

BOOKLET OF ABSTRACTS

in sections
arranged alphabetically
according to authors



2020

LITERATURE
AND
CULTURAL STUDIES

ADAMOŤ Diana

Silesian University in Opava, Opava, Czech Republic

Nutrition and Life Expectancy of Supernatural Creatures

This paper investigates the potential of survival of chosen supernatural beings based on the nutrition values of their food. Vampires, werewolves and zombies have been popular characters of fiction for several centuries. They have been analysed from various points of view, e.g. mythology, gender, sexuality, psychology. Still, one question has been omitted: How long would they really survive in the world with their specific diet? Could vampires and zombies animate their bodies only through blood and brain? To what extent could they be immortal? How long can a werewolf live? This paper provides data about nutrition and life expectancy of the chosen supernatural beings to answer those questions, taking into consideration also the new characteristics introduced in the twenty-first-century fiction about vampires, werewolves and zombies.

ANTÉNE Petr

Palacký University, Olomouc, Czech Republic

When Tubal Tells Jessica's Story: Clive Sinclair's *Shylock Must Die*

Shakespeare's plays have attracted numerous reinterpretations not only on the stage, but also in other genres. For example, recent retellings of *The Merchant of Venice* by British Jewish authors, such as Arnold Wesker's play *The Merchant* (1976) or Howard Jacobson's novel *Shylock Is My Name* (2016), focus on a more complex portrayal of Shylock as the main Jewish character in the text. However, Clive Sinclair's short story *Shylock Must Die* (2014) adopts a different strategy by foregrounding two other Jewish characters; Shylock's daughter Jessica is thus seen from the point of view of Tubal. In Shakespeare's play, Tubal lends money to Shylock who later asks him to find Jessica. In Sinclair's version, Tubal is refashioned as a private detective who, despite his experience, can hardly believe how cunning Jessica turns out to be, as she tricks him into participating in her own scheme. While Shakespeare's play assigns a considerable amount of

agency to Portia, Sinclair's short story takes liberty in shifting the focus to another female character. As the story reports events that followed after Jessica's wedding, it may even be considered a sequel to *The Merchant of Venice*, and the story's title itself suggests it has even less to do with comedy than the original. For all these reasons, *Shylock Must Die* presents a radical rewriting of Shakespeare's text.

BUBÍKOVÁ Šárka

University of Pardubice, Pardubice, Czech Republic

Amish Countryside in Linda Castillo's Crime Fiction

Triggered by the successful 1985 crime thriller movie *Witness*, popular literature's interest in the Amish community and lifestyle has been growing. Apart from the so-called bonnet romances typically featuring an Amish falling in love with a non-Amish (or vice versa), certain areas of Ohio with both Amish and non-Amish settlements have recently become the settings for various crime novels. Employing the Bakhtinian concept of the idyllic chronotope, the paper will focus on how crime novels (also frequently referred to as Amish mysteries) by Linda Castillo, namely her *Kate Burkholder* series, represent the countryside and draw on the contrast between the idyllic place of love, family and labor and the hideous crimes committed there. It will also document a shift from the traditional urban setting of American hard-boiled fiction to a far greater variety.

FLAJŠAR Jiří

Palacký University, Olomouc, Czech Republic

Two Ways of Defending the Function of (Not Only) American Poetry

Ever since Plato, poetry has been denigrated as a dangerous and irrelevant literary genre that is of little interest and utility for representing individual and collective emotions, beliefs, and stories. Moreover, since the twentieth century, poetry has been left out of many serious discussions of literature altogether. Yet, whenever there arises the need for writers to respond to traumatic events, no other literary genre (save maybe the online

blog) is more suitable than poetry for quick and memorable literary response to such events. In an age of post-truth cynicism about any meaning to life, literature, and the arts, I will draw on the argumentation of *Why Poetry*, a fine recent book-length apology for poetry by American poet Matthew Zapruder. He documents poetry's continuing relevance as the prime medium for the literary representation of various emotions, experiences, and stories. Last, I will test Zapruder's arguments on a representative sample of several poems which respond to the trauma of post-9/11 America and to the 2020 coronavirus pandemic scare.

FLAJŠAROVÁ Pavlína

Palacký University, Olomouc, Czech Republic

Experimenting with Novel Genre: Bernardine Evaristo's *Girl, Woman, Other*

Bernardine Evaristo in her award-winning work *Girl, Woman and Other* (2019) tests the ground of the possibilities of the genre of novel. The above mentioned work is not only a novel in verse, but also an example of various possibilities of versology. Evaristo builds upon classical works such as *Decameron* to experiment with narrative perspectives. The paper also aims to show how postmodern techniques and postcolonial themes such as racism, ethnicity, equality, and identity can be incorporated into the above mentioned frames.

FLEISCHMANNOVÁ Šárka

University of West Bohemia, Plzeň, Czech Republic

Sir Philip Sidney and his Inspiration in East Central Europe: Andreas Dudith and Tomáš Jordán

This paper maps the connections of Philip Sidney and two leading scholars from East Central Europe, Andreas Dudith and Tomáš Jordán. Philip Sidney was one of the most prominent figures of the Elizabethan era. He is now known as Renaissance poet, but he was also courtier, scholar and soldier. On his travels through East-Central Europe he witnessed a number of important events (such as St. Bartholomew's Day Massacre, election of the Polish

king or the accession of Rudolph II to the throne). He was introduced to a number of prominent figures of the era. One of them was Andreas Dudith, who was a Hungarian nobleman, bishop, humanist and diplomat. He maintained correspondence with a number of scholars, including Tadeáš Hájek z Hájku (personal physician of Rudolph II, astronomer, botanist and alchemist), Hubert Languet (French diplomat, friend of Tadeáš Hájek and Andreas Dudith, and Philip Sidney's mentor) or Tomáš Jordán. The last mentioned was a young physician who maintained rich correspondence with both Philip Sidney and Andreas Dudith. In my paper I will explore Sidney's correspondence with Andreas Dudith and Tomáš Jordán and I will show how they affected Sidney's thinking and work.

GAJDA Marek

Palacký University, Olomouc, Czech Republic

The Role of Music in E. L. Doctorow's *Homer and Langley*

This paper explores the role of music in E. L. Doctorow's penultimate novel *Homer and Langley* (2009), with a focus on selected scenes in which music occurs. From the viewpoint of thematization of music as well as musicalization of fiction, it examines the emotions elicited in the protagonists of the scenes in question as well as the atmosphere that music creates or underscores. It also takes into account which musical instruments are employed and considers their significance in the book with regard to the symbolic meaning that they represent. Furthermore, it investigates the extent to which music contributes to the development of the story. Special attention is paid to the piano, taking into consideration the fact that Doctorow became world-famous mainly for his novel *Ragtime* (1975) referring to a specific style of playing this instrument. In *Homer and Langley*, comprehensive descriptive passages of piano music emerge throughout the novel, as one of the Collyer brothers, whose story this novel is based on, was a pianist, which is why the importance of this motif is discussed in detail.

