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„Mihailo Palov” - Vršac



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„Mihailo Palov“ - Vršac*



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**The 10th Conference on Linguistic and Intercultural Education –
CLIE-2020**

Special theme: Metaphors in the time of Coronavirus

Alba Iulia, 16 - 17 October 2020



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Alba Iulia, 16 - 17 October 2020

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Special Theme: Indigenous languages matter for development, peace building and reconciliation

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Affiliated with *1 Decembrie 1918* University of Alba Iulia, Romania, situated in Central Europe, at the crossroads between Romance, Slavic, German and Hungarian cultures and languages, the **CIEL Centre** has been long activating in the field of language education, intercultural awareness-raising and active citizenship promotion. Its members, academics, practitioners and researchers alike understand linguistic and intercultural education as paramount to constructing a global citizenship of culturally competent and aware individuals who display cultural insights and a sense of belonging to the humanity at large.

CLIE-2020 aims at investigating the intrinsic relationship between **language** and **culture** and the multifariousness of their interrelatedness, in particular from a **pragma-semantic** approach. The two-way interdependence and synergies between language and culture are determinants of the extent to which culture is included in meaning creation, influencing the speakers' perceptions of culture as reflected in our exchanges about the world surrounding us. By delving into the semantics of a language we may reach an understanding of cultural meanings. Along the same lines, this could reveal the implicit suppositions which are connected to them and which are implicitly understood and shared by the community members, but not accessible to outsiders.

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PLENARY SPEAKERS:

Professor **Mario BRDAR**, University of Osijek, Croatia

Beyond simple coronavirus metaphors: Why is Biden the COVID of this election cycle and Trump the COVID of humanity?

Professor **Vladimir ZEGARAC**, University of Bedfordshire, UK

A Cognitive Pragmatic Perspective on the Cultural Success of COVID 19-related Internet Memes

Professor **Giacomo FERRARI**, Università degli Studi del Piemonte Orientale “Amedeo Avogadro”, Italy

COVID-19: linguistic choices for confrontations

Associate Professor **Senad BECIROVIC**, International Burch University, Bosnia and Herzegovina

Cooperative Learning, Intercultural Competencies and Students' Success

Professor **Felix NICOLAU**, Lund University, Sweden

Constative and Performed Identities: Post-Communism Pandemic in East-Europe

PLENARY SPEAKERS



Mario Brdar is a Professor of English Linguistics in the Department of English Language and Linguistics at Josip Juraj Strossmayer University, Osijek. He received his M.A. in Linguistics from the University of Zagreb in 1988, and his Ph.D. from the same university in 1995. Between 1999 and 2014 he was a visiting professor at the University of Tuzla, and from 2002 to 2006 at the University of Zenica (Bosnia and Herzegovina). He was the president of the Croatian Applied Linguistics Society in 2008-2010, and its vice-president in 2011-2012. From 2013 to 2017 he was the director of the postgraduate program in linguistics at the University of Osijek. Since 2012 he has been teaching cognitive linguistics at the postgraduate program in humanities at the University of Split (Croatia). Since 2014 he has been associate member of the Croatian Academy of Sciences and Arts.

His main areas of research interests include syntax, word formation, and lexical semantics. His publications mostly deal with contrastive and functional-cognitive approach to grammatical constructions, cognitive processes such as metonymy and metaphor, lexical relationships, and lexicographical description of English. He is the editor of the linguistic journal *Jezikoslovlje*, and a member of the editorial board of *Review of Cognitive Linguistics*, *ExELL. Explorations in English language and Linguistics*, *Bosanski jezik*, and *The Open Applied Linguistics Journal*. He is on the editorial board of the *Human Cognitive Processing* series published by John Benjamins.



Vladimir Žegarac obtained a PhD in Linguistics from University College London (in 1991) and worked as a Research Fellow in Communication Studies at Middlesex University (UK). His subsequent academic affiliation was with the University of Bedfordshire, where he was engaged as a Lecturer and a Senior Lecturer in Linguistics, and then as a Reader in Language and Communication. His main research interests are in relevance-theoretic pragmatics, social aspects of human communication and general linguistics. He has published a number of scholarly articles and chapters in books.

He has also published articles in some of the most highly regarded academic journals in the fields of linguistics and pragmatics (*Lingua*, *Journal of Linguistics*, *Intercultural Pragmatics*).



Professor Giacomo FERRARI is a graduate in Historical Linguistics (Sanskrit) from the University of Pisa, Italy. He carried out research in the field of Computational Linguistics starting with 1968 up to 1984, affiliated with the University of Pisa first and later as senior

researcher at the National Council of Research. In 1984 he became Associate Professor of Applied Linguistics at the University of Pisa and in 1993 moved to the University of East Piedmont. In 2000 he became full professor of General and Computational Linguistics. From 2004 and 2010 he was Dean of the Faculty of Arts. He has also held annual courses in the Faculty of Computer Science of the university of Milan (1985-1986) and General Linguistics in the Faculty of Arts of Parma (1990-1992), and higher education courses in the Universities of the State of Sao Paulo (Brazil), Krakow and Warsaw (Poland), Iasi and Alba Iulia (Romania).

His main fields of research are Computational Morphology and Syntax, Man-machine interaction and Dialogue studies, man-vehicle interaction, intelligent tutoring systems, computational corpora and dictionary building, and the funding sources have been the EU, the National Council of Researches and the Ministry of Education. He participated into an exploratory national project for the building of an expert-system on the archaeological heritage of Rome.

He was the programme chair of the first conference of the European Chapter of the Association for Computational Linguistics (1983) and was a member of the Editorial Board of the Journal of Computational Linguistics (MIT Press).

In 1986 he edited a special issue of the IEEE-Proceedings (Institute of Electrical and Electronics Engineering) on Natural Language Processing.

He is one of the founders of the Italian Association for Artificial Intelligence and organised in 2006 The XL Conference of the Italian Linguistics Society.



Senad Bećirović, PhD, is an associate professor and the dean of the Faculty of Education and Humanities at International Burch University in Sarajevo, Bosnia and Herzegovina. After obtaining a master's degree at both University of Sarajevo and University of Joensuu in Finland, Senad received his PhD from University of Sarajevo. His dissertation was a study of the intercultural education in educational systems in Bosnia and Herzegovina.

Senad has more than 15 years of teaching experience at different levels and different educational institutions, including

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Felix NICOLAU is Professor in the Department of Foreign Languages and Communication, The Technical University of Civil Engineering, Bucharest, Romania, and senior lecturer at the Faculty of Humanities, Lund University, Sweden. He defended his PhD in Comparative Literature in 2003 and is the author of eight books of literary and communication theory:

Morpheus: from Text to Images. Intersemiotic Translations (2016), Take the Floor. Professional Communication Theoretically Contextualized (2014), Cultural Communication: Approaches to Modernity and Postmodernity (2014), Comunicare și creativitate. Interpretarea textului contemporan (Communication and Creativity. The Interpretation of Contemporary Text, 2014), Homo Imprudens (2006), Anticanonice (Anticanonicals, 2009), Codul lui Eminescu (Eminescu's Code, 2010), and Estetica inumană: de la Postmodernism la Facebook (The Inhuman Aesthetics: from Postmodernism to Facebook, 2013), five volumes of poetry (Kamceatka – time IS honey, 2014) and two novels. He is member in the editorial boards of "Swedish Journal of Romanian Studies", "The Muse – an International Journal of Poetry" and "Metaliteratura" magazines. His areas of interest are translation studies, the theory of communication, comparative literature, cultural studies, translation studies, as well as British and American studies, and Romanian studies.

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Beyond simple coronavirus metaphors: Why is Biden the COVID of this election cycle and Trump the COVID of humanity?

Abstract

Covid-19 has been conceptualized in figurative terms by means of both metonymy and metaphor, which are often massed and mixed, in a single modality (linguistic or visual) or across modalities, sometimes producing hyperbole, irony and even sarcasm. The most basic type of metonymy that is hardly noticed is present in its multiple form in the very title of this conference. *Coronavirus* is the label used to refer to a type of germ, but it is currently used to refer to a particular type, the “novel” coronavirus (GENERIC FOR SPECIFIC), and then the disease caused by it (officially called Covid-19) or even to the pandemic (CAUSE OF A HEALTH CONDITION FOR THE HEALTH CONDITION). We also note metonymic shortenings, as both *virus* and *corona* can be used to refer to the (novel) coronavirus, the disease, the pandemic etc.

One of most dominant conceptual metaphors used to talk about the coronavirus across languages and cultures is the WAR metaphor, but many other metaphors have been attested, exploiting a wide range of source domains. It appears, however, that there is a sort of evolutionary movement concerning the frequency with which particular source domains are used, progressing first towards more aggressive, war-like concepts, then after a sort of culmination in the spring of 2020, towards other related concepts, as the epidemic turned into a pandemic and now into an endemic (though a strong one). We can now observe the beginnings of a new cycle, the domain that has so far been

conceptualized metaphorically in terms of other source domains is now beginning to emancipate itself, becoming itself a source domain, as evidenced in the title of this presentation, i.e. the coronavirus is being used as a source domain in expressions like:

(1) *Mealybugs are the Coronavirus of my succulents.*

(2) *#Cybercrime is the #Coronavirus of the #tech world*

The aim of this presentation is not only to document this incipient trend, but also to analyse the phenomenon in structural and pragmatic terms. Metaphorically speaking, we study not the career of a metaphor, but the career of a domain (which in our opinion is even more exciting than the former enterprise). Figurative expressions of the type *X is the coronavirus/COVID(-19) of Z* are apparently instances of the figurative XYZ construction, but we adduce evidence against analysing them as cases of conceptual integration (as suggested by Turner & Fauconnier 1999, Steen & Turner 2013, Veale 2014), or as nothing more than just being deliberate metaphors. We claim that this type of XYZ constructions must be viewed in a wider discoursal context, and that when viewed from this perspective it becomes clear that speakers engage in online construction of paragon models, with a double function of securing a sufficient level of intersubjectivity, while combining framing effects with a humorous background.

Key words: metaphor; metonymy; XYZ construction; conceptual integration; paragon model; framing; humour.

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Rita Brdar-Szabó is Associate Professor of German Linguistics in the School of Germanic Studies at Loránd Eötvös University (Budapest, Hungary). Her main research interests include cognitive linguistics, morphology (in particular word formation), lexical semantics, and contrastive linguistics. She has published on the cognitive theory of metaphor and metonymy, grammaticalization, blending, prototype theory, and usage-based models.

