



## **INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE, BRITISH AND AMERICAN STUDIES**

English And American Studies  
English Literature  
American Literature  
Literatures in English  
English Language Teaching



International Balkan University  
Faculty of Letters  
English Language And American Studies  
Skopje, Macedonia  
May 29, 2015

**Editorial Board**

Yildiray Cevik, International Balkan University, Macedonia  
Kalina Maleska, Ss. Cyril and Methodius University, Macedonia  
Murat Özüdoğru, Maltepe University, Turkey  
A. Nejat Töngür, Maltepe University, Turkey  
İbrahim Yerebakan, Recep Tayyip Erdogan University, Turkey

**Cover and book design:** Muhammed Erdem İşler

**Faculty of Letters**

Tasko Karadza 11A, 1000 Skopje/Macedonia  
Tel: +389 (0)2 32 14 831  
Fax: +389 (0)2 32 14 832  
E-mail: [info@ibu.edu.mk](mailto:info@ibu.edu.mk)

[www.ibu.edu.mk](http://www.ibu.edu.mk)

### Deadline for submission of complete paper

October 5, 2015

Submit to: [elasconference@gmail.com](mailto:elasconference@gmail.com)

Use the following convention for naming the file: lastname\_firstname\_2015.docx

### Formal requirements

Texts should be 3,000 – 4,500 words long

Font: Times New Roman 12

Line spacing: single

Works cited format, no footnotes (style guide below)

Number your pages consecutively

Use Justified Left margin only

### First Page Format

The paper's title goes at the top of the page, centered and bolded, using title case

Under the title leave one blank space, followed by the author's name, regular font

On the next line the author's affiliation

On the next line the author's email

Leave one blank space, followed by the abstract

The abstract section should 200 words and begin with "Abstract:" followed by the text

Leave one blank space, followed by a maximum of five keywords, bold, separated by commas

Leave two blank spaces, label the first section Introduction in bold

Leave one blank space, then begin the body of text, using indented paragraphs

In subsequent sections, label the section in bold using title case, leave a blank space, and continue with the text

The paper should end with references in alphabetical order labeled Works Cited

## The Title of the Paper in Title Case

Author's Name  
Affiliation  
Email

**Abstract:** The text of the abstract, maximum 200 words.

**Keywords:** maximum five keywords, separated by commas

## Introduction

Begin the body of the text, using indented paragraphs (tab). Text text text  
text text text text text text text text text text text text text text text text  
text text text text text text text text text text.

Paragraph two, indented, text text text text text text text text text text  
text text text text text text text text text text text text text.

## Title of Section 2 in Title Case

Begin the body of the text, using indented paragraphs (tab). Text text text  
text text text text text text text text text text text text text text text text  
text text text text text text text text text.

Paragraph two, indented, text text text text text text text text text text  
text text text text text text text text text text text text text.

---

## Title Section 2 in Title Case

Begin the body of the text, using indented paragraphs (tab). Text text text  
text text text text text text text text text text text text text text text text  
text text text text text text text text text text.

Paragraph two, indented, text text text text text text text text text  
text text text text text text text text text text text text text.

## Works Cited

## Punctuation

Use only one space after a period or full stop; use double quotes for quotations and single quotes for quotations within a quotation. Commas, periods, question marks, and exclamation points precede quotation marks, while colons and semi-colons follow quotation marks.

### References within the body of the text and in the Works Cited

Use the MLA form of parenthetical citation in the text: (Adams 205).

At the end of your essay provide a list of your "Works Cited" in which only works that are referred to in the text are included.

### Additional Instructions

Do not use an apostrophe to form the plural of an abbreviation or a number: Ph.Ds, 1990s, IRAs, fours, sixes.

All quotations in a foreign language should be accompanied by a translation in square brackets, after the original in the text.

# CONFERENCE PROGRAM

**Arrival and Registration – 8:00 to 9:00, M6 Educational Center**

**Keynote Address – 9:00 to 10:00, Amphitheater 1, M6 Educational Center**

*“Patronage and Penury: Defending the Humanities in times of Crisis”*

Andrew Goodspeed, Southeast European University

**Session 1 – 10:15 to 11:15, M6 Educational Center**

*Presentations are 15 minutes, Q&A session at the end*

Topics in ELT Amphitheater 1	North American Literature Classroom 1	Topics in Linguistics Classroom 2	British Literature Amphitheater 2
<b>Elena Ončevska Ager*</b> <i>Reflective Noticing for Language Learning: Focus on Analysing Own Transcribed Spoken Text</i>  <b>Aziza Kavlu</b> <i>The Effect of Project-Based Learning on Undergraduate EFL Students' Reading Comprehension Ability and Vocabulary</i>  <b>Anzhela Nikolovska</b> <i>The Influence of Vocabulary Teaching Strategies on EFL Learners' Vocabulary Learning Strategies in Macedonia</i>	<b>Biljana Vlašković Ilić*</b> <i>Canadian Literature in Weal and Woe: Searching for Identity and Self-Respect</i>  <b>Marijana Klemencic</b> <i>From Marginalized To Successful In Alice Walker's <u>The Color Purple</u> and Kica Kolbe's <u>The Snow In Casablanca</u></i>  <b>Arburim Iseni</b> <i>Homosexuality And The Role Of Identity In <u>Disgrace</u></i>	<b>Biljana Naumoska-Sarakinska*</b> <i>Derivation Of Adjectives From Nominal Bases In English And Macedonian</i>  <b>Samina Dazdarević</b> <i>Linguistic Investigation Of Absolute Synonyms With Corpus Based Data</i>  <b>Marija Kusevska</b> <i>Describing Speech Acts From Cross-Cultural And Interlanguage Perspective</i>  <b>Yousif Elhindi</b> <i>Language Endangerment in the Sudan</i>	<b>Mateusz Marecki*</b> <i>Romantic Egotists and Social Minds: Communicating Fear and Desire in Oscar Wilde's <u>Salome</u></i>  <b>Brikena Smajli</b> <i>An Oriental Overview In W. B. Yeats Poetry Of The Third Phase</i>  <b>Natka Jankova</b> <i>Henry V: Shakespeare's Portrait Of The Perfect King</i>

\*Session chair

**Session 2 – 11:30 to 12:30, M6 Educational Center**

*Presentations are 15 minutes, Q&A session at the end*

Topics in ELT Amphitheater 1	North American Literature Classroom 1	Topics in Linguistics Classroom 2	British Drama Amphitheater 2
<b>Sevcian Aslihan İleri*</b> <i>Students' Attitudes To Homework And The Effect Of Homework On Students' Success At University Level</i>  <b>Marija Stevkovska</b> <i>Cross-linguistic Influence In The Use Of Spatial Prepositions At, In And On</i>  <b>Emin Idrizi</b> <i>ICT In English Language Teaching And Learning: Benefits, New Trends, Problems And Solutions</i>	<b>Bülent Ayyıldız*</b> <i>Picturing the Culture: Jewish Landscapes and Images in Graphic Narratives</i>  <b>Diana Zidova</b> <i>Displacement and Otherness: Immigrant and His Place in the New World</i>  <b>Nesrin Yavaş</b> <i>The Magical, the Supernatural and Storytelling in Louise Erdrich's Four Souls</i>	<b>Silvana Neshkovska*</b> <i>Internal and External Intensification of the Strategies for Expressing Explicit Emotional Gratitude in Macedonian and English</i>  <b>Sonila Daiu</b> <i>Polysemy And The Use Of Polysemantic Words In Elbasan Linguistic High School</i>  <b>Zorica Trajkova</b> <i>Modifying Requests As Face-Threatening Speech Acts</i>	<b>İbrahim Yerebakan*</b> <i>"The Sun Is Not Shining Any More": Imperial Past As Evoked In John Osborne's Dramatic Work"</i>  <b>Vahit Yaşayan</b> <i>Embodiment of the "Plantation Patriarchy" in August Wilson's <u>Joe Turner's Come and Gone</u></i>  <b>Nejat Töngür</b> <i>Colonial World In <u>The Heart Of The Matter</u> by Graham Greene</i>

\*Session chair

**Break for Lunch – 12:30 to 13:45, Avtokomanda Campus***Short walking distance from M6 Educational Center, student volunteers will assist with directions***Session 3 – 14:00 to 15:00, Avtokomanda Campus***Presentations are 15 minutes, Q&A session at the end*

Topics in ELT Room 106	North American Literature Room 104	Topics in Translation Room 109	British Literature Room 105
<b>Michael Speroff*</b> <i>Using and Adapting Vocabulary Frequency Lists across the Reading Curriculum in a Preparation Program in Turkey</i>  <b>Lela Ivanovska</b> <i>Working Individually Versus Working In Groups In ESL</i>  <b>Emine Bala</b> <i>The Positive Effect of Realia in EFL Classes</i>  <b>Eleni Bužarovska</b> <i>Subject Pronoun Realization In The English Learner Language Of Macedonian Speakers</i>	<b>Kalina Maleska*</b> <i>Fear and the Concept of Time in Ambrose Bierce's Stories</i>  <b>Tea Duza</b> <i>Mass Media and The Great Operation as Tools for Spiritual Censorship in <u>Fahrenheit 451</u> and <u>We</u></i>  <b>Nusret Ersöz</b> <i>Archival And Archontic Dimensions In Saul Bellow's <u>Herzog</u></i>	<b>Stela Bosilkovska*</b> <i>Interpreting Translations</i>  <b>Cazibe Yigit</b> <i>The Effect Of The Developments In Translation Technologies On Translator Candidates</i>  <b>Ljubiša Zlatanović</b> <i>The Concept Of Self In Psychology: Problems Of Terminology And Translation</i>	<b>Arpine Mızıkyan Akfiçici*</b> <i>"The Canonization": To a Climax of Canonized Sexual Lovers</i>  <b>Ylberza Halili</b> <i>Love, Betrayal, And Revenge In Thomas Hardy's <u>Tess Of The D'Urbervilles</u></i>  <b>Şule Karadayı</b> <i>The Relationship Between The Environment And The Characters In Henry James' <u>The Portrait Of Lady</u></i>

