Booklet of Abstracts

in sections arranged alphabetically

in outside
the frame

2024

OPENING SESSION

David LIVINGSTONE

Palacký University Olomouc, Olomouc, Czech Republic

From Kumbaya to the Fingernail Lady: American Campfire Songs and Tales

This talk will look at the musical film and 'literary' culture of American camps for children and young adults, specifically when gathered around the campfire. This should be of interest, of course, for Czechs since they also have a strong tradition in this regard. There will be a discussion of the various traditions and formats of the camps. The talk will also look at different kinds of camps: Scouts, Christian camps, and other ethnic camps. The main focus will be on the songs sung and the scary tales told around the campfire and their deep impact on American culture. The talk will include some singing and also make use of some video clips from classic summer camp films for teenagers. Unlike the Czech summer camp experience, which tends to be mostly positive, American camps often exhibit sinister elements including sexual harassment, drug and alcohol use, bullying and of course grisly murders.

LITERATURE
AND
CULTURAL STUDIES

Šárka BUBÍKOVÁ

University of Pardubice, Pardubice, Czech Republic

Wolves, Wildness and Rewilding in Charlotte McConaghy's *Once There Were Wolves* **(for the Special Panel)**

In her 2021 novel *Once There Were Wolves*, Charlotte McConaghy immerses readers in the stunning landscape of the Cairngorms National Park in the Scottish Highlands. The story follows biologist Inti Flynn, who embarks on a mission to rewild Scotland by reintroducing wolves to the region. However, the discovery of a local farmer's body ignites Inti's fear that the community will take it as a wolf kill, prompting her to investigate on her own to protect the wolves. The presentation will explore how McConaghy skilfully intertwines elements of crime fiction and nature writing to amplify the novel's environmental appeal. Further, it will focus on the themes of wildness and rewilding examining their implications for both ecological preservation and human relationships with the natural world. Finally, incorporating wolves into the crime narrative will be discussed, drawing attention to the contrast between the wolf's symbolic value and realistic depiction as well as to the clearly made distinction between animal predation and human violence, as other elements emphasizing the environmental dimension of the novel.

Eva EDDY, Jonathan EDDY

University of Prešov, Prešov, Slovakia

'Persistence of Difference': National-Cultural Identity of the Cornish as a People on the Periphery of Britain

Cornish identity has been shaped by both Celtic and English influences. The county's proximity to other Celtic peoples and its position on the periphery of Britain has fostered a "persistence of difference" (Payton 1992; Tripp 2010), which, in turn, helped create a clear national-cultural identity, unique among other English counties. Cornish identity is also tied to forces of industry and tourism and, since the 19th century, the region and its people have experienced many changes, threats, and challenges. It has been during these times of upheaval and change that the Cornish have sought outlets to express and preserve their culture and infuse them with a distinct Cornish identity. The present paper discusses such cultural markers as language variety, politics, sport, and religion in this context and suggests that the Cornish, as a minority population group, have a

national-cultural identity different to and distinct from that of the majority English population, and that the position of the Cornish, as an ethnic group, is similar to that of minority groups in other countries (e.g., Basques, Catalans, or Rusyns).

Andrea HOLEŠOVÁ

University of Ostrava, Ostrava, Czech Republic

Water Imagery in Erika Dickerson-Despenza's *Cullud Wattah*

Erika Dickerson-Despenza's prize-winning play *Cullud Wattah* (2021) provides a complex account of the notorious Flint water crisis, as the story of its main protagonists unfolds on the background of the events that impacted particularly the ethnic population of the 5th Ward of Genesee County in Flint, Michigan. The play centers around five women representing three generations of the African American Cooper family who have all been affected by clean water shortage and water poisoning.

The presentation aims to explore the importance of water, as it does not represent just an existential necessity but also has a spiritual meaning—it cleanses the protagonists, washes away their secrets, and can bring salvation. Attention is paid to both the Christian perception of water as a source of life and purification as well as to the spiritual beliefs of the Yoruba people for whom the spiritual and healing properties of water are an integral part of their rites and rituals.

Marharyta HORDEIEVA

Palacký University Olomouc, Olomouc, Czech Republic

Journey Through Words: Narrative Techniques in English Language Children's Literature Addressing Immigration Trauma

This article explores the narrative techniques employed in contemporary Anglo-American children's literature to represent and process immigration trauma, with a specific focus on Francesca Sanna's *The Journey* (2016) and Nicola Davies' *The Day War Came* (2018). Both picture books, written in English and celebrated for their evocative storytelling and poignant illustrations, offer unique perspectives on the complex and often harrowing experiences of young refugees. Through detailed analyses of narrative structure, language, and visual elements, this study investigates how both

authors effectively convey the emotional and psychological journeys of children fleeing their homelands due to conflict. Situating *The Journey* and *The Day War Came* within the broader context of trauma theory, particularly drawing on the work of Cathy Caruth and Judith Herman, this article explores how these narratives use visual metaphors and character development to depict trauma, resilience, and hope. Both works reflect key issues in Anglo-American children's literature, offering young readers a means to process the difficult realities of war and displacement.

