

## The International Academic Conference

### THE PROBLEM OF CULTURAL DIALOGUE EAST – WEST.

#### Literature, Language, Science

26 May, 2021

#### *Abstracts and academic bios*

- **Presentations in English**

Samira al-Khawaldeh    Raghad Alwreakat

The University of Jordan

#### **Tolstoy's *Hadji Murad*: History Fictionalized**

Leo Tolstoy's *Hadji Murad* (1896) and Rudyard Kipling's "The Ballad of East and West" (1889) are examples of the western representation of the Muslim leader. Both Tolstoy and Kipling provide a positive and glorifying depiction of Hadji Muard and Kamal, respectively, within a historical and realistic frame of colonial activity. However, as both texts depict the encounter between Muslim leaders and Western colonisers, as well as the development of the relationship between them, Tolstoy provides a realistic ending where the Chechen Hadji Murad heroically dies in combat. Kipling, on the contrary, proposes hopeful reconciliation between the Afghan Kamal and the British for coming generations. The aim of the paper is to explore possible levels of respect and understanding of the Other, through analysing and comparing the two authors' philosophical inclinations: one is highly critical of the political system in his country, while the other is trying to put a human face onto the colonial ventures of his government. It also utilises for this purpose Edward Said's deconstructive critique of Huntington's "Clash of Civilisation."

**Key words:** Muslim leader, Leo Tolstoy, *Hadji Murad*, Rudyard Kipling, "The Ballad of East and West", Orientalism.

#### **Academic bio:**

Samira al-Khawaldeh is a professor of English literature, comparative literature at the University of Jordan. She has a doctorate in English Literature (University of Jordan), a doctorate in Islamic Studies (University of Manchester, UK), and a Master's degree in English Literature (Leeds University, UK). She has also taught contemporary Islamic thought to international exchange students, and, by joint appointment, to postgraduate students at the School of Islamic Studies, UJ. Khawaldeh has occasionally held administrative

positions at Jordanian universities; Her academic interests are mainly in comparative studies, English literature, contemporary Islamic thought, and women's studies. E-mail: [s.khawaldeh@ju.edu.jo](mailto:s.khawaldeh@ju.edu.jo)

Raghad Salem Al-Wreakat is a candidate for the Masters Degree in English Literature at the University of Jordan and expects to graduate in the spring semester 20/21. For her thesis, Raghad is working on Leo Tolstoy's and Rudyard Kipling's representations of the Muslim leader in their literature under the supervision of Prof Samira al-Khawaldeh. Raghad has a BA degree in English Language and Literature from the University of Jordan. She worked as an English teacher and now she is a full time mother. Her main interests are in exploring the resourcefulness of Arabic language and studying the depiction of Islam in World Literature

Ammar Al-Khawlani

The University of Warsaw

### **Metacognitive awareness of EFL learners: a comparative study of Polish and Yemeni contexts**

This study reports on the differences between Polish and Yemeni EFL learners with regards to their metacognitive awareness (MA) and its sub-categories. The Metacognitive Awareness Inventory questionnaire was distributed and data were collected in Polish and Yemeni tertiary contexts through 231 Polish participants and 189 Yemeni participants. The data were analyzed quantitatively using parametric tests in SPSS. The findings reveal significant differences between Polish and Yemeni learners in terms of their overall MA with a large effect size. Similarly, there appear to be significant differences in the majority of the sub-categories of MA namely: declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring and evaluation.

**Key words:** questionnaire, Polish and Yemeni EFL learners, metacognitive awareness

#### **Academic bio:**

Ammar Al-Khawlani is a lecturer at the Department of English, Ibb University, Yemen. In 2011, Ammar obtained his BA degree in English studies from Ibb University, Yemen. He received a fully funded scholarship to pursue his MA studies at the University of Warsaw as part of the European Union Erasmus Mundus programme. In 2016, he graduated with an MA degree in English studies from the Institute of English Studies, University of Warsaw, Poland. Currently, Ammar is a PhD student at the Department of Applied Linguistics, Institute of English Studies, University of Warsaw. His major research field is Applied Linguistics.

Issa Al-Qaderi

The University of Warsaw

### **Pragmatic competence of Polish and Yemeni English Studies students: an empirical study**

Pragmatic competence, the ability to use language effectively, is considered one of the aspects of language that brings about many challenges for EFL learners. L2 learners need to develop their pragmatic competence to use language in different contexts appropriately. The present study attempts

to evaluate the pragmatic competence of Polish and Yemeni students of English as a foreign language at the tertiary level. More specifically, it investigates how Polish and Yemeni EFL students perform the speech act of request in English, and which types of request strategies are used by the two study groups to realize this speech act. The participants in this study are 129 Polish EFL students and 125 Yemeni EFL students. To this end, a test battery by Roever (2005) is used. Data are collected using a Discourse Completion Test (DCT), and the pragmatic features of the requests are categorized and analyzed using the classifications set out by Blum-Kulka, House, and Kasper (1989). The findings indicate notable pragmatic similarities and differences in the requests between the comparable groups. The results reveal that Polish and Yemeni EFL students provided the correct speech act of request but used different strategies employed to realize this speech act in different contexts.

