Book of Abstracts

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CELINE-MARIE PASCALE, American University in Washington, D.C (USA)

The Weaponization of Language

The modus operandi of far-right political groups is crafted through strategic and systematic relationships between symbolic and material forms of violence. This presentation considers some of the discursive strategies currently deployed by rising far-right movements around the globe. It examines the weaponization of language— the rapid acceleration of signifying practices that lay the essential cornerstones of material violence. Authoritarian governments weaponize language to expand and consolidate far-right politics by amplifying resentments, targeting scapegoats, and legitimizing injustice. This presentation focuses on four interlocking components of weaponized language: propaganda, disinformation, censorship, and mundane discourse. It concludes by considering the unique intellectual space of sociology at this historical moment. It suggests strategies to address the communicative and social chaos created by right-wing discursive tactics.

Keywords: weaponization of language, far-right politics, discursive strategies

MAUD MAZANIELLO-CHÉZOL, Department of Family Medicine, McGill University

PETER NUGUS, McGill Institute of Health Sciences Education, Canada

Analyzing discursive intersections of health services responsiveness to adolescents' health and social care needs

Description Health services' responsiveness focuses on performance and governance based on the capacity of producing equitable distributed health services. The World Health Organization (WHO) defines it as "the ability of the health system to meet the population's legitimate expectations regarding their interaction with the health system, apart from expectations for improvements in health or wealth". Accordingly, health services' responsiveness to populations has been defined by a set of quantified and qualified elements such as time (readiness), dignity, communication, autonomy, confidentiality, environmental quality and other aspects directly involving attention to health needs, in addition to fostering people's engagement (as the main agents involved in their care) and health care providers' collaboration. Going beyond the normative elements of responsiveness that have been drawn by the WHO, the scientific literature recently started to look at defining health systems' responsiveness, as it appears to be the least explored health systems' objectives, yet a pivotal piece in improving equitable health delivery. Drawing on a document analysis looking at health policy discourse and its performative effects, we explore the evolution of the current norms on which health services' responsiveness is built. From different eras anchored in political, organizational and spatial boundaries, the way healthcare systems and organizations define how health services should respond to vulnerable populations such as adolescents' positions responsiveness at the crossroads between social justice and health care delivery.

Keywords: Health services responsiveness; Health policy; Adolescents; Discourse

AMADO ALARCON, TINKA SCHUBERT, MAR JOANPERE, Universitat Rovira i Virgili, Spain

Telephone attention of victims of gender violence in Spain

Attention to victims of gender violence in Spain, similar as in other countries, is increasingly shifted to telephone attention, especially for first time attention in situations of emergency or first contact to obtain information. In this regard, diverse service providers offer attention to victims. Since the Council decision of the European Union in 1991 to establish 112 as a single emergency hotline in Europe, service provision has increasingly been done by call centers through the public administration. On the other hand, other hotlines from public, private and non-profit organizations offer specialized and professional services. The introduction of call centers and telephone services in the public sector and for the provision of health services has been analysed especially for telenursing. However, telephone attention to victims of gender violence has not yet been explored, but as we can see is one of the first contact points for victims of gender violence. In this paper, we present findings from the Spanish national RTD project "Linguistic rationalization of work". We shed light on the implications of the telephone attention to victims of gender violence highlighting the perceived advantages of the service providers as well as the working dynamics to ensure the best attention possible. Nevertheless, the authors argue that specific training in gender violence should be given to people offering the services to ensure the quality of the service and especially to avoid negative outcomes for the victims, such as revictimization.

Keywords: gender violence, call centers, telephone attention

MICHALINA GRZELKA, State University of New York at Albany, (USA)

Unheard Voices: People with Disabilities, Care, and the Debate on Abortion in Poland

One of the central contradictions of postsocialist democratization in Poland is a declining tolerance for reproductive rights. The collapse of socialism in Poland brought a dramatic shift in state's attitude toward abortion which, under the socialist rule, used to be legal and available to all women. Nowadays Poland has one of the most restrictive abortion laws in Europe. Recently a more restrictive bill was submitted to Polish parliament attempting to ban abortion when the fetus is "damaged". The project ignited a national debate which ultimately shifted its focus from women's reproductive rights to the discussion on people with disabilities after pro-life activists used the case of disabled people as an argument for restricting access to abortion. This move provoked people who are caregivers of their disabled relatives to share their experiences and defend women's rights to abort "damaged" fetuses. However, the voice of disabled people themselves remains largely missing from this debate. This study attempts to analyze articles, interviews and letters to the editor published in "Gazeta Wyborcza" and discussing the experiences of kinship caregivers of disabled people. By tracing tensions and inconsistencies present in the ways caregivers describe their experiences of caring for disabled relatives, this study aims to broaden anthropological insights into how an image of people with disabilities is "constructed" in Poland through language practices and how these practices influence the current discussion on abortion law and reproductive labour in Poland.

Keywords: abortion, disability, care, Poland, reproductive labour, reproductive rights

SERAN DEMİRAL, Mimar Sinan University,

Changing Discourses in Stories and Novels for Children

Cultural products for children have generally been used as educational tools for years. Besides, the distinction between literature in general and children's literature is very strict that some 'serious' issues, like war, disabilities, sex/gender, death, are not seen as convenient topics for children's novels. On the other hand, educational perspectives are also aimed to transform into more interesting for children. Not only children's book, but also any other cultural products, such as movies, board games, video games etc., have become tools for education, the topics which used to be seen as inconvenient, begin to be accepted to mention.

As classical stories, for example the narrative by Andersen, try to 'give lessons' to children, contemporary works for children are expected to be open for different readings, by embodying discourses within. To reveal how discourses change through narratives, a comparison between classical narrative and contemporary cultural products is needed. Therefore, several selected workings are planned to be mentioned for this presentation. It will be questioned whether the idea to use culture as a strategy to build comprehensible modern human beings continues, or not. After the comparison between traditional and popular works, both are widespread almost all over the world, two short animations, *Alike* (2015), and *Ian* (2018) which we watched together with a group of children in a private secondary school in Istanbul, Turkey, will be analyzed through children's perspectives, with their own expressions.