By comparing these two books, this study highlights their role in fostering empathy and emotional resilience among young readers, as well as their contributions to the contemporary discourse on immigration and displacement within the Anglo-American literary tradition. This article argues that picture books like *The Journey* and *The Day War Came* not only serve as educational tools for discussing complex social issues with children but also contribute significantly to the growing body of trauma-informed literature.

Petra KALAVSKÁ

University of Pardubice, Pardubice, Czech Republic

Women's Voices at the Century's End: Postfeminist Landscape in Rebecca Prichard's *Yard Gal*

The presentation concentrates on the 1990s, the younger generation of British dramatists and new writing characterised not only by the depiction of male discomfort and disaffection but also by the representation of girls misbehaving, being violent, and reversing gender roles. Even though the plays by British women who started writing in the 1990s were not seen to fit into the category of women's drama, the presentation builds on more recent research and suggests that the plays by the younger generation of women can be disinterred from what Elaine Aston calls "a masculine cult of in-yer-face-ism" and that they can be studied in the context of women's playwriting. The presentation focuses on Rebecca Prichard's critically well-accepted play *Yard Gal* (1998) and proposes that the dramatic work is subtly feminist and implicitly political. *Yard Gal* challenges all the myths that the postfeminist era helped to create and criticises apolitical power feminism, which does not aim to transform the social reality of those who are on the edge of British society.

Barbora KOTUCZ

Masaryk University, Brno, Czech Republic

Navigating the Self: Existentialist Thought in Angela Carter's *The Bloody Chamber and Other Stories*

Angela Carter is an author renowned for her feminist and gothic-infused magical realist texts and despite the fact that her works are not primarily considered to be existentialist fiction, existential themes strongly resonate within both her novels and collections of short stories. The focus of this paper is to examine existentialist thought in Carter's re-working of traditional fairy tales titled *The Bloody Chamber and Other Stories* where individual freedom, identity issues, and alienation—concepts inherent to existentialism—come into question. The notion of threating one's freedom in combination with situational limitations pose a burden of choice on Carter's characters, which come into confrontation with oppression of societal norms and expectations. Stories such as "The Bloody Chamber," "Wolf-Alice," or "The Lady of the House of Love" offer fertile ground for existential analysis through the protagonists realising one's mortality and the impossibility to escape one's nature, which resonates with identity crisis and existential dread. Focus will be placed on how Carter's characters navigate their shattered autonomies in absurd situations questioning the meaning of life, which often leads to the author's typical deconstruction of traditional societal norms.

Mariia KOKH

Masaryk University, Brno, Czech Republic

Crafting Closures: Intentionality and Confession in *The Death of Cock Robin*

Aligning with the conference theme of "In/Outside the Frame," this paper centers on the collaboration between poet W. D. Snodgrass and painter DeLoss McGraw, culminating in their joint collection entitled *The Death of Cock Robin*. By examining the intersection of text and image in the book, the paper offers a fresh perspective on Snodgrass' oeuvre, which is traditionally associated with the "confessional" school of poetry. The overarching goal is to emphasize the highly experimental nature of the work by highlighting the techniques implemented in the (re)telling of the Cock Robin story, known from the traditional English nursery rhyme. The analysis primarily focuses on the character of "W.D.," originally created by McGraw and later given

voice by Snodgrass in the respective poems, aiming to demonstrate the character's identification with the bird, whose death symbolizes the loss of innocence and naivety.

Michaela MARKOVÁ

Technical University of Liberec, Liberec, Czech Republic

Educating for Peace: Community Relations and Restorative Social Justice in Contemporary Northern Irish Writing

The proposed paper examines how the selected works of fiction depict the perceived inter-communal differences, which have been defined in terms of sectarianism, prejudice, hostility and segregation, and which have thus been claimed to have solidified Northern Irish society into the infamous two communities binary. Specifically, it proceeds from the argument that "an alternative framework to the community relations paradigm" needs to be employed as a strategy "to address both the conflict and the divided nature" of Northern Irish society. Consequently, using the lens of poetics of narrative of conflict resolution, the paper approaches the discussed texts as what Maria Pia Lara has called "reflective judgements." In contrast to injustice, Lara argues that reflective judgements constitute the framework in which morality itself emerges, one that can assess moral, as opposed to legal, wrongs. Applied in the Northern Irish context, these reflective judgements can lead to learning which, in turn, might improve policy even in a place to which the belonging is so contested.

Ivona MIŠTEROVÁ

University of West Bohemia, Plzeň, Czech Republic

Shakespeare Inside Out: British and Czech Adaptations in New Contexts

Shakespeare's plays continue to captivate audiences into the 21st century, inspiring diverse adaptations across the globe. In the first decade of the new millennium, several Czech and British adaptations of Shakespeare's works emerged, drawing not only from his tragedies but also from other literary sources. This paper examines two such adaptations, *The Morning of the Magicians* (2006) and *The Motive and the Cue* (2023), focusing on the adaptation strategies employed in each. The paper primarily addresses two questions: first, how the presence or absence of familiarity with the original play affects the

