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Introduction

In 2022, the international conference Language, Literature and Culture in Education (LLCE) celebrated its ninth edition. Its purpose is to provide a space for educators, researchers and scholars to share ideas, research results, and experience and generate new ideas related to foreign languages and their teaching. Traditionally, its attendees meet to discuss their findings at a local scale and share them with the global audience. The annual event started several successful collaborative projects, and this year's edition has not been different.

The conference, LLCE2022, was held from 8th to 10th December 2022 as a hybrid event due to ongoing global Covid-19 pandemic restrictions. The in-person sessions were held in Rome, Italy. The event was organised as part of three research projects funded by the Ministry of Education, Research, Science and Sport of the Slovak Republic. The participants aimed to present partial results of their research and start a discussion on the current issues in language learning and research.

This e-Book of Abstracts contains the abstracts of papers and presentations submitted for the conference LLCE2022, double-blind reviewed and recommended for publishing by the LLCE2022 Scientific Committee. The full articles will be published in separate Conference Proceedings.

Editor

Act East Policy and the Non-Recognized Thai- Indian Diasporic Community in Thailand

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The Indian diaspora in Thailand is as ethnically diverse as any other country. Although a relatively small community, the Indian diaspora has long established its roots, some with their fifth generation now living in Thailand. The community has a solid social, and economic standing recognized by the host country but lacks connections with their ethnic roots in the home country. The biggest dilemma faced by the younger generation of the Indian diasporic community is the identity crisis. Regardless of being born and brought up in Thailand and possessing Thai citizenship, they do not get recognition as Thais by their Thai counterparts. However, with the Act Asia Policy of the Indian government, there has been an increase in social and political activities organized by old and new Indian associations, bringing new hopes of recognizing the Thai-Indian diasporic community.

From Web 1.0 to Web 3.0 and beyond. Developing Online Tools Supporting the Learning of Icelandic as a Second and Foreign Language

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Developing online tools to support the learning of languages is one of the hot topics in contemporary language pedagogy. Despite Icelandic being a less commonly taught language (LCTL) in the word, many people want to learn it. This is not only due to immigration, which is about 16% of the whole population in Iceland based on this year's data, but also due to many learners at universities and private institutions outside of Iceland, who wish to learn Icelandic for personal, professional, and academic reasons, to name a few. The access and exposure to the language often proves problematic for both types of learners. For instance, in Iceland the most widely used language of communication between locals and foreigners is English, and learners in other countries outside of Iceland have limited opportunities to practise Icelandic. Online tools, however, help to bridge this gap and can provide increased opportunities for practising and being exposed to Icelandic. This talk will provide an overview of online tools for learning Icelandic as a second and foreign language from the point of view of digital evolution of the Internet, i.e., web 1.0, web 2.0, web. 3.0, and beyond. Moreover, a space for discussion will be given about current and future tools assisting with teaching and learning languages online.

Designing a Course of Instructional Technology for Teachers of English as a Foreign Language

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Providing teachers of English with the appropriate knowledge about both the technological and the pedagogical affordances of the enormous array of Information and Communication Technologies (ICT) available to make the learning process more authentic and student-centred should be an important aim for teacher training programs in every country.

Furthermore, considering that "as the options multiply, it is easy to become overwhelmed by the diversity [and that] the need to be able to select and to match tool to task with clarity and foresight is becoming even more demanding for all users" (Levy, 2009, p. 781), that there is international research indicating that teachers are not satisfied with the formal training in ICT that they have received (Rokenes, & Krumsvik, 2016; Taghizadeh, & Basirat, 2022) and that teacher's knowledge and skills associated with technology seem to play a significant role in contributing to classroom technology integration (Tondeur et al., 2018), reporting on the design of formal training courses in ICT, and analysing students´ perspectives about that training seem quite important. However, there is a dearth of studies focusing on the design and evaluation of ICT courses for foreign language teachers that needs to be addressed by reflecting on the content and format of teacher training in CALL and CMC.

In this talk, we will first reflect upon the rationale and the considerations to be considered for an effective design and evaluation of a course of instructional technology for foreign language teachers. Secondly, the appropriateness of the different technologies available and the different possibilities of presenting them detailing the criteria behind our final syllabus design will be stated. Thirdly, a

description of the course together with the evaluation system adopted will be provided. And, finally, the students´ perceptions about the program will be analysed based on information from their portfolios and the answers to the end of course evaluation survey.

Pedagogical and technological considerations will be drawn from the course evaluation and future improvements will be proposed to maximise pedagogical reflection.

Levy, M. (2009) Technologies in Use for Second Language Learning. The Modern Language Journal, 93: 769–782.

