

The Book of Abstracts

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The Book of Abstracts contains abstracts of the papers to be presented at the conference.

The abstracts are listed alphabetically according to the names of their authors.

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PLENARIES

Bogusław Marek

The John Paul II Catholic University of Lublin, Poland

A blind student of English? Challenges and solutions

Although it is true that many blind persons develop good listening skills and good memory – features which facilitate learning a foreign language – it is also true that children born blind have problems with understanding a wide range of concepts based on visual experience and spatial relations. These gaps in the knowledge of the world are a major challenge for teachers of English working with both young and not-so-young learners who have never seen and for whom the very concept of 'seeing' is a mystery.

The paper addresses this problem alongside with several conditions which must be met before a congenitally blind person can even think of studying English at an advanced level. Motivating both learners and teachers, giving teachers basic knowledge of pedagogical implications of visual impairment, providing accessible ELT materials and preparing sighted students for working together with blind and partially sighted peers are all components of the *English for the blind* programme introduced at the John Paul II Catholic University of Lublin in 1992.

Presentation of these components will be supplemented by a demonstration of innovative resources designed for totally blind learners. The feedback received from children and students in Poland, India, Nepal and in Samoa suggests that these resources may be useful in working with both visually impaired and fully sighted learners of English and that with specialist training offered to teachers effective inclusion of blind children need no longer be an illusion.

Mariusz Misztal

Pedagogical University, Kraków, Poland

“There is to be nothing scandalous, nothing intime, nothing malicious.” Pruning Queen Victoria’s Journals and Letters and her posthumous reputation

Queen Victoria was an avid writer, leaving behind a few thousand letters and 122 volumes of journals. But not all of the Queen’s papers survived intact. Princess Beatrice transcribed the journals, destroying whole entries which she thought unsuitable for transcription as they might "hurt feelings or give offence" and substantially altering numerous passages, and then she burned the originals. Also the Queen’s early letters (up to her husband’s death in 1861) were radically edited for publication. The editing moulded and manipulated the Queen's image, profoundly influencing her posthumous reputation.

Piotr Peszko
Motorola Solutions Systems, Polska

Big Data = Big Deal

Zadania, które uczą się swoich studentów. Kursy online dopasowujące się do uczniów. Książki, które same się streszczają. Takie cuda pojawiają się na horyzoncie innowacji edukacyjnych, a wszystkiemu winne dane, dużo danych, bardzo dużo danych, które możemy ujarzmić, oswoić i zacząć wykorzystywać jako zwierzę pociągowe innowacji w szkoleniach online.

Czy przyszłość edukacji będzie oparta o Big Data? Tego nikt nie może przewidzieć. Faktem jest to, że terazniejszość już jest. Dowodzą tego projekty takie jak *DuoLingo*, *Coursera*, czy *Khan Academy*, za którymi stoją zaawansowane narzędzia analityczne i grupy specjalistów odpowiedzialne za interpretację wyników i usprawnianie uczenia się.

W swoim wystąpieniu przedstawię podstawowe reguły rządzące światem Big Data, a także dostępne narzędzia i praktyczne możliwości ich wykorzystania, w tym dotyczące platformy Moodle.

Anna Stanisławska-Mischke
University of Economics, Krakow, Poland

(Nie)prosta droga do nowej dydaktyki. Czyli co się udało, a co nie na Uniwersytecie Ekonomicznym w Krakowie?

W 2006 roku na Uniwersytecie Ekonomicznym w Krakowie (wtedy jeszcze Akademii) rozpoczęto nieuchronny, jak się wówczas wydawało, proces systemowych zmian paradygmatu dydaktyki uniwersyteckiej. Zmiany te polegać miały na (prawie) powszechnym użyciu internetowych form oraz środków przekazu wiedzy, a także nowych sposobów weryfikacji kompetencji studentów. Początkowo idea była prosta — ‘e-learning na UEK!’, czyli trochę jak ‘kobiety na traktory!’. Przystępując do projektowania modelu kształcenia w oparciu o 5 komplementarnych względem siebie zasad:

- równoprawności e-nauczania względem tradycyjnej dydaktyki
- spójności systemu kształcenia (e-zajęcia mają stać się stałym elementem programu studiów)
- systemowości działań modernizacyjnych
- zapewniania jakości kształcenia
- centralnego zarządzania wdrożeniem

nie przypuszczano, jak trudno będzie wcielić je w życie. Kluczowe okazały się ograniczenia projektu wynikające z kultury organizacyjnej UEK. O tym, jak to wszystko wyglądało na początku, co dzisiaj działa, co (jeszcze) nie, a także czego brakuje oraz co i dlaczego jest siłą naszego wdrożenia postaram się opowiedzieć szczerze i zwięźle.

The imagined city: meanings of Troy in medieval England

The story of the Trojan War was the most widely circulated secular narrative in the Middle Ages. Its popularity in the literatures of medieval Europe can be seen as a sign of their attempt to construct and define the emerging group identities of the reading communities they mapped. Like Virgil's *Aeneid* in Augustan Rome, the medieval tradition of Europe's Trojan ancestry roots the history of the new emerging powers in a heroic past and allows the medieval authors to retell the old epic story in new contexts and with new meanings attached to the old episodes and characters. Once London is proudly called the New Troy, the English narratives of the war, appended with poetic celebrations of the epic deeds of the heroes, begin to reverberate with allusions to - and direct parallels with - contemporary events and individuals. The Trojan story receives a specifically English framework in the writings of John Lydgate, monk of Bury and court poet of the Lancastrian kings. Dedicated to the young Henry of Monmouth, Lydgate's *Troy Book* is not only a collection of heroic exempla brought together for the education of the future king Henry V, but it also emerges as a most thorough medieval discussion of the major principles of the aristocratic code, with a strong emphasis on the value of a responsible human decision that should shape politics and history. Under the pen of Lydgate, a political commentator and a moralist, the story of an ancient war becomes a warning against war as a political instrument.

WORKSHOPS

Małgorzata Kurek

Jan Długosz University, Częstochowa, Poland

Integrating online student exchanges into academic practice

Universities across Europe are increasingly turning their attention to the themes of internationalisation, student mobility and the development of students' multilingual and intercultural competencies. Telecollaboration goes well with these trends as it enables groups of learners across time zones and geographical distance to collaborate through the use of commonly available online tools. In the process, participants develop language proficiency, intercultural communicative competence, and multiliteracies. The workshop is for academics, teacher trainers and mobility officers who long for a breath of fresh air into their lecture rooms.

In the workshop you will learn

- how to create and implement effective telecollaborative task sequences;
- how to find partner classes and resources;
- how to choose the right tools for your online intercultural exchange;
- what intercultural tensions to expect and how to deal with them.

Anna Skowron and Małgorzata Kurek

Jan Długosz University, Częstochowa, Poland

Otwarte zasoby i praktyki

Możliwości jakie niesie ze sobą wykorzystanie Internetu i komputerów w pracy nauczyciela są nieograniczone. Nigdy wcześniej znalezienie odpowiednich materiałów nie było takie proste. Często jednak odnaleziony materiał nie jest odpowiedni i wymaga adaptacji do własnego kontekstu. Czy każdy odnaleziony zasób można zmieniać, łączyć z innym i następnie udostępniać, aby inni mogli z niego korzystać? Na te i wiele innych pytań odpowie niniejsze szkolenie.

Skierowane jest ono do tych uczestników, którzy pragną dowiedzieć się:

- czym tak naprawdę są Otwarte Zasoby Edukacyjne (OZE);
- jak przejść przez wszystkie etapy korzystania z nich: od odnalezienia zasobu, poprzez jego adaptację, łączenie z innym, aż po udostępnianie innym użytkownikom.

Uczestnictwo w warsztatach pozwoli Państwu stać się częścią społeczności, w której otwartość i praktyka udostępniania materiałów edukacyjnych to standard a nie wyjątek.

DISCUSSION PANEL

E-learning akademicki w Polsce - już się skończył, czy jeszcze się nie zaczął?

Prowadzenie

Jerzy Mischke (Kraków): przewodniczący Rady Programowej Stowarzyszenia E-learningu Akademickiego (SEA); założyciel (1996) i długoletni kierownik (do 2002) Ośrodka Edukacji Niestacjonarnej AGH (obecnie Centrum e-Learningu AGH); przewodniczący pracom Seminarium Praktyków e-Edukacji; redaktor naczelny Jagiellońskiego Kompendium e-Edukacji.

Paneliści

Jarosław Krajka (Uniwersytet Marii Curie-Skłodowskiej, Lublin): jeden z prekursorów CALL i e-learningu akademickiego w Polsce; redaktor naczelny czasopisma *Teaching English with Technology* (<http://www.tewtjournal.org>)

Małgorzata Kurek (Akademia Jana Długosza, Częstochowa): jedna z prekuserek CALL w Polsce; uczestniczka licznych projektów międzynarodowych w tym INTENT-u, służącego propagowaniu idei międzykulturowych wymian online w edukacji uniwersyteckiej

Piotr Peszko (Motorola Solutions Systems, Polska): właściciel i założyciel 2EDU, firmy zajmującej się doradztwem i projektowaniem użytecznych szkoleń online; projektant, trener i twórca szkoleń online; bloger i komentator zjawisk związanych z nowoczesną edukacją; pomysłodawca i organizator serii edukacyjnych barcampów - EduCamp;

Anna Turula (Uniwersytet Pedagogiczny, Kraków): doświadczony praktyk e-learningu akademickiego; pomysłodawczyni i organizatorka konferencji PL-CALL nt. dydaktyki języków obcych wspomaganej komputerowo; członkini SEA

Tomasz Walasek (Politechnika Częstochowska): dyrektor Centrum Zastosowań Technologii Informatycznych w Wyższej Szkole Lingwistycznej w Częstochowie; certyfikowany metodyk e-learningu; doświadczony administrator kursów na platformie Moodle; pomysłodawca i organizator konferencji Polski Moodleemoot; członek SEA

PAPERS

Enguday Ademe Mekonnen
Addis Ababa University, Ethiopia

Harvey and Green's five ways of thinking about quality in higher education and implications to tertiary education discourse in Ethiopia

How many times have I heard university instructors, students, and stakeholders complaining about quality in higher education, elusive and relative as it is? Nonetheless, other than pointing our fingers at each other, most of us often fail to clearly articulate the basis upon which our complaints are grounded. This paper is compiled to clarify such anomalies. It also provides educational quality researchers with a dependable theoretical framework on which they can base their analyses. Harvey and Green (1993) noted that quality means different things for different people. According to them, there are five distinct but interrelated ways of thinking about quality in higher education. 1) Quality as exception: refers to specialty, exclusivity, uniqueness, inaccessibility, and something unattainable for most people, 2) Quality as perfection or consistency: focuses on doing things perfectly and consistently, 3) Quality as fitness for purpose: gives due attention to meeting either the customer's specifications or the service provider's self-set goals, 4) Quality as value for money: emphasis is given to optimally using resources based on competition and accountability, and 5) Quality as transformative: stresses bringing qualitative change through student enhancement and empowerment. The paper also addresses subcategories under these major themes and their implications to higher education discourse in Ethiopia.

Izabela Bartkiewicz
Pedagogical University, Kraków, Poland

Legal instruments to ensure linguistic rights and security of the United Nations member states and of the European Union

This paper attempts to explain the importance of legal instruments to protect linguistic rights and ensure safety of the United Nations member states and of the European Union. The purpose of this article is to show the relationship between the evolution of legislation and security. Numerous specific instruments that operate within the framework of the United Nations and the European Union affect the security systems. There is a relationship between instruments and the functioning of surveillance mechanisms with the implementation of the provisions contained in the community legislation. The importance of this issue to ensure safety in the modern world to the protection of language rights is presented. The chosen legal regulations of the United Nations and of the European Union which refer to language rights are analyzed. The role of UNESCO, the Human Rights Committee and the European Court of Human Rights as well as their impact on the system of collective security is shown. The conclusions refer to language education and the right to translation, which involves the promotion of multiculturalism and multilingualism on the international level. The role of the translator as a mediator in the relationship with the public institutions in the system of international law is presented. The changing standards in this area are easily noticeable: they involve guaranteeing language rights and influence the security system of the United Nations and of the European Union.