audience's understanding of the adaptation, and second, how the adaptation might alter perceptions of the original work. *The Morning of the Magicians*, written by Czech playwright Roman Sikora, uses *Macbeth* to explore political themes. While retaining the original characters and plot, the setting shifts dramatically to the fictional country of Natal, a postmodern inversion of the Renaissance utopia. This tropical island, plagued by poverty and underdevelopment, is besieged by power-hungry local leaders. In this context, Britain— transformed from the chivalrous nation of Shakespeare's time into a cold colonial exploiter—seeks to profit from Natal's political instability through the use of missionaries and envoys. In contrast, *The Motive and the Cue*, by British playwright Jack Thorne, centres on the challenging rehearsal process of Shakespeare's *Hamlet* under the direction of Sir John Gielgud for the 1964 Broadway production starring Richard Burton. The play explores the tension between Burton and Gielgud, as their conflicting views on theatre force them to confront their differences. Finally, the comparison highlights not only the enduring appeal of Shakespeare's work but also the ways in which modern adaptations engage with contemporary political and cultural contexts. By examining how these adaptations reinterpret Shakespeare for today's audiences, the paper aims to contribute to a broader understanding of the role of adaptation in reshaping canonical texts for new generations.

Michal PEPRNÍK

Palacký University Olomouc, Olomouc, Czech Republic

Econarrativization: The Case of Richard Power's *The Echo Maker*

Ecofiction emerged as a response to environmental problems. Writers of ecofiction began to translate the new concepts and new findings of ecology and environmental science into narrative form. However, one of the significant challenges for them is the radical principle of ecocentrism, which stands in the way of the anthropocentric value orientation of storytelling.

Among those few who found a middle ground between the two value dominants is Richard Powers. I will identify the narrative forms of the new ecological concepts such as enmeshment, the ethos of deference, ethics of care, and nonhuman agency, which he employs in his first genuine econovel, *The Echo Maker* (2006). I will reveal his narrative strategies that focus on the ecocentric reorientation of the anthropocentric story.

Helena POLEHLOVÁ

University of Hradec Králové, Hradec Králové, Czech Republic

"Impotent in Following the Standard of Peace and Truth, but Bold in Wickedness and Falsehood": The Britons through the Eyes of Medieval Historians

The dawn of the English nation is usually seen in the advent of the Anglo-Saxons, the Germanic tribes, one of which gave name to the English nation as well as their homeland—England. The conquest story presented by the greatest historian of the Anglo-Saxon times, the Venerable Bede, downplays the status of the Britons, emphasizing their ill deeds and their inability to defend themselves. However, later historians seem to have reinterpreted the attitude to the British past, transforming it into a compact prelude to their own history.

The present paper attempts to analyse the attitude to the Britons as demonstrated in histories by three significant authors: Gildas Sapiens, a sixth-century cleric of British descent, the aforementioned Venerable Bede, an eighth-century scholar, and William of Malmesbury, one of the twelfth-century leading European historians. The aim of the paper is also to explore whether and to what extent the authors' interpretation of the history is influenced by their descent.

Magdaléna POTOČŇÁKOVÁ

University of West Bohemia, Plzeň, Czech Republic

The Untrue Island of Orford Ness and the Unspeakable Sadness of the Sea in Polly Crosby's *Unravelling*

"Islands are either from before or for after humankind." (Deleuze)

Polly Crosby (1980), a Suffolk born author of four novels set in her native East Anglia, adds a distinctive voice to the fellowship of writers who became bewitched by its peculiar flat landscape bordered by an erroding, malleable coastline, which provides—in the words of the crime writer Jim Kell—"an edginess where human vulnerabilities can be explored against a backdrop of wide open landscapes and on the margins between land and sea." Her second novel, *The Unravelling* (2021) is an island tale (apparent from the title of the US edition *The Women of Pearl Island*) inspired by the topography and secretive military history of the off-shore shingle spit called Orford Ness. Crosby's fictional Dohallund, however, rather than remaining a mere evocative setting becomes a fully-fledged character of her dual timeline narrative, where the short-term human and long-term natural history

intersect. As such it may be confronted, e.g., with the notions of Robert MacFarlane, who speaks about "a landscape produced by a collision of the human death drive and natural life" or W. G. Sebald, whose *Rings of Saturn* are admitted by the author as an influence. Despite its apocalyptic associations may be this contribution to literary geographies interpreted also as a site of transformation and rebirth or along the lines of G. Deleuze's "Desert Islands."

Libor PRÁGER

Silesian University, Opava, Czech Republic

Inner Worlds and Perceived Realities: Exploring Theory of Mind through Kate Chopin's "The Story of an Hour" and Contemporary Short Fiction

Incorporating contemporary empirical research on ToM, this paper investigates how literary texts encourage readers to simulate and understand the mental states of others. The research draws connections between narrative structure, character development, and readers' empathetic responses, with an emphasis on how these elements work together to evoke complex psychological insights. By comparing Chopin's work with more recent short stories, the paper aims to demonstrate how fiction can function as a cognitive tool for enhancing empathy and understanding social cognition. This interdisciplinary approach bridges literary theory with cognitive science, highlighting how short fiction—both classic and modern—can serve as a valuable resource for studying the processes involved in mental state attribution and emotional engagement.