Rokenes, F. M., & Krumsvik, R. J. (2016). Prepared to teach ESL with ICT? A study of digital competence in Norwegian teacher education. Computers & Education, 97, 1–20.

Taghizadeh, M., & Basirat, M. (2022). Investigating pre-service EFL teachers' attitudes and challenges of online teaching. Computer Assisted Language Learning, 1-38.

Tondeur, J., Aesaert, K., Prestridge, S., & Consuegra, E. (2018). A multilevel analysis of what matters in the training of pre-service teacher's ICT competencies. Computers & Education, 122, 32-42.

Digital Portfolio as a Tool to Enhance Pre-service Teachers Critical Thinking

Ivana Cimermanová

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Similarly as digital literacy, critical thinking, often connected with creativity, belongs among the skills defined nowadays as global skills for the 21st century. Students-centred classes filled with autonomous learners is the ideal many teachers would like to reach. This required ideal expects the learners are ready to take responsibility for meeting the set and/or agreed learning outcomes. Expecting that learners at elementary and secondary schools will be led towards critical thinking indirectly expects that their teachers apply creative thinking and can ask questions that need critical perception and presentation. Critical thinking is the skill, and ability to think and solve problems clearly, effectively and rationally. The presentation, based on the experience presents how digital portfolio can foster critical thinking skills such as analysis, self-regulation, problem-solving or open-mindedness. The presentation offers samples from the portfolios of the student teachers from their teaching practice and the group interview realized after the teaching practice.

Keywords: portfolio, teacher training, self-evaluation, critical thinking, autonomy

The Perspective of FL Teachers on Native Language Interference in FL Classroom

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Language interference arising from the native language negative transfer is understood as one of the sources of errors students make in the process of foreign language learning. Whether in oral or written performance, negative transfer errors represent an issue that teachers are coming across every day no matter which language is taken into consideration. The following qualitative study intents to observe the situation in foreign language classrooms concerning the presence of the errors that have their origin in the native language from the view of teachers. In this way, the aim is to understand how these errors are treated and prevented during lessons as well as to learn more about teachers' experience with them. For this to find out, foreign language teachers have been interviewed.

Keywords: interference, interview, foreign language, errors

Implementing English Medium of Instruction in a Specialized University Setting: Benefits and Pitfalls

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Students' academic skills, learning styles, level of content knowledge, academic practices, and varying ethical standards are considered to be the main problematic issues faced in multilingual and multicultural classrooms in delivering discipline content in EMI. The change in learning and teaching language may deeply affect not only students but also lecturers (Dearden, 2015). The current study seeks to analyze the approach of university students and lecturers to learning and teaching disciplinary content in English as a medium of instruction. The study is conducted in one of the largest technological universities in the Baltic states, hosting a rapidly increasing number of international students and international academic staff. The participants represented students of faculties of the technological and social sciences and teachers delivering classes in EMI. The results suggest that students highlight the fluency in knowledge transference and communication during the classes in EMI as the most important factor while teachers focus more on the challenges than the benefits this practice brings.

Keywords: English medium of instruction, specialized university, students and teachers' approach towards EMI

Possibilities of Supporting Learner Autonomy in Philological Study Programmes through Information and Digital Technologies

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Based on the results of research by experts in the field of learner autonomy, information about its significance is presented. The definition of autonomy, as well as its components and the roles of the student and teacher, are discussed as well. Considerable attention is paid to the fact that autonomy must be understood as a gradual process consisting of several levels. We then emphasize the fact that the essence of autonomy is the ability to make an informed decision.

The fundamental differences between two contrasting learning contexts, in-class learning and independent (out-of-class) learning, and their relationship to learning autonomy are analysed. We focus on four concepts suitable for the implementation of autonomy in the context of education, emphasizing the necessary elements of autonomy in teaching, which are: scaffolding, regular reflection, motivation/self-motivation, interaction and persistence of the teacher in the application of these elements.

Furthermore, we focus on the possibilities of linking principles of autonomous learning with information and digital technologies. E-learning, blended learning, mobile technologies, multimedia platforms, and different web and digital tools open up unlimited possibilities for creating information-rich educational environments allowing students to be more independent in the learning process.

