Abstracts

AAA15

6th Alpen Adria Anglistics Conference: Crossing Borders and Challenging Boundaries

25th – 27th September 2015
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FRIDAY 25.09.2015

Conference Introduction  K.0.01  13.00 – 13.15h
Introductory Plenary Lecture  K.0.01  13.15 – 14.00h
Session 1a  I.0.42  14.30 – 16.00h
Session 1b  I.0.43  14.30 – 16.00h
Session 2a  I.0.42  16.30 – 18.00h
Session 2b  I.0.43  16.30 – 18.00h

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Session 3a  I.0.42  09.00 – 10.30h
Session 3b  I.0.43  09.00 – 10.30h
Session 4a  I.0.42  11.00 – 12.30h
Session 4b  I.0.43  11.00 – 12.30h
Session 4c – workshop 1  I.0.27  11.00 – 12.30h
Session 5a  I.0.42  14.30 – 16.00h
Session 5b  I.0.43  14.30 – 16.00h
Session 5c – workshop 2  Z.0.19  14.30 – 16.00h
Session 6a  I.0.42  16.30 – 18.00h
Session 6b  I.0.43  16.30 – 18.00h

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Workshop 3  I.0.42  09.00 – 10.30h
Session 7a  I.0.42  11.00 – 12.30h
Session 7b  I.0.43  11.00 – 12.30h
Closing Plenary Lecture  Z.1.29  12.30h
CONFERENCE INTRODUCTION

Cristina Beretta, VR-International, University of Klagenfurt, Austria

PLENARY SPEAKER – INTRODUCTORY LECTURE

Allan Richard James, University of Klagenfurt, Austria

PLENARY SPEAKER – CLOSING LECTURE

Smilja Komar, University of Ljubljana, Slovenia

ABSTRACTS

What Do Anglicisms Tell Us About Grammatical Gender in German?
Alexander Onysko, University Venice, Italy / University of Klagenfurt, Austria

In its role as a global tongue, the influence of English on other languages has continued to spawn a substantial amount of research particularly in the European context (cf., e.g., Görlich 2002; Furiassi, Pulcini & Rodríguez González 2012). Among the many facets of contact-induced influences of English concerning all levels of language use, anglicisms (in the sense of English loanwords) are of special interest to all languages that are home to a system of grammatical gender marking. When English nouns enter the lexicon of other languages, they do not bear grammatical gender information. However, their usage in languages that regularly mark grammatical gender on nouns is usually dependent on an integration into the gender categories of the recipient language. In German, for example, nominal borrowings are assigned to one of the three grammatical genders of neuter, feminine, and masculine. This type of gender assignment can basically follow the intricate phonological, morphological, and semantic patterns of German (cf. Köpcke 1982; Steinmetz 1986; Eisenberg 1998), or it can be guided by prescribed rules (e.g. take the gender of a translation equivalent, assign all loanwords to one specific gender class, etc.). In addition, gender assignment can also become conventionalized throughout a speech community.

In cognitive terms, multiple possible motivations for gender assignment can lead to different choices, which can result in variation of grammatical gender and individual preferences. Some speakers might say das E-Mail (neuter) while others prefer die E-Mail (feminine), das Laptop (neuter) or der Laptop (masculine), and das (neuter), die (feminine), or der (masculine) Jingle. Thus, gender assignment to anglicisms provides an access point to analyze the various forces that underlie the selection of a certain gender category. The current paper pursues that aim and explores the different potential motivations that trigger certain choices of grammatical gender for anglicisms in German. The analysis combines data from an earlier corpus-based, descriptive study (Onysko 2007) with a more recent investigation into gender variation (Onysko, Callies & Ogiermann 2013).

Synge´s Hiberno-English: Language as Code and Text in Dramatic Discourse
Allan Richard James, University of Klagenfurt, Austria & Nursen Gömceli, Akdeniz University, Turkey

The Irish dramatist J. M. Synge’s Hiberno-English has intermittently been analysed from a linguistic perspective since the 1970s, an example being The Corpus of Irish English of Hickey (2003), which includes the texts of all six of Synge’s plays. Critical discussion since has developed around issues of the “authenticity” and “verisimilitude” of Synge’s Hiberno-English, but increasingly on structural details of the literary dialect, with reference to the Irish language and the general features of Irish-influenced English as well as the cultural values it signifies. The aim of this paper will be to show in a literary linguistic approach the meaning of dramatic discourse as expressed by the Hiberno-English of Synge’s work, highlighting its role not just as “code” but also as “text”, with special regard to its function in characterisation.
People have always been interested in food and cooking but never as much as today when recipes are available from a variety of different media. Today chefs are celebrities who have their own TV and YouTube channels. There is a lot of competition among them and as a result they use a variety of techniques to win the readers and TV audiences.

In the focus of the paper there is the relationship between language and context in three TV cooking shows by three famous British chefs: Jamie Oliver (15 Minute Meals), Lorraine Pascale (Baking Made Easy) and Gordon Ramsey (Gordon Ramsay’s Ultimate Cookery Course). Although it may seem that their TV cooking shows are the same, we suggest that there are important contextual and linguistic differences among them which add to the popularity of the chefs and also strengthen their reputation. Our hypothesis is that there is a strong correlation between a chef’s reputation and the language he or she uses. There are some linguistic features that are common to all three chefs, but there are also others which are chef–specific. To prove this hypothesis we carried out a linguistic analysis of one and the same recipe for the Italian bread focaccia delivered by the three chefs.

Since TV cooking shows clearly fall into the category of multimodal discourse (spoken, written, visual and auditory modes combine and intertwine), the theoretical background for the analysis is Halliday’s Systemic Functional Grammar and the multimodal theory by Guenther Kress. In the forefront of the analysis, however, are the linguistic features (lexis, grammar and prosody) of the three TV cooking shows and their relationship with different contextual ones. For the analysis we used Text concordance and Vocabulary profile tools as well as Coh–Metrix tool.

History and Meaning: The Framing of the Nuclear Conflict between Iran And The West in US ind UK Media
Johannes Scherling, University of Graz, Austria

Historicity is an important concept in people’s self-conceptualization as well as in their conceptualization of the world around them. By knowing what was, we can interpret some of what is as consequential of past actions and events and thus understand how it came to be and how to react appropriately. For our interpretation of current events in the world, we therefore frequently rely on history “as a source of meaning” (Leudar/Nekvapil 2011: 68). Since we relate to events in the world through mediation, i.e. the media, we accordingly understand world history through the historical context that is provided for us by journalists. In many cases, however, such contextualizations of events appear to foreground proximal – or synchronous (cf. Blommaert 2005: 130) – factors over distal ones, thus restricting interpretation to immediate factors rather than describing them as a consequence of other actions or events in history. Due to global reach of today’s corporate media, such synchronous framing of the news can lead to a certain bias of attitudes (cf. Philo 2004: 201-2), e.g., regarding the nature of conflicts between ‘us’ and ‘them’ to the effect that ‘we’ always appear as acting on logical, justifiable and altruistic grounds, while ‘their’ actions are irrational, unwarranted and self-serving. In this paper, I will analyze the framing of the political conflict between Western countries and Iran regarding its nuclear program. I will investigate opinion columns from various British and U.S. newspapers in order to explore the nature of the news framing of the issue and whether any distal factors such as Western interventions in Iran and Middle Eastern affairs are taken into account. The analysis will be conducted following the Thematic Analysis approach developed by the Glasgow University Media Group (cf. 2004/2011), but including also other conceptual categories such as Blommaert’s (2005) notion of synchronicity.

