

## STUDENTS' CORNER 2023

### BOOK OF ABSTRACTS

#### KEYNOTE ADDRESS

##### **Carla Rocavert**

Université Lumière Lyon 2, France

##### *Reality Television and the Change in the Character of Discourse*

Reality television is a complex phenomenon which spans a long history. Shows featuring participants from everyday life such as *Cash and Carry* (1947), *Candid Camera* (1948), *An American Family* (1973), and *The Real World* (1992) are precursors to major twenty-first century franchises. A growing multidisciplinary field of scholarly analysis of the genre's impact on society, culture, and politics emerged at the turn of the century, with the arrival of ratings hits *Survivor* (2000-present), *Big Brother* (2000-present), and *American Idol* (2002-present). Reality television's hybridity, the extent to which shows are real, and understanding heterogeneous forms of viewer engagement are key areas of research. Scholarly positions on the value of reality television vary. Many studies reveal reality shows to be vehicles for social mobility for viewers and contestants on shows, offering new insights into social and moral issues for audiences and scholars more broadly. Other studies take issue with the genre's tendencies toward fakery, tabloidization, and instrumentalization of neoliberal ideology. My argument engages with both of these perspectives, and also draws on phenomenological and hermeneutic philosophy, to provide a new account of the performances, dramatic structures, and politics of reality television. Focusing on key themes of tyranny and creativity, I analyze productions by Mark Burnett, Mike Fleiss, and others as part of a broader culture of scripted performance and popular media. Through examination of the social practices, subjectivities, and forms of knowledge constitution in reality television reception and participation, I argue that the genre exemplifies a change in the character of discourse in America.

**Carla Rocavert's** research uses phenomenological, hermeneutic, and post-structuralist cultural theory to explore media production and consumption. She is specifically interested in the histories and contemporary practices of Australian and American stage and screen performance, transcultural discourses of intersectionality, ecocriticism, and intermediality. Her work on American reality television, the performing arts, neoliberalism, and creativity has appeared in publications including *Critical Quarterly*, *Critical Stages/Scènes critiques*, *The International Journal of Critical Cultural Studies*, and *The Creativity Research Journal*. She is currently working on articles about the history and hegemony of US television, and transcultural discussions of race and feminism in the work of American playwright Aleshea Harris. Carla is currently Maître de Langue at Université Lumière Lyon 2.

## CULTURE&MEDIA

Amelia Malisz

Jagiellonian University in Kraków, Poland

### *Cultural Imperialism in the Media*

The collapse of colonialism in Africa and South America, as well as the end of the Cold War between the United States and the Soviet Union, gave entire societies, nations, and governmental organizations the sense that the days of imperialism were over forever. Freedom, political independence, and cultural independence seemed like values that could not be lost. But is that really the case? Free trade or opening up countries to foreign investment undoubtedly brings many benefits, but we cannot ignore the growing threat to the local culture of individual countries or regions. Increasingly dynamic international contacts, the exchange of goods and services, inevitably lead to the fact that, in addition to those goods, the culture of international partners is also indirectly brought to the country. In practice, this means that highly developed countries that respect the principles of democracy, freedom, and independence become distributors of their own culture in other areas. Meanwhile, the media, which currently have almost unlimited possibilities to reach a global audience thanks to the development of new technologies, become (knowingly or unknowingly) a significant source of transmitting a particular culture to areas that were not previously under its influence. Additionally, most mass media are within the reach of the world's largest powers, which means that the message they produce is one-way and culturally biased. This causes a serious intensification of the phenomenon of cultural imperialism, which should not be underestimated if we want to preserve local culture.

Aleksandra Sobczak and Patrycja Rogala

Maria Curie-Skłodowska University in Lublin, Poland

### *From Page to Screen: Neil Gaiman's The Sandman and its Netflix Adaptation*

Intertextual and adaptation practices are common phenomena in contemporary culture that shed new light on familiar texts. Consequently, more and more modern creators are interested in adapting well-known texts which usually involve book-to-screen revisions. Intertextually related to mythology, the Bible and folk tradition, Neil Gaiman's *The Sandman* (1989-1996), regarded as one of the most successful examples of the graphic novel, was adapted by David S. Goyer, Allan Heinber and Gaiman himself in 2022 into a film series for

the streaming service Netflix. Based on Julie Sanders's and Linda Hutcheon's views on adaptation, combined with Ryszard Nycz's approach to intertextuality, the paper provides an analysis of the intertextual references within both the source text and its series version with a view to investigating the ways in which Gaiman introduces intertextual interplay into his graphic novel *The Sandman* and how its Netflix adaptation transposes it to screen. The scrutiny proves that the revision has retained the intertextual potential of the source text, highlighting various references to the well-known texts of culture as well as real-life figures such as William Shakespeare or Geoffrey Chaucer. The analysis of literary characters in *The Sandman* examined in the paper points not only to their intertextual but also transfictional character (*sensu* Saint-Gelais). Other figures, such as Lucifer or Dream, are strictly related to the settings where they appear, i.e. Hell and the Dreaming, which provided a challenge for the adapters who creatively depicted the aforementioned spaces. Consequently, it may be argued the Netflix adaptation connects the pleasure of the familiar with the unexpected elements of surprise.