**Key words:** Pragmatic competence; Speech Act of Request; Polish EFL students, Yemeni EFL students

**Academic bio:**

Issa Al-Qaderi is a lecturer at the Dept. of English, Ibb University, Yemen. He obtained his BA degree in English studies from Ibb University, Yemen in 2008. Then he obtained his MA degree in English studies from the Dept. of Applied Linguistics, the University of Warsaw, Poland in 2015 after getting an MA scholarship funded by the European Union Erasmus Mundus. He is currently a Ph.D. candidate at the Dept. of Applied Linguistics, University of Warsaw, Poland. His research field is Applied Linguistics. He published two books and some articles in different international journals.

Zaydun Al-Shara

The University of Jordan

**Arab Intellectuals' Perceptions of Bridging East and West**

This paper explores four modern and contemporary Arab intellectuals' attitudes and representation of the possibility of bridging the cultural and humanitarian gap between the East and West. In this paper I will comment on important political, cultural, historical, and religious factors that contributed in increasing the gap between the West and Arab countries. This study is in two folds. First, I will present two Arab intellectuals; Ameen Rihani and Albert Hourani, who played significant roles in introducing Arabic culture, thought, and history to the Western mind. The second part of the paper explores two contemporary Arab novelists, Tayeb Salih and Laila Halabi, who depict the fallacies of bridging the West and the East. Salih's *Season of Migration the North* (1966) and Halaby's *Once in a Promised Land* (2007) tackle the cultural and political obstacles that resulted in widening the gap between the West and the East

**Keywords:** East and West, Arab intellectuals, culture.

**Academic bio:** Dr. Zaydun Al-Shara is an Assistant Professor of literary criticism at the University of Jordan. He earned his Ph.D. from Western Michigan, the USA. His interest is literary criticism, American literature and Narratology. He worked as the chair of English Department at the Language Centre and the Head of Asian Languages Department.

Ekaterina Fedoseeva

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### **Oriental motives in the late work of Turgenev**

The article examines the ideological and aesthetic perception and artistic use of oriental motives in the late work of Turgenev. This research reveals the originality of oriental motives and images in the context of the West-East problem, analyzes the artistic principles of depicting life in the East, the influence of Eastern civilization on the worldview of Western people.

**Key words:** oriental motives, West-East dialogue, Russian Literature of the 19<sup>th</sup> century

#### **Academic bio:**

Prof. Ekaterina Fedoseeva. In 1998 graduated from Michurinsk State Pedagogical Institute, Russia. Got PhD degree in Russian Philology at the Moscow Pedagogical University in 2001, afterwards progressed her studies in a post-doctoral program and earned Doctor of Sciences in Philological Sciences in 2009.

For 23 years has been teaching Russian Literature to University students. Taught such notable courses as: “History of Russian Literature of the XIX<sup>th</sup> century”, “History of Literary Criticism”, “Theory of Literature”, “Composition Studies”.

Since 2011 until now is a full professor at the University of Jordan (Amman) assisting for development of humanitarian dialogue between countries by teaching of Russian language and Literature for foreign students. Author more than 40 scientific works including 2 monographies on problems of Russian poetry of the first half of the XIX<sup>th</sup> century. Member of the Academic advising and Study Committee at the University of Jordan.

Tatiana Glushchenko

The University of Jordan

### **The role of educational texts in the development of oral speech at the initial stage of learning Russian as a Foreign Language**

The development of foreign students’ oral communication skills is one of the most important and relevant problems in methods of teaching Russian as a foreign language. This article discusses language training of cadets studying at the pre-university courses and describes the best way to organize a classroom work on developing listening and speaking skills required to study, acquire a future profession and meet communication needs. The combination of traditional and modern teaching methods helps to optimize educational process and support the students’ activity at the highest level during a class. Regular training on improvement of oral skills allows achieving different communication objectives.

**Keywords:** speaking language, textbook, RAF, organization of educational process, schooling, literature review.

**Academic bio:**

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**Scientific interests:**

- Syntax of Russian Language
- Russian Culture and Literature
- Teaching Russian Language as a Foreign Language
- Russian Grammar
- Psycholinguistics

