

**School of English and American Studies  
Faculty of Humanities  
Eötvös Loránd University**



***New Concepts and Approaches  
in English and American Studies***

**PhD Conference**

November 13-14, 2008

Venue:

Trefort-kert campus of Eötvös Loránd University  
1088 Budapest, Múzeum krt. 4/A and Rákóczi út 5.



2008. november 3–30.

**School of English and American Studies  
Faculty of Humanities  
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1088 Budapest, Rákóczi út 5.**

Website of the School:  
<http://seas3.elte.hu>

Website of the Conference:  
<http://www.eltebtk.hu/seasphdconference2008.aspx>

The organizers would like to express their gratitude to the  
Hungarian Ministry of Education and Culture  
and



for their support.

The School of English and American Studies  
of Eötvös Loránd University

is happy to invite you to its

## **“New Concepts and Approaches in English and American Studies”**

PhD Conference.

The PhD Conference forms part of the programme series “Magyar Tudomány Ünnepe 2008” (Hungarian Science Festival 2008) organized by the Hungarian Academy of Sciences. It aims to survey and encourage the scholarly research activities conducted currently within the five PhD programmes of the School of English and American Studies, with special emphasis on the most prevailing theories and methods applied within the fields of English and American literature, history, linguistics, applied linguistics, and language pedagogy. The conference is intended to familiarize students, colleagues, and fellow researchers with outstanding work in our PhD programmes and demonstrate the ways in which students and their tutors work together in research projects.

It is our pleasure to welcome all the participants: students, tutors, guests, and wish you all a successful conference!

The organizing committee:

Tibor Frank (American Studies PhD Programme; Chair)  
István Géher (Renaissance and Baroque English Literature PhD Programme)  
Krisztina Károly (Language Pedagogy PhD Programme; Co-Chair)  
Aladár Sarbu (Modern English and American Literature PhD Programme)  
László Varga (English Linguistics PhD Programme)  
Vera Benczik (PhD student, Secretary)  
Anna Babics (HÖK)

# Programme

**November 13 (Thursday), 2008 – Morning**  
 (Building “A”, ground floor: Kari Tanácsterem)

|             |  |
|-------------|--|
| 8.00-9.00   | <b>Registration</b><br>(Building “A”, in front of room 47)   |
|             | <b>Opening</b><br>Chair: Tibor Frank   |
| 9.00        | <b>Károly Manherz:</b> General Opening<br><b>Zoltán Kövecses:</b> New Concepts and Approaches in English and American Studies                      |
|             | Session 1: <b>Migrations, borders, battlefields</b><br>Chair: Tibor Frank  |
| 9.30        | <b>Ivo Mihajlović:</b><br>Croatian Emigration in the United States of America, 1900-1920   |
| 9.45        | <b>Lívía Szedmina:</b><br>Where Do We Belong? Reactions of Ulster Protestants and Hungarians of Vojvodina to Impending Border Changes              |
| 10.00       | <b>Zoltán Peterecz:</b><br>The Importance of Personality: Alfred Zimmerman and Jeremiah Smith, Jr., Commissioners-General of the League of Nations |
| 10.15       | <b>Anikó Kapornaki:</b><br>LIVE from the Battlefield   |
| 10.30       | Discussion   |
|             | Session 2: <b>Personality, voyage, poetry</b><br>Chair: Enikő Bollobás   |
| 10.45       | <b>Júlia Fodor:</b><br>Healthcare Reform in the USA  |
| 11.00       | <b>Vera Benczik:</b><br>The Voyage Theme in Ursula K. Le Guin’s <i>The Dispossessed</i>  |
| 11.15       | <b>Andrea Nagy:</b><br>The Role of Violence in Representing Women in Old English Poetry  |
| 11.30       | Discussion   |
|             | Session 3: <b>Business English, discourse, structure</b><br>Chair: László Varga  |
| 11.45       | <b>Zsuzsanna Zsibrinszky:</b><br>A Genre-based Description of Business Emails Written by Native and Non-native Speakers of English                 |
| 12.00       | <b>Jasmina Szadzovska:</b><br>Designing and Applying a Speech Act and Genre Model for Analysing Business Presentations                             |
| 12.15       | <b>András Imrényi:</b><br>Inversion in Hungarian and English   |
| 12.30       | Discussion   |
| 12.45-14.00 | Lunch break  |

**November 13 (Thursday), 2008 – Afternoon** (Room 356, Rákóczi út 5.)

|             |   |
|-------------|---|
|             | <b>Session 4: Language teaching, language learning</b><br>Chair: Edit Kontra  |
| 14.00       | <b>Gabriella Mezei:</b><br>Goals in the English Language Classroom  |
| 14.15       | <b>Borbála Rieger:</b><br>Teachers' Attitudes towards Authenticity in Language Teaching   |
| 14.30       | <b>Ágnes Sarkadi:</b><br>Language Teachers' Experiences with Teaching Dyslexic Students in Mainstream Education   |
| 14.45       | Discussion  |
|             | <b>Session 5: Composing, narrating, debating</b><br>Chair: Dorottya Holló   |
| 15.00       | <b>Zsuzsanna Huszár:</b><br>Time and Temporal Structures in School Compositions   |
| 15.15       | <b>Anna Trebits:</b><br>Cognitive Task Complexity and L2 Written Narrative Production: Effects of Aptitude and Working Memory   |
| 15.30       | <b>Gergely Tamási J.:</b><br>A Comparison of Stock Issues in the First Proposition Speeches at the World Universities Debating Championship and at a Hungarian University Debate Club |
| 15.45       | Discussion  |
|             | <b>Session 6: Academic English, EU English</b><br>Chair: Krisztina Károly   |
| 16.00       | <b>Frank Prescott:</b><br>Entering an Academic Discourse Community: First-year Students Adapting to the Requirements of University  |
| 16.15       | <b>Gabriella Jenei:</b><br>Problems in the Use of Reference as a Cohesive Device in Non-native English Academic Writing   |
| 16.30       | <b>Réka Jablonkai:</b><br>Defining EU Discourse: The First Steps towards an EU English Corpus   |
| 16.45       | Discussion  |
|             | <b>Doktoranduszképzés a Bölcsészkaron</b>   |
| 17.00-17.30 | <b>Békés Márton és Strelci Zita</b> (ELTE BTK HÖK Doktorandusz Bizottság): Gyakorlati tudnivalók a jövő doktoranduszainak   |
|             | Kerekasztal: <b>A doktori képzés jövője a Bologna rendszerben</b><br>Moderátor: Károly Krisztina  |
| 17.30-18.15 | Résztevők: Kriston Renáta, Kulcsár Szabó Ernő, Nádasy Ádám, Orlovsky Géza   |
| 18.30       | <b>Reception</b> (Building A, Kupola büfé)  |