Tanja Gradečak is Associate Professor in the Department of English Language and Literature at Josip Juraj Strossmayer University, Osijek. She was visiting professor at the University of Tuzla and the University of Mostar. Her publications reflect her research interests, with focus on grammatical constructions and basic cognitive processes such as metonymy and metaphor, framing and euphemisms, but also on linguistic landscape.

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A Cognitive Pragmatic Perspective on the Cultural Success of COVID 19-related Internet Memes

Abstract

The theoretical concept of “meme” is based on an analogy between biology and culture. In 1976 Richard Dawkins made a case for the view that that, just as the continued existence of organisms is effected through the transmission of their “genes” from generation to generation (where “genes” are units of biological material that encode information necessary for the inheritance of phenotypic traits), so cultures emerge and spread through the emergence and distribution of “memes” (where a “meme” is an element of culture transmitted from one individual to another by imitation and other means). Following the emergence of digital (social) media (such as Instagram and Facebook) the term “internet meme” emerged as a label for a typically humorous type of multimodal text in which language is used figuratively (often metaphorically or ironically) that is replicated or transformed and disseminated rapidly and widely by Internet users.

As Shifman (2014: 6) observes, “internet memes” are worthy of investigation, because “they play an integral part in some of the defining events of the twenty-first century”. So far, the COVID 19 pandemic is almost certainly the most important event of this century, and it has spurred internet users on to produce an ever-increasing number of memes. This paper considers some implications of cognitive pragmatics, in particular Relevance Theory (Sperber and Wilson 1986; 1995), for analysing COVID 19-related internet memes on social media. As is the case with explaining all memes, such research needs to focus on their: fecundity (Why do they reproduce in large numbers?), longevity (Why are they transmitted repeatedly over a considerable time-span?) and,

what might be termed “transformation” (as opposed to “copy-fidelity” which is easily achieved on the internet).

There are good reasons for investigating internet memes from a cognitive pragmatic perspective. Thus, Shifman (2014) argues that internet memes should be investigated from the perspective of a theory of human communication, which has not been done so far. Taking several COVID 19-related internet memes as the starting point, I try to show how their fecundity, longevity and transformation(s) can be explained in Relevance Theory terms. In particular, I argue that the use of non-literalness (especially irony and metaphor) through multimodality has played (and continues to play) an important role in the transcultural success of COVID 19-related memes. The key theoretical concepts used in the analysis are: relevance, The Communicative Principle of Relevance, mutual cognitive environment, epistemic vigilance, the distinction between descriptive and interpretive uses of language and the distinction between literal and less-than-literal uses of language (including metaphor and irony).

Key words: context, analogy, imitation, multimodal communication, relevance, metaphor, irony

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Joy Caley holds a BA in Intercultural Communication and a DELTA teaching qualification. Over the past fifteen years, she has taught English as a foreign language in the UK and in Kuwait. She is currently working as a freelance EFL instructor.

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COVID-19: linguistic choices for confrontations

Abstract

The COVID pandemic started a confrontation between several parties. The first division is that between those taking it seriously and those who exhibit some sort of scepticism. The first group is in turn roughly divided into two groups, those who accept all the measures of prevention including lockdown and tests, and those who tend to minimize the risks or consider the risk of contagion less serious than the risk of a deep economic crisis. The other field is divided into different groups, some of which simply push minimisation to the extreme, and others denouncing any type of conspiracy.

All the groups adopt a specific language for their communication. The first group resorts often to a war/battle/sacrifice metaphor, using terms like “defend themselves, fight the virus etc.”. Such a fight is carried by a number of “privations”.

Those minimising the impact of COVID-19 frequently use a comparison with ordinary flu, or a slightly more serious flu, and in general do not use metaphoric expressions. Many of them think that wearing a mask or keep the distance is a form of limitation of freedom (often quoting laws in favour of their view). The extremists compare lockdown or mask-wearing to fascism.

Those believing in a conspiracy try to use no metaphor at all but a language with very “scientific” flavour. QAnon says that Trump was obliged to pretend to be Covid-positive in order to defend himself from the attempt of murder by Ukrainian services; he was saved by some unidentified “patriots”. The confrontation between QAnon people and “the others” is viewed as a fight between truth and fake as in “The C.I.A. created the ‘Conspiracy Theory’ meme to shut down the Truth Movement” (<https://stateofthenation2012.com/?p=14945>).

Examples of such a confrontation, realized mostly by specific linguistic and communicative choices will be presented.

Key words: Narrative, formal discourse structures, intercultural narrative structures, cognitive narratology, cognition

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Cooperative Learning, Intercultural Competencies and Students' Success

Abstract

During the last two decades, rapid social, political, and economic changes have transformed the structure of society in many countries across the globe (Bećirović & Akbarov, 2015). In the period of globalization and the ever-increasing interconnectedness of people across the world, there is an increased demand for greater multicultural abilities and competencies among young generations, particularly in specific regions where cultural diversity is not treated as an asset, but rather the cause of problems. Neuliep (2005) believes that “the benefits of intercultural education are: healthier communities; increased commerce; reduced conflict and personal growth through tolerance” (p. 4). Social justice can be ensured by providing an appropriate and quality universal education which is based on universal ethical values and at the same time sticking to, respecting and accepting local traditions and being open for intercultural dialogue and cooperation with others coming from culturally diverse backgrounds (Yaman & Bećirović, 2016). Cooperative learning has an important role in students' success, particularly in diverse societies. Students need to collaborate with other students coming from different cultural backgrounds and such collaboration may be hindered by certain issues of communicative and cooperative nature. Being multi-culturally competent requires adjustment of behavior to specific situations when establishing interaction with students from different backgrounds. Such kind of adjustment is particularly important for successful cooperation on different tasks. Effective cooperation may lead to the success of each student included in the team. The development of intercultural competence and the ability to work effectively in groups is a long and never-ending process that could be influenced by a multitude of factors, some of them being educational policies, age, gender achievement, international experience, etc. According to Liddicoat and Scarino (2005) development of “intercultural competence is a necessity and intercultural competence includes: accepting that one's own and others' behavior is culturally determined; accepting that there is no one right way to do things; valuing one's own culture and other cultures; using language to explore culture; finding personal solutions in intercultural interaction; using L1 culture as a resource to learn about L2 culture;

finding an intercultural style and identity” (Liddicoat, Scarino, 2005, p. 3). Bećirović and Podojak (2018) in their research which included the sample of 217 tertiary level students found that intercultural development is significantly influenced by gender, grade level, and the usage of foreign languages and when it comes to the different motivational components at a different age or grade levels, the results suggest that intrinsic motivation increases with age, while extrinsic motivation decreases with aging (Bećirović & Hurić-Bećirović, 2017). According to Roseth, Johnson and Johnson (2008) et al., “the more early adolescent teachers structure students’ academic goals cooperatively, the more students will tend to achieve, the more positive students’ relationships will tend to be, and the more higher levels of achievement will be associated with more positive peer relationships” p. 238). Engagements into cooperative learning tasks, quidded properly with the class instructor, may contribute to the development of intercultural competencies and increase students' academic achievement.

Key words: Cooperative learning, Intercultural competence, Grade point average (GPA), Achievement

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Constative and Performed Identities: Post-Communism Pandemic in East-Europe

Abstract

It is obvious that Western democracies have a different profile than the newer Eastern ones. The past "performativity" of communist societies has turned to a new "constative" agenda. Nostalgia and memory haunt the former communist zone. Neoliberalism with its ruthless economic approach is stronger in the South-Eastern Europe and fosters, after thirty years of individual freedom without a true system of social protection, frustration and naive adoration of dictatorial still recent past. A few suggestions to Romanian, Russian, Slovenian and Serbian post-communist societies highlight some common social and economic data, regardless of their integration into various international structures. Similar challenges reinvent and fuel collective memories. Consequently, the results are spectacular and complementary: a raising neo-communist pandemic. The purpose of my article is to identify some of the traits that are responsible for the preservation of communist stamps in South-Eastern Europe after 1989, but also the discourse engulfing them. John Austin took further Bakhtin's theories on the productive nature of language. In his speech act theory, he contrasted "constative" utterances (stating facts) with "performative utterances" or "performatives" (changing realities instead of describing them). Because they transmit meaning, constative utterances move between binary borders: true or false. Performative utterances convey energy and influence, so they can be felicitous or infelicitous, adapted or non-adapted.

There is no doubt whatsoever that communist mentalities persisted at all social levels (coteries, nepotism, blasphemy, supervision, substantial funds dedicated to special services and so on, the continuity in politics and in state-like structures of secret services). For instance, in Romania of the last ten years, there were disclosures in media about the collaboration with Securitate of well-known intellectuals (Ioan Es Pop, Ioan Groșan, Lucian Boia and others), of an ex-president of the country after the fall of communism (Bănescu, aka Petrov on his informant name), of politicians and superior magistrates (Mona Muscă, Augustin Lazăr) or about officers in the refurbished secret services working undercover as journalists (Robert Turcescu), or about subterranean protocols signed between state structures that should have observed

the principle of distinct powers, not to say more. I shall proceed with a few generalizing considerations on the communist doctrine and then I shall cross-examine the present day political and economic situation in a few ex-communist states. The looming question is whether a new empire at the horizon could come a little too early for the peoples who had come out of communism with a confused identity and an empty stomach. The consumerist venues contributed to the fake occidental hype and made many citizens blind to the permanence of old habits: corruption, low wages, mafia clans, social insecurity, sub-financed educational systems, fraudulent large businesses, and the spoiling of raw materials by multinational corporations, brain drain, key positions in the state structures and in important companies dedicated to secret service agents, the snubbing of the principle of separate powers in the state, undercover secret services agents in mass media and so on and so forth. What for the Western Europe had constituted the frame of modernity, for the South-Eastern Europe was the retrieval of a belated modernity.

Keywords: Collective memory, nostalgia, communism, neoliberalism, performativity, constative discourse

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PAPERS

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Learning a Second Language: A Vehicle to Another Self?