Keywords: learner autonomy, information and digital technologies, TEFL

Entrepreneurship Education: A Shift in Perspective

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Entrepreneurship is a crucial driver of economic growth and a significant contributor in socioeconomic progress. Education in entrepreneurship educates and promotes entrepreneurial action. This research seeks to comprehend current trends in entrepreneurship education and assess the efficacy of various entrepreneurship education programs. A growing number of colleges offer entrepreneurship education courses to help students launch and sustain successful businesses. Despite the prominence of entrepreneurship education, there is discrepancy across research papers about the efficacy of entrepreneurship education to encourage and develop entrepreneurship. A lack of awareness of entrepreneurs' educational aims, components, technique, and required resources impedes efforts to cultivate entrepreneurial attitudes and intentions among individuals. Low self-efficacy and a lack of entrepreneurial intent have been associated with inadequate entrepreneurship education. Furthermore, in the digital era and during the COVID-19 pandemic, digital learning platforms (e.g. online entrepreneurship education courses and programs) and other digital tools (e.g. digital game-based entrepreneurship education) have become more relevant to entrepreneurship education. This research contributes to the academic literature on entrepreneurship education by examining and analyzing current trends in entrepreneurship education programs, leading to a better knowledge of how to bridge the gap between entrepreneurial development needs and higher education institutions.

Keywords: entrepreneurship, academic entrepreneurship, education, COVID-19, digital learning

Development of Students' Intercultural Communicative Competence via Different Activities

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One of the long-term aims of the European Union is to incorporate intercultural communication into the lessons of foreign languages. However, studies have shown that teachers of foreign languages usually do not know what activities and methods should be used to develop students' intercultural communicative competences (ICC). Through the four steps of the action research method, students of the course called Intercultural training were exposed to several intercultural topics such as greetings, addressing, non-verbal communication, small talk, punctuality, diversity, etc. Students took part in activities regarding the presented topics and the knowledge they gained from the activities gave a basis for students to create their own cultures. Students were asked to imagine they were aliens from different planets, and they had to create their own planets including all the knowledge from the previously discussed topics. Three new planets (cultures) were created by students and then presented. At the end of the lesson, there was a discussion about the new planets and their acceptance amongst the other created planets. Throughout the whole lesson, students were able to include all the previously acquired knowledge and showed open-mindedness and curiosity toward foreign cultures.

Keywords: intercultural communicative competence, intercultural communication, culture, language, foreign language teaching

Service Learning, Sustainability, and Social Justice from Hindu Perspective

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Although service learning is being increasingly embraced by American academy, both the theory and method of service learning is rarely considered from non-Western perspective. As is well known, the Western Enlightenment effectively dichotomized the researcher/subject from researched/object and service learning in many ways strives to bridge this divide. How do the cultures, which never had such a dichotomy, in the first place view the idea of service learning? Similarly, how do teachers and researchers to conduct service learning in communities whose worldviews are based on non-Western cultures such as Hinduism or Native American traditions, both with a long history of tenuous relations with the West? Can service learning emerge as a bridge incorporating different ways of thinking, living, and theorizing? My paper will address such questions based on the examples from Hindu perspectives. I will also cite examples from one of my recent courses in which my students worked with Hindu communities in North Texas.

Keywords: education, service learning, India, non-western methods

Remodelling the Literary History
into a Digital Future of the Education

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Online times have not only been opening the doors to flexible working and studying possibilities, but also to versatile forms of literature that is portable and easily accessible from anywhere in the world, at any desired time. From well-known classics, through the course books, up to micro stories, Instagram memes and many others. E-libraries have been widely open to any type of readers (and listeners), who are keen on browsing through their digital shelves to engage with the content. What exactly belongs to digital and Cyber literature and how can it be employed into the EFL classes, in order to create an educational future, from the well-known literary history?

The paper studies, introduces, and further discusses the concepts of digital literature that can represent very fertile soil in teaching English as a foreign language in the classrooms of the 21st century. It might be a challenge for some teachers to cooperate with digital technologies and include them in their classes with confidence. Possible solutions to the occurring problems while teaching the English language via digital literature create a proposal for further research and application of the innovative education methods of the EFL teachers and the university students of the teacher's training.

Attitudes of Trainee English Teachers towards the Use of Literature in EFL teaching

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Existing research supports the use of literature in the EFL classroom not only as a tool for improving linguistic skills and thinking skills, but also as a vehicle for increasing cultural and intercultural awareness. This research aims to discover to what extent undergraduate trainee teachers feel that literature is a potentially important part of language teaching and, furthermore, precisely what kind of literature they would consider to be beneficial and enriching in the EFL classroom.

The paper draws upon research, in the form of a detailed survey with 100+ respondents, into the attitudes and opinions of trainee English teachers towards the future use of literary texts in the EFL classroom. Respondents identify the particular genres they are most comfortable with utilising as teaching resources, and name specific texts they would like to use in the classroom. They identify what potential benefits are most likely to come out of the use of literature in the classroom and explain their feelings towards literature in general. Those respondents who do not wish to use literature in their future English classes give brief explanations of the reasons why they feel it is not appropriate. Many respondents include detailed comments on the potential value of literature in the language learning process.