GAŠPAROVIČOVÁ Alena

Masaryk University, Brno, Czech Republic

Mirror, Mirror: Framing the Modern Adaptations of *Little Snow White* by Emma Donoghue and Theodora Goss

This presentation deals with the role of the mirror in two modern literary adaptations of the fairy tale *Little Snow White*, namely Emma Donoghue's *The Tale of the Apple* and Theodora Goss' *Snow White Learns Witchcraft*. The magical mirror is undeniably an essential part of the story of *Little Snow White*. It creates a frame around the characters, fuels the Queen's decisions and consequently becomes the cause of everything that happens. In feminist criticism, the mirror has been analysed as a tool of patriarchy which dictates that only the most beautiful woman gets to have a happy ending. Authors of feminist modern fairy tale rewritings have reflected this interpretation in their versions of the fairy tale and adjusted the position of the mirror in the story. The two above mentioned authors have taken contrasting approaches in their treatment of the mirror in their versions of the fairy tale. Emma Donoghue removes the mirror from the story entirely and reveals to her readers what lies behind it. To the contrary, Theodora Goss magnifies the role of the mirror as Snow White herself decides to use it. Despite the differences in their approaches, the results of the treatment of the mirror by both authors share some striking resemblance in the messages their stories convey. They both point out the danger the mirror and its voice pose for both the Queen and princess Snow White.

GIARELLI Andrew

Anglo-American University, Prague, Czech Republic

"Cheyennes and Folklorists: 130 Years of Narrative Collecting"

Cheyenne narrative is among the most consistently and problematically collected bodies of Native American narrative. Some of these problematizations themselves reflect arguments within the field of American folkloristics. Ceremonial artificiality, untrustworthy or unsubstantiated translations, graftings of the colonizers' literary forms, and politicizations affect nearly all collections over the past 120 years, including my own in Northern

Cheyenne country from 1981-84. Starting with a review of the dramatic re-evaluations of Native American folklore collecting standards over the past half-century and then positioning the earliest Cheyenne ethnographers into the field's turn-of-the-century politics, this paper surveys a wide range of collected and published Cheyenne oral narrative folklore from 1890 until the present.

HOSTÝNEK Tomáš

University of West Bohemia, Plzeň, Czech Republic

Popular Culture and American Politics: A Reflection of Donald Trump in Selected Types of Media

The following paper intends to discuss the 45th president of the United States and the portrayal and reflection of his personality, background and policy ideas communicated through the prism of selected types of popular culture media. Some analysts have nicknamed him the 'first social media president'; a collocation that has been gaining more prominence ever since the presidency of Barack Obama, yet fully manifested under the administration of Donald Trump. Therefore, his ongoing presence, for various reasons, in the individual popular culture products calls for a closer scrutiny. All this presents us with a unique opportunity to investigate the intersection between popular culture and politics. To that end, the author will closely examine four main types of popular culture: comic books, popular songs, cinematography and videogames in two different periods: one preceding Trump's triumphant election victory in 2016 and another encompassing his first term in 2016 - 2020. Using a welter of available literature and popular culture artefacts, the author hopes to uncover some fundamental shifts in how the incumbent president currently appears to be mediated in contrast to the era prior to 2016.

JĘCZMIŃSKA Kinga

Jagiellonian University, Kraków, Poland

The Concept of the Mind in Samuel Beckett's *Molloy*

I analyse the presentation of the mind-body relation in Samuel Beckett's *Molloy* with reference to philosophical theories on the mind-body problem. This first part of Beckett's *Trilogy* often presents metaphorical descriptions of spirituality, depicting the narrator's experiences within a dualistic framework. These Cartesian influences in Beckett's prose have been a frequent motif in literary criticism (e.g. Kenner 1961, Uhlmann 2006). The employment of the dualistic perspective may be explained by Beckett's interest in the philosophy of Arnold Geulincx (Beckett 1965: 51; Uhlmann 2006; Rabaté 2015: 232). Yet, Beckettian fiction also puts an emphasis on the deficiencies of the body and its progressing disabilities (Moorjani 2015: 78; Barry, Maude & Salisbury 2016) as well as embodied experience (Maude 2011). *Molloy* relies on his bicycle, which may be understood as a machine that "complements and amends" *Molloy* in "a conjoint stasis" where each part is "indispensable to the other's support" (Kenner 1961: 118). Although Kenner (1961: 119) interprets Beckett's work from the Cartesian perspective as a "union" between the machine and "the pure intelligence", it is possible to read the novel through the concept of the extended mind (Clark & Chalmers 1998), which was used by Van Hulle (2012) to explore Beckett's *The Unnamable*. I present how *Molloy* also lends itself to the analysis in terms of the embodied and extended mind understood as contingent upon the interactions between the body and the environment.

KAČER Tomáš

Masaryk University, Brno, Czech Republic

British Dramas of Totalitarianism: Brenton and Bartlett

Historical drama has been one of the most popular literary genres. At a theatre performance, there is a certain level of satisfaction in seeing a historic event happening and observing history's greats with one's own eyes - even when these are mere fictions of a history play's author's imagination. There are several

types of history plays, such as chronicle, biography or living newspaper. Alternative history has become appealing, presenting “what if” scenarios of a historical development. My presentation will look into variations on the alternative history genre in the context of the recent British drama. It will consider several aspects of what is known as “future history”, looking for exemplifications into Howard Brenton’s *The Churchill Play* (1974) and Mike Bartlett’s *King Charles III* (2014), both depicting totalitarian Great Britain in a possible near future. In place of conclusion, it will raise the question of boundaries between the history play, historical fabrication and a possible future history, with a specific view to the medium of the theatre.

KASTNEROVÁ Martina

University of West Bohemia, Plzeň, Czech Republic

Medicine, Flora and Fauna: How Treatises by Leading Scholars in Central Europe Inspired Sidney’s Interest in the Natural Sciences

This paper explores the influence of seminal treatises on medicine and botany written by leading Central European scholars during the early modern period on the erudition of the Renaissance poet Philip Sidney. On his travels through Central Europe during which he became acquainted with several prominent intellectual figures, Sidney might have developed a growing interest in botany and medicine, disciplines that had begun to flourish during the period. I will shed light on Sidney’s connections with some of the region’s leading figures during this period, including Johannes Crato, Charles de l’Écluse or Tadeáš Hájek.

KOHLVÁ Petra

University of Pardubice, Pardubice, Czech Republic

Acculturation in Ronyoung Kim’s *Clay Walls* and Chang-rae Lee’s *Native Speaker*

This talk discusses the concept of acculturation and its expression in two novels by Korean American authors. Specifically, the historical novel *Clay Walls* written by Ronyoung Kim and Chang-

rae Lee's social-espionage postmodern thriller called *Native Speaker*. The concept of acculturation is based on John W. Berry's definition which also includes the strategies of assimilation, integration, separation, and marginalization. All the analyzed characters are immigrants coming from South Korea to the US territory - arriving at very different time periods, to different shores of the US continent, and migrating for substantially different reasons. Thus, both novels are not only analysed, but also contrasted, still focusing on the process of acculturation and other issues connected to it (e.g. segregation and discrimination).