Malikeh RASTI

Masaryk University, Brno, Czech Republic

Unveiling Ethical Narratives in English and Persian Folk Lullabies: A Rhetorical Analysis

In line with T.S. Eliot's assertion that "the poetry of a people takes its life from the people's speech and in turn gives life to it," this paper explores the ethical dimensions inherent in English and Persian folk lullabies through a rhetorical narratology lens. By employing rhetorical analysis, it investigates the ethical implications woven into these musical narratives, shedding light on how lullabies shape moral narratives and convey cultural values, including gender roles and religious teachings, to mold the cultural identity of their young

audience. The examination of rhetorical features such as linguistic devices, narrative structures, and cultural contexts reveals the complex interplay between ethics and storytelling in lullabies.

Drawing from comparative analysis of English and Persian folk lullabies, the paper highlights both universal ethical themes and unique cultural nuances present in each tradition. It argues that lullabies serve as mediums for moral reflection, cultural transmission, and intergenerational dialogue, offering fresh insights into the ethical significance of these musical forms.

This interdisciplinary approach integrates insights from folkloristics, comparative literature, and cultural studies to provide a comprehensive understanding of the ethical narratives embedded within lullabies. By delving into religious and moral themes, parental intentions, and the instructional function of lullabies, the paper reveals their profound influence on shaping individual and collective values. Ultimately, this research contributes to a deeper appreciation of lullabies as cultural artifacts that navigate complex ethical terrain while nurturing the emotional and cognitive development of infants.

Keywords: Folk Lullabies, Comparative Literature, Ethics, Cultural Studies, and Moral Themes

Olga ROEBUCK

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Transcendental Landscapes of P. D. James and Elly Griffiths

The paper explores the role the natural environment plays in two selected detective novels. *The Lighthouse* by P. D. James features a pastoral landscape that mirrors the author's idealised picture of traditional English society. *The Lantern Men* by Elly Griffiths fills the bleak landscape of north Norfolk with old Celtic beliefs underlying contemporary pragmatism and scepticism. Both novels clearly strive to make the landscape an active agent in the narrative, thereby enriching the traditional formula of the genre's typical plot. Yet, both authors fail to avoid a degree of idealisation and sentimentalism.

Ewa RYCHTER

Angelus Silesius University of Applied Sciences, Wałbrzych, Poland

"The hole watched me." The Weird, the Uncanny and the Eerie in China Miéville's *This Census-Taker* (2016)

This paper will attempt to go beyond the (by now almost cliched) categorization of China Miéville as the New Weird writer, and read his novella *This Census-Taker* (2016) as a text which (1) brings together various modalities of representing strangeness, and (2) taps into their complexly entwined but different potentials. By drawing on Mark Fisher's distinctions between the uncanny, the weird and the eerie (2016), and simultaneously, by mobilizing selected ideas worked out within the waste and discard studies (e.g., Scanlan 2005; Morrison 2015), I will argue that Miéville's novella is a confrontation with—and a response to—some of the twenty-first century socio-political concerns in Britain: the fracturing of the society (e.g., urban/metropolitan/"elite" vs rural/non-metropolitan/working-class); the debilitating effects of the politics of austerity; the rising social inequality; the compelling need of new communal identities and narratives.

Alena SMIEŠKOVÁ, Simona BAJÁKOVÁ

Comenius University, Bratislava, Slovakia

Kara Walker. The Limits and Challenges of Representation of Trauma and Slavery

Kara Walker is an American visual artist, often considered "controversial" due to her depictions of slavery, a theme she has pursued since the beginning of her career. Her work is known for graphic portrayals of violence while examining complex themes of race, identity, sexuality and historical memory in ways that challenge both black and non-black audiences.

This paper focuses on Walker's 2014 installation, *The Marvelous Sugar Baby*, a site-specific piece commissioned for the Domino Sugar Factory in Brooklyn. The installation featured a massive sugar-coated sphinx with exaggerated African features, exposed breasts, and genitalia. Situated in the factory where black workers manufactured sugar for rich white customers it retold the general narrative on the history of slavery and the sugar trade. Viewed with massive interest among young audiences especially, the work also sparked controversy due to its explicit, provocative imagery and the monumental representation of the black female body in a public space. Critics argue that Walker's

use of exaggerated racial stereotypes risks reinforcing them, particularly for audiences who may lack the context to fully grasp her critical intent.

Despite these concerns, the paper contends that Walker's reimagining of historical situations subverts traditional narratives, and encourages viewers to question the stories they have been taught. This process can be unsettling, especially for those who prefer more sanitized or conventional representations of history, but also healing.

Alice TIHELKOVÁ

University of West Bohemia, Plzeň, Czech Republic

The Blameless and the Feckless: The Enduring Stereotypes of the Deserving and Undeserving Poor in Britain's Past and Present

Ever since the Early Modern era, which unleashed forces of unprecedented economic growth but also engendered considerable social instability, Britain has faced increased risks of mass poverty. Originally understood as a natural social condition and mostly spared from judgment, poverty gradually began to be seen as a social problem and a financial burden as the state assumed the role of the provider of poor relief in the form of so-called Poor Laws. To determine eligibility while keeping relief costs manageable, the categories of the deserving and undeserving poor were developed, based on the ability and willingness to work. In the 18th and 19th centuries, this categorization took on strongly moralizing overtones, with poverty seen as individual moral failure rather than the result of systemic forces. Combining the historical approach with critical discourse analysis, the paper examines the remarkable resilience of the deserving-undeserving stereotype in British public debate and actual policymaking. It demonstrates that the tendency to blame the poor for their plight has not disappeared but keeps taking on new forms as policymakers seek to justify ongoing or planned social spending cuts.

