

ENGLISH STUDIES AS ARCHIVE  
AND AS PROSPECTING:  
80 YEARS OF ENGLISH STUDIES IN ZAGREB

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BOOK OF ABSTRACTS

WITH

PLENARY LECTURES, PRESENTATIONS  
AND LIST OF PARTICIPANTS

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### **Book of Abstracts**

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## PLENARY LECTURES

Hubert CUYCKENS (University of Freiburg, Germany)

### CORPORA IN ENGLISH HISTORICAL SYNTAX

In the past twenty years or so, the availability of increasingly large electronic corpora of English has given an impetus to studies in historical syntax. While historical linguists used to have to do with limited sets of relevant attestations, they can now extract sizeable sets of data, which are often large enough for statistical modeling. Against this background, I will discuss two case studies in the history of English syntax: one dealing with clausal verb complementation, the other with free adjuncts.

Verbs such as *regret* may combine with a *that*-clause or a gerundial *-ing*-clause, as in (1). Importantly, it would appear that both variants are freely interchangeable, in other words, that the variation in (1) is *non-categorical* or *probabilistic*.

- (1)     a.        I don't regret helping her start out.  
           b.        I don't regret that I helped her start out.

While variation between verbal clause complements has often focused on categorical variation between to-infinitive and gerund, it is this type of *non-categorical* or *probabilistic* variation, which is less well understood, that is the focus of this paper. I will offer a corpus-based analysis of complement-clause variation (in particular, finite *that*-clauses alternating with non-finite gerundial *-ing*-clauses and to-infinitive clauses) with the complement-taking predicates *remember*, *regret*, and *deny*. Focusing on the Late Modern English period (LModE), I detail the changing patterns of complement choice over time. Making use of statistical modeling, I identify the various (changing) factors determining this complement clause variation, thus probing the multivariate and probabilistic nature of complement choice. Another aim is to examine to what extent changing/varying distributions of finite vs. non-finite complement clauses can inform more general hypotheses about complement choice.

While free adjuncts in Present-day English (see (2)) have been examined in considerable detail (for instance, in Kortmann's 1991 seminal

monograph), less attention has been paid to their diachronic development.

(2) *Looking out of the window, she saw a train going by.*

My corpus-based study of free adjuncts will deal with the history of the free adjunct and in particular examine the reasons and conditions that led to the success of the free adjunct in English (in contrast to other Germanic languages such as Norwegian, Danish, and Dutch), where it has nearly been lost.

**Hubert Cuyckens** studied Germanic Languages (Dutch and English), with a specialization in linguistics at the University of Antwerp.

He completed his PhD in 1991, which was a semantic study of prepositions within a cognitive linguistic framework. In 1997-98, he spent one year at the University of Hamburg as a Humboldt Research Fellow. Since October 1998, he has held a tenured appointment at the University of Leuven as a professor of English language and linguistics.

His recent research and teaching is mainly concerned with issues in the diachrony of English from a usage-based perspective, and in particular with grammaticalization and complementation in the history of English. He has been principal and co-investigator of various projects within this domain. Hubert Cuyckens is the (co-)editor of several volumes in the domains of lexical semantics, cognitive linguistics, adpositions, and grammaticalization. He is co-editor (with Dirk Geeraerts) of *The Handbook of Cognitive Linguistics*, and is currently editor-in-chief of *Folia Linguistica*, the journal of the Societas Linguistica Europaea.

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**Stipe GRGAS (University of Zagreb, Croatia)**

#### DISCIPLINARY JEREMIADS: IS IT DIFFERENT THIS TIME?

I offer this title for two reasons: on the one hand, I want to indicate that my presentation registers the archive of complaints coming from the humanities concerning their position in society and culture; on the other, I think it straightforwardly encapsulates my talk which will focus upon how the humanities fare in the present historical conjuncture. The subtitle posits a question that in the course of the argument will turn out to be a rhetorical one: I am proposing that this time, the challenge that the humanities are facing is different.

In my presentation I contend that the situation in which the humanities find themselves – the present of English or American Studies can be used as synecdoches of that plight – has been created by developments which are both endogeneous, that is, emerging from the autotelic logic of the discipline, and exogeneous, by which I mean the broader historical context. Needless to say, these two trajectories are not independent but are systematically enmeshed in the emergence of the present “capitalist-informatic ecumene” which reveals, to quote P. Sloterdijk, from whom I take the designation of the contemporary moment, that capitalism “implies the project of placing the entire working life, wish life and expressive life of the people it affected within the immanence of spending power.” In my analysis I will show how various processes having to do with the economy and with science and technology have worked to displace the humanities from what is now defined as culture and society or, more specifically, from what is nowadays defined as the purpose and function of education and research. Where this leaves the researcher and the educator in the humanities and whether there is a place and role for his or her knowledge in today’s ecumene are questions with which I will conclude my presentation.

**Stipe Grgas** is chair of the American Studies program at the Faculty of Humanities and Social Sciences, University of Zagreb (Croatia). In addition to American Studies his fields of interest are the contemporary American novel, Irish literature and culture, human spatiality and the new economic criticism. He has published three books: *Nietzsche i Yeats* (1989), *Ispisivanje Prostora: Čitanje suvremenog američkog romana* (Writing Space: Reading the contemporary American novel, 2000) and *Kažnjavanje forme: irsko pjesništvo poslije Yeatsa* (Punishing Form: Irish Poetry after Yeats, 2006). Together with Svend Erik Larsen he edited the collection of essays *The Construction of Nature* (1994). In 2004 he edited a collection of Croatian translations of contemporary Irish short stories *Otok gipsanih svetaca* (Island of Plaster Saints). He has lectured at a number of European universities (Odense, Aarhus, Genoa, Pecs, Leipzig, Sarajevo) and has been awarded two Fulbright scholarships (Yale, 1994-95 and Cornell, 2013). He has twice served as the president of the Croatian Association of English Studies and is at present the president of

the Croatian Association of American Studies and the regional association of American Studies (AASSE).

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**Diane LARSEN-FREEMAN (University of Michigan, USA)**

### **COMPLEXITY THEORY: A THEORY FOR OUR TIMES**

Although it originated in the physical sciences, Complexity Theory has been usefully applied to many disciplines. However, it is transdisciplinary, not only in the breadth of its application, but also in its capacity to generate new themes that cut across disciplinary boundaries. Its wide-ranging influence on academic disciplines as varied as linguistics, second language acquisition and teaching, applied linguistics, literature, and language varieties make it a worthy focus for a conference celebrating "80 years of English Studies in Zagreb."

At the conference, I will explore what Complexity Theory is, and I will explain why I think it is the right theory for our times. Using examples from second language acquisition, I will illustrate the concepts of emergence, dynamism, nonduality, and nonlinearity, among others. These concepts will make clear why the great physicist Stephen Hawking has declared this century to be the century of complexity. The concepts will also illustrate the complexity of the modern-day multilingual landscape.

**Diane Larsen-Freeman** is a research scientist emerita at the English Language Institute, University of Michigan, as well as a professor of education emerita, a professor of linguistics emerita, a faculty associate of the Center for the Study of Complex Systems at Michigan, and a distinguished senior faculty fellow at the School for International Training in Brattleboro, Vermont, USA. She has presented in over sixty-five countries around the world and has been the keynote plenary speaker at over a hundred conferences. Among her eight published books, *An Introduction to Second Language Acquisition Research* (with Michael Long, Longman, 1991) and *Complex Systems and Applied Linguistics* (with Lynne Cameron, Oxford University Press, 2008) are considered ground-breaking publications in applied linguistics and, together with *Techniques and Principles in Language Teaching* (Oxford University Press, 2000, second edition), have been used in practically all corners of the world. She has been on editorial or advisory boards of

numerous scholarly journals, and is currently Chair of the Board of Directors of the journal *Language Learning*. Applying chaos/complexity theory to language, its acquisition and its use, and seeing all three as complex and non-linear processes, Professor Larsen-Freeman has contributed to the new, dynamic view of language.

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**Martin McQUILLAN (Kingston University, UK)**

### THE COMMUNISM OF LITERATURE

This paper addresses the return of a certain communist speculation in contemporary theory and philosophy, most noticeably in the work of Badiou and Žižek and its cognates. While this return to the question of communism often passes through cultural texts, it fails to take on board the risk of reading. Literature remains a problem and embarrassment for the new Orthodoxy of an onto-theological Marxism. What Hélène Cixous calls the 'all powerful other' [*la toute-puissance-autre*] of literature is that which in its powerlessness can never be mastered or co-opted by any theology but which remains an irreducible articulation that defines the public space of democracy. This paper passes through a range of literary and theoretical texts to investigate this problem, noting Blanchot's formulation of another 'communism of literature' that would be a form of affiliation and solidarity without ground or master.

**Martin McQuillan** is Professor of Literary Theory and Cultural Analysis at the London Graduate School and Pro-Vice Chancellor of Research at Kingston University. His most recent publications include 'Deconstruction after 9/11' and 'Deconstruction without Derrida'. He also writes on the politics of Higher Education for the UK media, and works with film makers in the cinema of ideas.

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**Jelena MIHALJEVIĆ DJIGUNOVIĆ (University of Zagreb)**

**Marta MEDVED KRAJNOVIĆ (University of Zagreb)**

### CROATIAN PRESENCE IN THE WORLD OF ELT: LOOKING BACK, LOOKING FORWARD

A closer look back at the history of the theory and practice of ELT in Croatia offers a wealth of data which suggests that it has always kept

abreast with and, at times, even moved ahead of international trends in FL teaching. At the same time, it seems to have kept the elements of the 'national' by adjusting the trends to the Croatian context. Another emerging characteristic is the connection of Croatian ELT to Zagreb University's English Department. Looking at the current state of Croatian ELT, it is possible to observe that it has turned into a multifaceted professional field which, more than ever before, relies on interdisciplinary research carried out by international researchers as well as an increasing number of Croatian experts from a number of universities. Based on evidence from the past and present of Croatian ELT, it does not seem too difficult to try to foretell its future. We see it as becoming, first of all, a rapidly growing research area in its own right which informs ELT classroom practice and teacher education.

In this talk the authors will present evidence for their claims about the Croatian presence in the world of ELT. They will be relying on a close analysis of documented research into as well as practices of ELT in Croatia from its beginnings in the 1880s until the present moment. The key areas that will be focused on will include the process of acquiring English as L2, learner characteristics, classroom practices, and developments in teacher education. The findings of a selection of key studies in these areas will be described in order to show how they have contributed to the development of important new insights into ELT at the national and international level. The future presence of Croatian ELT will be predicted on the basis of the authors' estimation of where it is now and of where current research is taking it.

**Jelena Mihaljević Djigunović** works as a full professor of SLA and TEFL at Zagreb University. Her main research interests centre around the age factor, teaching modern languages to young learners, affect in language learning and teaching, language learning strategies, and L2 teacher education. She has been involved in a number of large scale national and international research projects, the latest one being the *Early Language Learning in Europe* project – an EU-funded longitudinal study. She has published extensively in national and international journals, has been a member of the editorial board of several journals, and has reviewed papers for several international applied linguistics journals. Her publications include two research books on affective learner factors and over 100 papers. She has also co-edited several research volumes



and has published a variety of EFL teaching materials. As president of the Croatian Applied Linguistics Society and editor-in-chief of the *Strani jezici* journal, Jelena Mihaljević Djigunović has contributed to major developments in applied linguistics in Croatia. She was director of studies of Zagreb University's doctoral programme in FL education (2008-2010) and has been chair of the SLA and TEFL Section in the Zagreb English Department since 2000.

**Marta Medved Krajnović** holds the position of associate professor at the University of Zagreb SLA and TEFL Section. Her main research interests centre around development of childhood bilingualism as well as dynamism and complexity of multilingual development in both children and adults. During the course of her university career she has been a member of several national and international research projects, published on different SLA and TEFL topics, reviewed articles and books, participated in numerous research conferences and co-organized several. She has developed SLA courses at the graduate and postgraduate level, and from 2010 to 2013 she was director of studies of Zagreb University's doctoral programme in FL education. Numerous MA students and several PhD candidates have successfully completed their theses under her supervision.

From 2003 to 2007 she was secretary of the European Second Language Association. Since August 2013, Marta Medved Krajnović has held the temporary position of director of Stockholm International School, where, in addition to leading the school's strategic development, she is working on innovative approaches to teaching additional languages to bilingual and multilingual students and on implementing a structured cycle of professional development for teachers working in a multilingual context.

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**Milena ŽIC FUCHS (University of Zagreb, Croatia)**

### **GRAMMATICAL CATEGORIES: SEMANTICS AND PRAGMATICS AT THE CROSSROADS**

The interrelationship between semantics and pragmatics has been a much discussed topic in linguistics. The intricacies of this relationship have also been viewed with regard to the role of pragmatics in determining the meaning of conventionalized grammatical

categories/structures/constructions. In fact, the relationship between semantics and pragmatics from the point of view of grammatical categories highlights and unveils the complexity that can exist between semantic and pragmatic phenomena. In simple terms, we find two main views on this issue: 1. the view that pragmatics lies completely outside of grammatical categories, and 2. the view that pragmatics cannot be divorced from the meaning structure of grammatical categories in some cases. These opposed views are not simply a theoretical issue, but often result in different classifications of various grammatical phenomena, as well as their interpretation within grammars and linguistic textbooks in general.

This paper will address the above interface on the basis of concrete syntactic/morphological grammatical constructions in English and Croatian with the aim of showing that pragmatics should be viewed as a multi-layered phenomenon, which can be seen in part residing "outside of grammatical categories", but at the same time, at least in some cases, can also be seen as an integral part of the semantic structure of a grammatical construction. The different views are not important only in a grammatical sense, but they also bring into focus the question as to how convention arises, and what the basic tenets of conventionalization of grammatical categories can be. With the notion of convention in view, some basic postulates of the so-called Relevance Theory (Sperber and Wilson 1995), as well as the well-known Gricean (Grice 1975) claims on human communication, will be analyzed.

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**Milena Žić Fuchs** was born in 1954 in Zagreb, Croatia. In 1989 she obtained a Ph.D. in Linguistics (Cognitive Linguistics). From 1978 she has been teaching various courses in Linguistics in the English Department, and at present holds position of Full Professor. From 2002 to 2011 she was Chair of Linguistics in the English Department, University of Zagreb. Milena Žić Fuchs was the first scholar to introduce Cognitive Linguistics into Croatian linguistic circles. Her book entitled *Knowledge of Language and Knowledge of the World* (1991) was the first book in Cognitive Linguistics written in Croatian and is one of the most quoted books in Croatian linguistics. Her latest book *Cognitive Linguistics and Language Structures: the English Present Perfect* came out in 2009, for which she received the Croatian National Award for Science for 2011.

In 2010 Milena Žić Fuchs was elected full member of the Croatian Academy of Sciences and Arts, and in 2013 she was elected member of *Academia Europaea*.

In 2009 Milena Žić Fuchs was elected Chair of the Standing Committee for the Humanities of the European Science Foundation (2009 – 2012). From 2008 she has been a member of the ERC Panel “The Human Mind and its Complexity”. She is also a member of numerous Science Advisory Boards, as well as other European level bodies. Milena Žić Fuchs has also acted as an expert for the European Commission - as member of High-Level EC Expert Group for ESFRI (*European Strategy Forum on Research Infrastructures*).

At present she chairs the Scientific Review Group for the Humanities of the ESF.



## PRESENTATIONS

**Marija ANDRAKA** (University of Zagreb, Croatia)

### REPRESENTATIONS OF PROFESSIONS IN EFL COURSEBOOKS

This paper looks into the distribution of culture over cultural topics in primary coursebooks for learning English that were used in Croatian schools over a period of sixty years, focusing on the category of *professions*. The presented research is part of a comprehensive investigation of representations of culture in EFL coursebooks from 1950 to the present day. Insights from socialisation theory, cognitive psychology, and stereotype theory provide the context for the analysis of cultural contents. The study was carried out by means of mixed content analysis. The instrument was specifically designed for this investigation. The results of content analysis reveal that this category, although not usually present among the most frequently represented categories in the analysed coursebooks, provides relevant information about the distribution of professions between men and women. It reveals stereotypes about male and female jobs, with particular reference to the trend of feminisation of the teaching profession in recent years, which has been reflected in the image of teachers and the presentation of the teaching profession. In the final part of the paper it is concluded that representations of professions have changed over time with respect to gender roles, the selection of represented professions, and the presentation of the teaching profession. In the case of the teaching profession, coursebook representations reflect current situations in society during the analysed periods and do not attempt to raise awareness regarding the issue of its increasing feminisation in recent decades.

**Marija Andraka** is a senior lecturer at the Faculty of Teacher Education in Zagreb, Croatia. She currently teaches courses in TEFL methodology, specialising in teaching young learners. Her research involves curriculum development, reflective teaching, content-based instruction, and raising cultural awareness and intercultural competence in FL learning. Her work has been published in numerous academic journals. Since 2003 she has participated in two scientific projects sponsored by the Croatian

Ministry of Science, Education and Sports, in one international project of the European Centre for Modern languages, and in a project led by the National Centre for the External Evaluation of Education in which she conducted a qualitative analysis of the results of national exams for primary school. She is actively involved in in-service teacher training and has held numerous plenary talks and workshops for teachers, with particular focus on the induction period and novice teachers. She was a member of the work groups for the Croatian version of the European Language Portfolio and for the Croatian Curriculum Framework, and leader of the work group for the Croatian National Educational Standards for English.

She is co-author of a series of textbooks for young learners of English.

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**Goranka ANTUNOVIĆ (University of Zagreb, Croatia)**

### **IT IS THE SWEDISH EMPHATIC CLEFT SENTENCE THAT REQUIRES ATTENTION**

Cleft sentences of the it-cleft type (det är /var "it is/was" + relative clause) are a common emphatic construction in Swedish, used more often than the parallel English cleft (Johansson 2002). As such, they are a standard chapter in Swedish grammars (discussed under the name of *emfatisk omskrivning* or (*emfatisk*) *utbrytning*), and a standard topic in Swedish language courses. Viewed from the perspective of the Croatian language, the structure is interesting in various contexts, in particular language learning, contrastive description and translation. This paper will combine the latter two, following the belief that "the relationship between C[ontrastive] A[nalysis] and translation is bidirectional. On the one hand, the translation of specific pieces of text may provide the data for CA [...]. On the other, CA may provide explanations of difficulties encountered in translation [...]." (Hoey and Houghton 1998:49)

Since there are no obvious formal correspondents to the Swedish cleft sentence in Croatian, the structure can be expected to pose a translation problem and result in a translation shift. The study will aim to establish how the structure is handled by Croatian translators by analysing its translation equivalents appearing in Croatian translations of Swedish source texts. The corpus will comprise published translations of eight Swedish novels, done by seven different translators, and translations of different text genres (ca 30,000 words) done by four graduate students

of Swedish, translation stream, at the University of Zagreb as a part of their MA theses. It is expected that a number of translation equivalents will lack the emphatic quality of the Swedish cleft sentence. Those that have preserved the emphatic value of the original will be analysed in order to establish potential contrastive correspondents and to test the hypothesis that marked word order, due to topicalisation, is the most common pragmatic equivalent in terms of the emphatic function.

**Goranka Antunović** is associate professor in the Scandinavian Section of the English Department, Faculty of Humanities and Social Sciences, University of Zagreb, and has been head of the Scandinavian Section since 2003. She teaches linguistic courses on various aspects of contemporary Swedish and courses on translation theory and translation and interpreting practice. Her main research interests are in the field of translation studies (translation norms, process-oriented translation research), contrastive Swedish–Croatian linguistics and contact linguistics.

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**Kamiah ARNAUT-KAROVIĆ** (University of Zenica, Bosnia and Herzegovina)

#### PAUCAL QUANTIFIERS AND DEGREE OF GRAMMATICALIZATION

The expressions of paucal quantification *few* and *little* and the comparative form of the latter, the lexical unit *less*, are subject to a categorial identity crisis in the description of contemporary English. These lexical units, though originally adjectives, are no longer treated as adjectives but as function words in all the domains in which they occur (determiners, "quantifiers," pronouns, degree words, and the like). Their syntactic identification and hence grammatical categorization is mostly based on a single criterion, their distribution. We hold that the degree to which any lexical unit has undergone a process of grammaticalization may be measured according to the target of selection before merger, which can be either a purely secondary semantic feature (for *little*) or a semantic feature with either covert or overt morphosyntactic markers (for *few* and *less*), which triggers the functional projection of agreement at the phrasal level.

Given that the precisely defined idiosyncratic features of a lexical item in the lexicon will suffice to predict all the semantic and syntactic merging

abilities of a lexical unit, this paper offers some heuristic methods (i.e., criteria and linguistic tests) for the delimitation of adjectives and expressions of paucal quantification on the one hand and the functional categories that these expressions are classified in, on the other. This research also involves the feature-based analysis of the lexical units that are modified by the expressions of paucal quantification. The paper mainly investigates the semantic and grammatical features of the substantive lexical units which the paucal quantifying expressions merge with at the phrasal level. In other words, the research focuses on the categorial and semantic selection of paucal expressions. On the basis of such findings resulting from the above-mentioned tests, the paper proposes the precise subcategorial frames for the lexical units *few*, *little*, and *less*, showing that the lexical unit *little* shows no categorial restriction on merging only because it combines with other categories on a purely semantic basis, while the paucal expressions *few* and *less* show that the target of their selection is not only the semantic feature of the category they merge with, but also the morphosyntactic marker resulting from the respective semantic feature (which can be either covert or overt). This results in the conclusion that these two expressions have been affected by the higher degree of grammaticalization.

**Kamiah Arnaut-Karović** is an assistant professor of English and linguistics at the University of Zenica, Bosnia and Herzegovina. She is a lecturer at the private Vitez University, where she teaches English for specific purposes (Law, Economy, Computer Science, and Nursing). At present, she also teaches in the English departments of the Universities of Zenica and Bihać, Bosnia and Herzegovina. With her experience acquired over several decades in industry, and her degree in scientific and technical translation, she also works as a freelance translator. Since 1991 she has run her own business providing translation services and English training courses. Her master's and doctoral theses are closely related to theoretical linguistics.

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Bess BEATTY (Oregon State University, USA)

### CONFEDERATES IN THE CAPITOL: HOW THE SOUTH LOST THE CIVIL WAR BUT WON ITS HISTORY

In 1864, in the midst of the Civil War, the United States government authorized every state to send two statues to the Capitol's Statuary Hall. Ironically, Robert E. Lee, Jefferson Davis and eight other men who fought for their states to secede from the United States would eventually find their way to this hall of honor. Successfully placing these bronze and marble men in the nation's capitol was the culmination of a determined effort to write the history of the Civil War in a way that would ennoble the defeated South. Construction of the myth of a "Glorious Lost Cause" began in the first days after Lee's surrender; the defeated general became the centerpiece of history, southern style.

In 1860 and 1861 many secessionists unabashedly declared they were seceding from the Union in order to protect their right to own slaves. After the war, however, to make the lost cause glorious, it had to be defined as having a more noble purpose than defending slavery. The image of Robert E. Lee became critical to the South's popularizing its version of history. Elevating Lee to near sainthood would assure that the cause he fought for was elevated as well. Lee was so well sanctified and nationalized that at least a sizable number in the North joined almost all southerners in characterizing him as a second George Washington, a self-sacrificing Christian gentleman who fought for American freedom. If someone so noble fought for the southern cause, by extension all southerners (if white) could be noble as well.

Some but not all northerners were convinced. When in 1903 Virginia proposed a statue of Lee for the Statuary Hall Collection, howls of protest were heard, particularly from Union veterans who nearly a half-century before had fought to defeat his army. This time, the defenders of the Union lost, and the South won; Lee was installed in the Capitol and in time was joined by Confederates from most of the other southern states.

Americans, like most people, prefer a noble, uplifting past. For many Americans, the critical word that defines their history is *freedom*. Historians have covered reams of paper with accounts of slavery, the diametrical opposite of freedom, but the South's popular history pays it

limited mind. Of course, reality occasionally intrudes. A few decades ago, the series *Roots* demanded popular focus on slavery, as did the recent Oscar-winning *Twelve Years A Slave*. But films come and go, while statues endure. The nine Confederate members of the National Statuary Hall Collection (one of the original ten has been removed) have not a single African American to keep them company.

This talk explores the remarkably enduring southern fantasy that the Confederate experiment with secession was not about slavery but was a failed attempt to remain true to the nation's legacy of freedom. It is but one example of how history can be written as much by a present looking forward as a past looking back.

**Bess Beatty** earned her Ph.D. in history from Florida State University. She taught at Shorter College, the University of Iowa and Oregon State University. She has also taught in a Northwest study abroad program in Siena, Italy, and for the University of Virginia's Semester at Sea. She was Fulbright lecturer in history at the University of Rome for six months. In 2005 she was again awarded a Fulbright teaching grant and taught for a year in the English Department of the University of Zagreb. She is the author of *A Revolution Gone Backward: The Black Response to National Politics, 1876-1896* and *Alamance: The Holt Family and Industrialization in a North Carolina Family, 1837-1900*. She has also completed a manuscript titled "Traveling Beyond Her Sphere: American Women on a European Grand Tour, 1814-1914," now under consideration for publication. After retiring from her position at Oregon State, Bess moved to Washington DC, where she continues to write. She also volunteers as a docent at the Museum of American History and works part-time as a DC tour guide.

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**Velid BEGANOVIĆ (Masaryk University, Czech Republic)**

**BEYOND MOOING: POETRY, MUSIC AND HUMOUR AS MEANS  
TOWARDS COLLECTIVE UNITY IN VIRGINIA WOOLF'S  
*BETWEEN THE ACTS***

The decade leading up to the Second World War was a time in which many authors in Europe felt the need (arising out of the circumstances of the impending horror in the examples of Hitler's rise to power and the Spanish Civil War) to revisit the idea of humanity in the sense of its

collectivity and unity as well as the then obvious overall lack of both. A great number of authors in Britain wrote extensively about the need to fight fascism, as a threat to humanity, and tried to conjure up solutions for world peace. While most of their writings were concerned with practical steps towards world peace, such as the defence of pacifism and disarmament (for instance, in the writings of Aldous Huxley, Dimitrije Mitrinović, or E. M. Forster), this paper addresses an internal and intimate nature of the problem: that of seeking a feeling of unity with the community (local or otherwise) within an individual, as exhibited in Virginia Woolf's *Between the Acts*. By analysing Woolf's reflections on cultural products such as poetry, music and humour, I explore her fictive world and its small countryside community as a paradigm of a global scene. Poetry, humour and music (often deemed as universal languages) here serve as unifying factors for the otherwise disparate village community. However, though they make for a sound choice of unifying devices within the logic of this particular novel, I implore Pierre Bourdieu's concepts of *the habitus* and *the field*, as well as *the symbolic capital*, as proposed in his "Distinction: A Social Critique of the Judgement of Taste",<sup>1</sup> to point to at least two ways of looking at these choices: (1) as a limitation of Woolf's otherwise plausible vision of unity, or (2) as an instance of a passed over subversive enterprise Woolf weaved into her novel to turn the literary canon upside down.