KRAJNÍK Filip

Masaryk University, Brno, Czech Republic

Matthew Medbourne's *St. Cecily: or, The Converted Twins: The Medieval Saint as a Restoration Papist*

The paper will discuss the tragedy *St. Cecily: or, The Converted Twins*, a rare example of a Restoration religious play, concerned with the martyrdom of St. Cecilia, written by the Catholic actor and playwright Matthew Medbourne in 1666 and dedicated to Catherine of Braganza, the then new wife of King Charles II. As Monika Fludernik has recently demonstrated, early-modern English plays about female martyrs could be (and probably originally were) seen as veiled and ambiguous commentaries on the then current political and religious conflicts in the country. However, virtually no attention has been paid so far to Medbourne's play, perhaps because of its rather mediocre literary quality and the fact that it was never staged in its own time. This paper will examine it through the prism of the conflict between the Protestant establishment and the English Catholic minority in the 1660s, which ultimately culminated in the Exclusion Crisis in the late 1670s and the Glorious revolution of 1688. I will argue that, especially in Cecilia's final confrontation with judge Almachius, the medieval saint becomes a speaker for the Catholic cause, exposing the tyranny of the Anglican establishment, while appealing to the English King for the tolerance of Catholic faith.

LATONOVÁ Veronika

Silesian University in Opava, Opava, Czech Republic

Growing Up in Stephen Chbosky's *The Perks of Being a Wallflower*

This paper deals with the process of growing up in the epistolary novel *The Perks of Being a Wallflower* by a contemporary American novelist Stephen Chbosky. It focuses on representation of childhood trauma and its effects on the teenage protagonist. The paper further examines the issues of (non)belonging, depression, and otherness in the context of a search for both individual self and a place in a community.

LIVINGSTONE David

Palacký University, Olomouc, Czech Republic

***Free To Be You and Me*: the Best-Selling Record/Show which Made America Rethink Gender Stereotypes**

This paper will examine the cultural and historical impact of the ground-breaking record album, illustrated book and television special *Free To Be You and Me* from 1972 and 1974 respectively. This project was the brainchild of the popular actress and social activist Marlo Thomas, with the proceeds from the project going to support the Ms. Foundation For Women, an extremely influential feminist organization. A number of leading entertainers participated in the project: Michael Jackson, Diana Ross, Alan Alda, to name but a few. Although initially met with great scepticism, the record and consequent television show became huge hits, becoming the sound-track for a generation of children growing up in the 1970s. I would argue that this project, more than anything else, contributed to feminist consciousness raising and gender stereotyping at the time and still has much to teach us today.

MARKOVÁ Michaela

Technical University in Liberec, Liberec, Czech Republic

Across the Divide: Contemporary Troubles Writing for Children/Young Adults

The ongoing nature of the Northern Irish Troubles has been read by some, particularly during the violent stages of the conflict, as a sign that the region was doomed to sectarian violence, with Belfast being seen as a playground for terrorists par excellence. The dividing/divided discourse of the struggle (mirrored in a number of the early fictional works on this topic) might seem to have confirmed this reading. Indeed, proponents of such discourse have unwaveringly claimed their 'memories' (accounts of what was going on) were the only true versions of the past, thus often rigidly compartmentalizing the malleable space of the city, which was the main battlefield of the struggle. The 1998 Agreement brought peace of sorts to Northern Ireland. Belonging to this place, however, still remains a problematic issue and not only because of Brexit but rather because of the conflict's unresolved legacy as disputes concerning the remembered past continue. The paper examines the narratives through which authors of post-1998 fiction for children/YA address the Troubles the intended readers are too young to 'remember' themselves. It focuses specifically on works which undermine the aforementioned one-sided views of the conflict and/or the place by representing Belfast (and NI as such) as a site of multiplicity, a labyrinthine rather than pigeonholed city.

MIKYŠKOVÁ Anna

Masaryk University, Brno, Czech Republic

Early 18th-century Ballad Operas and their Role in the Theatrical Public Sphere

Like theatre in all ages, the early 18th-century English theatre was a social phenomenon which took an active part in the public discourse of its time. One genre that was particularly reflexive of the current affairs was the English ballad opera, whose subversive potential is demonstrated by the fact that ballad operas were the most frequently censored dramatic form of the 1730s. One way

to approach such public participation is offered by Christopher Balme in his study *The Theatrical Public Sphere* (2014), where he remodels Jürgen Habermas's theory of the public sphere for the purposes of the study of theatre. Balme proposes three modes of theatre's engagement with the public sphere: the rational-critical mode, which opens a discursive platform, the affective-agonistic mode with a political or persuasive potential, and the ludic mode based on satire. By drawing on Balme's concept, the paper revisits several ballad operas and analyses them with respect to their potential engagement with the theatrical public sphere of their time. The paper demonstrates that ballad operas, which are often disregarded as ephemeral, and therefore insignificant, musical entertainment, had the capacity to participate in a broader discussion of public affairs which reached far beyond the spaces of London playhouses.

MIŠTEROVÁ Ivona

University of West Bohemia, Plzeň, Czech Republic

In and Out: Shakespeare or Schlockspeare?

Shakespeare's plays are undoubtedly among the most frequently translated, staged, and adapted, both for stage and screen. They have been subject to updating, recontextualizing, transculturalizing, and other approaches to engage recipients across different age ranges with Shakespeare's work and, in some cases, facilitate their reception. As has been seen, there has been considerable debate generated around William Shakespeare, his work and legacy. This paper seeks to examine Shakespeare's position in modern popular culture. First, it will discuss Shakespeare's (iconic) status in popular culture, based on the concepts of Graham Holderness (2001), Douglas Lanier (2002), Robert Shaughnessy (2007), and Marjorie Garber (2009). Secondly, it will explore some selected popular Shakespearean representations, including what Richard Burt calls "Schlockspeare" (2002), with a focus on the use of catchphrases, references and both textual and visual allusions to Shakespeare in advertising (e.g., mortgage loans from the Commercial Bank, a new Mazda, a yoghurt inspired by Shakespeare, etc.). Finally, it seeks to prove that popular culture helps to spread

Shakespeare's work without (in most cases) diminishing and degrading its value. As Graham Holderness captured in his much-quoted sentence: "Shakespeare is, here, now, always, what is currently being made of him." (1988: xvi).

PRÁGER Libor

Silesian University in Opava, Opava, Czech Republic

ŘEŘICHA Václav

Palacký University, Olomouc, Czech Republic

Language and Image in Technology Modified Environment

At present young people conceptualize the world in the predominantly visual electronic environment of the Internet and its applications, their largest and at the same time the most private learning space being YouTube, social media, or even computer games. Their common way of experiencing and sharing the reality is the primarily visual meme of the day. They spontaneously and willingly learn from the internet and electronic media before they go to school where they have to adapt to the environment of linear alphabetic technology, which is forced upon them. This article deals with the cognitive and social consequences of the discrepancy between the "naturally" spontaneous visual experience of reality and "artificially" imposed language linearity upon the generation of digital natives.