In this presentation, classical ideas about children's literature, widespreading themes on cultural products, like queer topics, and recently created short animations / picture books will be mentioned respectively. I will explain the reason why I have selected these works, and moreover, I will also try to make the children's interpretations on these works be heard.

Keywords: Children's literature, animations, discourse analysis, children's interpretations, gender, queer children's books.

MARTA KULESZA, KRYSTYNA HELAND-KURZAK, Maria Grzegorzewska University, Poland

Parent-infant communication in self-reflections of mothers-social science researchers

Our research concerns the problems of parent-infant communication in the first year of the children's life. In this developmental period, major manners of communication between parents and infants are based on nonverbal interaction. In our research, we focus on communication-signals sends by mother, as well as how infants communicate back and communicate their needs. A critical aspect of mother-infant communication is the development of social relationships with significant adult caretakers. The early language environment of a child influences their experience, their world and their bodies. Developments in the first year prove the importance of shared participation in the expressive verbal and nonverbal communication. Other studies show that disturbances in early communication are attributed to emotional unavailability of mother, which causes a child to fail to react in a socially expected 'normalized' way.

Our study included focus interview with mothers.

The findings of mother-infant communication were based on observation sheet.

Keywords: parent-infant communication

GRZEGORZ ŚPIEWAK, The New School for Social Research/ DoDoTOK Programme

Towards functional bilingualism for VYLs: a case study in empowerment

The purpose of this paper is to explore conditions that will create an environment conducive to fostering genuine, context-anchored L1-L2 interactions involving pre-school learners. I shall argue that the prerequisite for this is empowering all significant adults, including not just professional language tutors but also – and crucially – kindergarten teachers as well as parents. To this end, we need to re-evaluate the goals of early L2 education, including emergent bilingual competence, conceived of in functional terms, to reflect a range of communicative needs of Very Young Learners (VYLs). The concept of functional bilingual competence calls for a critical analysis of dominant interaction patterns involving VYLs, and the resultant linguistic exponents that are most likely to facilitate meaningful, functionally valuable exchanges.

Keywords: bilingualism, functional bilingual competence, Very Young Learners

CLAUDIA CHOVGRANI, Maria Grzegorzewska University, Poland

Language and migration

Multiculturalism raises many questions and doubts. The ongoing discussions raise the issues of axiological justification of the ideal of multiculturalism and the possibility of its implementation. The phenomenon of migration existed and still exists, but now it takes on other forms and dimensions. Increasingly we meet mixed marriages, we provide assistance to refugees, which is associated with a confrontation with another religion, language or system of values. Thanks to international exchanges in schools, universities, taking up work and internships in other countries, the migration process is getting faster. The answer to the existence of multicultural environments and continuous migration is intercultural education. During the speech, I will present the reflections on the implementation of intercultural education in pre-school education, its objectives, tasks and its role in adapting a child of another nationality in a pre-school group. I will focus on such an important factor in this process, which is learning a foreign language not only by children but by the teachers in particular.

Keywords: intercultural education, pre-school and early school education, teacher, tolerance, diversity, globalization, multicultural relations, identity, foreign language

AGATA KUKAWSKA, Independent Researcher

Polish community in Brasil

The subject of my presentation are Polish descendants who came to Brasil in XIXth or XXth century, being nowadays second biggest Polish community all over the world. In my presentation first of all I would like to describe the reason of its emerging. Then, I am going to show the history of development of this community in Brasil, especially in ''Polish'' capital of Brasil – Curitiba. I will mention the importance of Polish Pope – John Paul II for this people. Next point of my presentation is present situation of Polish descendants in Brasil. I would like to present different organisations who create this community. Apart from that, I would like to show what's the knowledge of Polish language among these people nowadays and what's the general situation of Polish language in Brasil. What is more, I will describe the Parana region as a place in which is the biggest concentration of Polish descendants. I will also mention how Polish traditions are cultivated. Furthermore, I will present places in which Polish history is visible, for example monuments. Finally, I will show people thanks to whom despite so many centuries the Polish spirit, language and culture are still celebrated and even young people know them.

Keywords: Polish, diaspora, community, Brasil.

VIVIANE RESENDE, Linguistics Department of the University of Brasília

Metaphors in the representation of public policies aimed at the homeless population in online journalism – the case of Folha de S. Paulo

In this conference I present results of a project that, in the context of critical discourse studies (van Dijk, 2009, Fairclough, 2010, Vieira and Resende, 2016) and the interdiscursive analysis of public policies (Resende, 2018, Fischer, 2016), focused on representations in online journalism regarding public policies aimed at the homeless population. The research project "Representation of public policies for the homeless population as territory management: spatial metaphors in Folha de S. Paulo" (CAPES 88881.172032 / 2018-01) was developed at the Pompeu Fabra University, Spain, throughout 2018. Considering the main newspaper of the city of São Paulo, in its digital platform, we have compiled a comprehensive corpus of news about homelessness published in a period of three years. The choice to specifically address data from Folha de S. Paulo is justified because it is the city with the largest homeless population in Brazil. Also, because our previous study has shown that this is the vehicle, among those studied, that publishes more news related to territorial issues, which we are our focus of interest to investigate via the discursive category of metaphor (Charteris-Black, 2004). The paper responds specifically to the objective of investigating, in a corpus of 105 texts on public policies directed to the homeless population analysed through a QDA software, the patterns of metaphorical representation of public policies addressed to the homeless population in these journalistic texts.