LINGUISTICS

Vladislav BELEV

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Setting and Framing as a Reflection of Power Dynamics in *South Park*

Ideology and power dynamics are present in our daily lives, whether we are aware of it or not. In recent years, there has been an increasing interest in multimodality, which enabled more thorough investigations into the function and purpose of communicative modes beyond just language, particularly focusing on visual resources. Jewitt (2014, 32), Machin and Mayr (2012, 15) and others point out that visual semiotic resources are among the primary means used to communicate ideologies and demonstrate power dynamics. This makes visual resources the central theme of my presentation. In this presentation, which constitutes a part of my dissertation, I will analyse four episodes of the famous satirical show *South Park*. Specifically, I will examine static shots from these episodes, focusing on two main aspects: the setting (including characters and other visual elements) and the framing of shots (character positions, camera distance, and angles). For the setting, it is crucial to analyse both what is presented visually and how it is presented, focusing on the emphasis of certain elements and the symbolism they convey (Machin and Mayr 2012). Framing also plays a significant role in illustrating power dynamics. For instance, close-up shots often depict characters as powerless, while images shot from above, showing a group, may symbolise uniformity (Chouliaraki 2014; Machin and Mayr 2012). My aim is to explore how these visual elements reflect power dynamics within the episodes. Each selected episode satirises a different social issue, typically between two opposing groups from different socioeconomic backgrounds.

Michaela ČAKÁNYOVÁ

Palacký University Olomouc, Olomouc, Czech Republic

The Present English Subjunctive: A Corpus-Based Analysis Using COHA, COCA, and Sketch Engine

This paper investigates the contemporary usage of the present English subjunctive and its historical trajectory, questioning its frequency compared to the past. Drawing on the Corpus of Historical American English (COHA, 1820–2019), the Corpus of Contemporary American English (COCA, 1990–present), and additional analysis of the more contemporary corpora via Sketch Engine, this study offers a comprehensive examination of subjunctive trends across time. While

there was a noted resurgence in the use of the subjunctive during the 20th century, preliminary findings suggest that the current situation reflects a further decline in everyday language. COHA data illustrate the form's steady use and slight increase over 20th century, and COCA suggests that, although the subjunctive persists mostly in certain formal contexts, it can also be found in spoken language. For this reason, this research employs quantitative methods from both corpora, supplemented by Sketch Engine to explore more nuanced patterns in present-day usage. It highlights the factors behind the ongoing decline of the subjunctive and contextualizes these findings within broader trends of syntactic simplification and linguistic change in contemporary American English. Additionally, it offers some syntactic arguments as to why the present subjunctive is unlikely to disappear entirely from the English language any time soon.

Zhuzhuna GUMBARIDZE, Khatuna BERIDZE, Zeinab GVARISHVILI

Batumi Shota Rustaveli State University, Batumi, Georgia

Terminological Challenges in Translation: A Case Study of the IATE Database for Eco Terms in the Domain of Environment

This article aims to describe some of the main terminological problems translators are exposed to when dealing with the translation of ecological terms from English into Georgian in the framework of Terminology without Borders (TWB) project initiated by the Directorate-General for Translation (DG TRAD) of the European Parliament. Specifically, the study contributes to IATE (InterActive Terminology for Europe) terminology database so that communication in the environmental domain is enhanced by tailoring EU terminology to citizens' needs worldwide.

With a view to enriching the contents of the IATE database with relevant and reliable references in EU candidate state language, the paper highlights a crucial role of terminological consistency in ensuring both clarity and precision and researches as well as documents 102 terms in Georgian. The first section of the article presents some theoretical literature review which is based, for the most part, on Wustar, Cabré, Baaij, Mišćenić, Ramos, Šarčević, ten Haken, Stefaniak, Ghambasidze and other linguits' communicative theories of terminology and translation. The main part of the paper is devoted to the challenges that arise during procedural analysis of the term comprising the study of term definition, identification of the term domain, exploring the contextual meaning of the term, detection of

equivalent term in target langrage, study of term definition, identification of term domain in Georgian, study of contextual meaning of the term in target language and corpus-based study of the term itself. The subsidiary objective of this study is to investigate to which extent IATE is efficient for the translation of terminology within the domain of environment based on English source texts. The concluding part of the study summarizes the findings and emphasizes that terminological consistency as a fundamental principle heavily relies on the clarity and precision of the source text.

Christoph HAASE, Kateřina ŠTEKLOVÁ

University J. E. Purkyně, Ústí nad Labem, Czech Republic

Intonation Patterns in English, Czech and Foreign-Accented Speech. A Comparative Analysis of Native and Non-Native Speech Production

This paper presents a comparative study of speech intonation patterns in specific speech situations. The pitch range was observed in speech samples of native English speakers and Adult Czech speakers of Czech and English. Fundamental frequency (F0) contour data sets were provided by speakers in instructed, non-authentic speech situations with contextualized material. Analysis was carried out with standard tools (Praat for contour plotting and measurements). Against the default background of native speaker English, recording sessions enabled in-group and intergroup comparison with a timed delay. It particularly provided novel insight into the foreign-accented speech of Czech English.