Marie-Thérèse Batardière
University of Limerick, Ireland

Shaping students' engagement in online discussions

Web-based tools, such as blogs, wikis and online forums, allow learners to move away from a teacher controlled environment and to adopt a more active role in their learning experience while increasing the human and communicative aspect of their learning (Guth & Thomas 2011). Furthermore, asynchronous communication affords learners more time for reflection and knowledge construction, thus shifting the learning responsibility from teachers to learners (Lee 2011). Recent studies (e.g. Shea et al. 2012, 2013; Weerasinghe et al. 2012, 2014) provide evidence that inquiry-based discussions can foster deep and meaningful learning with minimal or no teacher support. These researchers have nonetheless underlined the critical importance of course design and students' engagement to achieve a high level of online collaboration.

In light of these findings, this study seeks to examine students' engagement in a 'peer to peer' discussion forum involving Irish and French undergraduates. Based on students' data (i.e., online postings, reflective reports and feedback questionnaires), it identifies factors that seem to have impacted students' motivation and commitment to the online task. It also explores the potential causal relationship between task design and students' cognitive engagement.

Monika Betyna
Kazimierz Wielki University, Bydgoszcz, Poland

Students' motivation in learning English for Medical Purposes

English for Specific Purposes has become an essential tool in many specific branches such as business, IT, medicine and law. For students of medicine, as future doctors, this means that they will need not only to be able to communicate using general English, but that they may also come across situations where the knowledge of specialist medical English will be indispensable. However, in the process of acquiring English for Medical Purposes another question appears: what motivates students participating in EMP courses and what methods should be used to encourage students to strive for self-development and take an active part in EMP courses.

The aspects that I would like to concentrate on involve different ways and methods which are used in order to stimulate the university students' acquisition of medical English during the EMP courses. One of the most important stimulating methods concerns an effective learning environment (Dörnyei 2001).

In order to analyse certain aspects related to EMP, the author has conducted a study which enabled her to collect some data. The data was gathered through semi-structured interviews conducted with university students of Medicine Faculty including medicine, nursing and obstetrics at Collegium Medicum of Nikolai Copernicus University in Bydgoszcz. Furthermore, some data was collected through interviews with teachers, focusing on their students' motivational characteristics, and from the author's own teaching curriculum. The purpose of the study is to explore students' motivation to learn English for Medical Purposes and to see whether the results of the interviews' analysis could lead to any improvements of the course syllabus and the teaching materials.

Mateusz Bogdanowicz

University of Warmia and Mazury, Olsztyn, Poland

History and culture component in the EFL/ESL teaching and learning

The increasingly homogenous world of today appears to be dominated by the political and sexual correctness. If this is the case, there arises a question of the culture and history of the English speaking countries. Shall the differences and peculiarities be highlighted or ignored? Are those matters still an issue in the English language learning/teaching? To what extent, if any, are those specific and often unique historical/cultural concerns helpful (necessary?) in developing an advanced and universal command of English? Are there any hands-on applications or benefits of acquiring the historical/cultural knowledge alongside one's development of purely linguistic skills? How much history and culture – if any – should there be in a national curriculum for English teaching at state schools? Should the approach to implement them be systematic or random? What contents to include in the coursebooks – numerous matters may seem politically or sexually sensitive? Shall that matter, if so, to what extent?

In respect of the above reflections, another question seems even more perplexing. How to teach culture and history of the English speaking countries to make them a tool of the English language acquisition rather than a pack of names, dates and facts to be memorized, evaluated and... forgotten by students? How to encourage students to such an approach to the ELT while many of them dislike history and cultural studies as their core school subjects? Finally, how to prepare teachers to teach English through the history and culture of the English speaking countries in interesting, involving and stimulating ways?

The paper is an attempt to answer some of the above queries and inspire a broader debate on the importance of history and culture in the ELT and their practical deployment for the sake of more effective language teaching.

María Concepción Brito Vera
La Laguna University, Tenerife, Spain

*Class divisions and spatial justice:
the body, the city and immensity in Thrity Umrigar's The Space Between Us*

Bombay born writer Thrity Umrigar has stated that her novel *The Space Between Us* (2005) is a “book about what brings us together and what divides us as human beings”. In fact, class divisions and female subordination constitute the background against which these connections and divides are expressed via the lives of middleclass Sera and her lower class servant Bhima. They both have come together through their shared experience of suffering under abusive husbands. However, their different class origins have acted as the elephant in the room, that is, as a barrier that prevents a real encounter between the women. The novel builds class as a spatial difference affecting the body, inserted in the city and dissolving in the immensity of the sea. The sea, as it is water which is not owned or possessed, seems to dilute the differences between the characters.

My aim in this paper is to explore the novel's interconnections and paradoxes from a spatial perspective, informed by Henri Lefebvre's *The Production of Space* (1991), and Edward Soja's *Seeking Spatial Justice* (2010). Lefebvre conceives of space not as an empty container but as a multidimensional entity covering the physical, the mental and the social. This multiplicity of levels allows for an approach to class divisions that may take into account the writer's imagination. Soja's concept of spatial justice, on the other hand, highlights the importance of space in the search of social justice. *The Space Between Us* is a book about class divisions which offers an open space, the sea, that symbolically prefigures social justice.

Anita Buczek-Zawiła

Pedagogical University, Kraków, Poland

ELF or NELF?

English pronunciation standard preferences among younger generation of Polish speakers.

For many years now an ongoing debate as to the English pronunciation model to be selected for training both at academia and for school in Poland cannot be resolved. At academia, what is stated is the general preference for the British or the American pronunciation and the instruction is carried out accordingly, with more or less consistence. At school, for the most part, not much is done in terms of pronunciation training per se. When pronunciation instruction is executed, anything that conspicuously departs from spelling pronunciation is readily accepted, with only occasional excursions into more subtle distinctions or, for instance, suprasegmental features. It appears that at school level English teachers follow implicitly and largely unconsciously the idea of somewhat impoverished instructional model of English as a Lingua Franca (ELF) of Jenkins (2000), with the Lingua Franca Core pronunciation component. This model appears to be gaining in popularity also among university trainers. Until recently, no reasonable, well-argued-for alternative was available. Now, it is the belief of the author that the model suggested in Szpyra-Kozłowska (2015): *Native English as Lingua Franca* (NELF) fulfils the needs of both students at English departments as well as ordinary users of English.

This paper will report on the preferences as to the desirable standard in pronunciation instruction among younger generation of Poles. The subjects have been selected among students at academia - but not among those of English language departments - as well as among the ordinary adolescent speakers of Polish and learners of English as a Foreign Language. This paper, however, will only report on the findings among the latter group. The focus will not be so much on the numerical favourites as on the reasons behind a stated preference.

Aleksandra Budrewicz

Pedagogical University, Kraków, Poland

The reception of Charles Dickens's "A Christmas Carol" in Poland

The paper focuses on the Polish reception of Charles Dickens's "Christmas Carol", in terms of its enormous (and ongoing) popularity, the quality and quantity of translations and illustrations, as well as numerous adaptations (theatre and radio in particular). I would like to consider the following issues and questions: whether the story was published in newspapers and magazines as well as in volumes and what special problems "A Christmas Carol" presents for Polish translators. What kind of impact has the "Carol" had on Polish literature? Finally, did it spawn any Christmas stories that incorporate both native Polish and Dickensian elements?

Daniela Caluianu
Otaru University of Commerce, Japan
Marinela Burada
Andreea Nechifor
Transilvania University Brasov, Romania

Study abroad at home- using technology to achieve global education

This presentation will describe the collaboration between two universities, Transylvania University Brasov in Romania and Otaru University of Commerce in Japan, on a project aiming to take full advantage of the potential of digital technologies for the improvement of teaching and learning. The talk will outline the design of the project, present the results of a pilot class, and discuss the potential benefits of the project along with some of the foreseen problems.

The impact of digital technologies on education is frequently referred to as a revolution, transforming the canonical roles of teachers, students and knowledge. Yet, in spite of the potential for change, technology is still frequently used as a vehicle for canonical pedagogy. This is particularly true in Japan, where in spite of huge financial investments in technology, education tends to remain culturally isolating, teacher-centered and resulting in intellectual consumerism.

In order to take full advantage of the affordances of digital technology, we have designed a collaborative English academic writing class. Working within a unified syllabus, the students are given the opportunity to do real-time, online group-work. The results of a pilot class indicate that the collaboration has a positive effect on student motivation, engagement and metacognitive processes. The pilot study also revealed a number of technical and cultural hurdles that we are hoping to overcome in the actual implementation of the project.

Ali Can

Ege University, Izmir, Turkey

***Transforming into a transnational character:
identity shifts through spiritual journey in The Kite Runner and The Namesake***

In multicultural societies which are the effects of the globalizing world, concepts like identity, nationality, personality, and heritage are getting more and more fluid. These terms do not have a crystal clear meaning for either individuals or societies anymore. While individuals who have contact with different cultures experience identity crises, people who never leave their culture also go through almost the same difficulties because of technology and media. As a result, there emerge transnational characters who have interacted with two or more countries and cultures. These characters are divided into two categories: immigrants who leave their motherland and the second generation who are born into the host country. On one hand, immigrants move along with their cultures and lifestyles to the host country. On the other hand, children of the immigrants prefer to live according to the conditions of the host country and, mostly, betray their parents' expectations. Yet, there is always a dilemma for these transnational characters: are we to choose our motherland's culture or adapt ourselves to the host country and live like its people?

In Khaled Hosseini's *The Kite Runner* and Jhumpa Lahiri's *The Namesake*, we have two protagonists who could not make peace with their home cultures. They both live in the US and try to adapt themselves to the host country's circumstances by neglecting their countries of origin. In this study, I will analyze their motives not to accept their country of origin and their struggles of turning themselves into Americans (at least, not Bengalis or Afghans). However, their denial of the motherland ends with a life-changing trauma during their transnational journeys. Finally, the conclusion will clarify whether this trauma brings balance to their adventure of regaining an authentic self or builds another imbalance in their identities. The concept of trauma which is caused by a spiritual or physical journey back to their motherland is going to be the main issue of this paper.

Güven Çağın

Istanbul University, Turkey

Charles's incompatibility with words:

the problem of language, meaning, and identity in Briefing for a Descent into Hell

In addition to being a means of communication, language has a character that somewhat prevents dialogue. The inability of words to convey meaning causes a lack of communication. The aim of this presentation is to analyze the protagonist's, Charles Watkins, incompatibility with language in Doris Lessing's *Briefing for a Descent into Hell*. Having lost his memory, Charles is taken into a hospital, where doctors force him to remember who he really is, although he insistently tries to keep away from his former identity. During the treatment, he talks about imaginary journeys, meetings, and events, and criticizes the separation between people and what causes demarcation in cosmic harmony. One of those obstacles to the universal unity is language. Considering it as a part of particular cultures, an inefficient means of communication, and a socially-exclusive element, Charles copes with the limitedness of language and its diversionist nature throughout his stay at the hospital. The presentation firstly discusses linguistic theories and considers the link between language and individualism, which poses a threat to cosmic unity. Then the link between language and identity is argued. For the theoretical structure of the presentation, the arbitrary relationship between signifier and signified is discussed, which explains why the doctors at the hospital cannot understand Charles. Regarding these, our main argument is based on the idea that words cannot signify abstractions like meaning, thought, emotion, and spirituality.