The impact of Digital and Social Media on Literacy
Nada Šabec, University of Maribor, Slovenia

In the modern digital era, the concept of literacy is no longer necessarily understood solely in the traditional sense as the ability to read and write, but has, with the emergence of the Internet and other digital means of communication, acquired a much wider connotation. The purpose of this study is twofold: on the one hand, it wishes to identify features that typically occur in texting, on Facebook, Twitter and other social media platforms; on the other, it wishes to see to what extent, if any, these features have crossed over into traditional writing, potentially loosening or even displacing the established norms. Samples of writing from various sources, both digital and traditional (SMS, e-mail, Facebook, Twitter, blogs, forums, websites; excerpts from students’ assignments, articles from print journals) are analyzed in order to observe the impact of new media on classic writing (spelling, punctuation, grammatical accuracy, register) when this occurs. English texts, as well as those written in Slovene but interspersed with English, are taken into account, the latter as a manifestation of English pushing boundaries in its function of the global/intercultural lingua franca of today.

The analysis is complemented by a survey in which students of English answer questions about their experience with and attitudes toward digital and social media on the one hand and traditional reading and writing on the other. Based on the findings, I will try to address the concerns of those who see new technologies as detrimental to literacy and the views of those who see in them a potential for the development of new skills and greater flexibility. This should provide useful insights into what it means to be literate in the 21st century as well as to point out the possible implications of new media for language change.
Film Analysis and/as Discourse Analysis. Theorizing the Role and Position of Cinema and Television as Alternative Discourse in *Celtic Tiger* Ireland (1997-2007)
Mark Schreiber, University of Klagenfurt, Austria

As Lothar Mikos has observed "film and television analysis can help explain which discourses play a role in a particular film or television text and, thus, how those texts situate themselves in the discursive field of society." (Mikos 57, my translation)

Drawing on a number of example scenes from a variety of recent Irish films and television productions, this paper aims at developing a theoretical framework for an assessment of film and television as an alternative discourse to the prevalent neoliberal discourses of the economic, political and media spheres in the Republic of Ireland during the time of the *Celtic Tiger*.

As "sensitive barometers of cultural change" (Fairclough 60), the films and series in question provide powerful proof of their relevance as possible correctives to the narratives of economic growth, prosperity, etc. that - despite the experience of the 2008 banking crisis, the subsequent recession and the experience of 'austerity' politics - continue to dominate Irish and wider European economic and political discourses.

By synthesizing ideas of (critical) discourse analysis and (Irish) film studies, this paper hopes to shed light on the role and position of Irish cinema and television as an important contribution to a re-evaluation of a crucial period of Irish (and European) social history.

The Dragon Has Two Tongues
David Newbold, University of Venice, Italy

This paper is about the evolution of the relationship between the English language and its nearest neighbour Welsh, as reflected in the work of young Welsh speaking writers today.

In his seminal 1960s work *The Dragon has two tongues*, the Welsh novelist and literary critic Glyn Jones claimed that there were two separate ‘Welsh literatures’ – one in Welsh, addressed to a small, diminishing, and probably doomed readership; the second, known as ‘Anglo-Welsh’, which spawned global giants such as the poets Dylan Thomas and R. S. Thomas, who wrote in English. Both strands claimed to represent Wales and Welsh culture; but there was little contact between the two.

Since devolution, however, things seem to have changed. A new generation of young bilingual writers, in the south as well as the traditional Welsh heartland of the north, has appeared, the result of a bilingual education policy which began in the 1980s, and which has been reinforced since the establishment of the Welsh Assembly in 1999. An increasing number of these writers, including novelists Ffur Dafydd, Jon Gower, and Llwyd Owen, and the first Welsh poet laureate Gwyneth Lewis, feel they do not have to limit themselves to one language, but increasingly are crossing the language divide, writing or rewriting their work in English, and making the crossing of that divide a focal point of their writing. But in the rewriting, things happen, the details change, the stories grow in the telling, as the writers look beyond the introspective matter of Wales to the place of the fledgling devolved nation in the global world of the twenty first century. The result is, at the same time, an affirmation of bilingualism, and the appearance of some of the most vibrant writing in English being published in the UK today.

Online Marketing of Financial Services in Light of Cultural Dimensions
Vesna Lazović, University of Novi Sad, Serbia

Culture can significantly influence the success of marketing communications and marketing decisions since cultural values, beliefs and customs affect our perceptions and patterns of buying behaviour. This paper attempts to address the influence of cultural dimensions on bank advertising copy by examining 25 features in online British bank offers based on their distribution (in particular, 18 features at the linguistic level and 7 features at the non-linguistic level). Starting from cultural characteristics described in relation to Hofstede’s and Hall’s dimensions of cultural variability, the aim of this paper is threefold: (1) to recognize methods and key patterns used by marketers when advertising bank services; (2) to examine how cultural characteristics are reflected in advertisements, to what extent and in what ways, and finally, (3) to discuss and explain some language and culture-specific elements.

In other words, the results of this analysis reveal a repertoire of linguistic and non-linguistic choices, which banks in the UK utilize in a bank advertising copy. The findings also enhance the understanding of features in advertising which have been standardized due to globalization or localized due to culture.
The paper discusses the difficulties of establishing and translating semantic prosody in phrases, or in Sinclairian terms, in extended units of meaning. Distinction between connotation (as a feature of a single word) and semantic prosody (as a component of pragmatic meaning observed in phrases of varying length) will be drawn on the basis of corpus-derived analysis. While connotation is typically included to some extent in good dictionaries, semantic prosody is not and only becomes visible through the optics of corpus linguistics. The paper will attempt to provide guidelines for better coping with the elusive yet ubiquitous pragmatic meaning that apparently permeates all man-produced texts. The practical part of the paper will showcase several examples from Slovene and English corpora that highlight the challenges involved in successful L1-L2 translation of phrases laden with semantic prosody.

The Blog is Served*: Crossing Borders Between Professional and Popular Communication in the Language of Food Blogs
Daniela Cesiri, University of Venice, Italy

In the last few years, food blogs have increasingly grown in importance, taking the role of “virtual communities” (Blanchard 2004) in which people with common interests in food share information and recipes. This success is probably a consequence of the public concern in healthier dietary habits as well as in the social dimension that food preparation and consumption often involves.

The popularity of food blogs is also testified by the number of TV shows (such as the BBC Good Food show) dedicated exclusively to cooking, in which the most successful food bloggers, along with ‘TV-chefs’, present their recipes and useful advice for a healthy diet. Food blogs can thus be seen as places of interaction between the ‘expert’ who created the blog and ‘the non-expert’ who visit the blog and occasionally posts comments. However, this interaction is more complex than just a dual relationship between the author spreading professional knowledge and the public receiving it since visitors are often experts themselves as they include not only beginners but also experienced amateur specialists in the field of cuisine.