<sup>1</sup> Pierre Bourdieu, *Distinction: A Social Critique of the Judgement of Taste*, trans. Richard Nice (Cambridge, Massachusetts: Harvard University Press, 1996).

**Velid Beganović** (born 1987 in Bosnia and Herzegovina) is a doctoral student in the Literatures in English Programme of the Department of English and American Studies, Faculty of Arts, Masaryk University in Brno. He holds a BA degree in English Language and Literature from the University of Tuzla (Bosnia and Herzegovina), and an MA degree in Gender Studies from the Central European University in Budapest. His current research focuses on literary visions of unity and the unification of humanity in the years leading up to the Second World War.

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**Mira BEKAR (Sts Cyril and Methodius University, Macedonia)**

### **NEGOTIATING NEEDS: ENGLISH IN INTERNATIONAL PROTEST BANNERS AND SLOGANS**

Most of the research on English as lingua franca done so far focuses on the global use of English in TV and radio news broadcasts, printed news, entertainment, advertising, and commerce. However, scarce research has been done on the global use of English in protest art. This presentation explores the use of English in foreign countries as a means of no-arms unrest, another global phenomenon.

Drawing upon the notion by Crystal that “a language achieves a genuinely global status when it develops a special role that is recognized in every country” (Crystal, 1997, p. 2), and Berns’ view that “for the 21<sup>st</sup> century people, English serves a wider range of purposes well beyond face-to-face contact – through mass communication and media, including print, audio-visual, and electronic media – than ever before in history” (Berns, 2009, p. 195), this presentation portrays a new aspect of the relationship between World Englishes and globalization.

Using the principles of visual rhetoric, 20 protest banners and slogans written in English and used in the countries from the expanding circle were analyzed for the purposes of this study. The use of the English language was explored as embedded within a local context of a foreign country experiencing protests. Specifically, the Iranian, the former-Yugoslavian, the Ukrainian, the Syrian, and the Macedonian contexts were observed to show how people in these countries use English to show dissatisfaction and to induce global awareness.

The results of this exploratory study of the function of English show how the negotiation of private or public dissatisfaction is scaffolded, as well as how the use of English indicates the efforts of a country to negotiate its historical, political, and cultural imagery with the concept of globalization. The use of English in protests helps the global audience understand how local protesters feel and helps people show a sense of belonging to world-wide social and political processes.

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**Mira Bekar** is a PhD candidate in the Second Language Studies program at Purdue University, USA, and is employed at Sts Cyril and Methodius University, Macedonia as a lector (senior language and writing lecturer). Her MA thesis explored the relation between linguistics and second-language writing. Her PhD thesis explores the performance of social action in online media. She has been teaching ESL/EFL and writing for 12 years now. She has published several articles in Macedonian and English. Her research interests, as an applied linguist, vary from discourse analysis and second language writing to exploring the relationship between language and social interaction.

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**Ivana BIČAK** (University of Leeds, UK)

#### **WILLIAM HOGARTH'S SATIRIC PRINCIPLES AND THE MOCK GRAND TOUR OF ENGLAND**

In England, the Grand Tour reached its zenith in the eighteenth century, the age of Neoclassicism. Unlike most of his fashionable contemporaries, William Hogarth showed a prominent distaste for Palladianism throughout his life, and advocated pure “Englishness” in its stead. The cultural pretentiousness of young gentlemen who collected art trophies on the Grand Tour and adorned their homes with the spoils fell short of impressing Hogarth, who generally detested the English infatuation with the Continent. In 1732, however, he decided to embark on a tour himself – but it was to be of a slightly different kind. In accordance with the period’s popularity of the mock-heroic literary mode, his journey would be a mock-journey. Thus, he set out with four “fellow pilgrims” on a tour of the Isle of Sheppey. The five friends emulated their more elitist counterparts and indiscriminately noted down any inscriptions and described any objects they saw on their way. The “Grand Tour” of North Kent resulted in the publishing of a booklet written by one of the journey makers, Ebenezer Forrest. *Hogarth's Frolic: The Five Days' Peregrination Around the Isle of Sheppey* presents that ‘what seemed most remarkable’ in the area and contains illustrations by Hogarth. This paper will examine the mechanism behind the satiric mode of *Hogarth's Frolic*, and its relationship with the Hudibrastic.

Further, I will demonstrate how Hogarth's participation in the creation of this rarely discussed literary "folly" proves to be of great importance when considering the canon of his satiric prints and engravings. Apart from contextualising my argument within the work of Hogarth's distinguished art critics David Bindman, Ronald Paulson, and Bernd Krysmanski, I will also rely on recent critics of literary satire, notably Fredric Bogel and Ashley Marshall.

**Ivana Bičak** is a third-year doctoral student at the School of English, University of Leeds. She holds an MA in English language and literature, and Latin language and literature (University of Zagreb). Her doctoral research topic is "The Fluidity of the Distinction between Horatian and Juvenalian Modes in the Development of English Satire, 1660-1740," funded by the University of Leeds and done under the supervision of Prof. David Fairer and Prof. Paul Hammond. At Leeds she has taught seminars in Renaissance literature as well as in eighteenth-century literature. She is currently teaching seminars in the English poetry module and is also employed as one of the writing mentors at the School of English. She has presented papers at the Ludwig Boltzmann Conference for Neo-Latin Studies in Germany, at the British Milton Seminar in Birmingham, and at the Bill Overton Memorial Conference at Loughborough University.

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**Mario BRDAR** (Josip Juraj Strossmayer University of Osijek, Croatia)

### GOING PRODUCTIVE WITH METONYMY

When used as copula, the verbs *come* and *go* appear with antonymic sets of adjectives - the former is normally combined with items expressing positive qualities, the latter with negative ones:

- (1) a. *Our wish came true.*
- b. *The milk went sour.*

It seems that this sort of opposition is fairly systematic. It has been claimed that it is motivated by some elements of meaning found with these verbs outside copular use, viz. as motion verbs, with *go* denoting a movement away from the speaker as a deictic centre, and *come* denoting movement towards the speaker. Radden's (1996) account crucially rests on the notion of deixis inherently associated with verbs *come* and *go*. The metaphorical extensions of the two verbs are claimed

to be motivated by a set of conceptual metaphors that map deictic motion onto change of state. Like other motion verbs, *come* and *go* also profile certain parts of the complex SOURCE-PATH-GOAL schema. *Come* profiles the terminal phase of the motion, while *go* profiles the initial phase of the movement (Radden 1996: 427). This distinction in profile is claimed by Radden (1996: 427) to carry over to their metaphorical senses. He also notices that *go* can be used as a current copula verb denoting the absence of change, as in (2):

(2) *Garbage went uncollected for weeks.*

Radden explains this construction by means of the specific conceptual metaphor UNEXPECTED STATE IS DIVERSION from expected changes, which is based on another version of the diversion schema. In effect, this construction is explained not as a movement away from a certain state, but as a movement away from a change.

This account is no doubt very elegant, and certainly right as far as its basic claim is concerned, viz. that the copular uses of *come* and *go* are motivated by the primary motion meaning of these verbs, but it appears that it does not provide at all for another construction found with *go* as a current copula verbs, viz. the one illustrated in (3):

(3) *He went hungry/naked.*

I show in this presentation that the role of metaphor in such an account is massively overplayed, and that metonymy should be recognized as having a crucial role in setting the stage for subsequent grammaticalization processes, some of which also involve metaphor. The whole process takes place in a number of small incremental steps. This means at the same time that we must be ready to accept that conceptual extensions may be taking place in a slightly different order from the one underlying Radden's account. My starting point is the sense of *go* as denoting neutral or adirectional movement, which turns out, in diachronic terms, to be the basic one.

**Mario Brdar** is professor of English linguistics in the Department of English Language and Literature at Josip Juraj Strossmayer University, Osijek. He is the editor of *Jezikoslovlje* and a member of the editorial board of *Review of Cognitive Linguistics*, *Atlantis*, *ExELL*, and *Bosanski jezik*. His main areas of research interests include cognitive linguistics, morphosyntax, and lexical semantics. His publications mostly deal with the contrastive and cognitive-functional approach to grammatical

constructions and basic cognitive processes such as metonymy and metaphor.

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**Tomislav BRLEK (University of Zagreb, Croatia)**

### **“AS LONG” – TIME THAT BEGINS TO END**

Even as they turn time into space, archiving and prospecting obviously entail making time. Yet the very time it takes for these operations to take place – what Agamben, following Guillaume, calls “operational time” – is seldom taken into account. And it is precisely the impassive time, absent from the schematic representation of the temporal sequence that it brings about, that all transformation of the synchronic into the diachronic is predicated upon. Since it entails the perspective of the time it takes time to come to an end, its purview is of necessity modern rather than contemporary. As an instance of the “industrial temporalization of consciousness” (Stiegler), popular music, exposing as it does the fact that time is never more of the essence than in the temporary, presents a perhaps surprisingly complex refraction of this problematic, most signally in the work of David Bowie.

**Tomislav Brlek** (1971) is Assistant Professor in the Comparative Literature Department (Section for History of World Literature), University of Zagreb. He holds a BA in English and Spanish (1996), an MA (The Placing of Ted Hughes in Shakespeare Criticism, 2002) and a PhD (T.S. Eliot in the Context of Contemporary Theory, 2007) in Theory and History of Literature, from the Faculty of Humanities and Social Sciences, University of Zagreb.

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**Vlatko BROZ (University of Zagreb, Croatia)**

### **ENGLISH LANGUAGE LEXICOGRAPHY IN CROATIA: A BRIEF HISTORICAL PERSPECTIVE**

Bilingual dictionaries of English and Croatian for general users span a history of more than a hundred years. Even before the end of the Second World War in Croatia, when English was taught only sporadically, Croatian lexicography saw the publication of several such dictionaries, such as those of Šandor Lochmer (1906), Francis Aloysius Bogadek



(1926) and Milan Drvodelić (1927). These pioneers in Anglo-Croatian lexicography did a good job in acquainting Croatian readers with a substantial proportion of English vocabulary. However, it was only after the Second World War that an adequate two-way dictionary was published – that of Rudolf Filipović (1955), produced in collaboration with eight Croatian specialists in English. The dictionaries of Drvodelić and Filipović have gone through many subsequent editions, but it was one of their former editors, Željko Bujas, who had a profound impact on English language lexicography in Croatia when his groundbreaking and monumental English-Croatian dictionary was published in 1999, only two months after he died. It is a pity that the legendary professor did not live to see his lifelong achievement come out of press. Twelve years later, the dictionary was released in its fourth edition, and a fifth edition is due out soon.

This paper gives an overview of the development of bilingual English dictionaries in Croatia, examining the structure of their entries, their metalanguage and conventions, as well as their policy on the handling of the multi-word expressions such as idioms, collocations, compounds and phrasal verbs. Brief mention is made of other specialized lexicographic works dealing with idioms or dictionaries of English for special purposes, such as those in the spheres of Business English, Legal English, Technical English, Scientific English and English for medical professionals.

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**Vlatko Broz** is assistant lecturer at the Department of English at the University of Zagreb, where he teaches graduate level courses in the History of English and Lexicology & Lexicography. Born in Zagreb, he graduated from the Classics Programme Secondary School, where he also

worked as a teacher of English for four years. He studied English language and literature at the Faculty of Humanities and Social Sciences in Zagreb, as well as Swedish language and literature and Dutch. He received his PhD in a joint research programme (*cotutelle*) with the Catholic University of Leuven (Belgium) in 2011. In 2007-2008 he was awarded a Chevening scholarship to do PhD research at the University of Oxford, where he studied Old English and Middle English language and literature. In 2003 he conducted research for his MA thesis at Bergen University in Norway. His professional experience includes involvement in the theatre as an assistant director, dramaturge and translator; proofreading the Croatian translation of the *Acquis Communautaire* for the Ministry of Foreign Affairs and European Integration; and collaborating on two lexicographic projects, the *Croatian-English Dictionary of Idioms* by Vrgoč & Fink-Arsovski and as the editor of the *Dictionary of Acronyms and Abbreviations* by Babić & Žic Fuchs.

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**Lilijana BURCAR (University of Ljubljana, Slovenia)**

**THE EMPEROR'S NEW CLOTHES IN HAROLD PINTER'S *THE NEW WORLD ORDER*: NEO-COLONIAL SPEAK AND THE HUMANITARIAN MASK OF WESTERN DEMOCRACIES**

Pinter's dramatic sketch *The New World Order* lays bare the neo-colonial discourse of Western imperial powers. It does so by showing that behind the mask of so-called humanitarian interventions there lurks a geopolitical agenda coupled with a system of terror and abuse targeted at local people who resist neo-colonial advancements in territories directly occupied or indirectly controlled by Western hegemonic powers. The paper discusses the way Pinter's multi-layered dramatic text blasts apart a seemingly neutral Western rhetoric of humanitarian militarism, focusing on the discursive strategies by means of which neo-imperial violence, torture and massive dispossession of local populations are justified and naturalized. Pinteresque double-layered meanings conveyed through seemingly ordinary, everyday language are conducive to this very end.

**Lilijana Burcar**, PhD, teaches at the Faculty of Arts, University of Ljubljana. Her research interests include feminist theory and gender studies, social justice, postcolonial and neo-imperial studies, and

contemporary British and American literatures. She is the author of *The New Wave of Innocence in Children's Literature*, published in Slovene.

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Rumena BUŽAROVSKA (Sts. Cyril and Methodius University, Macedonia)

### NEW APPROACHES TO TEACHING AMERICAN STUDIES: USING TECHNOLOGY FOR TRANSCULTURAL COMMUNICATION

Technological and communication advances in the twenty-first century have made room for innovations in teaching that can prove particularly useful in cultural studies courses. This paper proposes an alternative, hands-on approach to teaching American studies that involves transcultural contact between domestic and American students through the use of technology.

The basis for this approach are two experiments conducted at the English Department of Sts. Cyril and Methodius University (UKIM) in Skopje. The first is a pilot course that took place in the spring semester of 2013 which merged undergraduate students from the English Department at UKIM and undergraduate students from Ottawa University in Kansas, USA. Both groups of students were enrolled in the *Regions in the Balkans and the U.S.* course co-taught by two professors – one from Ottawa University, and one from UKIM. The course had an in-class and an online component for the Macedonian students, whereas it was fully online for the American students.

Within a period of 8 weeks, the students of both groups were involved in joint projects that allowed them to explore each others' cultures. The course was organized on several levels: it had a real-time component, where the students met on Zoom to discuss issues related to Balkan and American geography, identity and culture, as well as a written component, where they exchanged information through discussion forums and image galleries. The course was heavily dependent on technology and involved the online platform Blackboard, a Google Image Gallery, as well as the communication platform Zoom. The Macedonian students attended a training session for using Blackboard, provided by an IT expert who coordinated the technological aspect of the course.

The second experiment, an ongoing process, involves the merging of the undergraduate students from the above-mentioned universities in

collaborating on an international student conference regarding ethnicities in American society. The American students involved are taking an ethnicities course at Ottawa University, whereas the UKIM students are enrolled in an American Literature course that explores ethnic perspectives in literature. Using the Zoom platform again, students are working on a collaborative project as an integral part of the course they are taking.

Survey results have shown that this student-led process, which involves meaningful interaction and cultural exchange, has proven particularly successful. As a model, it can be applied to different courses in American studies and can help further regional and international cooperation.

**Rumena Bužarovska** is an assistant professor of American literature in the English Department of SS. Cyril and Methodius University in Skopje. An English language and literature graduate, her MA thesis focused on parody in American short stories, whereas her PhD thesis applied theories of humor on contemporary American and Macedonian short stories. She is currently working on establishing an American Studies program within the English Department, having organized an American studies pilot online course merging American and Macedonian students, for which she received the 2014 Excellence in Distance Learning Gold Award from the United States Distance Learning Association. Rumena Bužarovska also teaches academic writing at the English Department, and she is an instructor for the Critical Languages Institute Macedonian language program at Arizona State University. Bužarovska is also a literary translator from English into Macedonian and has translated authors such as John M. Coetzee, Lewis Carroll, Truman Capote and Richard Gwyn. She is a published author of two short-story collections, *Scribbles* (2007) and *Wisdom Tooth* (2010), while her stories have been published in translation in English, Croatian, Serbian and German. She is also an author of a study on humor in the short story, entitled *What's Funny: Humor in Short Stories* (2012).

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Öznur CENGİZ (Çanakkale Onsekiz Mart University, Turkey)

THE DYSTOPIAN EVOLUTION OF HUMAN:  
MAGGIE GEE'S *THE ICE PEOPLE*

Maggie Gee (b. 1948) is a contemporary British novelist having a number of works mainly based on social and political issues such as *The White Family* (2002), *My Cleaner* (2005), and *My Driver* (2009). *The Ice People* (1998), one of her distinct works, is a science fiction novel contingent upon a man-woman relationship in the atmosphere of twenty-first-century Britain dealing with global warming; however, it sheds light on the gradual formation of the society through the protagonists by transcending a mere love story. In spite of the fact that Saul, a "Teller of Tales," narrates his own life – Sarah (his wife), Luke (their son), Tropical Time, their fleeing from the north to Africa, his political ideas – he presents a panoramic view of the society to the reader – infertility, homosexuality, environmental issues due to Tropical Time and Ice Age, women's dominance, a new social order. It is blatantly obvious that the process Saul undergoes is a reflection of the metamorphosis of human nature because of the repercussions of climate changes. In other words, the author propounds an alternative portrait of the future, which is the dystopian and overlapping evolution of both the society and the characters, contrary to the traditional science fiction novels. Therefore, this paper aims to explicate the metamorphosis of human nature and social order on the grounds of the environmental conditions within the depiction of Saul and his family – who are a microcosm of the society.

Öznur Cengiz completed her BA and MA in the Department of English Language and Literature, Dumlupınar University. She is currently working on her PhD, which focuses on science fiction, at Ankara University. Since 2009, she has been working as a research assistant in the Department of Western Languages and Literatures, Çanakkale Onsekiz Mart University.

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**Antonella CHITTARO (University of Udine, Italy)**

**BODY POLITICS IN MOTION: GENDER AND RACIAL IDENTITY IN  
CHOREOGRAPHER RONALD K. BROWN'S *INCIDENTS* AND  
ITS LITERARY INSPIRATION, HARRIET JACOBS'S  
*INCIDENTS IN THE LIFE OF A SLAVE GIRL***

Over the last few decades, English Studies have become archives of multifaceted approaches to language and literature. In dance studies as well as in other fields, English functions as the *lingua franca*. Once investigated from a social sciences perspective, the ephemerality of dance in relation to other art forms such as literature, is not considered an issue, being no more ephemeral than other aspects of life, including rites or language. However, recent anthropological approaches to dance deal with culture as an expression of the unconscious, politically aimed to create a new sense of identity and to question, from a post-colonial and racial perspective, the English canon.

The analysis of identity constructs in choreographic form extensively refers to post-colonial theory, feminist theory and critical race theory, and operates by means of an interdisciplinary exchange with such theoretical approaches. Many of these disciplines arise out of English literature departments, and as a consequence, they treat identity as primarily located in written texts, in which bodies are often statically conceived. Instead, dance studies enable further analysis of bodily politics, by analyzing the engendering sexualization and racialization of bodies into motion, especially when the latter are employed as vessels for choreographies originating from literary works.

In the present paper I wish to discuss how gendered and racial bodily paradigms in *Incidents in the Life of a Slave Girl*, by Harriet Jacobs, are represented in literary form and channeled into motion on the stage in the work of American choreographer Ronald K. Brown, who, as the founder of the Evidence Dance Company, is a rising star on the American contemporary dance scene.

**Antonella Chittaro** is a temporary lecturer of the English language at the Department of Modern Languages and Literatures, University of Udine, Italy, and a secondary school teacher of English language, literature and culture. She has an M.A. in Modern Languages and Literatures, and an

M.A. in Education. She holds a Ph.D in Linguistic and Literary Sciences from the University of Udine, Italy. Her research interests are race and gender discourses in literary and non-literary texts, critical discourse analysis, multimodality, information and communications technology (ICT) discourses, and cultural studies. She is on the editorial board of the academic refereed online journal *Le Simplegadi*.

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**Sven CVEK (University of Zagreb, Croatia)**

### **WHO NEEDS IDENTITY? DIASPORIC SUBJECTS AND HISTORICAL KNOWLEDGE**

In a recent book about the work of the Yugoslav filmmaker Želimir Žilnik, Boris Buden asks polemically: “Why would a time that has regressed in comparison to its past have the right to judge that past? This is not a moral issue. Rather, the knowledge the present possesses is insufficient for such a task.” I would like to reflect on the implications of this question by focusing on the writing of a “diasporic subject,” Snežana Žabić (b. 1974 in Vukovar, now living and working in Chicago). Her book *Broken Records* (Brooklyn, NY: Punctum Books, 2014) will serve as the starting point for a tentative exploration of the relationship between historical loss and historical knowledge, as well as the disciplinary repercussions of their institutional and political interplay. From within the discipline of American Studies, the following question about Žabić’s work would seem inevitable: is Žabić, who has lived and published in Serbia, Croatia and the US, and is a Croatian citizen with an American green card, a Croatian-American author? My view is that this question leads to considerations of the status of knowledge about the (ex-)Yugoslav experience, especially in relation to the boundaries and theoretical assumptions of disciplinary knowledge. Moreover, this question is an opportunity for testing the transnational disposition of American Studies today.

**Sven Cvek** works as an assistant professor in the American Studies program of the English Department at the University of Zagreb, Croatia. His primary field of study is contemporary US literature and popular culture. He has published one book, *Towering Figures: Reading the 9/11 Archive* (Rodopi, 2011), and several articles in reviewed journals or collections. His latest publication is “Keeping Terror Alive: The Political

Economy of Visibility in *Inside Man*" (in *Terror and the Cinematic Sublime: Essays on Violence and the Unpresentable in Post-9/11 Films*, McFarland 2013).

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**Morana ČALE** (University of Zagreb, Croatia)

### **"WHAT IS A GHOST?": JOYCE HAUNTING KRLEŽA**

In Croatian literary history, Miroslav Krleža has been regarded as the antipode of Joyce (Bašić), and for good reasons, insofar as the beauty of reasons is in the eye of the beholder, or, as Stephen Dedalus would say, depends on the "ineluctable modality of the visible." Fortunately, the same principle forces the reader to change his vantage point from time to time. In fact, according to Dedalus, and not in literature exclusively, time is permanently out of joint for artists and their sons and fathers, that is, every author's work is bound to be endlessly reconceived by the spirit of its heirs, who are both its sons and their fathers' spectres.

My paper aims to highlight the "transmigration" of several elements which reveal surprising affinities between *A Portrait of the Artist as a Young Man*, *Ulysses* and Krleža's novel *The Return of Filip Latinovicz*. Besides the most obvious shared affiliation to the European *Künstlerroman* family, a number of thematic analogies link Krleža's novel to the Joycean novelistic archive, ranging from an inquiry of individual and national identity and political issues, to aesthetic reflection and a sense of creative crisis. However, the most interesting kind of "metempsychosis" connecting the Croatian author's work to Joyce's novels, while being registered through so far unperceived discursive details, pertains precisely to their common engagement with Hamlet's ghost.

**Morana Čale** (Zagreb, 1959) is a professor in the Department of Italian Studies at the University of Zagreb, where she teaches courses on Dante, Italian Renaissance literature and twentieth-century theater. She has published six books on comparative studies in Croatian. She has also published various papers on Italian (Dante, Petrarch, Croce, Manganelli, Eco, Pirandello, D'Annunzio, Morante, Saba, Tommaseo) and Croatian authors (Marinković, Krleža, Begović, Vojnović), as well as on literary theory and criticism, in Croatia, Italy, Poland, the Czech Republic, Hungary, Germany, Austria, Great Britain, France and Slovenia. She has



co-edited three volumes of international conference proceedings. She has also translated several books from Italian and French (Manganelli, Eco, Pirandello, Verne, Saba, Guicciardini, Goldoni, Buzzati, Ammaniti, Compagnon, Calvino, Barthes). In 1993 she received the annual award for international Italian studies scholars from the Italian Institute of Culture in Zagreb.

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**Lada ČALE FELDMAN (University of Zagreb, Croatia)**

**JOYCE, BEGOVIĆ AND FREUD'S CONTRIBUTIONS TO  
THE PSYCHOLOGY OF LOVE**

The somewhat cursory suggestion that the design of Milan Begović's novel *Giga Baričeva* owes a lot to James Joyce's *Ulysses* (cfr. Pavličić, 1997) may have not been taken too seriously in Croatian criticism, given the obvious differences in the scope of the two writers' ambitions, let alone in their treatment of language. One of the crucial confirmations that Joyce played an important role in Begović's experimental endeavours was for Pavličić the decision made by the Croatian writer to incorporate a play in his novelistic texture, as Joyce did in the *Circe* episode, but nobody ever cared about the finer analogies that could be established between the two novelistic worlds. Begović's play, entitled *Without the Third Party*, gained a lot of critical attention in its own right, since it was performed even before the publication of the author's novel. The contention of this contribution is, however, that the placement of this play within the novelistic frame, as well as the meaning of certain lines in the play, indeed cannot be fully understood if one does not retrieve a host of other threads connecting not only the play itself to Joyce's *Circe*, but also the remaining parts of the two novels. The key to this enterprise proves itself to be one of the lost threads in Freud's archive: his much neglected third *Contribution to the Psychology of Love*, entitled *The Taboo of Virginity*.

**Lada Čale Feldman** is a professor in the Department of Comparative Literature at the Faculty of Humanities and Social Sciences, University in Zagreb, where she teaches drama, theatre, gender and performance studies. Her publications include *Teatar u teatru u hrvatskom teatru* (Play-within-a-Play in the Croatian Theatre, 1997), *Euridikini osvrti* (Eurydice's Turns, 2001, "Petar Brečić" Award, 2005), *Femina ludens*

(2001), *U kanonu* (In the Canon, with M. Čale, 2008), *U san nije vjerovati* (Dreams Are Not to Be Trusted (2012) and *Uvod u feminističku književnu kritiku* (Introduction to Feminist Literary Criticism, with A. Tomljenović, 2012). She also co-edited *Fear, Death and Resistance, an Ethnography of War* (with I. Prica and R. Senjkovic, 1993) and *Etnografija domaćeg socijalizma* (An Ethnography of Indigenous Socialism, with I. Prica, 2006).