Abstract

Learning a new language has implications on the learner's sense of self i.e. identity and on his/her social and cultural views (Duff, 2013; Norton & Toohey, 2011). This is based on the idea that this process involves a learner being put in different positions and going through new experiences which may result in changes on the personal level (Norton & Mckinney, 2011). In addition, language learning cannot be separated from the target language's culture and values which might lead the learner to re-evaluate his/her own social and cultural views (Duff, 2011). Although research on the relationship between language learning and identity has gained attention in recent years, most studies focus on how learner identity affects the learning process and its outcomes. However, not much attention has been paid to how language learning may lead to changes in how a person views themselves and their society. In this sociolinguistic study, the goal is to investigate whether learning English as a foreign language (EFL) affects how Saudi female learners (n=6) view themselves, society and culture. The study uses second language socialization as a theoretical framework because of its comprehensive approach that acknowledges the dynamic nature of identity (Duff, 2011, 2013). A longitudinal multiple case study design is used in this investigation. Data from interviews and monthly diaries indicated that participants associated learning EFL with being more knowledgeable, confident, and understanding. As they learned English language and learned through English they were able to establish an identity for themselves as successful, respectful and respected individuals. These changes appear to be linked to the participants' agency in learning English which is triggered by their investment in it due to globalization and personal aspirations. These findings signal that socialization takes place in foreign language settings and has implications for the identity of the learner.

Key words: identity, culture, second language socialization, case study, Saudi Arabia

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Proverbs as a source of language and wisdom

Abstract

This presentation aims to highlight aspects related to proverbs as we all know, a part of folk wisdom, source of humour or bitter, but more than that to research about their history as part of language, their role in everyday life and how they influence our communicational behaviour. During human history, a significant part of life experiences was recorded under the form of proverbs, words, maxims, riddles, aphorisms and words of spirit. Actually, there is no society, culture or sphere of human existence that is not reflected in these general formulas. Our work is a travel in the history of both English and Romanian languages to find the source of wisdom of two different European nations, from West to East, from past to the present. Our intention is to heighten the fact that each cultural space has its own norms when it comes to the role of the language as a frame and simultaneously the most important tool in communication. A language is a code and an instrument to adjust different behaviours through the various contexts and situations of the daily life. Peace comes only by respecting each other's culture and we need to embrace traditions and cultural aspects in order to respect them. In a context of globalisation and interculturalism spreading globally, not only in Europe, there is a conflict of the cultures on various topics, ideas and ways of thinking about the future. This means that some acts of cultural and linguistic mediation may help along the journey, especially in the process of translation.

Key words: proverbs, language, paremiology, translation, meaning

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Pre-election debates in times of COVID: How the virus is used as a weapon in the war for the US presidency

Abstract

In the midst of the COVID-19 pandemic, probably the worst public health crisis our planet has been ravaged by in the last half of century, the new coronavirus has a significant influence on literally all major events worldwide. As the United States of America are faced with the epic choice of a new president in November 3, 2020, a choice with global repercussions, this election is already intensely talked about as being very different from all those before it. The most recent pre-election debate between the republican actual US President Donald Trump and the democrat Obama regime vice-president Joe Biden, held on September 29, 2020 in Cleveland Ohio, the first of a series of three presidential debates planned to take place before the election, was repeatedly characterized by the press as “a full-out locker room brawl”. With a general “negative tone”, according to post-debate tolls, repeatedly labelled by commentators and journalists as “the worst presidential debate ever seen”, the confrontation between the finalists to the elections has numerous moments of reference to COVID-19, all turning the virus into a verbal weapon (Jankélévich, 1964) of attack against the opponent. As the presidential ethos (Charaudeau, 2005) and the formalized setting of pre-election debates (Kerbrat-Orecchioni, 2013) require, in this genre of discourse in interaction protagonists often resort to highly sophisticated forms of attack, which are aimed to damage the image of opponent and benefit the one of the attacker, at the same time (Charaudeau, 2015). The COVID-19 pandemic crisis represented a pivotal aspect of the election campaign strategies of the finalists to the 2020 run-off, presenting contrastive, conflicting perspectives, and is an extensive subject of controversy all through the interaction, despite having been dedicated one of the six sections of the debate. Candidates present strong opposing positions on basically all aspects concerning the new coronavirus. When it comes to how it has been handled so far, protagonists trace a clear line between praising the “phenomenal job” the actual president claims to have done and blaming the total lack of plan and basically no effective action for mitigating the spread of the virus, accused by the democrat candidate. The actual president’s repeatedly expressed disconsideration for wearing masks, as opposed to his opponent’s fervour towards it, the country’s present

economic situation, or its borders policies, as they have been affected by the pandemic, are only a few of the contexts in which COVID-19 becomes a motive alleged in order to disqualify the other, up to the point where appellatives such as “clown” are being employed. Considering that talk-in-interaction, and especially face-to-face interaction, are defined by the particularity of discursive co-construction, as well as the negotiation of social and contextual identities (Kerbrat-Orecchioni, 2005), given the high percent of fresh talk (Goffman, 1981), despite the permanent efforts put into face-work (Goffman, 1967), pre-election debates are always an interesting space for undertaking any investigation, from a linguistic point of view, even more so in these undoubtedly “perilous times”, as the press likes to refer to the present phase of our lives.

Key words: COVID-19, discourse analysis, presidential debate, discourse in interaction

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Conceptualizations of Metaphors about apps and Coronavirus in The Economist and The New York Times

Abstract

Metaphors are mainly understood traditionally, by being specific to literary expression. But recently the subject of metaphors has been developed in everyday life speech and language. Technology, apps, continents and the recent virus known as Coronavirus came to be referred to as living organisms and one should be conscious of the subliminal messages that all these present.

The main questions followed throughout this paper focus on the issue of apps and Coronavirus because they are both perceived as enemies, the world struggling to succeed in this “war”. Therefore, the focus is on metaphors related to this “war” and to its effects upon the world and upon the consciousness of humans.

The complexity of metaphors was approached by more linguists such as Gerard J. Steen, Joseph Grady, Raymond W. Gibbs, Jr., Zoltán Kövecses. They raised questions and brought arguments that could offer the overall view of metaphors, of their process of appearance. So, the present research comes as a solid corpus with recent examples of metaphors that appear in well-known business newspapers and magazines such as *The Economist*, *The New York Times*.

The aim is to track metaphors that involve not only subliminal meanings, but also that have a powerful psychological impact. A great wave of fear and uncertainty describes the present societies globally because the world is facing an unknown, invisible enemy, a virus. Due to technology and media its effects are amplified, even exaggerated but panic is not a solution. This is why the other main aim of this research is to bring awareness to readers.

Regarding the research methodology, I used mainly the descriptive method in order to reveal important details and I also propose a classification of the metaphors under five main categories: ORGANIZATIONS ARE LIVING ORGANISMS, IDEAS ARE PEOPLE, ORGANIZATIONS ARE INSTRUMENTS OF DOMINATION, COMPETITION IS WAR, FACES OF CORONAVIRUS in order to offer a clear structure and a logical macro-view of the paper.

The main results of this research show how technology surrounds us and how the game of words functions due to some specific, strong words chosen for daily news. Some examples would be: fight, risk, death.

Therefore, newspaper and magazine articles proved to be an excellent source of metaphors and it is very useful to understand how all these metaphors work. Such a paper is even more important and necessary because it can serve as a model and it can open the eyes of younger generations who cannot see how communication between humans is altered, modified by people and spread through means of technological tools. As a result, our mental associations of these tools in the contemporary society should be explained in order to have a real, complete view and understanding of their degree of influence upon us, upon our thinking and actions.

Key words: metaphors, Coronavirus, fear, apps, language, message

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The Analysis of Positive and Negative Attitude Towards Learning English as a Foreign Language among Bosnian High School Students

Abstract

A productive and successful learning environment supposes, among other important factors, that students share a positive attitude towards learning and learning outcomes. Students' attitudes towards language learning as well as the factors that influence them have been studied by various researchers using different methods. Since the school represents the environment of community and education there are educational and social types of attitudes, the first observing teachers, materials and the language, and the latter concerned more with cultural and environmental aspect of the school. Students' attitude towards a language, whether positive or negative, represents impressions of linguistic difficulty or simplicity, i.e. ease or difficulty of learning.

This study struggles to investigate the presence of and differences between the negative and positive attitudes that Bosnian high school students may have towards language learning. This is a descriptive study with a quantitative approach. The data has been collected from 160 high school students in Bosnia and Herzegovina (B&H) using a questionnaire adapted by the researcher.

The data analysis encompasses means, standard deviations, frequency, multiple comparisons, Pearson correlation coefficient, t- test and a One-way ANOVA. The paper looks into the frequency of reported attitude towards English language learning, the differences between positive and negative attitude, as well as the differences between genders and grades in terms of the representation of reported attitude. The results revealed that our participants report more negative than positive attitude towards language learning and that the factors which influence their negative attitudes are school policy, learning environment and teaching methodology. The results also indicate that there exists no statistically significant difference between genders, as well as between four high school grades in terms of their interpretation of positive and negative attitude towards English language learning.

A suggestion for further study of this concept would be the inclusion of other educational contexts (primary schools, universities), since the data collected and analyzed in this research do not provide a strong basis for generalization due to narrow research context. Furthermore,

the concept of (negative) attitude can be investigated in combination with motivation, learning styles and strategies, and gender and grade level differences between students.

This study is limited to one public high school in Bosnia and Herzegovina and, therefore, provides only a partial representation of students' attitudes towards learning English.

Key words: Attitude, language learning, learning environment, high school

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On Didactic-Methodological Implications of Teaching Translation to Undergraduates

Abstract

The aim of the research in this paper was to assess the didactic and methodological specificities of teaching translation in the courses at undergraduate studies of English, with the particular accent on the compound and complex sentence structures that are foreseen as the biggest challenge in performing translation tasks. The research was conducted with a sample of undergraduates who listened to translation courses during academic 2019/2020, and, in the research, different variables related to both linguistic (predominantly structural) as well as certain extralinguistic parameters were assessed. The main premise was that the syntactically specific form of a complex sentence in both the source language and target language (English, Serbian, respectively) represented the biggest challenge in first and foremost comprehension and then translation of particular text types, and that the success of translation was dependent on selected teaching material, teaching models, linguistic competence of the students, as well as on some extralinguistic elements in the students' personality, such as empathy, stereotypes, curiosity, etc. The highlight of the conclusion after the assessment was that the best results of a detailed planning, preparation and evaluation of the translation teaching process are achieved through a careful and detailed class planning. The interactive model has shown as the most adequate and most curiosity-provoking teaching model with respect to teaching translation, while its application and applicability implies a multifold material and technical preparation of classes.