Ferit Kılıçkaya

Burdur Mehmet Akif Ersoy University

**Assessing language online during the Covid-19 pandemic: challenges and opportunities**

Appropriate and healthy assessment is an indispensable component of teaching and learning contexts, and language teaching is not an exception. However, teachers often face several obstacles in their efforts to assess their students. Lack of training and rarity of formative assessments are a few examples to name. The abrupt shift to online teaching and learning during the COVID-19 pandemic in 2020 forced teachers to reconsider ways of teaching and learning, online resources, and more importantly, to acquire new technological skills while trying to learn the tools that they have not used before. Many stakeholders, at first, believed that teachers could move the face-to-face assessment practices to online platforms and/or contexts and benefit from technology-mediated practices. These great expectations turned to great challenges and opportunities, especially in assessment practices. The current study aimed at determine the strategies and resources were used to assess language learning in online classes in addition to the types of online assessment during the pandemic in Turkey. For this aim, descriptive research method was used, and the data included the pre-service language teachers' perceptions during their online training in school experience and practice teaching courses at a state university in Turkey. Based on the analysis of the participants' reflection reports, observations, and lesson plans, it was found that online assessment practices were limited to review of previously taught/practiced topics and skills, while formal assessment and summative assessment appeared to be the main challenging features of online assessment. Further, the participants reported that online assessment could be highly useful to provide immediate and detailed feedback on learners' progress.

**Keywords:** Online assessment; language testing; COVID-19; online teaching; learning

**Academic bio:**

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Jarosław Krajka  
Maria Curie-Skłodowska University

### **Distance language teaching in the Covid-19 times - is it still communicative?**

When the COVID-19 pandemic struck the whole world in spring 2020, it resulted in school and university lockdowns all over the world. Sudden shift from face-to-face to distance teaching meant a great change for language teachers, who were forced to redesign their instruction, harness new platforms and tools, acquire technopedagogical skills to adapt to the new instructional setting. Though CALL teacher education had been implemented to a certain degree in many countries, including Poland, before, it quickly turned out to be insufficient for the demands of the new emergency teaching. While initially supposed to last a few weeks, pandemic distant teaching turned out to be a more long-lasting process, during which many teachers consolidated their new technology-mediated methodological practices over more than a year.

The purpose of the study will be to analyse the forms of online teaching in Poland, Turkey and Australia as represented in lesson observations, lesson plans and interviews conducted by student teachers during their online practicums served in spring and autumn 2020. It will be of particular interest to see how communicative the methodology for online lessons turned out to be, which could be predicted given the fact that the same communicative textbooks were in use as before.

**Keywords:** COVID-19 online teaching; Communicative Language Teaching; CALL; foreign language methodology.

#### **Academic bio:**

Jarosław Krajka, Ph.D. in Computer-Assisted Language Learning, Associate Professor in CALL and TESOL, Head of Department of Applied Linguistics and Director of Doctoral Studies at Maria Curie-Skłodowska University, founder and editor-in-chief of a major CALL journal *Teaching English with Technology* (Q1 of Scopus, <http://www.tewtjournal.org>), author of books, articles and reviews in CALL, foreign language teaching methodology, language teacher training and intercultural communication.

Lee Jung Ae

The University of Jordan

### **A study on the starting point of relationship with the Middle East through the Korean poetry "Cheoyongga"**

Korea is a small eastern country surrounded by sea on three sides that has long been called a country of a single-race nation, so long as it is called a proud country of its single-race nation. Also it was called the "white-clad race" because it was characterized by wearing white clothes.

In the Silla Period, when traffic was not as advanced as it is now, there was not much contact with the outside world due to the geographical surrounding environmental conditions. This paper aims to find traces of the relationship between Arabia and Islamic merchants through the representative Hyangga (Korean traditional poetry) "Cheoyongga" (name of a poem) of the Silla era that has been handed down from that era to the present.

It is a study of the relationship between Korean and Arabian or Islamic merchants through the trade of Arabian merchants in those days when there was no outside contact due to the closed topographical conditions of Korea.

**Keywords:** Trade of Arabian merchants, Silla Era, Hyangga (Korean traditional poetry), Relationship.

**Academic bio:** Dr. PhD. Lee Jung Ae Assistant Professor The University of Jordan

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Ewa Lewicka-Mroczek, Edyta Wajda

The University of Białystok

### **Student-teachers' perceptions of alternative language assessment in the university context**

Since the 1980s we have observed a gradual shift from traditional testing to alternative forms of assessment (portfolios, diaries, interviews, etc.) both in the field of language education and language teacher training. However, the promotion of qualitative methods of assessment on the theoretical level does not result in immediate applications in the classroom environment, which may be caused by a number of factors, including the resistance of students and teachers. This presentation discusses the results of a survey study on the pre-service teachers' perceptions of the usefulness and feasibility of employing alternative methods of assessment on university courses, including the course of methodology of teaching English as a foreign language. Overall, the results indicate that the vast majority of the student-teachers taking part in the study approve of using alternative assessment as a means of complementing traditional testing at the university level. The participants emphasise positive aspects of alternative assessment, such as the focus on practical issues or more informative feedback, but they also express concerns with respect to the reliability of this mode of assessment and its applicability in certain contexts.

**Key words:** traditional testing, alternative assessment, student-teachers, self-assessment

#### **Academic bio:**

Ewa Lewicka-Mroczek (Ph.D.) is an applied linguist, methodology teacher and teacher trainer at the University of Białystok. She specializes in teaching foreign languages to various age groups. She is actively involved in organizing and monitoring pedagogic pre- and in-service practice. She used to work as INSETT leader, Director of Studies at different language schools and Cambridge Certificate examiner. She participated in numerous national and international projects aiming at increasing EFL teachers' professional awareness and qualifications. She publishes in the field of FLT methodology and teacher education.