María-José Chivite

Universidad de La Laguna, Tenerife, Spain

***Undoing the lesbian, detecting queer family and maternity:
Barbara Wilson's Gaudí Afternoon***

Although published in the heyday of a consolidated tradition of lesbian detective novels, Barbara Wilson's *Gaudí Afternoon* (1990) moves ahead of it, as it reworks the lesbian figure as a cultural sign - a stable set of stereotypes which, despite their problematic otherness within heteronormative identity, have become static and politically correct in the lesbian field of vision.

Parodically echoing Dorothy Sayer's *Gaudy Night* (1935), Wilson's novel stages a disquieting dislocation of the genre's strongly encoded investment in heterosexual gender politics—and its misogynist, biology-centered politics of representation—which eventually runs into a serious recasting of genre roles, figures, meanings and narrative gestures overflowing either detective and lesbian patterns. *Gaudí Afternoon* thus provides clear instances of this joint genre-gender transgression to the point of anticipating what Gill Plain has pointed out as “shifting paradigms” (2001), or cutting edge crime narratives moving into a border zone of indeterminacy which mutate into queer—open, dynamic, cross-border, excessive—apprehensions of law, crime and criminality, society and its interpellated state institutions.

Thus queered, lesbian detective fiction mutates into an active signifier, envisaged here from Butler's performative theory of citational practices and “corporeal styles of gender.” In this light, *Gaudí Afternoon* not only re-appropriates standard gender conventions by positing trans-gender and trans-genre proposals within symbolic spaces and political agendas. Above anything else, it invites imaginary spaces and formulae intent on reconciling queer agency and the parodic citation of two of its most paradigmatic patriarchal structures, family and maternity.

Anna Cholewa-Purgal

Jan Długosz University, Częstochowa, Poland

Allegory and psychomachy in Charles Williams's novel Descent into Hell

The paper explores the nature of *Descent into Hell* (1937), one of Charles Williams's fantasy novels. Often dubbed 'the oddest Inklings', Williams (1886-1945) joined C. S. Lewis, J. R. R. Tolkien and other Inklings at Oxford in 1939, when his Oxford University Press office had been evacuated from London. An ardent Anglican and lay theologian, Williams was a former member of the Order of the Golden Dawn (to which W. B. Yeats had also belonged), associated with the esoteric practices of Rosicrucianism, and had delved into the occult before endorsing Christianity. Although preoccupied with Christian faith and fantasy, the themes characteristic of the Inklings, Williams's works differ radically from those of Lewis and Tolkien, as his fiction draws on the interlocking of the spiritual world and the physical dimension.

The main thesis of the paper is that Williams's arguably best novel, *Descent into Hell*, combines the generic marks of the novel (a "supernatural thriller", as T. S. Eliot referred to it), and of the morality play, so that it can be read as an allegory of man's psychomachy, a battle between good and evil in the human soul, as represented by the two protagonists: Pauline Anstruther, a girl troubled by a doppelgänger, who performs a kind of 'leap of faith' and turns towards salvation; and Lawrence Wentworth, a middle-aged scholar haunted by a succubus of his desire, who literally and eschatologically descends into hell.

Magdalena Dołba

University of Warsaw, Poland

CLIL lesson planning in primary education for groups with different language background

This paper aims to provide insight into ongoing research on CLIL (Content and Language Integrated Learning) carried out as part of a PhD programme at Warsaw University. The aim of this research is to examine Polish primary classrooms in the context of CLIL. The research project involves the preparation of lesson plans and materials for Science lessons for grades 4-6 of Polish primary schools. This article describes the development and validation of CLIL materials created for primary school students (4th graders) of two groups whose language backgrounds are very different, as well as giving a full description of both groups' students undergoing the research. The first group is uniform in respect of their L1 – they are all Polish speakers. Group two is international students. L1 in that group is not uniform, thus it cannot be used as means of learning. For this group the common language is English at different levels of proficiency. Data collected over a period of one academic school year (10 months) was analyzed using a wide range of analysis tools in order to gauge the main differences in language acquisition between the two groups taking part in the research. Results and conclusions will be discussed at the end of the PhD research programme.

Melanie Ellis

Pedagogical University, Kraków, Poland

The influence of the national examination in foreign language on planning processes in lower secondary school in Poland

Since 2009 all learners in the final year of lower secondary school have had to take a national external examination in foreign language. This study examines what effect this examination has on the planning process in *gimnazjum* from two perspectives: that of teachers of English and that of school directors.

The influence of a test on teaching and learning is commonly referred to in applied linguistics research as washback (Alderson & Wall 1993), which is acknowledged as being highly complex (Alderson 2004: ix). While early research focused on demonstrating that washback does in fact exist (eg. Wall & Alderson 1993) more recent research (eg. Green 2007) investigates the interrelationships between a large number of variables, many of which are context specific, firstly in an attempt to understand washback more deeply and secondly to search for common trends. Wall (2000: 299) and Spratt (2005: 27) stress the importance of conducting research into newly-introduced high-stakes examinations so that those in other contexts may have the opportunity to benefit from the experience. To date, no studies of washback from the foreign language examination in lower secondary school in Poland have been conducted.

Based on analysis of transcripts of interviews with teachers and with directors, conducted in 2012, this pilot case study describes the situation in ten schools, which were randomly selected from a larger data set, with a view to identifying the role the new examination plays in the planning process at the macro-level of the school's foreign language programme and at the micro- level in the way individual English teachers plan their work. An attempt is made to identify and explain external forces which appear to impact on the attitudes and decision-making of the stakeholders in question as regards the examination. To summarise briefly, the examination is found to have an enormous impact on the planning process at both levels.

Asila Ertekin

Ege University, Izmir, Turkey

Identity question in The Reluctant Fundamentalist

This essay focuses on the issue of identity crisis from the perspective of a Pakistani man living in America in *The Reluctant Fundamentalist* by Mohsin Hamid. There have been not only history books and journals but also literary works discussing the 9/11 attacks and their effects; *The Reluctant Fundamentalist* by Mohsin Hamid is one of these well-written literary works. Hamid successfully handles the identity crisis in his novel that the main character, Changez experiences in America as a Pakistani in the aftermath of September 11, which has strengthened the already-existing Islamophobia in the world. Suggesting an anti-American propaganda with an intentional and symbolic language, the author mentions the US interventionism in political affairs of the Middle East countries, US' unjust justification of wars in Iraq and Afghanistan after the attacks, and the contributing effort of US to the "clash of civilizations". Hamid refers to all these as triggering factors for Changez to realize his own self as a Pakistani rather than an assimilated American. There is a gradual change in Changez's spiritual world in parallel with his sick relationship with an American girl and his work in a valuation company called Underwood Samson & Company, which is pretty materialistic. Through this essay, I am going to analyse the correlation between the personal identity and the political and cultural factors through the dramatic spiritual change that Changez undergoes after 9/11 attacks and his realization of self in the end.

Paulina Florczak

University of Szczecin, Poland

Biblical proverbs present in the English language – origin and contemporary usage

A proverb is a short general saying that expresses a complete thought and that is open to interpretation. A proverb expresses effectively some traditional wisdom, moral lesson, guidance or practical advice based on life experiences in a metaphorical, fixed and easy to remember form. Every language is rich in interesting proverbs; the English language is not an exception. Proverbs have three main functions: they convey wisdom and cultural values from one generation to another, they fulfill didactic function and finally they enrich both the spoken and written language.

The Bible, along with ancient classical culture, constitutes a very important source of European proverbs and many English proverbs are literal or modified quotations from the Bible. This paper focuses on English proverbs which have their origin in the New Testament, mainly in the Gospel of St Matthew. First, the original religious meanings and original usage of selected proverbs are given, based on the religious texts. Secondly, the paper describes which of these selected proverbs continue to be in use in some variants to the present day. Up-to-day usage of these proverbs is checked and analyzed using the British National Corpus and the Corpus of Contemporary American English as well as articles from current issues of British magazines and newspapers. The proverbs with biblical origin selected to be analyzed in this paper were taken from the fifth edition of the Oxford Dictionary of Proverbs, edited by Jennifer Speake.

Agnieszka Gadomska

University of Social Sciences and Humanities, Warsaw, Poland

E-author and e-user: expectations vs. reality

It has been two years since E-Academy of the Future project ended. It was run by WSiP and has been one of the most innovative and comprehensive programs aimed at 1500 Polish middle-school teachers and 22,376 pupils in 200 schools. It was a three-year long interdisciplinary project based on the implementation of the Key Competences for Life-long Learning in the school curriculum by means of blended learning, project work methods, virtual academic circles, compensatory groups and diagnostic testing. The experience and effort put into designing its e-materials, training teachers and implementing the program in schools has been described and shared by the authors and program supervisors in numerous academic publications. However, little has been said so far from the perspective of the e-material users, i.e. teachers and pupils. The paper focuses on the data gathered from the author's research on the teachers of English who were the users of the E-Academy of the Future Project (based on interviews, lesson observation, teacher training sessions) and on other teachers who use IT mediated materials for language learning in the classroom, including the materials designed by the author. The question arises whether this confrontation has turned satisfactory for the author or not.

Sylwia Gierszał-Sławik

University of Silesia, Katowice, Poland

The impact of filled pauses on fluency in simultaneous interpretation

The concept of fluency or quality in simultaneous interpretation is a complex phenomenon frequently analysed from different scholarly perspectives. Some researchers, inter alia, Garzone, consider simultaneous interpretation fluency in light of different subjects involved in the process of interpretation, ranging from interpreters themselves through users to speakers. Among the various subjects, the perception of fluency and/or quality manifests itself in numerous disciplines in diverse aspects. As Garzone aptly claims, fluency may be to a certain extent understood as “the sum of several different, heterogeneous factors”.

Considering the fact that fluency in simultaneous interpretation can be assessed in basically the same way as in natural speech, similar methods can be applied to evaluate this complex multidimensional phenomenon. This presentation shows a concise overview of the evaluation methodologies in the analysis of the impact of filled pauses on fluency in SI.

In the light of the fact that everyday speech is abundant in filled pauses, prolongations, repairs, false starts, vowel lengthening, etc., there is no consensus among the scholars as to their very nature. Some authors (MacGregor al. 2009; Corley & Stewart 2008, Schriberg 1999) decisively regard them as disfluencies, while others, such as Clark & Tree 2002 or Tissi 2000, claim that the above-mentioned phenomena perform positive communicative functions.

The overarching objective of this presentation is to thoroughly investigate the role played by filled pauses in fluency in SI produced by the students surveyed. The study is based on the quantitative and qualitative analysis of recorded SI outputs. The author attempts to determine if filled pauses play a positive or negative role in fluency in simultaneous interpretation.

Urszula Gołębiowska
University of Zielona Góra, Poland

Teaching J. M. Coetzee's Foe

John Maxwell Coetzee's novel *Foe* explicitly alludes to Daniel Defoe's well-known intertext: the name of Coetzee's castaway, Cruso, echoes the character's prototype, Robinson Crusoe, while his slave, Friday, is named directly after his predecessor. Predictably, these obvious references did not escape my students' notice; however, a discussion of a deeper significance of Coetzee's rewriting revealed intertextuality as a surprisingly rewarding area of classroom study. I would like to share my experience of teaching the novel, focusing on the manner in which students interrogated the text since, interestingly enough, student-generated questions invoked current trends in literary criticism, such as post-colonialism, feminism, and interpersonal ethics. For instance, by asking how the novel questioned and undermined eighteenth century assumptions and prejudices, the students initiated a discussion on the canonical and myth-making status of *Robinson Crusoe* and the contemporary relevance of both the novel and its rewriting. By observing *Foe's* transformation of Defoe's well-adjusted slave into Coetzee's mute Friday, deprived of a tongue and voice, the post-colonial theory was mobilized, whereas the interrogation of Susan Barton's presence and role in the novel brought up the issue of the absence of women in Defoe's text and the significance of Coetzee's introduction of the female narrator. The inquiry into the reasons for Barton's failure to get her story written invoked sexual politics of the eighteenth century as well as the ways in which such historical omissions are being now redressed. Finally, the examination of Barton's attitude to Friday revealed the novel's concern with a Levinas-inspired ethics, completing the list of contemporary directions in literary studies *Foe* summoned up in the classroom.