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Sintija ČULJAT (University of Rijeka, Croatia)

### EMANCIPATORY IDEAS AS A NARRATIVE CONSTANT IN GEORGE MEREDITH'S *RHODA FLEMING*

This paper explores Meredith's ethical judgement as part of his novelistic innovation of presupposing characters to the plot. The novel thrives on the centrality of the narrator's reflections on the fickleness of human endeavour in search of individual freedom. Pursuing his diegetic impulse, Meredith diverts from the forwarding narration of the generic Victorian novel to sustain a narrative vein of character (*ethos*) across the boundaries of their class or gender designations. The ethical quandaries of his protagonists add to their subjective valence and determine the intersubjective relations in the novel. Through perception of his characters' social "personae" as sources of contingent "bad faith," Meredith seeks to foreground their spiritual desolation and allows discourse to triumph over story. The selfhood-emancipating ideas of pride and passion of his Rhoda and Dahlia Fleming and Margaret Lovell face imminent subjection to custom and duty. Again and again, Meredith resorts to ethical considerations of his characters' genuine and virtual trajectories, touching on the obscurities of the precarious Victorian self. The novel genre here features a mutation in which the stylistic properties of the social, the regional and the psychological novel have been employed. Delineation of the character's *hubris* is instrumental to rendering a tragedy in narrative that bears comparison with George Eliot's novel concept, or Thomas Hardy's fictional realm of tragic private worlds. Constituent to the indirect presentation of the protagonists' self-recognition in a "delirium of anguish" are the instances of Rhoda Fleming and Robert Eccles' highly-charged turn-taking as well as ironic displays of the Victorian male's propensity toward the conceptualisation of women's nature in Edward Blencowe's epistles to

his cousin Algernon. The “fluctuating intellect and eloquence” of Meredith’s creation Edward stands in sheer contrast with the inexorable will and implacability of Rhoda Fleming, whose aspect of the local “citoyenne Corday” significantly undermines her traits of a “consummate woman bred in English yeomanry.”

**Sintija Čuljat** is an assistant professor in the Department of English of the Faculty of Humanities and Social Sciences, University of Rijeka, where she teaches Victorian Literature, Culture of Reading, and Methodology of Teaching Literature. She obtained her BA degree in English language and literature and comparative literature at the University of Zagreb, where she also completed her MA and PhD in comparative literature. She is the author of a number of articles and book chapters focusing on her principal academic interests of literatures in contact (“Fictional Topographies Diluting the Polarity of the Centre and its Margin,” in M. Brala Vukanović & L. Gruić Grmuša (eds.) *Space and Time in Language and Literature*, Newcastle upon Tyne: Cambridge Scholars Publishing, 2009), intertextuality, literary translation (“Pjesme Georgea Mereditha”, *Književna smotra*, 2000; “Robert Browning’s Dramatic Monologue as a Medium of Intrasingence”, [sic] – *a journal of literature, culture and literary translation*, Zadar University, 2012), and the reception of Victorian literature (“The Reception of Dickens in Croatia”, in M. Hollington (ed.), *The Reception of Charles Dickens in Europe*, London: Bloomsbury, 2013). Her book *Poetika prostora: Kovačić, Novak, Hardy* (Zagreb: Hrvatsko filološko društvo, 2012) exploits the meaning of fictional space in the prose of the given nineteenth-century Croatian and English novelists.

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**Martina DOMINES VELIKI (University of Zagreb, Croatia)**

### THE OXYMORONIC NATURE OF THE ROMANTIC SUBLIME

The Romantics were struck with the sublimities of nature which arrested their attention and stirred them into a creative disposition. This paper aims to explore the eighteenth-century discourse on the sublime and to trace its influence in the works of Wordsworth (*The Prelude*), Byron (*Manfred*) and Shelley (*Mont Blanc*). It will mainly rely on David Hume’s “Enquiry Concerning Human Understanding” (1748) and Edmund Burke’s “Philosophical Inquiry into the Origin of Our Ideas of the Sublime

and the Beautiful" (1757) to counteract Kant's aesthetic philosophy in the readings of the aforementioned Romantic writers.

The key trope for the Romantic experience of the sublime is the fascination with the unknown realities of nature. Thus for Wordsworth, the sublime is inextricably bound up with the process of growing up. From his childhood on, he was "fostered alike by beauty and by fear" (*The Prelude*, Book I, 306), and his early experience of nature was essential for his later experiences of the Simplon pass in the Alps and the ascent of Snowdon in Wales. Byron's tour of the Bernese Alps serves as the basis for Manfred's experience of the sublime. Manfred wants to love the mountains but cannot, and his recognition of the sublime in nature is bound up with his desire to forget and to die. Finally, for Shelley the encounter with the sublimity of the highest mountain peak in Europe instigates his belief in the sheer materiality of the mountain and his inability to accept it as simply a white mass of stone. Thus, for all three poets, the interplay between the human mind and the material world remains crucial in recognizing the potentials of the sublime.

**Martina Domines Veliki** works as a teaching assistant in the English Department of the Faculty of Humanities and Social Sciences, University of Zagreb. She teaches Introduction to the Study of English Literature and English Romantic Poetry to undergraduate students. Martina has participated at several international conferences and has published papers in both Croatian and international journals (*Grasmere Journal*, *Studien Zur Englischen Romantik*, *Central European Journal of Canadian Studies*). For her first Romantic conference she was granted the Jonathan Wordsworth Scholarship (in 2008) and has won two bursaries for doing her doctoral research (one from the University of Bergen and the other from the University of Newcastle). In 2011 she defended her doctoral thesis, entitled "Constructions of the Romantic Subject: Rousseau and Wordsworth." In 2013 she became the president of the Croatian Association for Anglophone Studies (HDAS).

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**Tatjana DUMITRAŠKOVIĆ (University of East Sarajevo, Bosnia and Herzegovina)**

### **SHAKESPEARE, CULTURE AND SOCIETY IN CONTEMPORARY LITERARY THEORY**

Material philosophy is a very powerful tendency in contemporary literary theory. Insisting that culture is shaped by material conditions, Marxism, new historicism and cultural materialism see any work of literature as full of the tensions of its historical moment. Shakespeare is also a theorist of the historical period he was living in, and he often thinks about the effects of the process of changing from feudalism to capitalism. In a history play like *Henry IV* Part I, Hotspur's old-fashioned code of feudal honour is overshadowed by Hall's new charismatic faith of calculated risk and profit, which seems influenced by the logic of capitalism. Comedies like *The Merchant of Venice* describe a happy marriage between Portia, who possesses old feudal wealth, and Bassanio, who owns new merchant capital and sends ships around the world in search of different "spices" and "silks" (I.i.33–34). Shakespeare's tragedies approach this change with more anxiety: a play like *King Lear* describes the catastrophic collapse of old feudal values at the hands of a greedy individualism represented by Edmund the Bastard, who criticises publicly the "plague of custom" (I.ii.3). The mixed attitudes of the plays about the new cultural presentations are connected to the contradictions of Shakespeare's own theatre company, which represented the social contradictions of its time – obedience to their royal patron and trying to make financial profit from their work. With one foot in the feudal world and another in capitalism, Shakespeare was able to think over cultural conflict and historical transformation. He constantly asks questions of his world, and those questions are the questions of our world, too. His plays take into consideration language and structure, desire and identity, culture and society in ways that have provided a continuing stimulus to contemporary literary theory.

**Tatjana Dumitrašković** was born in Kraljevo in 1973. She graduated from the Faculty of Philology in Priština as the best student in 1995, with a BA in English language and literature. She received her MA in English

Literature from the Faculty of Philology, Belgrade University, in 2004. She received her PhD in English Literature from the Faculty of Philosophy, University of East Sarajevo, in 2012. She works at the University of East Sarajevo as an Assistant Professor at Teacher's Training Faculty in Bijeljina. Her research interests are English Renaissance, Shakespeare Studies and Cultural Studies.

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**Kimberly ENGBER (Wichita State University, USA)**

### **THE END OF AMERICAN LITERATURE OR WHY DONNA TARTT DOESN'T GET UNDER MY SKIN**

"... the hard thing to get people to see is why the effort to produce a collective literature cannot be the same now as in the past" (Kenneth Warren)

We have reached the end of American literature. This end is signaled by the overwhelmingly positive reception of Donna Tartt's most recent novel, *The Goldfinch*. Several ideas lead me to make this claim: Tartt seems less interested in particular American experience than in the global relevance of American culture; Tartt represents American characters/culture as decadent and self-destructive; other contemporary writers, such as New Zealander Eleanor Catton, have crafted artful narratives about a New World experience, suggesting the need for a broader critical frame of reference than American literary studies provides; interdisciplinary American Studies programs have largely disappeared in U.S. regional public universities and may no longer have the political impact abroad now as they had during the second half of the twentieth century; we may be reaching the end of the American century. As Kenneth Warren contends about African American literature, American literature may belong to a particular historical and political moment.

In a recent live chat with Warren and Henry Louis Gates, Jr., for *The Chronicle of Higher Education*, Gates counters Warren's historicism with a definition of any literary tradition as "a body of texts defined by signifying relations of revision." As Gates later clarifies, "the point has to be what defines a tradition, formally, from within, not from without." (Gates, Jr. and Warren) What impact might this recent argument about a historical versus a rhetorical framework have on American literary studies more generally? I entertain this question in a reading of *The*

*Goldfinch*, contrasting its reception and major tropes with those of Eleanor Catton's Booker Prize winning novel, *The Luminaries*. Catton uses the detective plot, the journey plot and the confidence man, invoking nineteenth-century literary traditions to tell the interwoven stories of men and women caught up in the 1860s New Zealand gold rush. Catton's backward glance shares more with the American literary tradition than Tarrt's panoramic representation of a character and culture in post-traumatic shock. Both Tarrt and Catton choose to follow a male protagonist, suggesting a significant and potentially more easily supported contention embedded in the larger argument I am making about American literature: it may be no longer possible or no longer necessary to write women's literature.

**Kimberly Engber** is associate professor of English and dean of the new Honors College at Wichita State University in Wichita, Kansas, where she teaches courses in American literature and world literature in English. Her current research focuses on nineteenth- and twentieth-century American literature, particularly writing by women travelers and anthropologists. She served as acting director of student/academic affairs at Hunter College of the City University of New York for three years after finishing her doctorate and was awarded a Fulbright to teach in the American Studies program at the University of Zagreb in 2006.

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**Alexandra FODOR (University of Applied Science, Hungary)**

**Pál HEGYI (University of Applied Science, Hungary)**

#### **ONLINE AND OFFLINE NEWS READING BEHAVIOUR AMONG STUDENTS OF BBS-CIMB**

As several international research projects (e.g., World Internet Project, Digital News Report) indicate, the use of the internet has had a profound impact on nearly all aspects of cultural behaviour, of which reading might be considered one of the fastest changing modes. The intercultural dimension of teaching English as a foreign language tends to rely on printed material to an ever decreasing extent; nevertheless, to use Marc Prensky's popular term, the emphasis on digital media seems to permeate entirely the life of "digital natives." This presents teachers of English with a dilemma as to whether to fight this trend of neglecting the printed media or, on the contrary, to count on this relatively new

phenomenon in their teaching practices. To be able to resolve this dilemma, one has to outline the extent to which offline and online media are consumed by students. Since the scope of such research would require international cooperation, or the carrying out of a nation-wide survey, we decided to narrow down the focus to our students of international management at Budapest Business School. We asked our college students about their habits of news reading online and offline.

We conducted an online survey involving all students of *Budapest Business School College of International Management and Business*. The questionnaire (answered by more than 200 respondents) elicited information on students' use of electronic devices in their news reading habits. After getting an insight into their interest in printed media, the main focus was turned towards different types of electronic devices preference in using news portals and other, related web-based sources. Our ultimate objective is to determine whether the change in reading behaviour can provide grounds for utilising the students' preference for digital media consumption in teaching English as a foreign language.

The present study is supposed to serve as the basis for a bigger, national and then international survey.

**Alexandra Fodor** works as an assistant professor at Budapest Business School, Department of Languages. With her PhD, she started dealing with abbreviated *if*-structures from late Middle English to present-day English. Her work is a novel contribution to the field of historical linguistics with a focus that is manifold: a diachronic viewpoint, corpus linguistics, semantics, pragmatics and syntax are all included in the study. Now she is becoming more acquainted with applied linguistics.

**Pál Hegyi** is an assistant professor at Budapest Business School, College of International Management and Business. He defended his doctoral thesis, entitled *White Spaces - The Critical Reception of Paul Auster's Oeuvre in View of His Early Work*, in 2011. He is a literary translator and the author of numerous studies on narratology and contemporary American fiction.

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**Milica GAČIĆ (University of Zagreb, Croatia)**

### **CORPUS ANALYSIS IN ENGLISH STUDIES IN CROATIA**

Long before computers, corpus analysis (largely in the form of word counts and concordances) was mainly used for language analysis and description of major religious and literary texts and, in rare cases, also for purely linguistic purposes. A major contribution of corpus linguistics methods, which have become the strongest modern tool of linguistic description, is that they enable the description of language features and the confirmation or testing of possible hypotheses on language use based on large amounts of authentic linguistic data, which has considerably reduced the role of intuition. Although the burden of work is not comparable to the work done by hand in times before computers, as strictly data-oriented research, corpus analysis is still very labour-intensive, so that the method, even today, is not exploited to its fullest.

The first widely known electronic corpus, the Brown Corpus (of American English), was compiled at Brown University as a representative cross-section of written American English published in 1961. It was published in 1964 as a one-million-word corpus and served as a model for further corpora compilation. Croatian English studies were among the European pioneers in corpus analysis. In 1968, half of that corpus was obtained and translated for the purposes of the Yugoslav Contrastive Analysis Project Serbo-Croatian and English. The institution in charge of coordinating the work on the Project was the Institute of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb. The Project was publishing the results of its research until the late 1980s.

The aim of this paper is to critically review the results of the research conducted within the Project as a starting point, and try to present and review later corpus research conducted within the various fields of English studies in Croatia. The majority of those studies were conducted in the field of teaching English for specific purposes, for the purposes of lexicography, for grammatical research and for the purposes of translation and, wherever or whenever necessary, to check how some selected items behave (in the English language in general, in its different varieties, or in different contexts).

**Milica Gačić**, PhD, full professor at the Faculty of Teacher Education, University of Zagreb, Croatia, has taught the following courses: Modern English Language and Linguistics, Applied Linguistics, Translation for Teachers of English, and Lexical Semantics (at the Faculty of Teacher Education); Terminology and Terminography, and Corpus Lexicography (at the Faculty of Humanities and Social Sciences); and Professional and Scientific Research and Writing (Department of English, University of Zadar). She has taught courses on corpus linguistics and linguistics as well as language for specific purposes courses at the postgraduate and doctoral level (at the Faculties of Humanities and Social Sciences in Zagreb and Ljubljana), as well as the course Research in Applied Linguistics and Early Foreign Language Learning (at the Faculty of Teacher Education). She taught English and French and was chair of the Department for Languages for Specific Purposes (at the Police College, earlier Faculty of Criminal Justice Studies). She was project coordinator of the following projects: *Croatian Crime Investigation Terminology*, funded by the Ministry of Science, Education and Sports, and *Croatian Terms for Concepts of EU Law*, funded by the Croatian Foundation for Science. In different projects of the Ministry of Science, Education and Sports she was a researcher (*Informational Description and Language Modelling, Croatian Dictionary Heritage and Croatian European Identity*) and taught within the Tempus project *Foreign Languages in the Field of Law*. Milica Gačić translates in several fields. She spent a post-doctoral research year at the Department of Linguistics and the School of Law, University of Texas, a month at Brown University, USA, and spent shorter study visits at universities in Great Britain, France, Belgium and Germany. Her recent publications are *English-Croatian Dictionary of Law, International and Business Relations* (2 eds.), the monographs *Riječ do riječi* [Word to word] and *Gramatika engleskoga jezika struke* [Grammar of English for specific purposes], and her earlier ones include *Jezik krivičnog prava* (Language of Criminal Law), *Lexical Research in ESP*, *Kako izraditi završni ili diplomski rad* [How to write a diploma essay], *Pisanje znanstvenih i stručnih radova* [Writing for scientific and professional purposes, 2 ed.], as well as some 15 books, textbooks and dictionaries in English and French, more than 20 book chapters, and over 50 scientific and professional articles. She has edited six conference proceedings and a number of other books.

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**Nataša GAJŠT (University of Maribor, Slovenia)**

## **ENGLISH-SLOVENE CONTRASTIVE ANALYSIS OF TRANSLATION SHIFTS IN SYNTACTIC STRUCTURES OF THE EU COURT OF JUSTICE JUDGMENTS**

Rhetorical and structural characteristics of legal language and legal texts significantly influence the decisions regarding sentence structure of these texts that are made during the translation process. One of the characteristics of legal texts, including court judgments, is their complex syntactic structure. This structural complexity, which is exhibited at various levels – i.e., at the phrase, clause, and sentence levels – can present a challenge for translators mainly from the viewpoint of maintaining the exact meaning, that is, the communicative purpose, of these texts. During the translation process as the act of transmitting the meaning of a text from a source language to a target language, translation shifts inevitably occur as a consequence of the differences between different languages.

Based on a parallel corpus of EU Court of Justice judgments in English and their translations into Slovene, the aim of this paper is to present the results of a translation-oriented contrastive analysis of shifts in clause and sentence structures in Slovene translations of the EU Court of Justice judgments as examples of legal texts. In the first part of the paper, the genre characteristics of court judgments are presented from the viewpoint of their contents, their communicative purpose and their rhetorical structure. Further, a brief overview of pragmatic and structural characteristics of legal language is given together with their influence on the translation process. Second, the notions of translation strategies and translation shifts are discussed. Here, the focus is on the reasons for the occurrence of these shifts.

The core of the paper is the presentation and the discussion of the results of the empirical analysis of translation shifts within the theoretical framework of systemic functional linguistics. After the description of the methodology of corpus compilation, the findings of the quantitative and qualitative analysis of different types of clauses and sentences in English texts and their equivalents in Slovene translations are given, and the types of syntactic shifts that occur in the translation process are shown and analysed in detail.

**Nataša Gajšt**, M.A., is a lecturer in English. She holds a master's degree in American Studies. For the past thirteen years she has been working as a lecturer in English at the Faculty of Economics and Business, University of Maribor, where she has been teaching business English. She has also taught English legal terminology at the Faculty of Law, University of Maribor. She has published a number of papers and has given talks at a number of domestic and international language conferences. Apart from her research in non-literary translation, corpus linguistics, contrastive analysis and genre analysis, her professional interests lie in researching ESP vocabulary acquisition, autonomous language learning, ESP materials design and ESP lexicography.

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**Laure GARDELLE** (University of Lyon, France)

#### **AN EPISTEMOLOGICAL APPROACH TO ENGLISH PRONOMINAL GENDER: SHOULD EARLIER THEORIZATIONS BE DISCARDED OR ARE THEY USEFUL FOR ON-GOING PROGRESS IN LINGUISTIC THEORY?**

Grammars today (e.g., Biber *et al.* 1999, Huddleston & Pullum *et al.* 2002) unanimously describe English as having three genders (masculine, feminine and neuter), manifested in pronouns (*he, she, it* and their derivatives, with the possible addition of relative *who* and *which*), whose choice is partly related to sex but fundamentally distinct, gender being a grammatical category and sex a biological one. A look at earlier works, however, from the first descriptions in the late sixteenth century, shows that none of these characteristics are truly obvious.

“Three genders” – grammars down to the early twentieth century describe 4 to 7 genders for English, based on sex distinctions (e.g., Jonson [1640] has six: masculine, feminine, neuter, epicene, common, and ‘common of three genders’ for adjectives); later on, some twentieth-century works suggest 7 to 12 gender classes, based on potentialities of agreement (e.g., Quirk *et al.* 1985 find 10).

“Pronominal gender” – until the twentieth century gender was regarded instead as a fixed property of nouns. This came to be challenged due to the frequency of gender variations in discourse (e.g., Joly 1975). Today most works advocate ‘pronominal gender’ for English, as a subtype of gender (e.g., Corbett 1991, Curzan 2003), but some reject the label ‘gender’ altogether (e.g., Erades 1956, Aikhenvald 2000, Creissels 2006).

“Relation to sex” – the idea of a gender/sex correlation was apparently first challenged by Sweet (1892), then more explicitly by Jespersen (1965), and is now unanimously rejected. The concept of (social) *gender*, however, is sometimes applied to the selection of *he* vs. *she* for inanimates (e.g., Morris 1990).

Should it simply be concluded from this that linguistic theory has made considerable progress and that earlier approaches should be discarded and forgotten? The claim made here is rather that those approaches are important to the modern linguist. Curzan (in Unterbeck et al. 1999) suggests a practical use: they might point to an evolution of gender selection criteria since Early Modern English. I propose that they are also useful for a reflection on linguistic theorization. An epistemological approach to English gender shows first that theorization runs the risk of being overly biased by unconsciously internalized ideas (such as social stereotypes of men and women, e.g., Harris 1751 defines personifications with *he* vs. *she* only in terms of agency vs. passivity; or deeply-rooted linguistic conceptions, e.g., early grammars, taking Latin as their model, claimed gender in English adjectives), and then that it can benefit from theoretical evolutions in other areas (e.g., social *gender*, pragmatic and cognitive approaches to pronominal anaphora). Finally, this idea is applied to the description of English gender. Generative approaches, which focus on formal systems, define gender as a feature (e.g. Alexiadou *et al.* 2007); but if cognitive and recent typological approaches to conceptual structure and noun classification are taken into account (especially Lakoff 1987, Aikhenvald 2000), a more satisfactory alternative hypothesis can be made: genders, at least in English, are categories with prototype structure.

**Laure Gardelle** is a senior lecturer in English linguistics at the Ecole Normale Supérieure de Lyon (a school of excellence within the University of Lyon, France). She is a specialist of (linguistic) gender in modern English and a member of the *Institut du Genre* (CNRS, France). After her PhD dissertation on English pronominal gender from a diachronic perspective (Université Paris 4-Sorbonne, 2006), based on 5,200 occurrences from a wide variety of genres and registers, she went on to research further gender-related issues, on which she has published extensively. She was also invited to give several talks at research seminars and conferences, including one for the general public

(2014). She has co-edited a journal issue on English (linguistic) gender (*Anglophonia* 32, 2012) and is currently part of the steering committee for a government-funded research project on the role of gender as a grammatical category in world languages and its relation to (social) gender. At the moment, she is also interested in the relationship between grammarians' descriptions and actual systems and in the underlying motivations for the discrepancies. Her research interests also include issues relating to personal pronouns, pronominal anaphora and categorisation in grammar and cognition.

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**Renata GELD (University of Zagreb, Croatia)**

**Anita ČUTIĆ (University of Zagreb, Croatia)**

#### ***UPS AND DOWNS IN THE STRATEGIC CONSTRUAL OF PV CONSTRUCTIONS IN BLIND USERS OF ENGLISH AS L2***

Space is undisputedly one of the most fundamental aspects of our experience as well as its structuring force. The blind experience certain limitations in their exploration of space because they lack visual input. On the other hand, as stressed by Geld and Čutić (2014: 17-18), the specific nature of haptic exploration of space, which is characterized by fine granularity and unique physical immediacy, is bound to result in blind people's extraordinary experience of the world. What is more, blind individuals require extensive storage of information about their environment because "they cannot rely on their vision to understand the spatial organization of their environment and visually update online the spatial coordinates of objects outside their reach" (Fortin et al. 2008: 2995). Therefore, it is reasonable to assume that the meaning construal of the blind might show a certain bias towards topological elements in language. The first study with this specific assumption (see Geld and Čutić, 2014) showed that blind users of English as L2 do indeed show bias towards topological elements in their strategic construal of English particle verbs (PVs). The instrument in the study consisted of 12 PVs with *in* and *out*, and it had been previously validated in several studies involving sighted learners of English with different L1s.

The aim of this study was either to support or dispute the above-mentioned results by starting from the same hypothesis – that blind learners of English will more readily attend to the topological/grammatical part of the PV construction, whereas their

sighted peers will favour the lexical component. However, the instrument used was slightly different from the one in the previous study – the PVs selected were those in which the verbs couple with *up* and *down*. This particular change in the instrument was crucial because both *in* and *out* had proved to be quite semantically informative to the participants in the previous study, so our attempt was both to challenge and double-check the tendency of blind individuals towards topology by keeping the same verbs in the composite wholes and changing the topological component. The sample in the study consisted of 40 users of English as L2 and included two subsamples: 20 visually impaired users of English (4 congenitally and 16 adventitiously blind), and 20 sighted users of English. Our preliminary results support previous findings and suggest that the strategic construal of English PVs is indeed different in the blind. The tendency established for the sighted involves the highest percentage of lexical construal (52.4%), followed by compositionality (27.1%), and finally topology (20.5 %). On the other hand, the tendency established in the blind participants' answers is somewhat different – even though their construal shows the highest percentage of lexical determination (42.5%), it is rather closely followed by topology (36%), and then compositionality (21.5%). Furthermore, the frequency of topological construal is significantly higher in the blind group (36%) than in the sighted (20.5%).

The paper discusses the above results and their implications for investigating language and thought in the blind.

**Renata Geld** is an assistant professor in the TEFL and SLA Section of the English Department at the University of Zagreb. She has researched extensively on the topic of cognitive learning strategies as instances of general cognitive processes, such as attention and perspective. Her main interest has been particle-verb constructions, especially lexical vs. topological determination in their strategic meaning construal, i.e. meaning construal in L2. She has investigated a number of language internal and language external factors that affect meaning construal in L2, such as L1 typology, general language proficiency, the informativeness of components in composite wholes, etc. Over the last eight years she has also conducted a number of studies on meaning construal in blind users of English (both L1 and L2). Her main areas of interest are applied cognitive linguistics and cognitive science, or, more

specifically, meaning construal in L2, language and cognition, and mental imagery and meaning construal in the blind. She has researched, published, and presented her work both at home and abroad. Currently she is working on a book dealing with the extraordinary minds of language learners with special needs such as visual and hearing impairment, ADHD, and dyslexia.

**Anita Ćutić** received a master's degree in English and Russian in 2012 from the Faculty of Humanities and Social Sciences, University of Zagreb. In June 2013 she participated in the International Cognitive Linguistics Conference with the paper *"Salience of topology in the strategic construal of English PVs in blind users of English"* (co-author Prof. Renata Geld) at the University of Alberta. She has been offered a scholarship for a master's program at the Department of English and Film Studies, University of Alberta, for the 2014/2015 academic year.