**November 14 (Friday), 2008 – Morning**  
 (Building “A”, ground floor: Kari Tanácsterem)

|       |   |
|-------|---|
|       | <b>Session 7: Films, theatre, translation</b><br>Chair: István Géher  |
| 10.00 | <b>Erika Huszár:</b><br>Henry James and Merchant-Ivory: the Remarkable Combination of Critical Acclaim and Box-office Success |
| 10.15 | <b>Katalin Palkó Tabi:</b><br>The Postmodern Paradigm Shift as Reflected in the Theatrical Text of <i>Hamlet</i>              |
| 10.30 | <b>Eszter Orbán:</b><br>Translating Dialect in a Vacuum   |
| 10.45 | <b>Zsuzsanna Péri-Nagy:</b><br>Compilation, Translation, Authoring as Weapons: The Case of Nicholas Love                      |
| 11.00 | Discussion  |

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|       | <b>Session 8: Modern poetry, modern theatre, modern novel</b><br>Chair: Aladár Sarbu   |
| 11.15 | <b>Erzsébet Diószegi Szócs:</b><br>A Comparison of Two Poems: Robert Graves: <i>Leda</i> and Yeats: <i>Leda and the Swan</i> |
| 11.30 | <b>Andrea Kirchnopf:</b><br>The Post-Victorian Novel: A Case Study of Alasdair Gray's <i>Poor Things</i>                     |
| 11.45 | <b>Rudolf Sárdi:</b><br>The Concept of “Cosmic Synchronization” in Vladimir Nabokov's Works                                  |
| 12.00 | <b>Teodóra Wiesenmayer:</b><br>Musical Structure and Space in the Modern English Novel                                       |
| 12.15 | Discussion   |

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|-------------|---|
|             | <b>SEAS publications open to PhD students</b><br>Moderator: Vera Benczik  |
| 12.30-13.00 | <b>Dorottya Holló:</b><br><i>Working Papers in Language Pedagogy</i><br><b>Ágnes Péter:</b><br><i>The AnaChronisT</i><br><b>László Varga:</b><br><i>The Even Yearbook</i> |

|             |             |
|-------------|-------------|
| 13.00-14.00 | Lunch break |
|-------------|-------------|

**November 14 (Friday), 2008 – Afternoon**  
(Building “A”, ground floor: Kari Tanácssterem)

|       |  |
|-------|--|
|       | <b>Session 9: Art history, cultures, cultural studies</b><br>Chair: <b>Ágnes Péter</b>           |
| 14.00 | <b>Anna Tüskés:</b><br>Venetian Well-Heads in the English Literary Heritage and the Art Trade    |
| 14.15 | <b>Henrik Csepreghy:</b><br>Paradigmatic and Syntagmatic Models of Interpretation in Shakespeare |
| 14.30 | <b>Imola Bülgözdi:</b><br>Reasons for a Contextual Approach to Literature                        |
| 14.45 | Discussion   |
|       | <b>Closing</b>   |
| 15.00 | <b>Tibor Frank:</b> “The Uses of Literacy”   |



# **Abstracts**

## **VERA BENCZIK**

### **The voyage theme in Ursula K. Le Guin's *The Dispossessed***

The voyage has been one of the basic themes in science fiction (SF) since its beginnings. While it has naturally been an ever-present topos in literature since the dawn of narratives (e.g., the Epic of Gilgamesh), SF as a genre is predicated on the necessity of the physical journey to encounter the Alien/Other. This notion has seen many incarnations, and the unique toolkit of the genre allows for uses of the motif different from mainstream literature.

Ursula K. LeGuin whose prose, heavily influenced by Taoism, is often composed around the dualist concept of Self and Other, is unique in the field in her manifold uses of the voyage theme. Surpassing the status of a simple catalyst, her voyages function as organizing narrative elements whose interaction and opposition define and structure the flow of the narrative.

In my paper I would like to take a closer look at the voyage theme in her novel *The Dispossessed*. The narrative is structured by alternating chapters relating the two main voyages of the novel: Shevek's life journey up to his departure from his home planet Anarres, and his physical voyage to Urras. The central issues of the narrative are duality and communication, the possible dialogue between opposites, between Self and Other. The journeys in the novel all aid the exploration of this opposition, and serve as catalysts for the communication between the familiar and the alien on multiple levels.

## **IMOLA BÜLGÖZDI**

### **Reasons for a Contextual Approach to Literature**

This presentation will focus on the theoretical problems I had to face when choosing as dissertation topic the analysis of short stories by Katherine Anne Porter, Eudora Welty, Carson McCullers and Flannery O'Connor. All white, Southern middle-class women writers often dealing with Southern characters and settings, their parallel features make comparisons that point beyond solely text-based literary analysis inevitable. Critics traditionally distinguish them from northerners and liken them to the trend best represented by Faulkner, nevertheless I could find no firm theoretical background accounting for such views.

In an attempt to incorporate all the relevant aspects, such as gender studies, history, sociology, psychology, Southern studies, etc. I turned to the broadest anthropological definition of culture as a way of life, which is also the basic tenet of the Cultural Studies paradigm. My aim is to present the model of culture designed by sociologist Stuart Hall and discuss its relevance to the analysis of literature as a representational practice in the 'circuit of culture' along with the possible advantages of placing literature in the broadest possible context of human life.