Edyta Wajda is an applied linguist and teacher trainer working at the University of Białystok. Her research interests revolve around language education (alternative forms of language assessment, learner autonomy and critical pedagogy) and psycholinguistics, in particular generic generalizations in language and cognition. Her publications include articles and book chapters in the field of

language assessment and the generic overgeneralization effect. She is a co-author of the Polish version of *the European Language Portfolio for learners aged 10–15*.

Tomasz Michta

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### **A dictionary of legal collocations as a tool for bridging gaps between languages and legal systems**

In today's era of globalisation and growing economic and cultural exchange, a strong command of legal English is becoming a much sought-after skill. In order to acquire it, a person needs to become familiar with legal English terms, but also with typical words that tend to co-occur with them (collocations). While there is a considerable number of legal English teaching materials that focus on terminology, the same can hardly be said of legal collocations. This imbalance can also be seen in the number of scholarly publications that investigate either legal terms or legal collocations.

The overarching aim of our paper is to make a case for compiling a dictionary of legal English collocations. The first part will address selected features of legal English collocations which pose difficulties for native and not-native English speakers. Examples will be given to illustrate their specificity and argue that they are an interesting object of study in and of themselves. Next a survey will be made of the treatment of legal collocations in selected English dictionaries. This will be done to investigate whether or not existing lexicographic works may be considered sufficient sources of collocational information.

The final part of the paper will outline an ongoing lexicographic project. By focusing on legal collocations used in judgments of the UK Supreme Court, this corpus-based study is intended to go some way towards filling the gap left by existing dictionaries.

**Keywords:** collocation, corpus, dictionary, legal English, terminology.

#### **Academic bio:**

Tomasz Michta, PhD, is an assistant professor at the University of Białystok. In 2015 he received his PhD for his Polish-language thesis *The Conceptual Structure of Knowledge in a Dictionary of Subject Terminology* (in Polish). His latest book is entitled *A Model for an English-Polish Systematic Dictionary of Chemical Terminology*. His research interests include (meta)lexicography, terminology, corpus linguistics, and specialised translation.

Zbigniew P. Możejko

The University of Warsaw

### **Investing students' needs and attitudes in a distance-learning teacher-training course in a multicultural setting: A case study**

At the time of the pandemic, education offered in a distance-learning mode brings both positive and negative consequences, for instance the possibility of participating in studies while living in one's



home country or not being able to interact freely with co-students/instructors, respectively. The GPTE Program [Graduate Program for Teachers of English] offered at the Faculty of Education, University of Warsaw [UW], Poland, thanks to its unique curriculum, enables students from all over the world to pursue their MA diploma at UW (out of the 24 students enrolled in year one, 12 are international students coming from four continents!) – this is greatly facilitated by the distance-learning mode this academic year.

The aim of the present paper is to assess how the students (international and domestic, N=24) perceive teacher-training workshops in the domain of literacy instruction. The two principal research questions concern the distance-learning aspect (Which aspects of synchronous online learning would you like to see continued once the pandemic and related restrictions are over?) and the multicultural aspect of the studies (Which aspects of the international make of the student group do you find particularly beneficial for your study?).

**Keywords:** teacher-training workshop, distance learning, multicultural aspect.

#### **Academic bio:**

Zbigniew P. Możejko is Assistant Professor at the Institute of English Studies, University of Warsaw, specializing in ELT methodology and teacher training. He is currently responsible for pre-service teacher training at his home institute. His research interests include CLIL, MT- and EFL-literacy, (L1-, L2-) language awareness, and needs analysis. His recent publications include (2020) L1/L2 Readership beliefs and practices among pre-service EFL teachers: A case study. In I. Szymańska & A. Piskorska (Eds.), *Between cultures, between languages. Essays in honour of Professor Aniela Korzeniowska* (pp. 157-171). Wydawnictwo Naukowe Semper. (2020) A reflective approach to CLIL instruction in the VET context. *Edukacja ustawiczna dorosłych*, 108(1), 56-65. (to appear June 1, 2021) Mother Tongue Literacy. In Robinson, P. A. et al. (eds), *Global Citizenship for Adult Education: Advancing Critical Literacies for Equity and Social Justice*. Routledge.

Bagdagul Mussa

The University of Jordan

### **Words of Arabic Origin in “The Book of Words” by Abai Qunanbaiuly**

Undoubtedly, one of the important names and the founder of Kazakh written literature is Abay Qunanbayuli. Besides being “a soulful poet, Abay is a deep thinker, educator and democrat, composer, and the protector of people, the personality of towering over the course of time. His legacy hasn’t lost its relevance, and therefore gets easily passed through the centuries and reverence for his talent grows stronger over time and becomes brighter and more profound” (Dzhainamazova-Suileimenova, 2013).