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**Irena GRUBICA (University of Rijeka, Croatia)**

### THE POLITICS OF MEMORY IN JOYCE'S NOVELS

A growing number of postcolonial and historicist readings of Joyce over the last three decades have shed some new light on the intricate cultural and political dynamics of his novels. These readings have only recently been intertwined with the interpretative paradigms of cultural memory studies. Drawing upon them, my paper will attempt to analyse the politics of memory in Joyce's novels.

My paper argues that Joyce's novels stage a "twilight zone" formed at the intersection between history and memory. According to Eric J. Hobsbawm, "for all of us there is a twilight zone between history and memory; between the past as a generalized record which is open to relatively dispassionate inspection, and the past as a remembered part of, or background to, one's own life. (...) this is true not only of individuals, but of societies" (1989:3). This in-between "zone" in Joyce's novels is enacted by various modes of memory: autobiographical/personal, collective and cultural. The twilight zone of Ireland at the turn of the last century reflected in his novels, therefore, invites us to explore the relations between history, memory and textuality. The semantic interplay of these relations generates figures of memory. Since these figures are situated in the liminal semantic space



of the “twilight zone,” they are engaged in the process of “infinite semiosis” that manipulates the production of definite meaning, which reflects on the negotiation of their symbolic empowerment.

My paper will attempt to explore the semiotic underpinnings of memories and commemorative practices of the two major centenaries inscribed in the “twilight zone” of Joyce's novels, i.e. the centenary of Robert Emmet's death (1903) and the centenary of the United Irishmen Rebellion (1898). The figures of memory will be explored in their relation to text, space and body. Although the paper takes into consideration all his novels, it will particularly examine the inscriptions of memory in the subtexts of *Ulysses*, e.g. Emmet's celebrated “Speech from the Dock” and the politics of memory underlying the controversies about Emmet's disputed grave and his displaced body as reflected in the novel. The analysis of the figures of memory will also take into consideration the fact that in Joyce's novels the discourses of romantic nationalism fostered by the fiction of nostalgia and linked to the organicist and essentialist conception of national identity are continuously obstructed by various interpolations of counter-memory. This, in turn, results in the mapping of an incongruent and politicised landscape of memory in his novels in which Irish cultural memory plays a significant role.

Hobsbawm, E. J. *The Age of Empire, 1875-1914*. 1st Vintage Books edn. New York: Vintage, 1989.

**Irena Grubica** is a senior lecturer in the English Department at the University of Rijeka, where she teaches Modern Irish literature and English Neo-Classicism and Romanticism. Her interests include nineteenth- and twentieth-century English and Irish literature, translation studies and cultural criticism. She graduated in Comparative Literature and English Literature from the University of Zagreb. Her MA, MPhil thesis is on the two Croatian translations of Joyce's *Ulysses*. She was a Chevening Scholar at the University of Oxford in the year 2004/5 conducting research on Joyce and Irish literature, and a visiting scholar at the James Joyce Institute in Zürich. She has published articles on Irish and English authors in various Croatian and English periodicals and contributed to several volumes of essays, including the book *The Reception of Oscar Wilde in Europe* (London: Continuum 2010). She has

been the organizer of several international panels (e.g., at James Joyce Symposium Tours 2008, IASIL Maynooth 2010, ESSE Turin 2010, IASIL Leuven 2011, ESSE Istanbul 2012, ESSE Košice 2014) and an international conference in Rijeka. She has presented her work at about thirty international conferences in Europe and America. She is an American Salzburg Seminar Alumna and an active member of ESSE and IASIL.

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**Winfried HERGET (Johannes Gutenberg-University of Mainz, Germany)**

### **AMERICANIZATION, NOT ANGLICIZATION OR ROMANISM**

Historians have claimed that the origins of the term *Americanization* are unclear. Scholars of English or American Studies can consult the *Oxford English Dictionary (OED)* as a time-honored archive of historical meaning. If one goes beyond the documented definitions and contextualizes the quotations by analyzing the texts where a word occurs, the *OED* offers access to the political or cultural discourse of the time. *Americanization* is a case in point, it is first documented in 1824, referring to the future of newly independent Greece, which the author wishes to see “not Anglicized, but Americanized”. What appears to be a discussion about Greece and imperialism is, however, part of the controversy about the future of reforms in Great Britain. It foreshadows what throughout the nineteenth century *Americanization* is associated with: a threat to existing hierarchical order and the established authorities in politics, society and religion, while for the reform-minded opposition it stands for the principle of equality, individual self-determination and self-reliance.

Another early occurrence of *Americanization* (in 1845) refers to the predicament of Catholicism in the United States and becomes a cause of conflict between American Catholics and the Vatican. It is initiated by Orestes Brownson, the Catholic transcendentalist, and becomes associated with Isaac Thomas Hecker, the founder of the American Paulist order. Rome accuses its American believers of wanting to introduce democratic principles into the Church and allow individual conscience to take precedence over priestly authority, ultimately denying the leadership of the Pope. At issue is also the separation of state and church, which American Catholics argue has worked in favor of the Church, while Rome wants to hold on to the unity of worldly and spiritual power. Again, *Americanization* becomes a transnational issue

when the French Third Republic opts for the American model. Eventually, the *Americanization* controversy coalesces with the debate over modernism.

At the turn of the nineteenth century, *Americanization* seems to have lost much of its reforming potential. The term has largely been appropriated by the conservative/reactionary spectrum and becomes associated with Anti-Americanism. It also comes to connote American economic imperialism.

**Winfried Herget** has been professor of American Studies at Johannes Gutenberg University in Mainz, Germany since 1978. Before, he was assistant professor at the University of the Saarland. His research interests include puritanism, rhetoric and political culture, history and literature, translation criticism, and American drama (publications among others on American pageantry, the *Living Newspaper*, David Rabe, David Mamet, melodrama). He is one of the editors of *Mainzer Forschungen zu Drama und Theater*, and *Mainzer Studien zur Amerikanistik*.

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**Alexander HOYT (University of Zagreb, Croatia)**

#### PROSPECTING IN THE ARCHIVES: FINDING COMMON FEATURES IN ENGLISH AND CROATIAN CORRESPONDENCE

In the first part of this paper I will describe the Corpus of Early English Correspondence (CEEC), the first large-scale historical sociolinguistic corpus, which has been under constant construction since the early 1990s. The CEEC contains exclusively personal letters written in English from the fifteenth to the nineteenth century. The CEEC is designed primarily as a tool for the study of the history of the English language using the methodology of variationist sociolinguistics. As such, it consists of two databases: (1) a diachronic corpus of personal letters written by members of the upper, middle, and wherever possible, lower classes and (2) a database of authors, providing systematized biographical and sociological data on all of the writers of the letters.

In the second part, I will describe a historical letter corpus compiled under my supervision with the help of students at the University of Zagreb as part of the course Historical Sociolinguistics, which is taught in English. This corpus, the Corpus of Croatian Correspondence (*Korpus*

*hrvatske korespondencije - KHRKo*), was inspired by the CEEC and consists of personal letters written in Croatian in the late nineteenth and early twentieth century. In spite of its relatively short and recent historical span in comparison to the corpus that served as its original model, KHRKo highlights an important period in the development of the Croatian standard language during which literacy was on the rise due to increasing educational opportunities for the lower classes. The period was also noteworthy because the Croatian language had only recently become the primary language of written communication.

In the third part of the paper, I will compare some specific aspects of letters from the CEEC and KHRKo, namely, formulaic expressions used particularly in openings, closings, and elsewhere in the English and Croatian letters. Certain formulae which occur in Croatian letters of the nineteenth century are unusually similar to formulae that exist in English (e.g., *Pustin ti znati*, literally 'I'm letting you know' and, in closings, *Ostajem . . .*, 'I remain . . .'), and the question arises as to the reason for this similarity: were these formulae indirectly passed on from one language community to the other, or are they simply remnants of a common European (Latin) letter-writing tradition?

Born and raised in Morristown, New Jersey, **Alexander Hoyt** studied at the University of Michigan (Ann Arbor) and the University of Pennsylvania (Philadelphia), graduating from the latter with a bachelor's degree in linguistics in 1986. He moved to Zagreb in 1988, when Croatia was still part of Yugoslavia, and has resided here until today. After teaching EFL at the School for Foreign Languages ("Varšavska") and Centar za strane jezike Filozofskog fakulteta, in 1992 he was hired as a foreign-language lecturer in the English Department of the Faculty of Humanities and Social Sciences, University of Zagreb, where he has worked for the past 22 years. During this time he has taught the following courses: Writing Skills, Croatian-English Translation Workshop, Sociolinguistics Practicum, Academic Writing (I & 2), Contemporary English Language 2, and Historical Sociolinguistics. In 1996 he defended his master's thesis, "The Croatian Language in Zagreb: A Sociolinguistic Study" and in 2012 his doctoral dissertation, "A Historical-Sociolinguistic Analysis of the Correspondence of Vjekoslav Spinčić". Hoyt's research interests include sociolinguistics, language change, and the interface

between standard Croatian and Croatian dialects. He is also a manuscript editor and translator of academic texts.

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**Aleksandra IZGARJAN** (University of Novi Sad, Serbia)

**THE DEAD MEN SPEAK: HISTORY, IDENTITY, AND MYTH IN TONI  
MORRISON'S *SONG OF SOLOMON***

The novel *Song of Solomon* creates an arc of African American history, focusing on its most important periods, from slavery to 1960s and the Civil Rights era, and the struggle of African Americans to forge new hybrid identity containing elements of both cultures. Conflicting loyalty to American and African American societies, what DuBois famously named two souls of black folk, is present in Morrison's novel through postmodern narrative strategies such as fragmentation and palimpsest. The characters in *Song of Solomon* occupy liminal positions in both communities. While Macon II is completely assimilated and tries to pass as a white man, his son Milkman starts off imitating the values of the white community only to end up in the deep South discovering family and communal history. Guitar Banes stands as a stark opposite to them, since he belongs to the militant wing of the African American struggle for civil rights. The main female character, Pilate, embodies a different answer to the assimilationist tendencies of the dominant society, but also to African American militancy. She represents the search for African roots, evoking various movements in African American history which idealized African culture and heritage. The identities of the characters shift as they struggle to reach some definition of who they are and where they belong. The imposition of the Anglo-American identity upon African Americans and the pressures to abandon African heritage is reflected in the erasure of the African names of the characters and the adoption of English ones. Morrison fuses African and Anglo-American cultures, creating intertextuality in the novels through associations to African and European myths and religious texts. By interpreting European myths and cultures from an African American point of view, she underlines the ways African Americans reclaimed and reconstructed Christian and western traditions.

**Aleksandra Izgarjan** is an associate professor in the Department of English, Faculty of Philosophy, University of Novi Sad. She teaches a

number of courses at that department (19<sup>th</sup>-Century American Literature, American Culture and Society, African American Literature, African American Women Writers, Postmodern American Women Writers). She has recently participated in the following projects: "Comparative Studies of Serbian and Foreign Literatures and Cultures" and "Serbian and Foreign Literature and Culture in Contact and Discontact." She has published two books and more than thirty articles in the field of literature and gender studies. She was awarded a Fulbright scholarship in 2011 and spent the winter semester at New York University. She was a guest lecturer at Howard University and the University of Alabama at Tuscaloosa, USA. She participated in postgraduate programs at the University of Illinois at Chicago, USA, and the Democracy and Diversity program in Krakow, Poland. She is the president of the Serbian Association for Anglo-American Studies and vice-president of the Association for American Studies in South East Europe.

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**Višnja JOSIPOVIĆ SMOJVER (University of Zagreb, Croatia)**

**Mateusz-Milan STANOJEVIĆ (University of Zagreb, Croatia)**

#### **ENGLISH AS A LINGUA FRANCA IN CROATIA: ATTITUDES AND PRONUNCIATION**

The present paper is a survey of the authors' work on the topic of English as a Lingua Franca (ELF) in Croatia. The interaction between the global and the local in the world of multilingualism and multiculturalism has become an important subject of linguistic research. In times of globalisation and Croatia's membership in the European Union, Croats must be prepared to use English extensively. Considering that nowadays international communication in English mainly takes place among non-native speakers, who outnumber the native speakers (cf. Kachru 1991; Görlach 2002), native models of English pronunciation have ceased to be unchallenged ideals. Consequently, the newly emerging varieties of ELF, with all their local, national features are increasingly becoming the subject of linguistic description. The national features of ELF are the most obvious in pronunciation. In this paper we argue for an approach that integrates research on attitudes towards ELF pronunciation in Croatia with actual pronunciation research.

Our research into attitudes to ELF shows that they vary according to identity. Thus, Croatian university students exhibit a clear connection between attitudes to English pronunciation and identity construction in various societal roles (Authors 2011; 2012). This is the basis of our stratificational approach to ELF, whereby the attitudes towards ELF, the variety of English pronunciation selected as the pronunciation model and the extent to which one wants to aspire to it depend on the complex profile of the learner/user (including his/her identity construction), the purpose of learning and communicational needs. Furthermore, the attitudes to ELF are shared among (university) teachers and their students, and perpetuated in the higher education system, with Croatian university teachers not attaching much importance to the development of accommodation skills and strategies which would be useful to future ELF users (Authors 2013). Therefore, we make a case for working on English pronunciation at all levels and in all areas of education (Authors 2012a), which means raising future teachers' awareness about the new role in which their students will find themselves as users of English in the contemporary context of globalisation.

These attitudes go hand-in-hand with actual pronunciation practice. Successful learners of English pronunciation (as opposed to less successful ones), both in primary school (Authors 2012) and at university level, master the 'core' as well as the 'non-core' pronunciation features, as defined by Jenkins (2002). The latter are not crucial for international intelligibility, but as shown by Author (2013), success in mastering the core goes hand in hand with picking up the native-like non-core features as well (e.g., vowel reduction, stress-based rhythm, native-like allophonic alternations), which are perceived as part and parcel of what is felt to be "good English." This brings us back to attitudes towards ELF pronunciation: most Croats in our studies exhibit "linguistic schizophrenia" (Kachru 1977): they deny any conscious emulation of native pronunciation models, but judge that foreign-accented English pronunciation "does not sound good."

**Višnja Josipović Smojver** is a professor of linguistics in the Department of English, Zagreb University. She graduated in English Language and Literature and Italian Language and Literature from Zagreb University, where she also received her M.A. and Ph.D. degree in Linguistics. She

has worked in the Department of English since 1985. She is currently the Chair Professor of Linguistics and teaches undergraduate, graduate and doctoral courses: *Phonetics and Phonology*, *English across the World* and *Contemporary Phonological Theories*. On several occasions she studied abroad: as a graduate student she spent a semester at University College, London; as a doctoral student she spent one academic year on a Fulbright scholarship at the University of Massachusetts, and one academic year she worked as a lecturer in the Department of Slavonic Studies at the University of Nottingham, UK. Her major fields of interests include English phonetics and phonology, varieties of English and, most recently, English as a lingua franca. As author or co-author with other colleagues she has published a wide range of works on topics related to these areas. Her narrowest focus of scholarly interest is the phenomenon of foreign accent.

**Mateusz-Milan Stanojević** is an assistant professor in the Department of English, Faculty of Humanities and Social Sciences, University of Zagreb. His primary research interests are in cognitive linguistics – particularly cognitive grammar and conceptual metaphor – in Slavic languages and English, in the pronunciation of English as a Lingua Franca and attitudes towards it as well as in online teaching. He is the author of a number of papers on these issues, a book on conceptual metaphor, and is the co-editor of several volumes. He has reviewed papers for a number of Croatian and international journals (such as *Suvremena lingvistika*, *Jezikoslovlje*, *Journal of Slavic Linguistics*, *Teaching English with Technology*, *Oslo Studies in Language*). He has collaborated on two projects and has been the coordinator of two projects supported by the European Centre for Modern Languages (*Open Resources for Education: Developing Online Teaching Skills* and *Use of ICT in Support of Language Teaching and Learning*). He is a member of the Croatian Philological Society, the International Cognitive Linguistics Association, the Slavic Cognitive Linguistics Association, and Societas Linguistica Europaea, and has served as a member of the board and the secretary of the Croatian Applied Linguistics Society.

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Tatjana JUKIĆ (University of Zagreb, Croatia)

# DELEUZE ON THE SUPERIORITY OF ANGLO-AMERICAN LITERATURE: A VICTORIANIST PERSPECTIVE

In his essay "On the Superiority of Anglo-American Literature," Gilles Deleuze privileges English and American literatures as a kind of counter-archive where the collective and the political are configured for philosophy, also where the contact zones of philosophy are negotiated. Anglo-American literature therefore appears to constitute a critical apparatus (*dispositif*) which preempts, even invalidates, the attempts to found English and American studies as disciplines in their own right; in consequence, English and American studies emerge in this Deleuzian perspective as a curious economy of knowledge based in surplus and structured in metonymy.

In my presentation I would like to test this proposition against a number of Victorian texts (Carlyle, Dickens, Arnold). They all address revolution as a political event of the first order which presses on the archival logic. Yet the revolution as they see it presses on memory regimes precisely in the positions where archives – unlike revolutions – depend on downgrading metonymy and on processing the concept of surplus out of existence. While this particular assemblage calls for a more nuanced reading of surplus and metonymy in Victorian culture, now in terms of politics and memory, it also demands that Deleuze's approach to Anglo-American literature be reassessed: not in order to invalidate it, but rather to call attention to its own implicit economy of knowledge.

Tatjana Jukić is professor and chair of English literature in the Department of English at the Faculty of Humanities and Social Sciences, University of Zagreb. She also teaches in the doctoral programs of Comparative Literature and Croatian Language and Literature, and has been invited to lecture on literary history and theory by universities and research institutes in the United Kingdom, Ireland, Germany, Hungary, Serbia, Slovenia and Bosnia and Herzegovina. In addition to two books – *Revolution and Melancholia. Limits of Literary Memory* (*Revolucija i melankolija. Granice pamćenja hrvatske književnosti*, 2011), and *Liking, Dislike, Supervision. Literature and the Visual in Victorian Britain* (*Zazor, nadzor, sviđanje. Dodiri književnog i vizualnog u britanskom*

*devetnaestom stoljeću*, 2002) – she has published articles on nineteenth- and twentieth-century literature, psychoanalysis, film and philosophy.

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**Damir KALOGJERA (University of Zagreb, Croatia)**

**Anđel STARČEVIĆ (University of Zagreb, Croatia)**

### **DECONSTRUCTION OF THE NATIVE SPEAKER AND IDEOLOGY OF THE STANDARD LANGUAGE: LANGUAGE USERS CAUGHT BETWEEN DESCRIPTIVISM AND MANIPULATION**

Native speakers and their privileged intuitions and judgements regarding both the structure and the appropriate use of language were uncritically trusted throughout twentieth century linguistic and some sociolinguistic research, as well as language teaching. The theoretical construct of the *native speaker* relied to a considerable extent on de Saussure's ([1916] 1995) postulation of *langue* as a system "où tout se tient" (Meillet [1921] 1982) and even more so on Chomsky's (1965) later idealization of the *competence* of the member of the speech community. Recently, however, the traditional and widespread concept of the *native speaker* has been addressed from a critical perspective as various scholars have questioned its validity and made attempts to stress the difficulty of capturing the content of the construct. Most of the debate has focused on the English language. This *native speaker* controversy can be linked to another trend in linguistics which aims to analyse and deconstruct the equally widespread phenomena of linguistic prescriptivism and the ideology of the standard language (Milroy 2001, Milroy and Milroy 2012). Linguists generally consider prescriptivism and the ideology of the standard language as a set of uninformed and prejudice-based expectations and beliefs about language. Interestingly enough, some of the ideas and arguments about vernaculars, standard languages and language acquisition put forward by descriptive linguists who have dealt with the concept of the native speaker have become a starting point for prescriptive authors in their attempts to impose arbitrary bans, condemn widespread elements and structures, and establish unsustainable usage models. More specifically, the descriptive finding that it is "logically impossible" to be a native speaker of the standard language (Piller 2001) has been reinterpreted as a prescriptivist *carte blanche* and *license-to-kill* dogma which has repeatedly been used to

disempower a majority of speakers, reinforce class boundaries, and promote “psychologically unnatural” (Pinker 1994) patterns. Drawing on examples from anglophone countries and Croatia, the second section of the paper will show how findings in descriptive linguistics can be manipulated at the expense of unsuspecting language users and serve as a tool to further advance the spread of the ideology of the standard language, with its unsubstantiated claims about languages, varieties, and their speakers.

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**Damir Kalogjera**, dr.phil. FEA, is professor emeritus of English at the Faculty of Humanities and Social Sciences, University of Zagreb. His main interests and his publications are in contemporary English linguistics, contrastive linguistics, dialectology and sociolinguistics.

**Anđel Starčević** is a research and teaching assistant in the Department of English at the Faculty of Humanities and Social Sciences, University of Zagreb. He holds an MA in English and Italian Studies from the same university, and is currently completing his PhD in Linguistics with a thesis on linguistic contact and immigrant English-Croatian bilingualism in Canada. His research interests are focused on linguistic contact between English and Croatian in and outside of Croatia, bilingualism and language acquisition, and language policy and planning. He was a Research Fellow

at the Wirth Institute for Austrian and Central European Studies, University of Alberta (Canada) in 2012-13. He teaches an undergraduate course in English syntax and is a co-author of a forthcoming book on Standard Croatian and linguistic prescriptivism in Croatia (2014, Sandorf).

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**Larisa KASUMAGIĆ KAFEDŽIĆ (University of Sarajevo, Bosnia and Herzegovina)**

### **THE INTERCULTURAL DIMENSION OF FOREIGN LANGUAGE TEACHING AND THE FUTURE OF ENGLISH STUDIES IN BOSNIA AND HERZEGOVINA**

A large number of studies (e.g., Byram, 2003, 2009; Sercu, 2004, 2005) have confirmed the relevance of the intercultural dimension of foreign language teaching and learning and emphasized the social and moral responsibility of foreign language teachers. In Bosnia and Herzegovina, a post-conflict country which is facing the issues of the past and a complex political and socio-economic situation on a daily basis, and constantly struggling to build itself as a place with a centuries-long tradition of multicultural coexistence, education should take on the critical responsibility for the promotion of peace and the values of understanding the *other*. This paper attempts to consider whether foreign language education in Bosnia and Herzegovina can take on such a critical responsibility and whether the English language in particular can assume a moral and social responsibility in such a fragile and vulnerable society. This is particularly important because preparing students to know “how to live together” is considered one of the most important goals of education in the twenty-first century. Successful intercultural interaction is based on attitudes which are free of prejudices and stereotypes, and it implies an appreciation of and respect for other cultures, as well as critical cultural awareness. Intercultural learning aids students in developing multiperspectivity and advanced comprehension of complex relations amongst different cultures. Intercultural communicative competence, therefore, becomes one of the essential goals and objectives of foreign language teaching, since it enables students to learn how to communicate with people of different linguistic and cultural backgrounds. Intercultural education has become a critical component of teacher education in many European countries, where the language learning process is seen through the prism of

learning about a second or foreign culture. The main goal of this paper is to analyze the intercultural dimension of learning and teaching English as a foreign language (EFL) in Bosnia and Herzegovina. A comprehensive survey consisting of four broad areas of analysis was designed to elicit research data, and it represents various aspects of teaching foreign languages in general, including a particular focus on intercultural approach in foreign language teaching pedagogy. The survey was administered to 101 primary- and secondary-school English language teachers in the Sarajevo Canton. Its major findings will be presented in this paper by focusing on the key aspects of the intercultural approach to EFL teaching and learning.

**Larisa Kasumagić Kafedžić** is an assistant lecturer in the Department of English Language and Literature, Faculty of Philosophy in Sarajevo. She earned a bachelor's degree in English Language Teaching and Literature from Sarajevo University in 2001. At Cornell University, in the United States, she earned her master's degree in Education Sciences. At the Faculty of Philosophy in Sarajevo she has been teaching courses related to foreign language teaching pedagogies and intercultural education since 2008. Her doctoral dissertation research is focused on the role of intercultural communicative competences in teaching English as a foreign language in Bosnia and Herzegovina.

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**Monika KAVAILIR** (University of Ljubljana, Slovenia)

### ***IT COULDN'T BE SIMPLER . . . OR MORE SIMPLE? FACTORS IN THE COMPARISON OF ENGLISH ADJECTIVES***

It has been a popular but troublesome exercise for English scholars to try and determine the factors involved in the choice of inflectional (synthetic or morphological) and periphrastic (analytic) comparison in the field of adjectives in present-day English. While earlier grammarians felt that the forms were generally "used quite indiscriminately, according to the author's choice (Pound 1901: 18)" or that "a good deal [was] left to the taste of the individual speaker or writer (Jespersen 1949: 347)," recent studies (Fries 1993, Hilpert 2008, Kytö and Romaine 1997, Leech and Culpeper 1997, Mondorf 2003, 2009) have attempted not only to bring attention to the phonological, syntactic, semantic and

pragmatic factors that contribute to the present pattern of variation, but also to quantify their effects.

The paper aims to present an overview of the findings of previous analyses, but also to add to this body of knowledge by examining a heretofore neglected factor, the absolute use of adjectives: the thesis is put forth that uses where the positive is entailed are skewed towards periphrastic comparison (where phonologically and morphologically possible). To test this hypothesis empirically, a corpus investigation of the structure *couldn't (could not) be* + comparative (e.g., *it couldn't be simpler/more simple*) with its intrinsic absolute import is undertaken. Out of 175 examples in the British National Corpus, 84, or 48 %, are periphrastic, which is statistically significantly more than in the corpus as a whole (28 %).

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**Monika Kavalir** teaches Modern English Language at the Department of English and American Studies, University of Ljubljana, Slovenia. Her main interests lie in the fields of Systemic-Functional Linguistics, contrastive analysis of English and Slovenian, linguistic approaches to the study of literature (e.g., Kurt Vonnegut's *Slaughterhouse-Five* and Bret Easton Ellis's *American Psycho*), and intercultural communication. Her doctoral dissertation is on adjectival structures and deals specifically with the status of the adjectival group and the contribution of the interpersonal metafunction at the left periphery of the nominal group. Some of her

other recent projects focus on intercultural communication (such as coordinating a series of summer school events under the Erasmus Intensive Programme Cultural Landscapes: Negotiating Cultural Encounters with the English-Speaking World project) and the productive use of thesauri. She has also served as head of the committee for national primary school examinations in English.