## **HENRIK CSEPREGHY**

### **Paradigmatic and syntagmatic models of interpretation in Shakespeare**

The theoretical basis of the presentation is provided by Yuri Lotman's typological definition of cultures, by which he divides cultures, as systems modelling reality, into

two large groups according to their relationship with the sign and signification. Thus he distinguishes “Medieval type” and “Enlightenment type” cultures.

In “Medieval type” cultures every portion of reality becomes a sign, a meaning, the whole life of the individual is characterised by a panmetaphorical attitude. Each small event of life refers to another one, and that in turn refers to yet another, into the infinite. All existing things are parts of a great chain which stretches from the mineral world, through the human world, into transcendence. Thinking is permeated by sympathies, antipathies, similarities, correspondences between things, plants, events, character-traits, even planets. The interpretation of the world is characterised by high semiotic consciousness. The world is a great book, and the main task of Man is to interpret the signs of this book and finally to find the Ultimate Signified, God. This model of interpretation can be called paradigmatic, because it is mainly based on the observation of the correspondences of items of the same class which are nevertheless organised hierarchically.

Contrary to this, “Enlightenment type” cultures can be characterised by an intense suspicion towards signs and signification and a minutious description of reality, arranging everything in clearly defined taxonomies, based exclusively on the visible aspects of things. This model of interpretation orders things contiguously, near each other, that is why it can be called syntagmatic. According to Lotman, during the Renaissance the Medieval-type is already cracked to a certain extent, although it is still firmly in place. At the same time, a strong need for a new epistemological model emerges. In Robert Weimann’s opinion, it is precisely the momentary co-existence and harmony of Medieval and Enlightenment-type models of world interpretation during the Renaissance that caused the long-lasting popularity of Elisabethan dramas. In my presentation, I am going to test the validity of the above hypothesis by scrutinising the metaphor structure of Shakespearean plays in order to trace the influence of these interpretation models.

### ERZÉBET DIÓSZEGI SZÓCS

#### **A comparison of two poems: Robert Graves: *Leda* and Yeats: *Leda and the Swan***

The chief aim of this presentation is to familiarize the Hungarian audience with Robert Graves’ poetic achievement and demonstrate that he should be acknowledged alongside with his contemporaries, for instance Yeats. We shall compare Yeats’ *Leda and the Swan* and Graves’ *Leda* poem, concentrating on the different perceptions of the original myth. At the same time, I also wish to show how biographical data plays an extremely important role when analysing Graves’ poetry since his tormented life of long celibacy when living with Laura Riding resulted in *Leda* taking pleasure in being raped by Zeus in a swan’s disguise. A further connection can be made to his muse worship culminating in the book ‘the White Goddess’, although, at the age of writing *Leda*, a muse was expected to give bodily inspiration as well as emotional and poetical one.

In Hungary, Graves is well-known for his historical novels, although he wished to be recognised as a poet. Robert Graves lived a long, extremely prolific life and centred his poetry around love and the muse, hardly ever writing about world issues. This might be the reason why he is not classified into any of the movements and almost goes unnoticed nowadays. At the same time, there is an increasing

recognition of his works in the English-speaking world and a conference is held regularly every, or every second year in his tribute.

### **JÚLIA FODOR** **Healthcare reform in the USA**

The two most urgent issues concerning the US health care system which have to be dealt with are controlling skyrocketing costs and insuring the tens of millions of uninsured and underinsured Americans. The US spends more on health care than any other nation in the world, both as a proportion of GDP (15%), as well as on overhead expenses (31% of US health care dollars go to health care administrative costs – contrast that with 1.5% in Hungary and 11% in Canada!). Despite this fact, the overall performance of the US health care system was ranked 37<sup>th</sup>, while the health of Americans was rated at 72<sup>nd</sup> from among 191 nations by the WHO in 2000.

The Republican presidential nominee, Senator McCain suggests that the number one priority has to be *cost control*, rather than promising millions of people “access to a system that isn’t working”. In the view of Senator Obama, the Democratic nominee, *every American* has the right to affordable, comprehensive and portable health insurance. In the meantime, Senators Bob Bennett (R-UT) and Ron Wyden (D-OR) have come up with a bi-partisan bill proposing health care reform that is more impressive, far-reaching and transformative than anything Obama or McCain have to offer. Many Americans are in for a surprise this election year as they are presented with recent statistics claiming that over 50% of the medical profession has become sympathetic to implementing a *single-payer health care system* in the USA – a development that very few would have dared to dream of just a few years ago.

### **ERIKA HUSZÁR** **Henry James and Merchant-Ivory: the remarkable combination of critical acclaim and box-office success**

The Ismail Merchant-James Ivory-Ruth Jhabvala trio made three films on the basis of Henry James novels: *The Europeans* (1979), *The Bostonians* (1984) and *The Golden Bowl* (2001). All these films can be classified as heritage films, with all the positive and negative traits of the genre, of which scrupulous reliance on the original literary text is most relevant for us. James’s novels, with very few exceptions, are believed to have reached only a narrow, elite circle of readers at the time of their publication, while at least the first two of the above films enjoyed remarkable success in box-office terms and met much critical acclaim. I have found it of interest to analyse the grounds of this rare combination of achievements, first and foremost what topical, modern message these two films managed to communicate to such a considerable number of American viewers. I am also examining why the 2001 rendition of *The Golden Bowl* was rejected both by critics and the audience.

## ZSUZSANNA HUSZÁR

### Time and temporal structures in school compositions

The corpus: The research corpus is a national, representative sample of 2170 school compositions by pupils aged 10-16. The compositions, which include approximately 600 000 words, were recorded for the University of Szeged in 1998.