Aleksander Gomola
Jagiellonian University, Kraków, Poland

'Lead Kindly Light' by John Henry Newman in Polish translation and post-modern English culture – a cognitive linguistics analysis

John Henry Newman's poem 'Lead Kindly Light' is one of the most famous poems in English Christian literature. Written as a personal prayer, it has become one of the most popular Anglican hymns and was translated into many languages including Polish. The popularity and attractiveness of the poem seem to be the result not only of its "poetic quality", whatever we mean by that, but first of all the consequence of universally recognizable conceptual metaphors that appear in it, such as LIFE IS JOURNEY, GOOD IS LIGHT, KNOWLEDGE IS LIGHT. This type of imagery, especially imagery of light, does not belong to language of Christian faith only and may appeal to readers who do not necessarily identify with Christianity.

The paper analyses conceptual metaphors in 'Lead Kindly Light' and their interaction and seeks to establish to what extent they are represented and retained in the Polish translation of the poem by Zygmunt Kubiak. Furthermore, given the universal character of the conceptual metaphors suggested above, the paper addresses the question how the poem may be used in the post-modern, post-Christian context of the modern British culture. The impulse for this has been the presence of the poem in a "secular requiem" 'Eternal Light' by Howard Goodall, intended not for those who depart this life but for those who are left behind to grieve and who do not wish to seek solace in religious beliefs.

Jan Gościński
Pedagogical University, Kraków, Poland

The English and Polish judiciary from the translator's perspective

The significant differences between the English legal system, based on common law, and the Polish legal system, based on civil law, make it very difficult for translators to translate legal documents from English into Polish and vice versa. Both legal systems have been shaped by diverse historical contexts and disparate legal principles, which also manifests itself in the composition, status and role of the judiciary. Polish and English judges differ in many respects and those cultural discrepancies present translators with a whole host of problems. They cannot be overcome without a thorough knowledge of the target and source language legal systems, thanks to which the translator can make informed choices in the process of finding the best equivalents for different types of judges. Thus the aim of the paper is to describe routes of entry into the profession of judge, the types of judges, the way they are appointed and the roles played by them in the English and Polish legal systems. A comparative analysis will allow us to see the differences and similarities between the English and Polish judiciary and, on this basis, to establish the most suitable equivalents for various judicial posts in both countries.

On causation and analogical mapping in science writing

While the cause-effect relationship in the mind of the researcher holds on the basis of given evidence – be it from experimental results, proof of a mathematical theorem or by a certain “plausibility” or “elegance”, the linguistic reification is necessarily tied to the morpho-syntactic demands of the language used (therefore it relies on the demands of the lingua franca English). The linguistics of causation is widely studied (cf. Haase 2006, 2010) and the realizations accepted in the philosophy of science (beginning with Mackie 1980). However, in combination with analogical reasoning in modern science - in the way it is represented in different text types – it has particular features of transmitting knowledge via a number of syntactic constructions, one being the X *CAUSE* Y construction. As Musolff claims, “analogical reasoning has regained theoretical recognition” (2004: 35). An important debate in theory formation in science now claims that a theory must be beautiful, thus weakening the Popperian stance that a theory needs to be falsifiable, preferably with data (Ellis & Silk 2014). The proponents of the ‘elegance will suffice’ – approach (criticized in *ibid*: 321) actually stand in a long tradition. Analogical mapping is a traditional method in the popularization of science in that it negotiates a structural connection between two domains on the basis of one or more relationships that hold within one domain. The mapping occurs when an analogous relationship is hypothesized (or: observed, estimated) in the other domain. This is the core of Gentner’s structure-mapping hypothesis (cf. for example Gentner 1989).

In this contribution, a number of constructions of the type X *CAUSE* are investigated under the perspective that the causer and the caused (and perhaps the causee) do not only stand in a causal relationship but also in an analogical relationship, i.e. the domains of causer and caused are analogically linked. For this end, a corpus of academic texts from the natural sciences was queried and the frequencies and domains analyzed. The findings may help to improve understanding the rationale behind causal chaining and facilitate cause-effect comprehension for the reader, due to the shared knowledge analogical mapping (and inferencing) is based on. The corpus used in this study contains a plethora of different analogies on different levels. In the following example, a visual analogue is chosen that does not extend to further refinement or logical application:

- (1) 0055NS Most of the time, though, chromosomes exist as long thin strands of more loosely wound DNA. Until recently, their arrangement in the cell nucleus was seen as the random result of their jumbling around together like lengths of string in a bag. But recent work staining individual chromosomes with fluorescent tags has suggested they take up a highly complex but ordered architecture.

Analogies of a more sophisticated kind relegate the relations that show systematic match to a higher level. “People prefer to map connected systems of relations governed by higher-order relations with inferential import, rather than isolated predicates.” (Gentner 1989: 201)

Paweł Hamera

Pedagogical University, Kraków, Poland

“The Heart of this People is in its right place”: The Daily National Intelligencer and private charity in America during the Great Potato Famine

The potato blight that struck Ireland in 1845 led to ineffable suffering that sent shockwaves throughout the Anglosphere. The Irish Famine is deemed as the first national calamity to attract extensive help and support from all around the world. Even though the Irish did not receive adequate support from the British government, their ordeal was mitigated by private charity. Without the donations from a great number of individuals, the death toll among the famished Irishmen and women would have been higher. The greatest and most generous amount of assistance came from the United States. In spite of the fact that U.S. Congress shot down a relief bill demanding \$500,000 for the support of the famine-stricken Ireland, American citizens were pulled at their heartstrings by the horrors taking place in this part of the British Empire and contributed munificently to the help of its inhabitants. Bringing help to the Irish was embraced by the American press, which, unlike major British newspapers, lauded private efforts to bring succor to the Emerald Isle. One of the American papers that encouraged its readers to contribute to the relief of the Irish was The Daily National Intelligencer, which was a dominant U.S. periodical published in Washington D.C. The aim of the paper is to argue that The Daily National Intelligencer and the American press in general played a significant role in encouraging private charity in the United States towards the Irish at the time of *An Gorta Mór*.

Susan Johnson

Jan Długosz University, Częstochowa, Poland

Flannery O'Connor and Jane Austen: gratitude in the twentieth century's American South and in the nineteenth century's England

The article proposes that in America in the twentieth century, Flannery O'Connor carried on from England's nineteenth century Jane Austen a profound consideration about the social and political ramifications behind the expectation that the dominant members of society have: that those who are outside the bounty of society should be required to not only have gratitude for whatever is given them, but they must show how grateful they are to those who are able to dispense sustenance and favor. Both writers - perhaps because they are women who live in small local societies - show the terrible strength and menace behind the expectation of gratitude imposed on those who are dependent on others for their support and well-being. The article uses many elements and sources as well as an in-depth probing of the texts of O'Connor and Austen to see what they have to say about gratitude and to determine if their concept of gratitude socially and politically imposed on the individual is of a similar or dissimilar character.

Burcu Karadaş
Ege University, Izmir, Turkey

*Reflecting the soul of time:
Plautus' The Brothers Menaechmus and Shakespeare's The Comedy of Errors*

Most of the scholars and readers regard Shakespeare and his works as universal, appealing to people from all walks of life in almost all centuries. It is hard to refute their claim, looking at how Shakespeare is still read and studied worldwide. However, this does not mean that Shakespeare is completely separate from his age and culture. In one of his poems dedicated to Shakespeare, Ben Johnson addresses him as “Soule of the Age”, which supports the idea that Shakespeare's works, maybe more than anyone else's, reflect the spirit of Elizabethan England. To understand the effect of the culture and the time in which he was born and lived on his works, this paper will compare and contrast, with the help of New Historicist theory, Shakespeare's *The Comedy of Errors* with Roman playwright Plautus' *The Brothers Menaechmus*, which was claimed to be its inspiration. Even though Shakespeare borrowed his play's subject and plot from Plautus, he modified the characters and events to make the play more 'Elizabethan English'. Especially, the subjects of marriage and marital relations in *The Comedy of Errors* are treated very differently than in Plautus' play.

Paweł Kaptur
University of Information Technology and Management, Rzeszów, Poland

Defining tyranny - Oliver Cromwell and political theoretics

The figure of Oliver Cromwell has long been associated with tyranny or despotism. Although it is hard not to notice Cromwell's atrocities and ruthlessness in his military actions, the attribution of tyranny to his entire rule might seem at least unjustifiable. Political theorists contemporary to Cromwell, such as John Locke, Thomas Hobbes or John Milton, commented on, disputed and argued about the origins of authority and tyranny during and after the Interregnum. Hobbes implies in his *Leviathan* that tyranny actually equals sovereignty and has to be taken for granted. The major point in John Locke's *Two Treatises of Government* and the chapter “Of Tyranny” is that a tyrant makes his will a rule and exercises his power beyond right for his own private benefit, neglecting the advantage of his subjects. Milton in *The Tenure of Kings and Magistrates* shares Locke's views and reiterates that a tyrant reigns only for himself. The present article takes a look at Cromwell's Protectorate and attempts to highlight those episodes of his political career in which he was most commonly accused of being a tyrant. The principal aim of the presentation is to scrutinize Cromwell's actions as Lord Protector and view them against the background of the 17th century political theories which strived to define tyranny and its roots.

Małgorzata Karczewska
University of Zielona Góra, Poland

Loanwords and interference: two aspects of language contact

In the present paper two aspects of contacts between languages will be discussed. The first one is the phenomenon of loanwords, i. e. lexemes taken from one language and used in another one. Apart from purely linguistic issues, e.g. the way in which loanwords function in the recipient language in terms of gender attribution or semantic shifts between the donor and the recipient language, some extralinguistic questions arise, usually related to the language policy towards foreign lexemes in a given country. These problems will be discussed on the example of English loanwords in Italian and French and their functioning in these two Romance languages.

Language interference is the other issue related to language contact. It is a complex phenomenon which can be either positive or negative, and its implications are of particular importance in language teaching and learning. Again, this phenomenon will be discussed on the basis of examples of interference between English, Italian and French; cases of both positive and negative types of interference will be presented. This presentation of the phenomenon of interference will also include a description of factors that determine its occurrence and possible suggestions on how to take advantage of positive interference and how to reduce the influence of the negative one. The presentation aims at the discussion of the two phenomena and at the reflection on the extent of contacts between languages nowadays.

Lucas Kemper
Maria Skłodowska-Curie University, Lublin, Poland

Proposing 'service teaching' as an effective method of EFL instruction

The idea of integrating community service into instruction has proved to be effective by multiple studies, including those dealing with the field of English Language Teaching. This idea - that engagement in meaningful community issues reinforces learning in ways that could be difficult or impossible to replicate in the classroom - offers an alternative method of teaching that focuses on practical application rather than theoretical instruction. Dubbed 'service learning,' its main strength appears to be the involvement of students – avoiding their relegation to passive observers and treating them as participants in something larger than the classroom.

The issue of involvement has long been a problem inside language classrooms, but what about outside of the classroom? Perhaps the concept of service learning could be further developed for instructors in order to create a new method of 'service teaching,' in which EFL teachers directly engage the community to facilitate interest and success in English learning.

This article examines the idea of service teaching as an effective method of EFL instruction. It briefly describes the theory behind student involvement and service learning, and attempts to expand this theory to encompass service teaching. Then, it offers a few examples of what is required and expected of EFL teachers' community engagement. Finally, it looks at the possible results of service teaching, and the benefits and disadvantages of this method compared to purely in-classroom instruction.