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**Daniela KIROSKA-SIMJANOSKA (South East European University, Macedonia)**

### **TEACHING ENGLISH IN A CULTURALLY DIVERSE CLASSROOM – WHAT DO STUDENTS AND TEACHERS BRING INTO THE CLASSROOM?**

Teaching in a culturally and ethnically diverse classroom can be an experience worth sharing. Both students and teachers bring their own background into the classroom, and that affects the process of teaching and learning. The paper explores the obstacles (if any) that intervene with the learning of the English language and also analyzes the various aspects of culture in general.

People differ amongst each other in terms of culture even within the same one. Thus, culture can manifest itself on different levels: the national level, the regional level, the gender level, the generation level, the level of social classes and the corporate level.

Having in mind that various cultures and ethnicities live in Macedonia, the author focused on the first three listed levels of culture manifestation since those are the aspects that can affect students' performance in class. The study was carried out with students attending the South East European University in Tetovo. This is a culturally as well as ethnically diverse institution, which makes the English language classroom a challenging place to teach and learn in. The following questions were addressed in the study: Do students from different cultures learn the language differently? How can we profit from culturally diverse classrooms? What do students (Macedonians, Albanians, Turks and others) bring into such a classroom that can influence their learning? What is the role of the teacher in a culturally diverse classroom? How does the individual overcome personal barriers represented by both cultures in contact? How is the learning of English as a foreign language affected when learning of the English culture is expected as well?

A questionnaire was administered to the participants and the collected data was analyzed taking into account the students' English level, faculty, ethnicity, age and gender. The emerging results suggest that students with a higher level of English are more aware of the different cultural characteristics within Macedonia and are willing to learn more.

**Daniela Kirovska-Simjanoska** is an English language senior lektor in the Language Center at the South East European University in Tetovo, Macedonia. She has been working at the Language Center and teaching English for 10 years. As part of her job, she has also worked on designing syllabuses and creating teaching materials both for basic skills English and English for Specific Purposes. Ms. Kirovska-Simjanoska holds a Masters degree in Philology from the Blaze Koneski Faculty of Philology in Skopje. She is currently working on her PhD thesis on "CALL and online learning of the Macedonian language as a second language in comparison to the English Language", also at the Faculty of Philology in Skopje. She has taken part in various national and international conferences on English language teaching and learning. She has also participated in numerous professional development programs organised by the South East European University and other institutions. Her main academic interest includes teaching English for Specific Purposes (especially Computer English), as well as technology in language learning and fostering autonomous learning.

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**Sándor KLAPCSIK** (Technical University of Liberec, Czech Republic)

**Markéta POSPÍŠILOVÁ** (Technical University of Liberec, Czech Republic)

### **STORIES OF DEGENERATION: THE EXPERIENCE OF THE OUTSIDER AND THE ALIENATION OF THE EXILE IN ANDERSEN'S "THE LITTLE MERMAID" AND ITS ADAPTATIONS**

As critics observe, Hans Christian Andersen's stories often focus on the experience of the outsider and the psychological alienation of the exile. In fairy tales like "The Silver Shilling," "The Ugly Duckling," "The Teapot" and "The Little Mermaid," the characters need to confront a foreign social world that hardly accept or accommodate them. Our presentation will focus on these issues in "The Little Mermaid" and its adaptations. Markéta Pospíšilová will analyze Oscar Wilde's "The Fisherman and His Soul," which bears many similarities to Andersen's "The Little Mermaid"



and “The Shadow.” They are all stories of degeneration, the opposites of Bildungsroman, due to the escalating alienation and the emotional and moral fall of the protagonist. The narrative structure of the stories will be examined in detail by adopting structuralist concepts and terms as the tools of the analysis, following the literary theorist Mieke Bal. Pospíšilová will examine the basic categories of the narrator, actors, characters, actions, motifs and other categories, determining the changes and transformations of the story in Wilde’s and Andersen’s version, as well as revealing the possible influences between the authors.

Sándor Klapcsik will focus on contemporary adaptations of the story, such as “The Sea Hag” by Melissa Lee Shaw, *My Love, My Love: or The Peasant Girl* by Rosa Guy, the 1989 animated musical fantasy released by Walt Disney Pictures and Hayao Miyazaki’s film *Ponyo on the Cliff by the Sea*. Klapcsik will investigate to what extent these adaptations repeat or weaken, disguise and mute the pain of being an outsider and the hardships of living in exile, which are highly observable in Andersen’s tale, for both children and adult audience.

**Sándor Klapcsik** is an assistant professor at the Technical University of Liberec in the Czech Republic, where he conducts research on adaptations, popular culture and multiculturalism. He earned his PhD at the Cultural Studies Department of the University of Jyväskylä, Finland, in 2010. He was a Fulbright-Zoltai Fellow at the University of Minnesota and did long-term research at the science fiction archives of the University of Liverpool. His essays were published in *Extrapolation*, *Foundation*, and *Journal of the Fantastic in Arts*, and he received the Jamie Bishop Memorial Award from IAFA for an essay in Hungarian on Philip K. Dick as well as the Mary Kay Bray Award from SFRA for his review on *Rewired: The Post-Cyberpunk Anthology*. His book *Liminality in Fantastic Fiction: A Poststructuralist Approach* was published by McFarland in 2012.

**Markéta Pospíšilová** studies English and History for Education in the Master’s degree programme at the Technical University of Liberec, Czech Republic. She also majored in museology and humanities during the Bachelor’s degree programme at the Technical University of Liberec. She participated in the Erasmus programme in Kristianstad, Sweden, and

currently works at the Academic Counselling and Support Centre of the Technical University of Liberec. Her research interests include mythology, fairy tales, religion; and life in the Middle Ages.

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**Tihana KLEPAČ (University of Zagreb, Croatia)**

### **THE AUSTRALIAN GIRL AS AN INNOCUOUS COMPANION OF THE NEW WOMAN**

The women's movement in Australia, which began in the late nineteenth century formulated the New Woman as one wanting individual, economic and political independence. While the New woman was viewed ambivalently, the then emerging social identity, the girl, played an important role in the construction of national identity. A product of the bush, as opposed to the New Woman, which was an urban phenomenon, the girl was formulated as a symbolic signifier of national difference, a biological reproducer of the nation, and a transmitter of national culture. As such, even though she transgressed the gender role in ways similar to those of the New Woman, the girl did not threaten gender relations because she ultimately settled for bourgeois domesticity. Hence, she was formulated as the New Woman's innocuous companion. Women writers contributed to this creation, as will be shown in the novels of Mary Grant Bruce, Catherine Martin, Rosa Campbell Praed and Miles Franklin.

Dr. Tihana Klepač obtained her Ph.D. degree in the postgraduate program in literature, culture, performing arts and film at Faculty of Humanities and Social Sciences, University of Zagreb, Croatia. Her dissertation was titled *Storykeepers: Australian Myth in the Works of Henry Lawson and Barbara Baynton*. She is assistant lecturer in the Department of English, Faculty of Humanities and Social Sciences in Zagreb. She has published papers on Australian exploration narratives, and early Australian women's writing in Croatian literary journals, and co-edited *Irish mirror for Croatian literature: theoretical assumptions, literary comparisons, reception* with Ljiljana Ina Gjurgjan. Her research interests include nineteenth-century white settler literature of Australia, and women's life writing.

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**Borislav KNEŽEVIĆ (University of Zagreb, Croatia)**

### **ENGLISH STUDIES AND LIBERAL EDUCATION TODAY**

English studies as a discipline has been subject to a process of continuous transformation since its institutional-disciplinary beginnings at the end of the nineteenth century, a process which has entered a new stage in the past several decades. Namely, this discipline of university research and teaching has become in this period an expansive phenomenon, and one of considerable gravity, assimilating discourses and subject matter of other disciplines (primarily in the humanities), and attracting or discharging into its orbit new disciplinary and subdisciplinary fields (usually in the form of various new studies – cultural, media, postcolonial, etc.). This paper suggests that these developments call for intensified reflection on the discipline and its relation to other disciplines and to knowledge in general. A convenient point of departure could be Matthew Arnold's insistence on disinterested objectivism and universalism in critical thought, especially since much of the disciplinary culture in our time is informed by a taste for pragmatism and particularism. The paper argues that the current state of the discipline is defined by a paradoxical combination of its universalist assumptions and a multiplicity of disciplinary idioms that it hosts and cultural purposes that it serves. Particularly germane to this new situation is the need for a rethinking of the place of English studies vis-à-vis the notion of liberal education, which has framed the historical development of English departments in a variety of Anglophone cultures.

**Borislav Knežević** is a professor in the Department of English, Faculty of Humanities and Social Sciences (Filozofski fakultet), University of Zagreb. He teaches courses in Victorian and modern literature, and in the theory and history of the novel. Currently his research is focused on issues of historical interpretation of literature and culture, with an emphasis on the interplay between economic and cultural domains, as well as issues in the institutional and disciplinary organization of knowledge. He is the author of two books, *Figures of Finance Capitalism: Writing, Class, and Capital in the Age of Dickens* (New York: Routledge, 2003), and *Reading Joyce after the Postcolonial Turn* (Zagreb: FF-press, 2012), as well as a

number of articles in the field of Victorian literature, film studies and education.

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Ksenija KONDALI (University of Sarajevo, Bosnia and Herzegovina)

**NEGOTIATING IDENTITIES: DIASPORA AND BRITISHNESS IN  
ANDREA LEVY'S *SMALL ISLAND***

Drawing on the critical conversations of diasporas and the Black Atlantic model of migrations, as well as on Ashley Dawson's theoretizations of the "mongrel nation" (2007), this paper traces the complex ramifications of British colonial power in Andrea Levy's novel *Small Island* (2004). In this novel by the black British-born writer of Jamaican immigrant parents, different first-person narratives of protagonists interweave and intersect, demonstrating the legacy of imperial history, evident in an antiquated and idealized view of the British Empire as superior territory. This analysis also explores the profound shift in British identity, placing under scrutiny the impact and effects of the British imperial reach. This is highlighted by the British resentment of post-WWII arrivals from the colonies, and its waning imperial power, under threat from American usurpation of Britain as the world's leading nation. With special emphasis on the destiny of Caribbean migrants who came to the "Mother Country" on the Empire Windrush in 1948, the novel describes the effects of WWII trauma, and the mapping of an alternative, diasporic history of Britain.

Taking inspiration from Avtar Brah's ideas about the diasporic imagination and the construction of Britishness (1996), this paper further examines the representations of the fluid identity constituted in the complex post-WWII circumstances of London, which the novelist uses to expose issues of belonging in the postcolonial age. The analysis also considers the way in which the metanarrative of the British nation is contested, by highlighting the roles of the archive and cultural memory in the revision of official history, and the dismantling of dominant perspectives that echo the "memory of imperial greatness," as Paul Gilroy puts it. This discussion thus reflects on ideas of belonging evident in imperial rhetoric, the intertwining of history, and the construction of identity in *Small Island*, which exemplifies the fiction that is part of many literary traditions in the English-speaking world today.

**Ksenija Kondali** has taught a wide range of literary courses in the English Department of the University of Sarajevo since 1995. She received her Ph.D. in English and American Studies from the University of Zagreb in 2012, under the supervision of Prof. Stipe Grgas, and her BA and MA from the University of Sarajevo. Dr. Kondali is an international contributing editor of the *Journal of American History* published by The Organization of American Historians. Her research interests include contemporary American literature and culture, literature-to-screen adaptations, and postcolonial approaches. Ksenija Kondali is head of the English and American Literature Program and deputy head of the English Department of the University of Sarajevo. In February 2014 she has served as vice-dean for scientific research and international academic cooperation of the Faculty of Philosophy, University of Sarajevo.

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**Andreja KOVAČIĆ** (University of Zagreb, Croatia)

#### **LEARNER PERCEPTIONS OF WIKI-BASED COLLABORATIVE GRAMMAR WRITING ACTIVITIES IN A HYBRID LEARNING CONTEXT: AN EXPERIMENTAL STUDY**

There is a growing body of research concerning the role of learner perceptions of various factors that may account for the effectiveness of instruction both in conventional and hybrid ESL contexts. In implementing innovations supported by Web 2.0 technologies, learners' individual characteristics, including their language proficiency, perceptions of the learning situation, preferences and beliefs also need to be taken into account. Insights gained from investigating learner views can contribute to avoiding a mismatch between the instructional approach and the learner belief system.

Various benefits of wikis as collaborative writing tools for SL development have been reported in literature, especially when used within the socio-constructivist teaching paradigm. For instance, the positive effects of interaction among participants in the joint creation and use of linguistic content are related to learner perceptions and attitudes regarding public writing, shared authorship, the quality and accuracy of generated content as well as reader-oriented writing (Kuteeva, 2011; Castañeda & Cho, 2012; Li & Zhu, 2013). Although to date various facets of the pedagogical use of wikis for collaborative writing (e.g., enjoyment, usefulness, ease of access, confidence,

contribution to learning) have emerged in the literature (e.g., Su & Beaumont, 2010), the relationship between wiki use and learners' overall perception of diverse university course components has not been extensively addressed.

This talk presents a study focusing on the implementation of collaborative online writing activities (e-tivities) aimed at developing grammar competence in a formal university setting. In our study, the MediaWiki tool was used as a platform for collaboration in a hybrid ESL course at the University of Zagreb. In the ESL course wiki, the students' written output was published along with artifacts visualizing related grammar content (developed by using several other Web 2.0 tools for creating mind maps, flow charts, cartoons, etc.).

The sample (a total of 200 respondents) comprised 2 groups of undergraduate students of information technology. In the study, the self-reported perceptions of students who had used the wiki throughout the semester to create online articles and grammar-related artifacts with Web 2.0 tools were compared against those of the other group of respondents in the same hybrid course that had been simultaneously involved in performing analogous activities in a conventional hybrid setting, that is, without the employment of wiki and Web 2.0 tools.

The goals of our study were to do the following: (1) validate the instruments for the students' assessment of wiki-based collaborative grammar activities (their content / methodology / interaction among participants) and wiki use in the course; (2) explore possible correlations between the students' assessment of technology-supported collaborative grammar activities and their evaluation of the overall course; (3) compare students' perceptions of wiki-based grammar activities against those of similar activities performed using conventional online tools (in Moodle LMS) and a word processor in two respective samples. It was hypothesized that positive impacts of the use of Web 2.0 tools on the students' perception of peer-to-peer online grammar activities in the context of a hybrid course curriculum would be established.

**Andreja Kovačić** is a Senior Lecturer in the Department of Foreign Languages of the Faculty of Organization and Informatics Varaždin, University of Zagreb, Croatia, where she teaches university and vocational ESP courses. She is currently enrolled in a Ph.D. programme in

applied linguistics at the Faculty of Humanities and Social Sciences, University of Zagreb. As part of her professional development, she completed an online course on using the Web in language teaching delivered by the University of Oregon. Her recent research has focused on the pedagogical use of Web 2.0 tools in foreign language instruction, e-tivities design, L2 grammar competence development and the role of L1 in the foreign language classroom. The publications she has authored or co-authored include professional and research papers published in conference proceedings books and journals, as well as translations of non-fiction. She has been the leader of the Engwiki project team, which was the winner of the 2008 EUNIS Dørup E-learning Award. The experiences of the Engwiki project have been widely disseminated to professional audiences through participation in a number of talks and workshops held in Croatia and abroad.

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**Mojca KREVEL (University of Ljubljana, Slovenia)**

### **BEING IN TIME ON TIME: RUTH OZEKI'S *A TALE FOR THE TIME BEING* AND THE POSTMODERN PARADIGM**

This paper offers an analysis of Ruth Ozeki's 2013 novel *A Tale for the Time Being* from the perspective of the hitherto observable governing mechanisms of the postmodern epoch. I will rely primarily upon the concepts and terminology developed by Jean Baudrillard, since – in my opinion – his concepts of postmodern reality as hyperreality and postmodern subjects as fractal subjects essentially summarize the observations of other major theoreticians of postmodernity (e.g., Lyotard, Debord, Deleuze, Jameson).

Compared to other arts, literature has been slow in responding to the shift from the modern to the postmodern paradigm, which has been in progress since the middle of the twentieth century. The main reason for this is literature's attachment to the medium of print and its implicit linearity and hierarchisation, which governed the Modern Age structuring of the world. The first instances of fiction which to some extent coincided with postmodern principles can be found in some of the works of literary cyberpunk, which was formed at the beginning of the 1980s. Since then, fiction governed by the new conditions has been on the rise, but largely confined to genre and experimental writing. Mainstream fiction, too, has been reacting to the reality of the media-

governed society and consumerist culture. However, its response has been mainly that of a detached observer, thematising and criticizing the new circumstances from a perspective still largely pertaining to the literary tradition governed by print.

According to my findings, Ozeki's novel is a rare example of mainstream fiction that not only thematises the postmodern condition but is, in fact, fundamentally defined by it. Its worlds and protagonists wholly correspond to Baudrillard's concepts of postmodern reality and individuals, while its mode of narration and over-all structure comply with the rhizomic and fluid nature of hypertext. This, together with the fact that quantum mechanics, implying the co-existence of all possible realities, seems to be proposed as the key to understanding the novel's structure and purpose, is the reason why *A Tale for the Time Being* can also be considered a novel of digital literacy.

**Mojca Krevel** (1971) studied English and Comparative Literature at the Faculty of Arts, Ljubljana, Slovenia; completed her MA studies with a thesis on cyperpunk fiction, and received her PhD for a thesis on the Avant-Pop and postmodern Avant-Gardes. She is associate professor of literatures in English at the English Department of the Faculty of Arts in Ljubljana, where she teaches various courses on English and American fiction. Her research is focused on those phenomena in recent American prose, which correspond to the hitherto observable spiritual and historical paradigms of the postmodern epoch. Her areas of interest are contemporary prose, critical theory, new media, posthumanism and cyberculture. She is the author of *Izvidniki v puščavi resničnosti* (Pioneers of the Desert of the Real), a book on the Avant-Pop movement and its role in the development of contemporary American fiction; *Kiberpank v literaturi* (Cyberpunk in Literature), an e-book on cyberpunk fiction from the perspective of the postmodern paradigm shift, and the co-author *Miracles of Rare Device: English Verse from the Elizabethans to the Moderns*. She lives in Ljubljana, Slovenia.

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**Svend Erik LARSEN** (Aarhus University, Denmark)

## THE BODY BETWEEN INTIMACY AND GLOBALIZATION

All humans share the condition of being bodily beings. This fact does not entail that all humans are identical across the globe, but that we share a



global human condition for shaping a local and individual life, based on different conceptions of bodily based local and individual identities. But our bodies do not specify identities or offer a fixed number of options to choose between or to combine like morphological patterns in a language. Our individual bodily experiences form a crossroads between what is universal, cultural and individual in our lives. Today the body is the site of the concrete, individual experience of the tension between a local cultural life and its global conditions. For the suffering body in particular, the meaning of any identity is constantly challenged and will have to be reconfirmed, modified or reshaped through a reconsideration of the role of the body. In an analysis of Athol Fugard's South African novel *Tsotsi* (1980) the literary articulation of this complex life condition is examined with theoretical and historical perspectives.

**Svend Erik Larsen** is professor emeritus of Comparative Literature, Aarhus U. Honorary professor at University College, as well as a member of the board of Academia Europaea and of the Danish National Research Foundation. He has written extensively on literature and cultural history, the history of ideas and literary history. Among his books are *Signs in Use* (2002, in Croatian 2000: *Uvod u semiotiku*) and among his recent articles are "More – granice bezgraničnosti" (2008), "Into the Desert: Solitude in Culture and Literature" (2013), "From the National to a Transnational Paradigm: Writing Literary Histories Today" (2013), and "Emotion and Forgiveness in Literature" (2014). At present he is working on a book on Forgiveness as a Literary and Cultural Challenge.

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**Stela LETICA KREVELJ (University of Zagreb, Croatia)**

#### **CROSSLINGUISTIC INFLUENCE AND PERCEIVED CROSSLINGUISTIC SIMILARITY IN THE CONTEXT OF L3 ENGLISH PRODUCTION**

Research on crosslinguistic influence in the field of third-language acquisition is trying to uncover under what conditions and in what way prior linguistic knowledge and language learning experience may influence the acquisition and use of subsequent languages. Given that there are at least three language systems involved in the speaker's mind in the process of third-language acquisition, we encounter numerous factors which can potentially influence the source language and frequency of crosslinguistic influence. Most research has concentrated

on factors which can be divided into three domains: learner factors (psychotypology, level of metalinguistic awareness, age, etc.), learning factors (language proficiency, language exposure, non-native language status, context of language use, etc.), and language factors (language typology, contact between languages, etc., Hall and Ecke, 2003).

The aim of this study is to examine the activation of interlingual cognates and deceptive cognates existing in previously acquired languages (L1 and L2) during L3 lexical production in order to provide an insight into the nature of crosslinguistic influence in relation to the concept of psychotypology. The study builds empirically on the widely acknowledged phenomenon that psychotypology, or perceived crosslinguistic similarity, has an effect on the transferability of linguistic features from one language to another (e.g., Kellerman, 1983; Ringbom, 2007). More specifically, the study focuses on the effect of perceived cross-linguistic distance between three typologically unrelated languages (Croatian, English and Italian) on noticing and capitalizing on the similarities provided by formal, and different levels of semantic similarity existing between each of the previously acquired languages (Croatian and Italian) and L3 (English) during a lexical retrieval task in L3 English.

Participants in the study were 37 Croatian-Italian-English trilinguals, high-school students in Istria, an officially bilingual Croatian-Italian community in Croatia. Apart from the questionnaire, which elicited perceived distance between the three typologically unrelated languages, participants were given a paper-and-pencil test in which they were asked to read a list of sentences in English (their L3) and to supply a synonym for an underlined word in each sentence. The required synonymous words were slightly above the participants' level of knowledge in order to trigger cross-language lexical search, and the test items were manipulated in terms of levels of formal and semantic similarity existing between their translation equivalents in either L1 or L2 and lexical items in L3 English. The findings only partly confirm the importance of psychotypology in the activation of each of the previously acquired languages during the lexical retrieval task in L3 English. On the other hand, the study points to the importance of the interplay of knowledge and experience that goes beyond the knowledge of each specific language and may be related to the M(ultilingualism)-factor as

defined in the Dynamic Model of Multilingualism (Herdina & Jessner, 2002).

**Stela Letica Krevelj** graduated from the Faculty of Humanities and Social Sciences in Zagreb, majoring in English and Italian language and literature. She has been working as a research and teaching assistant in the Department of English, Faculty of Humanities and Social Sciences, University of Zagreb since 2007, and she has been teaching courses such as Bilingualism, Practicum, Processes in language acquisition, and Second language acquisition in the SLA and TEFL section of the department. Stela Letica Krevelj has published articles related to second- and third-language acquisition and has worked on two major research projects: the Croatian national research project entitled *Acquisition of English as a foreign language from an early age: Analysis of learner language* and the international project 'ELLiE' (Early Language Learning in Europe), supported by a European Commission grant. Her areas of interest are third-language acquisition and processing, second-language acquisition, and teaching English as a foreign language; her doctoral research focuses on crosslinguistic interaction in third-language acquisition.

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**Ivan LUPIC** (Stanford University, USA)

### WHAT ARCHIVE, FRIENDS, IS THIS? CONTEXTUALIZING ENGLISH STUDIES

I propose to speak about the future of English studies in international perspective. I will consider the meanings of context in relation to academic work on the one hand and academic subject on the other, particularly the subject of literature. Why will we study literature? Where will we study literature? What will we study literature with? I will approach the notion of context through the idea of archive: past and present, manuscript and print, material and digital, primary and secondary, scholarly and non-scholarly. While looking from the perspective of my own field – that of Renaissance studies – I hope to address trends and problems in the discipline at large.

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**Ivan Lupić** is assistant professor of English at Stanford University.

**Anna MACHOVÁ (Masaryk University, Czech Republic)**

### **A SOCIO-PRAGMATIC ACCOUNT OF DRAMATIC DISCOURSE**

This paper deals with a sociopragmatic analysis of conversations in dramatic texts, which are close to our natural conversation. The pragmatic and sociolinguistic analysis of the speech of characters helps us to understand the relationships between them, their attitudes towards each other and to the reality of the world, their intentions, purposes, wishes and desires, and their emotional state.

Sociopragmatics is the sociological interface of pragmatics, based on what interlocutors conceive to be valuable and socially as well as culturally relevant. Sociopragmatics concerns the study of discourse in sociocultural contexts. Therefore, one of the main interest areas of sociopragmatics is meaning in interaction and to find out how cultural norms underlie the interactional features of a given social group in a given social context.

Pragmatics is defined as individual language use in social context, or as the rules governing the use of language in context; the study of situational, social or cultural factors which may affect (or “colour”) the literal meaning of an utterance in interactional activity.

Having applied the sociopragmatic approach for the analysis of the dramatic discourse, this paper focuses on adjacency pairs (e.g., greeting–greeting, invitation–acceptance/non-acceptance, offer–acceptance/non-acceptance, complaint–apology, complaint–denial); insertion sequence, which means an inserted sequence between the other adjacency pairs; rapid/multiple turn-taking in which turn-taking goes very fast and occurs many times; code-switching, which is the change of style in speech; hedges; relationships between irony and politeness; and conversational implicature.

**Mgr. Anna Machová** is a Ph.D. student at Masaryk University, Faculty of Arts, Brno, Czech Republic. She is also currently teaching practical English, German and Russian classes at Brno University of Technology. Her research interests are cognitive linguistics, pragmatics, sociolinguistics, and stylistics. In her dissertation research, she is focusing on English and American dramatic discourse (focusing on

speech acts), pragmatics, sociolinguistics, stylistics, and contrastive linguistics.

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Stenni MILEVOJ ŠURAN (University of Zagreb, Croatia)

### EMOTIONAL MEMORY AS A TOUCHSTONE FOR STRASBERG'S METHOD ACTING AND MORENO'S PSYCHODRAMA

This article explores an intricate relationship between two prominent theatre "aficionados" of the last century, Lee Strasberg, the American actor, director and acting teacher who is most famous for his *Method Acting*, and Jacob Levy Moreno, a Romanian-born American emigrant who used psychodrama as a new psychotherapeutic technique. Strasberg founded his *Method* on the basis of an affective memory technique, partly acquired in *American Laboratory Theatre* from K. Stanislavsky's ex-pupils, Russian emigrants R. Boleslavsky and M. Ouspenskaya, but applied in a new, psychoanalytical context in the *Actor's Studio*. He became an advocate of an emotion-driven action that relied on the reinterpretation of Stanislavsky's emotional memory, without the Stanislavsky's focus on physical actions applied later on in his *System*. Strasberg's *Method* implied two phases of teaching acting: the first one revolved around the actor's capability of relaxation, concentration, sensory memory, voice and body exercises, while the second focused on the exercises required for the development of the part being played on stage. The second phase demanded from the actors, who were using improvisatory skills, to develop truthful and logical actions and to contribute to a successful communication with other actors. Its goal was to repeat the emotion on stage every time anew and make sure that it gives an impression of truthfulness and spontaneity in order for the play to be authentic. Emotions were stirred via sensory memory (visual and auditory) and substitution (defined as an imagined, surplus reality). Strasberg used a personal, introspective approach to each actor, a specific set of exercises adjusted to the individual's needs, and, moreover, was sometimes accused of breaking the professional line between a student and a professor.