The present study analyse the most popular food blogs in the United Kingdom in order to investigate the features that contribute to shape the discourse of these specific virtual communities, in which language seems to constantly cross the border between professional and popular communication. Through corpus-based research methods, the study will look at the lexico-grammatical and pragmatic aspects that characterise the language of food blogs with the aim of investigating when and to what extent the food bloggers make use of professional language in cuisine (and related terminology, in particular) and when and to what extent they employ a more popular(ised) kind of discourse. In this respect, the analysis will also include the interactions occurring between the bloggers and the other users in order to look at the ways in which the latter respond to the former’s usage of professional or popular terminology.

“My Days of not Taking [Academia] Seriously are Certainly Coming to a Middle”: Combating the Commodification of Tertiary Education by Teaching Science Fiction
Stefan Rabitsch, University of Klagenfurt, Austria

My paper stands in defense of popular culture in general, and science fiction in particular, with the aim to challenge the constricting boundaries placed on university teachers by the growing corporatization, managerialization and financialization of academia. Over the past few years, my recently completed dissertation project has been framed by vigorous efforts of making science fiction television, film, and video games into viable and potent vehicles for teaching (American) culture studies at the tertiary level. Since such a project does not easily conform to the contemporary discourse of academic knowledge production, which seems to place more value on the immediate applicability, economic viability and/or quantifiable measurability of research, it stands in need of a simple yet powerful defense. The often mistaken presumed triviality of engaging with science fiction artifacts that still prevails in certain quarters of academia demands to be dispelled by emphasizing both its scientific value and its academic relevance.

The potency and relevance of contemporary forms of popular culture as tools for ‘doing’ culture studies are particularly pertinent when it comes to the genre of science fiction not least because we find a democratizing/political spirit at the heart of its wide range of allegorical intentions. For one, the genre is informed by the very basics of the scientific method—or, at least a semblance thereof. In short, science fiction’s speculative nature provokes an intellectually stimulating response. Even more importantly—from an (American) culture studies point of view—science fiction challenges its readers/viewers/players with the seemingly simplistic yet intellectually provocative question: what if? This is especially true for mass media phenomena which have enjoyed global resonance—from STAR TREK to MASS EFFECT, and from STAR WARS to INTERSTELLAR to name but a few. My doctoral research has directly fed into its innovative application in the culture studies classroom on both the undergraduate and graduate level.

Consequently, my paper aims to show how science fiction narratives are not mere escapist fantasies. I will showcase both methodological/pedagogical approaches for how to effectively engage with visual science fiction in class settings, and specific examples drawn from visual science fiction which I have repeatedly used as entry points to exemplify the basic tennets of critical/cultural thinking.
**Similarities and Individual Learner Preferences with Regard to the Application of Language Learning Strategies**
Carmen M. Amerstorfer, University of Klagenfurt, Austria

This paper presents the results of a recent case study conducted at a COOL school in Upper Austria. COOL (CoOperative Open Learning) is a state-funded teaching concept, which has its roots in the pedagogical principles of the Dalton Plan. COOL promotes learner cooperation and self-regulation by providing learning situations in which pupils are encouraged to work together on specifically designed assignments. This learner-centred teaching approach requires pupils to take responsibility for their time and resource management as well as for the learning process and outcome.

In general, the study elaborates on which language learning strategies learners of English as a foreign language apply in a cooperative open learning environment. In particular, it examines five EFL learners and their individual differences in the application of language learning strategies in cooperative learning situations. Through video-recorded lesson observations and stimulated recall interviews, the study aims to reveal the strategies used during open-learning periods when pupils are working on EFL assignments collaboratively and independently of a teacher. Furthermore, it aims to highlight potential differences in the nature and frequency of language learning strategies of high-level and low-level achievers. Finally, it brings to light how a group of Austrian EFL learners strategically utilise their shared L1 German for communication in cooperative open learning situations.

**From House to Home: A Cross-Cultural Investigation**
Monika Kavalir, University of Ljubljana, Slovenia

Language and culture are inextricably linked and the differences in both the concrete reality that surrounds us and the ways in which we conceptualize it at an abstract level are reflected in the way we talk. The paper looks at some characteristics of the domain that can be labelled ‘house and home’ in the British Isles and North America, and contrasts it in particular with the situation in Slovenia(n). It examines the construction materials used, the size of people’s dwellings, the use of light, colour and style, hygiene, class distinctions, and the attitude to house vs. home, showing that like almost any concept in any language, the notions of house and home are culturally determined experiences of time and space – they are not coincidental but have to do with structural traits of the three cultures investigated. In addition, a corpus analysis of expressions to do with house and home is carried out to demonstrate the intimate link between language and culture and to show that mastery of a language goes hand in hand with understanding the target society/societies.

**A Proposal for the Model of an Intelligent Tutoring System for Language Learning – Language Perspective**
Vanja Slavuj, University of Rijeka, Croatia

For some time now, the use of computers for tutoring purposes has been widely accepted within the language learning context. This is mostly attributed to the developments in Artificial intelligence and related fields, Intelligent tutoring systems (ITSs) included, as more sophisticated technologies became available to process natural languages and cater to the specific needs of individual learners. The paper at hand offers a proposal for the model of an intelligent tutoring system for language learning, innovative in its employment of the Common European Framework of Reference for Languages (CEFR) in conceptualising its components. Even though the proposed model follows the general ITS architecture often found in literature, it does so only to a certain degree. The model is enriched by a module for learner model initialisation which takes the form of an adaptive computerised test, and the feedback module which delivers messages to the learner concerning the evaluation of user action and the possible source of errors. In addition, some of the issues often encountered while developing language-learning-oriented tutoring systems, including horizontal and vertical domain restriction, are addressed by the proposed model. Thus, service provided by the resulting ITS is twofold: (a) detecting the CEFR level of language proficiency of individual learners; and (b) delivering intelligent language tutoring through targeted and structured guidance for successfully advancing towards higher proficiency levels, aimed at improving the detected shortcomings in the learner’s linguistic knowledge. The paper however does not intend to go into great technical details regarding the implementation of the system, but discusses the model from the language learning and teaching standpoint.
The presentation is an overview of the aims, theoretical framework, practical implementations and potential developments of YELL/TELL (Young English Language Learners / Teen English Language Learners), a professional community of language teachers created to cross the professional boundaries of different school levels. The community is also a bridge linking student teachers and expert language teachers by supporting peer-learning and peer-teaching within a lifelong learning perspective. YELL/TELL (started in 2011) is a collaborative virtual community of trainee teachers, school teachers, teacher educators and researchers who have adopted the educational platform LearnWeb developed by computer experts at the L3S Research Center in Hannover (http://learnweb.l3s.uni-hannover.de).

The social community YELL/TELL supports individual teachers and groups; it offers tools for pre-service and in-service language teacher training on the basis of sharing resources, commenting and reflecting on them in the spirit of open educational practices (OEP), free resources (OER) and plurilingual teaching strategies. The YELL/TELL community discusses, shares and tags materials, reflects on individual and group practices, offers mutual support, ideas, competences for teaching English as L2 or FL to children and secondary school students. Along the lines of an informed, critical and reflexive socio-constructivism respectful of cultural variety and practices (Goodfellow and Lamy, 2009; Edge, 2011; Vuorikari et al. 2012; Duensing, A., Gallardo, M. and Heiser, S., 2013), YELL/TELL is a peer-training, self-sustained and open virtual community.