Respondents are from Slovak universities, and there is an interesting paradox here in Slovakia in that literature-based courses are a fundamental part of the university syllabus for trainee English teachers, and yet there is absolutely no provision for the teaching of literature in EFL classes in the Slovak school curriculum. It is therefore entirely up to individual English teachers to decide whether they wish to use literature as a resource in the classroom or not. Many

of them do not use it, for various reasons; ranging from a lack of time and space in the curriculum to the simple fear of doing something new and different - or something for which they feel they have not received adequate training. But perhaps, if more emphasis was put on the value of literature in EFL teaching at the teacher training stage, there could be a shift in future teachers' attitudes towards literature. Therefore, this paper explores the current attitudes of undergraduate students towards including literature in their future classes - with a view to potentially making some changes to literature modules included in undergraduate teacher training courses.

Keywords: literature, EFL teaching, teacher education, teacher training, language teaching

Narratives Reflecting Theory of Mind among Bilingual Luli Children of Uzbekistan

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The Luli of Central Asia belong to the "Gypsy" groups who left India some 1000 years ago together with Roma, Dom and Lom groups. In Europe there are publications in recent years about the language and their connections to Theory of Mind of Roma children, however there is no research among the children who belong to the Luli group of Uzbekistan.

This paper discusses research with 1st grade Luli children from Bukhara, Uzbekistan, whose L1 is Tadjik and L2 is Uzbek. A non-standard narrative test used 2 sets of series of pictures closely matched for content, reflecting first and second order theory of mind. The content of one set of pictures was discussed with the researcher in the home language of the children (a variety if Tadjik), and then the children reproduced the narrative in their L2 (Uzbek), and vice versa for the other set.

The findings show that the Luli children understand Theory of Mind and can re-create a story in their L1. They understand the Theory of Mind questions in L1, however re-creating a narrative in their L2 they are less successful as their linguistic knowledge is still developing, as with most sequential bilingual children.

"Machines Like Us": An Overview on A.I. and Human Nature

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Starting from a critical and sociological analysis of Ian McEwan's novel titled Machine like me, the aim of this paper is trying to outline an overview on the bound of A.I. and human nature and to answer to the fundamental questions aroused by McEwan in his work: what makes us human? Our outward deeds or our inner lives? Could a machine understand the human heart? In a contemporary society which seems running towards a dystopic epilogue, the McEwan's interpretation of the interactions between humankind and A.I. could help to outline the potentials and weakness of this bound. The methodological and epistemological approach used for the analysis of McEwan's novel is based on the concept of Corcuff's pratiques transfrontaliéres; the interdisciplinary perspective allows the possibility to understand sociological phenomena through the use of plural sources. Moreover it would be taken in consideration Freud's essay "The Uncanny" in order to understand the psychological phenomena behind the fear provoked by figures which resemble humans. Ultimately Machine like me is not only an instrument for understanding the relationship between social reality and representation, but also a way to reflect on the uncanny feeling arouse by the meeting with the automaton figure.

Keywords: artificial intelligence, sociology, literature, uncanny

Exploration of Performance Indicators and Predictors in a Blended Moodle-Based Course within Undergraduate EFL Studies

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The paper presents the results of a correlation study aimed at exploring factors that can work as indicators of low, moderate, or high level of performance in a blended course designed to educate second year students about the contrastive features of British English and American English within undergraduate EFL studies. The largest group of factors was compiled on the basis of Moodle course statistics, processed using educational data mining techniques. This group includes such indicators as total number of logs, number of quiz attempts, time spend on quizzes and procrastination time. The second group of factors concerned students' academic background and included the type of secondary school finished and the grade point average (GPA) in all EFL courses taken during the first 1.5 years of bachelor studies, i.e., till the semester in which the target course was offered. The last group of factors comprised competence-related factors, such as EFL proficiency measured through a placement test and plurilingual/pluricultural competence. The research findings suggest that Moodle statistics on students' performance can give sufficient evidence to identify students that are likely to fail or to perform poorly in the final evaluation, and this evidence can be accumulated after as early as the first four weeks of the semester. On the contrary, students' EFL proficiency does not seem to correlate with their performance in an academic course that combines theoretical linguistic and cultural premises with their practical application.

Keywords: EFL, blended learning, performance indicators, Moodle course statistics, language proficiency

New Roles of Cultural Exchange Tours
in Philology Study Programmes

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Cultural exchange tours belong to the most effective learning tools, since they allow students to experience different cultures and perspectives. They experience first-hand new traditions, customs and have the chance to meet new people. By spending several days in a new culture our students have the chance to step out of their comfort zone and experience unfamiliar situations whilst communicating in English in real-time. At the Trnava University, we have been giving students opportunities to experience different cultures across a wide range of cultural programs, events, tours, and experiences. This presentation and paper will focus on our experience with cultural tours and exchange programs with other Anglophone countries. We will discuss student experiences and learning outcomes. We will also analyse the impact the Ukrainian conflict, cost of living crisis and Brexit is having on the cultural exchange program decision-making process. There will also be time for a discussion to discuss best practices and exchange ideas.