Krzysztof Kotuła

Maria Skłodowska-Curie University, Lublin, Poland

Teaching a foreign language in a desktop videoconferencing environment

This paper explores how language instructors teach with a synchronous multimodal setup (Skype). It will report on findings from a research evaluating how teachers are using technologies enabling them to work in distance learning contexts. Our aim will be to examine communicational and pedagogical aspects of this process, which involves orchestrating different modalities and deploying various techniques. Also, an important goal of the study will be to determine what are teachers' opinions on the utility of distance solutions.

Another important subject we wish to consider are teachers' IT skills necessary to maximise the potential offered by new technologies. We claim that they have to become part of the professional repertoire of future teachers, as they will increasingly be required to exploit the multimodal potentialities of online teaching.

Our discussion will also inevitably address a variety of more general questions such as: What does learning in today's technology-enhanced environment mean? Is learning as an activity fundamentally changing as a result of the opportunities offered by new technologies and tools? What does this mean for the role of teachers in terms of how they support students? Even if the answers we will provide will necessarily prove to be very incomplete, we will attempt at a reflection whether it is possible to define a model of language pedagogy adapted to distance learning and teaching.

Marlena Kowalczyk

University of Warsaw, Poland

Factors influencing foreign language learning at pre-primary level

In today's world it seems almost necessary to speak at least one foreign language. A good command of a foreign language is required when one wants to find a well-paid job or travel abroad. This necessity is also visible in the fact that the age at which children begin compulsory foreign language education in schools is becoming lower and lower. Years ago, Polish students used to start learning a foreign language in grade 4 of primary school. In 2008 the beginning of compulsory foreign language education was moved to grade 1 of primary school. More importantly, 2014 is the year when a foreign language becomes part of the preschool curriculum. Considering the changes, it seems crucial to devote more attention to the processes occurring at English lessons in kindergarten. The aim of the presentation is to discuss the main factors influencing foreign language learning in the group of children aged 3 to 6. The factors to be presented include: 1) child development, including social, emotional and cognitive development; 2) individual differences among children, such as age, gender, personality and motivation; 3) teachers and their skills and competences; 4) learning context, which refers to where, when and how often foreign language classes take place; 5) family background, referring to parents' attitudes and their socioeconomic status. The presentation attempts to discuss what impact these factors have on foreign language learning at pre-primary level.

Anna Koziol
Opole University, Poland

New media and modes of communication from foreign language learners' perspective

New media have revolutionized communication in 21st century as they became an important means of exchanging information among people. The Internet has also influenced relations and modes of communication between students and teachers in contemporary classroom. In consequence, the social distance between teachers and students has shortened and their relations have become less strict and formal. The following study concerns teacher-student and student-student classroom practices in lower secondary schools, and addresses the issue of students' preferences in communication and teacher-student communication satisfaction. The study's purpose is to determine whether teacher-student communication at schools is satisfying for lower secondary school students, and to evaluate teacher-student relationships, which appear to be satisfying and important to students. The survey revealed that students spend plenty of time in front of their computers, and most of them have mobile phones and stay in touch with teachers and classmates outside of school. What is more, social media, such as e.g. Facebook, are extremely popular among teenagers and serve them for both social contacts and tools assisting FL learning and FL acquisition.

Rafał Kozłowski
University of Szczecin, Poland

In the realm of idioms: translators' choices in Polish renderings of Shakespeare's works

It remains beyond question that idioms and idiomatic expressions are an essential element of a language. Despite their abundance in English, these language constructs have been the subject of an increased academic interest only since the second half of the 20th century. Although a substantial amount of research in the area has already been carried out, syntactic and semantic specificity of idioms still poses many questions and dilemmas to be addressed and researched.

Literary and non-literary translators are constantly facing the task of rendering many idioms into a TL which is frequently their mother tongue. The current paper looks at the translation choices when rendering idioms from English into the Polish language on the example of Shakespeare-coined idioms. The author begins with a brief overview of already-existing and applied idiom translation strategies (Nida and Taber 1969; Newmark 1981, 1991; Baker 1992; Gottlieb 1997). Thereupon, a commentary is made upon translations of idioms taken from Shakespeare's works. The renderings of such Polish translators as Barańczak, Słomczyński, Koźmian and Bogusławski are examined. The author tries to point to one of the most common idiom translation approaches applied in translating Shakespeare's works by Polish authors. He concludes with posing the question if one uniform translation strategy for translating a vast array of idioms is ever achievable.

Monika Kozub

Pedagogical University, Kraków, Poland

Stewart Parker's Pentecost

My paper deals with the work of Stewart Parker (1941-1988), an Irish playwright, with a working-class Protestant background, who established himself as an important figure in the landscape of Northern Irish Drama. Parker is best known for his work for the stage; however, at the beginning of his career, he also wrote poetry and became a member of the Philip Hobsbaum poetry group at Queen's University, Belfast, which included the then emerging authors, such as Seamus Heaney. Among Parker's best work is his final triptych of plays which focuses on history and the Irish problem: *Northern Star* (1984), concerned with the United Irishmen, *Heavenly Bodies* (1986), featuring the nineteenth-century dramatist Dion Boucicault, and *Pentecost* (1986), set during the 1974 Ulster Workers' Council Strike.

Apart from being a playwright, Parker is also known for his interest in (popular) music, and music and musical constructions play an important role in his work. In my paper, I am going to analyse Parker's *Pentecost*, as the play is regarded to be one of his best works and it is also a good example of a Northern Irish play. Thematically, most Northern Irish plays focus on issues relating to the situation in Northern Ireland. As far as their form is concerned, they are innovative and experimental: they are characterised by discontinuity, fragmentation and juxtaposition. Moreover, Northern Irish plays tend to be antihierarchical, in the sense that they lack dominating characters, and they are marked by the appearance of ghost figures and scepticism with regard to language and language's ability to validate reality. Apart from analysing Parker's *Pentecost*, my intention would also be to place Parker in the wider context of Anglo-Irish literature, in particular (Northern) Irish drama.

Werona Król-Gierat

Pedagogical University, Kraków, Poland

(All) inclusive TEFL at lower primary level

The journey to becoming a good English as a Foreign Language (EFL) teacher may be long and challenging at times, especially in inclusive settings, since it encompasses many factors to be considered at once. One of the key principles of inclusive education is that no two learners with Special Educational Needs (SEN) are alike, so a deeper insight into their physical-psychological development is indispensable. Moreover, it is important for all educators to ensure that every pupil is addressing the appropriate standards and objectives across the core curriculum. The present paper discusses the issue of Teaching English as a Foreign Language (TEFL) to children with Special Educational Needs at lower primary level, on the basis of a multi-sided research being conducted in one of the inclusive schools in Kraków. Cases of individual SEN pupils will be presented so as to illustrate both their achievements and difficulties experienced. Overall, the paper is an attempt to draw attention to the existing problem of meeting the needs of all young learners in a foreign language (FL) classroom and to make other specialists reflect on the variety of issues intertwined with inclusive FL education.

Ewa Kucelman

Pedagogical University, Kraków, Poland

On comparative constructions in English

As Lakoff and Johnson once said, we live by metaphors. Since we also do communicate through metaphors, in order to be linguistically realized, they need syntactic forms. While all metaphors are based on comparison, the present study focuses on one particular type, namely those metaphors that involve explicitly marked comparison. We start with the assumption that every comparison is metaphoric in nature, not necessarily conditioned by the presence of non-literal meaning. Among the typical metaphor markers, we find adjectival, adverbial and prepositional elements such as *like*, *as*, *such as*, *alike*, *the same*, *similar*, *corresponding*, *equivalent* and so on. These elements are perceived as syntactic relators, that is relation markers whose function is to signal the relationship between the compared element and the base of comparison. The study aims at describing the most frequently used comparative constructions, particular preferences concerning the relators with a similar or equivalent meaning, for example *like*, *as* and *such as*, as well as the semant syntactic structure of the compared elements. Due to obvious limitations, the study focuses only on written language of formal or semi-formal register. As the working corpus we used online articles covering different areas such as psychology, philosophy or economy.

Andrzej Łęcki

Pedagogical University, Kraków, Poland

A development of lest in Middle English

The aim of this paper is to examine the development and status of *lest* in Middle English. This subordinator expressing negative purpose developed from OE *þy læs* (*þe*) – the instrumental form of the demonstrative pronoun and the adverb *læs* ‘less’ optionally expanded by the particle *þe*. In Present-day English the usage of *lest* is stable both semantically and structurally, i.e. it is used only in the avertive (negative purpose) function (Lichtenberk’s 1995: 298 term) and it cannot be followed by the complementizer *that*. Additionally the verb in the subordinate clause normally takes the subjunctive form or is preceded by *should* (Huddleston & Pullum 2002: 1000). In Middle English such a use appears to have been the most common, for instance, *Þis put he biddes þat beo ilidet, leste beaþ falle þrin* ‘He commands that this pit should always be covered with a lid lest an animal fall into it’ a1250 Ancr.(Tit D.18) 6/31. However, during the Middle English period *lest* enjoyed greater autonomy, e.g. it could co-occur with the complementizer *that*, the ‘surplus’ negative particle could appear in the embedded clause and, interestingly, it could be interpreted as an ‘in-case’ rather than the ‘avertive’ marker (*Suyche a maner man enfourme zee in þe spirite of softnesse, biholdande þiselfe, lest þat þou be not temtyd* ‘You, who are spiritual, restore such a one in the spirit of meekness; considering yourself, in case you be tempted’ a1425(a1400) Paul.Epist.(Corp-C 32) Gal.6.1). A history of *lest* has recently been studied by López-Couso (2007), yet some aspects of its development in Middle English will be clarified with reference to grammaticalisation mechanisms proposed by Lehmann (1982) [2002], Hopper (1991) and Heine (2003) [2005]. The language material for this study is gathered chiefly from *The Oxford English Dictionary* and *CMEPV*, *ICAMET* and *PPCME2* corpora.

Isabel K. León Pérez
Universidad de La Laguna, Tenerife, Spain

'Simplified Academic English' for the controlled writing of article introductions: enhancing the research contribution

Publishing articles internationally is essential for the development of science but also for professional promotion. Global visibility in the competitive academia is particularly difficult for English as Additional Language (EAL) scholars. To become competent members of their disciplinary communities, they need to handle the accepted rhetorical practices of the international (English-speaking) discourse community, often different from their preferred local trends. Article introductions being a promotional genre, knowledge access to the expected writing strategies becomes a must.

From Basic English (Odgen, 1930) to ASD-STE100, the freely available updated version of Simplified Technical English by ASD (the European AeroSpace and Defence Industries Association, 2013), controlled writing (CW) has been a tool for innovative language processing technology to leverage machine translation, though originally meant for language learning. Our CW informal version, under the name of Simplified Academic English (SAE), is a functional down-to-earth teaching-learning method for promoting the researcher's contribution in paper introductions, focused on anticipating principal findings and highlighting the value of the study. Taking Controlled Language Optimized for Uniform Translation (CLOUT) as a reference (Muegge 2002, 2013), I isolated a set of 9 guiding-rules for contextualizing the research contribution within the scientific community: related to findings, relevance, use, superiority, uniqueness, peer criticism, gap creation, novelty and target or scope.

With a set of sample cases as writing materials, extracted from a corpus of articles published in high impact journals, recently described in intercultural/interdisciplinary discourse analysis (Martín & León Pérez, 2013), SAE represents a realistic approach for facilitating the pedagogy of promotional rhetoric. In contrast to traditional (open, uncontrolled) writing methods, it relies on grammar simplification, previously learned L2 structures and authentic materials. It may help EAL users to learn time-effectively how authors present their research in the Introduction (Swales 2004) and how identified communicative functions correspond to particular cross-disciplinary, cross-linguistic rhetorical choices in both the Experimental/Health and the Humanities/Social Sciences. SAE may serve to engage EAL learners in the difficult process of article writing by mitigating their weaknesses as L2 authors, minimizing textual ambiguity and preventing errors caused by L1 interference.