Thanks to the collaboration with the L3S Research Center in Hannover, the YELL/TELL community can use the LearnWeb social platform adapted to their needs and uses (http://yell.uniud.it/?page_id=157&lang=en) (Bortoluzzi and Marenzi, 2014).

The paper reports on the ongoing project, the development of the community, the peer-teacher training uses of the platform and the assessment of the boundaries crossed by the community so far. We shall also discuss its potential for challenging language borders through resource-sharing for community and minority languages.

Transcending the Borders of the Classroom Setting
Gregor Chudoba, University of Klagenfurt, Austria

In language teaching, there is general agreement over the need for authentic language input. After all, we want learners to learn language that is up-to-date, effective and unmarked. However, somewhat less attention is given to creating quasi-authentic situations to elicit learner language output. Yet it is these instances that provide the transition from controlled practice in learners’ sanctuaries (intramural) to free production outside the confines of the classroom (extramural). The breaching of the classroom wall implies changes in teachers’ roles, in learner autonomy and in the degree of learner-sensitive individualisation. The presentation intends to present means by which, at the English Department of Klagenfurt University (IAA), we attempt to take students beyond the walls of the traditional classroom setting. Taking concrete examples from a class called Integrated Language Skills, we will see how quasi-authentic learner interaction precedes and accompanies the expansion of the classroom limits and how authentic application of the texts produced is a key element in transcending the confines of more conventional settings.

The Case of Gloria Anzaldúa: Translating a Postcolonial Perspective into (English) Language Education
Werner Delanoy, University of Klagenfurt, Austria

Gloria Anzaldúa (1942-2004) is a Mexican-American scholar and writer whose work defies easy labels. Therefore, placing it under a postcolonial banner does not do full justice to her writings. Yet there is a postcolonial dimension to her work. Also the multi-dimensionality of her thinking is typical of current post-colonial theory-building where postcolonial concerns interconnect with other power-critical positions. Finally, the focus on postcoloniality poses a challenge to ELT teaching, which, so far, has only paid insufficient attention to such a perspective. Thus, in my contribution postcoloniality is also emphasized in order to widen the scope of English language education.

Translation is a key term in Postcolonial Studies where it is used as a metaphor for what happens when people, texts, ideas or institutions move or are moved from one cultural context to another. Indeed, the term encourages sustained and detailed reflection upon how such moves affect source and recipient domains. Thus, a focus on translation gives particular attention to how Anzaldúa’s work is presented in an ELT context, and how ELT practices in turn may undergo change in in the light of such contact. However, translation will not only be used as a metaphor for cultural transfer. In addition a case will be made for reactivating translation as a textual practice to invite careful and (self)critical readings. This will be shown with the help of a concrete translation project. In this project Anzaldúa’s children’s books crossed manifold linguistic and cultural borders. Although the project was carried out in an ELT context, it also includes a plurilingual dimension.
Can We Teach EIL in the EFL Classroom? Challenges or Opportunities for ELT?
Irena Vodopija-Krstanović & Mladen Marinac, University of Rijeka, Croatia

This paper reports a mixed-method study which uses an online survey and qualitative interviews to examine how the distinction English as an International Language (EIL)/native-speaker (NS) English is conceptualized by teachers of English as a foreign language (EFL), and reflected in their classroom practice. The changing landscape of English calls for a change in the way the language has traditionally been taught; however, actual teaching practices remain unaffected, and are thus considered inadequate (Matsuda 2012). Much of the discussions on EIL in relation to language pedagogy remain in the abstract, and curricula are still largely modeled on the monolingual/monocultural NS (McKay and Bokhorst-Heng, 2008). Given that EIL does not seem to be pedagogically functional in Europe, this gap (between theory and practice) is clearly an important issue, which would merit more interest in applied linguistics (Modiano 2009). Findings in this study show that although teachers acknowledge EIL, they nevertheless largely focus on NS English in practice. The participants identify six main obstacles to integrating EIL in the classroom: a) the dominant language and education policy, b) the role of formal assessment, c) the ambiguity of the concept of EIL, d) the lack of pedagogical content knowledge, e) the pervasive NS ideology in teaching, and f) the familiarity of NS English. While EIL has become a widespread concept in the discourses on ELT, it is questionable whether it can constitute a viable pedagogical framework for actual classroom practice.

Analysing Wiki-mediated Collaborative Narratives from a Genre Perspective: A Case Study
Francesca Coccetta, University of Venice, Italy

In language teaching and learning wikis are widely used in online collaborative writing in the L2. Research in this field (e.g. Mak and Coniam, 2008; Kessler 2009; Kessler and Bikowski, 2010; Lee, 2010) has demonstrated that they facilitate effective, collaborative language learning, enhance learners’ attention to form, and promote peer-to-peer interaction. While research into the effects of wikis on the writing process is extensive, studies into the end products as instances of a given genre are a few (e.g. Kuteeva, 2011). Yet, the technological affordances provided by wikis in terms of the multimedia objects that can be added to the plain page (e.g. audios, videos, images, and hyperlinks) empower users to explore new ways of creating texts, thus reshaping existing genres (see Alexander and Levine, 2008 vis-à-vis stories).

The present study reports on a small-scale project carried out at Ca’ Foscari University where small groups of students attending a first-year English language course in the Degree Course in Linguistic and Cultural Mediation were involved in the collaborative production of a bedtime story in a wiki platform. In particular, the study examines the extent to which the students exploited the affordances of wikis to affect the story’s generic structure (Hasan, 1984a/b) and the realizations of the various constructs in the narrative genre.

Theorizing Self-Translation as Translingual and Transcultural Transcreation
Deborah Saidero, University of Udine, Italy

Despite the growing scholarly attention it has received in recent years, self-translation is still an under-investigated field of research, and one most often confined to the literary realm. Defined by Popovic as “the translation of an original work into another language by the author himself” (1976), it has in fact started being investigated as “an alternative line of study within literary translation theory” (Tanqueiro 2000). To date, scholars have reconstructed the history of self-translation and analyzed the works of ‘canonical’ self-translation writers belonging to multiple literary canons, as well as those of emerging migrant, ‘ethnic’ and post-colonial writers (Antunes, Hokenson & Munson); they have addressed issues such as the exceptionality of the self-translator’s role and their ‘privileged’ position as author-translator (Tanqueiro, Santoyo, Castillo García); the self-translator as a bilingual and bicultural subject with dual affiliations and as a cultural mediator; the classification of self-translations as “naturalisante”, “décentrée” and “(re)créatrice” (Oustinoff, Cocco) “vertical or horizontal” (Grutman), “transparent or opaque” (Dasliva), “intratextual” (Santoyo), “explicit or mental” (Tanqueiro); the complementariness of translation and creative writing in the self-translating process (St. Pierre, Grutman); self-translation as a double writing process, as manipulation and rewriting (Bassnett, Simon); and the idea of self-translation as an act of personal reinvention in a translingual perspective (Kellman, Eco). Epistemic cognitive approaches (mainly psycho- and neuro-linguistic) have been applied to describe the process of self-translation as an example of contradicio in adjecto (Salmon), while culturally-oriented theories have analyzed self-translation as a cultural activity and its relation to identity.