EFL Learners' Perceptions
of Communicative Language Teaching and Learning

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University of Žilina, Slovakia

This paper attempts to explore EFL learners' perceptions of the fundamental principles of communicative approach, which has been employed as the primary way of teaching foreign languages for the past 50 years. Research participants were formed by Slovak university EFL leaners – teacher trainees, who were asked to demonstrate their level of agreement to statements concerning communicative language teaching by responding to a 5-point Likert scale questionnaire. The calculated means suggest that the students' perceptions of the selected principles of communicative approach vary from one principle to another, displaying varying levels of agreement. On the basis of the research results, the conclusions are drawn, and several pedagogical implications are discussed.

The Interpretation of Proverbs by Romani and Turkish Bilingual Children in Bulgaria

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Proverb knowledge, comprehension, and production have a strong correlation with core linguistic and cognitive capacities that impact school success. Lakoff and Turner initially proposed the 'Great Chain Metaphor Theory' to explain proverb use and meaning: in this account, the speaker maps the contents of a specific domain (the actual content of the proverb) onto a more general domain in which larger human interests are represented. For example, in the Asian proverb 'Blind blames the ditch', we map the specific domain(s) that involve blindness and ditches and movement onto general domains that include ethical and practical principles on how to think and behave. Don't blame that which is outside your perception or attention for all your problems. An alternate model -- the 'Extended Conceptual Base Theory' -- of proverb comprehension, developed by Honeck & Temple, takes a problem-solving approach with an emphasis on the dynamics of communicative context. Kovačec's 'extended conceptual metaphor theory', along with Langacker's explorations of cognitive grammar, offer useful explanatory frameworks for analyzing these phenomena, insofar as the construal of metaphor is at the heart of the proverb task, and at the heart of these theories.

Our study compares the performance two groups of bilingual children in Bulgaria -- whose mother-tongues are respectively Turkish and Romani -- in the interpretation of proverbs in their first and second languages. Both minority groups experience social exclusion, with a history of ethnic/linguistic discrimination, but the social and economic marginalization of the Romani is much more severe. The language of school is Bulgarian, with little to no bilingual or

mother-tongue education. Our results show a clear advantage to the Turkish-speaking group, whose language/cognitive performance in Bulgarian exceeds that of even the monolingual Bulgarian children. The interpretation of proverbs in first and second languages is a complex linguistic and conceptual task, problematized further when examined in a developmental context. Children's approach to these tasks can tell us a lot about how their interlocking language systems are structured, how their corresponding conceptual systems are structured, and processes by which meaning is construed. Our case-study offers the opportunity to further extend these cognitive linguistics frameworks to address varying levels and types of bilingualism, and the highly specific sociopolitical, economic, and educational contexts in which they arise. A more coherent explanatory model can assist the efforts of improving conditions — socially, culturally, and educationally — for children from marginalized linguistic minority groups.

Keywords: bilingual, proverbs, Bulgaria, Turkish, Romani

Teaching and Supporting Languages of Culturally and Linguistically Diverse Students

Nektaria Palaiologou, Despoina Akriotou

Eirini Kassotaki, Achilles Kostoulas, & Sevi Paida

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Culturally and linguistically diverse (CLD) students have many needs; some of them are common with all the other students, some of them are different depending on their cultural background and origin. The LRM team designed an online questionnaire and 39 teachers (N) have participated so far. The participants teach foreign languages (including Greek) in the three educational levels (pre/primary, secondary and higher education) and in multilingual contexts. According to their responses, the majority believe that students' linguistic background is useful when learning new languages and that teachers of different language subjects should collaborate closely. On the other hand, they are not convinced that either CLD students face challenges during their participation in the language courses or that CLD students have more difficulty than the other students in mastering the official language of instruction at schools, i.e. language of the reception country. On the other side, although they seem to be open to multilingual education and inclusion, to the presence of multilingual books and appropriate CLD teaching strategies, in practice teachers don't use efficiently CLD students' L1 and their previous knowledge during the teaching and learning process.