Key words: Translation, Didactics, Methodological, Class planning, Sentence

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Design Principles for Learning Videos

Abstract

The new framework conditions due to the Coronavirus constitute new challenges for the (university) education system. This is creating a demand for new forms of teaching and learning with digital media. Videos that are used in teaching can play a major role in this context. In the time of Coronavirus, videos are used in teaching both face-to-face and online. Existing videos, for example from YouTube, are mainly used and they are not necessarily didactically suitable. Additionally, they are not generally available for specific topics and in each language.

As a result, many teachers create their learning videos. This raises the question of how learning videos should be designed. In any case, when using videos in the classroom, it is useful to know which design principles learning videos should follow. This study addresses the question of how videos should be designed for use in the classroom in order to support the learning of theory and practice.

This question is answered based on a design-based research study. Design-Based Research is a methodology that is primarily used in educational research. The research approach offers the possibility to combine practical and theoretical research. The study included both qualitative and quantitative methods: five in-depth interviews, 96 questionnaires and one focus group. The study was conducted at the Vienna University of Teacher Education with teachers and students of nutrition and consumer education.

The results are summarized in the form of design principles for learning videos. These are (1) Videos are supposed to be the better alternative for knowledge transfer, (2) Tutorials are popular and should be combined with theoretical content, (3) Place the videos on a popular platform, (4) Nutrition and consumer education is suitable for Mobile Seamless Learning scenarios, (5) It is necessary to deal with the context at the conception phase, (6) The integration of school children is motivating, (7) Involving colleagues can distract the target group, (8) Produce short, but not too short videos and (9) Simple equipment is sufficient for filming the sequences.

Key words: Learning Videos, E-Learning, Nutrition and Consumer Education, Vienna University of Teacher Education

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Difficulties in translating poetry

Abstract

Basically, poetry translation is typically rich with aesthetic and expressive values. The translator may face the linguistic, literary, and aesthetic, and socio-cultural problems in translating it. The linguistic problems include the collocation and obscured syntactic structure. The aesthetic and literary problems are related with poetic structure, metaphorical expressions, and sounds. While the socio-cultural problems arise when the translator translates expressions containing the four major cultural categories: ideas, ecology, behavior, and products. structure, metaphorical expression, sounds. Translating literary works is, perhaps, always more difficult than translating other types of text because literary works have specific values called the aesthetic and expressive values. The aesthetic function of the work shall emphasize the beauty of the words (diction), figurative language, metaphors, etc. While the expressive functions shall put forwards the writer's thought (or process of thought), emotion, etc. And the translator should try, at his best, to transfer these specific values into the target language (TL). As one genre of literature, poetry has something special compared to the others. In a poem, the beauty is not only achieved with the choice of words and figurative language like in novels and short stories, but also with the creation of rhythm, rhyme, meter, and specific expressions and structures that may not conform to the ones of the daily language. In short, the translation of poetry needs 'something more' than translating other genres of literature. This simple writing will present in brief some considerations in translating poetry. Translation is an extremely complicated process. It is defined as a transmission of meaning from one language to another. But sometimes we hear people who do not speak or read a foreign language and often have mistaken points of view on the nature of translation. One can say that the poetry translation may be the most difficult, then other types of translation because of the particularity of poetry.

Key words: translation, poetry, aesthetic values, collocation, poetic structure, metaphorical expression, sounds, difficulty in translating poetry.

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COVID in metaphors. A corpus-based approach

Abstract

The paper attempts to analyse the collocates of the nodes COVID and coronavirus in terms of frequency, structure, as well as metaphorical implications. In our analysis we applied the tools of the corpus linguistics, we conducted an analysis of the corona corpus, available online at <https://www.english-corpora.org/corona>. We mainly searched for the nodes COVID, disease, virus, coronavirus, quarantine, using KWIC, collocates and frequency. The contexts in which the words occur are readily available. Our main targets are to identify the semantic preferences of the above-mentioned nodes, as well as the conceptual categories they occur in. The metaphorical instances of COVID and coronavirus are then clustered around conceptual categories.

The findings reveal that COVID is conceptualised as war and enemy: COVID outbreak, the collocation COVID/coronavirus outbreak is the most frequently encountered in the corpus. The virus impacts mainly on investors: Coronavirus fears rattled investors, investments, Stock Exchange. Among the main conceptual categories we identified there are: *Being defeated is dying*: Coronavirus death toll reaches 80 in China; Their first citizen has succumbed to the novel coronavirus; *COVID is a liquid*: Coronavirus injected Wall Street investors with fresh worries about China, *Infection is an attack by the disease*: to get our bodies to attack, de-activate, weaken, trick or otherwise klap the virus.

Key words: COVID, corpus linguistics, annotation, corpus, metaphor.

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Metaphorical Language in Legends of the Fall

The main purpose of this paper is to identify and explain the multimodal metaphor in the film *Legends of the Fall*. In other words, the metaphorical language in this film. Thus, I tried to analyse the metaphorical language starting from the abstract to the practical, that is, from the general meaning of metaphor, to how it is used in cinema, and with examples identified and explained in the film *Legends of the Fall* (1994), directed by Edward Zwick and based on Jim Harrison's novella.

Starting from the title of the film, analysing in turn both the word 'legend' and the word 'fall', by checking their definition in the dictionary, I noticed that *legends* refer to people, the Ludlow family and *fall* refers to autumn. Reading the script of the film and watching some images, I noticed other metaphors. The explanation of the title can be considered as one of the major objectives of the paper.

Based on the theories of Lakoff and Johnson as much as those of Forceville and Eduardo Urios-Aparisi, I tried to explain some images or print screens. That is why I used images from the film that I considered suggestive and that could be metaphorically exploited. I also extracted certain parts from the script of the film, which had an implication or a historical meaning.

Through the images, parts of the script or characters, I also tried to identify other metaphors hidden in this film. These have represented another objective of my work, consisting in identifying, exemplifying and explaining some symbols present in the *Legends of the Fall*. In addition, I discovered more profound things, such as the symbolism of the settings, America at the beginning of the twentieth century, plays a very important role in the development of the entire plotline, the relationship between Native Americans and colonizers, as well as the actions of characters that can be interpreted by drawing biblical parallels. Also, the metonymy of the characters' names is not accidental.

Therefore, through this paper I have studied and analysed, with the help of modal metaphors, how the life of the Ludlow family is affected by love, intrigue or war. Of course, I did not exploit all the metaphors in this film, they are many more. For example, one can research metonymy of character names as well as a much more detailed analysis on the theme of war or love. Studying metaphors from movies helps us to understand even more the director's intentions and ideas, whether the film is

inspired by a book or is simply fiction. Thus, I recommend that when watching a movie, we pay attention to all the more or less visible details: lines, images, symbols and any other things that give us an even deeper understanding of the respective scene.

Key words: Metaphorical language; Legend; Fall; Family; Love; War; Characters

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How do teachers conceptualise their roles and functions in the classroom

Abstract

This paper aims at identifying the metaphors associated with teaching and teachers, as viewed by Romanian students, who are preparing to become teachers themselves. Our research focused on 125 students enrolled on pre-service teacher training (Module one, for undergraduate level), who were asked to write an essay, titled My best teacher ever, in which they had to think of the qualities that make a teacher and their teaching act memorable in the mind and soul of students. The results were clustered into cognitive metaphors pertaining to the culturally embedded representations of the teachers. The most frequent metaphor was that of “guiding light” and “friend”. The teacher as “knowledge repository” was less frequent, although that of “organiser” was well praised, as students expressed the need for order and to some extent, respect, in the classroom. The findings are in line with the humanistic approach to education which places the student in the centre of attention for the educational process.

Key words: teaching metaphors, conceptualisation of the teacher, humanistic education

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To Speak or not to Speak: Willingness to Communicate in English as a Foreign Language

Abstract

The decision of a speaker whether to communicate in a specific situation or not, assuming they have the right to choose, has been identified in the current literature as the speaker's willingness to communicate (WTC). In recent times, with the communication becoming the backbone of successful professional and private lives and the role of English as *lingua franca* ever increasing, the importance of willingness to communicate in English language comes to the fore. Therefore, many authors have embarked on a journey to prove why willingness to communicate shall be put under the spotlight and why should language instructors set the engendering of WTC as one of the main aims of language instruction. Among the abundance of reasons, it is often argued that willingness to communicate may facilitate language learning itself. The concept has been thoroughly investigated in the English-as-a-foreign-language (EFL) contexts of China and Japan and in many different English-as-a-second-language (ESL) contexts. The conclusions reached are almost unanimous in nature – willingness to communicate, often in combination with the motivation to use the second language, positively affects the speaker's success in the acquisition and learning of English as a second or foreign language. Driven by such conclusions in many different contexts, this study was launched as the first of two stages of investigation of variables that affect the willingness to communicate in the context of university-level students in Bosnia and Herzegovina. The study investigates the effect of university type, grade level, GPA, nationality, gender, and the number of foreign languages that the students speak on their WTC. For the purpose of this investigation, the Willingness to Communicate Questionnaire (McCroskey & Richmond, 2013) was utilized. Research sample for this study comprises 193 students from two public universities and one private university in Bosnia and Herzegovina. The results of this study are particularly significant in the EFL context of Bosnia and Herzegovina, where the concept of willingness to communicate has not been extensively investigated.

Key words: Willingness to communicate, WTC, communication, EFL, tertiary education

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**Transition to Online Assessment: Challenges and Issues for
Language Lecturers**

Abstract

Many university language lecturers are required to assess student learning through end-of-the-term assessment, which is also known as summative assessment. This type of assessment mainly includes an in-class examination where students sit for the exam, a project, or a take-home examination to which students respond to several questions that include scenarios and integrating multiple concepts. However, due to the recent events, lockdowns, and sudden pivoting from in-class exams to online assessment, lecturers have been asked to assess students through alternative assessment techniques and tasks. While some teachers were given the option to select the most appropriate tool available regarding their courses, classes, and skills practices, some were not given any option but to conduct online exams in formats of short-answer or multiple-choice questions. It might be well stated that both ways of assessment have their pros and cons. For example, online exams are conducted through web-based applications, and they have strict time limitations, and depending on the features of the tools utilized, questions can be randomized for each student. However, take-home exams in the form of assignments are unsupervised, and students can access their coursebooks, lecture notes, and other resources to complete these assignments. In both ways of assessment, academic integrity, authorship, and exam security appear to be the challenges faced. The current study aimed at challenges and issues faced by language lecturers in Turkey during their transition to distance learning and teaching. The study benefited from quantitative data through online surveys through which the participants responded to several short-answer questions regarding their ways of assessing learners. The survey was created through Google Forms and shared with the participants through emails and social networking sites. The main results of the study revealed that most participants were not given any voice regarding the assessment types as the assessment type (one high-stakes exam) was dictated by the university senates and that take-home exams were challenging in terms of grading and academic integrity as the lecturers were to grade hundreds of student papers and to check these papers for similarity through several websites. Regarding online assessments in quizzes, many participants complained that they could not assess

specific course objectives such as fluency and pronunciation in speaking classes and added that multiple low-stakes exams in the form of quizzes or assignments were impossible due to several reasons such as the university regulations, the number of students, and technical resources available to the students and teachers. The participants also voiced concerns about the engagement and promotion of equity among all the students.