## LITERATURE

Natalia Landek

Jagiellonian University in Kraków, Poland

### *"I Want to Get Away" - The Growing Popularity of Dystopian Literature and Other Products of Mass Culture*

Literature has allowed readers to escape from the hardships of the surrounding reality for many decades. In recent years, such genres as sci-fi and fantasy have been gaining more and more popularity - not only in terms of books but also films and TV series, the premieres of which attract crowds of excited fans. However, one may find it surprising that productions that create extremely negative visions of the world are the most popular. The topic is worth exploring regarding the COVID-19 pandemic. Recently, the dystopian series based on the game *The Last of Us* has enjoyed particular popularity. Has the experience of the global pandemic influenced the moods and tastes of culture recipients? Or maybe we were interested in negative visions of the world even before it took place? In my speech, I will analyze the problem based on bestseller lists in Western and Central Europe and the US, and the offer of the largest streaming platforms - Netflix, HBO GO, Amazon Prime, and Disney+.

Julia Zygan

The John Paul II Catholic University of Lublin, Poland

*Strange Case of the Spin-off and the Classic: The Intertextual Analysis of Valerie Martin's Mary Reilly*

This presentation aims to analyze Valerie Martin's novel *Mary Reilly* (1990) in the context of intertextuality and claims that her work creates a dialogue with its pre-text. Before the analysis, a short historical overview of intertextual theories will be presented. Martin's text will be analyzed in regard to Gerard Genette's notion of transtextuality, concentrating mainly on one of its categories, hypertextuality, however, the study will also employ the theory of spin-offs, arguing that Martin's text very directly leads the reader towards its one intertextual source. *Mary Reilly* initiates a dialogue with its main pre-text, Robert Louis Stevenson's novella *Strange Case of Dr Jekyll and Mr Hyde* (1886) by redirecting the focus of the already familiar to the reader story and presenting aspects previously omitted in the classic. This text introduces a very specific dynamic between the figures of a father and a daughter. Their relationship is present on the level of the story, but also on the level of authorship, discussing the situation of a female writer. Moreover, this spin-off creates a space for once silenced characters, such as members of the working class, the Irish, and the slaves, to be finally heard.

Santosh Kumar

University of Delhi, India

*Language, Existence and Remembrance : A Critical Analysis of the Autobiographies in the 20th century English Literature*

There is a single thread that binds memories, existence and language. This thread, overlapping and often juxtaposed in a somewhat asymmetrical way, helps us perceive the world as it is. In a sense, our words construct our world. So, any act of remembrance has to go through a process of interpersonal communication mediated through a language. Thus our notion of perceived self, our thoughts, our remembrances, all pass through this process of signification. Thus to understand the self we also need to understand how language constructs the self consciously and unconsciously, through myriad processes. But neither language nor memories, nor our perceived self is a continuous and unmediated development. The relation between the signifier and signified needs to be unearthed through an interpretive statement often called commentary. Thus in a sense when we try to remember an event of the past or a distant memory, we are not exactly remembering the past but rather the moment when we remembered the past more accurately. Also, the

domain of remembrance not only consists of an objective memory, which is expected to be accounted in an autobiography, but also the subjective perception of the person at the time of the remembrance but also how we perceive the memory at the time of remembrance. What we perceive as our memory may be a culmination of what we know, what we think we know, what we perceive of our knowledge and what we perceive of our perception. Thus, remembrance and language, both are performative in nature. And not always are we conscious of our performance. It is in this light, that we can understand how to write about ourselves, how can we understand the genre of autobiography? Is factuality a parameter or the parameter to judge an autobiography?