The first classic of Kazakh literature “Abai perceived the unity of humanity as a whole, not dividing it into East and West. He was convinced of the need for constant striving to rich cultural heritage of each other. His whole life was an example of selfless service to this idea. Like no other he brought his people closer to the heights of the world culture translating Pushkin, Lermontov, Goethe and Schiller, Byron and Mickiewicz” (Dzhainamazova-Suileimenova, 2013).

Abai’s «Kara Sozder» “The Book of Words” is an ethnic philosophical work. In this article, the words of Arabic origin in his book will be studied. Rather than only studying the Arabic origin common words which are used in the same sense in Kazakh, Turkish and Arabic, it will be focused

on the common words which are actually used in a different meaning from their original. The aim of the study is to draw attention to how true the terms “mutual” or “common” are regarding the common Arabic origin words used in Abai’s “The Book of Words”.

**Key words:** Abai Qunanbaiuly, “The Book of Words”, Kazakh language, Kazakh literature, loan words, words of Arabic origin

**Academic bio:**

Bagdagul Mussa: Assistant Professor Turkish Language: morphology and syntax, Teaching Turkish as a Foreign Language, Turkic Dialects, Turcology, Translation

Dara Tafazoli  
The University of Newcastle

**CALL Teacher Education and Professional Development: What Should Be the Focus?**

In order to enable language teachers’ teaching practices and involve them in evaluating, planning, and applying technology in online education, appropriate computer-assisted language learning (CALL) teacher education and professional development courses are required. However, the literature review on CALL teacher education shows that little has been focused on teachers’ expectations. Thus, this plenary speech aims to determine teachers’ expectations of a CALL teacher education course. Thus, I undertook a small-scale qualitative case study of in-service English language teachers who attended a CALL course at an Iranian university to determine teachers’ needs and expectations of CALL teacher education and professional development courses. The findings affirmed that online education needs to be accompanied by ample training. Irrespective of how much teacher education accompanies online education, if decisions about teachers’ teacher education and professional development are taken without proper consultation and disregarding teachers’ preferences and concerns, the tool in question is likely to fail to deliver the expected outcomes. Unless teachers feel reassured that they are in charge of their education and professional development, there might be the risk that the technology will be resisted to such an extent that it never manages to fulfill its potential.

**Keywords:** CALL teacher education, CALL professional development, TPACK framework, language teachers, qualitative study, COVID-19 outbreak.

**Academic bio:**

Dara Tafazoli holds a Ph.D. in Languages and Cultures from the University of Córdoba, in Spain. Now he is working on developing and implementing the CALL literacy framework for language teachers at the University of Newcastle, Australia. His research interests are in Computer-Assisted Language Learning (CALL) and teacher education and professional development.

Marcin Trojszczak  
The University of Białystok

**Translation Didactics meets Machine Translation**

The study aims to discuss the influence of machine translation software on university-level translation didactics and training. The issues discussed include the consequences of using machine translation software with regard to the course and teaching unit design as well as teacher-student relations, also in the context of an increasing importance of online teaching. Moreover, the study addresses some theoretical issues raised by an ever-growing efficiency of machine translation software tools vis-à-vis translation didactics and translation practice, e.g. to what extent the course design should reflect the way professional translators work in real life, what should be the role of time pressure, etc. Overall, the study attempts to take stock of some practical and theoretical challenges that cannot be belittled if translation didactics wants to prepare students for the requirements of contemporary workplace in which translation is increasingly produced by machine translation software and human translators working in tandem.

**Keywords:** Translation studies; translation didactics; translation training; machine translation

**Academic bio:** Marcin Trojszczak holds PhD in Linguistics and M.A. in Philosophy. He is currently working as a research assistant at the University of Białystok and as an assistant professor at the State University of Applied Sciences in Konin. His research focuses on metaphorical conceptualisations of mental processes, the impact of translation technologies on translation didactics, as well as normativity and genericity in language and cognition.

Justyna Wawrzyniuk

The University of Białystok

### **“I didn’t get that reference”: humor analysis in a classroom context**

Stand-up comedy, as opposed to canned jokes, aims to evoke laughter by being relatable to the audience with its autobiographical and observational humor (Brodie, 2009). While language and cultural context play a crucial role in interpreting jokes, the overall sense of humor is still a subjective matter. It differs from person to person regardless of their background.

The widely cited General Theory of Verbal Humor (GTVH; Attardo, 2001) offers a coherent framework for analyzing jokes by listing a set of factors that contribute to the humorous narratives (called Knowledge Resources). Although the GTVH does not account for the reaction to the joke, it can give an excellent insight into where humor can be found. Arguably, with specific alterations, the theory can be changed into one of the audience as well (Tsakona, 2013). This kind of analysis could prove to be useful especially in educational contexts.