Keywords: homeless, representations in online journalism, public policies, Folha de S. Paulo

KAMALINI MUKHERJEE, Sociology at School of Social Sciences, Jawaharlal Nehru University, New Delhi

Exploring the subversive Indian: Sexual dissidence and the "Queer" in Indian popular culture

I will engage with language, discourse and the cultural tropes existing around the notions of gender, sex, sexuality and its alternatives within the Indian context, specifically to locate and explore the "subversive" expressions. The influences and interpretations will be based in a broader doctoral research, wherein personal narratives of "queer" individuals provide the qualitative basis for the projected discourse. The principal objective is to explore the conceptual space the "queer" identity locates itself in, and thereby the cultural outlets of its expression. The context of the entire engagement is positioned in a re-examination of the Indian cultural scope today, as a methodological approach to study the "queer" category in a postcolonial dialog.

Keywords: queer identity, queer expressions, subversive Indian, Indian popular culture

GATITU KIGURU, PHYLLIS W. MWANGI, Kenyatta University, Kenya

Shifting Language Loyalties among Kenyan Youth: A Sign of Language Dynamism or a Harbinger of Language Death?

The language repertoire of most people in Kenya consists of at least three languages: a mother language, a national/regional lingua franca and an official language. But do individuals pledge equal allegiance to the languages they speak? Some scholars have argued that the mother language gives one an ethnic identity while a lingua franca gives a broader national/regional identity. Official language allows an individual and by extension the society, to aspire to a global identity. Languages are not just a source of identity but vehicles for personal and societal economic advancement. Given the perceived chances of economic success based on language, a growing trend has been observed in Kenya where some parents choose not to teach their children their mother language as such a language is seen to offer little competitive value in education and the job market. This has led to a situation where many young people in Kenya are growing up with very limited or no command of their mother languages. However, rather than reduce their language repertoire, this group of young people compensate by having the hybrid Sheng language. What does this situation portend for indigenous African mother languages? Some scholars have viewed this as a sign of impeding language death of some mother languages. The present study used a questionnaire to establish what languages the sampled students used in given domains and the reasons behind their choices. The second aim was to assess the perceived place and future of mother languages in the marketplace of languages in Kenya. The findings of the study were mixed: while mother languages are increasingly losing ground to those that have a lingua franca function and to English, the same languages have ironically begun acquiring some economic and revamped cultural relevance and therefore are enjoying some measure of revitalisation.

Keywords: identity, language loyalty, youth, Kenya, mother language

MIEKO YAMADA, Purdue University Fort Wayne

English as an egalitarian language: Japanese EFL students' perceptions about diversity and minority issues

In a globalized era, English uses and users become increasingly diverse. English language learners are indeed required to observe their social contexts in which English is used and be prepared for appropriate and effective English-speaking communications. This study explores how Japanese students perceive their own language learning environments, and more specifically it investigates to what extent they recognize Japan's minorities as its diversity issues and how they understand ethnicity, gender, and sexual orientation within a domestic context. In addition to the literature of Japanese students' attitudes toward English speakers, this paper utilizes the primary data from surveys and interviews administered to Japanese university students who planned to teach English in Japanese schools after their graduation. I argue that insufficient understanding of Japan's diversity and minority issues would present the language learners from acknowledging the existence of prejudice and discrimination in domestic contexts in which English is used. To establish meaningful relationships through using English and avoid biases against particular cultures and individuals, Japan's EFL education needs to explicitly teach about cultural and linguistic varieties that English users possibly bring into their interactions. Incorporating the concept of Peace linguistics (Crystal, 1999, 2003; Friedrich, 2007; Gomes de Matos, 2000, 2014), this paper suggests that EFL classrooms should be an important site for fostering peace and social justice among English language users and working toward an egalitarian society.

Keywords: Japan, English language education, diversity, minority, peace linguistics

LIA DURAN MOGOLLON, University of Siegen

Youth Talking Politics: linguistic barriers in activist circles

While scholarly research suggests there is a decline in interest in traditional politics among young people (Putnam 2000, Norris 2002 Pilkinton &Pollock 2018) there is also evidence that if engaged, young people prefer to engage in groups they can identify with (Henn & Foard 2014). Based on this premise and on the Bourdieusian concept of social space, this article explores the linguistic barriers complicating access to politically activist groups as experienced by young activists and experts working with youth. Based on 28 qualitative interviews with young activist and 4 interviews with ´experts´ working with youth, this paper presents evidence suggesting that the linguistic barriers impeding access to activist groups can be diverse; on the one hand, there are those obstacles found by migrants who lack fluency in German to engage in political discussions. On the other hand, there are the barriers as experienced by those who describe themselves as having "no academic background" who struggle with the "academic jargon" that dominates a lot of political groups. The findings suggest that these obstacles can be particularly palpable among youth branches of political parties and that those activists who describe themselves as ´with no academic background´ or ´working class´ have difficulties finding a place within these groups. The interviews were conducted in Cologne between 2018 and 2019 as part of the EURYKA Project (Funded by the EU Horizon 2020 Program grant agreement No 727025.)
Keywords: Social Space, youth, political activism, identity

EMILY HUGHES and CELINE-MARIE PASCALE, American University, Washington DC
Constraining Sexualities: Determining Queer Asylum

Around the globe, scholars rely on discourse analyses of court cases to examine the existence and regulation of global migration systems for queer asylum seekers. Theoretical developments in the field have included the concepts of homonormativity and homonationalism to examine how judgements of identity, credibility, and persecution towards queer asylum seekers reflect larger systems of power. Our research expands the use of these concepts to explore an increasing tendency of the asylum system to reject claims because queer asylum seekers are not always visible as queer or as persecuted within U.S. discourses.