## LINGUISTICS/DIDACTICS

Marta Miecznikowska

University of Warsaw, Poland

### *The Relationship Between L2 Lexical Knowledge and Speech Fluency in Young Adult EFL Learners*

The main goal of the study was to investigate the possible connection between the level of students' speaking fluency and their vocabulary knowledge in order to find out whether students with larger vocabulary size and deeper vocabulary knowledge are more fluent speakers than those with smaller vocabulary size and less deep vocabulary knowledge. The research study aimed at providing an answer to the research questions about the relationship between receptive and productive lexical knowledge as well as the relationship between lexical knowledge and speech fluency. The research study was conducted among the students of BA studies at the University of Warsaw. The first stage of the study involved measuring participants' vocabulary knowledge. Vocabulary breadth at different word-frequency bands was examined through the use of multiple-choice tests designed by P. Nation and D. Beglar (2007). Productive Vocabulary knowledge was measured with the use of gap-fill tests designed by B. Laufer and P. Nation (1999). The second stage of the research study focused on measuring participants' fluency on the basis of speech samples obtained from them. Speech fluency was measured in terms of speech rate and articulation rate with the use of an Speech Rate Meter application. The last part of the study involved a correlation analysis of the obtained variables with the use of SPSS software to determine the extent and nature of the relationship between two types of lexical knowledge and speech fluency.

Arezoo Sharifrad

Eötvös Loránd University in Budapest, Hungary

*EFL Writers' Troubles In Direct Writing versus Translated Writing In View of High Proficient and Low Proficient Iranian EFL Learners*

To find on what bases and under which circumstances, nonnative learners switch their language in writing second (L2) language, the present study explores Iranian EFL learners academic writing troubles in direct L2 writing and translated writing and its relationship with their proficiency levels. The aim is to find which mode is more preferred by the high proficient writers rather than low proficient writers. In order to investigate the research problem, EFL learners participated in this research while they were studying English majors (translation, teaching, and literature) in University of Kashan, Iran. The study used a mixture of qualitative and quantitative procedures for data collection and data analysis. The participants (N=119) with different levels of proficiency were asked to perform on three sets of writing tasks in class: direct L2 writing, L1 writing and translated writing as well as a Follow-up questionnaires. Participant responses to the questionnaire about their writing experiences in English and Persian and their attitudes towards planning in Persian or English were content analyzed. Semi- Structured interview with ten high proficient and ten least proficient learners has been included. The results indicated a statistically significant correlation between learners troubles in these two modes of writing and their proficiency levels in which: 1 - Low proficient learners used more L1 while they were writing in L2. Learners find it difficult to A) get ideas to write on, B) organize the ideas in a clear way, C) find right words to express ideas, D) use correct grammar, E) use complex grammatical structures in direct writing. 2 - Learners find it difficult to A) find appropriate English equivalents for words and B) find appropriate English grammatical structures for sentences in translated writing. In conclusion, students with low proficiency levels preferred translated writing but students with high proficiency levels preferred direct writing. Keywords: Direct Writing, Translated Writing, Language Proficiency, Iranian EFL Learners, Writer Troubles

Suwandi

National Kaohsiung University of Science and Technology, Taiwan

*English Language Skills for Islamic Economic Students: Expectation versus Reality*

The English language should be taught to students of Islamic economics in order to provide them with the skills essential to perform well in both the classroom and the workplace. The objectives of this study are twofold: first, to examine the perspectives of both students and instructors regarding the English language skills required for a major in Islamic Economics;

and second, to determine whether the current English for Specific Purposes (ESP) course being offered is relevant to what the students actually require. Three lecturers and 219 students enrolled in the third and fifth semesters of the Islamic Economics Research Program at an Indonesian State Islamic University participated in this qualitative descriptive study. Researchers conducted the investigation utilizing qualitative research methodologies. Two approaches were utilized to obtain the data: an online survey with two parts (one to explore demographic information about the student participants and the other to research their perceived language skill requirements) and an interview with the lecturers who participated in the study. According to the results, teachers and students differ in their perceptions of the essential language skills. The majority of students stated that the capacity to speak and write was more important than any other language skill; however, teachers put more emphasis on the ability to read and utilize correct grammar. This research suggests that the present ESP curriculum be revised to match the requirements of the pupils.

Kimia Mohammadpour

Eötvös Loránd University in Budapest, Hungary

### *Language Choice in Expressing Swear Words among Turkish Multilinguals in an Iranian Turkish-Speaking City*

The growing prevalence of multilingualism in our interconnected world has sparked the attention of scholars across various fields. Within this broad area of study, there exists a captivating subfield that focuses on analyzing how individuals proficient in multiple languages express their emotions. This qualitative study examines the language preferences of Turkish multilinguals in expressing swear words in various domains within an Iranian Turkish-speaking city. Sixteen adult multilinguals (10 female, 6 male) participated in the study, all of whom were Turkish trilinguals with Turkish as their first language, Farsi as their second and official language of the country, and English as their foreign language. Semi-structured interviews were conducted to investigate the participants' language preferences when expressing anger and swearing. Thematic analyses of the data revealed that Turkish swear words had the strongest emotional impact on Azerbaijani multilinguals. Most of them chose to use Turkish to express their frustration due to its perceived effectiveness and high emotional force. Additionally, gender differences were observed in the participants' swearing behavior, with females generally preferring not to swear. However, when they did, they mostly used soft swear words in their second language, Persian. This study has significant implications for researchers and language instructors, offering valuable insights into the language dynamics of multilingual communities and providing practical applications for language education and social interaction. Keywords: Multilingual, Turkish, Swear words, Language Preference