\*Session chair

**Session 4 – 15:15 to 16:15, Avtokomanda Campus***Presentations are 15 minutes, Q&A session at the end*

Topics in ELT Room 106	North American Literature Room 104	Topics in Translation Room 109	British Literature Room 105
<b>Ljubica Kardaleska*</b> <i>Dealing With Dyslexic Students' Areas Of Difficulty In An EFL Classroom</i>  <b>Şerife Kalaycı</b> <i>Students' Attitudes towards Collaborative Tools Used in Moodle</i>  <b>Yuliya Speroff</b> <i>Using Mobile Phones for Listening Practice to Encourage Learner Autonomy Inside and Outside of the Classroom</i>  <b>Elvira Koran</b> <i>Textbook Selection Criteria in Private Educational Institutions in Iraq</i>	<b>Arjete Luani*</b> <i>Motherhood and Nature in the Poems of Sylvia Plath</i>  <b>Arda Arian</b> <i>Flowers of <u>The Color Purple</u>: An Ecocritical Reading</i>  <b>Tarık Tansu Yiğit</b> <i>"She Left Home Under a Cloud": Smoking as a Manifest of Women Liberation in 1920s</i>	<b>Alize Can*</b> <i>Analysis of Signs and Examining Meaning Disruptive Tendencies on a Literary Work</i>  <b>Katerina Vidova</b> <i>Expressing The Markers Of Definiteness In Titles And Subtitles In Macedonian And English</i>  <b>Sonja Kitanovska-Kimovska</b> <i>Rhyme and Alliteration in Translation</i>	<b>Katarzyna Kropiak*</b> <i>Re-Inventing The National Identities: A Comparative Analysis Of Enver Hoxha's Speeches And Selected Dystopias</i>  <b>Seda Arian</b> <i>Fantasy as a Tool to Subvert History in Jenette Winterson's <u>The Daylight Gate</u></i>

\*Session chair

# Session 5 - 16:15 to 17:00, Avtokomanda Campus

Presentations are 15 minutes, Q&A session at the end

Topics in ELT Room 106	Gender and Identity Room 104	British Literature Room 105	
<b>Viktorija Petkovska*</b> <i>Training Prospective EL Teachers For Marginalized Students Inclusion</i>	<b>Sezen Ismail*</b> <i>The Poetics of Home in Jeffrey Eugenides's <u>Middlesex</u></i>	<b>Daniela Petrikova*</b> <i>Double Coding In Modern British Fiction And Drama</i>	
<b>Sevda Göncü</b> <i>Perspectives Of University Prep Students About Teachers Using First Language</i>	<b>Krisztina Dankó</b> <i>The Sociology of Literature: A Study of Tennessee Williams's Gay Characters</i>	<b>Yildiray Cevik</b> <i>Anti-heroism in a Campus Novel: A Study of <u>Decline and Fall</u> by Evelyn Waugh</i>	
<b>Neslihan Bilikozen</b> <i>The Role Of Reflective Self-Evaluation In Developing Metacognitive Awareness And Learner Autonomy In L2 Writing Instruction</i>	<b>Natalia Badiyan-Siekierzycka</b> <i>Victorian Female Travelers</i>	<b>Valbona Kalo</b> <i>The Influential Role of the Historical Novel of Sir Walter Scott in European and Albanian Literature</i>	

\*Session chair

Andrew Goodspeed,  
South East European University, Macedonia  
[a.goodspeed@seeu.edu.mk](mailto:a.goodspeed@seeu.edu.mk)

***Patronage and Penury: Defending the Humanities in times of Crisis***

From the famous patrons of the Middle Ages through to the present financial crises, it has long been the fate of the Humanities to be dependent upon assistance or support from outside the discipline. In the face of recent economic difficulties worldwide, the arts are again underfunded, and the Humanities in academia are in a position of supplication, trying to subsist on ever smaller subsidies, grants, or revenues. This keynote speech addresses the current state of academic support for the Humanities, and argues that the present situation is neither uncommon nor terminal. It seeks to make the case that there is a strong and rich history of support for the Humanities in the scholarly world, and that the current hiring difficulties, reduced research budgets, and restricted employment opportunities are in fact traditional and survivable. The key, it suggests, is to recognize that the historical and established benefits of Humanities scholarship—articulacy; a sense of balance and order; and a firm understanding of comparison and judgment; and a cultivated sense of beauty—are no less valuable today, and are likely to find the support they have received in the past, if properly expressed.



# ABSTRACTS



INTERNATIONAL  
BALKAN  
UNIVERSITY

**Alize Can,**  
**Trakya University, Turkey**  
**alizecan@gmail.com**

*Analysis of Signs and Examining Meaning Disruptive Tendencies on a Literary Work*

This study aims to analyse signs and examine meaning disruptive tendencies on a literary work, *Flush: A Biography*, written by Virginia Woolf. Consisting of four sections, firstly Virginia Woolf and her work, *Flush: A Biography*, and its Turkish translation and translator will be presented. In the second section, this work will be analysed in consideration of Semiotic Analysis Method. In the next section, its Turkish translation will be evaluated in order to illustrate semantic changes/losses respecting to “Systematics of Meaning Disruptive Tendencies” offered by Prof. Dr. Sündüz Kasar (from Yıldız Technical University). In the last section, the findings will be discussed and suggestions will be offered for further studies.

**Keywords:** sem-analysis, translation, semiotics, literary work, literary translation, translation criticism

**Anzhela Nikolovska,**  
**Ss. Cyril and Methodius University, Macedonia**  
**anzela12@gmail.com**

*The Influence of Vocabulary Teaching Strategies on EFL Learners' Vocabulary Learning Strategies in Macedonia*

The paper reports on the results of a study aimed at investigating which vocabulary teaching strategies (VTS) are most frequently used in teaching English as a foreign language in primary, secondary and tertiary education in R. Macedonia and whether these VTS influence the development of the vocabulary learning strategies (VLS) used by EFL learners in primary, secondary and tertiary education. The survey was carried out among 709 EFL learners. It was based on a questionnaire which revealed learners' self-reported use of VLS (cognitive, metacognitive, social, memory and compensation strategies) as well as their perceptions of the VTS used by their English teachers. The data analysis revealed different VTS patterns at the three levels of education. The Chi-square tests used to explore the influence of VTS on particular VLS employed by learners showed that the influence was the most significant in primary education, less significant in secondary education and the least significant in higher education. Finally, conclusions are drawn regarding the teaching implications.

**Keywords:** vocabulary teaching strategies, vocabulary learning strategies, survey, Chi-square tests, correlation

**Arburim Iseni,  
Hamid Farahmandian,  
Afrim Aliti, and Nagri Rexhepi,  
State University of Tetova, Macedonia  
arburim.iseni@unite.edu.mk**

### *Homosociality And The Role Of Identity In Disgrace*

This paper explores the homosocial relationships and associations that the major character of the novel 'Disgrace', David Lurie has had with his male encountered people around him. David Lurie experiencing divorce twice is a fifty two year old university professor who has lost all his connections with both interior and exterior world. He has accustomed to take advantage of the prostitutes and other females in order to gratify his sexual desire which the climax one was the sex with his student that headed him to be fired from university. He has not got any profound dealing with any male person who makes him to be perplexed facing the ones who call him as a friend or close person to get advice. I will endeavor to indicate his bonds with his colleagues in trail, the most significant one with Melanie's boyfriend Ryan who all three together Melanie, David Lurie and Ryan constructs a triangle love in urban setting, Melanie's Father (the seduced student girl) Mr. Isaac, Bill Shaw who calls Lurie his friend and Petrus who works for his daughter in the rural setting. In order to achieve to this goal I am to apply American prestigious author and academic scholar in the field of Sociology and gender studies Eve Kosofsky Sedgwick's Book 'Between Men: English Literature and Male Homosocial Desire' (1985) who popularized the Homosociality in the Globe by publishing this book and her methods in determining the relations' influences and importance on the protagonist specially the love triangle which for the first time was introduced in sociology and literature by her.

**Keywords:** Homosociality, Homosocial desire, Male-male relationships, Masculinity

Arda Arian,  
Akdeniz University, Turkey  
ardaari@gmail.com

### *Flowers of The Color Purple: An Ecocritical Reading*

Many critics have noted that nature is at the core of Alice Walker's *The Color Purple* in which depicting or writing about flowers requires special attention. Flowers are one of the most popular motifs in verse as well as in prose. As much as it is important to study all motifs, themes or figures of speech in literary texts, studying how flowers are used in the construction of literary texts or how such representations relate to the whole of literary texts can help us understand texts in a more adequate manner. In literature, flowers are often associated with love in a way to represent characters' positive emotions in their romantic relationships. However, in Alice Walker's *The Color Purple*, flowers are depicted and written about to convey strong negative emotions as well as positive ones. In this study, how flowers are depicted or written about in the novel is studied through an ecocritical lens. I argue that Walker's use of flowers in her novel provides examples of the vitality of a hopeful existence especially when various flowers mentioned in the novel are considered along with the seasonal changes organically affecting such floral richness.

**Keywords:** Ecocriticism, *The Color Purple*, American literature, novel, flower, nature

Arjete Luani,  
University of Shkodra "Luigj Gurakuqi", Albania  
arjetaluani@live.com

### *Motherhood and Nature in the Poems of Sylvia Plath*

The aim of this article is to compare the aspects of motherhood and nature in the poems of the confessional poet Sylvia Plath. This comparison focuses on the relocation of humanity to nature-a characteristic for Plath's work. Through the comparison approach there are treated the images of the tree "Yew Tree", the moon and the sea, which represent images of infertility and fertility. The moon is considered by the speaker as her mother and at the same time the muse of her poems. However, the moon is also the muse of infertility as it is round, perfect and barren. Moreover, focusing on the motherhood, Plath's poems break the silence concerning the feminine sensation of alienation, infertility and the negative devouring aspects of motherhood. These aspects in a series of Plath's poems, but typically in one of her longest poems "Three Women: A Poem for Three Voices". On the other hand, the infant is

portrayed as a symbol of belief and strength. This is mainly demonstrated in the poems written after 1960: the time when Sylvia is already a mother. In conclusion, nature is the most reliable setting where Plath sheds her attitude towards fertility and infertility, which are aspects not only of nature, but also of females. Mother nature parallels the function of females and of Plath herself.

**Keywords:** nature, infertility, fertility, motherhood, alienation, infants

**Arpine Mızıkyan Akfıçici,**  
**Istanbul University, Turkey**  
**arpi\_mizikyan@yahoo.com**

### *“The Canonization”: To a Climax of Canonized Sexual Lovers*

John Donne, the chief representative of the metaphysical poets, starts “The Canonization” with an abrupt opening which is virtually sacrilegious when following the sacred title. The poet startles us by beginning his love poem: “For God’s sake hold your tongue, and let me love”, which, moreover, points to a sort of violence of expression. The cause of the speaker’s protest is directed at a friend’s unwelcome advice about the speaker’s love for his mistress. The friend seems to interpret the lover’s passion as a kind of disease (the conventional Petrarchan hyperbole) that causes harm not only to the speaker but also to others around him. Therefore, he tells the friend to shut his mouth and tend to his own business. Donne organized the thought in the poem in the diction of actual speech along with the form of a heated argument with an intruding friend who vanishes out of existence in the last two stanzas after having provided the necessary materials for the speaker to illustrate the sacred quality of his love: uninterested in worldly success, devoted only to mutual contemplation, the speaker and his mistress have become “saints” of love. It is within this framework that this paper aims at discussing the dramatic situation in which “The Canonization” unfolds. Using the metaphysical pattern which commonly follows a logical order of development that is replete with paradoxes, the poetic argument, passionate in tone, develops and comes to the conclusion that sexual lovers are saints and generations of future lovers will invoke them just like Catholics invoke saints in their prayers.