This paper is a case study of three recent U.S. court cases for queer asylum seekers. We use Foucauldian discourse analysis to examine the discursive practices used by asylum seekers and immigration judges. Our analysis demonstrates how these discursive practices enact hierarchies of power that serve to maintain U.S. standards of identity, credibility, and persecution within the asylum system. Further, we illustrate how asylum discourses maintain U.S. global dominance over refugee-sending countries by reserving protection for bodies from countries that conform to U.S. expectations, standards, and practices of homosexuality. Finally, our analyses demonstrate that the ability of asylum seekers to work within the constraints of national discourses of sexuality is central to their credibility and the success of their asylum cases. This scholarship makes important contributions to the field since higher rates of queer migration coincide with increasingly stringent border security laws, which exacerbate unequal power relations and create barriers for queer asylum seekers

Keywords: queer asylum seekers, queer asylum, migration

NORA SCHLEICHER, Budapest Metropolitan University

Emotion, authenticity and gender in interaction. The Brett Kavanaugh case

My presentation examines the role emotions play in the construction of gender and authenticity. In recent years there has been an increased interest in the role of emotions in interaction. This interactional approach can help us understand the strategic use of emotions in communication. The paper exemplifies this strategic use through the analysis of the Brett Kavanaugh hearing and its media reception. Judge Brett Kavanaugh was nominated to the Supreme Court of the United States by president Donald Trump in 2018. After his nomination he was accused of sexual assault by Professor Ford. The accusation was followed by a 9 hour long public hearing watched by more than 20 million people. The multimodal analysis focuses on the use of emotions in Kavanaugh's speech. I argue that the strategic use of emotions played a crucial role in the attempt of authenticating the identity of a „good man". While, traditionally, emotion, feminine and the private have been in indexical relationship with each other and in oppositional relationship with reason, masculine and the public, the analysis reveals that these relationships are contested by the public display of emotions.

Keywords: emotion, authenticity, gender, public, private

VIOLEDA UMALI, & EMERSON BANEZ, LLM | University of the Philippines

Torre de Manila and the politics of cultural heritage preservation

Torre de Manila is a high-rise condominium project built across the Rizal Monument, the shrine of the Philippines' national hero, Jose Rizal. Soon after construction started in 2012, heritage activists launched protest actions against it, principally on grounds that the condominium will mar the sightline of the Rizal Monument, thereby desecrating the country's most important national shrine. Among the protest actions is the petition filed in September 2014 with the Philippines' Supreme Court for a temporary restraining order (TRO) to suspend the construction. The Court issued the TRO in June 2015; however, in April 2017, it lifted the TRO and allowed construction to continue. The project is expected to be finished in November 2019.

Torre de Manila is an interesting case of the conflict between heritage preservation vs. development. Its focus on the skyline as a cultural asset highlights the difficulty of reckoning intangible cultural heritage as it comes head-to-head with rapid urbanization. Furthermore, the case is an interesting study of power relations in heritage-making and heritage preservation. Guided by Bourdieu's treatise on language and symbolic power, and Baumgartner et al.'s arguments about lobbying, this paper analyses the arguments surrounding the case, with a view towards delineating the politics of heritage-making and preservation in a developing country like the Philippines. The paper will examine the Court's final ruling on the case and determine the extent to which it addresses the issues presented by the parties as well as the equities of the case. The paper will critique the Court's reading of what constitutes the preservation of a cultural asset, and position this reading vis-a-vis the arguments invoked by the different stakeholders in the case. In so doing, the paper will surface power relations that have important implications on heritage preservation in the face of development.

Keywords: Cultural heritage preservation, language and power, Torre de Manila

YAMILA RODRIGUEZ, University of Buenos Aires

Discourse analysis on youth access to justice in South American context

The U.S. model of juvenile courts was introduced in Latin America in 1919. The adoption of this system (known in Latin America as the "Tutelary system") was the most important change in Latin American policies toward youth in conflict with the law until this day. Under this model, youth crime had to be approached differently than adult crime, and the goal of the interventions on youth was supposed to be rehabilitation, not punishment. Consequently, criminal and due process regulations were not applied.

After the sanction of the United Nations Convention on the Rights of the Child (CRC), almost every state in the region passed new bills on juvenile justice in order to adapt their legislations to the principles of the convention -specially, the best interest of the child and the right to receive special protection- and guarantee due process for children in conflict with the law (known in Latin America as the "Rights system"). Using Critical Discourse Analysis framework, the author explores the practices that emerged from this alleged incorporation of the CRC principles into national legislations. She shows that, in order to ensure the right to due process, and even though Children´s Rights Discourse is being widely used, children in conflict with the law in Latin America are paying a high price, since now they are being treated as fully responsible subjects in the criminal justice system.

Keywords: Children Rights, Access to Justice, Latin America, Juvenile Justice, Critical Discourse Analysis.

CLEIDE EMÍLIA FAYE PEDROSA , Universidade Federal de Pernambuco, Brazil

The sociological and communicational approach of discourse: the hypothesis of socioanalyses applied to the self-narratives of the Brazilian deaf community

The objective of this communication is to apply the hypothesis of socioanalysis in order to interpret and to do a critical reading of "discourse of I" done by deaf Brazilian university students. This belongs to the area of linguistics, to the theoretical and methodological field of critical discourse analysis (Fairclough, 2008; Magalhães, Martins, Resende, 2017), in the framework of the sociological approach to discourse (ASCD, www.ascd.com.br) (Pedrosa, 2016), with a focus on Brazilian nationality. ASCD is born from contributions in sociology to foster social changes (SCS); from communication for social change (CCS); from cultural studies (EC) and systemic-functional linguistics (LSF). I also accept other influences which are needed to analyze the research object. The hypothesis of socioanalysis come from SCS (Bajoit, 2012), which can be summarized as follow: 1. Assignation of a social destiny; 2. Building of relational expectations; 3. Building a an individual identity; 4. Production \ creation\ co-living of identity ill-being; 5. Constitution of the subject's narrative; 6. Explication of the subject's reasons; 7. Implementation of a liberation process; 8. Redefinition of the social relations practice. We will analyse the narrative of a deaf subject, on the basis of a corpus collected in 2014, during the course "Letras Libras" at Sergipe Federal University. We choose the basic ASCD methodological orientations, including: identitying the interfaces which reach the objectives; selectioning the categories from each interfatic area; articulating the discursiveness to the textual materiality; establishing a dialogue between the categories; identifying the social meanings which are presented and built in the discourse. The result confirms the role of socioanalysis to search to reveal how, in the life of a deaf individual, the practice of social relationships are articulated with the (re)construction of his/her identify(identities) from the perspective of a fight for civil rights.