Major research aspects: We prepared our category system so that we could analyse the linguistic forms of categories related to time, temporal perspectives and rhythm. We recorded the occurrence of the rhythmical categories of the minute, the hour, the week, the month, the season, the year, the school periods and the generation scales. While exploring the temporal perspectives of pupils aged 10-14, we recorded references they made concerning their adulthood and old age, as well as references to times beyond their lifetimes. Events described in the texts were encoded on the basis of their nature, which can be strictly chronological, linear or cyclic.

Research methods: We adopted a methodologically mixed technique. First, we examined the frequency of certain text characteristics. With the help of the Galois graph and cluster analysis techniques we analysed the structure of rhythmical categories. By applying multidimensional scaling, we sought to uncover relevant dimensions that could account for the differences between the items examined.

## ANDRÁS IMRÉNYI

### Inversion in Hungarian and English

In generative grammar, the traditional term “Subject Auxiliary Inversion” (SAI) is used only informally, with either movement transformations (e.g., wh-movement to Spec,CP and I-to-C movement) or structural/alignment constraints (in various versions of OT) producing the desired effects. In the presentation, my aim will be to defend the notion of inversion by treating it as an iconic device in the constructions it occurs in.

My starting point will be Hungarian, where the verbal modifier + verb order is reversed e.g. after interrogative, identificational or negative expressions (foci), and the verb destressed. It seems impossible to provide a unified analysis of these by attributing a shared functional feature to the fronted elements ([+information focus] is too vague, [+exhaustive] too specific). Rather, inversion and destressing reflect that the verbal predicate’s default function (of being a schematic declarative clause/proto-statement) is restricted in focus-marked contexts. Although English is different in many respects, it seems viable to regard its subject + finite verb pattern as a declarative clausal core, with the relative order of the elements serving as a clue to whether it is upheld or restricted. (Subject postposing may also encode thematization of the verb and rhematization of the subject, e.g., in *So have I*.)

## RÉKA JABLONKAI

### Defining EU discourse: The first steps towards an EU English Corpus

The paper presents the first stage of my PhD research that is a corpus-based investigation into EU lexis and discourse from an ESP perspective. Sinclair (1991) suggests that it is not the linguist’s task to decide which texts to include in the corpus

of a field, but there is a need for subject-specialist informants. Therefore the aim of this first stage was to map out EU discourse by involving EU experts. The method used was a questionnaire survey among Hungarian EU experts (N=90). The present paper focuses on the aspects and steps of text selection for corpus compilation and presents the findings of the survey. These findings indicate that texts like the Consolidated version of the treaty on the EU, regulations and directives, Commission working documents are important candidates to be included in the English EU corpus. Although the survey results cannot be considered representative of all Hungarian EU experts, they served as empirical bases for creating selection criteria for corpus creation and in collecting relevant texts for the purposes of the investigation. The EU English Corpus provides a good basis for further corpus-based research into EU discourse and helps create well-informed ESP teaching materials.

### **GABRIELLA JENEI**

#### **Problems in the use of reference as a cohesive device in non-native English academic writing**

In this presentation I intend to summarize the results of a corpus-based research project on cohesive ties of reference in student academic writing, which is part of a larger scale investigation for my PhD dissertation.

The dissertation research is a corpus-based investigation of referential cohesive ties and cohesive chains in academic writing. More specifically, it compares a corpus of research articles written by native-speaker experts in the field of applied linguistics and MA theses in the same field from the Hungarian Corpus of Learner English. The comparison is hoped to yield useful data concerning both the types of problems students have in using referring items (i.e., pronouns, demonstratives and comparatives) and writing strategies used by experts to disambiguate or clarify references. In order to obtain pedagogically useful data, that is, a thick description of the corpora that goes beyond describing surface linguistic features and supplement it with a contextual analysis, both quantitative and qualitative methods are used.

The presentation will focus on the results of the analysis of student theses. It will first give a brief outline to the problems students have in using referring items in English. After a short introduction to the method used for analysing the texts, corpus-based findings will be used to show how much textbook writers' assumptions about typical student mistakes match empirical findings.

### **ANIKÓ KAPORNAKI**

#### **LIVE from the battlefield**

The presentation aims to show a section of my PhD research, which is centered around the history of war correspondence, with special emphasis on the 2003 war in Iraq.

The presentation concentrates on television reporting, the most rapidly changing genre, which has a great effect on the state of journalism in general. The talk showcases the works of the world's most famous war reporters (not only CNN's) – accompanied by original footage. It also shows how the Pentagon's attitude towards the media has changed since the Vietnam war, from being completely anti-media (in

the 70s and 80s), to trying to control it by introducing media pools (e.g., in the Gulf war), to accepting that with the development of satellite communications it was harder and harder to control broadcasts and to allowing reporters to travel with the troops – the so called embedding program – introduced in the 2003 war in Iraq.

The recent history of war correspondence is chosen because war reporting is one of the costliest and most demanding genres of broadcasting, which forces the channels to try and stay ahead of their competitors by employing the latest technology. Due to technological advances, the 2003 war in Iraq became the first war broadcast live from the battlefield.

#### **ANDREA KIRCHKNOPF**

##### **The post-Victorian novel: A case study of Alasdair Gray's *Poor Things***

Post-Victorian studies is an emerging interdisciplinary field of research. It incorporates literary (Christian Gutleben, *Nostalgic Postmodernism* 2001), film, adaptation (Cora Kaplan, *Victoriana* 2007) and cultural theories (John Kucich and Dianne F. Sadoff, *Victorian Afterlife* 2000) to approach current refashionings of the Victorian age and its conventions. Post-Victorian fiction forms one such area of reproduction opening up a dialogue between the Victorian and the (post)modern, integrating nineteenth- and twentieth-century novelistic conventions. Alasdair Gray's *Poor Things* (1992) provides a convincing fictional example of interrogating our relationship to Victorianism in many respects. First, it juxtaposes denotative/historical and connotative/aesthetic definitions of "Victorian," affecting terminological debates surrounding the post-Victorian phenomenon as well. Second, it contextualises various ideological discourses that currently frame our rereading of nineteenth-century texts, in particular, those of feminism, post-colonialism and cultural materialism, which impact on various concepts of identity from sexual through national to cultural. Third, *Poor Things* also addresses important issues of literary theory: the competing narrative voices and the generic hybridity characterising the novel foreground the ambiguous treatment of authorship, authority and originality influencing our perception of cultural (re)production and its institutions. All these aspects assist in illustrating how the current trend of rewriting Victorian texts and postmodernism interact.