**Keywords:** John Donne, metaphysical poetry, “The Canonization”, Petrarchan conceit, metaphysical conceit

**Aziza Kavlu,**  
**Ishik University, Iraq**  
**azize.kavlu@ishik.edu.iq**

*The Effect of Project-Based Learning on Undergraduate EFL Students' Reading Comprehension Ability and Vocabulary*

Globalization in the 21st century and rapid strides in technology have increased the need for communication in English as it has become a lingua franca. English is also needed as a tool to assist academic advancement, career promotion and information-seeking in general. Hence good English reading comprehension ability and a sufficient vocabulary range are both vital for university students for these purposes. Therefore educators have to take into consideration these improvements and attempt to apply various innovative approaches during the education process. Project - Based Learning (PBL) is one approved method that equips learners not only with 21st century skills (critical-thinking, problem-solving, life-long skills, creativity, innovation, collaboration, real life setting communication skills) but also has remarkable effects to enhance learners' English language skills. The main purpose of this paper is to explore the relationship between the implementation of PBL and elementary level EFL learners' reading comprehension ability. The present study investigates whether learners' reading comprehension ability and vocabulary improve with PBL. Forty-five first year Faculty of Education students at Ishik University (Iraq- Erbil) participated in the study, in which they were taught reading comprehension using PBL methods. The results confirm that measured variables (reading and vocabulary) showed significant positive progress. The researcher indicates that reading and acquiring required vocabulary become more enjoyable for students when PBL is implemented.

**Keywords:** language acquisition, project-based learning

**Biljana Naumoska-Sarakinska,**  
**Blaze Koneski Faculty of Philology, Macedonia**  
**biljananaumoska@yahoo.com**

*Derivation Of Adjectives From Nominal Bases In English And Macedonian*

Language is influenced by events and changes that take place in a given society, at a given period of time, and as such it is constantly developing and evolving. The reason for this versatility and flexibility that characterizes language is so that it can meet the needs of the ever-changing society it is a vital part of, as well as deal with the context of events that help to shape it. Without a doubt, one area which is the most prone to change, and in fact, the area

where changes are the most noticeable is the vocabulary of a language. There are a number of different ways in which the vocabulary of a given language can be increased; there are a number of word formational processes that may be involved, yet the most productive is that of derivation, namely, the formation of new words on the basis of existing words, often involving affixation, i.e. the addition of a derivational affix, with which words tend to change from one grammatical category to another. This presentation will take a closer look at derivation as a productive word formational process, then, move on to look at the derivation of denominal adjectives both in English and Macedonian, draw a comparison between the two languages, look at some of the issues that might appear, and some possible solutions to deal with them, with the aim to help EFL learners acquire and enlarge their English word stock.

**Keywords:** word formation, word formational processes, derivation, denominal adjectives, derivational affixes

**Biljana Vlašković Ilić,**  
**University of Kragujevac, Serbia**  
**[biljanavaskovic@gmail.com](mailto:biljanavaskovic@gmail.com)**

Canadian Literature in Weal and Woe: Searching for Identity and Self-Respect  
In her *Survival: Thematic Guide to Canadian Literature*, Margaret Atwood observes that those who find themselves suddenly teaching Canadian literature, something they never studied before, are encountered with two essential questions: “What’s Canadian about Canadian literature, and why should we be bothered?”. In countries other than Canada, these questions become ever more crucial, for many English students never think of a “Canadian” literature as a separate entity, having been exposed through much of their education mainly to British and American world-wide famous authors. Based on the several years’ of experience in teaching Canadian literature to Serbian students, the author of the paper will try and delineate the ‘adequate’ way of teaching this subject by answering not only to Atwood’s questions, but also by showing that in teaching and studying Canadian literature it is imperative not to skip the national and the cultural aspect of it. The reading of literary criticism written by Marshall McLuhan, Northrop Frye and Margaret Atwood, connected to various literary works by authors such as Alice Munro, Michael Ondaatje, and popular Canadian poets, shall provide the appropriate basis for the paper’s central thesis - namely, that much of Canadian literature relies on its quest for an identity which is distinctly different from the American, English, or French identity.

**Keywords:** Canadian literature, identity, Atwood, Frye

**Brikena Smajli,**  
**Beder University, Albania**  
**brikenasmajli@gmail.com**

*An Oriental Overview In W. B. Yeats Poetry Of The Third Phase*

W. B. Yeats, the Irish author who especially in his third period of his work, used to write poetry according to the perceptions and visions expressed in his prose work “A Vision”, published 1925 is seen here for his imaginary and symbolically poetry, which moves poetically through the imagination from the Ireland of his own age, to the period of the first years of Christianity, in the mythical city of Byzantium, (Constantinople or Istanbul of today). We are speaking here of two Yeats special poems, Sailing to Byzantium and through a hermeneutical and cultural reading; we are going to have a look on the cultural aspects of Yeats oriental point of views in these respective poems, the process of imagination as such and the proper symbolism of the sailing and water, creation also. This can be explained according to the philosophy and the perception of the period, Byzantium time, the philosophy and perception of his own time according to Ireland, of Irish free state in 1922; the way he use to move through the time, from his time, 20-th century to the 2-3rd century, through a symbolical sailing, which is in itself a mystical and a spiritual journey and the city, Byzantium, New Jerusalem, as it is constructed by the Emperor Constantine.

**Keywords:** Oriental, journey, symbolism, creation, Genesis, water symbolical element, sailing

**Bülent Ayyıldız,**  
**Hacettepe University, Turkey**  
**ayyildiz.bulent@gmail.com**

*Picturing the Culture: Jewish Landscapes and Images in Graphic Narratives*

Cityscape and its construction is a dynamic process in fictional works and it shapes the narrative since the city reflects attitudes, customs, intellectual and social culture of the people living in it. Landscape and cityscape have been considered mostly metaphorical in revealing the inner feelings and thoughts of the characters. Many graphic novelists illustrate the landscape with such an involvement. In various graphic narratives city carries out supplementary codes of cultures, memories and physical and psychological reflections to create an aesthetic and coherent atmosphere. Jewish graphic narratives also have a tendency to explore the landscape and cities. Jewish people are known as “urban people” and since they gather in and around cities after they im-



migrated to the United States, abandoning agriculture and embracing trade and commerce over the time. Throughout the history, a strong bond has developed between Jewish people and the cities. This is especially true, when Jewish American identity and New York City is considered. Moreover, since the panels depicting characters mostly include visual background images, physical and psychological settings—not necessarily landscapes—become functional elements in graphic narratives. Background images in the panels might be iconic, metaphorical or realist settings. This paper will analyze three graphic novels (*A Contract with God*, *The Jew of New York*, *American Jew*) created by Jewish American authors, and will explore how cultural and ethnic identities are embedded in landscape and city depictions by using graphic narrative techniques. While the intricate connections between city and characters are encoded to reveal the landscape images' psychological attribution to the characters, the city is shaped by the residents' cultural, ideological, religious sources and social networks.

**Keywords:** Jewish identity, graphic narratives, Joe Kubert, Will Eisner

**Cazibe Yiğit,**  
**Trakya University, Turkey**  
**cazibeyigit@outlook.com**

### *The Effect Of The Developments In Translation Technologies On Translator Candidates*

The aim of this study was to find out the effect of the developments in translation technologies on translator candidates. The research design was case study. The sample of the study was identified by simple random sampling as 26 senior students (11 females, 15 males) of English Translation and Interpretation Department of Trakya University in Edirne in Turkey. Observation, semi-structured interview and a questionnaire were used to collect data for the study. After the data collection tools had been conducted, data analysis was carried out by describing, sampling and the findings were attained. According to the results of the study, the translator candidates were encouraged by the developments in translation technologies and a great number of them benefited from translation technologies in order to carry out their studies. Moreover, it was found out that the translator candidates were not convinced that artificial intelligence could replace translators one day in spite of their changing roles. Thus, the results of the current study entailed a more detailed research on outcomes of the developments in translation technologies.

**Keywords:** Translation technologies, translator candidates, artificial intelligence

Daniela Petrikova,  
Ss. Cyril and Methodius University, Slovakia  
petrikova77@gmail.com

*Double Coding In Modern British Fiction And Drama*

The paper pursues David Lodge's theory of literariness as related to a new postmodern approach - its deviation of traditional value- judgement. A discourse on inter-relationship between literariness and double-coding is in the centre of our attention. Our opinions will be supported by selected short abstracts from modern British fiction - novels and short stories by James Joyce, Julian Barnes, and Jon McGregor. As to drama the focus are recent plays of Mark Ravenhill and Tom Stoppard. The paper is fragmented - it employs my experience as an English literature teacher - so didactic approach will also be taken into consideration, and namely the problem of possible coexistence of the benevolent postmodern "anything goes" with the traditional axiology. Last but not least the discourse on the clash between the established linear taxonomy versus Frye's circular system of four modes is initiated.

Diana Zidova,  
Ss. Cyril and Methodius University, Slovakia  
diana.zidova@ucm.sk

*Displacement and Otherness: Immigrant and His Place in the New World*

The paper explores the experience of a stranger who comes to the new country with his hopes, desires and expectations, but soon or later after arriving he has to confront inevitable reality where the newcomer cannot succeed. What is more, he has to pass assimilation process, mostly painful and humiliating, constantly searching for a new identity. Therefore the goal of this work is to bring a view on how immigrant novel can be perceived by taking it as a genre or subgenre and what the specific signs included in its definition are. We present the works of Boelhower, Tuerk, Ostendorf and others trying to illustrate how differently can immigrant novel be analyzed. Paradigm of immigrant novel, as presented in Boelhower's study, is the crucial device for the interpretative part of this paper when analyzing Thomas Bell's novel *Out of This Furnace*.

**Keywords:** ethnic literature, immigrant novel, Thomas Bell, *Out of This Furnace*

Elena Ončevska Ager,  
Ss. Cyril and Methodius University, Macedonia  
elena.oncevska@gmail.com

*Reflective Noticing for Language Learning: Focus on Analyzing Own Transcribed Spoken Text*

This talk looks at a case study of reflective noticing for the purposes of English language learning on an undergraduate Modern English course (level C1), reviewing two students' and the teacher's main learning moments from this educational experiment. The students were invited to voluntarily give a brief talk on the topic "A statement I'm prepared to stand for", followed by a whole-class question and answer session. The presenters, having (video or audio) recorded their talks, individually or collaboratively analyzed their spoken output, reflecting on what they expected to notice about their spoken language and what they actually noticed when reviewing their recorded presentations. The students applied a focus on form (Long, 1991) to critically examine a number of aspects of their presentations: pronunciation, grammar and vocabulary, body language (if applicable), organization of the presentation, speed of delivery, clarity of speech, timing, rapport with the audience, interest provoked in the audience, etc. They were then asked to discuss their findings. Having transcribed the more salient data, they were able to evaluate them and suggest directions for improvement. Schmidt's (1990) noticing hypothesis provides the theoretical underpinning for this experiment in reflective noticing. Schmidt posits that the first step to internalizing target language structures is for the learner to first notice the gap between their own language output and the standard of language required. The knowledge which originates from noticing this discrepancy, he maintains, can inform the learner's future language production, potentially accelerating its improvement.