In our increasingly transcultural and globalized world, where migration, exile, travel, tourism, cross-border relations etc. oblige people to engage in acts of self-translation on a daily basis – not necessarily written, but also oral and ‘mental’ – it is ever-more important to develop theoretical considerations of this phenomenon from a multidisciplinary perspective. In this paper I would like to bring together the various theoretical approaches to self-translation developed so far and draw on translation theory, socio-linguistic theories about bilingualism and second-language acquisition (Lantolf and Pavlenko), and cultural identity politics to posit an understanding of self-translation as translingual and transcultural transcreation. My investigation will elaborate upon my previous work on migrant writing, where self-translation is a vital act of transcreation and transformation, since it constitutes a space of mediation and renegotiation where transcultural exchange may occur, thereby allowing these translanguaging subjects to fuse and re-inscribe their multiple identities, selves, languages and cultures. As a strategy of re-appropriation of one’s pluricultural identity, self-translation thus allows for a fluid renegotiation of selfhood within a dialectic transcultural paradigm, and spurs a reimagining of cultural belonging in transnational, cosmopolitan terms. It will also be interesting to explore the role played by self-translation as a dynamic flow between languages and cultures, as self-conscious manipulation and rewriting, in spurring transculturation.
Extended collocations are neglected but very real type of phraseology in today's English. They are *experiential* if they are particularly salient and thus recurrent – due to their being reflections of language speakers' major concerns, ideas, actions, states, and experiences. They are *extended* if they are augmented from the basic binary type by at least another lexical or grammatical element, thus comprising each three or more constituents, as in *to break a code → to break a secret code or a special deal → to negotiate a special deal*. Examples include *to bear a close resemblance to, to make an official statement about/on, to invest heavily in (a business), to work to a tight deadline*. Drawing on the leading learners' dictionaries as well as corpora, the paper focuses on those extended strings where the binary collocation of the verb+noun object type is extended by adjectives and/or prepositions, e.g. *to make a statement → to make a sweeping statement → to make a sweeping statement on/about sth or to reach/strike a deal → to reach/strike a financial/political/preliminary deal*. Such strings too illustrate the diverse ways in which Sinclair's (1991) coselection principle operates in English. However, learner lexicography and advanced EFL teaching have paid little attention to the phenomenon, following a powerful tradition of favoring, in illustrating structuring in language, syntactic phrases, clauses and sentences, and lately also binary collocations, often at the expense of extended strings such as Sinclair's (1991) famous *(barely) visible to/with the naked eye*. The main reasons for highlighting extended collocations are their recurrence due to extralinguistic salience and their phraseological significance, contrastive considerations (semantic [un]predictability, structural [non]congruence, and dissimilar "experiential" salience) being likewise relevant.

**Pointing Gestures, Pointing Words and the Meeting of Minds. Crossing the Boundaries Between Communication and Grammar**

*Maja Brala-Vukanović, University of Rijeka, Croatia*

The focus of this paper is on the way in which communicative needs drive the formation of words and lead to the formation of (new) grammatical categories (see e.g. Bybee, 2002). The system used to illustrate and analyse this theoretical position is that of Croatian demonstratives, which are explored from the semantic and the syntactic perspective. More specifically, we investigate the communicative sequence that takes us from the pointing gesture to various 'pointing words' (see Diessel, 2006). The sequence is put into relation to the referential / identificational and the informative (predicative?) segments of language. The analysis outlines an interesting and potentially far reaching dichotomy, which parallels Gardefors' (2014) distinction between slow and fast meaning words, within his overall ‘meeting of minds’ cognitive theory.

**Nonverbal and Intercultural Communication Competence for Tourism Promotion**

*Nickolas Komninos, University of Udine, Italy*

This paper deals with nonverbal and intercultural communication in the tourist industry focusing on research carried out in North Italy. English language is commonly the lingua franca in the interaction between tourist institutions and often the language of the promotion itself. However, the cultural framework of reference of the sender and of the receiver is often not shared and not English. There is a potential for a cultural, as well as interpersonal, lack of knowledge between the sender and receiver that can lead to misinterpretation, miscommunication or even offence. The main question asked here is ‘How does intercultural communicative competence and intercultural training affect the promotion of tourism and regional development to international audiences’. The paper analyses the current situation in four companies in North Italy through the results and analysis of semi-structured interviews and questionnaires. Focus is made on intercultural communicative competence in the business setting with reference to conflict management in relation to politeness and face theory (Brown and Levinson, Cheng), intercultural conflict (Ting-Toomey), and cultural differences in business protocols (Ambady and Samovar). Negotiation is also considered as an encounter-clash between models (Trevisani), cultural effects on goals, attitudes, personal and communicative style, time sensitivity, agreement form and process, team organization and risk taking are also considered (Salacuse), as is nonverbal behaviour (Samovar et al.). Finally team management is considered with reference to organizational differences and differences in strategy (Holmes), leadership differences, and Emotional Intelligence Diversity (EID): affirmative introspection, self-governance, intercultural literacy and social architecting (Sorrels). Results and analysis are presented and future areas of research considered.
Literature and Cultural Memory Studies: Crossing Disciplinary Borders or Challenging Boundaries?
Irena Grubica, University of Rijeka, Croatia

Over the last three decades the concept of cultural memory has been stimulating an ongoing interdisciplinary dialogue in the humanities, by bringing together a variety of disciplines: literature, history, sociology, psychology, cultural studies, translation studies, media studies, etc. In her book Travelling Concepts in the Humanities Mieke Bal refers to cultural memory as one of such exemplary concepts that easily travel across disciplinary borders. The basic argument in her study is that interdisciplinarity in the humanities „must seek its heuristic and methodological basis in concepts rather than methods. “ (2002:55) Therefore, „travelling concepts“ such as cultural memory overtly challenge conventional methodological protocols. Although Bal’s statement received various criticism we consider it a valuable starting point in our discussion and we want to position our arguments in relation to it.

This position paper seeks to contribute to the above mentioned interdisciplinary dialogue by focusing on some methodological concerns that arise when we attempt to relate the burgeoning field of memory studies to literary studies. The relations between cultural memory and literature are manifold and they range from the issues of intertextuality to canon formation, identity formation, cultural translation, the representation of history and trauma, etc. Some of the questions raised in this paper will be: In what way do the basic concepts in cultural memory studies challenge the methodology of literary studies? Do these concepts alter when they travel across disciplinary borders and in what way do they extend or erase the disciplinary boundaries? How is cultural memory represented in literature? In what way does literature shape cultural memory? How does it differ from other disciplines in doing that? Attempting to answer these complex questions my position paper will rely on a variety of different theoretical sources and definitions of cultural memory (Lachmann, Derrida, Ricoeur, Huysen, Terdiman, Stewart, Halbwach, Assmann (s), Radstone, etc) as well as illustrate its arguments with some specific examples from literary works.