#### **GABRIELLA MEZEI**

##### **Goals in the English language classroom**

In spite of the fact that researchers recognise the importance of goals in language teaching, goals have not found their way to everyday teaching practice, at least their role is ambiguous. Scholars claim that goals are neglected in the classroom (e.g., Dörnyei & Csizér, 1998; Cheng & Dörnyei, 2007; Mezei, 2008) although one of the goals of teaching is said to be the formation of self-regulated learners (e.g., Réthy, 2003; Józsa, 2007). Self-regulation, however, places a great importance on goals. In my talk, therefore, I will address the role of goals in language teaching from the perspective of language teachers. As part of my PhD research, I conducted interviews with experienced and less experienced teachers enquiring about what goals they think teaching and teachers in general and students in particular have, and how they

manage to harmonise different level goals in teaching. The analysis of the interviews allowed for conclusions about the following: what goals teachers perceive to be prevalent in teaching and in students' lives, where goals originate, some goal properties (as perceived by practising teachers), and managing and harmonising goals in language teaching. I will also support these claims with excerpts from student interviews. In addition, the results draw our attention to the fact that awareness-raising in this area is urgent as language learning behaviour too is guided by goals.

### **IVO MIHAJLOVIĆ**

#### **Croatian emigration in the United States of America, 1900-1920**

The Croatian emigration in America at the beginning of the 20<sup>th</sup> century was well organized and kept a keen eye on the happenings in the old country. One of the reasons for the interest was the fact that most of the emigrants planned on returning home after earning sufficient amount of money. The remnant, those wishing to remain in the United States, placed a great emphasis on the preservation of their Croatian identity, language and culture. Fraternities and associations were founded, many with their own publications, and political lobbying took place on behalf of the then popular drive for the unification of all Southern Slavs into a single state.

The presentation will contain a close inspection of the US areas chosen by the Croats (and the Serbs from Croatian lands in the Habsburg Empire) as suitable for the settlement and the reasons for their selection; the various types of organizations founded by the émigré circles; an overview and sampling of their publications; the general political sentiment as regarded the old country and the related lobbying and PR campaigns.

### **ANDREA NAGY**

#### **The role of violence in representing women in old English poetry**

The present paper is based on research done for my doctoral dissertation. The paper will focus on the role violence plays in the representation of various female characters in Old English poetry. The literary characters under consideration include the women who appear in the epic *Beowulf*, the speaker personae of the anonymous elegies *Wulf and Eadwacer* and *The Wife's Lament*, as well as the protagonists of the religious poems *Juliana*, *Elene* and *Judith*. The paper will address separately the case of women who engage in violent behaviour and those who are victims of violence. Attention will also be given to how violence is constructed as "positive" or "heroic" on the one hand, or "negative", that is, "unacceptable" on the other.

### **ESZTER ORBÁN**

#### **Translating dialect in a vacuum**

The subject of my DLA research is the problematic nature of translating plays using dialects and other geographically defined language usage into Hungarian, given that in Hungarian the use of dialects is restricted to small communities and is practically not present on stage.



My main focus will be on the translations of Martin McDonagh's *Leenane* and *Aran Islands Trilogies*. These plays have had great international success while using a clearly defined Irish dialect.

In Chapter I, I'm exploring the current Hungarian theatre translation trends as well as the views of theatre-goers and professionals alike on the use of dialects/special registers versus creating a new 'dialect-like language variety' to render the effect of dialect use.

In order to gather the suitable amount of data and to reach a great number of participants in a short period of time, I need to create a suitable questionnaire that I can use with all interviewees. The elaboration of the questionnaire poses a number of questions I wish to discuss: choosing participants; choosing suitable extracts/phrases from the plays; contrasting the answers of translators with their practice; testing the reception of certain words and how probable audience members define them; testing the dialect-like language use: is it geographically or socially/culturally determined?

### **KATALIN PALKÓ TABI**

#### **The postmodern paradigm shift as reflected in the theatrical text of *Hamlet***

An analysis of the textual handling of Shakespeare's *Hamlet* in the Hungarian theatres since the 1980s

In the nineteen-sixties, the theatrical world on both sides of the Atlantic experienced a marked shift towards what we call today 'postmodern theatre' starting off with the happenings, experimental performances and alternative theatrical movements. These changes also reached Hungarian theatrical life quite early, although the paradigm shift lasted longer here due to the political circumstances, and therefore the postmodern theatrical mode – termed 'New Theatricality' by Árpád Kékesi Kun – could not become institutionalized until the nineteen-nineties. All these changes also left their mark on the handling of classic dramatic texts like Shakespeare's *Hamlet*. In this paper I would like to describe and analyze the way of Shakespeare's *Hamlet* from its theatrical retranslations of the 1980s-90s to the reworked and intertextualized promptbooks of the last decade arguing for a pragmatic theatre-centred attitude towards the play rather than dismissing the directors' handling of the text as barbaric and iconoclastic.