**Keywords:** reflection, noticing, student oral presentations, transcripts

Elvira Koran,  
Ishik University, Iraq  
elvira.koran@ishik.edu.iq

*Textbook Selection Criteria in Private Educational Institutions in Iraq*

As the interest and demand in English language has been growing, so has the demand in relevant and up-to-date teaching materials, or more precisely, textbooks. Textbooks constitute a large portion, if not the only, of learners' source of the target language, especially in an EFL situation where, compared to an ESL situation, learners lack the exposure to the target language outside

the classroom. The current study explores the importance of textbooks, the stakeholders involved in their selection, the criteria that are considered while selecting them; to what extent they overlap with the criteria that teachers think are essential, and what the teachers' insight is about the textbooks used in Northern Iraq and their selection.

**Keywords:** EFL textbooks, textbook evaluation and selection, teaching materials, Iraq

**Emin Idrizi,**  
**International Balkan University, Macedonia**  
**eminidrizi@gmail.com**

*ICT In English Language Teaching And Learning: Benefits, New Trends, Problems And Solutions*

In the last decades technology has had a significant impact on education, particularly the way students learn a foreign language. Thus, the use of ICT (Information and Communication Technologies) has given language teaching and learning process a new dimension. But on the other hand, it has also raised many questions and dilemmas related to its effectiveness and the teachers' as well as learners' ability to cope with this new development. Common dilemma and questions include: Is using ICT effective or is it only a substitution of pen and notebook? Where is ICT going next? How can we fully and effectively integrate ICT in an EFL classroom? This paper will deal with these questions based on new research in the field. Firstly, several benefits of using technology in an EFL classroom will be presented. Secondly, new trends in technology and their significance for the EFL learners will be discussed. Later, the paper will focus on the challenges and problems in integrating technology in an EFL classroom. At this point, examples from some countries will be provided in order to clarify the problematic nature of the use of technology in the EFL classroom. A special emphasis will be put on English teachers who hesitate or have anxiety in the use of ICT in their instructions. Finally, possible solutions, which can be undertaken mainly by higher education institutions, to these problems will be suggested.

**Keywords:** ICT (integration) CALL, Mobile-assisted language learning, computer anxiety, computer literacy, teacher education

Emine Bala,  
Ishik University, Iraq  
emine.bala@ishik.edu.iq

### *The Positive Effect of Realia in EFL Classes*

There are many ways generated by the linguists to teach the language items in EFL classroom; however, bringing ‘realia’ into the classroom is one of the most effective ways to create an enjoyable class atmosphere and acquire the target language efficiently. Especially, low-level students may suffer from obtaining what teacher presents because they have no chance to synthesize what they learn in the class with real life situations. Using real objects and materials gives students opportunity to experience real life in the class atmosphere and this may facilitate and accelerate their learning process. Accordingly, using visuals stimulates students to maintain studying on the language because practicing the topic with visuals assists students to get involved in more powerful learning. This study illustrates an investigation based on a 20-question exam paper whether getting support from realia augments the students’ success in the examination or not. Two elementary-level EFL classes took part in this project. Looking at the results, the students who are taught with realia excelled significantly compared to the others who are not showed any visuals during teaching.

**Keywords:** EFL classroom, Experience, Investigation, Real life, Realia

İbrahim Yerebakan,  
Recep Tayyip Erdogan University, Turkey  
yerebak25@hotmail.com

### *“The Sun Is Not Shining Any More”: Imperial Past As Evoked In John Osborne’s Dramatic Work*

Loss of British Empire, loss of its power and prestige in the aftermath of the Second World War had devastating consequences upon the minds of younger generation of Great Britain. Despite the fact that legacies of the great Empire, upon which the sun most emphatically set, continued well after the World War II years, England as a nation became an insular country, having lost its colonies all around the globe literally. Postwar younger generation looked back upon the imperial heydays and grandeur with a great nostalgia. However, the reality was that greatest proportion of the Empire was gone, with colonies gaining independence one by one. So, what was left of the great Empire was far from satisfying the desires of the younger generation in particular. This presentation is intended to throw light on a very delicate and crucial period

of Postwar Britain, during which people were confused about where and which class to belong and people were torn between the adherence to imperial values and postwar values, making references to *Look Back in Anger* in particular and other dramatic works by John Osborne, one of the outstanding spokespersons of his generation.

**Keywords:** John Osborne, imperial past, loss of identity, nostalgia, post-war Britain

**Kalina Maleska,**  
**Ss. Cyril and Methodius University, Macedonia**  
**kalinamaleska@gmail.com**

### *Fear and the Concept of Time in Ambrose Bierce's Stories*

Ambrose Bierce's stories are not well known to the Macedonian public, especially as very few of them had been translated until last year. In the Anglophone context, based on criticism consulted about his stories, Bierce is best known as a writer of horror stories. This paper, however, aims to present him in a different light: as a writer who had an in-depth understanding of the phenomenon of fear, and who represents it in very realistic manner, without the use of supernatural elements, which is one of the crucial characteristics of the horror genre. In fact, although it may seem differently at first sight, only very few of his stories employ supernatural elements. What is unusual and specific to Bierce's stories is that the real, deeply felt fear by his characters provokes a concept of time that resembles Einstein's explanation of time about fifteen years later. Therefore, this paper shall take as a theoretical framework the special theory of relativity in order to examine how Bierce has managed, through representing fear, to make the same amount of time run with different pace for the reader and for the characters in the stories "An Occurrence at Owl Creek Bridge", "One of the Missing" and "The Man and the Snake".

**Keywords:** Bierce, time, fear, short stories, theory of relativity, Einstein

**Katarzyna Kropiak,**  
**Jagiellonian University, Poland**  
**kkropiak@wp.pl**

### *Re-Inventing The National Identities: A Comparative Analysis Of Enver Hoxha's Speeches And Selected Dystopias*

Albania, shown in the speeches of Enver Hoxha, is a land of happiness, were

people are equal and share common beliefs, a place, that does not exist anywhere in the world - Utopia. Creating the new ideal state, Enver Hoxha was using the same or similar solutions as dystopian authors. A comparative analysis of Enver Hoxha's speeches and selected dystopias could be used to indicate a pattern of the transformation of relations between common and personal identities. For the present work's purposes as the comparative material will serve, *Nineteen Eighty-Four*, written by George Orwell and *Brave New World*, by Aldous Huxley. The identity of the member of the dystopian community is not self-creating during the historical process, it has been imposed and does not reflect the natural requirements. Authors of dystopias describe different types of ideal society, which speaks a common language, has a specified political organization and the same beliefs. The common identity was created by impose specific system of system of nomenclature and symbols. Almost in the same time Enver Hoxha completely transforms the definition of national identity, created in the times of The Albanian National Awakening, emphasized different factors of common identity. However, national identity is complex and dynamic structure, which is determined by objective and subjective factors. Changing the system of beliefs, symbols and the language could not remain without the sign. Hence re-inventing national identities is actually a constant process, no matter of a system, as it is shown in the dystopian literature.

**Keywords:** national identity, dystopia, communism, system of nomenclature, symbols

**Katerina Vidova,**  
**Integrated Business Faculty, Macedonia**  
**[vidovakaterina@yahoo.com](mailto:vidovakaterina@yahoo.com)**

### *Expressing The Markers Of Definiteness In Titles And Subtitles In Macedonian And English*

The aim of this paper is to present an overview of the markers of definiteness in titles and subtitles in Macedonian and English. The research is focused on the NP constructions in Macedonian and English titles and subtitles and the concept of definiteness expressed within the respective NPs. The research is conducted on a corpus of titles and subtitles from Macedonian written works of art, scientific texts, catalogues of theatre and film art translated into English and vice versa, titles and subtitles of English written works of art translated into Macedonian. Furthermore, similarities and differences regarding the concept of definiteness between the examined structures in the two languages are highlighted.

**Keywords:** translation, definite article, NPs, possessive modifiers, titles

Krisztina Dankó,  
University of Reformed Theology, Hungary  
danko@kfrtkf.hu

*The Sociology of Literature: A Study of Tennessee Williams's Gay Characters*

The starting point of my paper is the question of how a relatively marginalized interdisciplinary approach like the sociology of literature can contribute to critical theory by studying the sociology of the writer and his/her characters, the social determinants of the characters' deeds, behavior, or personality traits, and the social background of the author's work in general. These aspects may be especially significant when the author or his characters must face the constant scrutiny of social judgment as it is in the case of homosexuality. In his plays and short stories Tennessee Williams had created a panoramic picture of the gay subculture in the post-war United States, long before the discipline "gay studies" was born, and sociology or literary theory began to examine the question of homosexuality. In my paper I will focus on and analyze the social situation of the author and his gay characters who lived in an era when gay people were ostracized and stigmatized by society. The different types of queerness—from closeted "sissies" to drag queens—in Williams's oeuvre will also be discussed.

**Keywords:** sociology of literature, Tennessee Williams, homosexuality, gay characters, queerness

Lela Ivanovska,  
St. Kliment Ohridski University, Macedonia  
lela\_bt@yahoo.com

*Working Individually Versus Working In Groups In ESL*

This study investigates students' understandings about English civilization. The purpose of the research is to answer the following question: Will allowing students to work in groups improve their understanding or will working individually lead to greater understanding? In some situations, students help each other, their time is spent on task and they benefit from peer interactions. At other times, students spend their time chatting about things that are not relevant to the topic at hand and do not get much work done at all. When students in my class do their work independently, most students tend to complete their work or they will come ask for help if they cannot continue. It is difficult for me to determine if and when to allow students to work together or to make them work alone because students do not always manage the social aspects of group work so that it will be advantageous to them.



**Keywords:** students, individually, groups, English, civilization

**Liljana Mitkovska and Eleni Bužarovska,**  
**FON University and Ss. Kiril and Methodius University, Macedonia**  
**[liljana55@yahoo.com](mailto:liljana55@yahoo.com)**

*Subject Pronoun Realization In The English Learner Language Of Macedonian Speakers*

In this paper we investigate the phenomena related to subject pronoun realization in the English interlanguage of Macedonian learners. The preliminary research indicates that learners resort to several strategies: they may omit the subject pronoun, they may use it in presumptive function, and they may apply extraposition of a noun phrase filling the subject position with a cataphoric it. This use often affects the cohesion of the text and disrupts reference relations. We presume that such interlanguage features are due to crosslinguistic influence - Macedonian is a pro-drop language and makes no use of a dummy pronoun. The goal of this paper is to determine the distribution of these phenomena at four proficiency levels: A1, A2, B1, B2. We applied two methods in our investigation: error analysis of learner language using data from the Macedonian English Learner Corpus (MELC) and error recognition test to prove the main hypothesis. In the analysis of the corpus data we investigate the syntactic environments where subject omission or addition occurs in order to determine the most typical errors at each level. This will serve as a basis for postulating the acquisition sequence of subject realization in the learner language and also shed light on the reasons for these types of divergence from the L2 norm.

