej línii slovenskej prózy 21. storočia, výrazne sa formujúcej pod vplyvom mimoliterárnych impulzov (kultúrnych a spoločensko-politických zmien). Sústreďuje sa na prozaické texty autoriek slovenského pôvodu, ktoré túto skutočnosť využívajú vo svojich textoch ako primárny inšpiračný zdroj. Svojich hlavných hrdinov (expatov) podrobujú špecifickej životnej skúške, ktorá v sebe zahŕňa nielen problém so sociálnou a kultúrnou adaptáciou v cudzine, ale pretvára sa častokrát do rôznorodých problémov psychického charakteru ústiacich až do krízy identity samotného literárneho subjektu. Priamou súčasťou referátu je aj analýza jedného z týchto prozaických textov, ktorá slúži na podporenie jednotlivých východísk a zistení. Konkrétne ide o poviedku *Návrat z Turína* od Ivany Dobrákovovej, ktorá je súčasťou zbierky poviedok vydanéj pod názvom *Toxo* z roku 2013.

The natural and the supernatural in *The Agüero Sisters*

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The magical realist novel *The Agüero Sisters* (1997) by the Cuban American author Cristina García tells the story of two estranged half-sisters, separated by family conflict and political conflict, and haunted by the mysterious death of their mother. This paper seeks to explore the role of nature and natural history in the narrative, and how it is employed not only to emphasise, but also to develop the main themes of the novel, in particular the themes of loss and alienation. The analysis will be conducted through the lens of ecofeminism.

Victims and survivors: Gender trauma and agency in Michel Faber's *The Crimson Petal and the White*

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With the recent resurgence of voices from historically marginalized communities who are reclaiming their agency, contemporary literature has taken on an important role in addressing the traumatic experiences of people who have long been silenced. Trauma is thus a pervasive theme in modern literature, and gender is a central aspect of how trauma is experienced and represented. However, the intersection of these two themes has not yet received sufficient attention in literary studies. While there is a growing body of research on trauma theory and its application to literature, much of the existing research tends to focus on the unspeakability of trauma and linguistic gaps in the analysed texts. In order to gain a more complex understanding of trauma, literary research also needs to consider how traumatic experiences are shaped by power dynamics and societal expectations that differ according to gender. Drawing on trauma theory and feminist literary criticism, this paper seeks to address these nuanced relationships by providing an intersectional analysis of trauma, gender, and agency in Michael Faber's Neo-Victorian novel "The Crimson Petal and the White". Through a close reading of female and male characters' experiences of trauma in the novel, this study reveals that trauma is inextricably linked to the body, sexuality, and patriarchal norms in female characters, while it is linked to power, control, and societal expectations of masculinity in male characters. The study also argues that Sugar, the female protagonist, challenges the traditional narrative of victimhood and trauma. The depiction of Sugar as a survivor rather than a passive victim is a powerful representation of female agency and resilience in the face of patriarchal oppression and trauma. By analysing the gendered aspects of trauma and highlighting the importance of agency and empowerment in the subsequent healing process, this study advances the understanding of the role of gender in trauma narratives and shows how trauma can be navigated in ways that allow for resilience and growth.

Literary Transductions in Robert W. Chambers' *The King in Yellow*

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The King in Yellow (1895) is an anthology of mysterious short stories, known as the most famous piece of fiction written by author Robert W. Chambers. Some stories from this curious collection were praised and republished many times while others remained ignored. The reason behind the negative criticism is mostly centred around the fact that the narrative of these ignored stories does not match the standards of cosmic horror tales established by the Cthulhu mythos. However, what if those so often omitted works serve their purpose in the anthology? The application of the theory of the fictional worlds as it was recommended by Lubomír Doležel in his work *Heterocosmica* (1998) uncovers new perspective on literary transductions in *The King in Yellow* anthology and also some possible predictions for the future evolution of the horror genre.