ROEBUCK Olga

University of Pardubice, Pardubice, Czech Republic

The City as a Modern Crime Setting

The contribution explores the way in which the city functions in crime fiction. The analysis is using Bertrand Wesphal's multifaceted view of space which opens many possibilities to reflect upon contemporary urban communities and their specific picture offered in contemporary British crime fiction.

RYCHTER Ewa

The Angelus Silesius University of Applied Sciences, Walbrzych,
the University of Warsaw, Poland

Protecting Vulnerable Spaces: Immunitary Paradigm in Selected Recent Dystopian Novels

This paper draws on the ideas of the so-called immunophiles (most importantly, on Roberto Esposito and Peter Sloterdijk) to describe the ways in which some twenty-first-century British dystopian novels represent protective responses to communal risks and to ruptures in social equilibrium. It is argued that John Lanchester's *The Wall* (2019), Sarah Hall's *The Carhullan Army* (2007), and Joanna Kavenna's *The Birth of Love* (2010) trace the main characters' gradual confrontation with the fact that the protective insulation (defensive immunity) against the external threat/contagion is an illusion, and that the permeability of the borders around the protected space is both inevitable and necessary. This paper will concentrate on how the dystopian novels explore the problem of the vulnerability of the communal (social) and individual body, and on how immunization ("exclusionary inclusion", or the functionalization of the negative) can be managed, manipulated and put to positive use.

SMITH Jeff

Masaryk University, Brno, Czech Republic

Fighting Heresy with Facts: The Spiritual Journalism of Harriet Beecher Stowe

Uncle Tom's Cabin, which Harriet Beecher Stowe said she first began to imagine during a Communion service, has been compared both in its own time and today to "a work of religion," as her son and biographer put it. The hugely popular stage adaptations it inspired likewise featured overtly religious elements and were compared to churchgoing. But that spiritual and quasi-liturgical dimension exists in a peculiar juxtaposition with another of its features, one that also mattered enormously to Stowe: the novel's reliance on documentable fact. At pains to show that she was telling the simple truth about slavery, Stowe published a companion volume, *A Key to Uncle Tom's Cabin*, that

compiled a large body of news reports and other substantiating documents. If it seems odd that a literary work could at once be sentimental and religious yet also framed as a kind of journalism, claiming authority from both Scripture and the ephemeral writings of the passing scene, this paper will suggest that these contrasting spiritual and factual impulses were, for Stowe, essentially one and the same. In an era when traditional biblical authority was newly in question and, at the same time, a revolution in publishing and news reporting was producing massive amounts of cheap and disposable print, Stowe was one of a number of American writers looking for new ways to synthesize these two kinds of text, infusing literature with both the timeless significance of the one and the vivid immediacy of the other.

ŠKROBÁNKOVÁ Klára

Masaryk University, Brno, Czech Republic

“Only Tricks and Transformations Please”: Tracing *Beggar’s Opera* in the Works of Charles Coffey and Thomas Walker

Throughout the ages, John Gay’s *Beggar’s Opera* (1728) inspired many writers, musicians and theatre practitioners. The popularity of the piece quickly caused a ballad-opera fever in London and elsewhere, with spectators enjoying the genre above all else. This paper explores the connections between Gay’s *Beggar’s Opera* and two ballad-operas inspired by Gay’s work. Thomas Walker’s *Quaker’s Opera* (1728) is often described as a “catchpenny imitation” of the ever-famous ballad opera (Dictionary of National Biography), with Charles Coffey’s *Beggar’s Wedding* (1729) using the popularity of the newly established genre to gain fame and wealth. Despite such close relationship with *Beggar’s Opera*, these operas are only rarely the focus of researchers. This contribution tries to observe the various inspiration, borrowing and adaptations processes in both Walker’s and Coffey’s operas and describe the degree to which these works were balancing on the thin line between adaptation and plagiarism.

ŠMILAUEROVÁ Tereza

Masaryk University, Brno, Czech Republic

In the World, Outside the Limits: Comparison of Approaches to Cosmopolitanism in Lisa Ko and Mira Jacob

When considering immigrant and ethnic minority authors, the question of cultural identity arises. The traditional approaches to acculturation - assimilation, separation, integration (biculturality) and marginalization, as defined by John Berry (1997) - have been, however, abandoned recently as young generations tend towards finding their identity rather within global society, where the traditional approaches cannot be applied. The identity strategy drawn from this conception, cosmopolitanism, has been introduced to cultural studies and several sub-categories to it have already emerged. This paper thus seeks to explore the new worldview as it is captured in two recent novels by Asian American women, *Re-Jane* by Patricia Park (Korean American) and *The Sleepwalker's Guide to Dancing* by Mira Jacob. Is it claimed that one's acculturation is, due to cosmopolitanism, much less dependent on their parents' culture as attitudes and strategies of the heroines of the two novels have much more in common than those of their parents. It is observed in a comparison of three generations portrayed in both works as they symbolically represent different approaches to acculturation and one's position within global culture. Also, the nationality of original culture is considered and traced, as Indians and Koreans have a different attitude towards other cultures and global one as well. Finally, the paper shortly compares these recent authors to the portrayal of acculturation by their predecessors.

ŠPLÍCHALOVÁ Tereza

Masaryk University, Brno, Czech Republic

Places and Spaces in Post-apocalyptic Literature: The Road Not Taken

This paper discusses the concept of "spaces" from the perspective of the theory of fictional worlds, thus by understanding fictional texts as semiotic objects made of entities

with a specific ontological status. These aesthetic artefacts, governed by global regularities of texture, are by their very nature constructed as finite and incomplete - the blank spaces, the gaps in narratives, represent a universal feature that often happens to be concretized by the act of reading. The paper focuses on the phenomenon of the gaps in post-apocalyptic narratives, such as *The Road* by Cormac McCarthy, and illustrates what happens to these blank spaces if they undergo a process of translation.

TIHELKOVÁ Alice

University of West Bohemia, Plzeň, Czech Republic

Brick and Mortar Dreams and Nightmares: a Historical Look at the Role of Home Ownership in Britain

The nationwide preoccupation with the “property ladder” and the high premium placed on owning one’s home have traditionally set Britain apart from other European countries, where renting has been a popular living choice carrying few negative social connotations. The view of home ownership as the affirmation of an individual’s full membership of society persists to this day, despite the UK currently facing a massive housing shortage and growing unaffordability of homes. Taking historical perspective, the paper identifies the key developments that contributed to home ownership acquiring such enormous social value for the British and reveals some adverse social consequences of the overemphasis on owner occupation. Special attention will be paid to the concept of property-owning democracy and the Right to Buy policies spearheaded by Margaret Thatcher in the 1980s, with the aim of revealing how they contributed to the housing crisis Britain is experiencing at present. In addition to monographs dealing with history and cultural studies, the paper draws on recent sociological reports, blogs, newspaper articles and documentary films.