America Under Fire: Imagined Invasions of the United States during World War I

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When the war started in Europe in 1914, the United States military was desperately undermanned and underequipped. Prior to the country's entry into the conflict, there was a pervading fear of a German invasion of the United States. The paranoia was further fed by what is now called "invasion literature." Between 1914 and 1917, dozens of works appeared that raised the spectre of a German invasion. In these long-forgotten novels, millions of German soldiers are storming the beaches of the Atlantic coast and capturing New York, Boston, and Washington. This paper examines invasion literature and brings to light such examples of the genre as John Bernard Walker's America Fallen! (1915), Cleveland Moffett's The Conquest of America (1916), and Thomas Dixon's The Fall of a Nation (1916).

English Medium Instruction Success in University Settings: Who is an EMI Teacher of the Future?

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While English medium instruction (EMI) is rapidly emerging in Higher education (HE) context as a result of internationalization, globalization and its benefits to increase student mobility and a competitive advantage in university rankings (Dafouz and Gray, 2022; Yuan, Chen and Peng, 2022; Ekoç, 2020), many researchers agree that EMI lacks a more in-depth global-scale investigation (Macaro, Akincioglu and Han, 2019). This study reviews prominent research of the recent decade, which focuses on EMI in HE context. By implementing a systematic literature review, this study aims at uncovering foundational themes related to the recent development of EMI practices, participants, and barriers to EMI successful implementation. The results reveal issues related to the teachers' lack of competencies and certification, the need for a synergy between language of instruction and course methodologies, and student engagement (Lasagabaster, 2022; Yuan, Chen and Peng, 2022). Lastly, suggestions for further research in the field are presented with a focus on the most essential aspects of EMI that are needed to be investigated in more depth, with a special focus on the profile of the EMI lecturer of the future.

Keywords: English medium instruction, higher education, systematic literature review, teacher perspectives.

Electronic Archives and the Teaching
of American Literature

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The contemporary world is digitized. We can see it everywhere, in technology, science, and human interactions. Perhaps no part of human activities would be unaffected by the computer's power, including literature and its study. Printed books have been gradually substituted by electronic texts written on computers and displayed on monitors, e-readers, or smartphones. Therefore, the discussion and teaching of such texts must take this fact into account and approach them differently.

However, reading a book on an e-reader is one thing. Still, the use of computers in studying, analyzing, and teaching literary works may be completely different. Using electronic devices for analysis or interpretation makes us realize that we are dealing with two contradictory phenomena belonging to two different paradigms of knowledge and that their overlapping must be appropriately thought over to avoid contaminating the research methods and, consequently, invalidating the results because "a method that cannot be made to suit the "truth" of its object can only teach delusion". The purpose of this article, however, is not to reflect on the research methods of digital literary studies but to analyze how digital tools might work with literary texts in the American literature classroom. However, what has been said about the method also applies to the way of working with the text. One tool to be used for classroom activities with digital texts is digital archives. In this article, I will analyze three digital archives, the Melville Electronic Library, The Walt Whitman Archive, and the Dickinson Electronic Archives, to compare working with a literary text traditionally with its analysis using digital tools. The outcome should identify the benefits of working with digital

material that enriches the traditionally understood literary text with new aspects, especially visualization, multimedia, and geo-localization. A not insignificant benefit also lies in the increased activity of students who can work independently with the text and enter into a critical dialogue with the author, following their creative process and not just being confronted with the text in its seemingly stable, fixed form that we are faced with in its traditional print format.

Keywords: digital, literary, studies, electronic, archives

Digital Visualization in Literary Analysis

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Despite initial resistance from some literary scholars, digital humanities are finding their way into literary scholarship and education. The paper discusses various computational techniques that have been proven productive for expanding literary analysis's scope and capabilities. In addition, it introduces and illustrates possibilities and tools for digital visualization of longer literary texts (as sources of large amounts of data). These tools can effectively support the researchers who analyse and interpret literary texts. Among the greatest benefits of digital visualization belongs the quantity of information that can be rapidly interpreted and the possibility of identifying such properties of the literary text that were not anticipated before. The paper focuses on selected digital humanities methods (tokenization and normalization, named entity recognition, part-of-speech tagging, sequence alignments, and topic modelling algorithms). These allow researchers to visualize corpora of literary texts by producing many different images and views, e.g. in the form of graphs, word clouds, bubble lines, correlations, mandalas, cirrus, scatterplots, links, looms, knots, trends, animations, etc. The paper also illustrates some of these imagining possibilities.

Keywords: digital humanities in literature, data visualisation in literature, digitalized literary analysis, literary education

Spiritual Folklore Tourism:
Tourists' Experience at Naga Cave in Thailand

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In this research, the authors have shown that social media is becoming an important platform for the dissemination of information among the younger generation who are looking for new tourist-related experiences. The focus of the younger generation in Thailand has shifted toward spiritual experiences which are close to nature, especially during the difficult and stressful time of Covid-19. We have presented the case of the Naga Cave which is a new pilgrimage site gaining immense popularity among spiritual seekers via social media platforms. Most of the earlier studies in a similar field have focused on cultural tourism in Thailand. However, the emergence of this new spiritual site has not been studied yet.