Randy Magdaluyo

De La Salle University and De La Salle College of Saint Benilde, Manila, Philippines

Write it right: organizational structures and features of freshman compositions in a multilingual setting

One pressing concern among ESL writers is the confusing differences that exist between the conventions of writing in their first language and target language. Previous studies show that rhetorical organization of ideas in writing is assumed to be an activity embedded in culture (Kaplan 1966, 1987; Hinds 1983; Choi 1988; Connor 1996; Kachru 1997; Swann et al. 2004). In second language learning, writing basically involves overcoming the differences between the linguistic systems of the first and the target languages (Lado 1957; Brown 2000). However, whether writing is done in first or target languages, one is expected to follow a basic structure of introduction, body and conclusion. In this study, samples of argumentative essays of thirty Filipino college ESL students from three distinct linguistic backgrounds (Cebuano, Chavacano and Tausug) were analyzed to explain the complex nature of ESL writing in a multilingual setting. Anchored on Rhetorical Structure Theory, the writing samples were described on the basis of their organizational structures and features. Focus group discussions were also conducted to help clarify the possible influence of students' first language on the ways their essays were conceptualized and organized. Results suggest that while students' essays were written in varied length, the overall organizational structures and features did not differ significantly. First language was also revealed to have a facilitative role in the cognitive translation process of these students. As such, implications for the teaching of ESL writing based on Anglo-American standard and students' native linguistic resources will be discussed.

Mariusz Marczak

Pedagogical University, Kraków, Poland

Developing selected aspects of translation competence through telecollaboration

The European Master's in Translation (ETM) model of translation competence (TC), which was developed by the European Commission and its in-house translation service Directorate-General for Translation, constitutes an outcome of an attempt at standardising the concept of TC. As a consequence, it is inclusive, rather than exclusive, in nature and comprises selected components of previously proposed theoretical and pedagogical models of translation competence while aiming to reflect the experience of professional translators at the same time. The purpose of this paper is to examine how the implementation of Information and Communication Technology (ICT), telecollaboration in particular, within Translation Studies programmes at university level may facilitate the development of particular aspects of the six sub-competences of the ETM model: (i) translation service provision competence, (ii) language competence, (iii) intercultural competence; (iv) information mining competence (v) technological competence and (vi) thematic competence. The author analyses whether, and to what extent, the functionalities of telecollaboration tools and the work modes that they promote are likely to assist translator educators in dealing effectively with the components of the competences that fall into the ETM model. Conclusions are also drawn about the limitations of the use of telecollaboration in translator education.

Mariusz Marczak

Pedagogical University, Kraków, Poland

Evaluation criteria for CALL software utilised in translator education

This paper offers insight into the possibility of utilising Computer Assisted Language Learning (CALL) software in university level courses in Translation Studies for the purpose of developing the translator's intercultural competence. The author begins by outlining the model of intercultural competence by Byram (1997) with regard to the intercultural knowledge, skills and attitudes which lie at the foundation of the most important documents shaping European policies on language education at large. Then he presents the model of translation competence proposed by the European Master's in Translation (EMT) expert group as well as the generic criteria used for the evaluation of software harnessed in order to develop target language competence in foreign language instruction. In conclusion, on these premises he constructs a checklist of evaluation criteria that can be used while evaluating CALL software to be used with students of translation in order to promote the development of selected aspects of their intercultural competence.

Aleksandra Maryniak

Opole University, Poland

Learning English and learning through English – what do the CLIL students feel about it?

It is widely known that students' attitude is one of the key concepts when learning success is to be obtained. Being motivated, which is strictly related to positive attitude, is the other condition that needs to be fulfilled. These two notions, namely positive attitude and motivation, become even more important in the CLIL (Content and Language Integrated Learning) context.

Bearing this in mind, a questionnaire has been created to get a wider knowledge about the students' perceptions and attitudes towards learning through English. It was the author's aim to check the usefulness of the CLIL stream from the perspective of a CLIL learner. 172 junior-high learners and 53 high school students have taken part in the questionnaire study. Such aspects as students' attitude towards the English language, reasons of learning it, satisfaction of CLIL stream have been asked for. Moreover, the participants were expected to compare their satisfaction when lessons conducted in both Polish and English are concerned (Maths, Chemistry and Geography) and later on share their views about bilingual education. All of the data collected throughout the study will be presented and analysed during the presentation.

Małgorzata Marzec-Stawiarska
Pedagogical University, Kraków, Poland

Guiding students through writing from sources in a foreign language

Writing from sources (discussed in the literature also as the notions of source acknowledgement, source borrowing, textual transgression, textual appropriation, transgressive intertextuality, reproductive writing and hybrid tasks) has been identified as difficult and problematic for students (e.g. Pecorari & Shaw 2012) as it involves a set of highly complex skills: quoting, paraphrasing, summarising and incorporating a source text into one's own writing. The research (e.g. Pecorari 2008) also shows that students do not receive enough instructions in how to borrow sources and they are rather expected to develop the skills of reproductive writing by themselves. The problem is, however, that these particular skills do not develop on their own and numerous students may need instructions and guidance in how to comply with the rules of intertextual transparency. If they are left without sufficient training, a number of these students will plagiarise – unintentionally or intentionally – in order to meet the demands of their tutors. Therefore, this presentation will point briefly to complexity of writing from sources in a foreign language and focus on ways in which teachers may help students to write successfully.

Irmina Mateńska
Independent Researcher, Lublin, Poland

Evaluation reform in the secondary school system: the Indian example. Can strict formalization be a key to success in the field of teaching English?

There are significant historical, socio-economic and demographic factors that influenced the shape of the contemporary Indian political system and consequently its educational one. Understanding the proposed topic requires a brief description of certain conditions. Thus, the first objective of this article is to present the Indian education system with its unique qualities.

Another contextual precondition is to describe the Central Board of Secondary Education (CBSE), which is responsible for conducting final examinations and establishing standards of education in affiliated secondary schools. Great emphasis is put on the reform that was initiated in 2004 and reached fruition in 2009 – the Continuous and Comprehensive Evaluation system (CCE). Even though the reform was holistic in character, this article's focus is on its consequences for the field of teaching English.

After describing the objectives, methodologies, and innovations introduced by the CCE, the discourse will shift to its functional aspects. Preparation of teachers and the means undertaken to adapt them to the new evaluation scheme are presented and the results examined. The main research question investigates whether a gap between theoretical motives and practical realization occurred. Examples of different approaches and methodologies are included and evaluated in order to judge whether or not reform strategies could be beneficial for the field of English teaching.

Inevitably, there exists a juxtaposition of two approaches – the highly formalized, Indian one and the opposite – based on partnership, adjustment, and flexibility. In the conclusion of this paper, the advantages and disadvantages of both are compared and recommendations for English language teachers proposed.

Rafał Matusiak

University of Silesia, Katowice, Poland

Readability of Legal English on the basis of UK public general acts enacted in 2013

UK Public General Acts are universally binding; however, they are not universally understood. Legalese is a language in which solely people who received legal training are fluent. On the one hand, law is binding *erga omnes* and its ignorance is no defense; on the other hand, law is still secret knowledge accessible only to the initiated lawyers, while legal acts seem for the majority of society to be written in cipher. This status quo is in contradiction with a fundamental principle of communication theory which says that effective communication requires a message to be formulated in a code that can be easily decoded by the addressee.

The research objective of the paper is to scrutinize the problem of the readability of legal English. The unreadability of legal English results in many specific features of legal discourse such as long and complex sentences, redundancy, archaisms, technical terms of Latin or French origin, abundant use of passive voice, nominalization and conditional clauses. In the following paper, some graphic examples of individual features of legal language will be presented. Next, the readability index of a given passage will be calculated to show how many years of formal education the reader should complete to thoroughly comprehend the text. It is feasible to simplify legal texts by implementing the principles of Plain English writing. A few excerpts will be translated from legalese into plain English and their readability indexes will be recalculated in order to prove how legal texts can be made more reader-friendly. Finally, it will be submitted for consideration whether the translation into plain English does not distort the interpretation of a regulation, because if so, plain English translation may bring more harm than benefits.

Monika Mazurek

Pedagogical University, Kraków, Poland

Catholicism as the feminine Other in Victorian culture

One of the more persistent tropes in the depictions of both Roman Catholicism and Anglo-Catholicism is their portrayal as 'effeminate' religion. There are many factors which contributed to this image: the celibate clergy and the religious, the "unmanly" preoccupation with vestments and liturgy, the intense same-sex friendships among some members of the Tractarian circle. Incidentally, the conversions to Rome were in the 19th century were commonly referred to as 'perversions', and those who underwent them as 'perverts'. While the sexual implications of the word (even though they can be traced back to Shakespeare) seemed to be of secondary importance until late in the century, it is interesting to observe how both meanings seeped into each other. And Catholicism itself was perceived as a feminine religion, based on the emotions, as opposed to masculine, rational Protestantism.

Victorian culture reflected this image of "feminine" Catholicism in a number of ways: from *The Punch* cartoons, which portrayed Anglo-Catholic priests mincing in their new vestments in front of the mirrors, to the references to emasculated men in the works of such authors as George Borrow, John Ruskin and most notably Charles Kingsley. The paper is going to analyze the casting of the Catholic Other in the feminine role using psychoanalytical theories, primarily Julia Kristeva's theory of abjection.

Maria del Pino Montesdeoca Cubas
Universidad de La Laguna, Spain

Unwitching the unwedded: Ronald Frame's understanding of missed Havisham

Charles Dickens' legacy goes undoubtedly beyond his work. Many of his novels and even several episodes of his life have inspired numerous film adaptations as well as literary productions. Actually, it is not strange to find a large audience acquainted with Dickensian characters they have never read but only watched, hence missing on many occasions their original essence. Such is the case of *Great Expectations*, which stands as one of Dickens' most fruitful narratives. Thus Pip is not only a Dickensian protagonist, but also the central one in several contemporary novels, films and television series. Likewise, Miss Havisham has worked as a muse over the past few years. The latest example is Ronald Frame's *Havisham* (2013), which immediately leads us to the homonymic Dickensian female protagonist. However, despite this initial paratextual connection, the two characters are not quite equal. We appreciate that where Dickens gave a surname with a title, Frame avoided the title and provided a name, which the original character never bore. A close study of both figures in their respective settings aims at showing how Frame's intertextual production works as a means for current readers to understand, if not to know, one of Dickens' most iconic fictive women.

Katarzyna Morena
Polskie Towarzystwo Neofilologiczne, Kraków, Poland

***Voices from classes with adult learners.
What can language teachers do about language anxiety in out-of-classroom performance?***

Some adult learners are not successful in their performance in a foreign language because they fail to deal with their language related anxiety. Both learning process and performance in a foreign language were confirmed to trigger "a complex of self-perceptions, beliefs, feelings and behaviors" (Horwitz et al 1991:31) further related to as a foreign language anxiety (FLA). It was also revealed that FLA may impair oral performance and negatively affect learner confidence, feeling of competence, autonomy, relatedness or even in case of adults, self- concept. Therefore, having faced the problem of language anxiety among my adult learners, this study was designed firstly to define the sources and effects of language anxiety and secondly, to address FLA by application of strategies such as visualization, changing learner's beliefs, Agony Aunt, accepting errors, and explicit skill learning, all aiming at mitigation of anxious feelings among these adult learners. The practical ideas for language teachers of how to recognize FLA and deal with it will be presented, and voices of adult learners (journalist, academic, educator and business person) shared.

Jędrzej Olejniczak
University of Wrocław, Poland

A corpus-based study of literary translator's impact on the target text

In this paper I discuss the results of a corpus-based study of translations of the same texts by two different translators. My work takes two approaches. Firstly, I investigate the extent to which a given translator influences the shape of the target text. Secondly, I measure the lexical-syntactic differences between the texts translated into Polish and the texts which were originally written in Polish.