TOPOLOVSKÁ Tereza

Charles University, Prague, Czech Republic

Simon Mawer's *Tightrope*: Spy Novel as a Meditation on Space and Place

Tightrope (2015), a successful follow-up to *The Girl Who Fell From the Sky* (2012), earned its author, the contemporary British novelist Simon Mawer, the coveted Walter Scott Prize for Historical Fiction and confirmed his interest in the recent past and the importance he ascribes to the historical as well as physical and geographical settings of his novels. Set in the aftermath of WW2 and the onset of the Cold war, *Tightrope* charts the path of Marian Sutro, a former SOE agent, as the nuclear age turns into the thermonuclear one. The aim of the paper is to analyse and interpret *Tightrope* within the context of Mawer's work and situate it within the framework of contemporary spy fiction. Given the prominent position of space and place within the genre and in Mawer's work, the main literary critical perspective employed is geocriticism. As the novel's spatial poetics is revealed to be mirroring its protagonists' state of mind, the protagonist, Marian, is seen walking a difficult tightrope between duty and betrayal, balancing personal, national, and global interests.

VELESKI Stefan

Masaryk University, Brno, Czech Republic

Navigating "Extremistan": Tracing the Factors behind the Divergent Cultural Longevity of *Dracula* and *The Beetle*

By focusing on what is "worth" reading or analyzing, the ongoing canonicity debates in literary studies overlook the complex dynamics that cause some novels to endure over the years, and others to fall into oblivion. To better understand this process, the focus needs to be shifted from canonicity to what cultural evolutionists call cultural longevity. This view entails "population thinking", meaning that the collective memory of a novel is shaped by the aggregate of the individual-level heuristics of many people across time, mirroring Moretti's claim that the "social" canon drives the "academic" canon, and not the other way

around. In order to cast light on the processes that affect the cultural longevity of late Victorian novels, this paper looks into two gothic novels that, until recently, had been almost completely overlooked by literary scholars: Bram Stoker's *Dracula* and Richard Marsh's *The Beetle*. Upon publication, *The Beetle* was similarly regarded by critics and even outsold *Dracula* by a large margin, but nowadays only enjoys limited popularity. This paper argues that the inequality of the present day popularity enjoyed by the two novels is the result of small differences of literary quality, which were amplified by the dynamics of the market, a state of affairs that Taleb calls "Extremistan". The paper investigates both intratextual (e.g. the formal features of the texts, the presence of certain topics of contemporary interest) and extratextual aspects (e.g. the different fortunes of their adaptations in early cinema, the advertising strategies of their publishers) that might have contributed to the divergent cultural longevity of these two novels, informed by insight from the computational humanities, cultural evolution, and biocultural criticism.

VICE William Bradley

University of West Bohemia, Plzeň, Czech Republic

The Dangers of Intimacy: Using CQ (Cultural Intelligence) to Read Junot Díaz

CQ (Cultural Intelligence) is a new interdisciplinary field that draws its roots from linguistics, anthropology, psychology, and business. Rarely is CQ mentioned in relation to literature, but it seems reasonable to use literature as a cognitive map, one in which readers can apply the scaffolding of CQ to help interpret intercultural, cross-cultural, or multicultural interactions depicted in fiction. In particular, I will attempt to apply the CQ rubric to Dominican-American novelist Junot Díaz's short story "How to Date a Brown Girl (Black Girl, White Girl, or Halfie)." The presentation will also discuss how CQ can lead to stereotypes, and how literature can help deconstruct this undesirable outcome, thus making fiction as valuable to CQ as CQ potentially could be to fiction.

WALEK Agata

Palacký University, Olomouc; Brno University of Technology, Czech Republic

***Only Revolutions* by Mark Z. Danielewski - Physical Reading as the Way to Reconstruct Connection**

The aim of the paper is to introduce a new post-postmodern option to interpret a literary text. *Only Revolutions* explores the paths beyond postmodernism through physical aspect of words, where sound and meaning get together. The sound and rhythm of words make us uncover the primordial physical aspect of the language, which connects us with our own body and the world. It opens us up towards authentic experience of joy, passion and satisfaction. The paper analyses a frequently appearing topic in the text, which is violence, trying to show the correlation between the sound, the meaning, the work of our articulators and the actual movement of objects outside.

WEISS Michaela

Silesian University in Opava, Opava, Czech Republic

Superheroes and the Holocaust in American Comics

The paper analyses the connection between superheroes and the Holocaust in mainstream American comics that currently serves as the most accessible educational tool concerning the tragedy. The most popular American (super)heroic characters, such as Superman and Batman were created by immigrant American Jews, as such, these stories are therefore not to be understood as popular entertainment only, but rather, as a reflection of Jewish history and struggle, often reflecting the current cultural and political scene. That the preoccupation of superheroic comics is still topical today can be manifested in the stories of Magneto from The *X-Men* series, who is presented as a Holocaust survivor, or Captain America whose chief life goal is to fight the Nazis. The paper discusses the function and ability of the superheroic characters to change or shift the course of history and prevent or diminish the horror of Holocaust, especially in connection with religious faith.

WOOCK Elizabeth

Palacký University, Olomouc, Czech Republic

The Visual Language and Narrative Grammar of 'Miracle' Superpowers in Comics

With the growing popularity of superheroes who draw their power from Judeo-Christian religion (from the *Constantine* comics and film in 2005, to the most recent *Warrior Nun Arealia* comics and subsequent Netflix adaptation *Warrior Nun* launched in 2020), the phenomenon of miracles have taken a position along other superpowers in popular fantasy and action narratives. Female superheroes in particular use 'non-contact' forms of attack (Madrid, *Super Girls*, 2009), which draw a significant parallel to nun characters in comics, who use miracles to affect action, moreover reframing religious dogma in the realm of fantasy storyworld mechanics. The proliferation of nun characters in comics can be traced to their natural conformity to standard or 'classic' female superhero attributes, yet they have not been included in studies of female superheroes or the conversation on superpowers as a narrative element. Informed by a background in both comics studies and medieval Christian religious studies, this paper seeks to describe miracles in comics through the lens of superpowers by their visual language, further complicating it through Niel Cohn's theory of narrative grammar (2016). The results propose a detailed expansion to the taxonomy of female superpowers in comics, and a clearer indication of the heritage of Judeo-Christian religious dogma within the conception of fantastical superpowers.

ŽÁRSKÁ Lenka

Masaryk University, Brno, Czech Republic

In and Outside of the Netherlands in the Contemporary Historical Novel: Guinevere Glasfurd's *The Words in My Hand*

The portrayal of other nations has for centuries been dominated by assumptions and stereotypes, be it in everyday conversation, media, or literature. While some of these are recent, many of them have been around since the middle ages and have often served various purposes, from strengthening the self-image of

one's own nation, to alienating the Other. Historical novel as a genre, already beginning with Walter Scott's *Waverley*, has especially been known to be used for promoting certain national images, and stereotypes have often been an important part of this depiction. The stereotyping is in no way limited to faraway lands, but can also be applied to neighbouring nations, such as England and the Netherlands. Using concepts from Imagology, I will examine one of the most recent British historical novels dealing with the seventeenth-century Netherlands, Guinevere Glasfurd's *The Words in My Hand* (2016) and argue that the characterization of the country and its inhabitants in the novel is even nowadays strongly influenced by stereotypical images, both those that are commonplace today, or the ones typical for the early modern era. However, the novel does not use these stereotypes with the purpose of strengthening a nationalistic feeling or to establish the Other, but makes use of clichés and tropes in order to highlight personal traits of the characters and create sympathies and antipathies in the reader. To do so, Glasfurd frequently makes use of contrasts, especially those between the Netherlands and France and their people.