**Keywords:** language learning, ELT

**Ljubica Kardaleska,**  
**FON University, Macedonia**  
**[ljubica.kardaleska@gmail.com](mailto:ljubica.kardaleska@gmail.com)**

*Dealing With Dyslexic Students' Areas Of Difficulty In An EFL Classroom*

This paper examines the processing styles inherent in dyslexia and how they affect students' ability to learn a foreign language. Individuals with reading difficulties differ from one another and from typical readers and they are not organized into one or two clearly defined groupings. Since dyslexia affects (with varying degrees) the ability to process language, including the mother tongue, it will manifest itself differently depending on the language being

spoken. In fact, every individual language presents diverse problems for dyslexic students (in the areas of: phonemic awareness levels, alphabet systems and spelling rules, vocabulary and phrases and their semantic implications, syntax complexity). Curiously, what is typically easy for others (like reading small words) may be very difficult for dyslexic students, and, what is hard for others provides a ground for the dyslexic students to exhibit their brightness and creativity. For teachers, the challenge is to facilitate comprehension by identifying the most effective methods of teaching foreign languages to dyslexic pupils and to help reluctant readers to become fluent and confident.

**Keywords:** EFL dyslexic students, instruction, reading skills, reading comprehension, English Language Arts

**Ljubiša Zlatanović,**  
**University of Niš, Serbia**  
**zlatanovic1301@yahoo.com**

### *The Concept Of Self In Psychology: Problems Of Terminology And Translation*

Many of the basic concepts that appear in books and articles on psychology are inherently difficult not only to define but also to translate in a proper way. In recognition of this, the purpose of this paper is to provide scholars and professionals conceptual-terminological consideration one of the central concepts and the most important issues in psychology: the concept of self. Its a widespread use in various research approaches and traditions of thought within psychology and the social sciences clearly attests to a growing academic interest in this concept and its vital importance for psychological understanding the core aspects of human personality and behavior in socio-cultural context. However, the big problem is a lack of consistency in the use of this term in English psychological literature. Indeed, there is no a common language in the uses of self terminology among theorists and researchers in psychology. Some authors use the terms 'self' and 'I' ('ego') interchangeably, and others attempt to account for self and identity within a common framework. In addition to that, there is the special terminological problem that confronts the authors, translators and readers from non-English speaking areas with a frustration regarding the term 'self': a lack of a proper word for the English word 'self', as well as for the word 'selfhood'. Thus, translators are often forced either to use English original ('self') or to coin a new term. For example, in Serbian language there are some wholly new words for the 'self' such as 'sopstvo', 'jastvo', 'samstvo' or 'samopoimanje'. In the present paper it is also argued that in Serbian language the word 'samstvo' may be the proper way of translating the English original term 'self'.

**Keywords:** self, self-related terms, terminology, translation, psychology

**Marija Kusevska,**  
**Goce Delcev University, Macedonia**  
**[marija.kusevska@ugd.edu.mk](mailto:marija.kusevska@ugd.edu.mk)**

*Describing Speech Acts From Cross-Cultural And Interlanguage Perspective*

Ever since the appearance of Austin's *How To Do Things With Words* (1962) and Searle's *Speech Acts* (1969), speech acts have attracted great attention and have been subject to research from different perspectives. In this paper we will refer to research of speech acts from cross-cultural and interlanguage perspective. First, we will discuss some aspects that speech act research is based on, including: 1. variability, which means that speech acts can be accomplished using various language means, depending on sociopragmatic variables (power of the speaker and hearer, social distance between them, seriousness of the imposition/offence, gender, etc.); and 2. communicative principles, including the cooperative principle and the politeness principle, which determine the type of strategy that interlocutors apply to realize speech acts. Then we will refer to how culture influences speech act realization. In particular, we will focus on perception of the situations in which speech acts are realized, perception of social factors, as well as the cultural understanding of face and politeness. We will also refer to the challenges that speech acts impose on learners of English as a foreign language. The above discussion will be illustrated with examples from empirical research on speech acts in the Republic of Macedonia.

**Keywords:** speech acts, sociopragmatics, pragmalinguistic knowledge, cross-cultural pragmatics, interlanguage pragmatics

**Marija Stevkovska,**  
**International Balkan University, Macedonia**  
**[m.stevkovska@ibu.edu.mk](mailto:m.stevkovska@ibu.edu.mk)**

*Cross-linguistic Influence In The Use Of Spatial Prepositions At, In And On*

The paper is a cross-sectional study which investigates the errors in the use of spatial prepositions at, in and on made by Turkish, Albanian and Macedonian learners of English as L2. The purpose of the study is an attempt to answer the question whether the erroneous usage is a result of cross-linguistic influence (CLI) between the L1 and L2 (i.e. Turkish, Albanian or Macedonian and English respectively) i.e. a forward transfer (Gass& and Selinker, 2001), or if it is due to developmental errors. The study included 60 students of all three nationalities at A2 level, who were given two types of tasks, specifically designed for the participants. For the needs of the study, within the framework

of the Contrastive Interlanguage Analysis (Granger, 1998) an error analysis was conducted to establish the status of the errors. The results were subsequently compared to similar studies on spatial prepositions and with the Macedonian corpus of English interlanguage. Results have shown that the errors are a result of CLI and as such they have their implications on teaching spatial prepositions.

**Keywords:** crosslinguistic influence, forward transfer, spatial prepositions

**Marijana Klemencic,**  
**JOY M&O Skopje, Macedonia**  
**[marijance.a@gmail.com](mailto:marijance.a@gmail.com)**

*From Marginalized To Successful In Alice Walker's The Color Purple and Kica Kolbe's The Snow In Casablanca*

The paper gives an insight into the transformation of women - from marginalized to successful, in Alice Walker's "The Color Purple" 1982 (Celie) and Kica Kolbe's "The Snow in Casablanca" 2006 (Dina). Women's alliance - sisterhood and discovering or re-discovering of religion are the main aspects in shaping women's future status, identity and recognition. Celie a poor, uneducated, Afro-American from the South in the 1930 is on the bottom of the social scale and suffers extreme oppression by the men in her life. Sisterhood, Religion and God are the only consolation: "As long as I can spell G-o-d I got somebody". She accepts the pantheistic-transcendentalist view i.e. that everything is God and that God is everything, and experiences an epiphany and manages to step outside of the margins. Dina, an educated Macedonian woman, (1990's) has lost her identity in her own self-exile and has to go back to her roots and re-discover her religion, i.e. Christianity, to get out of the marginalized position. She experiences epiphany when she accepts the triad of love, life and God. Compared and contrasted by theory (Walker's Womanism and Women's writing- *Écriture féminine*) and examples, these two women are set as examples of women's strength, will and capability to step outside of their margins through religion and sisterhood, which help them to endure and prosper.

**Keywords:** Marginalization, Discovery and Re-discovery of Religion, Sisterhood and Womanism

Mateusz Marecki,  
Wrocław University, Poland  
matmarecki@gmail.com

*Romantic Egotists and Social Minds: Communicating Fear and Desire in Oscar Wilde's Salome*

Wilde's much celebrated *Salome* has to date generated such a large and diverse body of research that there hardly seems to be any room left for further investigation. Among others, the play has been viewed as a pre-postmodern satire and an exemplification par excellence of Decadence and the Aesthetic movement; it has been praised for its musical quality; it has been examined in conjunction with Aubrey Beardsley's illustrations and Richard Strauss's opera of the same title; finally, it has been exploited by feminist (the objectifying 'gaze') and queer theorists. What all these institutional readings/approaches have in common is that they both appeal to 'expert' readers and neglect the categories of emotion and empathy. They do not account for the way 'natural' readers (who are generally less familiar with the complex historical and cultural context of *Salome*) deal with Wilde's schizophrenic characters, their infantile monologues based on trance-inducing repetitions and clichéd phrases, and their irrational and impulsive behaviour. Arguably, cognitive literary criticism, which offers conceptual and descriptive tools derived from psychology and linguistics, could fill that research gap. Employing a combination of approaches within a cognitive paradigm, this paper seeks to demonstrate how readers of *Salome* potentially decode and make sense of two most readily perceived emotions in the play—fear and desire—that are in the first place communicated through fictive minds, or passive carriers of emotion. Simultaneously, by dividing the persons of the play into two separate 'mind groups' (social minds capable of interaction and intermental thought versus egotistic minds), the paper asks whether Wilde's play encourages the experience of readerly engagement and whether it has the potential to enhance emotional literacy.

**Keywords:** cognitive literary criticism, emotional literacy

Natalia Badiyan-Siekierzycka,  
University of Gdańsk, Poland  
nbadiyan@gmail.com

*Victorian Female Travelers*

Englishwomen who traveled to the "Orient" in the Victorian era constructed an identity that was British in its bravery, middle-class in its refinement, femi-

nine in appearance and speech and Christian in its intolerance of Oriental heathenism. Studying Victorian female travel narratives that described journeys to the Orient provides an excellent opportunity to reexamine the diaphanous nature of the boundaries of the public/private sphere dichotomy; the relationship between travel, overt nationalism, and gendered constructions of identity, the link between geographic location and self-definition; the power dynamics inherent in information gathering, organization and production. Englishwomen projected gendered identities in their writings, which were both “imperial” masculine and “domestically” feminine, depending on the needs of a particular location and space. The travel narrative itself was also a gendered product that served as both a medium of cultural expression for Victorian women and a tool of restraint, encouraging them to conform to societal expectations to gain limited authority and recognition for their travels even while they embraced the freedom of movement. Travel narratives published by Englishwomen show the uniquely gendered nature in female travel narratives; definitions of “travelers” and “traveling;” the manner in which “new” forms of metaphysical identification formulated what Victorian lady travelers “pre-knew” the “East” to be; the gendered nature in which female travelers portrayed their encounters with the “realities” of travel; and the concept of “disconnect,” or the “distance” between a female traveler’s expectation and the portrayed “reality” of what she experienced in the Orient.