Petra HUSCHOVÁ

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Epistemic Uncertainty Markers in L2 Spoken Discourse

The paper deals with overt grammatical devices signalling the speaker's uncertainty about the truth-value of a proposition in L2 spoken production. The source of epistemic uncertainty markers is the Corpus of Czech Students' Spoken English, particularly student-student interactions in which the interlocutors discussing a given topic are expected to express their stance and justify their viewpoint. The aims of the corpus analysis are to examine a variety of linguistic forms conveying uncertainty, to explore their distributional patterns, and to discuss their functions in the interaction process. The findings reveal

that Czech learners of English tend to employ a restricted set of items recurrently, mainly the epistemic phrase *I think*, not only to express their personal stance but also to reach agreement and manage discourse.

Šárka JEŽKOVÁ

University of Pardubice, Pardubice, Czech Republic

Evaluative and Intensifying -*ly* Adverbs in Students' Spoken Discourse

This paper presents an analysis of selected stance and intensifying -*ly* adverbs frequently used by English learners in their spoken discourse. Generally, the adverb is understood as a sentence element that is on the periphery of the sentence structure, being optional. However, in terms of meaning, it is clearly an essential element in the communication process. The research question has been inspired by the conclusion of a study focused on the use of adverbs in modern English, i.e., the increasing frequency of adverbs used for the expression of speaker stance, described as the adverbialization of speaker attitude in two major constructions: an adverb modifying a clause or sentence and an adverb modifying an adjective phrase (Lewis 2020). Moreover, other researchers describe the functions of individual adverbs as shifting, changing, or multiplying. Thus, for the aim of this study, the Corpus of Czech Students' Spoken English (Ježková 2015) has been explored: the concordance results of selected adverbs have been examined with the intention of interpreting how the use of individual structures performs communicative functions: expressing the degree of intensity, assessment or evaluation of the proposition, or even emotions.

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Michaela KOPEČKOVÁ

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Problematic Features in Pronunciation of Czech Sounds and Sound Clusters by the Students of Czech Language with English as Their L1

Czech for foreigners is a progressive field of study not only because of the migration of foreigners due to the war in Europe and beyond, but also because of international trade, diplomatic relations, compatriot communities abroad, etc. This trend is evidenced by, among others, the popularity of summer schools focused on Czech for foreigners, new study programmes at universities, and the increasing number of publications, both academic (Kopečková 2023; Veroňková 2016) and didactic (Hradilová – Kopečková – Svobodová 2023).

Correct pronunciation is essential as well as challenging part of the study of Czech as L2; the most common problems in the phonetic acquisition arise from an insufficient number of pronunciation activities in classes and the influence of students' L1 on the pronunciation of both Czech vowels and suprasegmental phenomena. Although such negative transfer from the mother tongue is accepted in the assessment of phonological competence, even during certified exams for higher levels (CEFR 2018), correct pronunciation is crucially important for general comprehension as well as self-confidence of non-native speakers in speech practice.

This paper discusses the most problematic features in the pronunciation of Czech sounds and clusters by students of Czech whose L1 is English. It elaborates on a long-term study of phonetic skills of L2 speakers in the courses of Czech pronunciation (classes taught at the Faculty of Arts at Palacký University and the Summer School of Slavonic Studies in Olomouc), which involves 115 students with various mother tongues. A sub-analysis was conducted on participants with English as their L1 (20), focusing also on the pronunciation of sound clusters. Additionally, it reflects on the influence of English among students with a different mother tongue if their English level is B1 and higher, since English is used as the most common mediating language in Czech L2 teaching, and negative transfer from English has been observed among students with other native languages, e.g., Chinese.

In particular, the present paper will test the following assumptions established on the basis of English–Czech phonetic interface. The Czech L2 speakers are expected (1) to pronounce front vowels as open sounds, (2) to pronounce diphthongs incorrectly, (3) not to respect

voicing in pair consonants, (4) to use incorrect assimilations (to pronounce some phonemes as graphemes).

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Dynamics of President Zelenskyy's Discourse in the Course of War in Ukraine

Initially centered on proving Ukraine's shared identity with Europe and seeking assistance at the beginning of the Russian full-scale invasion of the Ukrainian sovereign territory, President Zelenskyy's rhetoric shifted in course of war toward demanding action and proposing global initiatives. As such, the research objective is to trace the evolution of Zelenskyy's discourse during the second year of the war in Ukraine, focusing on the shifts in his rhetorical strategies aimed at fostering international support. The paper draws on a corpus of the addresses and speeches of the Ukrainian President given by him since February 2023 till February 2024, and limits particularly his authentic pleas to collective European political bodies and institutions (the whole of 70 source texts). Following the principles of Critical Discourse Analysis, Zelenskyy's speeches are viewed as social practices that lead to the introduction of new concepts which can give way to the changes in the geopolitical context. In Zelenskyy's appeals the notions of Unity, Peace Formula, Governance Order Renewal, and Ukraine's

Post-war Recovery emerged as key concepts aimed at shaping revised models of international co-existence. This research employs the micro-meso-macro framework following the evolution of these concepts (micro-level) to broader mental models (macro-level) and their manifestation in European institutions (meso-level) to examine their discursive evolution into real decision-making outcomes. The results prove that Zelenskyy's speeches have gone beyond mere rhetoric, introducing significant discursive shifts that spark institutional dialogues across Europe. These dialogues pave the way for new paradigms of European unity and Ukraine's future post-war integration.