### **ZOLTÁN PETERECZ**

#### **The importance of personality:**

**Alfred Zimmerman and Jeremiah Smith, Jr.,  
Commissioners-General of the League of Nations**

After World War I the League of Nations was born in 1919. Although the initiative came from U.S. President Woodrow Wilson, the United States stayed away from the organization, which in many ways restricted the manoeuvring room of the League. The League of Nations became a "European League," concentrating first and foremost on the problems of the European continent. Next to a lasting peace, the most burning issue of the 1920s was the economic rehabilitation of Europe, and especially of Central and Southern Europe. Here, mainly in the interest of Britain, the League started a string of financial reconstruction programs in countries that were unable to

climb out of the maiming consequences of World War I. The first two cases, Austria and Hungary, provide a lot in common and ground for various comparisons. Comparable are the persons that filled the post of Commissioner-General and responsible for the successful execution of the program drawn up by the League. Since in both countries there were initial distrust against a foreigner having wide powers over the finances of the country, a lot depended on the personality of the given Commissioner. He was a major factor of the possible success and the general attitude toward him. It is worth investigating how the two men chosen for the posts, Alfred Zimmerman for Austria, and Jeremiah Smith, Jr. for Hungary, fared in that comparison. The comparison is even more compelling since one of them was Dutch (Zimmerman), the other an American (Smith), and their personalities were strikingly different. The differences between the two officials largely determined the degree of the difficulty of their work, although both programs ended as a success. While Zimmerman was the target of constant dislike and found himself in opposition to almost everyone in Austria, Smith was seen as a true friend of Hungary and the Hungarians.

#### **ZSUZSANNA PÉRI-NAGY**

##### **Compilation, translation, authoring as weapons: The case of Nicholas Love**

Nicholas Love was one of the most influential figures of the fight against Wycliff's schism, the Lollard movement in late-medieval England. The reaction of the Church against the quick spread of the Lollard tenets meant the introduction of strong censorship rules as well as the encouragement of the production of orthodox written material in different genres, beginning with purely theological works up to genres which enabled the instruction of the simple folks in more delightful and literary ways. Thus the translation, re-organisation of devotional literature went hand in hand with the appearance of newly written material. In all cases, the works had to meet manifold requirements: besides representing unquestionable doctrinal orthodoxy, they had to be understandable, moreover, delightful enough for a multi-layered readership. This paper aims at presenting how this set of requirements put the authors of these texts to face several challenges: how to reconcile the complexity of theological-philosophical terminology with the urge of a simple way of phrasing for the sake of the unlearned; how to mould the severity of religious-doctrinal texts into genres more desirable and entertaining for a lay audience without loosing the instructional content of these, and how to produce original material without renouncing the authority of already approved texts.

#### **FRANK PRESCOTT**

##### **Entering an academic discourse community: First-year students adapting to the requirements of university**

The presentation will describe a long term qualitative study done over a full academic year investigating the experience of first-year students in the School of English and American Studies at ELTE and, in particular, how they become initiated into academic discourse within the university. The first part of the talk will briefly outline the research methodology, which was based mainly on the gathering of data through

long qualitative interviews with students and teachers and used the constant comparative method of qualitative data analysis developed by Strauss and Corbin in the 1960s. By analysing these interviews a number of relevant categories emerged and could be described. The talk will focus on some key issues to do with how students become familiar with the academic writing requirements of the university, the underlying reasons for the difficulties they experience in meeting the new requirements, and also how subject teachers perceive the abilities of their students. The notion of communities of practice, taken from studies in social psychology, will be used to compare how novices in other fields of expertise become successfully initiated into a new community. Finally, some practical implications of the findings for the new BA system currently being incorporated into Higher Education in Hungary will be considered.

### **BORBÁLA RIEGER**

#### **Teachers' attitudes towards authenticity in language teaching**

This paper presents the results of a questionnaire survey conducted with a representative sample (N=235) of Hungarian foreign language teachers working in secondary schools regarding their attitudes towards authenticity in language education. The question of authenticity is particularly relevant at present as English has become the global lingua, causing the ownership of the language to be revisited. Although the phrase authenticity has become a buzzword in EFL handbooks as well as SLA research, the meaning of the term is less than straightforward. Since Widdowson's proposal to distinguish between genuine (i.e., text authenticity) and authentic, several authors have attempted to tackle this issue by exploring the various sources of authenticity in language education. Based on their works, four main types of authenticity can be distinguished: textual, task, learner and classroom authenticity. A questionnaire was designed and validated in the hopes of finding out how foreign language teachers perceive authenticity in the context of language education, as this aspect of the issue has previously not been addressed in SLA research. Findings show that over 90% of respondents had some concept of what authenticity means in the context of foreign language teaching, which indicates that the question of authenticity is relevant to practicing teachers.

### **ÁGNES SARKADI**

#### **Language teachers' experiences with teaching dyslexic students in mainstream education**

This presentation summarizes the results of a questionnaire survey exploring Hungarian language teachers' experiences with dyslexic language learners. According to estimations, approximately 7-10% of the Hungarian population is dyslexic, which means that there are at least one or two dyslexic students in an average foreign language classroom. Previous interviews with dyslexic language learners indicate that the supportive attitude of language teachers is crucial, since without adequate help dyslexic language learners are likely to experience failure in language learning (Sarkadi, in press). The present study investigated language teachers' attitudes towards dyslexic students, and it also queried what characterizes

the educational and instructional methods of teachers working with dyslexic language learners in mainstream education. 200 respondents participated in the survey (100 primary school teachers and 100 secondary school teachers). The results show that language teachers encounter dyslexic students on a daily basis; however, most of them have not received any training in teaching dyslexic students. The teachers' answers varied as regards providing special attention to the needs of dyslexic students and taking dyslexia into consideration when assessing the foreign language achievement of dyslexic language learners. Furthermore, the analysis indicates significant differences between the attitudes and experiences of primary and secondary school teachers.

**JASMINA SAZDOVSKA**  
**Designing and applying a Speech Act and Genre Model**  
**for analysing business presentations**

This presentation aims to give an overview of a Ph.D. dissertation describing how a model for analysing business presentations was designed and applied. The model is created to define the genre of business presentations and looks at the situations in which presentations occur. It also analyses the extent to which the speech acts used in a particular presentation are appropriate to the setting of the talk. This model is applied in six empirical studies each dealing with a different aspect of business presentations. The first is a case study of an experienced professional presenter. The second is an analysis of expert presentations used as examples in training and teaching materials. The third is a comparison of higher and lower graded student presentations. The fourth is a case study of a student presenter who performed exceptionally well. The fifth is a longitudinal study of three developmental stages of students' presentation skills. The sixth empirical study looks at the question and answer session of student presentations. The findings of these six studies indicate that business presentations are a complex medium that requires special training focusing not merely on linguistic aspects, but on tailoring the content and the speech acts of the presentation to fit the overall communicative purpose of the talk.