**Keywords:** identity, Victorian, gender, Orient

**Natka Jankova,**  
**FON University, Macedonia**  
**[natka.jankova@gmail.com](mailto:natka.jankova@gmail.com)**

### *Henry V: Shakespeare’s Portrait Of The Perfect King*

The objective of this paper is to expose the Shakespeare’s formula and portrait of the perfect king as part of the British Mythology. Because of the fact that Henry V is a historical play, it deals with the rise of the English and especially their pride. The aim of the paper is to show that the play is full of noble speeches, heroic battles and valiant Englishmen who paved their way to victory no matter what the circumstances or consequences were. In addition, Henry V is portrayed by Shakespeare as a brave, modest and perfect Christian king. In the introduction, the genre of the popular Shakespeare’s work is being discussed and also how Henry V is portrayed as a heroic imagery and quasi-divine figure in the English history. Afterwards, the religious side of the perfect king is being covered. Another chapter is dedicated to the comparison of the British Mythology versus the English history. Finally, in the conclusion you can find the revelation of Shakespeare’s formula of the perfect English

gentlemen.

**Keywords:** English pride, victory, perfect king, mythology, Christianity

**A. Nejat Töngür,**  
**Maltepe University, Turkey**  
**anejatt@yahoo.com**

*Colonial World In The Heart Of The Matter by Graham Greene*

The Heart of the Matter (1948) by Graham Greene has been explored by many critics with religious, psychoanalytical and moral concerns. However, Greene's work also mirrors a British colony in an unnamed West African country, admittedly Sierra Leone, as the World War II rages the world. In The Heart of the Matter, the colonial life which is modeled on and imported from the imperial Britain in the 1940s is home to many Britons who hold the highest administrative, religious, educational, commercial, maritime, naval, postal, judicial, military, customs, police and intelligence posts and ranks. Evidently the novel shows that there are visible and invisible barriers between the colonial officials and their families and the indigenous population and West Indians, Syrians, and Indians living in the country. The microcosmic Britain which isolates the British colonials and exclude the other people from their lives do not provide them a safe haven despite transfer of life style, habits, sports, institutions, and codes of conduct from Britain. On the contrary almost all the British colonial people are drifted into despair and misery as a result of 'hostile' environment, climatic conditions, fauna and flora, and people in addition to the hate, jealousy, gossip, murder, suicide, blackmail, adultery and intrigues plaguing the British colonial community.

**Keywords:** British colonialism, Graham Greene, colony, The Heart of the Matter

**Neslihan Bilikozen,**  
**American University of Sharjah, United Arab Emirates**  
**nbilikozen@aus.edu**

*The Role Of Reflective Self-Evaluation In Developing Metacognitive Awareness And Learner Autonomy In L2 Writing Instruction*

This paper reports the results of a classroom-based action research study, investigating L2 students' perspectives on the role of reflective self-evaluation in their L2 writing development and independent learning skills. Recent research suggests that metacognition accelerates learning process by letting learners regulate their learning (Gourgey, 2001; Posner & Rothbart,

2007; Schraw, 2001 ) and that lack of metacognitive awareness stands in the way of independent learning (Fisher et al., 2007). Despite the abundance of research stressing the importance of metacognitive knowledge in language learning, few studies have examined how to encourage its development (Cotteral & Murray, 2009). The purpose of this study was to enhance students' metacognitive writing strategies and independent learning skills, as well as to investigate their views about an activity designed to improve their metacognitive awareness. The results of the survey indicated that while the students found the activity difficult at first, they found it a useful tool that improved their awareness of assignment requirements as well as their weaknesses and strengths, not only as a writer but also as a learner in general.

**Keywords:** language learning, writing instruction

**Nesrin Yavaş,**  
**Ege University, Turkey**  
**nesrinyavas@yahoo.com**

### *The Magical, the Supernatural and Storytelling in Louise Erdrich's Four Souls*

Native American author Louise Erdrich's *Four Souls* (2004) tells the story of one Fleur Pillager living in Erdrich's fictional Ojibwe reservation in the aftermath of the allotment policy and the widespread logging of woodlands. Although it is Fleur's story, her adventures and misadventures when she is off the reservation, it is not Fleur, who conveys her story to us. Everything we come to learn about Fleur, her past, present, and future, is narrated alternately by three different narrators. Such polyvocal narration is at odds with traditional Western narrations of identity which valorize the self-made, self-reliant man. It is also at odds with Western modern and postmodernist identified texts which are marked by multivocality, fragmentation and discontinuity. This paper seeks to explore how Louise Erdrich achieves to stay out of Euro-American representations of identity while at the same time using a Euro-American narrative medium, the novel?

**Keywords:** identity, storytelling, Native American, oral culture, myth, magic



Nusret Ersöz,  
Ankara University, Turkey  
nersoz@ankara.edu.tr

*Archival and Archontic Dimensions in Saul Bellow's Herzog*

Saul Bellow's novel, *Herzog* (1964) tells the story of a man who flounders in a painful trauma after learning that his wife deceives him with his best friend. In the aftermath of this shattering experience, Herzog, the protagonist, begins to write unsent letters to his friends, lovers, relatives and to people who are famous or dead. The letters not only give the novel its distinctive quality but reflect Herzog's depressed mental state. One other significant function of the letters is that they manifest Herzog's pathetic struggle to re-establish his authority on his life. At this very point, Jacques Derrida's influential text, "Archive Fever: A Freudian Impression" can be of great use in getting a proper insight into Herzog's psychology. Derrida deepens the meaning of the term of archive by defining it as the commandments and commencements of archons, namely the creator of an archive. Derrida asserts that archons have a patriarchal characteristic and function through topo-nomological codes. In other words, an archon can create, protect, control and delete the archive. These qualities are observed in the character of Herzog especially in the process of his letter-writing. As befitting to Derrida's notion of archon, Herzog, whose authority over his life was destroyed by his wife's infidelity, endeavors to regain his authoritative and domineering identity by creating an archive in the form of letters. Hence, the aim of this paper is to present a reading of Saul Bellow's *Herzog* through Jacques Derrida's point of view highlighted in his aforementioned article.

**Keywords:** Archive, letters, authority, psychology, Saul Bellow, Herzog, Derrida

Samina Dazdarević, Admir Gorčević, and Fahreta Fijuljanin,  
International University of Novi Pazar, Serbia  
samina.d@uninp.edu.rs

*Linguistic Investigation Of Absolute Synonyms With Corpus Based Data*

The aim of the study presented in this paper is to examine and compare absolute synonymous pairs on their lexical, syntactical and stylistic levels. Synonyms can be regarded as the treasure of the language's expressive resources. Synonymy is one of the modern linguistics' problems. The duality of synonyms is their most confusing feature. These words are distinguished by different shades of meaning, connotations and stylistic features. There

are two major categories, that is absolute synonyms as opposed to partial ones. A pair of absolute synonyms may persist in the vocabulary because they belong to different dialects. This is the case in pairs of synonyms in BrE and AmE (autumn/fall, lorry/truck, lift/elevator, jail/prison). The prevailing view among linguists of various linguistic provenance is that such absolute synonyms are either an extremely rare occurrence or - according to the majority of linguists - their existence is altogether questionable. In carrying out this study, the data were derived from two major sources: dictionaries and concordance lines. Corpus of Contemporary American English and British National Corpus are used for the need of investigating absolute synonyms. Finally, all the hypothesis resulted in the favor of a corpus-based data as a powerful tool to supplying information in the sphere of linguistics.

**Keyword:** absolute synonyms, corpus based data, COCA, BNC

**Seda Arikan,**  
**Fırat University, Turkey**  
**bulutsedaarikan@gmail.com**

Fantasy as a Tool to Subvert History in Jenette Winterson's *The Daylight Gate*  
Jenette Winterson's novella, *The Daylight Gate* (2012) which is set in 1612 during the reign of James I, gives the picture of witch trials. The novella including history within a fantastic world opens a new gate to understand history in a multidimensional way. Winterson, who criticizes history as a grand narrative, chooses a historical event which is recorded in its time. However, her attitude towards the objectivity of historical narration is sceptical as the history of witchcraft is narrated from the point of male-protestant power. In this respect, *The Daylight Gate* problematizes the boundary between fact and fantasy to deconstruct male dominated history. As a novella of historiographic metafiction, Winterson pictures the general atmosphere of that period not only from established historiographic writing but also from the main character's, Alice Nutter (a powerful woman landowner and protector of the women accused of witchcraft), evaluation of the events in a history-subverting way. At this point, Winterson uses fantasy as a literature of subversion to reflect the horror of real historical events. In the novella, true horror lies in the real world much more than in fantastic dimension. The fantastic and grotesque picture of early 17th century which goes parallel to social inequalities, poverty, religious repressions, abusing of women and prostituting of children questions whether the "natural" or "supernatural" world is more terrifying. In this sense, this paper aims to analyse Winterson's *The Daylight Gate* combining natural and supernatural to create an alternative to the real world and to challenge the narrated history with its fantastic characters and settings escaping from the reality.

Şerife Kalaycı,  
Kahramanmaraş Sütçü İmam University, Turkey  
kalayciserife@gmail.com

*Students' Attitudes towards Collaborative Tools Used in Moodle*

This paper aims to present the results of a mixed-design study conducted to find out the prep class university students' attitudes towards collaborative tools used in Moodle. Also it was aimed to find whether there is a difference in the students' attitudes towards traditional activities and collaborative ones. The participants of the study, 28 non-English major university students, who had three-hours of Self Access Centre lessons per week, used a virtual learning environment named 'Moodle' for 2 hours each week. In order to investigate the attitudes, the participants were administered a computer readiness scale at the beginning of the study. At the end, one questionnaire was administered, and to support the data the screenshots of the activities were taken and twelve participants were interviewed. The results show that the collaborative tools in virtual learning environment have significant positive effects according to the participants' opinions. The students significantly have positive attitudes towards the collaborative tools although they have not had enough experience of collaborative work. Also the students do not reflect positive attitudes towards traditional activities and do not use them a lot accordingly.  
**Keywords:** Virtual Learning Environment, Collaborative Tools, Students' Attitudes

Sevcan Aslıhan İleri,  
Yıldırım Beyazıt University, Turkey  
aslihansevilmis@yahoo.com

*Students' Attitudes To Homework And The Effect Of Homework On Students' Success At University Level*

In this study similarities and differences between students' and instructors' views on homework were investigated. To get the data about the topic two questionnaires were used one for the students and the other for the instructors. In these questionnaires thirteen different subjects were questioned. Some of these subjects were: amount of time that students allocate to do their homework in a day and in a week, amount of homework that students get, homework's effect on students' success, ideas about the homework given at TOBB ETU, beneficial homework types and efficacy of online homework. For five of the questions participants gave similar answers but for remaining eight questions different ideas were acquired. In this study reasons of the different

ideas were not searched. Taking these data as a starting point, following studies may explore the reasons of the divergent ideas.

**Keywords:** language, homework, homework types

**Sevda Göncü,**  
**Istanbul University, Turkey**  
**sevda.goncu@istanbul.edu.tr**

### *Perspectives Of University Prep Students About Teachers Using First Language*

Language learning is a complex process which is affected by various factors. One of the factors is first language (L1) use in language classrooms where learning environment is offered for different purposes. The previous studies propose that attitudes change according to specific situations in terms of purpose of learning environment or the students' conditions. This study aims to investigate the perspectives of the university prep students about the use of the first language by their teachers and themselves in their language classes. The participants were 66 Turkish EFL learners enrolled in a Language Preparatory School at a private university in Turkey. There is analysis of the students' attitudes towards the extension of L1 use through the data collected by applying two different questionnaires. Finally, the findings showing the willingness and objections of students to L1 use varying according to situations presented in conclusion section and discussed with the previous findings in the field.