Key words: Online assessment; online testing; language assessment; language testing; issues; challenges

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Victorian Cultural Life and Its Reflection in Literature

Abstract

Victorian era is one of the most significant periods in the history of Great Britain: it is a period of developing industrialization as well as a period marked with strengthening of colonial positions. During the reign of Queen Victoria (1837-1901) Britain had been transformed into modern world empire. The empire's progress has been based on almost two parallel processes, industrialization and colonization. In spite of industrial and economic progress, or exactly just because of it, the society in this period was marked with an immense distinction between different social classes. Early Victorian period (1830-1848) was primarily characterized by the first public railway in the world. From 1932 the cultural and political life of the country was changed by signing a series of reforming laws which will change the elective rights. The mid-Victorian period (1848-1870) today is known as a period of prosperity and stability. The period of late Victorian period was marked by Boer war, Irish question and the issues with former colony, USA. During the late Victorian period the Victorian values started to decline. Every single aspect of life was transformed through technological, political, cultural and legal reforms in the spheres of universities, elective laws, parliament, education systems, public health, work conditions and trade union.

Material values would take a central position on collective and individual level as well. Rapid expansion of all social segments would influence collective consciousness and one of the consequences would be a dominant struggle for better social position, incomes and social power. Within family framework, a man had an absolute control over all family members as well as property. A position of a woman in the Victorian society can be illustrated by a syntagm "Angel in the House", in terms she was supposed to be dedicated and humble in relation to her husband.

All these segments play a prominent role in the poetics of the Victorian novel and have immense influence on the crucial segments in literature in this era. Our focus is one the way these processes shape the novel, its structure, characters and meaning.

Key words: Victorian culture, Victorian novel, history, "Angel in the House"

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EFL Discourse Analysis: Student Talk

Abstract

Lyrics of songs or lines of poems, famous paintings and graffiti street works of rebel anonymous adolescents, novels written and translated, newspapers articles, blogs, vlogs, reviews, and comments together with the university lectures and conferences and the political speeches are all parts of the social order as well as the natural occurrences of human interaction as conversations or unadorned chats. They all represent the visions, hopes and dreams of their creators and have been analysed in depth throughout the past 50 years by famous, distinguished as well as contentious philologists, linguists, grammarians, philosophers, social theorists, and historians under one label: discourse analysis. There is much to investigate and lessons to be learnt from the existing coronavirus pandemic which is clearly impacting all the existing types of discourse: artistic, mass media, political, institutional and academic and so forth.

However, this paper intends to explore discourse, in two specific social contexts: that of an official oral language examination and that of a Ted-style talk and to prove that the latter can positively influence the outcomes of the first.

This paper has as pivotal focus the analysis of the language used by three groups of Romanian high school students (15-19 of age) representing here the “community of reference” (Rossette-Crake, 2019, p. 28) while sitting Cambridge, IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language) and Baccalaureate speaking examinations before and after attending a TED-style Public Speaking Program (PSP).

By stretching the dictionary definition of public speaking, it can be inferred that meetings, interviews, hearings and oral exams with more than one person listening can be considered public speaking events, ergo we could also refer to Oral Examinations (OE) as public speaking events.

This research will be a pre and post experimental qualitative and quantitative investigation study conducted on three groups of 10-15 high school students aged 15-19 throughout a period of two years after a random selection.

The research might also have to be limited to a maximum number of 45 students and the results of this study shall be limited to only one social

category. To avoid researcher bias, the input of at least one fellow teacher is required while poor quality of the recording might influence the number of the number MOLES for study.

Key words: discourse analysis, public speaking - official oral examinations - discursive strategies - test reliability and validity - conversation

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**The language of a psychopath and its influence on
childhood trauma in the autobiographical novel *A Child
Called 'It'* by Dave Pelzer**

Abstract

First of all, this research paper explores a psychological area, offering an investigation and an exploration into the language of psychopaths, especially an analysis on the words of an aggressive mother.

Secondly, as important as the first, this piece of work explains the influence of bad behaviour, in particular those related to the persuasive character of offensive language used by psychopaths as an instrument in the intimidation of the victim, but also the repercussions of the attacking and humiliating language on the development of childhood trauma. But also pointing out how the spoken words or addressing formulas change or even cancel the child's identity. A huge impact in David's experiences caused by mother's psychopathic language is highlighted in the moments when she address him with the pronoun 'it' and phrase 'The Boy'. Refusing to call him by name, his mother gives him a sentence which cancels his identity. He is now somebody who doesn't exists, an outcast belonging to the basement of the house, an item, a nothing. The child gets to blame himself for the tragic destiny feeling incapable to oppose the humiliation.

Thus I intended to apply and demonstrate how the theoretical part based on psychological studies folds on the language used by an authoritarian mother with mental health problems and how all her specific actions fit in the canons established by the medical field of the psychopathology. Moreover I tried to determine in the Freudian space, if the spoken words of the mother hide any desire, secret, intention, frustration, pain or anxiety. Some clues are present in few replies when she accuses David for being the reason of her suffering. All this theoretical psychological parts have been applied in the sphere of autobiographical literature based on the novel *A Child Called 'It'* by Dave Pelzer.

The novel is related at first person and is part of an autobiographical trilogy (*The Lost Boy* and *A Man Named Dave*). The whole trilogy exposes the hardest struggle of a child, that of survival, against a monster. Seen as an alter-ego, David, the protagonist, a six year old boy, is the victim of the lowest, humiliating and sadistic

treatments like cruel strikes, gassing, starvation, stabbing and verbal aggression.

My entire interpretation of this case study is focused on two different psychological theories which intertwine each other. The first hypothesis is developed and presented by the psychologist Olivia Rayne. It is based on behavioural characterization of the psychopath using fifteen important symptoms which characterizes a psychopath like superficial charm, lack of empathy, need for stimulation, criminal tendencies, impulsivity, pathological lying, cunning and manipulative, early behavioural problems, failure to accept responsibility, juvenile delinquency, poor behavioural controls, sexual promiscuity, grandiose sense of self, shallow emotional response, lack of remorse. The second applied theory exposes Emily Smedley's study whose target is to expose a new perspective on the typical language of psychopaths using six important hypotheses in language analysis: numerous use of past tense lexical verbs, a higher number of cause and effect words, more references to primal needs, fewer references to social needs-family, religion, more disfluencies, fewer figures of speech except sarcasm. Therefore my intention was to propose an analysis and a strategy focused on qualitative data supporting the findings with a quantitative results. Thus, the case study include both an analysis of language and an analysis of behaviour. The two categories combine in order to accurately demonstrate the framing of the negative character in the novel in the typology of the psychopath.

The present case study harmoniously combines an introduction and a literature review which places the observation in a context starting from primordial words "In the beginning was the Word" followed by the placement of theoretical aspects (qualitative data), the research methodology and data analysis. The last of these gives us the interpretation of the language and the behaviour of our negative protagonist, focused on quantitative results. Lastly, the research paper presents some conclusions and recommendations.

Key words: language of psychopaths, childhood trauma, psychological patterns, bad influence, aggressive mother.

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The Multimodal Metaphor in Film: A Case Study of *The Shack**

Abstract

Starting from antiquity, the metaphor has been used, studied, criticised and praised in many disciplines, including philosophy, linguistics, rhetoric, and cognitive sciences. Nowadays, one of the recent fields in which metaphor can be thoroughly studied is in the flourishing realm of multimedia. The intertwining of different types of content, such as imagery, sound, text and other types of interactive content, can create an ample space in which the metaphor can thrive. Therefore, metaphor can be found in endless artistic forms in multimedia, such as cinematography, and the chapter's intent is to focus on the indispensable role of the metaphor in a motion-picture.

This current paper's motivation stemmed from a desire to analyse how the interconnection of different types of content can deliver a wide array of metaphors that will enrich the audio-visual experience for the audience. By examining the way in which cinematography utilizes metaphors, one can note that it plays a vital role in managing to enhance and to provide a fresh depth to a film. For this to be attained, the current paper wishes to analyse the multimodal metaphor, as well as the conceptual metaphor by focusing on its encounters in cinematography.

The analysis starts with a brief overview of these two types of metaphors, which are treated distinctively throughout the paper. In achieving this, I briefly noted the theories that the current paper is based on, namely Charles Forceville's approach to the multimodal metaphor, and George Lakoff and Mark Johnson's approach to the Conceptual Metaphor Theory. This information is vital in managing to grasp metaphoricality in film, and to ultimately understand its role in the subtexts of

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cinematography. The aim of this paper is treated thoroughly in the case study, that focuses on the film *The Shack* (2017), based on the eponymous novel written by W. P. Young (2007). The main observations surrounding the film pinpoint to different types of metaphors that are encountered, metaphors related to religion, and more specifically, the biblical metaphor, metaphors related to gender approaching, and metaphors related to the human's large spectrum of emotions.

The findings based on the film that was chosen for this study represents a minor example of how the artist's consciousness can be transposed into an art piece and present an idea to the world. However, the idea of the creator does not maintain its pure form, because when the transferal from creator to receiver is complete, the receiver creates his own metaphor based on his own intellect. This perpetual and on-going exchange of conceptual metaphors between individuals creates a vast realm that is ultimately impossible to dissect. In essence, the current paper will attempt to analyse metaphor and the role that human thought along with history has played in the emergence of new metaphoric constructions. It is also worth to be noted that the study attempts to explain subjectivity in an objective way, as metaphor alone cannot be analysed through the prism of one individual, but through the prism of being human in general.

All in all, the study of metaphor represents a vast avenue still to be explored, which can nourish an individual's understanding of the encompassing world. It is vital to note that metaphors are, in fact, a result of the history of our humane intellect, as well as an unfolding process that awaits to be discovered in the distant future.