Moreno's interest in theatre developed in the form of psychodrama that combined spontaneity, improvisation and mental catharsis (advocated by Strasberg) in a technique that was used for medical purposes, for psychotherapy. Moreno's protagonists (patients) would act out certain

parts from their own lives in the presence of the director (psychotherapist) and other group members (other patients/actors), not to improve their acting skills, but to obtain emotional closure. They spontaneously portrayed emotionally difficult situations from their troublesome pasts to experience anew all the suppressed energies and unrealized possibilities in relation to the significant Other that is being embodied by the so-called auxiliary ego. Auxiliary ego was the transfer figure from the protagonist's real life or a part of his personality. The whole process combined three (four) parts. It started with warm-up exercises (similar to Strasberg's relaxation and concentration games) and the selection of the protagonist, continued with the acting out of the protagonist's (actor's) life, his inner fantasies, dreams and impressions interrelated with a joint emotional state, resulting in the awareness of the basic emotional conflict. The session ended with the phase of closure and with the sharing of emotions experienced during the session, resulting in the possible mental catharsis of the patient.

In other words, both men were using emotional memory as a touchstone for their work, but to different ends. Strasberg was focused on improving the actor's craft and enhancing the truthfulness and authenticity of the play, while Moreno wanted to use theatre as a healing forum for his patients, combining psychology with drama. They both considered emotional memory as a highly useful tool whether in education or in therapy and their highly successful careers prove its effectiveness.

**Stenni Milevoj Šuran** was born in 1985 in Pula. She graduated from the Faculty of Humanities and Social Sciences in Rijeka in 2009 and obtained a BA in Croatian and English Language and Literature. Within the same year she enrolled in a postgraduate doctoral program of literature, performance arts, film and culture at the Faculty of Humanities and Social Sciences in Zagreb. She is now a third-year student and is writing her PhD thesis in the field of theatre studies (mentor: Darko Gašparović). Her research interest lies in theatre theory and history, theatre criticism, and American and British literature. She is an accredited teacher of English and Croatian language and a permanent court interpreter for the English language. In 2013 she was awarded a scholarship for Grundtvig In-Service Training Course: *Her story of a bra and a knife* (theatre training course for women victims of political

violence), held in Ljubljana. She is a member of HUPE (from 2012) and a member-founder of the Association for Promoting Project Culture *EU club* (from 2010). She has participated in many seminars and workshops held for teachers of English and in the first NetWordS summer school held at the Centre for Advanced Academic Studies in Dubrovnik in 2012. In 2013 she actively participated in two conferences for PhD students (First interdisciplinary congress for students of Social Sciences and Humanities in Rijeka, 1st International Conference for Doctoral Students in Sibiu, Romania). She has worked in public and private schools teaching English and as a freelance translator. She is currently living in Dubai, UAE.

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**Goran MILIĆ (Josip Juraj Strossmayer University of Osijek, Croatia)**

### **COUNTING SHEEP . . . AND THEN SOME: A MULTIFACTORIAL LOOK AT INSTANTIATIONS OF ANIMAL METAPHOR**

Following a growing trend toward empirical, usage-based analysis in cognitive linguistic studies (Geeraerts 2005, Stefanowitsch & Gries 2006), the present study starts from the broad conception of the phenomenon commonly referred to *animal metaphor* (Talebinejad & Dastjerdi 2003, Fernandez Fontecha 2003, Martsa 1999, 2003) and focuses on specific classes of its instantiations to study the factors contributing to, and the consequences of, *multifactorial polysemy* (Glynn 2008) inherent to the process of meaning construction and conventionalization of instantiations of the above-mentioned phenomenon. To this end, a number of instances of so-called *zoosemy* (Rayevska 1979: 165), i.e., “nicknaming from animals which means that names of animals are often used to denote human qualities,” as well as a number of so-called *critter verbs* (Panther & Thornburg 2012), i.e., verbs converted from nouns denoting animals (to dog, to bitch, to horse around etc.), and those figuratively used to denote facets of human behavior, have been extracted from a purposefully selected subcorpora of the Corpus of Contemporary American English (COCA) and submitted to *Multiple Correspondence Analysis* (Glynn 2008) to examine the relation between the principal formal, extralinguistic, and semantic features and contexts (be they morphological, syntactic, or prosodic) claimed to influence their use and meaning. Such corpus-driven research seeks to account for the many different facets of usage

simultaneously and test their relevance by means of statistical methods commonly used in similar analysis such as *Logistic Regression Analysis* (Glynn 2006). The results thus gained are then discussed and their relevance is evaluated along two lines. First, the results are considered with respect to potential methodological difficulties/problems regarding the proposed multifactorial approach to the phenomenon at hand, and the different types of its instantiations (e.g., problematic formulation of relevant parameters for multivariate analysis and their relevant types) especially with respect to *zoosemy* as defined above. Brief mention will also be made of repercussions of (and on) other types of instances of animal metaphor (e.g., proverbs and idioms). Secondly, the results are used to address the extent to which more traditional theoretical constructs proposed by authors in standard cognitive linguistic approaches to the topic, like the cultural model of the *Great Chain of Being* (Lakoff & Turner 1989) or *main meaning focus* (Kövecses 2002), match the results gained by multifactorial analyses. The discussion shall also broach the issue of how current usages fare in respect to (differently) conventionalized uses recorded in dictionaries and compare to the diachronic development of these usages (Kieltyka & Kleparski 2005, Kieltyka 2002). In general, the study aims to further the current research on the theoretical and methodological aspects of the study of figurative language, as well as to contribute to the description of animal metaphor as a pervasive linguistic and conceptual phenomenon.

**Goran Milić** is an assistant professor in the Department of English Language and Linguistics, Faculty of Humanities and Social Sciences, University of Osijek, where he teaches courses in *Discourse Analysis*, *Word Formation*, *Multi-word Verbs* and *Language and Gender*. He got his PhD from the University of Osijek with a doctoral thesis on animal metaphors in Croatian and English from the cognitive linguistic point of view. His research interests include discourse analysis, semantics and cognitive linguistic approaches to figurative language. He is a member of the ICLA and the Croatian Applied Linguistics Society.

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**Svetlana MITIĆ (University of Banja Luka, Bosnia and Herzegovina)**

### **COLLABORATIVE CREATIVE WRITING FOR IMPROVED ENGLISH ACQUISITION**

One skill that seems neglected when it comes to L1 proficiency development during precollege education in Bosnia and Herzegovina is writing. On the one hand, this concerns producing school graduates who are functionally literate, as defined in EU's Europe 2012: Against Functional Illiteracy, whereby literacy today 'involves listening, speaking, reading, writing, numeracy and using everyday technology to communicate and handle information.' On the other hand, what is predominantly practiced in school is literary essay writing, in ways which make it equally justifiable to challenge their effectiveness in terms of enhancing overall student literacy, the potential for creative writing, and interest in reading and writing literary works.

This paper is an evaluation of the capacity of creative writing practice for better L2 acquisition, more precisely English language acquisition at level B2 of CEFR, by year-one English language undergraduates of the Faculty of Philology, University of Banja Luka. Presented here are the results of an integrated-skills course running for a duration of 15 weeks, with a particular emphasis on writing. The course was preceded by another one that taught the students such functional literacy forms as applications, complaints and reports. While the goal of the course was to improve the students' ability to apply their knowledge of English grammar and acquire relevant vocabulary and stylistics norms, they also became familiarised with, and accustomed to, the possibilities of formative assessment.

The second course sought to find out whether formative assessment and collaborative work may contribute to the students' increased writing motivation and better acquisition of English grammar and vocabulary, or whether they may improve their ability to use English syntax and descriptive and narrative language. While the activities used centred on paragraph development, the use of tenses and vocabulary enhancement, they also exploited was the possibility of choosing peers' work for immediate inspiration and motivation and doing collaborative writing tasks.

The paper does not compare the findings of the two courses; rather, it focuses on the achievements of the second course. The achievements are presented through the results of qualitative assessment of the improvement made in the students' writing through the course, vocabulary quizzes conducted in the middle and end of term, and a questionnaire eliciting the students' perception of the purposefulness, effectiveness and motivational impact of collaborative work, innovative writing techniques and formative assessment.

Svetlana Mitić was born in Rijeka, SFRY, in 1973. She holds a bachelor's degree in English language and literature from the University of Priština (1995). In 2012, she earned a master's degree in English literature, after defending a thesis on the South African writer J. M. Coetzee. She has worked in a number of departments within the University of Banja Luka, her longest appointment being at the Faculty of Architecture, Civil Engineering and Geodesy. She is currently employed as a senior teaching assistant at the Faculty of Philology, Department of English, University of Banja Luka. Her interests include contemporary world literatures in the English language and postcolonial theory, language teaching and acquisition in general, and translation.

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**Aidan O'MALLEY (University of Rijeka/University of Zagreb, Croatia)**

### **THE CONCEPT OF 'EUROPE' IN IRISH STUDIES: VARYING VISIONS SINCE 1968**

'Europe' has long functioned as a floating signifier in Irish cultural and political discourses. On the political level, the indeterminate quality of this concept has been readily apparent over the last few years, as 'Europe' has moved again to the centre of political debate. With the arrival of the EU/ECB/IMF troika and its neo-liberal prescriptions for Ireland's economic meltdown, the country has experienced an upsurge of what has been characterised as 'anti-European' sentiment. Paradoxically, it could be said that this has brought the formerly 'pro-European' Ireland into line with the ascendant anti-European discourses throughout Europe. Rather than viewing this as simply symptomatic of the confusion that has been fostered between the EU project and Europe, this paper will argue that a commensurate ambivalence about what Europe means can be traced in Irish cultural engagements with

Europe since 1968 and the start of the Northern Irish 'Troubles'. In these, 'Europe' has been regularly framed as an idealised, a-historical, location of possibility or danger. Offering an overview of some of the more important artistic and discursive encounters with Europe from this period, this paper focuses on debates around the notion of Europe as a site of post-national potential – a vision of it as a form of cosmopolitan emancipation – and/or as a manoeuvre designed to downplay the history of British influence on Irish life. In doing this, it will also chart how the concept evolved in Irish cultural life: if 'Europe' initially referred almost exclusively to Western Europe, Northern Irish writers, in particular, shifted attention to Central and Eastern Europe, and thus provided an enlarged conceptual map that helped to re-historicise and problematise somewhat the floating notion of 'Europe'.

**Aidan O'Malley** obtained his Ph.D. from the European University Institute, Florence, and is currently teaching at the University of Rijeka as well as at the University of Zagreb, where he is the visiting lecturer in Irish Studies. He is the author of *Field Day and the Translation of Irish Identities: Performing Contradictions* (Palgrave Macmillan, 2011), and has published other articles and chapters on Irish literature and cultural translation. In 2013 he co-edited (with Ina Gjurgjan) a special issue of the *European Journal of English Studies* (17/2, 2013), 'Myths of Europe: East of Venice,' that examines literary and cultural interactions between Central and Eastern Europe and the Anglophone world in the post-Cold War period. He has also recently co-edited with Eve Patten a collection of essays entitled *Ireland, West to East: Irish Cultural Connections with Central and Eastern Europe* (Peter Lang, 2014).

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**Višnja PAVIČIĆ TAKAČ** (Josip Juraj Strossmayer University of Osijek, Croatia)

**Vesna BAGARIĆ MEDVE** (Josip Juraj Strossmayer University of Osijek, Croatia)

#### FUNCTIONAL COMPETENCE OF ENGLISH AS A FOREIGN LANGUAGE LEARNERS

Various authors' attempts to define functional competence as a component of communicative language competence indicate a considerable degree of uncertainty in the theoretical understanding of

this notion and its scope. Functional competence is seen either as a subcomponent of another competence, usually pragmatic (cf. Bachman and Palmer 1996, 2010; CEFR 2001), or as consisting of a number of componential elements which are considered to be part of several different competences, notably sociolinguistic, sociocultural, discourse or interactional (cf. Celce-Murcia, Dörnyei and Thurrell 1995; Celce-Murcia 2007). This lack of clear conceptualization of functional competence may have caused the undeniable underrepresentation of empirical research dedicated to the examination of functional competence of foreign language learners. The present paper attempts to fill this void by analysing the functional competence of Croatian learners of English as a foreign language (hereafter EFL).

The analysis focuses on specific macro- and microfunctions as well as interactional schemata. The primary goal is to describe how EFL learners at two different proficiency levels (i.e., A2 and B2 according to CEFR 2001) use spoken discourse in interaction. On the basis of preset parameters, we set out to identify the developmental characteristics of functional competence of this particular group of learners. A total of 40 EFL learners whose mother tongue is Croatian were involved in the study. They formed two groups (N=20 each) according to their proficiency level: (1) A2 group, i.e., eighth-grade students from five primary schools, and (2) B2 group, i.e., fourth-grade students from four secondary schools. The data were collected by means of a standardized speaking test aimed at measuring the communicative language competence of EFL learners at levels A2 and B2. In accordance with CEFR, the following two criteria were used to evaluate the level of the learners' functional competence: fluency and propositional precision. The data were further analysed qualitatively and quantitatively using appropriate statistical procedures. The results suggest that the EFL learners' functional competence generally corresponds to the targeted CEFR levels. However, a closer look at particular componential elements of functional competence revealed a disbalance in their development. The results are discussed in terms of their theoretical and practical implications.

**Višnja Pavičić Takač** is professor of applied linguistics in the Department of English Language and Literature at the Faculty of Humanities and Social Sciences in Osijek, Croatia. She was the editor-in-chief of the

journal *Strani jezici* and a member of the editorial board of *Jezikoslovlje* and *Život i škola*. Her research interests include individual differences and communicative competence. She has published works dealing primarily with vocabulary learning strategies and cross-linguistic studies.

**Vesna Bagarić Medve** is associate professor of applied linguistics in the Department of German Language and Literature at the Faculty of Humanities and Social Sciences in Osijek, Croatia. She is a member of the editorial board of *Strani jezici* and *Život i škola*. Her research interests include communicative competence, language testing and language awareness. She has authored publications on the structure of communicative competence and cross-linguistic studies.

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**Nataša PAVLOVIĆ** (University of Zagreb, Croatia)

#### **STOCKTAKING AND PROSPECTS: FIVE YEARS OF TRANSLATION TRACK IN ZAGREB UNIVERSITY'S ENGLISH DEPARTMENT**

Translation is a complex activity that involves expertise in a number of domains and skills. There is a widespread agreement that “developing translation competence is a fundamental objective of any translation programme and that competence can indeed be developed” (Schäffner & Adab 2000: x). According to Chesterman (2000: 89), for students of translation to become translation professionals, they need to internalise concepts and become experts in applying them appropriately. It is up to the teachers to create conditions under which this can take place by designing suitable curricula and syllabi and, more specifically, suitable learning environments.

This paper starts with the assumption that the suitability of such learning environments can be profitably assessed by examining to what extent they have served to help learners acquire those aspects of the translation competence they would be expected to possess once they have entered the profession. One way of doing this is by eliciting trainees' self-assessment by means of interviews or questionnaires.

In this paper, the author reports on a study involving translators who took the translation track of the graduate study programme in the English Department of the University of Zagreb. Five generations of former students who graduated since the introduction of the Bologna Process (2010-2014) are included in the survey, which is conducted by

means of an online questionnaire. The survey aims at eliciting data concerning the respondents' views on the translator education they received in the second cycle of their studies in the English Department. The survey focuses on translator competence and its sub-competences, and the extent to which these are felt to have been acquired by the respondents during their studies. The respondents are asked to assess the translation programme in light of their later professional experiences, commenting in particular on those aspects of training that they feel was lacking or left room for improvement.

The findings are expected to show to what extent the existing translation programme is capable of meeting current professional demands with regard to translation competence in the Croatian market. They are also expected to be applicable in other translator education settings in Europe and elsewhere.

**Nataša Pavlović** teaches translation theory and practice at the Department of English of the University of Zagreb, Croatia. She holds a Ph.D. degree in Translation and Intercultural Studies from the University Rovira i Virgili in Tarragona, Spain. Her main research interests include process-oriented translation research, research methodology and translator education. For a number of years, Nataša Pavlović worked as a translator for Reuters news agency and for Croatian Television (HRT). She has also translated several books in the field of social sciences, and co-authored a Croatian-English / English-Croatian dictionary.

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**Vanja POLIĆ (University of Zagreb, Croatia)**

#### **DECOLONIZING POPULAR CULTURE: CANADA AND THE POSTCOLONIAL REIMAGINING OF THE WILD WEST MYTH**

This paper discusses some of the ways in which Canadian writer Aritha van Herk on the one hand decolonizes Canadian literature from the American (US) cultural (neo)imperialism by engaging in a dialogue with the genre of the cowboy western, and more broadly with the myth of the Wild West, while on the other hand de-historicizing the West by breaking down its ossified image as still belonging to the nineteenth-century Wild West. Understood as the essence of American identity, the national myth of the birth of the great American nation and its enterprising free spirit, the Wild West myth has also been used to

culturally imperialize the globe. Canada, as the USA's northerly neighbor, has inevitably felt the influence of this grand Wild West narrative, all the more so because of the shared geographical locations of the Western Plains of the North American continent. Nevertheless, and despite its global pervasiveness, the Wild West myth, as any grand narrative, holds its own potential for subversion. This paper, thus, analyzes how this myth and the version of nineteenth-century history it projects is rethought in contemporary (post-colonial) Canadian works of fiction which try to reassert their independence, both culturally and historically, from the long shadow of the American Wild West. The paper focuses on two of van Herk's texts, one the short story "Leading the Parade", the other the (non)fictional text "Shooting a Saskatoon (Whatever Happened to the Marlboro Man?)" which show that the Wild West in fact consists of a multiplicity of Wests, while simultaneously uncovering the un/tenability and anachronism of the persisting/persistent Wild West myth. Van Herk's two texts will be discussed on the backdrop of a selection of cowboy western novels, namely, George Bowering's *Shoot!* and *Caprice*, Guy Vanderhaeghe's Western trilogy *The Englishman's Boy*, *The Last Crossing* and *A Good Man*, as well as Natalee Caple's *In Calamity's Wake* – each of which re-inscribes the Wild West myth critically, not only with regard to American, but also to Canadian flawed historical memory.

Dr. **Vanja Polić** is associate professor at the Faculty of Humanities and Social Sciences, University of Zagreb, Croatia. She holds a PhD in the eighteenth-century British novel (2009), and her second specialization is contemporary Canadian literature. She has taught courses in the theory of literature, the eighteenth-century British novel, the metaphysical poets, Architext in postmodern British literature, and Canadian literature (2005-2009 a historical survey; 2010-2013 multiculturalism in Canadian literature; 2014 Western in Canadian Literature). In June 2013 Vanja Polić became the president of the Croatian-Canadian Academic Society. In February 2014 she held a guest lectureship at Masaryk University, Brno, Czech Republic with an intensive course on multiculturalism in Canadian literature. She has also published a book in Croatian: *True, Natural, Different: Self-Legitimation Strategies of the Early British Novel* (2012).

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Antonija PRIMORAC (University of Split, Croatia)

### CULTURAL NOSTALGIA, NEO-VICTORIANISM AND HERITAGE FILM

This paper will examine the relationship between neo-Victorianism and heritage film by analysing the role of cultural nostalgia and Orientalist ideology in neo-Victorian adaptations and appropriations of Victorian literature on screen in the context of globalization. The term *neo-Victorian* has had a varied history of use in popular media and academic discourse, signalling the neo-conservatism of Margaret Thatcher to the former and a critical engagement with the past to the latter. According to Heilmann and Llewellyn, Neo-Victorian ‘texts (literary, filmic, audio/visual) must in some respect be *self-consciously engaged with the act of (re)interpretation, (re)discovery and (re)vision concerning the Victorians*’ (2010: 4, emphasis in text). The paper will thus analyse neo-Victorianism on screen as a branch of ‘post-heritage’ cinema (Monk 2011) that is engaged in a ‘(re)discovery’ and ‘(re)vision’ of Victorian literary heritage while simultaneously banking on and commodifying the literary heritage’s cultural capital. The paper will specifically look at the adaptations’ nostalgic re-visioning of Victorian heritage as visual spectacle which Orientalizes the past and renders it as exotic and desirable. Furthermore, the paper will critically engage with Marie-Luise Kohlke’s proposition that Neo-Victorianism ‘has become the new Orientalism, a significant cultural mode of re-imagining sexuality in our hedonistic, sex-surfeited age . . . [where] in an ironic inversion, the Victorian age that once imagined the Orient as seductive realm of libidinous excess in its literature, architecture, and arts, itself becomes Western culture’s mysterious eroticised Other’ (2008: 352). The political implications of such ‘new Orientalism’ are further examined in the light of ‘old’ Orientalism, as put forward by Edward Said in *Culture and Imperialism* (1993), evidently still at work in contemporary screen adaptations of the long nineteenth century as varied as Mira Nair’s *Vanity Fair* (2003), Tim Burton’s *Alice in Wonderland* (2010), or BBC’s TV series *Sherlock* (2010-) and *Ripper Street* (2012-).

**Antonija Primorac** is an assistant professor in English Studies and the head of the Department of English Language and Literature at the Faculty of Humanities and Social Sciences, University of Split, Croatia.



Her research interests include Neo-Victorianism, adaptation studies, transnational literature, and Victorian literature and culture, with focus on the links between Victorian literature and material culture from the perspective of feminist criticism and postcolonial studies. Her publications also include studies of the intertextual links between Croatian and English literature, and articles on contemporary Canadian literature, including an edited anthology of Canadian short stories translated into Croatian (2009).

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**Vivijana RADMAN (University of Zagreb, Croatia)**

### ***THE FULL MONTY: MASCULINITY REINSTATED***

In the late 1980s and the early 1990s a number of mainstream/Hollywood films appeared in which the female character was cast the leading role, i.e. the role of the protagonist, even if the films in question were of traditionally male-dominated genres. To an extent this phenomenon did reflect the changed social position and greater visibility of women, but the strategy of making the female the subject of the traditional film narrative was much more a result of an entirely different kind of situation – namely the crisis of the film hero who was no longer able to maintain the cinematic action. The solution was for the female to do it for him.

Since the position of the subject of the film narrative in traditional cinema was not designed for a female character, the authors had two possible ways to deal with the problem, that is, two basic plotlines were developed that could accommodate such faulty subject: the first was to initially instate and then destroy the female protagonist, the process of destruction being the story/action of the film (*Thelma & Louise*, a road movie) and the second was to record the process of the female protagonist becoming the subject, which involved stripping the character of its traditionally objective qualities first.

*The Full Monty*, a 1997 British comedy, deals with the same problem, that is, with the crisis of cinematic masculine subjectivity with its inability to engender traditional action. Only this time, the director/screenwriter doesn't turn to the female character to compensate for the fallen masculinity, but decides to build the male protagonist anew from the shattered remains of his former self. The process of becoming the subject (again) becomes the action/plot of the

film, just as becoming the subject for the first time constituted the plot of the female protagonist solution type of film. The protagonist(s) do not begin as action heroes, but end as such, and the purpose of this paper is to analyse strategies employed to reinstate shattered subjectivity/masculinity and compare them to cinematic strategies used to build the female subject from the more traditional female object.

**Vivijana Radman** was born in 1966 in Split, Croatia. She graduated from the Faculty of Humanities and Social Sciences, University of Zagreb in 1991, majoring in English language and literature and Russian language and literature. In 1997 she earned a master's degree in literature with the thesis "The female character in the postmodern cinema". She is currently enrolled in the doctoral programme in literature, performing arts, film and culture at the same Faculty. Her main research interest is the gender approach to literature and film. She is a senior lecturer at the Centre for Foreign Languages, Faculty of Humanities and Social Sciences, University of Zagreb, and she teaches English for academic purposes.

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**Katja RADOŠ-PERKOVIĆ (University of Zagreb, Croatia)**

#### TRANSFORMING AND INTERPRETING HISTORY: ON DONIZETTI'S TUDOR TRILOGY

Nineteenth-century Italian composer Gaetano Donizetti composed several operas dealing with sixteenth-century English queens, and the best among these are the three known today as the Tudor trilogy: *Anna Bolena* (1830), *Maria Stuarda* (1834) and *Roberto Devereux* (1837). The paper aims to present the work of Donizetti's librettists, Felice Romani, Giuseppe Bardari and Salvatore Cammarano, in transforming historical facts and interpreting individual destinies of important English queens. Their solutions are mainly the result of the need to comply with Italian romantic opera poetics and of a very pronounced Anglophilia present in Italian culture since the mid-eighteenth century. Some of the strategies applied by the librettists include simplifying the context and relying strongly on passions rather than logic or political interests in the shaping of characters, as well as serious divergence from historical facts.

**Katja Radoš-Perković** is an assistant lecturer in the Department of Italian Studies at the University of Zagreb. She received her PhD in 2011 with a

thesis on Croatian translations of Goldoni's comedies. She is the author of the book *Pregovori s izvornikom. O hrvatskim prijevodima Goldonijevih komedija* (Leykam International: Zagreb, 2013). Her main research interests range from Carlo Goldoni (Croatian Goldoni studies) to eighteenth-century Italian theatre and Italian libretti. She has participated in numerous domestic and international conferences and published a dozen research papers in conference proceedings and journals.

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**Davorka RUJEVČAN (University of Zagreb, Croatia)**

**Dino DUMANČIĆ (University of Zagreb, Croatia)**

### **HAVE A SOFT SPOT FOR ENGLISH, OR IS IT JUST NOT YOUR THING? A STUDY OF CROATIAN (UNIVERSITY) STUDENTS' ATTITUDES TOWARDS ENGLISH AS A FOREIGN LANGUAGE**

The process of learning a foreign language is highly complex and as such includes a number of elements which can ultimately affect the very success of learning. Mastering a language depends not only on such individual learner characteristics as intelligence or language aptitude, but also on affective factors; among these, motivation and anxiety can be mentioned (Dörnyei, 2005). Learners' attitudes towards a language are considered an integral part of the affective factors list, as well. Even though various definitions of language attitudes exist, they are often defined simply as thoughts and beliefs of language learners about a language, its culture and its speakers. The attitudes we have towards a language, its speakers, customs and society can greatly influence, both positively and negatively, our success in learning (Gardner, 2010). It is well known that attitudes are formed within the framework of the social environment in which we live. Thus, people around us and their attitudes can also play a major role in forming our attitudes, combined with our personal preferences and opinions based on our own experience.