Agata Kryska

Maria Curie-Skłodowska University in Lublin, Poland

*The Idea of Phonosemantics; The Analysis of Names of Fantasy Characters According to Sound Symbolism*

The presentation focuses on the vast notion of phonosemantics (known also as „sound symbolism”) and the attempt to interpret its phenomena, seemingly still often neglected and not widely researched in linguistic communities. The presentation will be divided into two parts, one of them devoted to theoretical foundations of the phenomena and the other one focusing on the practical research. In the introductory, theoretical part of the speech I will try to present the approaches to the issue suggested by such scholars as Ferdinand de Saussure (touching upon terms such as ‘signified’ and ‘signifier’) as well as how the opinion about sound symbolism is changing in current days. The presentation will also touch upon such studies as tekate-maluma experiment and how certain sounds are perceived by majority of language speakers. What is more, I will provide also a practical part of the presentation which will include research connected to names appearing in various fantasy worlds as well as how they are perceived by the speakers of language, taking into consideration phonosemantic features and qualities.

Klaudia Matera

SWPS University in Warsaw, Poland

*Useful Tools in the Process of Passing Information in Linguistics*

The process of transferring knowledge is quite a challenge, as each student decodes the information differently. Learning how to facilitate the process of transferring information with proven methods is not as easy as one may think. By overcoming communication barriers and knowing specific techniques, one is able to clearly explain the most complicated language puzzles. The complex process of passing information involves various techniques and tools such as paraphrasing, Mehrabian’s method 73855, reverse comprehension and most importantly good application of the previously mentioned. Still, to comprehend the process, one must be aware of all inefficient methods in order to steer from them. The whole process requires knowledge and the meticulousness of the subject who encodes the information.



Nana Akofyani

Maria Curie-Skłodowska University in Lublin, Poland

### *School Bilingualism of Ethnic Minorities – A Comparative Study of Georgia and Poland*

This study evaluates and compares different theories and practices of bilingual education across the globe. Particularly, it reviews the problems and challenges of bilingual education in Georgia and Poland by analyzing and comparing these two contextually different phenomena. Georgia's population is linguistically and ethnically diverse. In regions, such as Samtskhe-Javakheti and Kvemo Kartli, which are densely populated by ethnic Armenians and Azeris, many students have a poor command of Georgian. This language barrier causes a significant obstacle to their integration into Georgian society and also affects their education. Likewise, Polish education system is facing a similar issue, especially after Russia's invasion of Ukraine in 2022. Many refugees fleeing Ukraine have moved to Poland. Therefore, it is important for Ukrainian children to continue getting education, whereas there is a language barrier and lack of human and material resources to cope with such an unexpected situation. This discussion aims to find out the ways how Georgia and Poland are managing the education system and if implementation of bilingual education would be a successful solution.

Hanna Twardowska

Adam Mickiewicz University in Poznań, Poland

### *What is the Driving Force Behind the Sequence of Tenses Rule?*

The similarities between the sequence of tenses rule in the Romance languages and English are evident, as both are instances of temporal agreement between matrix subordinate tenses. However, they differ in terms of the types of clauses to which this rule applies and the types of matrix tenses that can trigger it. In the main Romance languages, with the exception of Romanian, the sequence of tenses rule pertains to subjunctive clauses embedded under volitional predicates, whereas in English, the mandative subjunctive does not bear any tense morphology, thus making any temporal agreement unfeasible. Moreover, the very existence of this type of tense concord in the Romance language is oftentimes ascribed to the temporal defectiveness of the subjunctive mood. Nonetheless, this cannot be the case in English, as it is not the context in which the sequence of tenses occurs. This difference poses a question whether in both cases under discussion it is possible to assume that it is the same phenomenon and if so, what its cause is. One interesting possibility is that it is the type of matrix predicate that is the driving force behind this temporal agreement. To investigate this option, a corpus study was conducted using the British section of the

GloWbe corpus. This corpus was chosen as it has the same architecture as Corpus del español, allowing for a cross-linguistic comparison. The study looked into temporal complementation patterns after prototypical reporting and mandative verbs such as “to say”, “to suggest” and “to demand”. It aimed at checking whether there are any differences between them in terms of adherence to the sequence of tenses rule, as they constitute a continuum between indicative and subjunctive triggers.