**Keywords:** L1 (first language) use, mother tongue, L2 (second language), language learners, language classroom

**Sezen Ismail,**  
**International Balkan University, Macedonia**  
**sezeni81@gmail.com**

### *The Poetics of Home in Jeffrey Eugenides's Middlesex*

Jeffrey Eugenides's second novel *Middlesex* (2002) is a story that traces the journey of a Greek family and its struggles to reestablish a new home in a land that entrusts that opportunity, America. As Minnie Bruce Pratt in her autobiographical narrative argues, the concepts of home and identity are strongly related to the possibility and the ability to share experiences through storytelling. Eugenides through the voice of the narrator and the main character Calliope, aka Cal Stephanides, a transgender hermaphrodite tells the story of his family in an old epic tradition reminiscent of the classical Greek myths. This paper will look at the ways each generation transforms and adapts to the new environment, while incorporating their cultural past into their new lifestyles.

**Keywords:** identity, home, fiction

Silvana Neshkovska,  
St. Kliment Ohridski University, Macedonia  
silvanakolevska@yahoo.com

*Internal and External Intensification of the Strategies for Expressing Explicit Emotional Gratitude in Macedonian and English*

This paper deals with the strategies for expressing explicit emotional gratitude (SEEEG) in Macedonian (fala and blagodaram) and English (thanks and thank you). It investigates the processes of intensification of SEEEG with internal and external intensifiers which affect both the syntactic and pragmatic structures of these expressions, respectively. In order to shed some light on the structure of SEEEG, a DCT questionnaire which depicts various situations in which the respondents are prompted to express gratitude, has been designed and carried out. What distinguishes these situations one from another is the fact that they all contain different combinations of the social factors (closeness, i.e. distance of interlocutors, status of interlocutors, and major vs. minor favors) which, consequently, predetermine the level of politeness the speaker wishes to express towards his interlocutor, which, in turn, determines the appropriate length of SEEEG.

**Keywords:** gratitude, politeness, external and internal intensifiers

Sonila Daiu,  
Tirana University, Albania  
sonilatanku@yahoo.com

*Polysemy And The Use Of Polysemantic Words In Elbasan Linguistic High School*

This study aims at giving a theoretical background about the polysemy and the use of polysemantic words in the Albanian context, particularly among students of Linguistic High School, Elbasan, Albania. It also aims at identifying problems of using polysemantic words in this school. The use of these words will be studied in three directions: 1) In the textbooks, 2) In teaching methods used by teachers of English, 3) How students perceive these words practically. All the study will be carried out through observations in different English classes, through interviews with students, through gathering data about this issue and a detailed study of the textbooks used in the Linguistic High School of Elbasan. This is a case study which will try to answer the following questions: how the polysemantic words are presented in the textbooks, how the teachers explain them, what kind of teaching methods teachers of English use and how these words are perceived by the students. The final aim of this study is finding the ways how to integrate the three

components mention above and trying to give some recommendations how to help students and teachers to use polysemantic words efficiently through best practices of teaching and learning methods.

**Keywords:** polysemantic words, integrate, textbook, context, teaching and learning methods

**Sonja Kitanovska-Kimovska**

**Solzica Popovska,**

**Blazhe Koneski, Faculty of Philology, Macedonia**

**sonjakitanovska@yahoo.com and solzica\_popovska@yahoo.com**

### *Rhyme and Alliteration in Translation*

A number of translation theorists (Cary & Jampelt, Methuen & Co., Balbir 1963, Lotfipour-Saedi 1992, Gavrovska 1999, Xiaoshu & Dongming 2003, Boas-Beier 2004) have stated that the primary role of translators is to convey the original text's style and the esthetic effects it has on the reader. The role of literary translation is to recreate the artistic elements of the original in another language so that the readers of the translation are inspired, excited and esthetically entertained as the readers of the original are. In view of these considerations, rhyme and alliteration are important features of literary style, particularly poetry, and as such should be preserved in translation. However, due to the inherent differences between languages and between their phonemic and lexical systems, in particular, this can be a serious challenge for the literary translator. The purpose of this paper is to establish to what extent the original text's rhyme and alliteration are preserved in translation. To this end, an analysis is made of 2 Shakespeare's plays and 2 translations into Macedonian of each of these plays. The analysis is mainly qualitative where translation solutions are discussed in light of the artistic effects rhyme and alliteration have in the original. Quantitative analysis is also provided as an indication of the overall result of the translations. As one translation of each of the 2 texts is made from the original English source, whereas the other one is made from a text that is translation itself, the paper also provides insights into the differences between direct and indirect translation.

**Keywords:** translating style, rhyme, alliteration, Shakespeare, indirect translation

**Stela Bosilkovska and Ljudmil Spasov,**

**Blaze Koneski Faculty of Philology, Macedonia**

**bosilkovs@gmail.com**

### *Interpreting Translations*

When taking into consideration the meaning of the words interpretation and translation as well as their basic functioning as a bridge over the linguistic gap in between two representatives of ethnicities or communities differing by language, a dispute may arise over binding them into a phrase. Yet, if published translations are taken into consideration, the situation changes. Although a competent translator is expected to be an expert and know when to use functional and when to use formal equivalents, we come across translations in our native language containing passages and sentences or phrases difficult to understand or relate to the context of the whole work of translation. What suffers in those translated pages is not only semantics but syntax as well. Thus, both the idiomatic value and the authenticity of the translation produced are at question. Does the translator know and apply translation procedures, strategies and methods? Are procedures of translating culture-specific concepts (CSCs) employed? How about strategies of translating allusions? What importance do phonetics and phonology as well as morphonological and phonomorphological alternations have in the translation process? This paper attempts to present most of the problems that arise when translating from one language into another and why there seems to be a need for interpretation of the final products - i.e., the published works of the process of translation.

Keywords: functional and formal equivalents, morphonological and phonomorphological alternations, culture-specific concepts, allusions

**Şule Karadayi and Betüre Memmedova,**  
**Mehmet Akif University and Süleyman Demirel University, Turkey**  
**skaradayi@mehmetakif.edu.tr and azerbaijca@hotmail.com**

*The Relationship Between The Environment And The Characters In Henry James' The Portrait Of A Lady*

This study explores the relationship between the environment and the characters in Henry James' *The Portrait of a Lady*. It is a novel known for the intricate relationship between the environment and the characters. The term "environment" includes both the social environment and the physical one. The writer shows how his characters who are mostly American expatriate living in Europe strive to get adapted to their new environment. The process is painful in that the degree of adaptation changes from character to character. The characters are exposed to the impact of European community mostly in a negative way. No matter how much they try to maintain their American identity, the reality turns out to be against it. Henry James is convinced that a person's personality is strongly affected by his new environment which includes architecture, weather, and seasons. This is surprisingly close interaction between the dwelling and the people who live in them. The cities are also

of great importance. This study explores in detail the role of the environment in changing the characters' personality. Besides, it deals with some symbolic representations and their relationship with the characters.

**Keywords:** Henry James, The Portrait of a Lady, Environment and Character, The Weather Conditions, The Old and The New World

**Tarık Tansu Yiğit,**  
**Bilkent University, Turkey**  
**tariktansuyigit@gmail.com**

*“She Left Home Under a Cloud”: Smoking as a Manifest of Women Liberation in 1920s*

1920s was a decade of immediate social changes in the US. Urbanization, emerging cult of consumerism, popularity of mass entertainment and new trends in manners represented a break from the preceding decades. Communicated through political consciousness, certain collective experiments represented something different in a greater context. American advertisement industry did not ignore these (r)evolutionary tendencies and it made use of “the new types”, creating the change and reflecting it simultaneously. Women's liberation was one of the most visible products of this inter-dependent relation. Smoking among women was a social taboo as another manifestation of Victorian male-female inequality. However, with political activism, increasing involvement in labor market and social changes after the WWI, the stigmatization over smoking women was loosened. Ads and images of smoking women in other mediums helped to normalize the “un-feminine”, creating a new social identity for American women. From male perspective, this shift redefined the desire and social status quo which condemned the smoking women as inferior. From female perspective, they served as manifestations of change and smoking became a “torch of freedom”. Analyzing the gendered (re)constructions in women's liberation context, this survey is going to concentrate on the ways how smoking was attributed to certain social connotations and contributed to the cause of women's liberation from Victorian ethics. In this frame, it is going to give accounts of gendered discourses over smoking, basic reformist or moralist arguments, re-definition of the sexual discourses, the role of ads industry in “consent engineering” and how certain images/slogans contributed to the feminist idealism.

**Keywords:** smoking among women, advertisement industry, 1920s, social engineering



Tea Duza,  
Blaze Koneski Faculty of Philology, Macedonia  
teaduza@yahoo.com

*Mass Media and The Great Operation as Tools for Spiritual Censorship in Fahrenheit 451 and We*

In the 21st century people face both material and spiritual corruption on a daily base, but still they do not seem to notice that because they have been brainwashed. The government shamelessly uses Machiavellian activities to retain authority: they re-shape reality, re-write the past and thus control the future. This sounds like a dystopian book which is not far from the truth. The reason why dystopian literature is horrifying is because it comes true. This paper covers two such novels, Yevgeny Zamyatin's *We* and Ray Bradbury's *Fahrenheit 451* and involves in the ways mass media and anti-imagination programs are used to control the masses. This realm of censorship is going to be analysed within the frames of the novels. Both books stand as an example of how propaganda is used to keep the majority from thinking and talking about the important issues, and most of all, from organizing together; how television became the most powerful psychological weapon in history; and how people are encouraged to any kind of revolution, except the social revolution. These are the reasons why this "harmful literature" was banned in the time of its publication; or, as Yevgeny Zamyatin says in his essay "On Literature, Revolution, Entropy and Other Matters" - it is utopian and absurd-like, but it is right 150 years later.

**Keywords:** Spiritual censorship, imagination, dystopia, mass media, books, propaganda

Vahit Yaşayan,  
Hacettepe University, Turkey  
vahityasayan@gmail.com

*Embodiment of the "Plantation Patriarchy" in August Wilson's Joe Turner's Come and Gone*

When asked whether he considered *Fences* (1987), his most economically successful and recognized endeavor, as his "signature play," August Wilson asserted that his signature play was Joe Turner's *Come and Gone* (1988): "most of the ideas of the plays in the cycle are contained in that one play. . . . *Fences* is the only one that's not an ensemble play" (Shannon "August Wilson" 36). Unlike *Fences*, a play developed around Troy Maxson, a single character, Joe Turner's *Come and Gone* reflects the workings of a community and the play's theme develops out of the complex interplay of multiple characters. Thus,

the play has much to say about African American life, especially with regard to the common aspect of the performance of hegemonic masculinity among African American males.