The aim of this paper was to provide insight into the attitudes of Croatian students towards English as a foreign language. Since the participants were at the higher education level, and they had been learning English for a number of years, we wanted to investigate what kinds of attitudes they had developed towards English. The first part of the paper will elaborate on the concept of attitudes and discuss their

impact on the process of foreign language acquisition, while offering a review of relevant research. The second part will focus on the methodological part of the study, conducted on students at two Croatian institutions of higher education. The instrument used was a questionnaire comprising 30 statements, and five open-ended questions. The participants were asked to show their level of agreement with the included statements on a Likert scale, and in the second part they were required to complete the beginnings of the five sentences with their own ideas. Given the nature of the research, two separate analyses were conducted – quantitative and qualitative. In the talk, the emerging results of this research study will be interpreted and implications for future research provided.

**Davorka Rujevčan** was born in Karlovac, where she currently lives. She graduated in 2004 from the Faculty of Humanities and Social Sciences, the University of Zagreb, and obtained a degree in English language and literature and Ukrainian language and literature. In 2012 she enrolled in a doctoral programme focusing on applied linguistics and second language acquisition at the Faculty of Humanities and Social Sciences. Her main fields of interest include reading and vocabulary learning strategies. Her work experience includes teaching English to students of all age groups, ranging from kindergarteners to adults. Currently, she is employed as a lecturer at Karlovac University of Applied Sciences, where she teaches courses in English for Specific Purposes to students of Hospitality, Food Processing Technology and Gamekeeping and Environmental protection. She has been a member of the Croatian Association of Teachers of English (CATE) since 2002, and was the president of the Karlovac branch from 2009 to 2013. She is also a member of the Croatian Applied Linguistics Society (CALs).

**Dino Dumančić** was born in Osijek in 1985. After graduating from high school, he enrolled in the Faculty of Humanities and Social Sciences in Osijek in 2004. He graduated in English language and literature and world history. His graduation thesis was entitled “Some social and linguistic aspects of code-switching within and across English.” During his studies his interests were most focused on English language teaching methodology. As a student he had the chance to volunteer and actively participate in a primary school class where he worked with students

with special needs. This experience offered him invaluable insight into the complexities of education of students with special needs. His working experience involves teaching in primary and secondary schools. He acquired his state teaching license in 2011. In November 2012, he enrolled in the Glottodidactics doctoral programme at the Faculty of Humanities and Social Sciences, University of Zagreb. He is a member of the Croatian Association of Teachers of English (CATE) and the Croatian Applied Linguistics Society (CALS).

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**Anna SAMBOROWSKA (University of Silesia, Poland)**

### **TO PRESERVE "THE TRUTH": TRAUMATIC EXPERIENCE IN AMERICAN NARRATIVE JOURNALISM**

Joseph North, the editor of the *New Masses* wrote in the last century that "reportage is three-dimensional reporting. The writer not only condenses reality, he helps the reader to feel the fact."<sup>1</sup> Reportage must do more than tell its reader what has happened – it must help him/her to experience the event, because not only does it stand for the preservation of cultural memory, but its general purpose is to transfer information concerning events and places. The aim of this paper is to show the way in which American war-reportage from the Middle East serves as a tool which archives the reporter's war-time experiences. Those that are traumatic and hence, to a certain extent, adiscursive. I endeavor to show that American narrative journalism writing, being more subjective and defined than the European variety, gained the mimetic ability of, on the one hand, saving, and on the other, reenacting events in a way that makes the transfer of information valuable for the reader. In order to make this analysis possible, I decided to confine myself to the communicative function of mimesis and the relationships occurring between the author and the recipient of the text, which is coherent with the thinking of Paul Ricoeur. I believe that this kind of descriptive framework will allow me to present American reportage *archiving abilities* as a composed structure able to preserve the (subjective) truth.

<sup>1</sup> As quoted in John Hartsock, *A History of American Literary Journalism*, University of Massachusetts Press, Amherst, 2000, p. 169

**Anna Samborowska** is a Ph.D. student of Literary Studies at the University of Silesia in Katowice (Poland). She graduated and received her M.A. degree in 2012, defending her dissertation on changing awareness about the conditioning of American national identity. Her research interests focus on the concept of the augmented body and the occurring relationships between a language and the physical experience in postmodern literature. She was awarded the Rector's Scholarship for the best students (2011) and the Rector's Honor Award (2012). She currently holds the position of Student and Ph.D. Student Advocate at her university, where she helps her colleagues to solve problems concerning their studies. Additionally, she gives guidance on university policies and procedures as expressed in the Rules and Regulations of Study Programmes and the Law on Higher Education.

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**Tijana SPASIĆ (University of Novi Sad, Serbia)**

### ***INFINITE JEST: A NEW AMERICAN NOVEL?***

This paper makes an effort of approaching and contextualizing the work of David Foster Wallace, one of the most talented and renowned American writers of the younger generation, within the postmodern American literary tradition. The paper is especially focused on Wallace's most critically acclaimed novel, *Infinite Jest*, with the aim of interpreting the writer's take on American society at the end of the twentieth and the beginning of the twenty-first centuries, via this almost intimidatingly long and highly intricate novel. Based on a plethora of recent theoretical approaches to Wallace's work, especially that of James Boswell, the paper analyzes Wallace's writing as an ambitious effort of becoming a part of the tradition of literary innovation beginning with James Joyce and continuing through John Barth and Thomas Pynchon, which is most obviously shown in *Infinite Jest*. By analyzing this particular novel, the paper also tends to expose the possible novelties this writer attempted of making in his work by weighing certain counterproposals against the postmodern culture and perhaps charting a new course for contemporary literature.

**Tijana Spasić** (1983) studied the English language and literature at the Faculty of Philology in Belgrade and obtained her MA at the Faculty of Philosophy in Novi Sad. She is currently a PhD student of literature,

particularly interested in the contemporary American literature and the theory of postmodernism. She has published several papers in this area, as well as a monograph based on her MA thesis titled “Exile into *Pale Fire* and *The Novel about London*,” a comparative study of the treatment of exile in the two novels by Vladimir Nabokov and Miloš Crnjanski (Zadužbina Andrejević, Belgrade, 2009). She was one of the recipients of the scholarship for PhD students awarded by the Serbian Ministry of Science in 2009. She has translated several books for adults and children from English to Serbian. She is also very keen on teaching and is currently employed as an English teacher in a language studio in Belgrade, where she lives.

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**Elena SPIROVSKA TEVDOVSKA (South East European University, Macedonia)**

### **EXPLORING CULTURAL ASPECTS IN A FOREIGN LANGUAGE CLASSROOM THROUGH READING TEXTS**

Language educators have accepted the position that learners of foreign languages need to develop competency in the vocabulary and grammar of the foreign language. In addition, it is also important for language learners to expand the intercultural awareness and understanding of the target language culture. Certain authors (e.g., Valdes, 1986; Kramch, 1993) emphasise the importance of building intercultural awareness in the context of foreign language teaching and learning. The purpose of this paper is to describe a study in which we analyse the ways of exploring and understanding aspects of foreign cultures through the implementation of reading texts in the foreign language classroom and present some of the practices and experiences in the context of teaching English as a foreign language at South Eastern European University in Tetovo. The emphasis in this study is on the process of building on existing cultural understanding, as well as introducing a new cultural understanding of the target language to foreign language students analysing it from different aspects and literature sources, as well as from the author’s personal experience as an EFL instructor. The data collection was carried out by means of a student questionnaire based on a five-point Likert scale aiming to examine students’ attitudes towards literary texts which introduce cultural aspects and in-class observations which look deeper into activities used to introduce cultural concepts to

students. The paper also aims to present the results of analysing the impact of reading texts on the building of cultural understanding from the learners' perspective. Useful suggestions for activities which enhance intercultural understanding and competence via using reading texts in EFL classroom will also be made.

**Dr. Elena Spirovska Tevdovska** works as an English language lecturer at the Language Centre and Faculty of Languages, Cultures and Communications, South East European University (SEEU) in Macedonia. She teaches Basic Skills English courses, English for Specific Purposes as well as Translation and Literature in EFL at the Department of English Language and Literature. In 2003, she started working on her master's degree as a participant in the distance education programme provided by Indiana University in cooperation with SEEU. She completed the programme and obtained the Master of Educational Sciences degree in 2005. In 2008, she started working on her doctoral dissertation at the Faculty of Languages, Cultures and Communications and completed it in 2012. In the meantime, she has participated in and presented on several international conferences. Her papers have focused on topics related to teaching English as a foreign language. She has published several articles in journals and conference proceedings. Her academic interests include teaching English as a foreign or second language, literature in EFL, and English for Specific Purposes.

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**Carolyn J. STEFANCO (College of Saint Rose, USA)**

#### **AMERICAN STUDIES TRANSFORMED: THE LEGACY OF FULBRIGHT AT THE UNIVERSITY OF ZAGREB, CROATIA**

This paper will explore the impact of the Fulbright Scholar Program on both the teaching and research of American Studies faculty in the English Department of the University of Zagreb and on the Fulbright Scholars who taught American Studies there. Utilizing a case study approach, this historical analysis will examine secondary sources about the Fulbright Scholar Program and, specifically, its effect on Fulbright Scholars, and American Studies in and outside the United States, in general, and in Croatia, in particular. Oral history interviews will be conducted with American Studies faculty in the English Department of the University of Zagreb, former Fulbright Scholars who taught there,



and Fulbright and United States Embassy employees with knowledge of the specific program in Zagreb. If possible, former American Studies students at the University of Zagreb will also be consulted. Of special interest will be an assessment of diversity issues in American Studies, in American Studies in the English Department of the University of Zagreb, and of Fulbright Scholars who served there. The American Studies Association recently stated, "American Studies scholarship represents a negotiation with the disabling and enabling legacies of critical formations around race, gender, sexuality, and indigeneity." (See American Studies Association website, "Reflections on the Annual Meeting, November 2013.") How do scholars of American Studies in the English Department of the University of Zagreb understand diversity? How has their thinking about this changed over time? Has the presence of Fulbright Scholars played a role in what these scholars study and teach? Has the experience of serving as an American Studies Fulbright Scholar at the University of Zagreb changed how these Americans understand diversity in the U.S. context? Have their experiences in Zagreb changed what they study and teach? My experiences as a Fulbright Scholar in the English Department of the University of Zagreb from 2007-2008 transformed my understanding of American Studies as it is understood in Zagreb and the United States. I look forward to contextualizing these experiences through an examination of the scholarly literature, and through interviews with American Studies faculty in Zagreb and the American Studies Fulbrighters who preceded and followed me.

**Carolyn J. Stefanco** (U.S.A.) became president of The College of Saint Rose in New York on July 1, 2014. She previously held positions as vice president for academic affairs at Agnes Scott College, a women's college in Atlanta, Georgia, and as an administrator and faculty member on two campuses in the California State University system. Stefanco received a Ph.D. in history from Duke University, and is part of the first generation of American scholars trained in women's history and women's studies. Her publications focus largely on women's experiences in the U.S. Civil War South and the nineteenth-century West, and, more recently, on women's leadership. Her research has been funded by the (U.S.) National Endowment for the Humanities, the (U.S.) National Science Foundation, and other agencies. She has worked tirelessly to create

opportunities for students and faculty from many countries to work and study together. Stefanco served as a professor and resident director for a London Study Program, and as a Fulbright Scholar at the University of Zagreb, Croatia. She speaks regularly about a variety of issues in higher education, and serves in leadership roles for professional organizations and for community organizations.

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**Andrej STOPAR (University of Ljubljana, Slovenia)**

**Gašper ILC (University of Ljubljana, Slovenia)**

### **NATIONAL CEFRs? A CASE OF SLOVENIA**

In 2014, the first project to relate national examinations in English to CEFR was concluded in Slovenia (Peharc Bitenc & Tratnik, 2014). The panel of eleven judges received suitable training, and, as Cronbach's  $\alpha$  showed, the agreement between the panelists was very high. It is questionable, however, whether the high degree of agreement is directly related to the judges' proper understanding of the CEFR descriptors or whether it can also be attributed to their shared educational or cultural background (North & Jones, 2009). This talk describes a study which addresses this issue by examining the correlations between Slovene national examinations in English and two comparable international examinations. At the same time, the study also serves as a validation of the results of the Slovenian CEFR alignment project.

The present study examines the reading section of the Slovenian national examination in English, i.e. the Matura, aligned with CEFR level B2 in comparison with two international examinations aligned with B2 and C1: *Cambridge English: First (FCE)* and *Cambridge English: Advanced (CAE)*. Empirical research was conducted among 80 students who, according to the national curriculum, were at level B2. The respondents had been asked to complete the reading comprehension parts of the three examinations in question. The test-takers sat the tests during a two-month period, and the results were statistically analyzed and compared. The SPSS and Excel programmes were used to determine the means, standard deviations, difficulty and discrimination indices and Cronbach's  $\alpha$ . A special focus of the analysis was on the t-test results to determine significant differences in the test-takers' achievement levels.

The placement of test-takers revealed to what extent the judgments of the Slovenian panelists about CEFR levels coincided with the international examinations. The answer to this question is paramount because different interpretations of CEFR levels can significantly affect national testing policies and, consequently, language teaching and testing.

**Andrej Stopar** is a lecturer in the English Department at the Faculty of Arts, University of Ljubljana, Slovenia. In 2004 he obtained his MA degree and in 2006 his PhD degree in English linguistics, both from the University of Ljubljana. His research interests are primarily focussed on (generative) syntax, discourse analysis, translation and language testing. The courses he has taught at the university level include Language in Use, English Grammar for Teachers, Translation (Slovenian to English and English to Slovenian), English Pronunciation and Slovenian Morphology. In 2008, Dr. Stopar became president of the Slovenian Subject Testing Committee for the Vocational Matura in English. The group designs tasks for the national (B1) examination in English for vocational and technical secondary schools.

**Gašper Ilc** is an associate professor of English Linguistics in the English Department, Faculty of Arts, University of Ljubljana. In 2002, he obtained an MA degree, and in 2004 a PhD degree in English linguistics, both from the University of Ljubljana. His dissertation, "Syntactic Approach to Negation: Cross-linguistic Perspective," is written in the framework of Chomskian generative approach. He has actively participated in international conferences focussing on formal approaches to syntax.

In 2008, he became president of the Subject Testing Committees for the Matura (English), a position he still holds today. The Committee is in charge of preparing examination materials for the written part of the exam that is administered and scored on the national level. He has attended several international conferences and workshops dealing with language testing and assessment.

His publications include papers on English syntax, contrastive linguistics, sociolinguistics, language testing, and EFL.

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Jelena ŠESNIĆ (University of Zagreb, Croatia)

### THE CROATIAN DIASPORA AS AN UNFINISHED TRANSDISCIPLINARY PROJECT

Ever since the closing of the deep and wide ideological gap that was, first, placed and next meticulously upheld between the emigrants and the home country through the decades following the end of the Second World War and up to the fall of communism in 1989, the Croatian diaspora still finds itself in uncharted waters and in-between the states, cultures, and disciplinary protocols, both in the country of origin (i.e., Croatia), as well as in the host country (I will take as an example the traditionally very strong and durable Croatian diaspora in the United States).

While various disciplines pay lip service to the formations and features of the diaspora, what is still lacking is a sustained, trans- and interdisciplinary effort undertaken primarily by scholars in Croatia that would initiate a full-scale dialogue addressing the potential, cultural capital, symbolic grounding, anchors of continuity, and other facets of the Croatian diaspora as it laterally and vertically connects and re-connects itself worldwide. Such connectivity need not take place exclusively through the mother country, but also proceeds to occur on the diasporic rims. In such a venture, as will be contended in this presentation, it is profitable and necessary to include not only Croatian Studies or American Studies (themselves already interdisciplinary orientations), but to seek active involvement by a number of other disciplinary ventures, such as political science, sociology, cultural theory, history, migration studies, psychology, and the like, in order to enhance the critical yield from such an approach.

In order to illustrate the feasibility of such an undertaking, a short presentation will follow observing specific phenomena traced in a continuous procession of diasporic waves arriving from Croatia to the shores of the United States. Since the US-Croatian diaspora still holds a pride of place of sorts among similar formations, it will be taken as a convenient example that could be applied to other Croatian diasporic communities.

**Jelena Šesnić** is an associate professor in the Department of English, Faculty of Humanities and Social Sciences in Zagreb. She publishes in English and Croatian, while her research and teaching are focused on American Studies methodologies, American literature of the nineteenth century, and American ethnic writing. Her publications include the following: *From Shadow to Presence: Representations of Ethnicity in Contemporary American Literature* (Rodopi 2007); *Mračne žene. Prikazi ženstva u američkoj književnosti, 1820-1860* (Leykam, 2010), and, as editor, *Siting America/ Sighting Modernity: Essays in Honor of Sonja Bašić* (FF Press, 2010). She is a co-founder and currently a secretary of the Croatian Association for American Studies (member of the EAAS).

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**Sanja ŠOŠTARIĆ** (University of Sarajevo, Bosnia and Herzegovina)

**'IF PYNCHON BE THE FOOD OF ACTION, READ ON; GIVE ME EXCESS OF IT...'? – PYNCHON'S NOVELS OF EXCESS AND THEIR PLACE IN POST-POSTMODERNITY**

Paradigmatic of a frustratingly ever more complex and ever less accountable world of the early twenty-first century, both American literature and its corresponding, ever-growing bulk of literary criticism and/or cultural theory seem to have arrived at the point where the sheer quantitative immensity of available information/production, instead of quenching the proverbial thirst for knowledge (and perhaps delight), too frequently causes nausea and metaphorical hangover. This already commonplace statement, often heard and reiterated in academic as well as non-academic contexts, is sometimes used by the detractors of postmodernist literature, postmodernist literary criticism and postmodernist cultural theory as a welcome argument in their attempts to prove postmodernism's obscurantism rooted in neoliberalism and political reactionarism that allegedly hinders any effective and meaningful social or political critique, and, ultimately, any form of activism.

Thomas Pynchon's work (along with critical studies on Pynchon in print and electronic form) certainly represents an overwhelming illustration of the postmodernist excess. The paper/talk examines whether narrative and thematic complexity in Pynchon's *V.* And *Gravity's Rainbow*, including the problematization of history, multiplicity of potential meanings of events and phenomena, the triumph of systems and of the

inanimate, merely reflects the world's complexity in the sense that reflecting equals justifying or even relishing in its obscurity, or whether Pynchon's literary assessment of Western culture's condition might point at the possibility of challenge in some form, in line with Tom LeClair who, in *The Art of Excess: Mastery in Contemporary American Fiction* (1989), classifies Pynchon as American postmodern naturalist for his successful representation and comprehension of the hegemonic master systems, suggesting that comprehending the forces that shape our world might mean saving it.

**Sanja Šoštarić** is associate professor at the Faculty of Philosophy in Sarajevo, where she currently teaches courses on British social and cultural history, American transcendentalism, and American modernism, as well as courses in the field of American cultural studies, such as American Postmodernist Fiction, American Film, and American Women's Experience. She received her master's and doctoral degrees from the University of Heidelberg. In 2000 she completed a dissertation entitled "Coleridge and Emerson: A Complex Affinity," a comparative study exploring ties between German idealist philosophy, English Romanticism and American transcendentalism. In 2009 she published a book on English medieval literature that reflected her engagement at the time in teaching a related course at the English department in Sarajevo. Prof. Šoštarić has published articles on American transcendentalism, contemporary British and American literature and cultural studies, including R. W. Emerson's aesthetics, the fiction of Doris Lessing, Philip Roth, Donald Barthelme, Don de Lillo, Ishmael Reed, Robert Coover, John Barth, and an article on representations of African-Americans in American cinema. From October 2009 to July 2010 she was a Fulbright Visiting Scholar at the University of California – Berkeley, pursuing a research project in the field of American postmodernist fiction of the 1960s and 1970s.

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Vanja ŠTEFANEC (University of Zagreb)  
 Jurica POLANČEC (University of Zagreb)

### CROATIAN MODALS AND MULTIWORD MODAL EQUIVALENTS: A CORPUS-BASED ANALYSIS

In Croatian linguistics, the most important accounts of modal verbs are two studies by Kalogjera (1982, 1985) on English modals and their Croatian equivalents. In these studies, the author introduced a number of important notions to the description of Croatian modals, such as establishing the separate category of modal verbs as a group in its own right and introducing the opposition of root and epistemic meanings of modals. His major concern was modal verbs as such, while other means of expressing modality, such as multiword modal expressions and adverbs, though acknowledged to exist (Kalogjera 1982: 26), were never collected nor investigated in detail.

The present contribution is intended to build on Kalogjera's work, by adopting his results and most of his approach while at the same time introducing some theoretical novelties, updating his work by taking into account more recent examples, and adding an analysis of multiword modal equivalents. The theoretical aspects of our approach are based on Palmer's typologically oriented work on modality (2001). Thus, we adopt modality as a typologically valid category which has different renderings in languages of the world.

The list of modal verbs will be adapted from Kalogjera. The list of modal equivalents will be established by translating English semi-modals and fixed expressions with modal meanings, listed in Biber *et al.* (1999: 484, 716–722). In addition to that, some expressions observed in everyday usage will be added. The adverbial modal equivalents will not be analyzed for the purposes of this study.

The established list, by no means exhaustive, will be checked against the Internet corpus *hrWaC* in order to establish the frequency of meaning and the syntactic features of each modal verb and multiword modal equivalent. The pairs of modals and multiword expressions that seem to share the same meanings will be of special concern.

Our analysis aims at presenting genuine language facts backed up by precise quantitative data. It will give a more thorough and up-to-date picture of the means of expressing modality in contemporary Croatian.

The benefits of such an analysis are twofold. Firstly, many of the examples presented by Kalogjera are nowadays deemed obsolete or highly stylistically marked. Also, the topic of modality has not since been sufficiently addressed. Secondly, the development of computational language resources has enabled a more refined analysis based on a much larger number of more varied examples.

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**Vanja Štefanec** received his master's degree in Information Science from the Faculty of Humanities and Social Sciences in 2012. There he also studied Indology and Computational Linguistics.

As a research associate, he has been employed on two European projects, ICT-PSP project CESAR and FP7 project XLike, both aiming at building, standardizing and evaluation of language tools and resources.

His research interests include language modeling, building language tools and resources, as well as theoretical morphology and syntax. He has published several papers dealing with various topics of language modeling and processing.

He currently works as a software engineer in a private company. Concurrently, he is pursuing his PhD in Neuroscience at the University of Zagreb.

**Jurica Polančec** is a graduate student of Linguistics and French at the Faculty of Humanities and Social Sciences in Zagreb.

His research interests include the syntax of Croatian, particularly its informal varieties, syntactic typology and Munda languages. So far, he



has published papers on Croatian relative clauses, ditransitive verbs and verbal aspect.

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Željka ŠVRLJUGA (University of Bergen, Norway)

### PALIMPSESTING NAT TURNER'S REBELLION

This paper aims to explore Kyle Baker's graphic novel *Nat Turner* (2006) and its relation to and re-vision of Thomas R. Gray's *The Confessions of Nat Turner* (1831), with William Styron's 1966 novel of the same title and John Henrik Clarke's edited collection *William Styron's Nat Turner: Ten Black Writers Respond* (1968) as underlying critical reference. Baker's graphic project challenges the prejudiced representation of the Southampton Rebellion and its leader by adopting a brown-tone color scheme and the politics of silence to bring home the ethics of representation of resistance with roots in the institution of slavery. *Nat Turner's* politics of representation consequently places the novel within the tradition of Art Spiegelman's and Joe Sacco's historical graphic narratives of suffering, if we take into account that most of his graphic output is in color. Unlike Art Spiegelman and Joe Sacco, however, Baker has no access to witnesses' or survivors' personal experience of the insurrection and replaces the missing testimonies with the systemic violence inherent in the abominable institution.

The paper will argue that Gray's depiction of Turner as bloodthirsty fanatic needs to be seen in light of the atrocities of slavery which force the enslaved subjects to resist the system's inhumanity. Thus the novel begins off key, with the story of the abduction of Nat Turner's grandmother in Africa and her experience of the horrors of the Middle Passage. Styron's novel may be credited with what Gray's "Confession" omits in referencing Nat Turner's "visionary" knowledge of things he could not have known as a child, which his family sees as his prophetic traits. In Baker's graphic universe, this story becomes a wordless graphic narrative that stands in sharp contrast to the excerpts from Gray's text, which, like Styron's, is blind to its own racist politics. The paper will show how Baker's novelistic universe distrusts the ability of the word to give credence to the nightmares of the lost and/or unnamed subjects of history, as if espousing Freud's view that dreams and nightmares surface in the form of the visual. The image-text is thus charged with the expressive power of eyes and faces that "scream" at their viewers,

allowing their expressions to tell the repressed stories and forcing the reader to take an ethical stand.

**Željka Švrljuga** is associate professor of American literature at the University of Bergen, Norway, with a PhD in American literature from the same university. She chaired an international educational cooperation project with the universities of Sarajevo and Zagreb (2002-05) and served as vice-president of the American Studies Association of Norway (2006-10) and as president (2010-12). She is the author of *Hysteria and Melancholy as Literary Style* (2011) and a co-editor of *Performances in American Literature and Culture* (1995). Her research interests and publications are within the rhetoric of pain, the Holocaust, and the contemporary novel of slavery in American and Anglophone Caribbean literatures. She is currently completing her second book on the neo-slave narrative and the parodic turn.

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**Janica TOMIĆ (University of Zagreb, Croatia)**

#### **AFTER THE RETROSPECTIVE: BERGMAN'S *WINTER LIGHT***

The first instalment in Ingmar Bergman's "Triology", *Winter Light* (*Nattvardsgästerna*, 1962), begins with a long sequence of a lecture held by a provincial pastor, the film's protagonist, before a sparse and disinterested crowd of churchgoers. A depressed fisherman confesses he is haunted by newspaper headlines on the threat of a Chinese invasion and a bundle of fears which the pastor fails to alleviate.

In Bergman studies, the "Triology" traditionally marks different moments of crises: when the new wave of "anti-Bergman" or "political film" was under way in Sweden, Bergman stated that the critics had successfully turned him into a "dinosaur"; ready to be confined to the realms of film canon and film archive, he reflected on the demise of intellectual films in the works of fellow auteurs (Lotman: *Semiotics of Cinema*, 1973).