**LINGUISTICS
AND
TEACHING/LEARNING ENGLISH**

ČERNÁ Monika

University of Pardubice, Pardubice, Czech Republic

Learning English in the Shadows: Czech Learners' Experience of Private Tutoring

The individualistic nature of learning nowadays, coupled with the global spread of English, has contributed to the rise of shadow education in English. The presentation focuses on one of its forms, one-on-one private tutoring in English; more specifically, it explores this privately purchased service through the eyes of its recipients, learners of English. The presentation aims to introduce the results of the qualitative analysis of twenty narrative interviews in order to uncover the nature of the private tutoring in English that the learners experienced and the perceived role of this type of education in their lives.

ČERVENKOVÁ Adéla

Masaryk University, Brno, Czech Republic

“I’ll google it.”: Using Online Dictionary for Conducting Repair during Pair and Group Work in Upper-Secondary EFL Classrooms

Pair and group work activities break the traditional teacher-centred structures of interaction and partly transfer the control of the teacher to the students, who are provided with more freedom in turn-taking and the management of the activities. In the study of how the students learn the target language, pair and group work repair sequences are particularly important in order to understand how the participants repair the breakdowns in communication and what processes for acquiring a foreign language they use. This study explores the different ways students conduct conversational repair, i.e. negotiation of meaning, during pair and group work. Specifically, focusing on the sequences when the dictionary was consulted, this conversation-analytic study examines how the students incorporate the dictionary in those sequences and how its possible presence might influence the roles of experts and novices in the interaction. The data used for this study consist of carefully synchronized audio and video recordings of students

from five different Czech upper-secondary schools in their final year of studies during three or four consecutive EFL lessons. One of the central findings is that oftentimes the students try to conduct the repair through different means and the dictionary is used later in the interaction, which could indicate that the use of dictionary is viewed as a last resort to check the meaning with the dictionary entry, as well as to strengthen and/or weaken the epistemic roles of the participants.

DANČOVÁ Markéta

Palacký University, Olomouc, Czech Republic

Was that sarcasm?: A Gricean Analysis of Humor in *The Big Bang Theory*

The Big Bang Theory is a popular American sitcom which has millions of fans worldwide. But what is so funny about it? How are the jokes created? This paper examines the humor in the sitcom from the pragmatic point of view. As we know, sarcasm - or in other words, Quality flouting - goes hand in hand with the genre of sitcom. But is the humor in *The Big Bang Theory* based on Quality flouting only? The aim of this paper is to analyze how exactly the characters use maxim non-observance in humorous conversations and whether there are any character-specific tendencies.

HULCKÝ Lukáš

Silesian University in Opava, Opava, Czech Republic

Terminology Used by Players of Multiplayer FPS Games

The paper examines the terminology used by players of multiplayer games of the first-person shooter genre on the example of *CounterStrike: Global Offensive*. It analyses terms and their meaning used by players on forums of the Steam community, focusing on the jargon, slang, and acronyms.

JEŽKOVÁ Šárka

University of Pardubice, Pardubice, Czech Republic

Strategies of the Use of Logical Connectors by Czech EFL Learners in their Spoken Discourse

The paper presents the analysis focused on the use of a selected inventory of devices serving to build cohesive spoken communication. As the clarity and coherence of expression are the fundamental characteristics of effective communication, the use of appropriate logical connectors is a very important skill that EFL learners should acquire. *The Corpus of Czech Students' Spoken English* (Ježková, 2015), comprising about 150,000 words, is explored with the aim to find out how proficient the students are in using such cohesive devices. Particularly, three groups of semantic relations are investigated (additive, adversative and causal), represented by two types of parts of speech: conjunction and adverb. The concordance results are examined with the attempt to interpret how the use of individual logical connectors can help listeners comprehend accurately and make sense of discourse. Based on the findings, some modifications of teaching discourse strategies may be suggested.

KEPLOVÁ Kateřina

University of Pardubice, Pardubice, Czech Republic

Self-assessment as a Tool for Improving Learner's Experience of Studying English

There are tests and exams which are aimed at determining the language level reached at the end of a period of learning. The tests are created by experts who have no involvement in the direct teaching of the test takers. These experts, or those trained and standardised by them, assess and evaluate the work of test takers.

There are tests and exams prepared and assessed by the teachers who spend regular time with their students in order to support and guide them through the learning process. Those teachers usually know their students well and the students trust the teacher's expertise when it comes to the outcome of the test.

However, the current education system does not provide explicit opportunities for the students to take part in the evaluation of their own language acquisition. Students are seldom introduced to the language levels as described in the CEFR and they seldom practice self-reflection and self-assessment, although those can be useful tools in the classroom. Some self-assessment techniques will be introduced in this short talk.

KRČÁLOVÁ Eliška

University of Pardubice, Pardubice, Czech Republic

Drama Techniques in ELT

The presentation introduces the selected parts of qualitatively oriented action case study concerned with the use of drama techniques in young learners' ELT Classroom. The purpose of this contribution is to point out the mentioned phenomenon and its application within a specifically chosen language course whose overall aim was the performance of the fairy-tale *The Little Mermaid* in a modified version. The presentation further discusses the possible overlap of using drama and drama techniques in ELT between non-formal and formal context of education. Therefore, the theoretical part of the contribution is concerned with drama education and classification of drama techniques in ELT, followed by the insight into research methodology and selected, representative results.

KUPČÍKOVÁ Nikola

Masaryk University, Brno, Czech Republic

“What's pavement? - Chodník.” Code-switching in EFL Classrooms

The role of the mother tongue in English language teaching has always been a contentious issue, however, it is starting to be commonly accepted that the mother tongue has its role and significance in foreign language classrooms. That is why this study focuses on code-switching (i.e. the participants' alternation from English into Czech or vice versa) in EFL classrooms as a naturally occurring phenomenon. Since code-switching serves many functions in EFL classrooms, the goal of this conversation-analytic

study is to provide an insight into how teachers and students code-switch while dealing with word meaning. The data collection consists of 13 hours and 30 minutes of recordings from five different upper-secondary schools. In each school, three to five consecutive English language lessons were recorded in the final year. All students and their teachers spoke Czech, therefore Czech could be used to explain word meanings and everybody would understand it. The analysis shows that Czech is commonly used in EFL classes to deal with word meaning, even though the teacher maximizes the use of target language and uses English as the main language in the classroom. Thus, the study contributes to our understanding of language choice and language use in foreign language classrooms.