Keywords: biblical metaphor, gender-related metaphor, emotion-related metaphor, outer human journey, inner human journey

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**Fiction Informed by a New Historicist Poetics.
Fact and Fiction in Historical Romances**

Abstract

Our research is an inquiry into the validity of a theoretically constructed framework for the study of literature which emerged at the threshold between the eighth and ninth decades of the last century: New Historicism. This inquiry implies both a theoretical and an applied dimension, that is, an assessment of the epistemological tenability of new historicist premises, assumptions and line of argument completed by the successful application of this grid on texts, in the sense of securing an interpretation which sounds appropriate and edifying. The necessity of this approach seems to us to arise out of the paradoxical situation that, although the masterpieces of Romanian fiction published after the war are in the magic realist or metahistoriographic key, the Romanian critics who used the New Historicist grid in their interpretation are just a few, and not the most authoritative figures in shaping the canon. However, the major novels and stories authored by Vintilă Horia, D.R. Popescu, Ștefan Bănulescu, A.E. Baconski, Fănuș Neagu, Ana Blandiana, Vasile Andru, Nichita Danilov, Alexandru Ecovoiu, Petru Cimpoeșu, Ioan Petru Culianu, Octavian Soviany, Florin Manolescu, Horia Bădescu, and several others go under the heading of historiographic metafiction – a term coined by Linda Hutcheon which has got into current use. In the introduction to *Learning to Curse*, his collection of essays from 1990, Stephen Greenblatt remarked that the label ‘new historicism’ covers ‘less a set of beliefs’ than a particular intellectual trajectory ‘that led from American literary formalism through the political and theoretical ferment of the 1970s to a fascination with what one of the best new historicists calls “the historicity of texts and the textuality of history.”’ Greenblatt suggested, as he did in many other places, that the new historicism must not be considered as a systematically elaborated research programme, but rather, and in keeping with its signature emphasis on the importance of history, as the outcome of a particular institutional and intellectual itinerary. (Vermeulen 2010: 483)

Literary discourse is intertwined with the whole social semiosis, that is, its object is not the world out there but precodified forms of social discourse, “collective social constructions,” as Greenblatt calls them in the Introduction to *Renaissance Self-Fashioning: From More to*

Shakespeare (1980). Actually, this is the difference between classical historicism and new historicism. Inquiries into the relation between Renaissance theater and society have been situated most often at the level of reflection: images the monarchy, the lower classes, the legal profession, the church, and so forth. Such studies are essential, but they are rarely questions of dynamic exchange. They tend instead to posit separate, autonomous systems and then try to gauge how accurately or effectively the one represents the other. But crucial typically remain outside the range of this critical practice: is it determined what may be staged? To what extent is the object of theatrical representation itself already a representation? (Greenblatt 1988: 11)

Greenblatt, however, argues that history is not a question of that flow of matter and energy which is the life of the universe, but, as says in the opening of *Shakespearean Negotiations*, of talking to the dead. This dialogue is the only object of history, and its content depends upon the artefacts sent down to later generations. At the same time, they are not the faithful mirror of the lived experience back then but just voices of the past, as subjective or biased as ours. Greenblatt does not imagine this dialogue to be knowledge of the past but a bridge cast through language to their language which makes their world relevant and meaningful to us.

Key words: New Historicism, spectrality of the past, the past as fiction, the forking ontology, the double view

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The Pandemic as a Source of Language Enrichment

Abstract

The current presentation discusses the way in which the current pandemic has led to new lexemes and structures in present-day Romanian. First, it briefly looks at the way in which English has developed new words to refer to this new virus and all it has triggered; it analyses several aspects of how English-based media refers to the current situation, looking at new words, new structures etc. related to the new virus and the disease. Then, it looks at how Romanian has either borrowed or developed its pandemic-related language, focusing on the media, on social platforms, and on personal communications and observations. New words, collocations and structures are rapidly developing and old ones are resurrected. For example, the En. *social distancing*, a compound already recorded in the Oxford English Dictionary from 1954 with the first meaning ‘*the action or practice of maintaining a degree of remoteness or emotional separation from another person or social group*, and since 2004 with the meaning used in the current pandemic, i.e. ‘*the action or practice of maintaining a certain physical distance from, or limiting physical contact with, another person or people (esp. family and friends), esp. in order to avoid catching or transmitting an infectious disease, or as one of a number of public health measures designed to inhibit its spread*’, has been translated in Romanian as *distanțare socială*, but some people are still unsure of its meaning. Another interesting word is Ro. *contacti* (En. *contacts*) because it has triggered some debate in Romanian due to the fact that the singular Ro. *contact* is known by most Romanians as a neutral noun, i.e. pl. *contacte*, and not a masculine one. Once the pandemic lingo entered the Romanian media, many people were amazed to hear the masculine plural *contacti*, and considered it a mistake, maybe due to the English influence of *contacts*. A close analysis of available Romanian corpora shows that the masculine noun Ro. *contact-contacti* has been around for at least a century and its use is medical and related to catchable diseases. So, this is an interesting case of language revival. Several such situations are discussed in the analysis.

A whole new type of discourse has transformed the way we talk about or refer to health and disease. The examples are mainly taken from online sources and from personal communications.

Key words: language contact, new words, borrowing, internal means of language enrichment

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Rhetoric in Young Learners' Diverse Classrooms: From theory to pedagogical practice

Abstract

The aim of this presentation is to offer a description of an educational project implemented in Greece with the purpose to develop young learners' persuasive strategies. The project was applied to learners of 9 years old in a primary school of Greece while intercultural folktales were used as a basic educational tool. The project was implemented during the school year of 2019-2020 and it was delivered with two hourly teaching sessions, being part of the course of Greek language and Environmental Education. In an attempt to assess the effectiveness of the project, three research instruments were employed: a) specifically designed record protocols along with students' written/spoken discourse which was analyzed on the basis of Guerini, Stock and Zancanaro (2004) persuasive taxonomy, b) the teachers' journal which was kept throughout the project and c) satisfaction interviews with the children in the end of the project.

Keywords: rhetoric, persuasion, young learners, interculturalism, diverse classrooms

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Generals Are Always Prepared to Fight the Last War. Are We?

Abstract

The metaphor of WAR was widely exploited for the COVID-19 pandemic by state leaders, government officials or prominent politicians (e.g. Romanian President Iohannis: “we are in the middle of a war; our heroes in the frontline are the doctors and the healthcare professionals”; President Trump called himself a “war-time president”, fighting against an “invisible enemy”; Queen Elizabeth II said “we will meet again”, reverberating a Second World War song, etc.) in order to legitimise the national imposition of the state of emergency. It is nonetheless important to beware the hazards of such powerful framings, as the reality of a war turns people into warriors, calls to obedience, propagates panic and instigates to hatred or racist action against the culprits (see President Trump referring to it as the “China virus”). Ideological manipulation through figurative language (metaphors, as well as hyperbole or irony) is a consequential phenomenon that needs to be further explored as it critically impacts not only national and international decisions and courses of action, but also our daily life, interactions and behaviours (the encroachment of social-distancing rules turned those of us who did not follow them and/or scorned the severity of the pandemic into ‘traitors’ and ‘deserters’).

This presentation will focus on metaphors identified in the Romanian newspaper *Adevărul* (The Truth), during the period September – October 2020, within a corpus of approximately 25,000 words, analysed using the ConcApp software and manual analysis. Fighting COVID is fighting a war and COVID is a deadly enemy (to trade, services, education, etc.) were by far the most frequently occurring metaphors: “COVID-10 lovește școlile din ...” /COVID strikes the schools in .../; “viețile a milioane de elevi au fost date peste cap” /the lives of millions of school children have been turned upside down/; “stăm pe o bombă cu ceas, doar că nu știm când va exploda” /we’re sitting on a time bomb, we just don’t know when it will explode/; “pandemia a făcut prăpăd în turism” /the pandemic has devastated tourism/; “COVID-19 ucide comerțul cu flori” /COVID-19 is killing the flower trade/.

Key words: COVID-19, WAR metaphor, Romanian language, *Adevărul*

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**Conceptual Metaphors of Covid-19 in Journalese – A
Reflection of the Pandemic through Words***

Abstract

The aim of the research paper is to identify the conceptual metaphors in journalese in a self-made corpus which deals with the topicality of the pandemic which has lately affected the entire planet, starting with the epidemic of COVID 19 which burst in Wuhan, China, in December 2019. The conceptual metaphors detected in the articles have been analysed, and the interconnections between the concepts have been detected. A stage of interpretation follows in order to reveal how the pandemic has been illustrated through metaphors and how it was perceived in the field of education, political agenda, economy, and social behaviour from the linguistic point of view.

The metaphors detected in journalese in the articles published in *The Economist*, *the Guardian*, *BBC News*, and *Reuters* were analysed and clustered into conceptual metaphors, revealing how the pandemic is perceived, as well as some interconnections between concepts. Moreover, two research questions were raised, i.e. 1) Can the metaphors be conceptualised and can interconnections among them be detected? 2) Is the frequency of the metaphors in a conceptualised relation and the words from the semantic field of ILLNESS, POLITICAL AGENDA, EDUCATION, HEALTH, and LIFESTYLE relevant for the authors' intension to picture the pandemic and its implication in our life?

The corpus was made up of 10 articles, published within a period of time extending from the 26th of March to the 14th of June. The importance of this period lies in the fact that the effects of the pandemic with all their implications – starting with the quarantine imposed by law and ending with the new rules of social behaviour – have become visible in entire Europe and the United States of America. The media has been

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capturing this historical event and gave it much attention not only to inform the people but also to offer an image as clear as possible to the posterity. The danger is still present, we cannot speak about the post-pandemic lifestyle, and the specialists have been struggling to find a way to defeat the virus for a long time. For this reason, this period of time for the self-made corpus has been chosen as well as it is connected to all the targeted semantic fields and the journalese has made good use of metaphors to express it with a more significant impact.

The starting point to detect the metaphors was the method used by the Praguejazz Group, in combination with the conceptualisation methods proposed by Lakoff and Johnson. The tools used have been the online dictionaries and the lists of conceptual metaphors available both in print format and on the Internet. Moreover, the frequency of the words from the semantic fields of ILLNESS, POLITICAL AGENDA, EDUCATION, HEALTH, and LIFESTYLE has been considered together with the number of occurrences of the metaphors under each conceptual relation.