However, since its release, *Winter Light* has developed a parallel history of readings that looked beyond these signs of a turning point in Bergman's filmography. Although the auteur produced reflections on his life and work in different media throughout his career, *Winter Light* has come to define his biography and poetics for generations of interpretations, such as V. Sjöman's documentary *Ingmar Bergman Makes a Movie* (*Ingmar Bergman gör en film*, 1967), A. Ahndoril's

biography *Director (Regissören, 2006)*, etc. This paper will discuss the interest in *Winter Light*, its archival (re)positioning, articulations and other possible appropriations (Buden and Žilnik: *Uvod u prošlost, 2014*).

**Janica Tomić** graduated in comparative literature and English and has a PhD in Film Studies. She is employed as an assistant lecturer in the Scandinavian Section, Department of English, Faculty of Humanities and Social Sciences in Zagreb. Her research focuses on film history, film and other media, Scandinavian cinema, silent cinema and TV series.

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**Masami USUI (Doshisha University, Japan)**

### THE RETRIEVED “LOST AND FOUND” VOICE IN KAZUO ISHIGURO’S *NEVER LET ME GO*

Kazuo Ishiguro’s *Never Let Me Go* (2005) underlines another Holocaust, an imprisonment of human life, dignity, and self. The clones represent the victims who are deprived of their roots, their identity, the meaning of life, and their own lives. Born and raised in this prison, clones are initially lost and never found in their limited life time. *Never Let Me Go* delineates the invisible and cruel space of “Lost and Found” in the twentieth and twenty-first centuries.

In this “Lost and Found,” the narrative voice is retrieved after it is once deleted and lost in the clone holocaust. The protagonist and narrator, Kathy H, is a model clone whose life is determined to complete after the required education, trainings, and vocation. H, Kathy’s unidentified last name, seems to stand for Hailsham, for Kathy H is a child of Hailsham, a traditional British boarding school/orphanage for elite clones. Set in the 1990s, however, the space of *Never Let Me Go* includes the destiny of the Old World as well as the controversial issues raised by indirect murders such as nuclear wars, terrorism, and genetic engineering in this century. As an experiment for clone children, Hailsham encodes the contemporary controversial experiments in science and technology which inevitably result in global chaos. Against this global chaos, Kathy H is assigned to understate the collective voice of the lost self in the floating world. The retrieved “Lost and Found” voice conveys to us the endless quest for the meaning of being in this period of drastic transitions and destructions

**Masami Usui** received her B.A. and an M.A. from Kobe College, Japan, as well as a second M.A. and her Ph.D. from Michigan State University. After teaching at Hiroshima University, she is currently professor of English at Doshisha University, Japan. She has published papers in Japan, England, Korea, the United States, Germany, etc., and contributed to *Virginia Woolf and War* (1991), *Asian American Playwrights* (2002), *Literature in English: New Ethnical, Cultural, and Transnational Perspective* (2013), *Virginia Woolf and December 1910* (2014), etc. Along with MLA, the International Virginia Woolf Conference, the International Popular Culture Conference, and the American Studies Association Conference, she has presented her papers in English at Academia Senica in Taiwan, ASAK and KAFSEL in Korea, MESEA in Hungary, CISLE in Canada, the International Conference on Asian American Expressive Culture in China, the International PC/ACS Conference in Poland, and elsewhere.

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**Eva VALENTOVÁ** (Masaryk University, Czech Republic)

### **THE CHAOTIC FREEDOM-FIGHTER: ANONYMOUS AS THE TRICKSTER OF CYBERCULTURE**

This presentation explores the connections between the hacktivist movement Anonymous and the mythological trickster figure, which is usually studied within the context of Native American and African cultures. Since both the trickster and Anonymous have proved to be too elusive to be trapped in a definition, the presentation takes up features which have been identified by some renowned scholars dealing with this figure as typical of the trickster (most notably Lewis Hyde in his *The Trickster Makes This World* and William J. Hynes in his essay "Mapping the Characteristics of Mythic Tricksters: A Heuristic Guide"), and these features are then examined in the context of the hacktivist culture. The aim of the presentation is to demonstrate that Anonymous has enough of these features to be considered a trickster in the true sense of the word: it is a group of pranksters, but their pranks often have a serious impact; the movement often plays the role of a situation-inventor and even a culture hero; it is deeply ambiguous and anomalous; and it can be characterised by a lack of identity and a disregard for rules, conventions and boundaries in general. In this way, the presentation in a way challenges the claim made by scholars such as Lewis Hyde or

Michael P. Carroll that the true trickster can only be found in mythology, Native American and African in particular.

**Eva Valentová** is currently doing her Ph.D. in the Literatures in English programme at the Faculty of Arts at Masaryk University in Brno. She holds combined MA degrees in English Language and Literature and German Language and Literature, and in Teacher Training. Her research interests include Victorian England, Decadent Movement, and the trickster figure. In her Ph.D. project, she focuses on the role of Pan in Decadent literature.

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**Zénó VERNYIK** (Technical University of Liberec, Czech Republic)

**Michaela COUFALOVÁ** (Technical University of Liberec, Czech Republic)

### **MORE THAN "PURE JOURNALESE": ARTHUR KOESTLER'S *THIEVES IN THE NIGHT* AS A COMPLEX LITERARY WORK OF ART**

A look at British reviews of *Thieves in the Night* could easily convince the reader that it is little more than bad writing and shameless propaganda. They almost unanimously talk of "an appallingly bad novel that is pure journealese," where "the characters fail to come to life" and even the protagonist is but "a mere ventriloquist's dummy." These strong statements, however, remain mere value judgements, unsupported by specific examples or even basic analyses.

Our presentation theorizes that, paradoxically, this harshly negative stance may be exactly the result of the book's complex and unusual structure and its refusal to fit any conventional genre seamlessly, rather than its purported simplicity and lack of refinement. We show that the text uses multiple narration, combines epistolary and conventional chapters, and uses inserts in the form of reports, ordinances, the Hebrew Bible, and newspaper cuttings. In contrast to the allegation that the text has empty and static characters, the presentation points out that the book can be read as a controversial Bildungsroman, portraying the protagonist's development from a disoriented liberal intellectual into an active terrorist, helped by the active interaction of complex personalities.

Of particular interest is the text's open self-positioning in-between fiction and non-fiction. While feasibly one of the origins of the allegations of the book's "unliterary" character, we show that rather

than being a lack, it allows for some of the novel's complexities. The juxtaposition of documents and fictional episodes works in two ways: while the documents may potentially lend an air of authenticity to the fiction, their very proximity to fictitious diary entries calls into question the reliability and authenticity of these very documents, as well. In a book that is half fiction, half documentary, the boundaries between fiction and reality inevitably get blurred.

**Zénó Vernyik** graduated from the University of Szeged and Masaryk University, and holds a Ph.D. in comparative literature. He is an assistant professor in the English Department of the Technical University of Liberec, Czech Republic. He is the co-editor of *Words into Pictures: E. E. Cummings' Art Across Borders* and various essays on E. E. Cummings and Kate Chopin. His first monograph, *Cities of Saviors: Urban Space in E. E. Cummings' Complete Poems and Peter Ackroyd's Hawksmoor* is forthcoming from Americana eBooks. His primary research interests include modern and contemporary American and British literature, the representation of cities in literature, British writers of Hungarian origin, and contemporary popular culture.

**Michaela Coufalová** is an MA-student in the English and Czech programs of the Technical University of Liberec. Her primary research interest is the philosophy of adventure in Jaroslav Jan Paulík's literary works, but is also active in research projects of the English Department.

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**Polona VIČIČ (University of Maribor, Slovenia)**

## MODAL VERBS IN SCIENTIFIC LOGISTICS DISCOURSE

Modal verbs and the modal meanings they express are a complex and dynamic semantic-grammatical feature of the English language that relates to both form and notion (Palmer 1990). Because of its complexity, recent approaches to the study of English modality are text-type oriented and focus on contextual factors (Facchinetti, Krug and Palmer 2003), which play a critical role in the analysis of modal meanings expressed by different modal verbs. Scientific discourse is an example of a text type characterised by a specific use of modal verbs, in which they are often used to mitigate claims when new knowledge is being introduced in order to gain the acceptance of an expert readership

(Hyland 1996), to express obligation, either “to pursue knowledge” or “to take action in the world” (Giltrow 2005), or to keep the tone neutral (Gotti and Drosena 2001).

This three-fold function of modal verbs roughly mirrors a three-fold division into epistemic, deontic and dynamic modality, respectively. Previous research of modal verbs and their modal meanings in scientific discourse has focused on traditional disciplines, such as medicine, marketing, literary criticism, and others, while logistics as a relatively young discipline remains an area that needs to be researched from this perspective. Accordingly, the present paper explores modal verbs and their modal meanings in scientific logistics discourse.

The research of modal verbs in scientific logistics discourse is based on a qualitative semantic and basic quantitative analysis ( $\chi^2$  test) of modal verbs and their modal meanings in two logistics texts: a scientific text (Corpus 1) and a professional-applicative text (Corpus 2). The semantic analysis focuses on the function of the selected modal and semi-modal verbs – ABLE (TO), BOUND (TO), CAN, GOING (TO), HAVE (TO), MAY, and MUST – with the aim of determining their modal meanings, which are predominantly univalent (i.e., epistemic, deontic, or dynamic) and much less frequently polyvalent (e.g., the epistemic/dynamic meaning of the verb MAY and the deontic/dynamic meaning of the verb MUST). A chi-square test is conducted for each verb to determine if there is a statistically significant difference in modal meanings (epistemic, dynamic or deontic) expressed by individual verbs, both in Corpus 1 and Corpus 2. The results of the qualitative and quantitative analysis are compared with the results of studies carried out by prominent researchers of modality and modal verbs in scientific discourse, with the aim of establishing which modal verbs and which type of modality are predominantly used in scientific discourse in logistics and how this compares to other disciplines.

**Polona Vičič** is a lecturer in English. She has been teaching English for Specific Purposes at the Faculty of Logistics at the University of Maribor for 8 years. In 2004 she received her Master's Degree in American Studies from the Faculty of Arts at the University of Ljubljana. Since joining the Faculty of Logistics, she has been involved in the implementation of blended e-learning as well as development of English for Specific Purposes materials. In the framework of her PhD studies at

the Faculty of Arts at the University of Maribor she has been examining modal verbs and the types of modality they express in academic logistics discourse.

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**Irena VODOPIJA-KRSTANOVIĆ (University of Rijeka, Croatia)**

**“YOU CAN HAVE INTERCULTURAL COMPETENCE WITH ENGLISH”:  
INTERNATIONAL STUDENTS, ENGLISH (AS A LINGUA FRANCA) AND  
INTERCULTURAL COMMUNICATION**

This paper is based on a qualitative study carried out with 10 exchange students in the Erasmus Program at Rijeka University (RIU), Croatia. Departing from the position that English as a lingua franca (ELF) is an intercultural and multicultural mode of talk (House, 2013), the study explores non-native (NNS) English students' experiences in the light of their use of English in intercultural contact with speakers from different countries.

There is no doubt that the Erasmus program has had widespread implications on the use of English among students in Europe and that it “not only enriches students' lives in the academic and professional fields, but can also improve language learning, intercultural skills, self-reliance and self-awareness” (Erasmus web-site, n.d.). A case in point is the traditionally monolingual RIU, where the role of English has changed since the introduction of Erasmus.

Using qualitative interviews to gain insights into Erasmus students' conceptualizations of interaction in English in light of their intercultural contact at RIU, and ‘KASA’ (knowledge, attitudes, skills, and awareness) (Fantini, 2012) as the theoretical framework for the analysis, the following four themes emerged in the data: (a) perspectives on English, (b) (language) needs of international students, (c) strategy use in NNS interactions and (d) awareness of the uses and users of English. The findings show the complexity of interactions in English and suggest that ownership of English no longer belongs to any particular group, as ELF is negotiated by students through efforts and adjustments by all parties involved.

**Irena Vodopija-Krstanović** is assistant professor and head of the English Department at the Faculty of Humanities and Social Sciences in Rijeka, where she teaches graduate courses in English language teaching



methodology and the socio-cultural aspects of ELT. She received a Ph.D. in TESOL from Klagenfurt University, an M.A. in TESOL from SIT (School for International Training), Graduate Institute in Vermont, and a B.A. in English and French from Zagreb University. Irena's research interests include the intersection of language–culture–identity, the pedagogical implications of English as an international language, the native/non-native divide in TESOL, intercultural communication and English-medium instruction. She is co-editor of the book *The Global and Local Dimensions of English: Exploring Issues of Language and Culture* (LIT Verlag). Currently, Irena is a co-leader of two projects: the Internationalization of the University of Rijeka, and the Implementation of English-Medium Instruction at the University of Rijeka. She is also involved in Multilingual Education – The Advancement of Language Learning and Intercultural Skills, IPA Component IV Project of the EU.

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**Alenka VRBINC (University of Ljubljana, Slovenia)**

#### **THE LEXICOGRAPHIC TREATMENT OF ADVERBS IN BRITISH MONOLINGUAL LEARNER'S DICTIONARIES**

The body of a dictionary contains an alphabetical list of headwords, but the strict alphabetical ordering of headwords may be interrupted by the nesting of derivatives as run-ons at the end of an entry for a lemma. It is worthwhile to study this practice, as it can be found in the majority of monolingual dictionaries. The focus of this contribution is, therefore, on the presentation of word-formations, more precisely on adverbs, in British monolingual learner's dictionaries. Adverbs are often treated as a neglected part of speech in dictionaries because it is easy to run them on to adjectives and pretend that their meanings can be easily surmised from the adjectives. For the purpose of this research, a database was compiled consisting of all the adverbs that can be found under the letter A in OALD8, regardless of their status. Two hundred and twenty-nine adverbs included in OALD8 were then checked in LDOCE5, MED2, CALD3 and COBUILD5 to see whether the same adverbs are also dealt with in these dictionaries and to establish the similarities and differences in the treatment of these adverbs in all five dictionaries. The dictionaries under investigation are characterized by the absence of more detailed front matter where the user could find clear, comprehensive explanations of the different methods for including lexical items as well

as guidelines as to where a certain lexical item should be looked up if it is not a headword. This is even more important if we take into account the fact that one and the same lexical item may be a main entry in one dictionary and an undefined run-on in another. As is evident from the results, approximately half the adverbs are included as entries, the other half being undefined run-ons. The latter are hidden within the microstructure and are consequently more difficult to spot, which means that the dictionary user must either be trained in dictionary use or retrieve this information from the front matter of the dictionary s/he is using. It should, however, be considered advisable that only those adverbs can be included as undefined run-ons whose meanings are truly transparent and easily inferred from the meanings of the root words. This means that derived adverbs that have acquired senses not adequately covered by the root words to which they are run on should be included only as main entries.

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# **TERMINOLOGICAL LEMMATA IN OALD3, OALD4 AND OALD8: A COMPARATIVE STUDY**

The aim of this contribution is to compare three subsequent editions of one and the same monolingual learner's dictionary to see how terminology is included and treated in each individual edition. Among the learner's dictionaries, the third, fourth and eighth editions of the *Oxford Advanced Learner's Dictionary* were chosen. First, we were interested in the number of lemmata labelled with a subject-field label in these three editions. Next, we wanted to investigate the number and types of subject-field labels to identify similarities and differences between individual editions. Finally, we intended to study other ways of indicating technical and scientific vocabulary.

The analysis was carried out on a sample of 50 randomly chosen pages from OALD8, from the lemma *foot* to *gimmick* (126 lemmata or their senses with the subject-field label were found). The same lemma range was also studied in OALD4 (43 lemmata or their senses with the subject-field label) and OALD3 (30 lemmata or their senses with the subject-field label). First, all the lemmata or their senses marked with a subject-field label were identified, then a list of all subject-field labels used in this lemma range was compiled and compared. Last but not least, we examined the definitions, sense indicators and short cuts to see whether they are also used to indicate specific subject fields.

The comparison showed that the number of subject-field labels in all three editions is almost identical, but the subject-field labels differ from edition to edition. In many cases, the delimitation of two or even three seemingly related labels is unclear (e.g., 'anatomy' and 'medical'; 'linguistics', 'grammar' and 'phonetics'; 'commerce', 'finance' and 'business'). The use of the generic labels 'science' and 'technical' is also discussed. Part of the contribution is devoted to changes in the treatment of LSP lexical items in these three editions of OALD from missing labels, to changes in labels and ways of indicating terminology by means of definitions and/or short cuts. The conclusion suggests improvements in the subject-field labels themselves. All subject-field labels should be listed in the front matter of a dictionary and, if necessary, explained. Apart from that, they should also be used more

consistently throughout the dictionary, even in those cases where the subject field is indicated only by a definition or a short cut.

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#### INVESTIGATING THE HOPELESSNESS LEVELS OF PHILOLOGY STUDENTS: THE CASE OF TURKEY

The present study is intended to describe the hopelessness levels of philology students in Turkey and to investigate the correlation between socio-demographic variables and their hopelessness levels. The sampling consists of 40 students from Çanakkale Onsekiz Mart University. The researcher utilizes Beck's Hopelessness Scale and a demographic information form designed by himself as data collection tools and SPSS 17 to describe the hopelessness levels and to find out probable statistically significant correlations between their hopelessness levels

and such variables as gender, parental bereavement, place of residence, and the sector they would like to be employed in. The study is based on the hypotheses (a) "Graduates of English Literature in Turkey generally feel anxious about their future because there is not a specific employment slot well suited to their qualifications", and (b) "Most prospective philology graduates plan to work as teachers." Taking these postulates as the focal point of the argument, the only way to be employed by an educational institution governed by the state is to attend a pedagogy certification program and to successfully accomplish the requirements of this particular program. However, such certification programs are exiguous and mostly require students to pay a tuition fee, which might be unaffordable for parents and students. In the face of such adversities, students feel anxious and pessimistic about their future. Beck's Hopelessness Scale is an instrument used to determine the taker's hopelessness level and expectations about the future. In summary, this study aims to determine the hopelessness levels of the philology students in Turkey with specific reference to the fourth-year students in the Department of English Literature at Çanakkale Onsekiz Mart University, and to reveal probable significant correlations between their hopelessness levels and socio-demographic backgrounds.

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**Alžběta ZEDNÍKOVÁ** (Masaryk University, Czech Republic)

## THE BRONTË MYTH AS AN AUTHORIAL WORK OF CHARLOTTE BRONTË

The creation, propagation of and control over the Brontë image has been strongly influenced by what has been called the Brontë myth. Traditionally, the origin of this myth is ascribed to Elizabeth Gaskell, a close friend and the very first biographer of Charlotte Brontë. This essay argues that the origin of this myth, in fact, goes even further: to Charlotte Brontë herself.

*The Life of Charlotte Brontë*, written by Elizabeth Gaskell and published in 1857, was one of the most famous and most successful biographies of the nineteenth century and is still widely read today. Much of how we understand the Brontë sisters, their philosophies and works has been said to stem from this famous text. This essay, however, argues that the first attempt to manipulate the public picture of the Brontë family was made by Charlotte Brontë herself. Further, this essay suggests that Charlotte Brontë created the Brontë myth to protect the family name from accusations of challenging, breaching and defying social norms and conventions. The roots of what has evolved into the Brontë Myth go back to 1850, when Brontë intentionally manipulated the portrayals of her sisters in “Bibliographical Notice of Ellis and Acton Bell” and “Editor’s Preface” written for the posthumous second edition of Emily Brontë’s *Wuthering Heights*. Charlotte’s untrue depiction of her sisters, their characters and beliefs became very popular, as it satisfied the public’s undying desire to understand how two spinster daughters of a clergyman were capable of creating texts so inappropriate and scandalous for their station. This essay demonstrates what image Charlotte ascribed to her sisters, what tools she used to achieve it and how this picture of Emily and Anne Brontë became what it is today.

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**Lovorka ZERGOLLERN-MILETIĆ (University of Zagreb, Croatia)**

### **WHY DO WE NEED ARTICLES IN ENGLISH?**

It is a commonplace that English has become a lingua franca of today. As a lingua franca, it has acquired new features which do not exist in the language production of speakers of English as L1 (Graddol, 2007; Mauranen & Ranta, 2009). Nevertheless, the instruction of the English language for non-native speakers is based on modern English grammars, which only take into consideration various changes within the language production of native speakers (or speakers of English as L1).

Modern English grammars point to the importance and frequency of the articles, mostly using texts from the press to illustrate this. On the other hand, the English articles are one of the features that have been identified in the literature as problematic in the acquisition of the English language by non-native speakers (Grannis 1972, Huebner 1983, Master 1990, Tarone and Parrish 1989, Trenkić 2000, 2002, Humphrey 2007, Zergollern-Miletić 2008, 2010). Non-native learners of English, especially those whose languages do not have articles, tend to omit English articles, or often use them incorrectly.

In our present study, we intend to establish to what extent non-native advanced learners of English (university students of English) perceive the semantic information that English articles bring to a text. For this purpose we are planning to conduct a survey based on an English text serving as an instrument. The text will contain no articles, and students will be asked to decide in what parts of the text articles are needed and for what purpose.

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In 1990 she defended her M.A. thesis concerning American literature (*Black Humour in the Novels by Kurt Vonnegut and Joseph Heller*). From 1985 until 1993 she worked at the Institute of Linguistics, Faculty of Humanities and Social Sciences, as a junior researcher.

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She has been working at the Faculty of Teacher Education in Zagreb as an assistant professor since April 2010, teaching grammar and practical language and translation courses to future primary school teachers of English.

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**Antonín ZITA (Masaryk University, Czech Republic)**

### **THE BEAT GENERATION AND THE POLITICIZATION OF THE ACADEMIA**

Currently, the so-called Beat Generation is heralded as one of the most important group of writers of the twentieth century, who through their writing built the foundations for the civil rights movements of the following decade. Conversely, their writings led to numerous controversies upon their initial publication in the fifties. After all, their focus on the ignored and marginalized – homosexuals, drug addicts, petty criminals – as well as their disregard for taboos concerning sexuality and slang led to two censorship trials, that of Ginsberg's *Howl* and Burroughs's *Naked Lunch*. Importantly, literary criticism frequently employed a rather politicized approach to the Beat works, an approach that often reflected the political and social views of the critics. For example, George Davenport in his review of Kerouac's *Big Sur* wonders "if one of the more puzzling hallucinations of *Beatnikism* isn't the assumption that its private lives and private language are a matter of general interest and universal concern" (325). Naturally, this might be seen as a critique of Kerouac's stylistic choices and the novel's plot development. However, it also emphasizes the approach to the Beats employed by most critics: that the Beat Generation writings deviate too much from generally accepted standards of behavior, opinion, or attitude. This approach was also present in academia. For instance, Diana Trilling, writing about Ginsberg's and Corso's reading at Columbia, claims that the majority of the audience supportive of the Beats "were



children, miserable children trying desperately to manage, asking desperately to be taken out of it all; there was nothing one could imagine except to bundle them home and feed them warm milk, promise them they need no longer call for mama and papa" (226, emphasis original). Norman Podhoretz, a vicious critic of everything Beat, famously called the Beats "the revolt of the spiritually underprivileged and the crippled of soul" and the Beat supporters as being "against intelligence itself" (316, 318). In other words, both academia and the popular press emphasized the image of the Beats as anti-intellectual savages who glorified violence and drug abuse and then used this overblown image as the discussion point of Beat criticism.

Naturally, such vilification of authors is nothing new; however, it is the juxtaposition of this approach with the surrounding media craze – which created the image of the Beat Generation authors as standing in for many if not all contemporary youth – that make the Beats an important milestone in academia. The Beats were considered by many as a social phenomenon that required a politicized approach; an approach that one decade later resulted in readings of literary work made through the lens of class, gender, or race. Simply put, the Beats could be viewed as marking the transition from New Criticism to more post-modern – and therefore, political – approaches in academia.

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M.A. degree there, his graduation to be held in August. He is rather ambivalent towards cats.

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Irena ZOVKO DINKOVIĆ (University of Zagreb, Croatia)

### NPIs IN CROATIAN: A CASE OF SYNTACTIC AGREEMENT?

Like other Slavic languages Croatian exhibits a very interesting phenomenon with regard to negative polarity – the existence of two separate sets of polarity items which are in complementary distribution. The first set involves the so-called *ni*-words, or negative polarity items, which are licensed only in clausemate negation – i.e., in antimorphic contexts – but not in other contexts known as semantically downward entailing (Ladusaw, 1980) or, in Giannakidou's (2002) terms, nonveridical contexts (1.a). The second set includes a large number of non-negative indefinites (e.g., *i*-pronouns, *bilo*-pronouns or *–god* pronouns), which appear in nonveridical contexts (1.b) but are banned from clausemate negation (1.c).

#### 1.a.

Nisam	vidje-la	<i>nikoga</i> / <i>*ikoga</i>	u vrtu.
not.AUX	see.PAST.3sgF	anyone	in garden

'I haven't seen anyone in the garden.'

#### 1.b.

Jesi	li	vidje-la	<i>ikoga</i>	u vrtu?
AUX	PRT	see.PAST.3sgF	anyone	in garden

'Have you seen anyone in the garden?'

#### 1.c.

Ne	vjeruj-em	da	je	<i>*nitko</i> / <i>itko</i> / <i>bilo tko</i>	u vrtu.
not	believe.PRES.1sg	that	is	anyone	in garden

'I don't believe that there is anyone in the garden.'

Pereltsvaig (1998) called this the “Bagel problem” and claimed that it cannot be solved semantically – i.e., by recourse to logical properties of the licensing contexts. Blaszcak (2003), on the other hand, offers a more plausible solution which takes into account the specific semantics of NPIs, in contrast to claims put forward in various purely syntactic approaches (e.g., Ladusaw, 1992; Progovac, 1994; Brown, 1999; Zeijlstra 2004, and others), regarding NPIs in languages which exhibit negative concord (NC), such as Croatian, namely that NC is essentially a form of syntactic agreement and that *ni*-words should be kept apart from typical NPIs which are non-negative.

The data from Croatian that we have analyzed using the *Croatian National Corpus* seem to indicate several facts: in Croatian, a language with a so-called strong NC, negative indefinites or *ni*-words are a separate set of items, which may truly be semantically non-negative, with their negative morphology arising as a result of syntactic agreement with sentential negation. They can occur in preverbal and postverbal position, and they actually appear to be licensed under different conditions than other types of non-negative indefinites (either polarity items like *i*-pronouns or free-choice items like *bilo*-pronouns), whose choice is pragmatically motivated, depending on the communicative intention of the speaker, and whose meaning is interpreted as context sensitive (cf. Jordan 1998).

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