Adapting Intercultural Communication Course
for Undergraduate English Language Students Using Digital Tools

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The Covid 19 pandemic has caused real turmoil in the whole world, and impacted every aspect of society. Education is one of the most significant fields that was the most influenced by the pandemic. All levels of education had to change to online teaching for at least a significant amount of time. The greatest impact from the need to change to online teaching, was on universities. All teachers around the world had to show flexibility, and creativity to change not only the form of learning - from face-to-face to online teaching - but also to modify their course methods and materials to be equally efficient. The course of Intercultural communication is one of fundamental courses in the English language teacher training and also in translation programmes. Normally, I accept as many foreign exchange students as possible to the course, to help create a multicultural environment. However, a change from face-to-face teaching in a multicultural environment, to teaching via computer screens without personal contact and participation of foreign students, appeared to be an immense obstacle. Even though it seemed to be almost impossible to develop intercultural communicative competences within the online teaching format, I had to be creative and develop a new course that would fulfil the purpose. Via participatory action research a new online course of Intercultural communication was created and implemented. Data was collected by observation, self-reflecting journals and open-ended surveys. The aim of the online course was to develop intercultural communicative competences of students and by weekly assignments of reading texts, watching videos, completing quizzes, listening to lectures and discussions during seminars, I can evaluate the newly developed course of Intercultural communication as very successful.

Keywords: intercultural communication, intercultural communicative competence, online course, action research

Implementing Design Thinking and Peer Instruction in Online English for Specific Purposes Courses

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Design Thinking (DT) and Peer Instruction (PI) are apparently distinct and innovative teaching methods that share several commonalities. Both are based on students´ active participation and communication. As such they have become recommended teaching methods in foreign language education as well. Since online learning has not only created new opportunities but also highlighted previously unidentified barriers to learning, the aim of the present paper is to evaluate the use of DT and PI in an online learning environment for several 'English for Specific Purposes' language lessons at 'Constantine the Philosopher University' in Nitra (Slovakia). Three research methods were applied to fulfil the required objectives: Action Research, Interviews with the Students and a Questionnaire Survey. Despite some technical issues and the students' mixed-language communication, both methods proved to be beneficial and effective, especially in terms of developing tourism undergraduates' foreign language and team-work skills. Specifically, DT can more efficiently foster productive skills, i.e., speaking and writing, whereas PI can contribute to the improvement of receptive skills, i.e. reading and listening.

Keywords: design thinking, peer instruction, English for specific purposes, online learning environment, distance education

Critical Thinking Development and Character Education within ELT at The Upper Secondary Level

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Character Education has emerged as a beneficial platform for 21st-century skills promotion. When dealing with these skills, the 4 Cs can be understood as a crucial framework - critical thinking, communication, creativity, and collaboration. The study highlights the importance of character education, namely virtues, and its possible impact on students' critical thinking development at the upper-secondary level within English language teaching and learning. Moreover, it attempts to show the practical activities and lesson plans supporting the improvement of students' critical thinking. Data from several studies (e.g., Rockenbach, 2020; Liang Weijun & Fung, 2021) suggest an urgent need to address improving critical thinking skills as a generational decline in critical thinking and character education. In this paper, the term virtues will be used broadly to refer to morals and values attached to society, spirituality, and culture (United Nations Educational Scientific and Cultural Organization,1991). All essential virtues, as subject matter, nurture the development of critical thinking. The final part points out that the primary goal of character education depends on a high-quality mutual relationship between everyone involved in the learning and teaching environment.

All Lay Loads on a Willing Horse – Linguistic Picture of a Horse in Kashubian, English and Polish Proverbs

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It goes without saying that accurate use of proverbs poses one of the greatest difficulties for foreign learners, as they very frequently either do not realize or realize somewhat vaguely what the usage value of a particular proverb is. At the same time, it needs to be stressed that an adequate command of proverbs and similar stylistic items of a language presupposes a native-like linguistic competence for the EFL student. The aim of the article is to show the linguistic and cultural image of a horse on the basis of paremiological material preserved in Kashubian, English and Polish. We see that the experience of different cultures is habitually gathered and fossilized in proverbs. Additionally, as indicated by Mieder (2004, p. xi) (…) 'there are no signs that proverbs have outlined their usefulness in modern technological societies either'. The author attempts to compare proverbs in which a set of features attributed to a horse has been preserved. To this end, she searches the equivalents of the proverbs in order to find an answer to the question of possible convergent observations testifying to the proximity or distinctiveness of the indicated cultures.