This paper aims at discussing students’ reaction to stand-up comedy jokes and the way they interpreted humorous elements of the subjected narratives. The first part of the talk will review the theory behind stand-up comedy, as well as the GTVH and its attempt to explain the workings of humor production. The second part will be devoted to the results of the study, which involved a group of MA students of English philology who reacted to and examined jokes from American stand-up comedy shows. This study also served as an assessment of the students’ comprehension of the theory, which was presented during the Intercultural Pragmatics class.

The outcome of the analysis not only gives understanding as to what the potential audience may focus on during the interpretation process but also depicts the use of humor to practice intercultural competence.

**Keywords:** humor, stand-up comedy, humor analysis, intercultural competence, pragmatics

## Academic bio:

Justyna Wawrzyniuk, MA is a third-year PhD student and research assistant at the Faculty of Philology of the University of Bialystok in Poland. In her research, she combines pragmatics and cognitive linguistics with a focus on figurative language of humor and popular culture. Her doctoral thesis is a metaphor-led discourse analysis of gender construction in stand-up comedy.

## • Рефераты на русском языке

Наталия Кондратенко

Одесский национальный университет

### **Вербализация концепта «ВАВИЛОНСКАЯ БАШНЯ» в художественном дискурсе как взаимодействие культур Востока и Запада**

В статье проанализирован культурный концепт ВАВИЛОНСКАЯ БАШНЯ как полевая структура на материале русского, украинского и английского языков. Выделена ядерная часть концепта в семантической оппозиции *созидание / разрушение* и рассмотрены вербальные репрезентанты концепта в художественном дискурсе в пространственно-временных параметрах. Доказано, что двухядерность полевой структуры концепта обусловлена его экстраполяцией в плоскость двух культур – Запада и Востока. Конкретный языковой материал продемонстрировал использование широкого комплекса лексических единиц для вербализации культурного концепта ВАВИЛОНСКАЯ БАШНЯ. Аксиологические компоненты значения лексем, представляющих концепт ВАВИЛОНСКАЯ БАШНЯ, представлены как концептуальная оппозиция двух типов культуры – Востока и Запада. Позитивно-оценочная семантика реализована в восточной культурной парадигме, а негативно-оценочная – в западной, возникшей в результате деструктивной деятельности и нарушения целостности мировосприятия человека. Современный художественный дискурс реализует преимущественно негативно-оценочную составляющую, выраженную в произведениях англоязычных, русскоязычных и украиноязычных писателей.

**Ключевые слова:** культурный концепт, художественный дискурс, Вавилонская башня, вербализация концепта, полевая структура.

### **Научная биография:**

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Одесского национального университета имени И. И. Мечникова.

**Научные достижения:**

кандидат филологических наук (2001 г.), доцент (2004 г.), доктор филологических наук (2013 г.), профессор (2015 г.), автор 3-х монографий: «Украинский политический дискурс: текстуализация реальности» (Одесса, 2007, 156 с.), «Синтаксис украинского модернистского и постмодернистского дискурса» (Киев, 2012, 328 с.), «Лингвопрагматика политического дискурса: типология речевых жанров» (Одесса, 2019, 236 с.), Автор более 200 научных статей.

**Область научных интересов:**

лингвистика текста, дискурс, синтаксис текста, художественный дискурс, политическая лингвистика, лингвосемиотика.

Nataliia Maliutina, Iryna Nechytaliuk

Университет в Белостоке

Одесский национальный университет

**Сюжет оперы Турандот в постановках одесских театров**

**(The plot of the opera Turandot in the performances of Odessa theaters)**

Сюжет оперы Д.Пуччини «Турандот» воспринимается как точка пересечения восточных и западных культурных традиций. Основой сюжета оперы итальянского композитора послужили арабская, персидская и китайская литература, музыка и фольклор. Так как из-за смерти Д.Пуччини опера осталась незавершенной, существует несколько версий ее финала. В Одесском театре оперы и балета идут две постановки. Версия 2010 года - немецкого режиссера К.фон Гейца, в финале- апофеозе которой страстный поцелуй Калафа пробуждает сердце Турандот. В постановке С.Гаудасинского остается в финале вопросительная интонация. Кроме того, компьютерный ряд первой версии создает образ жестокой кровавой империи Китая с не менее жестокой, хотя и мудрой принцессой, повелевающей мужчинами и тем самым преодолевающей родовую травму. В анти-Вахтанговской постановке «Турандот» И.Урывского преобладает эстетика «мрачного балета», Турандот застывает в своей гордыне и страхе, но вдохновляет Калафа на вечное движение к притягательной мечте.