Keywords: discourse, socioanalysis, deaf, Brazil

TATIANA KANASZ, The Maria Grzegorzewska University

Discourses of happiness and successful life as seen by the Polish young adults

In my work, I am interested in the individual, meaningful construction of happiness. The empirical study carried out in the years 2011-2013 under the project "The perception of happiness among the Polish academic youth". I have collected statements from over two hundred students completing their undergraduate and graduate studies at various Warsaw-based universities. The sampling was purposive and involved the selection of a population of academic youth that would be varied in terms of gender, age and field of study.In my research, I have applied triangulation of research methods: a card of associations with the word *happiness*, individual interviews combined with observation, a questionnaire on values and group interview (with the use of collage). I was interested in the students' views on happiness, in the way they discuss it, in their attitudes towards life, the values which they consider important, in their thoughts about their future and also in their perception of satisfaction with life among Poles. In the cross-sectional analysis of interviews I looked for typical statements that would prove the presence of a specific type of emotional culture, a vocabulary on the emotion of happiness.As a result, I have identified types of perception of a happy life by the academic youth: life focused on the family, on self-fulfillment, on achieving prosperity and well-being. Self-sufficiency and the fulfillment of various needs were listed among the important issues. Interestingly enough, the hedonistic aspects of happiness apply more to the associative part of its perception. Meanwhile the eudaimonic dimension is stressed more strongly in individual interviews. In comparison to their parents, the students claim they have better opportunities for self-fulfillment and success. They speak of bigger aspirations, individualism, their attachment to materialist values.

Key words: happiness, well-being, successful life, discourse, Polish academic youth

EWA GLAPKA, Szczecin University

Lost or found in between? Global and local discourses of gender in the constructions of South African colored feminity

This paper presents part of a qualitative research on the female body and beauty conducted among young South African women of diverse cultural backgrounds. The discussion focuses on the participants who identified themselves as 'colored'. The colored people of South Africa are perceived as the most ambiguous of the country's ethnic groups (Erasmus 2001, Petrus and Isaacs-Mortin 2011). In the study, the participants position themselves in line with the perceived ambiguity – both explicitly (e.g. as 'lost in between') and by repeatedly negotiating their sense of colored femininity in relation to their understandings of black and white femininities. The identities are constructed not only in relation to one another but also to global post-feminist discourse (Gill 2007). Accordingly, the paper traces how meanings produced by the global media culture are deployed in talk to produce the locally specific and meaningful identities. The identities are examined also in terms of their intersectional complexity as the participants constitute their subjectivities drawing upon the global and local practices and symbols of gender, sexuality, ethnicity and class. In the intersectional positionings, the paper identifies interrelatedness of discursive, affective and material practices of the gendered, classed and racialized self as well as the negotiated, ambivalent and fluid constitution of the colored female subject.

Keywords: critical discursive psychology, (gender) identity, hybridity, positioning analysis, postcoloniality

ALEXANDRA FILIPOVA, Vladivostok State University of Economics and Service, Russia

The discourses of child identity and participation

The topic of children's participation in various issues was updated in the second half of the last century. It was largely due to the adoption of an important international document such as the United Nations Convention on the Rights of the Child. Children are as important participants in social life as adults so they have the right to express their opinions on various issues related to their activities, as well as to take into account these opinions by adults in decision-making in the family, in school, in the community, etc.

Russian society is dominated by the traditional discourse of the perception of children as human becoming, socially and mentally immature, not-yet-an-adult. To study the parental discourse of children's participation in family issues, empirical material of the network discussion organized at the parental forum called Vladmama (Vladivostok, Russia) was used. In order to organize the discussion, an information injection was carried out. It was the description of the imagined problematic situation of child-parental relations on the issue of child's participation in family affairs. The 81 messages received from 25 users were analyzed according to James Gee approach. Seven Gee's "building tasks" (Activities; Identities; Relationships; Politics; Connections; Sign Systems and Knowledge) are researched on the materials of mother's forum. The process of creating value is always connected with the exercise of power. In our case, mothers using their power as parents redefine the meanings of children's participation. The main resource that opens the way for adults to power is money. Earning money is interpreted by the participants of the forum as a way for a child to involve in the adult's world, an opportunity to legalize the child's right to express his/her own opinion and defend this opinion. Other sources of parent's power are their own life experience, knowledge and social skills.

Keywords: Children's rights, CDA, James Gee, child's participation in family design-making, site discussion, parent's discourse, parent's forum

MARJORIE MAIDO, Eotvos Lorand University Budapest, Hungary

Language and Identity Formation of Filipino Seafarers in International Maritime Transport

One-third of the world seafarers are composed of Filipinos. They are considered part of the labour migration. The Philippines has been consistently topping the list of the major suppliers of seafarers, both in the categories of officers and ratings. Shipowners' preference to Filipino seamen goes beyond economic reasons; Filipino mariners' good command of the English language has given them an edge against other ethnic counterparts. English has long been considered as the language of the trade. In this paper, sociolinguistic approaches to the study of language as a key factor to identity formation and integration are introduced. Using Bourdieu's concept of fields, habitus, illusions, and capital, this paper discusses how proficiency in a certain language is considered as a capital in a globalized trade, how it forms part of one's habitus, and how the transference of language skills in a multicultural workplace constructs the identity of the Filipino seafarers and how it fosters or hinders their integration to the transnational communities. Through interviews with Filipino seafarers who served as ship officers (i.e. captain, chief mate, chief engineers, second engineers) for more than five years, the researcher describes the importance of language in seafaring and its role in identity formation as the respondents participate in a highly-defined hierarchical structure and power relations onboard foreign vessels. The dis/possession of language skill set has also set off a decreasing trend for Filipino ship officers as there is a noted hesitance to upgrade one's position in work as paper works tend to increase with rank.