**RUDOLF SÁRDI**  
**The concept of “Cosmic Synchronization” in Vladimir Nabokov’s works**

Vladimir Nabokov's massive literary output has been subjected to perhaps the greatest bounty of plausible interpretations ever since the author was approvingly classified among the most energetically studied modern American novelists in the 1980s. The aim of the present study is to provide a new take on the author's key texts by abandoning the popular belief that Nabokov is but a heartless puppeteer, whose stylistic achievement is often considered to be the whole of his art. It has been previously argued that nothing could be further from the truth, because the rich complexity of Nabokov's works reaches far beyond the playful invention of anagrammatic names, labyrinthine narrative structures, instances of amusing paronomasia, and other local textual problems, by virtue of which Nabokov is often pigeonholed as a postmodern author. Being part of a bigger research field focusing on the seminal theme of the “otherworld” (*potustoronnost'*) in the author's fictional

universes, the present study strives to explore the notion of “cosmic synchronization” and its interrelatedness with epiphanic or otherworldly experiences, or rather, revelatory moments when all the ostensibly disjointed fragments coalesce in a unified, synchronous whole. Some representative short stories and novels will be used to demonstrate this seminal aspect of Nabokov’s early Russian works and his more advanced American fiction.

### **LÍVIA SZEDMINA**

#### **Where do we belong? Reactions of Ulster protestants and Hungarians of Vojvodina to impending border changes**

This paper tries to draw parallels between how the Hungarians of Vojvodina and Ulster Protestants reacted to impending border changes. For Ulster this meant the possible annexation to a Catholic-dominated Ireland during the struggle for independence from Britain. For the Hungarians of Vojvodina (vajdasági magyarok) this meant being severed from Hungary by the Treaty of Trianon. This paper will look at several factors connected to these disunions. First of all, it explores the differences between annexation and partition for these particular nations. Another factor is time and political preparation for an imminent split. Unlike Ulster Protestants, Hungarians of Vojvodina had fairly little time to brace themselves for being cut off from the motherland. Other issues, such as religion and multinationalism, will also be touched upon. The time span of the two border changes does not coincide. Ulster Protestants had been aware of a drive for Irish independence for a number of years starting from the beginning of the twentieth century. The peak of Protestant political actions was the signing of the Ulster Solemn League of Covenant in 1912. For the Hungarians of Vojvodina the partition from their motherland came in 1920 following the peace negotiations. In this process Hungary lost two-thirds of her territories.

### **JÓZSEF GERGELY TAMÁSI**

#### **A comparison of stock issues in the first proposition speeches at the World Universities Debating Championship and at a Hungarian university debate club**

Despite the fact that textbooks on academic debate devote considerable attention to the examination of stock issues (i.e., “[t]hose issues common to most debates on given types of propositions”, Freeley & Steinberg, 2005, p. 53), there have been few empirical studies that set out to explore these crucial building blocks as they appear in actual debate rounds. The aim of the present paper, therefore, is to investigate to what extent the first proposition speeches delivered at the World Universities Debating Championship (WUDC) feature the stock issues discussed in the literature and to compare the results with the first proposition speeches delivered by Hungarian students. For the purpose of investigation, fifteen speeches from previous WUDC rounds and fifteen speeches delivered by members of the debate club at the School of English and American Studies, Eötvös Loránd University, Budapest are transcribed and subsequently analyzed based on the policy-making framework discussed in detail by Freeley and Steinberg (2005) and Wood and Goodnight (1995). The results of the analysis may have practical implications for argumentation pedagogy and contrastive

rhetoric alike by indicating differences between the two groups in terms of the explicitness and the sequencing of the issues as well as outlining good practices.

#### **ANNA TREBITS**

##### **Cognitive task complexity and L2 written narrative production: Effects of aptitude and working memory**

This study examines the relationship between individual differences in language aptitude and working memory and various aspects of written narrative task performance. The participants of the study are 30 upper-intermediate secondary school students in their second academic year of an English-Hungarian bilingual educational program in Hungary. Language aptitude was assessed using the Standard Hungarian Language Aptitude Test which is based on traditional measures of language aptitude. The backward digit span was used to measure the participants' working memory capacity. In the experiment the participants were asked to perform two written narrative tasks of different degrees of cognitive complexity. The measures of task performance include global linguistic variables such as lexical complexity, accuracy and grammatical complexity. Task-specific linguistic features, namely the frequency of relative clauses that describe the background and the characters of the story and the use of pronouns that express references to places and actors in the narrative are also analyzed. The study is expected to shed light on how working memory capacity and the different components of language aptitude are related to task production when performing tasks imposing different processing demands on the participants.

#### **ANNA TŰSKÉS**

##### **Venetian well-heads in the English literary heritage and the art trade**

It is widely believed that the fashion of purchasing Venetian well-heads started in the first half of the 19<sup>th</sup> century by an English nobleman who used these stones as flower-stands in his garden in London. However, according to travel descriptions and literary works I shall analyse, this attraction began much earlier, with the travellers of the Grand Tour in the 17<sup>th</sup> century. In addition to the carnival and the ceremony of Ascension, aristocrats showed growing interest in this decorative component of the Venetian water supply, and from the middle of the 19<sup>th</sup> century until the first decade of the 20<sup>th</sup> century, it was an extremely flourishing trade to sell them to museums, private collectors and the nobility. As sources that I will consider show, many Venetian and English art-dealers and furniture-manufacturers specialized in this sector to satisfy the demand.