The data from corpus-based research indicate that there are tangible differences between the two types of texts; most importantly, the type-token ratio in the texts translated into Polish is visibly lower than in the texts written in Polish. Moreover, general syntactic patterns of the translated pieces tend to deviate from the 'standard' Polish text (e.g. with regard to their keyness and patterning). I want to investigate the differences and possibly look for their source.

As my research progressed, another interesting factor surfaced: multiple texts of one of the translators show a peculiarity in the distribution and in the count of Polish reflexive pronoun *się* as compared to the texts originally written in Polish (more specifically, in fiction novels). Further investigation of this phenomenon suggests its influence on other syntactic properties of the sentences in the translated text. In my presentation I aim to focus on this issue in-depth and determine the possible causes and the impact of this phenomenon on the text.

Iwona Ośka
University of Szczecin, Poland

The Métis quest for identity in Beatrice Culleton Mosionier's In Search of April Raintree

Canada is a country of many nations and cultures, one of which are the Métis, who have only recently come to be recognised, under the Constitution of 1982, as one of three distinct Aboriginal peoples of Canada. True to their origin, their cultural heritage is a fusion of French, English and First Nations influences, as is their language. The Métis are a proud and fiercely independent people, who have suffered not only the same prejudice and oppression as the other Aboriginal peoples of Canada, but who have had to face ostracism from among the full-blooded Indians as well. With their own identity, classification and image continuously put into question throughout history by white and Indian society alike, it is unsurprising that most of Métis literature addresses these paramount issues, in an attempt to promote their still-developing culture and undermine racial prejudice.

One of the most well-known Métis authors and advocates of Métis rights is Beatrice Culleton Mosionier. A novelist and writer of children's books, her autobiographical novel *In Search of April Raintree* is a captivating and moving portrayal of the lives of two sisters. April and Cheryl Raintree represent the dual nature of their people through their appearance, through their different approaches and development of their self-identity and self-image, through their struggle for social acceptance and affirmation, as well as through the dichotomies within both their characters. The Métis quest for identity may take various routes, but as Mosionier's book shows, ultimately, they all begin and end with individual people.

Joanna Paszenda

Pedagogical University, Kraków, Poland

A conceptual integration analysis of extended senses of the Polish ditransitive construction

Adopting Fauconnier's (1997[2006]) and Mandelblit & Fauconnier's (2000) view that blending operations in grammar reflect the pressure to represent complex events by making maximum use of existing grammatical patterns (which, in turn, can be seen as manifestation of the general principle of coding economy), the talk examines the role of conceptual integration in shaping the semantic properties of selected extended uses of the Polish ditransitive pattern. Specifically, attention will be paid to subconstructions motivated by (i) metaphor, (ii) metonymy and (iii) perspectival switching, and expressing, among others: abstract transfer, prevented transfer, reversed transfer, and events of 'plain' benefaction and malefaction. It will be argued that the analysis of the Polish clauses in question should necessarily take into account the semantic contribution of the dative case, overtly marked on the first object argument.

Maria Piątkowska

University of Warsaw, Poland

Penny Dreadful as an influence on the contemporary gothic fiction

The *Penny Dreadful* periodicals became a so called 'dream-come-true' for the authors of the lurid and horrible serial stories. Printed on a cheap pulp paper, the *Penny Dreadful* appeared in the 1830s and cost exactly one penny. Aiming mainly at the working class men, most of the stories described the courageous adventures of a brave hero struggling with a cruel villain. The setting was usually depicted as dark, frightening and uncanny. Throughout the years, *Penny Dreadful* provided the readers with a wide range of superheroes that have left their stamp on the future gothic genre. Inventing the stories of such characters as Sweeney Todd, Varney the Vampire, Spring Heeled Jack or Dick Turpin, *Penny Dreadful* publications have laid the foundations for the twentieth-century comic adventures of Batman, the vampire trend in gothic fiction literature (not only contemporary) and for lots of main villains in horror film industry.

In my essay I would like to present a brief history of the *Penny Dreadful* periodicals, explain their extreme popularity in the 19th century and discuss their impact and influence on the twentieth-century gothic fiction genre.

Anna Pietrzykowska-Motyka

Pedagogical University, Kraków, Poland

Shakespearean appropriations in English literature: Jane Smiley's A Thousand Acres

The paper will address the issue of Shakespearean appropriations in literature, taking as an example the novel by Jane Smiley *A Thousand Acres*. The novel adopts and develops the story of Lear. It is interesting to note that most adaptations may arise from some dissatisfaction with the original source, and that was exactly the reason why Jane Smiley chose to modify the story of Lear. The paper will first deal with the concept of Shakespearean appropriations, then will shortly address critical reception of Jane Smiley's work and eventually will strive to explore the myth of Lear in Smiley's acknowledged novel *A Thousand Acres*.

Adam Pluszczyk

University of Silesia, Katowice, Poland

Artur Świątek

Pedagogical University, Kraków, Poland

Meaning variation based on ambiguity, polysemy and vagueness in political language

In the presentation we concentrate on the occurrence of ambiguity, polysemy and vagueness which can be registered in political language. Whereas ambiguity pertains to two or more distinct denotations, polysemy refers to a lexical relation where a single linguistic form has different senses which are related to each other (Allen 1986: 147, Taylor 1991: 99). On the other hand, vagueness “permits an unspecifiable range of possible interpretations” (Crystal 1985: 15).

The objective of this presentation is the study of the speeches of British politicians, in particular the analysis of the occurrence and incidence of ambiguity, polysemy and vagueness in the speeches given by the current British Prime Minister, David Cameron. To achieve our goal, we first need to define the features of a political language. It is defined as "a type of communication that is used by the elites in public in order to share their opinion with the rest of the society" (Bralczyk, 2003: 1). "Political language is not homogenous, it is rather unstable, aimed at attracting attention of the public" (Bralczyk, 2003: 2). Kurcz (2000: 21) states that another function of the language of politicians is evoking certain emotions and feelings in the addressee, as well as expressing and representing the addresser's state of mind and emotionality. Having considered the above, we will attempt to demonstrate a number of instances of ambiguity, polysemy and vagueness in British political language and to analyze how they function in context. We will also verify if there is a clear boundary in the function of ambiguity, polysemy and vagueness in the contexts analyzed.

Joanna Podhorodecka

Pedagogical University, Kraków, Poland

Prepositional passive and the transitive prototype

The aim of this study is to examine the usage and frequency of prepositional passive. In the variety referred to as pseudo-passive, the passive construction combines with a normally intransitive verb and the passive subject corresponds to an active adverbial, as in the standard example *This bed hasn't been slept in*. While the acceptability of the construction is to a certain extent a question of subjective construal, it is also conditioned by the compatibility of the portrayed scene with the transitive prototype as described by Hopper and Thompson (1980). The prepositional passive is characterized by complex interplay of many syntactic, semantic and pragmatic factors: affectedness and characterization of the passive subject, the degree of the verb-preposition integration (Goh 2000: 183), the aspectual content of the preposition (Rice 1993: 573), metaphorization, modality, tense and negation (Tseng 2006: 151). The aim of this study is to establish, on the basis of correlational analysis of corpus material, how these factors relate to each other and to the transitive prototype, and which of them have the greatest significance for the actual usage of the construction.

Damian Podleśny

Pedagogical University, Kraków, Poland

Mental otherness in Philip K. Dick's novel Martian Time Slip

Martian Time Slip stems from a rich tradition of S-F novels set on the 'red planet.' Dick himself used it in several stories and novels, and the most potent image of Mars is of course to be found in the desolate and grim reality of colonists in *The Three Stigmata of Palmer Eldritch*, the novel which fantastically encapsulates all the areas that Dick probes and questions: reality, humanity, and divinity. In the slightly later novel, the writer concentrates his attention on the second of the three questions, using the possibilities of the Martian setting to construct a dramatic narrative that features two people whose comprehension of the surrounding reality differs from that of the 'normal' characters.

The novel focuses on the social incongruity of those who are considered mentally ill, and their struggle to overcome society's conformity and ignorance, when it comes to accepting such people in society. The two focal characters are Manfred Steiner and Jack Bohlen; the former is an autistic child and the latter suffers from a latent form of schizophrenia. Both of them struggle to survive in the grim and oppressive environment of Martian colonies.

The work is also an exploration of a subject that Dick returned to very often: the relationship between subjective and objective worlds. Dick shapes his view on Heraclitean formulation of the universe as consisting of private *idios cosmos* and the collective *koinos cosmos*, the spheres determining our existential place in the world. In Dick's understanding of Heraclitus, the two cannot be easily distinguished.

Laurence Rickels

Staatliche Akademie der Bildenden Künste, Karlsruhe, Germany

P. K. Dick on the Superhuman

In *The Zap Gun* Philip K. Dick explores a future scenario of the commodification of fantasy for the controlled release of psychopathic violence. In the foreground of this installment of his ongoing concern with the consequences of failing the empathy test, we find the popular culture of Anglo-American superheroes (indeed the novel as a whole is a James Bond spoof). While all the usual parts of his puzzling out of the human condition are included - schizophrenia as a new norm, technical and occult mediatic instrumentalization of border states, Wagnerian fantasy, and the deployment of empathy as paradoxical weapon, among others - the turn in *The Zap Gun* to the fantasy genre of the Anglo-American superhero was Dick's one-time offer, one that deserves closer scrutiny.

Anna Rolińska

University of Glasgow, Scotland

Assessment and feedback – old, new or different ways of doing it online?

According to the Manifesto for teaching online (<https://onlineteachingmanifesto.wordpress.com/the-text/>), “feedback can be digested, worked with, created from. In the absence of this, it is just ‘response’”, preventing the feedback loop from being closed. As such, dialogic feedback is an important part of learning-oriented assessment, i.e. one whose main aim is to develop “appropriate learning dispositions and behaviours” (Carless, 2014). How does digital innovation affect assessment and feedback processes? Do learning technologies just substitute an old good red pen, making marking more or less effective and efficient? Or do they invite or even enforce qualitative changes, resulting in augmented and enhanced feedback?

This presentation will attempt to grapple with these questions by reviewing some of the existing literature as well as referring directly to practical examples of assessment tasks and feedback from online and blended courses in language education and teacher training. These will be evaluated in light of Carless’ model of learning-oriented assessment and Puentedura’s SAMR (substitution, augmentation, modification, redefinition) model of infusing technology into teaching and learning (<http://www.hippasus.com/rrpweblog/>). The former emphasizes the interdependence between task design, students’ development of self-evaluative capabilities and their engagement with feedback as well as the need for contextualisation of assessment so that it closely reflects real-life scenarios. The latter aims to transform learning experiences, which can be measured in terms of impact on student outcomes. Related opportunities and challenges from the learner’s and teacher’s points of view will also be discussed.

Agnieszka Strzałka

Pedagogical University, Kraków, Poland

ELF not EFL. How dare you say that?

English as a Lingua Franca is a term substituting English as a Foreign Language. Minor as the change in nomenclature may seem, the new approach to teaching the language, if clarified, may astound and disorient prospective and practicing teachers. While we all seem to agree that the world is a global village, for some reasons we are less prone to accept the proposal that “English now belongs to the whole world”, or that “native speakers no longer have a say in how English is used”. Paradoxically, the English language professionals, often ELF speakers themselves, feel responsible for spreading the native speaker model, understood as the best English (Sifakis 2009). The article is an attempt at answering some vital questions referring to the pedagogy of English as a Lingua Franca. The experimental part is based on a pilot study of Polish teachers of English aiming at probing their attitudes towards ELF.