**Ключевые слова:** сюжет, опера, вопросительная интонация, эстетика «мрачного балета».

**Научная биография:**

Малютина Наталья Павловна, доктор филологических наук, профессор университета в г. Белосток (Польша) и университета им. И.Мечникова (Одесса, Украина). Историк и теоретик литературы. Специализируется в области русской и украинской современной литературы, компаративистики. Занимается исследованием дискурсивных и перформативных аспектов

современной русской драмы, теории драмы, родо-жанровыми трансформациями украинской драматургии эпохи модернизма. Является автором шести монографий, изданных в Одессе, Киеве, Кракове, Торуне. Среди них:

Проблема культурной (само)идентификации героя в новейшей постсоветской драме: переформатировка( в соавторстве с Анной Маронь, Краков, 2019), *Ukraińska dramaturgia końca 19-pocz.20 wieku*( Торунь, 2020). Автор статей, опубликованных в журналах *Świat i Słowo*, *Sławica Wratislaviensia*, Сибирский филологический журнал.

Является соорганизатором циклов международных конференций « Образ одессы и Черного моря в литературе и культуре», « свободное время и развлечения в современной русской литературе», «Проблемы культурного диалога: Восток — Запад». Редактор ряда коллективных монографий, в том числе: *Перформатизация современной русской драмы: славянский контекст*( Жешув, 2019), *Odessa, Muzyka, Literatura. Ukraińsko-polski transfer kulturowy.Studia*. С 10.10.2019-16.01.2020 прошла научную стажировку в университет им. Юстаса Либиха (Гиссен, Германия).

Нечиталюк Ирина Владимировна, кандидат филологических наук, доцент кафедры украинской литературы филологического факультета Одесского национального университета имени И. И. Мечникова.

Научные интересы: драматургия; перформативный поворот; вопрос канона и неканоничных форм.

Важнейшие труды: Нечиталюк І. Культурологические аспекты литературно-музыкального сотрудничества Юрия Андруховича и группы «Карбидо» // *Studia Odeskie – III. Muzyka. Literatura. Ukraińsko-polski transfer kulturowy. Białostok-Odessa: PRYMAT, 2019. С. 185–198.*

Нечиталюк І. Экспериментальные поиски способов создания художественной реальности в спектакле-перформансе Бумага (режиссер-постановщик Александр Горенштейн) *Перформатизация современной русской драмы: славянский литературный контекст / pod redakcją Natalii Maliutiny i Agnieszki Lis-Czapigi. Rzeszów : Wydawnictwo [Uniwersytetu Rzeszowskiego](http://www.uniwersytetu.rzeszowski.pl), 2019. – С. 112-128 (коллективна монографія).*

Нечиталюк І. Метафорический концепт «вода» в творчестве Бориса Херсонского. // *ŻYWIÓŁY. MOTYW WODY W KULTURZE, LITERATURZE I SZTUCE*. Гданьськ: Гданьський університет, 2020. С. 243–263.

Anna Romanik

Университет в Белостоке

### **«Коронавирусная» лексика в русском языке – словообразовательный потенциал и стилистическая окраса**

Доклад посвящен «коронавирусной» лексике современного русского языка. Потребность изучения языковых изменений данной сферы связана с динамикой этого процесса, его актуальностью, а также тем фактом, что пандемия превратилась в тематическую дискурсивную доминанту настоящего времени. Источником исследуемого материала послужили российские СМИ, в том числе, качественная пресса, гламурные журналы и Интернет-сайты. Цель выступления – проиллюстрировать явление неологизации в сфере «коронавирусной» лексики, показать ее словообразовательные возможности, стилистическую

окрасу, а также представить общую лингвистическую характеристику собранного материала. Особое внимание уделяется контаминантам, которые в общественном сознании стали яркими маркерами пандемической эпохи.

**Ключевые слова:** интернационализм, контаминация, коронавирусная лексика, неологизм, пандемия.

**Научная биография:**

Анна Романик – кандидат филологических наук, адъюнкт кафедры славянского языкознания (Филологического факультета) Университета в Белостоке (Польша). Сферы научных интересов: лексика славянских языков, медиалингвистика, культура речи, контактная и нормативная лингвистика.

Татьяна Шевченко

Одесский национальный университет

**Опыт академического сотрудничества Одесского национального университета имени И. М. Мечникова и Университета Шанси в КНР**

С 2016 года ОНУ имени И. И. Мечникова (Одесса, Украина) и Университет Шанси науки и технологий (Сиань, КНР) сотрудничают в рамках двустороннего договора. В ОНУ имени И. И. Мечникова уже более 5 лет преподают китайский язык студентам специальности «Международные отношения, общественные коммуникации и региональные студии» преподаватели из китайского университета. Этот язык стал очень популярен среди студентов-международников в Украине в последнее время. Наши студенты дважды побывали на обучении в Университете Шанси науки и технологий в рамках программы академической мобильности в течении 1 учебного семестра, изучая язык и культуру Китая. Курс подготовки иностранных студентов в Университете Шанси рассчитан на 15 недель, включает занятия по истории культуры Китая, разговорной практике, чтению и подготовки к международным экзаменам по китайскому языку. Курирует наших студентов в университете Шанси отдел международного образования. Занятия ведут профессиональные филологи, преподаватели со стажем, знающие английский и русский языки. Лекции и практические занятия проходили в увлекательной форме, в группе по изучению китайского языка были так же студенты из других стран, в частности, Грузии, Узбекистана, Пакистана. Во время стажировки студентам была предложена обширная культурная программа, в частности, посещение известной гробницы императора Цинь Шихуанди в Сиане, где сохранилось более 8000 тысяч терракотовых статуй воинов и лошадей. В данный момент в ОНУ имени И. И. Мечникова работают преподаватели из Сианя, контакты студентов, желающих изучать китайский язык, осуществляются в дистанционном режиме.