A Tale of the Fractal Being: Literary Subject in Ozeki’s A Tale for the Time Being
Mojca Krevet & Uroš Mozetič, University of Ljubljana, Slovenia

The post-WW2 transition from the modern to the postmodern paradigm has significantly altered the ways in which individuals perceive themselves and their surroundings. In literature, these changes first became evident in the 1980s American genre fiction and the experimental fiction of the 1990s. Mainstream fiction, too, has been reacting to the reality of the media-governed societies and consumer cultures, however, its response has been mainly that of a detached observer, commenting upon the new circumstances from a still decidedly Cartesian position.

Our paper investigates the status and the structure of the literary subject in Ruth Ozeki’s 2013 A Tale for the Time Being from the perspective of the hitherto discernible governing mechanisms of the postmodern epoch. We argue that the novel is a rare example of the so-called mainstream fiction which not only thematises the postmodern condition but is fundamentally defined by it. Our analysis is based on Jean Baudrillard’s theoretical framework since his concepts of postmodern reality as hyperreality and postmodern subjects as fractal subjects essentially summarize the observations of other major theoreticians of postmodernity.

We will specifically concentrate on the status, function and structure of the author, characters and readers in terms of their adherence to Baudrillard’s concept of the fractal subject. Additionally, we will examine a variety of narratological perplexities in the novel (e.g. the shifts of narrative perspective, a multiplicity of embedded narratives, narrator's elusive identity), which blur the difference between the traditional concepts of who sees and who speaks in a fictional narrative, prompting the reader to undertake a palimpsestic interpretation of the structure of the novel. Under these circumstances, the issues of the implied author and the implied reader will inevitably come under scrutiny as well.

Labelling Strategies in Monolingual Learner’s Dictionaries
Marjeta Vrbnic, University of Ljubljana, Slovenia

Labels in dictionaries provide information about restrictions and constraints on the use of certain words or senses in the contexts in which they occur or in relation to other words described in a dictionary. The aim of this paper is to study labels used in five British monolingual learner’s dictionaries (MLDs), i.e., OALD8, LDOCE6, COBUILD7, CALD4, MED2, and to establish whether the labels used are clear enough for the intended user to distinguish between them. A comparison of the print edition and the electronic versions (CD-ROM/DVD-ROM and online dictionaries) of the same dictionary shows that some labels used in the dictionaries are close in interpretation. Among these labels, the labels formal, literary and written may pose some problems for advanced learners of English, especially if they are used together. Similarly, the labels informal and spoken appear in many MLDs but the explanations provided in the dictionaries may also not help the user to differentiate between them.

MED2 is the only dictionary that lists subject-field labels. In OALD8, the only subject-field label enumerated in the list of labels is the generic label technical, but other subject-field labels are also used in the dictionary. The opposite extreme is the use of labels denoting sub-fields (e.g., medical vs. anatomy). If such labels are used, one would expect an explanation of the distinction between them.

As opposed to print dictionaries, online dictionaries are the most deficient as regards information on diasytematic labelling as well as other metalexicographic information. To conclude, information about the restrictions and limitations provided by diasytematic information is vital for decoding and even more so for encoding. It should therefore be tailored to the users’ needs and skills, so that users can use this type of information correctly and efficiently.
Negative or Just Sensitive? English Negative and Polarity-Sensitive Phraseological Units
Gašper Ilic, University of Rijeka, Croatia

The contribution discusses the lexicographic treatment of negative and polarity-sensitive phraseological units from the perspective of theoretical linguistics. Building on the division between the negative items and the polarity-sensitive items, which has been well-defined in theoretical linguistics (Fauconnier 1975, Ladusaw 1979, Van der Wouden 1997), the aim of the contribution is to determine to what extent this dichotomy is incorporated into the dictionary micro-/macro-structure. For the purpose of the research, two specialised dictionaries – the Cambridge International Dictionary of Idioms and the Oxford Idioms Dictionary for Learners of English – were examined and a database of 695 phraseological units listed in the two dictionaries as negative or co-occurring with negation was compiled. Then, the negative/polarity-sensitive status of each phraseological unit from the database was tested against the corpus data (the BNC and the enTenTen [2012]). The analysis reveals that in most cases the theoretical considerations about the negative/polarity-sensitive dichotomy are not taken into consideration. Out of 595 examples from the database, only approximately 40% of the phraseological units are really negative, the remaining units are either polarity-sensitive (20%) or are non-negative and non-polarity-sensitive (40%). A closer examination of these examples shows that what seems to be the dominant factor for the lexicographic treatment is the frequency: if a unit frequently appears in negative contexts, then it is labelled as negative. This strategy, however useful or practical it may be, is unsuitable for determining the negative/polarity-sensitive status of phraseological units, because negation has the highest frequency of occurrences among all known polarity licensers. As a result, any polarity-sensitive phraseological unit will always have the highest co-occurrences with negation. Such an oversimplified approach to negative and polarity-sensitive units may distort a dictionary user’s understanding and practical use. Therefore, a call for a change in the lexicographic treatment is warranted.

Ways of Expressing Diminution in English and Slovene
Eva Sicherl, University of Ljubljana, Slovenia

The presentation compares ways of expressing diminution in English and Slovene nouns, verbs and adjectives with the aim of testing a hypothesis suggesting that Slovene uses diminutive forms more frequently than English. Depending on language typology, diminutiveness can be realized predominantly word-formationally, as is the case in Slavic languages (including Slovene), or predominantly analytically, as is the case in English. The hypothesis is then tested against a statistical analysis of diminutive forms used in Roald Dahl’s Matilda and its Slovene translation, showing that Slovene indeed prefers to use diminutives more frequently than English. A tendency can be established for Slovene to form diminutives by word-formational means in the categories of noun and verb. Likewise, there is a tendency for English to form its noun diminutives mainly analytically, but also word-formationally in certain groups of nouns (particularly personal names and names of family relations). In the verbal sphere, English tends towards neutrality of expression. The relatively frequent use of multiple/combined diminutiveness and the ability of analytic and synthetic diminutive forms to be freely interchangeable in Slovene testify to the strong presence of diminutive forms in the language system.

Global and Local Factors Leading to the Missing Role of the Media in the Popularisation of Croatian Equivalents to Anglicisms
Branka Drljača Margić, University of Rijeka, Croatia

Although the media have a unique role in the popularisation of neologisms (Ager 2003), Croatian equivalents to Anglicisms lack such support. The present paper discusses the causes that lie behind this missing role of the media.

Firstly, the popularisation of equivalents to Anglicisms faces a ‘Catch-22 situation’. On the one hand, they need to be promoted in the media in order to be accepted and used by speakers, and on the other, they tend not to be used in the media prior to their acceptance in everyday speech. This is probably due to the modern de-normalisation and familiarisation of media language under the influence of different factors such as the dynamics of public communication (Duszak 2006), and the adjustment of media language towards the audience’s everyday speech (Bell 1991). Secondly, the use of Anglicisms is widely perceived as prestigious. Thirdly, the majority of speakers want to distance themselves from numerous and, according to many, aggressive changes in the Croatian language in the last decade of the 20th century marked by the tendency to find equivalents to internationalisms and words of Serbian origin, which were considered to have been imposed on Croatian language use. Fourthly, the use of equivalents to Anglicisms has not been presented as obligatory, unlike the use of equivalents to words of Serbian origin and internationalisms. Finally, according to a number of Croatian linguists, public language use in Croatia has been marked by a degree of carelessness and laziness.