#### **ANITA TEODÓRA WIESENMAAYER**

##### **Musical structure and space in the modern English novel**

Although literature and (especially) music are considered as arts governed primarily by time, both of them have spatial aspects as well. In this paper the increase of spatiality in modern fiction will be analysed mainly in its relation to musical

structures and temporality. The temporal aspect of literature and music is obvious, but literary- and musical space are more difficult to define. In literature the term “space” may refer to formal elements, such as framing, juxtaposition, parallelism, as well as to thematized space, or the mental space of characters or readers. In music space can be considered in a similar way – apart from the space inherent in the theme or the structure of polyphonic works, the listener’s (and in operas the characters’) mental space is also relevant. In both arts space has a real and an illusory aspect. Novelists like James Joyce, Aldous Huxley and Anthony Burgess deliberately resorted to polyphonic musical structures as the underlying structuring element of their fiction. The various musical forms and techniques applied in their novels contributed to the increase of the spatial aspect. The aim of the paper is to define the meaning of literary and musical space, and to explore the different ways musical structure influenced the spatiality of novels.

**ZSUZSANNA ZSUBRINSZKY**  
**A genre-based description of business emails written by**  
**native and non-native speakers of English**

This paper presents a rhetorical and linguistic analysis of 90 business emails written by native (English) and non-native (Hungarian) speakers of English in the field of telecommunications. To date few contrastive rhetorical investigations have been conducted involving English and Hungarian despite the increased interest in and prevalent use of the English language in the business context. The objective of the present study is twofold. On the one hand, the theory (Swales, 1990) and data-based analytical tool, the so-called EGM (Email Genre Model) is tested for the cross-cultural rhetorical traditions and patterns in business emails. On the other hand, the study is to generate information about the culturally-rooted linguistic/pragmatic similarities and differences for ESP (English for Specific Purposes) pedagogical purposes.

It has been found that there are a number of culturally-determined differences between English and Hungarian businessmen’s L1 and L2 rhetorical and linguistic expression. The study suggests ways to utilize the findings to raise Hungarian Business teachers’ and students’ awareness of the preferred Anglo-Saxon email discourse in the Business English classes. However, the study also shows that further research is necessary in this respect.

## Presenters

### **Benczik Vera**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Amerikanisztika Doktori Program  
email: benczikvera@gmail.com

### **Bülgözdi Imola**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol és amerikai irodalom a 20. században Doktori Program  
email: bulgozdi.imola@gmail.com

### **Csepreghy Henrik**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol reneszánsz és barokk irodalom Doktori Program  
email: henrik1csepreghy@yahoo.com

### **Diószeginé Szócs Erzsébet**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol és amerikai irodalom a 20. században Doktori Program  
email: szocs.erszebet@freemail.hu

### **Fodor Júlia**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Amerikanisztika Doktori Program  
email: juliafodor@freemail.hu

### **Huszár Erika**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol és amerikai irodalom a 20. században Doktori Program  
email: huszar\_e@t-online.hu

### **Huszár Zsuzsanna**

Pécsi Tudományegyetem, Nyelvtudományi Doktori Iskola,  
Alkalmazott Nyelvészeti Doktori Program  
email: zsizsu@t-online.hu

### **Imrényi András**

Eötvös Loránd Tudományegyetem, Nyelvtudományi Doktori Iskola,  
Angol nyelvészet Doktori Program  
email: imrenyi.andras@gmail.com

### **Jablonkai Réka**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógiai Doktori Program  
email: rjr@uni-corvinus.hu

### **Jenei Gabriella**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: jeneigabi@hotmail.com



**Kapornaki Anikó**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Amerikanisztika Doktori Program  
email: ykapornaki@yahoo.com

**Kirchknopf Andrea**

Eötvös Loránd Tudományegyetem, Irodalomtudományok Doktori Iskola,  
Angol és amerikai irodalom a 20. században Doktori Program  
email: kirchknopfa@ceu.hu

**Mezei Gabriella**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: gabriella.mezei@yahoo.co.uk

**Mihajlović, Ivo**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Amerikanisztika Doktori Program  
email: ivo@libertas.hu

**Nagy Andrea**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol reneszánsz és barokk irodalom Doktori Program  
email: andikanagy@yahoo.com

**Orbán Eszter**

Színház- és Filmművészeti Egyetem, Doktori Iskola  
email: orban.eszter@chello.hu

**Palkóné Tabi Katalin**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol reneszánsz és barokk irodalom Doktori Program  
email: tabikati@yahoo.com

**Peterecz Zoltán**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Amerikanisztika Doktori Program  
email: zpeterecz@yahoo.com

**Péri-Nagy Zsuzsanna**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol reneszánsz és barokk irodalom Doktori Program  
email: levelisbek@yahoo.com

**Prescott, Frank**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: pompas@mail.tvnet

**Rieger Borbála**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: boririreger@yahoo.com

**Sarkadi Ágnes**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: sarkadiagi@gmail.com

**Sazdovska, Jasmina**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: jassaz@ibs-b.hu

**Sárdi Rudolf**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol és amerikai irodalom a 20. században Doktori Program  
email: sardirudolf@t-online.hu

**Szedmina Livia**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Amerikanisztika Doktori Program  
email: slivia24000@yahoo.com / slivia@vts.su.ac.yu

**Tamási József Gergely**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: tamasig@caesar.elte.hu

**Trebits Anna**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: a.trebits@yahoo.com

**Tüskés Anna**

Eötvös Loránd Tudományegyetem, Művészettörténet-tudományi Doktori Iskola  
email: tuskes.anna@freemail.hu

**Wiesenmayer Anita Teodóra**

Eötvös Loránd Tudományegyetem, Irodalomtudományi Doktori Iskola,  
Angol és amerikai irodalom a 20. században Doktori Program  
email: wteodora@freemail.hu

**Zsubrinszky Zsuzsanna**

Eötvös Loránd Tudományegyetem, Neveléstudományi Doktori Iskola,  
Nyelvpedagógia Doktori Program  
email: zsubrinszky@freemail.hu