MALÁ Markéta

Charles University, Prague, Czech Republic

Academic and Linguistic Challenges: It-patterns in English Learner Academic Writing

The paper explores English L2 academic texts written by Czech university students in comparison with English L1 novice and expert writing, trying to find out to what extent the phraseological differences between them are due to what may be termed the ‘academic’ challenge, i.e. the lack of experience on the part of novice academic writers, and to the ‘linguistic’ challenge, i.e. not being native English writers. The study combines contrastive analysis and learner corpus research to explore recurrent multi-word patterns comprising the word-form *it*, such as *it is obvious, even though it, when it comes to*. Three-word it-grams over/underused significantly by both groups of novice writers or by English L2 writers in comparison with L1 expert writers (i.e. the norm) were identified and their functions explored in detail. We assume that patterns over/underused by both groups of apprentice academic writers signal the impact of the ‘academic’ challenge (e.g. stylistic missteps - *it is interesting to note...*, underuse of impersonal patterns - *it could/might be...*). The impact of the ‘linguistic’ challenge, on the other hand, can be seen where the patterns used by Czech students differ from those used by both groups of English L1 writers (e.g. the

expression of stance - *it is true that...*, underuse of complex information packaging structures). While English L2 novice academic writers have to face both types of challenge, the lack of academic expertise seems to be a more prominent factor at this level of proficiency.

NEUMANOVÁ Zdeňka

Masaryk University, Brno, Czech Republic

Analysing Errors in English Learners' Spoken Corpus: Insights from a Pilot Study

In recent years, many studies have reported on particular characteristics of written and spoken learner language but only a few have focused on error analysis, which seems to represent an under-researched area in the Czech Republic. This presentation will report on the findings of a pilot study of grammatical errors in the speech of university learners of English. First, an overview of current learner corpus studies will be presented, while paying special attention to their methodological aspects (particularly the strategies used by researchers when compiling spoken learner corpora and means of analysing learner errors based on the review of research published between 2010 and 2019). Then, the paper will introduce analysis of errors in speech produced by 5 university learners of English elicited during 15-minute interviews in October 2019. The aim of the pilot study was to examine and verify the suitability of the procedures of data collection (i.e. suitability of the selected tasks, time-consumption of the instructions and tasks, the kind of feedback the tasks elicit, etc.) and analysis (e.g. the selected transcription system and error taxonomy, various analytical techniques when analysing data, etc.). The outcomes of the pilot study will be presented and discussed mainly in relation to the application of selected methodological aspects currently used in LCR in the pilot study. Relatedly, selected outcomes of the analyses will be presented as well as suggestions concerning possible improvements during corpus compilation and error analysis.

NOVÁKOVÁ Eva

University of Pardubice, Pardubice, Czech Republic

Translating Czech Aspectual Prefixes for Teaching Purposes

The paper discusses a problem of explaining a grammatical category of aspectual verbal prefixes in Czech to the learners of the Czech language who use English as an auxiliary language. The data are collected from *The Glossary of Czech Aspectual Prefixes* (Horáková, Kopečková, Nováková, and Poláchová, in print) which was designed to enhance L2 Czech speakers' comprehension of the imperfective-perfective oppositions in the verb sets like *skákat* ("to jump") vs. *skočit*, *vyskočit*, *naskočit*, *přeskočit*, etc. The present study applies a contrastive approach to analyse translation shifts, i.e. the morphosyntactic, semantic and pragmatic strategies adopted to achieve the functional equivalence between model Czech sentences that exemplify the use of aspectual prefixes in authentic contexts, and their English counterparts. It contrasts the aspectual system in Czech with a respective grammatical category of the English verb, defines the cross-linguistic lexical gaps, and illustrates the potential choice of equivalents which could comply with a criterion for providing examples from real-life communicative situations. Moreover, it tests the limits of using the parallel Czech-English corpus as a source of language data for second language teaching.

REIMANNOVÁ Irena

University of Pardubice, Pardubice, Czech Republic

Forming and Evolving of Pre-service English Language Teachers' Professional Identity

The paper explores processes involved in the forming and evolving of pre-service English language teachers' professional identity. The theoretical framework of professional identity is outlined in the paper to examine how pre-service teachers construct their professional identity in the initial phases of their professional development. The analysis of student teachers' written reflections about their beliefs, values and commitments towards being the teacher identifies basic types of aspects that may contribute to the development of the professional identity

and suggests further implications for improvement of the teacher education study programme.

RYŠKA David

Masaryk University, Brno, Czech Republic

“I know you got it right”: How Novice EFL Teachers Secure Learners’ Participation during Fronted Whole-class Activities

Within the sociolinguistic and interactional approaches to L2 learning, learner participation is considered a necessary prerequisite for language learning (e.g. Van Lier, 2000). However, recent studies on the topic (e.g. Walsh & Li, 2013) have demonstrated that simply letting learners talk is not enough, and that for learning opportunities to arise a solid amount of interactional steering work must first be employed by the teacher. This conversation-analytic study explores what resources novice EFL teachers (i.e. students enrolled in a part-time teacher education programme) use to manage the participation of their learners during teacher-fronted whole-class activities, and how the learners respond to them. It builds on video-recordings of what equals to nine 45-minute-long lessons taught by six novice teachers as a part of their internal teaching practice. The study shows that there is a large range of resources which novice teachers mobilise to secure the participation of their learners: these include Yes/No questions in first and third-turn position, increased wait time or acknowledging learners’ turns in advance through positive assessments. Furthermore, the deployment of these resources is often tied to the pedagogical goal of an activity. As for equal opportunities to speak, the data show that selecting a learner is not always a sole privilege of the teacher, but rather a joint achievement of both parties. These findings bear some implications for future teacher education, particularly in relation to the development of their Classroom Interactional Competence (Walsh, 2006).

TŮMA František

Masaryk University, Brno, Czech Republic

Transitioning from One Item to Another in EFL Speaking Activities: A Multimodal Conversation Analysis Perspective

In English as a foreign language (EFL) classes, students frequently speak in pairs or groups. One type of such activities includes a set of items that the students go through and discuss. While the set is typically materialized in a list of questions or topics in a handout or textbook, the actual transitions from one item to another are managed locally by the speakers. Using multimodal conversation analysis, this paper investigates how the speakers coordinate their talk and the embodied and material resources when transitioning from one item to another, i.e. how they bring their talk related to one item from the list to a close and how they make another item relevant. This paper builds on audio- and video-recordings of 18 teaching hours in upper-secondary schools (multiple cameras and voice-recorders were used and synchronized), all of which were recorded in intermediate EFL classes in Czechia. The analysis has shown that in addition to verbal resources, such as acknowledgement tokens and assessments (“yeah”, “right - yeah”), the participants manage the transitions by looking at the list of items in close coordination with manipulation thereof (e.g. pointing at or touching the list) and with changes in body posture. Once both participants have displayed the orientation to the list, they achieve the transition to the next item, typically by reading it out loud. The paper adds to the understanding of how EFL students do activity transitions in learning activities where material objects (in this case a list of items) play an important role.