In her analysis of the autobiographical writings of free and enslaved black men, bell hooks argues that African Americans have been taught, in the New World, the hegemonic patriarchal masculinity, which makes it possible to use violence or oppression to establish patriarchal power over women or others. Patriarchal masculinity became an accepted ideal for most black men, an ideal that would be reinforced by twentieth-century norms. Using bell hooks' *We Real Cool: Black Man and Masculinity* (2004) as a theoretical framework, this paper will demonstrate how Loomis, the protagonist of Joe Turner's *Come and Gone*, is socialized by mainstream patriarchal society to become a "benevolent patriarch." By adopting a model of hegemonic masculinity – traditionally splitting of the white American hero from his family or any kind of female presence – Loomis mimics and embodies the standard model set by white masters, thereby experiencing a masculinity crisis.

**Keywords:** August Wilson, Joe Turner's *Come and Gone*, Black Masculinity Studies, Performance Crisis

**Valbona Kalo,**  
**University "A. Xhuvani", Albania**  
**kalovalbona@yahoo.it**

### *The Influential Role of the Historical Novel of Sir Walter Scott in European and Albanian Literature*

The historical novel first appeared in the literary scene in 1814 with *Waverley* from Walter Scott, and for less than a decade it would take a complete maturity and autonomy and this fact made the critics call him the "Homer of historical novel" and his books are considered to be for decades a prototype of the genre, and had an immense success in the first half of XIX century in Europe and it was a anticipation of realistic novels. Meanwhile, two centuries later, new perspectives in all kind of historical situation would create a favorable climate for narration through a wide typology, from the very well known model of the XIX century as the novel "costume" to the historiographic metafiction of today novels. The successors of Scott followed and enriched the type of novel with new elements that vary and undergo changes with manzonian tradition and especially with realism tradition where we can mention the model of Bulwe, Dickens, Stendal, Tolstoy, Flaubert and to follow with the reactivation of the genre after 1980 with the postmodernist novels of zero years. Some of the archetypes created by Scott in the narrative formula, in the characters system and in the discursive plan, we find them in Albanian historical novels. So the representation of collective and individual

events placed in a picturesque frame of the historical past is the most important feature in the novels of Albanian authors of the begin of the XIX century as N.Nikaj, F.Postoli and Z.Harapi. Furthermore some features of Scottian historical novel are inherited in the historical novels with modern tendency such as “Krastakraus” from Bilal Xhaferri or “Sytë e Simonidës” (The eyes of Simonida) written by Dhimiter Shuteriqi, who create their characters as the Scottian hero archetype. Modern and postmodern novel in Albanian literature is based on the most influential features of this model as the modernization of the psychology of the characters and giving life to eccentric, anachronic characters exiled in their era atmosphere, the conversion of the scene as a essential element in action, the idea of history as a visual code or the deviance in the picturesque side of history.

**Keyword:** historical novel, archetypes, realism tradition, metafiction historical

**Viktorija Petkovska,**  
**Faculty of Technical Sciences, Macedonia**  
**[vp40@yahoo.com](mailto:vp40@yahoo.com)**

### *Training Prospective EL Teachers For Marginalized Students Inclusion*

Marginalized groups present part of our reality which we would prefer to forget about. Yet, the humankind remains (un)aware of the simple fact that there is merely a very tiny red line between the central and marginalized parts: any of us can at one point in life simply, unwillingly and abruptly wake up on the other side of this line. Prospective English language teachers should receive a sound training in recognizing the marginalized groups in order to be able to assess their needs with the necessary sensitive professionalism and thus build a sound inclusive teaching setting in which all participants will enjoy education based on the principles of equity and equality. This paper deals with the principles and possible practices employed by teacher trainers in training prospective English language teachers to cope with the serious task of developing justified and fair attitudes towards the less fortunate students in the attempt to include them into the teaching process in the most beneficial manner for all the parties concerned.

**Keywords:** inclusion, marginalized groups, equity, inclusive education

Yildiray Cevik,  
International Balkan University, Macedonia  
cevikyildiray@yahoo.com

*Anti-heroism in a Campus Novel: A Study of Decline and Fall by Evelyn Waugh*

This paper intends to investigate anti-hero type characters in one of the campus novels, *Decline and Fall* by Evelyn Waugh. The characters are divided into two groups; those who are guided by intellect and those whose actions respond to their emotions. These characters are depicted as anti-heroes on the basis of their macro and micro societies, respectively, their dominant society and campus life. The members of the first group meet the criteria for anti-hero status having been surveyed as inhabitants of a corrupt campus society that is fraught with prejudices. They are shown as passive, incapacitated and ill-lucked. Those in the second group are presented as inhabitants of a decent society but formed as morally weak, yet equally valid characters for anti-hero status in a campus novel. In the analysis the novel is handled together with biographies and diaries of the writer. Waugh's society and past life is also considered while analyzing what traits of the general society and campus backgrounds are connected to their characterization. Hence, this paper endeavors to highlight the status of anti-heroism in various manners and depict the traits of the societies.

**Keywords:** Anti-hero, prejudices, superstitions, campus, corruption, memoirs

Ylberza Halili,  
Institute of Albanology, Kosova  
ylberzah@hotmail.com

*Love, Betrayal, And Revenge In Thomas Hardy's Tess Of The D'urbervilles*

This paper suggests an approach to Hardy's novel *Tess of the D'Urbervilles*, a novel that continues to be read almost ninety years after its first publication. Tess is the main character of the novel, and she reflects the society. She is the representative of the women crushed at the bottom of society in a certain period of English history. There are a whole bunch of themes and motifs in *Tess of the D'Urbervilles*. Themes which are shown in the novel are: the injustice of existence, man dominating women, fate, women and femininity, love, betrayal, revenge, justice and judgment, etc. This paper will treat only three of these themes: Love, Betrayal and Revenge. And also, there will be analyzed another important theme of the novel "the double moral standard" to which Tess falls as a victim. Regarding the topic of love, there will be analyzed different aspects of love between the characters of the novel. The theme of

betrayal is also present in the novel. Tess is betrayed by two men, therefore there will be revealed cases when she is betrayed by them. And the last topic, revenge, which is treated the last in the novel, is the culmination of the Tess's tragedy, the main character's revenge against the injustices.

**Keywords:** Victorian era, love, betrayal, revenge, double moral standard, fate

**Yousif Elhindi,**

**East Tennessee State University, United States of America**

**elhindi@mail.etsu.edu**

### *Language Endangerment in the Sudan*

Sudan is among the largest countries in Africa and one of its most linguistically diverse. The number of languages spoken in Sudan is estimated to be 106-113 (Gabjanda and Bell 1979).<sup>1</sup> A few of these are non-indigenous languages brought into the country by migrants and refugees. The linguistic situation in Sudan is very fluid as a result of the complex language contact situations. A considerable number of these languages, however, is dying. The Foundation of Endangered Languages states Sudan has as many endangered languages as any other country in the world. The reasons behind this dire linguistic state include every single factor cited by Onaka (2014), i.e. demographic, economic, environmental, historical, ideological, political, psychological, and social. According to Ethnologue<sup>2</sup>, 50% of the 75 languages spoken in the country are either in trouble or dying. Despite the strong correlation between language socialization and language endangerment, the only study investing this was carried out by Jernudd (1979) in his survey of the languages of the Sudan. In it, several questions answered by students in different parts of the country attempted to identify languages used in different sociolinguistic contexts. Ironically, Jernudd concludes "it would be wrong to think that the use of local languages would diminish with modernization" (1079: 184). Since then, however, several catalysts including language planning (Elhindi 2015), have accelerated the process of language shift. This presentation looks into the factors contributing to language endangerment in Sudan, especially socialization or how the individual "as a competent participant" negotiates meaning "in one or more communities" (Ochs, 2000:230). Moreover, the presentation discusses the challenges facing the attempts to reverse language shift and/or document dying languages (Abu-Manga, 1999).

**Keywords:** language endangerment, Sudan, linguistics

Yuliya Speroff,  
Meliksah University, Turkey  
yulia.speroff@gmail.com

*Using Mobile Phones for Listening Practice to Encourage Learner Autonomy Inside and Outside of the Classroom*

The paper will discuss how mobile phones can be utilized to provide opportunities for input-based practice, in particular, listening, both inside and outside of the classroom. According to Renandya, language learners are provided with numerous opportunities for output-based practice to the detriment of input-based practice which affects their ability to become fluent language users (2013). One of the possible reasons is that teachers might feel that curricula do not provide for sufficient listening opportunities, especially meaning-focused listening. In addition, classes often contain learners of mixed ability and proficiency levels which makes teacher-controlled listening tasks less effective. Using mobile phones can mitigate these problems by providing a student-controlled vehicle for extra input. Allowing students to control the text is beneficial “as digital technology allows instant and accurate playback, which helps the learner access specific segments much more easily” (de la Fuente, 2012) and it lets the students listen to a recording as many times as they need to achieve comprehension and task objectives. The paper will introduce a range of listening activities using mobile phones, based on both existing and teacher-produced material allowing the audience to gain understanding of how listening materials can be adapted or created to meet various student needs based on proficiency or language feature weaknesses and promote learner autonomy. Next, the paper will discuss how to overcome challenges that arise from this type of activity. To conclude the presentation, a material pack containing an overview of technological resources, activity types and tips will be provided for the participants.

**Keywords:** learner autonomy, input-based practice, mobile technology

Zorica Trajkova,  
Ss. Cyril and Methodius University, Macedonia  
trajkova\_zorica@yahoo.com

*Modifying Requests As Face-Threatening Speech Acts*

Requests are face-threatening acts, so whenever speakers decide to make one they need to be aware of its illocutionary force and the effect it has on the listeners. In order to lower their imposing force speakers tend to modify them. Thus, they hope that listeners will accept the requests without feeling threatened. This paper aims to investigate the linguistic means used by speak-

ers to modify their requests both in English and Macedonian. More precisely, it examines their internal modification, done with the use of syntactic downgraders and lexical and phrasal upgraders, as well as the external modification carried out with mitigating and aggravating supportive moves. The corpus was collected by using a DCT (discourse-completion test). Three groups of respondents were asked to make requests in specific situations - Macedonian native speakers (in Macedonian), English native speakers (in English) and learners of English (in English). The research showed that speakers use both types of modification, but the internal modification seems to be more frequently used than the external. The use of the external modification is optional and depends mostly on the speaker's judgment of the imposing force of the request based on social and cultural factors.

**Keywords:** requests, internal modification, external modification, downgraders, upgraders



**INTERNATIONAL BALKAN UNIVERSITY**

Faculty of Letters

English Language And American Studies

Skopje, Macedonia

May 29, 2015