Keywords: seafarers, capital, habitus, Filipinos, migration

GUILLERMINA JASSO, New York University

Language and Factorial Surveys

The factorial survey is a method for exploring and analysing beliefs, judgments, and other ideas about a wide variety of phenomena. The factorial survey proceeds by presenting to respondents a set of narratives about fictitious persons -- the vignettes -- and asking the respondents to assess a particular aspect under study -- the rating task. For example, respondents may be presented with descriptions of immigration applicants and asked to judge their relative desirability; or respondents may be presented with descriptions of workers and asked what they think those workers earn, or what they think those workers ought to earn; or respondents may be presented with descriptions of the lifestyle of fictitious persons and asked to assess how healthy they are, or to estimate their life expectancy. A close look at the factorial survey method suggests that respondent may differ in several dimensions critical to the method -- how many vignettes they can comfortably and attentively assess, possibly dependent on the presentational style (paragraph or table, say); their reactions to the rating task (category scale or magnitude estimation, say). For example, one sample of respondents outright refused to do magnitude estimation; other samples differ greatly in the number of vignettes they rate. Language comes to mind as a possible correlate of these responses to the method. Are some languages more conducive than others to comfort with numbers? or to seeing money as continuous versus categorical? or to making very fine distinctions in degree of injustice? This paper develops a framework for the systematic study of language and factorial surveys, taking account of country as well as respondent characteristics.

EWA GLAPKA, Szczecin University

Applying Feminist Poststructuralist Discourse Analysis in research on and in postcolonial context. (How) can discourse analysis facilitate decolonizing interpersonal and intercultural relations?

This paper advances a theoretical and methodological approach to the questions of identity and power drawing upon Feminist Poststructuralist Discourse Analysis (FPDA) (Baxter, 2002, 2003, 2010). The approach is applied to discourse data derived from a qualitative research on the conceptions of body and self among young women in post-apartheid South Africa. This paper focuses on individuals' personalized relationship with the patriarchal relations of power. Investigating them from the perspective of Feminist Poststructuralist Discourse Analysis, I address the challenges of combining a critical, Western feminist perspective on the relations of power with participants' lived understandings of being implicated in the relations. I propose that the multiplicity and complexity that listening to the subjective, biographic accounts implies can be analytically managed by means of FPDA's take on the Bakthinian notions of 'polyphony' and 'heteroglossia' (Bakhtin, 1981). I demonstrate how thinking interviewees' talk through these concepts facilitates accomplishing and retaining a self-reflexive research position on the discursive, ideological, lived, affective and material differences between the interviewees' and the researcher's stances on patriarchy. Dwelling on the relationship between the Global South and the Global North-West that the participants and the researcher embody, I discuss disparities between FPDA and Critical Discourse Analysis. In particular, I compare the *emancipatory agenda* of the former and FPDA's *transformative quest*. I argue that FPDA's analytic engagement with talk is a more accurate empirical approach to the current postcolonial context.

Keywords: Critical Discourse Analysis, Critical Discursive Psychology, Feminist Poststructuralist Discourse Analysis, (gender) identity, postcoloniality

AMADO ALARCON, M. ANGELES SERRANO, NATXO SOROLLA, ANTONI VIDAL, Rovira i Virgili University

Occupations and languages. Different literacies across occupations

This communication presents the main findings obtained from a cross-national empirical research aimed at investigating the role that language and literacies play in current employment relations. Since information is linguistically encoded, informational capitalism makes of both language and literacies a central issue of the production processes, demanding new skills to its workers. Language and literacies become, thus, key components of productivity, employability, wages and control. However, there is a lack of instruments to measure and go into deep in the existing relation among language, literacies and occupations. To overcome this gap, our research has conducted an analysis focused on the examination of the linguistic needs described in the definition of the more than 800 occupations included in the two main international systems of occupational classification (ISCO-2008 & SOC-2010). It has also been considered variables such as literacy and numeracy, digital competences or social competences of communication from other data bases (PIAAC, O'NET). Finally, the different occupations have been classified according to their linguistic intensity. The compilation of the data has configured a scale of Linguistic Specialization at Work (ELT). Results state the existence of differences in the use of literacies by occupations, assigning the highest values to the first occupational group (managers and directors) and the lowest ones to the non-qualified occupations, as expected. Moreover, the managers and directors also highlight for having a very complete competence profile, since they obtain high values in mathematical, speech and ICT literacies but also important marks in the rest of variables analysed. Reading, writing and speaking are competences assigned mainly to scientists and intellectuals within the second category of occupations. The use of literacies among the other categories is minor. The results obtained confirm the impact of languages and literacies in both employability and business productivity.

Keywords: language, literacies, occupations, linguistic specialization at work

SHINYA UEKUSA, Massey University

Conceptualizing disaster linguicism: A case study of linguistic minorities in the 2010-2011 Canterbury and Tohoku disasters

Language is a means of communication, but it functions as much more than this in social life. In emergencies and disasters, it can also be a matter of life and death. Language barriers and effective communication in disaster contexts (i.e. distributing critical disaster information and warnings) are the central concern in current disaster research, practice and policy. However, based on the data drawn from qualitative interviews with linguistic minority immigrants and refugees in Canterbury, New Zealand and Miyagi, Japan, I argue that linguistic minorities confront unique disaster vulnerability partly due to linguicism – language-based discrimination at multiple-levels. As linguicism is often compounded by racism, it is not properly addressed and analysed, using the framework of language ideology and power. This paper therefore introduces the concept of disaster linguicism, employing Bourdieu's concept of symbolic violence, to explore linguistic minorities' complex disaster experiences in the 2010-2011 Canterbury and Tohoku disasters.