Keywords: President Zelenskyy, war in Ukraine, critical discourse analysis, concept, re-conceptualization

Ilona YURCHYSHYN

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The Manipulative Force of Negation in English: Creating the World of the Mastermind Manipulator

The focus of this article is on the manipulative nature of two types of negation: implicit and double, focusing on how they are used in both real-life and fictional discourse. The article aims at examining how implicit and double negation may be used to subtly influence, control or manipulate people's perceptions. By analyzing what linguistic strategies manipulators use, the article examines psychological effects of them on a recipient. Research offers insight into the manipulative potential of implicit and double negation and how it may be used to create confusion, ambiguity or manipulate outcomes. The findings are particularly useful for those who wish to understand the techniques used by abusers. The article underscores the importance of treating negation not only as a grammatical construct, but as a powerful pragmatic tool of manipulation.

Keywords: negation, implicit negation, double negation, linguistic manipulation, pragmatics of manipulation, literary linguistics

TEACHING AND LEARNING ENGLISH

Markéta BLAŽKOVÁ

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Cleft Sentences

The main focus of my presentation is the analysis of adjunct in cleft sentences through a corpus study. Czech ESL students often use *when* for time adjuncts and *where* for place adjuncts in constructions such as:

1. It was in September (that) I first noticed it.

2. It was in Edinburgh (that) we found the picture.

However, not all modern grammars endorse this usage. According to Quirk (1985, 1384), *wh*-relative pronouns cannot be used in cleft sentences when the focused element is an adjunct. Conversely, Martin Hewings (1999), in *Advanced Grammar in Use*, notes that *when* and *where* can appear in cleft sentences but are typically found in informal English contexts.

To clarify these issues, a corpus study was conducted using the parallel corpus Intercorp v 16. This corpus is valuable because it provides translation equivalents, which can help verify the cleft status of these sentences. For instance, Czech uses rhematizers like *právě*, which can focalize clause elements supporting the cleft status of these constructions, see (Hajičová et al. 2002, 107).

The analysis of the structure IT+BE+PREP+THAT/WHEN/WHERE in the corpus reveals the following distribution:

3. Adjunct of time Adjunct of Space

THAT 521 435

WHERE/WHEN 108 100

Although the use of relative pronouns in cleft sentences is less common, it is attested. Nevertheless, their distribution across registers indicates that where is more frequently used in informal contexts. ESL students should be mindful of these patterns to avoid inappropriate usage of these pronouns.

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Tereza BOŘKOVÁ, Jana ZERZOVÁ

Masaryk University, Brno, Czech Republic

Learning Needs of Senior English Learners

The talk will present findings from a qualitative research investigation aimed at detecting senior (60+) beginner learners' of English as a foreign language (EFL) needs when learning EFL that are relevant especially for The University of Third Age (U3A) EFL educators. The research findings are structured following the research questions dealing with the students' motivation, goals and needs concerning language skills, grammar, pronunciation, vocabulary, the learning environment, classroom climate, the teacher's approach, (self-) reflection and evaluation, teaching methods and techniques. The research sample consisted of seven Czech U3A EFL course participants. The data were collected in form of field notes from class observations by the class teacher and a focus group interview with the research participants. The interview transcriptions were further open coded using the Atlas.ti software. A set of recommendations emerged from the data analysis (including for example tailored listening exercises, chunk-based grammar instruction, gradual introduction of new material, incorporation of drills for pronunciation, vocabulary, and grammar, or creating a safe environment for role-playing challenging real-life situations), although the value of the findings is limited by the small sample size with more research needed in this EFL subfield.

Monika ČERNÁ, Irena REIMANNOVÁ

University of Pardubice, Pardubice, Czech Republic

Multiple Lens: One Teaching Performance, Different Perceptions?

The aim of this paper is to describe how various actors, including experts, student teachers and their peers, perceive teaching performances of student teachers in the English language initial teacher education. The teaching performance, i.e., a micro-teaching lesson at a university seminar, was intended to enable student teachers to manifest their English language teaching philosophy after the first semester of the clinical component. The research sample included 1st year students of the master's degree in teaching English

(n=12). All student teachers taught one lesson, then, they reflected on it in writing, and provided written feedback on their peers' teaching performances. Two experts observed the performances and evaluated them using the *Competence Profile of an English Teacher* (Spilková et al. 2018) and an observation sheet focusing on the areas of planning, communication, classroom management, and assessment. Based on the analysis of the outcomes of observations and of the student teachers' written (self) reflection, the presentation uncovers whether and how the perceptions of various actors differ and in what way.