**Научная биография:**

Татьяна Николаевна Шевченко – доктор филологических наук, заведующая кафедрой украинской литературы в Одесском национальном университете имени И. И. Мечникова. Автор более 100 статей, посвященных разным аспектам современной литературы. В 2019 году вышла в свет ее научная монография «Эссеистика украинских писателей как феномен литературы конца XX – начала XXI ст.». Сфера научных интересов – современная литература,

эссеистика, публицистика, постмодернизм. Участник многочисленных научных конференций в Украине, Польше, Румынии.  
Прошла стажировку в Белостоцком университете (Польша).

Robert Szymula

Университет в Белостоке

**Вербализация концепта «Россия» в предвыборном дискурсе (на материале программ российских политических партий)**

Выступление посвящено анализу концепта «Россия», характерного для российского политического дискурса, и способов его вербализации в официальных программах политических партий. Материалом для исследования были предвыборные программы 11 крупнейших политических партий России. Исследование включало анализ лексических единиц, используемых для реализации концепта «Россия» и связанных с ними определений. Выяснилось, что вербализация этого понятия осуществляется с помощью ряда лексических единиц, нейтральных и насыщенных эмоционально, которые могут вызывать у избирателей положительные коннотации, связанные с патриотическими чувствами и чувством гордости. Эти лексемы сопровождаются рядом определений, которые выполняют интегративную функцию, подчеркивают важность России среди других стран и ее великое будущее, относятся к базовым ценностям и базовым психологическим потребностям жителей страны.

**Ключевые слова:** концепт, Россия, политический дискурс, политические партии.

**Научная биография:**

Robert Szymula Закончил Варшавский университет (филиал в Белостоке) в 1997 году по специальности «русская филология». В 2004 году защитил кандидатскую диссертацию «Лингвистические аспекты создания многоязычного терминологического словаря» в Минском государственном лингвистическом университете. Заместитель директора Института восточнославянской филологии в годах 2008-2016. Заместитель Декана Филологического факультета Университета в Белостоке в годах 2016-2019 и с 2020 года по сейдень. Адъюнкт в Коллегии языкознания Филологического факультета Университета в Белостоке (Кафедра славянского языкознания, Кафедра восточнославянского языкознания и региональной ономастики). Научные интересы сосредоточены на проблемах, связанных с русским политическим дискурсом (лингвистический потенциал лексики с эмоциональным компонентом в современной прессе, манипулятивные тактики в предвыборном и президентском дискурсах). Автор 3 монографий (одна в соавторстве), нескольких десятков статей в научных журналах и сборниках статей, многоязычного словаря, 5 учебных пособий (в соавторстве). Главный редактор ежегодника "Linguodidactica". (список журналов, оцененных Министерством образования и науки, 20 баллов)

Инна Заровна  
Иорданский университет



## **«Путешествие в Стамбул» Иосифа Бродского в критической рецепции Петра Вайля**

В своем эссе «Босфорское время. Стамбул-Байрон. Стамбул-Бродский» известный русский эссеист Пётр Вайль противопоставил два образа Стамбула, воссозданных в творчестве двух великих поэтов: Байрона и И.Бродского. Это противопоставление осуществлено в аспекте восприятия поэтами культурной традиции Восток-Запад, воплощенной в самом духе великого города.

Мы остановимся в докладе на рецепции П.Вайлем оценок Стамбула как культурного образа в «Путешествии в Стамбул» И.Бродского. Русский поэт воспринимает Стамбул как образ христианской Византии, не случайно называя его Константинополь. Отправным пунктом для его негативных оценок стал взгляд И.Бродского - эмигранта на узнаваемое подобие Оттоманской империи и СССР. П.Вайль обращает внимание и на этический аспект оценок русского поэта: он пишет о хаотическом образе жизни этого города-базара, с присущим ему небрежным разбрасыванием нечистот, эмоций и денег. П. Вайль усматривает антибайроновский пафос в ироническом снижении И.Бродским образа «вечного города» посредством наложения на него своего восприятия постсоветской культуры.

**Ключевые слова:** Восток-Запад, Стамбул, культурный образ, рецепция, эссе, Пётр Вайль

**Научная биография:** Инна Заровна, к.ф.н. Доцент Секция: Русский язык и литература

Отделение азиатских языков, Факультет иностранных языков, Иорданский университет (Иордания, Амман). Член комитета по обеспечению качества (Факультет иностранных языков)

Научные интересы:

Преподавание русского языка как иностранного

Современная русская литература

Сравнительное литературоведение