Keywords: disaster linguicism, language barriers, language ideologies

PIER PAOLO PEDRINI, University of Lugano and Zürich

Fake News (Words and Images) as a Weapon of Persuasion

The lecture is an analysis of World War I posters whose purpose is to investigate the principles of persuasion from the socio-psychological perspective. I will present the posters produced by the English and American propaganda organizations, with also examples from Germany, France and Switzerland, in order to demonstrate how earlier persuasion techniques for enlistment and war financing are identical with those of modern advertising and political persuasion (Isis campaigns included). World War I propagandists manipulated people's thoughts and actions and became the precursors of modern spin doctors and marketing and advertising professionals. To this end the propagandists used *fake news* and *bad argumentation* to sell the ideology of the war. The posters caught people's attention with pictures of children and beautiful girls, which stimulated their inner needs for development and learning, for well-being and social prestige. They motivated them to act by using scenes of amusement and adventure. They gave them a way of thinking about the enemy and the purpose of the war: to make the "world safe for democracy". As today, economical goals were disguised with a noble cause. The call to arms was also based on rational themes such as patriotism, the sense of duty, solidarity, responsibility, the defence of national values and trade. And also better wages. Reasoning based on personal benefit, "only for you", at that time certainly something new, is often manipulative. Credibility in the posters was created through repetition of the message and through the representation of testimonials or endorsements. This is also a very modern technique. No form of discourse is left out: storytelling, humour (!), parody, fear and even body language are commonly used. Propagandists were *hidden persuaders* who, perhaps intuitively, knew the characteristics of the human mind when creating their messages. In their discourse, all the weapons of persuasion are to be found as described by Cialdini in *Influence. The Psychology of Persuasion* (1984). In this book he talked exclusively about modern times from a commercial and interpersonal point of view discussing the following techniques: "consistency, liking (familiarity, likeness, beauty), social proof, authority, scarcity, reciprocity". In his last work, *Pre-suasion* (2016), he has added "identity". All these principles were already used by the propagandists during the World War I to create a sense of guilt in those who chose not to participate in the war effort.

Their posters treat in advance principles of modern psychology and even neuropsychology that are an undeniable duty for advertisers. Therefore, for each principle I will show examples from modern advertising and political discourses.

Keywords: propaganda, persuasion, fake news

PHYLLIS W. MWANGI, Kenyatta University, Kenya

GATITU KIGURU, Kenyatta University, Kenya

Masters of Backpedalling: A Critical Discourse Analysis of Denials of Own Statements by Kenyan Politicians

Politicians the world over use language to compete for power and, once they get it, to retain it. Language is used to persuade the governed about manifestos, policies and other decisions. The political class uses language to create meanings favourable to self and deflect those that paint them in unfavourable light. In the Kenyan context, the language of the politicians across the political divide is, many a time, marked by unsavoury remarks made in the heat of the moment, which, when widely reported in the media, threaten the career prospects of the affected politicians. Within the framework of Critical Discourse Analysis, this study examined the linguistic backpedalling strategies adopted by members of the political class to disown their public pronouncements. The study drew its data from media reports on controversies sparked by utterances by such politicians in Kenya. At the micro-level, the analysis found that the strategies range from outright denial, claims of being 'misquoted' by the media, claims of propaganda by political enemies, to attempts to give other shades of meaning to utterances made. At a broader level, the analysis shows how such backpedalling is symptomatic of the hindrances to the entrenchment of democratic governance in Kenya based on accountability and responsibility. The broader issues include, not just gullible voters, but also the problem of non-issue-based politics where the political class use the 'theatre of the absurd' antics to divert attention from the real issues. The paper makes the argument that the language antics of the political class are a lens through which the democratic values of a country can be judged.

Keywords: backpedalling, linguistic backpedalling strategies, politicians, Kenya

FRÉDÉRIC MOULÈNE, Université de Franche-Comté, France

"Saving the Pensions": The Power of an Established Discourse and its Limit

In the French social and political debate, the formula « saving the pensions » is currently used and highly publicised in the context of successive reforms aimed to settle the issues of ageing and budgetary imbalances. It is relevant to investigate how these discourses try to support political measures claiming the principle of "neutrality" and "obviousness" (M. Pêcheux, 1975; T. Guilbert, 2007), namely the "economic fundamentals". Against this orthodox principle, an "alternative" way is often presented as damaging and as well "unrealistic" and "politically oriented" (Bourdieu-Boltanski, 1976). Nevertheless, the formula is flexible enough to provide various discourses among the different actors, political parties, unions and lobbies. Thus, "saving the pensions" may also refer to the preservation of the purchasing power of pensioners and support the welfare state; the formula sometimes goes with the plea for taking advantage from productivity gains, which could balance the pension system without asking people additional sacrifices. Consequently, we would review how each kind of actors (and speakers) involved in this debate deals with the same signifier so as to propose other signified, hence other political programs, knowing that discourse is potentially able to perform reality (Austin, 1962). Then the battle of ideas is a battle of words and puts the question of legitimate stakeholders, especially experts, economists and high officials who tend to be legitimate speakers. Through a press media corpus analysis, we will analyse the rhetoric process of the adversaries and notably the "naturalization" (Fairclough, 2001) and "depoliticization (Cussó-Gobin, 2008) effects, before asking their efficiency. How the media deals with this formula, which standpoints are the most highlighted in the corpus and what place is really allowed for the expression of alternatives?

Keywords: Pension policy – political discourse – print media corpus - performativity – ideology.