Anna Szwajczuk
University of Szczecin, Poland

Life-long learning with its increased mobility aspect as a challenge for sworn translators

Apart from increased mobility opportunities of students and university staff, the Bologna process has adopted the concept of life-long learning, which has facilitated gaining new qualifications by middle-aged and even older people. What undoubtedly ensures better job and educational opportunities outside the Polish borders poses a challenge for sworn translators, as the education system and types of schools previously completed by people participating in the life-long learning programme have ceased to exist, e.g. *pedagogjum*. The standardization of terminology related to education systems and the diploma supplements stipulated by the Bologna declaration neither include nor refer to education systems binding before the said process; therefore, the performance of sworn translators in this area may not be underestimated.

The paper will cover the education system binding in Poland from the post-WWII period till the present moment. The author will analyse changes within the said system, together with the terminology applied. Most importantly, the author will attempt to suggest translations into English of such terminology as e.g. *Pedagogjum*, *Liceum Pedagogiczne*, *Nauczycielskie Kolegium Języków Obcych* or *Wojskowa Akademia Medyczna*. Compared with past and present education systems existing in English-speaking countries, the translations suggested by the author will hopefully be dynamically equivalent with the terminology applied to educational institutions abroad and will comply with respective binding provisions of the Polish law.

Anna Ścibior-Gajewska
Pedagogical University, Kraków, Poland

Making tracks: how would university teachers deal with ability grouping?

This article deals with the question of ability grouping at the university level and its reception by the university teachers. It is a follow-up to the author's research on undergraduate students' attitude towards ability grouping in the English Practical Grammar course. The previous study focused on students' preferences and emotions connected with the idea of being placed in the lower-track group. This paper presents the results of another study, focusing on university teachers' opinions on the very idea of ability grouping at the university level, the ways of administering remedial tuition in grammar, and their expectations as to the results of such an experiment. A significant point in the study is what expectations the teachers may have concerning their own behaviour towards the higher/lower track students, and the students' emotional reactions. Motivated by the author's awareness of the 'teacher expectancy effect' and the 'self-fulfilling prophecy' in education, the questions posed in the research are: can we control our behaviour so as not to make the 'lows' feel that they are 'lower expectations' students? Can we motivate them to apply greater effort and to achieve more? The research is based on the questionnaire survey conducted among the teachers of the Pedagogical University. The results will be calculated manually for roughly established correlations, and by means of the *R* statistical programming environment for the correspondence analysis and statistical significance of particular factors.

Daniel Tilles

Pedagogical University, Kraków, Poland

A quantitative analysis of anti-Jewish rhetoric in interwar British fascist discourse

Most historical scholarship rests upon a foundation of qualitative findings, with individual contentions supported by reference to a handful of sources, leaving the reader to trust that this offers a fair representation of the available material. This is understandable, given the nature of historical primary research, and in most cases perfectly valid. Yet there are also ways in which the available sources can be assessed more comprehensively and rigorously, teasing out new insights and challenging old orthodoxies.

This paper will illustrate the benefits of such an approach with regard to the antisemitism of Britain's most prominent fascist organisation, the British Union of Fascists (BUF). Its newspaper – which was published weekly over virtually the entire period of the party's existence (1932-40) and is now available in digitised form – has been used to provide a large and representative sample of the BUF's discourse. Within this sample, all instances of anti-Jewish rhetoric have been recorded, collated and analysed, to trace patterns in their quantity and typology over time.

The resultant findings present a strong challenge to long-established and widely accepted perceptions of the BUF's antisemitism. For example, according to the established narrative, the BUF eschewed antisemitism for the first two years of its existence, only adopting such a position in late 1934, largely in response to Jewish anti-fascism. Yet, in actual fact, anti-Jewish rhetoric was present in the party's discourse from the very start. Moreover, in terms of its typology, the BUF's antisemitism is shown not to be at all imitative of foreign fascist movements – such as the German Nazis – and instead rooted in native British traditions of anti-Jewish thought.

This paper will present these and other insights provided by this quantitative methodology, demonstrating the ways in which such forms of analysis, in combination with more traditional modes of research, can provide novel historical insights.

Anna Turula

Pedagogical University, Kraków, Poland

What the 'good (digital) language learner' can teach us

In the 1970s Rubin (1975) and Stern (1975) both published articles on who the good language learner is and how language pedagogy can capitalise on this knowledge. While some of their observations still hold, it seems necessary to note that a good language learner of today is one of the digital native generation. This is why it seems important to investigate different aspects of online presence of the advanced FL user to decide which of them contribute to success in language learning.

The paper presents such a research attempt. It describes a study carried out among the first-year students of English Studies of the Pedagogical University in Krakow, Poland in October-December 2014. The results, gained by means of a questionnaire (N=106) and a series of interviews (N=16) show the most common online FL routines of these advanced users of EFL. Based on this, a number of pedagogical implications will be put forward.

Douglas Willcox
Pedagogical University, Kraków, Poland

*The genre-based approach in second language instruction and assessment
with translation studies students*

Students enrolled in Translation Studies programs in an EFL context face substantial challenges in developing fluency or near-fluency in their written English proficiency. Given the linguistic and cultural distances that can exist, students may require instruction on how to create translations that respond to the linguistic, cultural, and social norms of the target context. To meet these pedagogical goals in a one-semester course, this article presents a genre-based approach in second language writing instruction used in an EFL setting. The pedagogical framework attempts to be empirically based, transparent, systematized, and rules-based. This research sets aside matters of assessing the accuracy of translation, the work of the translator's lexical choices, etc. Instead, the research strictly focuses on the quality and appropriateness of the English content.

The genre-based approach in this research was used in courses taught from 2012 to 2015 to more than 100 students in five different courses at two universities in Kraków, Poland. Students were native Polish speakers working in the Polish-English language pair. The framework focuses on learnable/teachable information, rules, and techniques related to English language context and culture. Extracts from class syllabi illustrate the range of genre assignments and the related pedagogical goals expected to be met. Examples are provided of assessment and feedback that focus on both grammar and writing style, content versus form, as well as content produced by the same student when writing directly into the target language (heuristic method) versus translating into the target language. Finally, since one set of criteria that can be applied to a finished translation for a professional translator is that of deliverable versus undeliverable product (Mossop 2010), discussion is provided of how a university course using the genre-based approach might assess student writing on local/minor errors versus global/major errors.

Alicja Witalisz
Pedagogical University, Kraków, Poland

*A reconsideration of the notions of loanblend and hybrid creation
in the analysis of English linguistic influence on Polish*

The article offers a reconsideration of the notions of loanblend and hybrid creation, which has been prompted by the findings of the analysis of recent English linguistic influence on Polish. Classifying research material calls for defining a clear-cut borderline between the two notions, which have received various interpretations in the literature. The theoretical considerations are exemplified with most recent contact-induced innovations.

Grzegorz Właźlak
University of Silesia, Katowice, Poland

Lexicalization and institutionalization of neoclassical combining forms in 18th c. English dictionaries.

I shall concentrate on H. Marchand and L. Lipka's theory of lexicalization and institutionalization in neologism formation by a single speaker or a specified group and under the pressure of sociolinguistic, historical factors, in the combinations of neoclassical combining forms in 18th c. English dictionaries.

Marta Wójcik
Maria Curie-Skłodowska University, Lublin, Poland

Pipelines and oil in William L. Fox's 'A Pipeline Runs Through It' and Andrew Nikiforuk's 'Canadian Democracy: Death by Pipeline' – two representations of petroleum in contemporary American and Canadian non-fiction

Stephanie LeMenager, a literature professor and the author of *Living Oil: Petroleum Culture in the American Century*, opens this study of America's relationship with the resource by asserting that reports of its death have been exaggerated. Oil not only drives American modernity but also inspires writers to explore it both in fiction and non-fiction. While 'petrofiction', fiction with oil at its core, has received critical attention, certain new developments in non-fictional writing centered on petroleum call for more consideration. This presentation, therefore, probes representations of oil in contemporary American and Canadian non-fiction. It analyses William L. Fox's essay 'A Pipeline Runs Through It' based on his trip along the Trans-Alaska Pipeline and Andrew Nikiforuk's article 'Canadian Democracy: Death by Pipeline' discussing the impact of the proposed Northern Gateway Pipeline from Alberta to British Columbia. Adopting an ecocritical perspective and using especially Lawrence Buell's *The Future of Environmental Criticism* and Stephanie LeMenager's *Living Oil: Petroleum Culture in the American Century* as my methodological companions, I aim to compare and contrast the image of the two pipelines and oil as well as their implications in these works. The presentation concludes that both authors are interested in the influence of oil exploration on humans as well as on the natural world.

Adnan Zafar

Maria Curie-Skłodowska University, Lublin, Poland

Legal and ethical issues in the use of mobile based Facebook learning in ESP classrooms

The practice of technological devices, apparatuses and equipment to support English for specific purposes (ESP) based English language learning in classrooms is extremely common nowadays and to top it all up, the use of revolutionary social networking websites (SNSs) like Facebook combined with the mobile technology have exposed educators as well as the learners to the whole new dimension of the ESP learning.

This completely new facet of language learning is based on the notion that students learn better and quicker from their comfort zones and in an informal environment with the help of technology. Despite of the numerous proven advantages of mobile learning through Facebook, the legal and ethical issues for the technology based ESP classrooms in particular have not been explored at a greater length. These issues range from the privacy and security problems to the legal and illegal use of technology for learning, to the online piracy and intellectual properties.

Through this study, I discuss security and privacy problems as the two chosen ethical and legal issues for the mobile based Facebook learning, examine the impact of these issues from the perspective of ESP learners and educators and provide recommendations for remedying these problems.

Ewa Zarzycka-Piskorz

Pedagogical University, Kraków, Poland

Kahoot it or not? Digital game play and grammar learning motivation

Gamification is the use of game elements and game design techniques in non-game context. It is used in various contexts for various purposes. There is strong evidence that shows the relationship between game playing and motivation. More and more learning games emerge and bring a promise to help to learn a language. There are certain game elements that could be used in non-game context to trigger effective player engagement as well as persistence and motivation to win/learn.

The paper outlines the influence of specific game elements onto players, presents the psychological aspects of game involvement, and investigates what game elements could be responsible for increasing motivation to participate and engage in a grammar learning game. The Kahoot.it online game is used with the English language course students. The paper provides the specific examples of grammar structures included in the samples that are exercised. The main objective of the research paper is to observe and assess if and how the students' motivation increases to learn and practise grammar and how effective this mode of learning is. It also presents the teachers' evaluation of the design process, implementation of it and recommendations for further use.

Anita Żytowicz and Anna Klein
Kazimierz Wielki University, Bydgoszcz, Poland

Does overt-correction work? A study carried out in a Polish high school

One of the major questions that language teachers often address to researchers is what to do about correction. Should they correct their learners errors, slips or mistakes? Corder introduced the distinction between errors (in competence) and mistakes (in performance), emphasizing the seriousness of the first over the latter. Error correction is not only of importance to teachers or researchers but also to learners, who often feel insecure and uncertain of the impact of their utterance on others, or on the other hand, get discouraged when overt-correction is applied.

Despite the importance of the study of errors and methods of their correction, there is little evidence for or against the efficiency of error correction during oral communicative activities in the second language classroom. In the study carried out by DeKeyser (1993), no differences were found between a group which received sustained error correction and the one that did not, though the study also found some interesting individual variations, including the effect of anxiety.

The empirical study that follows, conducted with Polish high-school students of English, was an attempt to assess two contrasting approaches applied, namely limited and overt-correction and show their impact on the students. The study, carried out in two groups 30 students each, lasted 10 months and brought about surprising results. Additionally a questionnaire was carried out in order to determine other teachers' attitudes and opinions concerning error correction. Though the general conclusion seems daunting, as the study also proved that we the Poles, and in particular we the teachers, tend to be extremely intolerant towards others, aim at avoiding errors and focus on perfection at any cost, Nonetheless, irrespective of the method of correction applied and the outcome, the thing that we, the teachers, must never forget is the fact that we do not correct a mistake, but we correct a person.