YOUNG Ian

University of Pardubice, Pardubice, Czech Republic

From Cockpit to Classroom - How Aviation Training Techniques Translate to Language Learning

This paper will discuss the evolution in training methods that have significantly improved commercial flight safety over the last forty years. The paper will then examine how these methods can

be extended to academia and the teaching of language. Two areas will be discussed in detail: the shallow authority gradient between an airline captain and the crew, and what this means for language teachers; the methods used for training co-pilots as future captains and how this approach can benefit academic students. After examining how a shift in focus from flying skills to personality based skills enhanced the performance of flight crew, this paper aims to show how similar techniques can be employed by language teachers to engage students and create an effective learning environment. In addition, the development of personality based skills in aviation overcame a significant weakness in status-led authority: a belief that the captain was always right. This paper concludes, therefore, by discussing how levelling the teacher-student authority gradient can further benefit language learning in the classroom.

CONTACTS

ADAMOŤ Diana

Silesian University in Opava, Opava, Czech Republic
diana.adamova@fpf.slu.cz

ANTÉNE Petr

Palacký University, Olomouc, Czech Republic
petr.antene@upol.cz

BUBÍKOVÁ Šárka

University of Pardubice, Pardubice, Czech Republic
Sarka.bubikova@upce.cz

ČERNÁ Monika

University of Pardubice, Pardubice, Czech Republic
monika.cerna@upce.cz

ČERVENKOVÁ Adéla

Masaryk University, Brno, Czech Republic
cervenkova.ad@gmail.com

DANČOVÁ Markéta

Palacký University, Olomouc, Czech Republic
marketa.dancova@gmail.com

FLAJŠAR Jiří

Palacký University, Olomouc, Czech Republic
jiri.flajsar@upol.cz

FLAJŠAROVÁ Pavlína

Palacký University, Olomouc, Czech Republic
pavlina.flajsarova@upol.cz

FLEISCHMANNOVÁ Šárka

University of West Bohemia, Plzeň, Czech Republic
fleisch@kfi.zcu.cz

GAJDA Marek

Silesian University in Opava, Opava, Czech Republic
marekgajda@seznam.cz

GAŠPAROVIČOVÁ Alena

Masaryk University, Brno, Czech Republic
438951@mail.muni.cz

GIARELLI Andrew

Anglo-American University, Prague, Czech Republic
andrew.giarelli@aauni.edu

HOSTÝNEK Tomáš

University of West Bohemia, Plzeň, Czech Republic
hostynek@kaj.zcu.cz

HULCKÝ Lukáš

Silesian University in Opava, Opava, Czech Republic
hulcky.lukas@gmail.com

JĘCZMIŃSKA Kinga

Jagiellonian University, Kraków, Poland
imiscellanea@gmail.com

JEŽKOVÁ Šárka

University of Pardubice, Pardubice, Czech Republic
sarka.jezkova@upce.cz

KAČER Tomáš

Masaryk University, Brno, Czech Republic
kacer@phil.muni.cz

KASTNEROVÁ Martina

University of West Bohemia, Plzeň, Czech Republic
kastnerm@kfi.zcu.cz

KEPLOVÁ Kateřina

University of Pardubice, Pardubice, Czech Republic
katerina.keplova@upce.cz

KOHLOVÁ Petra

University of Pardubice, Pardubice, Czech Republic
petra.kohlova@upce.cz

KRAJNÍK Filip

Masaryk University, Brno, Czech Republic
filip.krajnik@phil.muni.cz

KRČÁLOVÁ Eliška

University of Pardubice, Pardubice, Czech Republic
Eliska.krcalova@student.upce.cz

KUPČÍKOVÁ Nikola

Masaryk University, Brno, Czech Republic
nkupcikova@mail.muni.cz

LATONOVÁ Veronika

Silesian University in Opava, Opava, Czech Republic
v.latonova@seznam.cz

LIVINGSTONE David

Palacký University, Olomouc, Czech Republic
livingstone@seznam.cz

MALÁ Markéta

Charles University, Prague, Czech Republic
Marketa.Mala@ff.cuni.cz

MARKOVÁ Michaela

Technical University in Liberec, Liberec, Czech Republic
michaela.markova@tul.cz

MIKYŠKOVÁ Anna

Masaryk University, Brno, Czech Republic
anna.mikyskova@phil.muni.cz

MIŠTEROVÁ Ivona

University of West Bohemia, Plzeň, Czech Republic
yvonne@kaj.zcu.cz

NEUMANOVÁ Zdeňka

Masaryk University, Brno, Czech Republic
491242@mail.muni.cz

NOVÁKOVÁ Eva

University of Pardubice, Pardubice, Czech Republic
eva.novakova@upce.cz

PRÁGER Libor

Palacký University, Olomouc, Czech Republic
libor.prager@gmail.com

REIMANNOVÁ Irena

University of Pardubice, Pardubice, Czech Republic
irena.reimannova@upce.cz

ROEBUCK Olga

University of Pardubice, Pardubice, Czech Republic
olga.roebuck@upce.cz

RYCHTER Ewa

The Angelus Silesius University of Applied Sciences, Walbrzych
The University of Warsaw
rychter@yahoo.com

RYŠKA David

Masaryk University, Brno, Czech Republic
ryska.d@gmail.com

ŘEŘIČHA Václav

Palacký University, Olomouc, Czech Republic
vaclav.rericha@upol.cz

SMITH Jeff

Masaryk University, Brno, Czech Republic
smith@phil.muni.cz

ŠKROBÁNKOVÁ Klára

Masaryk University, Brno, Czech Republic
klara.skrobankova@mail.muni.cz

ŠMILAUEROVÁ Tereza

Masaryk University, Brno, Czech Republic
smilauerova@mail.muni.cz

ŠPLÍCHALOVÁ Tereza

Masaryk University, Brno, Czech Republic
427608@mail.muni.cz

TIHELKOVÁ Alice

University of West Bohemia, Plzeň, Czech Republic
atihelko@kaj.zcu.cz

TOPOLOVSKÁ Tereza

Charles University, Prague, Czech Republic
tereza.topolovska@pedf.cuni.cz

TŮMA František

Masaryk University, Brno, Czech Republic
tuma@phil.muni.cz

VELESKI Stefan

Masaryk University, Brno, Czech Republic
veleski@phil.muni.cz

VICE William Bradley

University of West Bohemia, Plzeň, Czech Republic
wbvice@aol.com

WALEK Agata

Palacký University Olomouc and Brno University of Technology,
Czech Republic
waleag00@upol.cz

WEISS Michaela

Silesian University in Opava, Opava, Czech Republic
michaela.weiss@fpf.slu.cz

WOOCK Elizabeth

Palacký University, Olomouc, Czech Republic
elizabethallyn.woock@upol.cz

YOUNG Ian

University of Pardubice, Pardubice, Czech Republic
ian.young@upce.cz

ŽÁRSKÁ Lenka

Masaryk University, Brno, Czech Republic
lenkazarska@mail.muni.cz