Keywords: student teacher, English, teaching performance, observation, written reflection

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Kateřina KEPLOVÁ

University of Pardubice, Pardubice, Czech Republic

Ignore neither Errors nor Strengths: Developing Students' Self-Assessment Using Positive Psychology Principles

Encouraging students to judge their own language performance is important as it supports the development of their self-awareness and autonomy. To do so, students need preparation, which should include teaching learners to work with clear criteria, experiencing reflection and peer-assessment, and working towards confident judgements of their language performance. The principles of positive psychology allow students to focus on their strengths while acknowledging their errors and identifying areas for improvement. Involving the principles of positive psychology in an ELT classroom is a rapidly developing area of research offering opportunities to support students on their way to acquiring new language(s).

This presentation offers a glimpse of the most recent developments in the positive psychology in the language learning and teaching field, the link between positive psychology and self-assessment, and some practical suggestions for developing student self-assessment built on the positive psychology principles.

Kateřina KODITKOVÁ

Základní škola Letohrad, Letohrad
The Influence of Specific Learning Disabilities on the Work of an English Language Teacher

The thesis investigates the influence of specific learning disabilities, especially dyslexia, dysgraphia, and dysorthography, on the professional practice of English language teachers. Through a qualitative method of research, seven English language teachers with specific learning disabilities participated in semi-structured interviews to explore their experiences and compensatory strategies. Findings reveal challenges in writing and memory retention, countered by detailed lesson planning, visualisation aids, and technology. Despite difficulties, teachers exhibit confidence in maintaining teaching standards and positively impacting students' English proficiency. The research advocates for the support and acceptance of teachers with specific learning disabilities within educational settings, emphasising the need for destigmatization and increased awareness.

Andrea RAMEŠOVÁ

Palacký University Olomouc, Olomouc, Czech Republic
Exploring Learner Attitudes Towards Corrective Feedback in Cambridge Exam Writing

This study explores the attitudes of advanced learners of English towards various types of corrective feedback on their written texts, specifically in the context of Cambridge exam preparation. The research involved learners producing short texts in exam format, followed by the application of different kinds of techniques of corrective feedback. These techniques included direct correction, indirect feedback, and coded feedback, among others. There is a lack of consensus on which kind of corrective feedback is considered the most popular or effective. Interestingly, the results showed that some of the learners preferred feedback styles that did not necessarily lead to the greatest improvement in their writing. This suggests that a learner's favoured method of correction might not align with the feedback that actually benefits their language development. There is a need for educators to balance student preferences with pedagogically sound feedback strategies that promote learning outcomes. These findings offer valuable insights for language teachers

aiming to provide effective feedback in preparation for high-stakes exams like the Cambridge English assessments.

Irena REIMANNOVÁ

University of Pardubice, Pardubice, Czech Republic

Professional Agency in Transforming Student English Language Teachers' Conceptions of Teaching During the Clinical Practice

This study systematically reviews the determinants of agency and explores whether and in what aspects agency may actively contribute to the transformation of teaching practices of student English language teachers during clinical practice. Agency, defined as both the capacity for intentional decision-making and the active process of enacting those decisions in dynamic classroom environments, is central to student teachers' professional growth. Clinical practice serves as a foundational stage where theory meets practice, allowing student teachers to internalize and apply their knowledge in real classrooms.

This systematic review explores what factors—such as mentorship, reflective practices, personal identity formation, feedback mechanisms, and the clinical practice environment—enable student teachers to take intentional action in shaping their professional development. By synthesizing existing research, this study uncovers how these determinants foster agency, transforming the conception of teaching from a theoretical framework into a lived, evolving practice.

Additionally, this research examines how the exercise of agency contributes to forming professional identity, a key transformation as student teachers transition into autonomous educators. Understanding the role of agency in this critical phase not only empowers student teachers to navigate challenges but also equips them with the resilience and adaptability needed for long-term professional growth. While much research has focused on the agency of novice teachers, this study addresses the earlier stage of professional development by investigating whether and how agency is cultivated and enacted during clinical practice in English language teacher education. Furthermore, this systematic review will highlight gaps in the literature, identifying areas for further exploration into agency as a transformative force in teacher education.

Vladimíra SPILKOVÁ, Helena ZITKOVÁ

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How Students View themselves as Teachers on their Journey to the Teaching Profession

This research study focuses on the professional self-concept of students during their third year of bachelor studies in the study program English for Education. It aims to clarify how students perceive themselves in the role of a teacher and what specific notions they hold about their identity as a teacher. A qualitative research design, employing an inductive analysis of essays written by third-year undergraduate students on the topic of "I, the Future Teacher," was used to address the research questions. The essays were coded using the open coding method. The codes, comprising a blend of in vivo and researcher-generated codes, were then organized into five main categories, along with corresponding subcategories. The analysis of the essays provided insights into the students' inner world, shedding light on their perceptions of the teaching profession, the values they uphold, their opinions, attitudes, professional beliefs, as well as their personal motivations for pursuing teaching and the reasoning behind their career choices. Among the five categories, "Self and Conceptions of Teaching" and "Self and Attitudes Toward the Profession" were the most prominent. The majority of statements in the essays revolved around the students' envisioned future selves and the type of teacher they aspire to be or wish to avoid becoming (the so-called Wanted and Unwanted Selves). These statements predominantly expressed variations of ideas associated with the wanted, desired self. The research data are discussed within the framework of a comparative analysis in the context of both national and international research.

Keywords: professional self-concept, student teachers, reflective writing, essay, qualitative research

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