However, findings of the study that the author conducted among 320 Croatian language speakers suggest that the respondents still expect (formal) public discourse to create norms and standards. They think that the influence of English on Croatian should get more media attention in terms of making speakers familiar with equivalents to Anglicisms and consequently enriching their vocabulary.
Lexical Borrowing in Slovene Green Energy Terminology  
Laura Mrhar, University of Ljubljana, Slovenia

The paper presents the most common types of lexical borrowing in Slovene green energy terminology, with a special emphasis on calques and doublets, which often occur as a result of borrowing words from different languages, e.g. *odlagališče* (also: *deponija*) ‘landfill’, *odlagališčni plin* (also: *deponijski plin*) ‘landfill gas’, *biotska raznovrstnost* (also: *biodiverziteta, biotska pestrost, biološka raznovrstnost*) ‘biodiversity’, and *albedo* (also: *odbojnost*) ‘albedo’.

The examples of lexical borrowing are taken from the *English-Slovene Dictionary of Green Energy Terms* (Mrhar: 2015) and analyzed with the help of a small internal corpus, containing a limited number of Slovene articles on green energy and their English translations. Both unproblematic and problematic cases of lexical borrowing are presented and assessed, with the principle purpose of explaining in which cases the Slovene language borrows words and in which cases it creates novel expressions out of its own resources. The paper furthermore presents and discusses the most common donor languages, and comments on the extensive use of newer lexemes with the semantic features *bio* ‘bio’ and *eko* ‘eco’, especially in cases like *biovrtnarjenje* ‘biogardening’, *ekoturizem* ‘ecotourism’, and *ekonadzor* ‘eco-audit’.

Workshop 1 – Visual Culture  
Jörg Helbig, University of Klagenfurt, Austria

Everybody who is working or is interested in the field of Visual Culture is invited to this rather informal get together. We will discuss current research projects and prospects for future cooperation. Although a special emphasis will be put on film studies and game studies, other areas of Visual Culture, such as television, photography, graphic novels etc., are, of course, welcome.

Workshop 2 – Creating and Working with Learner Corpora  
Nikola Dobrić, University of Klagenfurt, Austria

The workshop is intended for everyone interested to learn more about the practical aspects behind the creation and selection of any corpus as well as the particularities behind the creation, selection, and use of learner corpora. As the workshop will take place in a computer-equipped classroom, we will take a very hands-on approach at exploring these issues.

Workshop 3 – Visual Culture  
Elena Buffa & Matthias Kraft-Kinz, International Office, University of Klagenfurt, Austria

Since establishing more substantial forms of cooperation between our Departments has always been the underlining goal behind the AAA conferences, the focus of this workshop is to learn more about the ins and outs of establishing joint (MA) degrees within the Erasmus + funding scheme.
Pairing Phraseological Units with Semantic Meta Tags
Ana Koren, University of Ljubljana, Slovenia

In the past few decades, the work of lexicographers has slowly begun to migrate from the conventional paper-to-printer form into the delicate inner workings of a computer and the World Wide Web. True, with the evolution of e-dictionaries, the process of compiling a dictionary became a less formidable matter, yet it still requires the same complex procedures in establishing the proper methods of implementing forms, meanings, and equivalents. Identifying and pairing one-word cross-linguistic lexical items in two languages is one thing, while finding and matching corresponding equivalents in a greater number of phraseological units is another. Therefore, this paper addresses the inner mechanisms of creating an online bilingual dictionary of idioms (Project: Idiom), namely, the lexicographical linking of cross-cultural phraseological equivalents in English and Slovene by means of semantic meta tags. Semantic meta tags are metalinguistic values (connotation, time, emotions, duration, number, etc.) allocated to specific semantic aspects of an idiom. They are individual lexical items, predominantly nouns, and their sum corresponds to the meaning of a complex multi-word entity. Thus, the summary of these small cogs in the large wheel of lexicographical treatment of phraseological entities intends to portray the essence of the meaning the units carry. By means of automatising the matching of phraseological units in terms of meta tags, the lexicographical process is significantly simplified. Admittedly, this procedure still runs as a semi-automatic lexicographical feature, which requires rather detailed and extensive preparations, yet, in my experience, it is preferable to manual pairing, and may present the future of machine translation engines diving into the currents of phraseology.

Social and Political Discourse in Sean O’Casey’s Juno and the Paycock: A Linguistic and Literary Analysis of the Play’s Language
Anastasiia Pichler, University of Klagenfurt, Austria

This paper offers an original reading and interpretation of Sean O’Casey’s play Juno and the Paycock combining both literary and linguistic perspectives. In its interdisciplinary focus, the thesis aims at extending the understanding of the text’s social and political message by systematically exploring its dramatic language with the help of the methods of discourse analysis. A discourse analysis approach allows to place the play within a historical and cultural context and examine how this context has influenced the author, which in its turn, has had an impact on his construction of the play’s language. Furthermore, on the basis of similarity between spoken discourse and dramatic dialogue, the paper illustrates literary and linguistic characteristics of dramatic language, explaining its purposes, components and functions and discussing the use of realistic speech in drama. In analysing Juno and the Paycock’s dialogue through the categories of spatial and temporal setting, floor management and thematic flow, the central part of the paper reveals O’Casey’s vision of the problematic areas in Irish society and politics of the time. The playwright’s use of the working-class Dublin dialect, involving its dramatic and non-dramatic significance, as well as the text’s intertextual ties with the other literary sources complete the study of the play’s dialogue.

Transtextuality on Public Display in the Alpe-Adria Region
Iryna Sherstobitova, University of Klagenfurt, Austria

This paper deals with the use of English in the public domain in the Alpe-Adria region. The linguistic landscapes of three cities, namely Klagenfurt (Austria), Udine (Italy) and Ljubljana (Slovenia) were examined to establish transtextual relations between different media genres, and to elicit consumers’ interpretations of advertising messages. The corpus of mono- and multilingual advertisements, commercial shop signs, public notices and place names was analysed with regard to intertextuality, i.e. the copresence of two texts in the form of citation and allusion. The focus of this study was on intergeneric intertextual references to media genres other than advertising, and intrageneric intertextual references to other particular advertisements, or to general advertising clichés. Of great research interest were advertisements featuring transcultural intertextuality, i.e. texts produced in one country and reinterpreted and adapted in other countries. Results of this analysis showed the prevalence of intergeneric intertextual references to films, TV shows, songs, books and games made in the form of quotation and allusion. Subsequently, the consumers’ interpretations were elicited in a questionnaire-based study. Representative samples of the gathered data were presented to informants to find out their personal references. Furthermore, participants were encouraged to describe their experiences of advertising in their own words and with their own examples. According to the findings, consumers’ advertising literacy may still be increased by providing a greater exposure to various media genres.
A Border-Crossing Discipline: Ecolinguistics as Ecology of Language(s) and as Language Ecology
Federico Collaoni, University of Klagenfurt, Austria

In 1995 the Alpen-Adria-Universität Klagenfurt hosted the symposium Sprachökologie und Ökolinguistik, during which the developing research areas of Ecolinguistics and their theoretical frameworks were systematically defined and explored. Moving from the results of this conference, scholars of Ecolinguistics have been further investigating linguistic and ecological issues and possible methodological approaches for the last twenty years; the variety of themes and perspectives embraced in such research has therefore highlighted the interdisciplinarity of Ecolinguistics.