Keywords: proverb, horse, linguistic worldview, cultural linguistics, paremiology

Reading and Critical Thinking in EFL Classroom

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Reading in a foreign language not only enables students to acquire new vocabulary and to deepen their understanding of the language, but also offers the development of key competences for active citizens of the 21st century, such as the ability to think critically and to judge the facts they encounter. In this way, working with the text takes on a deeper meaning and offers students the space to analyse and critically evaluate the facts they are confronted with and through this experience. They also learn how to respond and produce texts in which they can present their own critical thinking. This presentation offers examples of practices that can be used to support the development of students' critical thinking together with the development of reading and writing in a foreign language. It also presents the results of the study of the space devoted to the development of critical thinking in language classrooms. The study involved a questionnaire survey among students of three secondary schools with the aim to identify how much attention the teachers pay to the development of critical thinking. The results suggest that the space devoted to the development of critical thinking is rather limited, since students do not carry out much reading besides textbook texts and the tasks which accompany the text do not often focus on the development of thinking skills.

Keywords: reading, thinking skills, critical thinking, intercultural competence, 21st-century skills in education

Early Childhood Teachers' Self-Efficacy for Teaching English
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The current trend in education in early years suggests a holistic perspective and considers the individual learner as the whole child, in turn, mandates broad and wide-ranging educational programs and curricula to meet the needs of the "whole child". Parents are more interested in having their children acquire English language skills as early as possible because they see the demands of the globalizing world context and contemporary trends in society and wish to ensure that their children can live in a future society. Multilingualism, or at least bilingualism, has been a more relevant phenomenon in today's internationalized lives. Teaching and learning language have been a focus in the field of early childhood education (ECE) for decades. As many skills are earned during the early years, teaching and learning English during that period also gained critical momentum despite several critiques trying to reserve early childhood years for more non-academic curricula. Hence, English has been a significant subject that made its place in the ECE curriculum in many countries. But the most important variable in teaching and learning has always been the teacher. Thus, the question here is whether the ECE teachers are competent to fulfil this task. To understand this, one should first know if teachers really believe in their capacity to execute behaviours and deploy skills to teach English to young children in their classrooms. Thus, this study investigated the adapted version of the Teachers' Self-Efficacy Scale (TSES) along with the background survey that was deployed to collect the data from 175 schools in the Muscat area. Both descriptive and inferential statistics were used to analyze the results by using SPSS. The results are shared for; (1) the level of ECE teachers' self-efficacy for teaching English, (2) the relationship between the participants' backgrounds such as their educational level, age, years of teaching experience, types of previous and current teaching

experience according to grade levels and their efficacy levels of teaching English. Implications are made for policy, practice, and further research.

Keywords: early childhood education, teaching English, Teachers' self-efficacy, bilingualism, EFL for young children

Teaching Languages in the Digital Era

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Introducing digital tools and modern technology to language learning created great expectations among teachers and learners. Technology in classrooms tends to be motivational for learners, and its presence in learners' lives facilitates learning in and outside the classroom. Teachers and digital tool creators expected certain spheres of foreign language learning to develop in a particular way. However, using digital tools in language classrooms brought unexpected challenges and opportunities for teachers and language learners. It was possible due to innovative thinking in using educational and authentic digital tools for language learning based on applying principles of digital tool use into language learning, or, on the other hand, learners' rejection for various reasons or infectivity of the tool. In the recent period, when technology became a vital part of learning, new insight into using digital tools in the classroom was gained. The paper aims to present the recent experiences of using digital tools in language learning and discusses ways to prepare teachers for their application in teaching practice.

Keywords: foreign language learning, technology, digital tools

Pragmatic Infelicities in Intercultural Communication: A Proposed Role for Digital Technologies

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The relationship between language and culture has been suggested and abundantly discussed since the early 70s. This issue has been particularly explored in various empirical and experimental studies within the area of intercultural discourse and has been thereon well documented in various analyses investigating pragmalinguistic failure. These linguistic pitfalls have been mostly justified and explained through the language transfer hypothesis, in that L1 conventions are inappropriately and unsuitably transferred from the L1 to the L2. Other hypotheses are also suggested for investigation.

This talk initially presents the topic, with examples from various studies of a wide array of different L1s, and concentrates on the issue of teaching intercultural communication. Various questions are raised and discussed, across a scale of opposite poles (the world's largest and most influential to less commonly taught languages, teach/not teach, explicit/implicit), that would help the language teacher find his own answers to tackle the problem. Finally, a teaching proposal involving digital technologies is presented.

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