Key words: pandemic, political agenda, health, education, lifestyle

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Dual Reference and Levels of Abstraction

Abstract

When we think about the way a metaphor works, we must definitely consider the interaction between the metaphor vehicle and the metaphor topic. We definitely have to take into account the existence of the two types of metaphors – the nominal ones and the predicative ones. Hence, due to these two different types of metaphors we have two different ways in which properties and characteristics are attributed. That is why we encounter the attribution of salient properties of the vehicle and the fact that this happens with the topic as the destination. This occurs in the case of nominal metaphors. “... *her letter was a dagger in his heart*” (Glucksberg, 2001:60). A dagger has as main properties the action of wounding, piercing, and in some extreme cases even killing. In this metaphor’s case can be seen how some of these properties that belong to the vehicle *dagger* are attributed to the metaphor’s *topic*, which in this case is *her letter*. We can see in this case a clear example of a nominal metaphor and how the interaction between its vehicle and its topic works.

“...*consumed by guilt and shame, Fred finally grasped his fate*” (Glucksberg, 2001:60) is a proper example of a predicative metaphor. In this type of metaphor, we have “salient characteristics of actions or other verb-referents are attributed to the subject or object of an assertion” (Glucksberg, 2001:60). From this assertion it can be inferred that Fred is not only destroyed by feelings of shame and guilt but also completely aware of what will happen to him. In this predicative metaphor, salient characteristics – *consumed* and *grasping* – are attributed to the subject of the action, namely Fred.

Considering the nominal metaphor “*her letter was a dagger in his heart*” we can get through the representational assumptions and the process assumptions. Therefore, one who faces for the first time this metaphor will have two options and these are according to his language knowledge, and more specifically his figurative language knowledge. Both the nominal metaphors and predicative metaphors offer a certain challenge for those unable or unaware of understanding their intended figurative meaning.

Key words: Metaphors, vehicle, topic, properties, dimensions

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Uncovering conceptual metaphors in Donald Trump's Twitter before and after the COVID-19 outbreak

Abstract

The current COVID-19 crisis is unprecedented in recent global history. It quickly monopolized the mind of global citizens since late January 2020, due to its impact on citizens' daily lives as largely disseminated in the media, which plays a crucial role in shaping public opinions (McCombs & Shaw, 1972). International leaders have addressed the pandemic outbreak in diverse ways, some having been undermined by a war-like undertone (cf. conceptual metaphor as discussed, for example, by Lakoff 1980, and Koller 2011). According to Hartmann-Mahmud (2002), metaphors are often exploited to manipulate emotion and to justify courses of action, in this case related to a pandemic scenario, thereby potentially fostering the labelling of the virus as an *enemy*, *invisible or hidden*, and as a prompter for war, hatred, prejudice and racism. Particularly interesting is the use of metaphors in the Twitter by Donald Trump, given his high engagement with interlocutors in social media (Walther 1992, Crystal 2006, Greengard 2009, Murthy 2013, Baym 2015, Burgess & Baym 2020). This paper resorts to corpora collected from President Trump's Twitter (<https://twitter.com/donaldtrump?lang=pt>) by extracting all original tweets disseminated in two periods, from September 2019 to January 2020 and from February to June 2020. Drawing on corpus linguistics and a discourse-based approach (Baker 2006) along with the concordancer, Wordsmith Tools 8, it is possible to flash out metaphors associated with the lemma COVID in Trump's twitters. Research findings point to 123 occurrences of the lemma virus closely associated

with the lexical items: *corona*, *covid*, *China*, *Chinese*, *hidden enemy*, *invisible enemy* and *war*. This piece of research intends to analyse conceptual metaphors in Trumps' communicative strategies also within the framework of the relevance theory (Wilson & Sperber 2012), throughout the early and mid-stages of the pandemic. Hence, it reflects upon the social construction of meaning borrowing from online exchanges between a global leader and internet followers in real world interactions.

Key words: Donald Trump, Twitter, Covid-19, conceptual metaphor, Corpus-driven approach

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**Pragmalinguistic analysis of multimodal satirical
discursive practices in *Re-nha-nhau* in a
transcultural/translingual context (Madeira)***

Abstract

Humour is often used for aesthetic, pedagogical and socio-cultural purposes in satire, by dividing and uniting, while also exposing injustice and inequality (Sousa, 2009a-c; Sousa, Bazenga & Marinho, 2009). Further studies are still needed about the way humour is conveyed in (trans)cultural/ translingual insular contexts (Duch, 2014), drawing on the close analyses of discursive practices retrieved in the archipelago of Madeira (Portugal), perceived as an urban and cosmopolitan setting for centuries (Norrick & Chiaro, 2009, Dovchin & Canagarajah, 2019). Locals / residents have been reported to be both under the sovereign influence of Portugal, but also under the British socio-cultural, economic, as well as linguistic influence, due to the century-long (trans)cultural contact (Sousa, 2017, 2018; Sousa & Marçalo, 2018). Thus, this empirical paper aims to uncover some pragmalinguistic strategies evidenced in twenty-two caricatures (Kecskes & Romero-Trillo, 2013) selected from *Re-nhau-nhau* (between 1934 to 1948), a satirical newspaper issued in Madeira throughout the 20th century. A set of British public figures, like Hinton and Blandy, frequently displayed in this satirical paper, have led the selection criterion of the

* This paper draws on findings reported in an essay submitted in the *III Encontro de Linguística, Sociedades e Culturas*, 27th june de 2019, FCCN (ID. 33068). Copyright © 2019, Atribuição - Não Comercial CC BY-NC (4.0), <https://educast.fcn.pt/vod/clips/bg0i734ia/streaming.html?locale=pt> in the scope of the projects of the course “Pragmatics, Discourse and Cognition” (MA of *Linguistics: Societies and Cultures*), run by Dr. Alcina Sousa and Dr. Vladimir Žegarac.

corpus of study, given their meaning potential as multimodal discursive practices. The Hinton's and the Blandy's are of British ancestry having settled in Madeira in the 19th century with a strong impact in different economic activities. Likewise, caricatures were more frequent in the 1930s, perhaps due to the beginning of World War II or because the caricaturists' desire for justice was, in part, fulfilled through the implementation of fairer government measures in the following decade. Considering the principle of *ridendo castigat mores*, this paper is meant to uncover and reflect upon humoristic strategies as well as the underlying aesthetic and pedagogical effect. Power and agency are overturned, defamiliarized, in the dialogic process of meaning making always with a humorous undertone, all worth examining. This entails the study of coherence, irony, speech acts (Austin, 1962; Searle, 1996) and face-threatening acts (Brown & Levinson, 1987) as mechanisms to achieve humour and social intervention goals in the corpora selected for this study. The research findings point to some discrepancy concerning the way Hinton and Blandy are represented, being Harry Hinton the most openly criticized figure at the time.

Keywords: humour; caricature; *Re-nhau-nhau*; Madeira; pragmalinguistic strategies.

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Metaphors in fiction films- a discourse analysis of *Before I Wake*

Abstract

Research on conceptual metaphors spans over three decades since Lakoff and Johnson initiated their Conceptual Metaphor Theory (CMT). However, it was only recently that these researches have begun to shift from a focus on exclusively verbal or written texts to other modes of expression which combine or even replace these discourses. As a result, the trend towards multimodality clearly transpires in academic papers as well as conferences. Furthermore, as cinematography is the multimodal field *par excellence*, this study is designed to stress the omnipresence, the influences and the functions of metaphors in fiction films by providing an insight into the manner of creating and analyzing multimodal and monomodal metaphors. The focus of this paper is narrowed down to the analysis of relevant pictorial (figure 2, 3, 5, 8), gestural (figure 4, 5, 6, 7) and verbo-pictorial (figure 1, 6) metaphors found in a fantasy thriller governed by metaphors triggered mainly through butterflies - *Before I Wake* (2016, Mike Flanagan). This research is based on the methods of discourse and content analysis which allow the study of metaphors' meanings, messages and effects on the content in which they appear as well as the observance of cinematographic metaphor creation strategies. Furthermore, the analysis proper which I contribute in this study is based on the manner in which this movie is approached: starting from the genres which this movie reunites (i.e. fantasy and thriller), this paper chiefly examines the similitudes between the hero's journey and the butterfly's life stages, thus it is built on the relation between the characteristics of the two genres' hero and the dominant metaphor. Throughout this research I will also answer a few practical and specific research questions I formulated by referring to the theoretical input provided by some famous metaphor specialists and theorists such as Lakoff and Johnson (2003), Charles Forceville (2009) and Johnathan Charteris-Black (2004). These questions are the following: 1. What constitutes the most valued and applied strategy of metaphor creation in this particular film?; 2. What elements should be taken into account when analyzing pictorial metaphors?; 3. What are the main metaphors which construct the message of the movie?; 4. How do metaphors contribute to the development of the characters and how do they influence their thinking and action?; 5. What are the general

roles and specific functions that metaphors have in this movie? Furthermore, in order both to fulfil my aim and to provide an adequate and logical analysis, the examination of the eight figures is also completed by a brief investigation of other metaphors which are relevant for the construal of the main ones. This is done in accordance with both the CMT and my manner of approaching this motion picture which I have already mentioned. The results suggest that the construal of specific conceptual metaphors relies on the universal ones and is guided by the movie's genres. The findings indicate that cinematographic metaphors have additional functions besides the known ones (ornamentation, persuasion, thoughts creator and revealer), among which the premonitory function is the most obvious and specific one. This study strongly supports a genre-based approach of monomodal and multimodal cinematographic metaphors. It also recommends an analysis of metaphors pertaining to the same movie genres in order to identify patterns which would eventually fill the empty gap of the other modes (besides written and verbal) on the map of the linguistic conceptual metaphors already established through Lakoff and Johnson's Conceptual Metaphor Theory.