This paper aims to give an overview of the two main research areas of Ecolinguistics, namely Ecolinguistics and Language Ecology and their development, with particular focus on the respective issues and approaches:

1) In what sense is the study of border-crossing-related research objects – such as multilingualism, languages and dialects, powerful languages (English), di- and pluriglossia – an ecological one?
2) Which other disciplines can support the linguistic analysis of environmental problems (Language Ecology), thus making Ecolinguistics an even more interdisciplinary field?
3) On the one hand, the discussion will therefore show the importance of the metaphorical use of the concept of ecosystem in analysing relationships, interactions and conflicts between languages from a spatial and a social point of view. On the other hand, this paper will focus on linguistic strategies such as metaphors, euphemisms, semantic vagueness in environmental texts on the basis of English expressions – e. g. produced water in discussing the topic of fracking – in order to describe the role of (Critical) Discourse Analysis in Language Ecology oriented research.

Change and Variation in Authorial Voice in Research Articles in the Field of Tourism Studies
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One of the defining characteristics of social sciences is their increased fragmentation and specialization around research topics, and, consequently, a constant creation of new hybrid fields (Dogan, 2000). Tourism studies evolved as such a multidisciplinary field of study in the late 20th century, engaging scholars from a wide range of disciplines. While its status as a scientific discipline is still contested (Tribe 2010), there are now over 100 scholarly journals worldwide aiming to make it a fully-fledged discipline.

Although established communicative purposes of genres create a sense of stability (Pérez-Llantada, 2013), linguistic research has found change both in the generic organisation of research articles as well as in its lexical realisations (Atkinson, 1992; Salager-Meyer et al., 2012; Biber 2004). Research has also recognized that academic writing is not impersonal: writing conventions allow writers to represent themselves as authors and members of disciplinary communities. There is a growing agreement among scholars that authorial voice encompasses individual, social and dialogical dimensions (Hyland & Sancho Guinda, 2012). The wide range of different approaches to the identification and analysis of academic voice (Elbow, 1994; Harwood, 2005; Hyland, 2010; Lafuente-Millán, 2014; Lorés-Sanz, 2011; Matsuda & Tardy 2007; Tang & John 1999), however, shows that it still remains a complex object to identify and understand.

The aim of this paper therefore is to contribute to this discussion by exploring variation and change in the use of authorial voice in research articles in tourism studies. Based on a corpus of research articles published in the field's most prominent journals, i.e. Annals of Tourism Research, Tourism Management, Journal of Tourism Research and Journal of Sustainable Tourism, this study will focus on the use of first person pronouns over a period of time from 1995 to 2010.

Analysing Political Discourse: Metaphors in Cognitive Models
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The present research aims to identify and classify the conceptual metaphors in speeches of four politicians from the Republic of Turkey in line with the cognitive models proposed by George Lakoff. Political discourse, by definition, favours certain ideological worldviews in order to appeal to voters, and this is achieved mostly by making use of metaphors. Moreover, since research on metaphors has gained various directions in the last decades, the role that metaphor plays in perceiving the world and shaping the understanding of who we are as human beings has been proved to be significant. In his book entitled Moral Politics, Lakoff (1996; 2002) accounts for two different metaphorical models to fit the political beliefs of conservatives and liberals, respectively Strict Father (SF) and Nurturant Parent (NP). Accordingly, the research attempts to present a comparative analysis of political speeches given by four politicians of Turkey having oppositional political backgrounds. The results conform to the expectations of this study in that the two politicians of the right wing tend to use the conceptual metaphors corresponding to the SF model whereas the other two from the left wing tend to use the NP ones.
The given article deals with a statistical study of Anglicisms in the Carinthian newspaper *Kleine Zeitung* and Serbian newspaper *Somborske Novine*. The purpose of this research is twofold: a) we are intended to observe the development of anglicisms in the analyzed newspapers from 1995 till 2015, b) we are aimed at analyzing the structure and cohesion of English-German as well as German-English hybrid compounds in the Carinthian newspaper *Kleine Zeitung*. In order to do it, one issue of *Kleine Zeitung* as well as *Somborske Novine* for each year (1995 till 2015) has been analyzed. In such a way, 42 newspapers make up the corpus of our study. The results have been processed with the help of such statistical methods as Piotrowski law, rank frequency distribution, Zipf-Alekseev function.

**Refining the SD Error Taxonomy: A Descriptive Analysis of Grammatical Errors in Samples by Turkish EFL Learners**

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Analysis of learner corpora via error taxonomies based on particular classification methods has been an instrumental part of SLA/FLA studies. As well as taxonomic studies combine the study of learner language with error analysis (EA), they also provide an understanding of how systematic development of learner language can be traced. Since analyzing errors that learners make is one of the most pragmatic steps in figuring out the origin of the problems leading to failure, the study at hand aims to trace the development of Turkish EFL learners’ L2 writing skills on the basis of differences in the incidence of error types as students progress from CEFR level A2 up to B2. One of the most common problems encountered in such studies is mainly related to the issue of inter-rater reliability. Dobric and Sigott (2014), in their article entitled “Towards an Error Taxonomy for Student Writing”, introduce a new taxonomy which offers a relatively more standardized model for the classification of learner errors. Hence it is based on a dual-focus framework, the study is expected to present the relationship between learners’ development and the frequency of particular error types, and a refined version of the current taxonomy extended with an application guideline. Besides that there is a limited number of research focusing on L2 writing abilities of Turkish EFL learners, application of a novel taxonomy is expected to contribute to the authenticity of the study substantially.

**Effects of bilingualism: Influence on the acquisition of English as a third language**

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The area of bilingualism has been of interest to many scholars in the last few decades. However, third language acquisition, as a recently formed field, is still relatively unexplored. When concerning psycholinguistic aspects of TLA, scholars mostly focus on underlying cognitive mechanisms during the process of acquisition, as well as on language maintenance, loss and attrition. Moreover, multilingualism in education mostly focuses on crosslinguistic influence and the influence of bilingualism on additional language learning. This paper is concerned with the effects of bilingualism, in the case of pupils who are bilingual in Serbian and Hungarian, on the acquisition of English as a third language. The study was conducted in three high-schools in the Autonomous Province of Vojvodina, particularly concerning on pupils in their fourth year. As a way of gathering data, both monolinguals and bilinguals were given a c-test in order to determine their overall proficiency of English language, which is later compared for the purpose of more precise results. In the continuation, the current paper will cover important details of the analysis itself, which will serve as a means of discovering if bilingualism has any influence on the more successful acquisition of English as a third language. In other words, the purpose of this paper is to raise both teachers’ and learners’ awareness of linguistic and cultural diversity in order to properly integrate multilingual education.
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