Keywords: pictorial metaphor, verbo-pictorial metaphor, metaphor analysis, movie genres, hero, butterfly

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Difficulties in Translating Legal Contracts¹

Abstract

The paper deals with the issue of translating legal contracts. Legal translation is the transfer of judicial concept from one language to another, with paying very much attention to the meaning. Legal translation is the type of translation that is embedded in both language and law. A major difference is made between civil law and criminal law which are strongly connected, yet very distinct in legal systems and legal concepts. On the other hand, the paper also highlights the types of difficulties that arise during the translation process with special focus on the terminological difficulties. In the field of law, we rarely find two identical correspondents so the terminological incongruency became one of the main concerns of both lexicographers and translators. However, the discrepancy in terminology is common when speaking about language and the equivalence is often achieved by choosing the term with the closest meaning, depending on the context. Besides the discrepancy in terminology, there are also the false friends which can conduct the translator on a different path in terms of meaning, changing the meaning in the entire sentence, paragraph or text. In case of specialized texts, an enormous percent of high-quality translations depends on finding the most appropriate equivalent for the specialized language units or phrases used to convey the text message. However, despite the fact that every specialized term refers to a concept, their nature is fundamentally different. Further, we conducted an analysis of specialized legal dictionaries, as well as of other tools used by translators in the translation process. The resources of a translator are uncountable, yet nowadays the online and digital platforms are preferred and used almost all the time. Moreover, it is crucial for the translator to achieve legal effect at word-level, sentence-level and text-level. The field of law comprises the legal contracts which, according to various authors, are considered to be oral and written agreements,

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containing at least one promise and recognized as legally enforceable. Legal contracts are drafted for the doing or not doing of a particular thing and for establishing an obligation which shall be respected of the persons involved. The law of contracts includes a common set of rules applicable to all the contract and there are specific structures which must be taken into consideration when a contract must be draw up. All the more, the contracts are thought to be part of the basis of human society and almost the whole procedure of human life implies the fulfilment of contracts. All social life requires contracts, expressed of implied, declared or understood, that grow all rights, all duties, all obligation and all law. Generally speaking, every contract is joint for the interest and benefits of the parties, involving and exchange of money, goods or promises. Besides tackling the theoretical aspects of translating contracts, the paper also deals with practical aspects. We illustrate theory with the translation of a custody contract, followed by a detailed analysis of terminological structures used in source language and target language.

Keywords: Translation; Legal contracts; Legislation; Difficulties; Legal contracts

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**A Comparative Study of Business Metaphor in English,
French and Romanian Popular Economic Discourse in the
Context of the Covid-19 Pandemic**

Abstract

During these critical times attributed to the COVID-19 pandemic, the science of economics stands at the epicentre of global business strategies and is of great interest for experts and non-experts alike. The impact of economic measures taken by countries all around the globe can also be noticed from a linguistic perspective. Therefore, the purpose of this presentation is to shed some light on topics referring to national economies, as covered by newspaper articles, in the particular cases of the UK, France and Romania. Since these texts are written for an audience composed merely of readers with average or low degree of knowledge in the field of economics, this study intends to examine how the selection of metaphors serves various purposes, in order to allow people, from three different countries, to identify special aspects of their national economy. The methodological approach consists of several steps. First, qualitative data has been gathered, in order to produce a corpus based on articles, published on the internet, over the month of July 2020, in the business sections of various British, French and Romanian newspapers. Second, the text has been analysed with the help of the software AntConc, aiming at identifying and linguistically arranging the different types of ontological metaphors. Next, the metaphors have been classified into categories and sub-categories, according to the aspects in which economy may be viewed, for example, economy as natural phenomenon, economy as movement, economy as human being, economy as object etc. Starting from the hypothesis that the choice of metaphor is determined by cognitive and cultural factors, implying distinctive values, beliefs and attitudes, preponderant differences were anticipated in the conceptualization of national economy in the three languages. Even though the findings indicate a number of similarities, differences lie not only in frequency, but also in the ability to create visual representations.

Key words: Economic metaphors; Ontological metaphors; Covid-19 pandemic; Cultural variation; Popular discourse

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Metaphors of Pandemics in Virtuality: Andrei Codrescu's *Plague Diary*

Abstract

In an interview for “Steaua” Magazine, Andrei Codrescu affirmed related to virtuality that he had computers since the first ones on the market, he put his magazine on the internet when the internet was newly born, he had all kind of iPods and iPhones, and he played with the social networks as Facebook, but he left them all to sculpt Persephone characters from the roots of the trees torn out by a storm. This stage in the authors life was not definitive. Now a New York based author, Andrei Codrescu explores one more time the virtual world to make sure his thoughts and creation reach the public. Indeed, the experience of the virtual space has been prolific for the writer and manifested on several coordinates: co-writing, dissemination of literary texts, management and advertising instrument, and inspiration and theme for essays and novels.

Discussing the literature online, Andrei Codrescu shows that virtual environment is a method to disseminate a literary text respecting the contemporary tendency of collecting information rather from internet than from other traditional sources, since a search on the internet is more rapid than a search in a library and does not require the physical effort of the reader. Moreover, a text published and distributed through a bookstore had less public than a text published on the internet, especially if it is free for any reader.

The present paper explores Andrei Codrescu's return to the virtual space as broadcaster of his new texts on his webpage and on Instagram TV. Acknowledging the power of the internet during the lockdown, the writer uses its channels to share what he calls *Plague Diary*, a journal of ideas related to everything happening since CoVid19 forced the people to stay home, sometimes jobless, being bombed with information on the disease killing around the world. “Mid-plague, the streets of America exploded in anger. The sirens of ambulances merged with those of police cars. The music of New York in the CoVid age” (www.codrescu.com). America is presented through the eyes of a political historian, together with the world of dreams and its interpretation and new forms of dictatorship. In a comparative key, events are historically, geographically and symbolically juxtaposed, leading to the question: how many plagues are concomitantly affecting us?

Key words: pandemic, metaphors of pandemic, virtuality, Andrei Codrescu, *Plague Diary*

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Expressing the “Linguistic Self” in Autofiction

Abstract

It is well-known that autofiction is the most personal form of writing about the self and this study aims to offer an interdisciplinary perspective to the study of autofiction, analysing this literary genre from a linguistic perspective, a subject that has not been approached yet within the specialized literature and the importance of this study relies mainly on the need of further exploration of the topic. The aim is to start a new dialogue between Literary Studies and Linguistics, a dialogue that explains why an author of autofiction chooses to use certain linguistic forms of expression and, also, what information these choices give to the reader, offering a new understanding of the intrinsic motives of an author that chooses to opt for writing autofiction.

This new literary genre – autofiction – and the contemporary literature added a new type of the self, “the writing self”, that comes to life during the writing process, crossing the textual borderlines and creating itself with the help of various “language tools” – expressions that overcome grammatical and semantic categories. I named this avatar of the self the “linguistic self”, using the concept not as a second language identity, as it had been used before, but as a cover concept used to describe and analyse the construction of the self through language and the diversity of linguistic forms which the self takes during these processes. In the process of expressing the “linguistic self”, the author appeals to a variety of linguistic resources and, thus becomes involved into bizarre identity games, unfolded in layers of reality, but still a holistic image of the self can be preserved, although the unity of this “textualized self” can become split. Writers of autofiction recreate their own reality, fictionalizing true facts, but their fiction resides not only in their story, but also in the language, disrupting vocabulary rules and standard grammar in order to mimic the external reality and also to mirror their internal universe.

To understand the concept of autofiction one must comprehend the concepts revolving around it: first-person perspective, subjectivity, self-referentiality, self-consciousness, self-knowledge, self-portrayal and also, construction and representing the self through language. Some philosophers (Nagel 1986, McDowell 1998) hold that indexicals play an important role in understanding significant phenomena such as the first-person perspective and subjectivity, believing that reflection on

indexicals may shed some light into the obscure nature of self-perceiving and self-expression.

In order to illustrate my hypothesis I chose Rodica Braga's autofiction, *Anul 2000. Simple exerciții de sinceritate* [The Year 2000. Simple Exercises of Sincerity], a pseudo-journal and a textual-hybrid, situated at the limits of autobiography and fiction, where the writer assumes a multiple role, as an author, but also as a character and narrator. Rodica Braga chose to express her linguistic self in her autofiction, *Anul 2000. Simple exerciții de sinceritate* [The Year 2000. Simple Exercises of Sincerity], with the help of indexicals, mainly pure indexicals, according to Kaplan's classification or egocentric particulars, as Bertrand Russell named them, emphasizing the egocentric feature of indexicals and, also, the egocentric feature of this type of writings. Rodica Braga uses indexical beliefs expressed by uttering sentences that contain indexicals like "I", "here", "now", prevailing "de se beliefs".

In the category of pronouns, the most frequently used is the pronoun "I". Even when the pronoun "it" appears in a sentence, it is accentuated the personal feature of the utterance by emphasizing the pronoun "me". In the category of adverbs, the most frequently used adverbs are "now" and "today", thus the author of autofiction prefers to refer to an immediate time, setting the action in the present time of the writing process. In the category of adjectives, the most present is the adjective "my", accentuating the personal aspect of autofiction.

The present research paper will be structured as follows: in the introductory chapter, different types of the self are presented and the concept of "linguistic self" is briefly introduced. The literature review chapter presents the main theoretical problems that are in close connection to the subject of this paper. The research methodology chapter focuses on the methodological issue and the research methods that were used to shed light on the ways of expressing the "linguistic self". The data interpretation chapter focuses on the results that I have reached, results presented in tables organized in categories: the pronouns, the adverbs and the adjectives. The last chapter consists of conclusions, recommendations and the limitations of my research paper.

Key words: autofiction, linguistic self, indexicals, self-referentiality

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CONFERENCE HIGHLIGHT - BOOK PRESENTATION

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World languages and new literacies: people, migration and cultures

Abstract

This presentation is intended to introduce a special issue to be published by JoLIE meant to address the academic and theoretical grounds shared by linguists and international language educators addressing shifting paradigms in the 21st century. It gathers international research and reflection borrowing from theoretical-methodological frameworks describing the way linguistic systems work with reference to users' perspective while bearing in mind that linguistic productions and language change in natural languages operate with various extralinguistic dimensions. This desideratum is only possible by highlighting this relationship with various social and cultural dimensions, such as, peoples' migration moves, and their language contact has evidenced new and other linguistic uses (Canagarajah, 2017). It is a cross-disciplinary volume, addressing core issues such as standardisation, language contact, plurilingualism, dialects, language education in conflict zones in translocal/transcultural spaces, and intercultural communication in European languages (with some reflection on Kachru's assumptions about the inner and outer circle). Despite turning the focus on English and Portuguese (particularly Portuguese and its varieties being shaped at the turn of the new millennium on different continents), this special issue is meant to open the study to other languages, different uses and linguistic topics, discussing language diversity and change within a selection of languages not frequently gathered in one publication, for instance Angolan Portuguese, Indianized Russian, or Italian language for migrants.

Key words: language diversity, pluricentric approach, contact, use/usage, inner/outer circle

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