RENÁTA SEDLÁKOVÁ, Palacký Univerzity in Olomouc, Czech Republic

Signifiers of the Roma People Representation in the Main Czech Television News Service – agenda changes since the year 2000

Media are key agents in the process of the construction of social reality in the society of late modernity and they can contribute to discrimination of members of different social groups and their social exclusion. Author analysed media representation of Roma people in television news services Události of the Czech television (public service broadcaster) since year 2000. Although analysis revealed significant increase of Roma coverage in that period, it does not mean increasing of these people understanding. Despite the spectre of information cover by the news discourse, only several frames (Entman 1993) is used for their representation. Most of the events and topics is narrated within the Us versus Them perspective which represents Roma people as the different Others. Most of the news narratives is presented from the majority point of view as minority members are not used as information sources by journalists usually. Roma people were quoted almost exclusively in cases related to their ethnic group; they did not comment whole society issues. Generally, Roma representation constructed in analysed programme showed new racism defined by van Dijk (2000) on the level of the latent meaning. The signs used in the visual coverage of the news are the key signifiers in these cases. Based on the media and language constructivism (Schulz 1989, Searle 1995, Kopytowska 2015) paper analyses dominantly applied language signifiers used in the Roma minority representation and shows reduction and direction of their meaning by the used visual images.

Keywords: news discourse analysis, Roma minority representation, media constructivism

PAULA GOLOMBEK, ALEKSANDRA OLSZEWSKA, MARIA COADY, University of Florida, USA

Humanizing Power of Counter-stories: Teachers' Understandings of Emerging Bilingual Students in Rural Settings

The field of bilingual education acknowledges the growing number of emerging bilinguals (EBs) immigrating from diverse contexts and settling in rural areas (Suro & Singer, 2002). Moreover, within an educational context in which "educators remain un- and under-prepared for working with ELs nationally" (Karabenick & Noda, 2004), the rural nature of schools further influences teachers' knowledge of their EBs and how to address their needs (Eppley, 2015). This study explores how stories of migration to and daily life for immigrants in the U.S., characterized as counter-storytelling advocated in Critical Race Pedagogy (Delgado & Stefancic, 2001; Solórzano & Yosso, 2005), can influence mainstream teachers' understandings of EBs in their classrooms while enrolled in a hybrid university course, part of a teacher professional development (PD) program. The data, including online postings, field notes, and teachers' plans of action, were analyzed using Spradley's (1979) domain analysis framework. The findings suggest that engagement in this PD course provided a mediational space for teachers to reflect on and disrupt their understanding of EBs' lived realities of life-threatening journeys to and precarious circumstances of living in the U.S. By imagining their students, and themselves, in these narratives, teachers were able to change their discourse concerning these students and design small but concrete actions towards creating welcoming schools. We demonstrate how counter-stories have the humanizing power to make visible and relatable that which is unknown, misunderstood, and even feared by teachers whose lived experience may differ radically from their students.

Keywords: counter-stories of migration, immigrants in the US, Critical Race pedagogy, emerging bilinguals, classroom

MARIA CECILIA ZSÖGÖN, CONICET / Universidad de Buenos Aires

Discourse analysis around the issue of child labour in the Global South

In this paper, we focus on the relations between discourses and its impact on the positioning of working children on social and political agendas in a peripherical region of the world system. In Latin America, as a constitutive part of the so-called Global South, two main narratives around the issue of child labour coexist. Each of these narratives has different political implications and practical consequences.

On the one hand, we consider the Eurocentric conception of international agencies (such as ILO and UNICEF) which establish the hegemonic categories related to children. This eurocentric discourse may seem distant and hardly operative in Latin American context, but we highlight its importance since it is expressed in human rights instruments that have been ratified and incorporated in our country's legal framework.

On the other hand, the postcolonial narrative raises the need to establish differentiated forms of nomination to address childhood in the periphery of the world system. Although this narrative may constitute a closer approach to the reality of children in the periphery, the problem is that its corollary can be seen as a defense of child labour due to cultural factors that contributed to its naturalization and invisibilization.

Though at face value it may seem an emancipatory discourse, we suggest that it consists of a conservative one, since it tends to the reproduction of inequality in society, based on the idea that persons are assigned to certain positions in the productive structure due to their socio economic background. Altogether, we believe that the analysis of the ideological implications presents in the narratives around the category of child labour and exploitation are necessary to account for the factors that contribute to its persistence in Latin America.

Key words: child labour – eurocentrism – postcolonialism – discourses

ANZHELA POPYK, University SWPS
ANNA PERKOWSKA-KLEJMAN, The Maria Grzegorzewska University
Effects of the Hofstede's Cultural Dimensions on the School Cultures in Polish and Ukrainian Contexts

Teacher and student form a unique dyad which is based on the relations determined by the culture of school, community and the nation. School culture is much influenced by the values and norms established in the society, while school is an institution which follows those norms. This paper is aimed to study the influence of the national/community culture on the school culture and teacher-student relations through Hofstede's 4-D model of cultural differences among societies, viz power distance, uncertainty avoidance, individualism versus collectivism, masculinity versus femininity. Additionally, the article reveals the analysis and comparison of the two school cultures, Polish and Ukrainian, which have various national cultures, values, norms and historical backgrounds; and presents the ways these cultures respect and support children's rights.

Keywords: school culture, teacher-student relations, cultural dimensions, children's rights.

DARRICK SMITH, Educational Leadership at the University of San Francisco, CA (USA), Co-Director of the School of Education's new Transformative School Leadership (TSL) program
A Discourse of the Quasi-Safe in American Schools

"School Safety" is a key phrase in an ongoing, popular discourse in the United States that has gained popularity and monetary momentum since the Columbine High School shootings of 1999. As media coverage of school shootings have continued over the last two decades, parents, educators, politicians and scholars have joined policy and philanthropic organizations to shift resources toward the prevention of bullying and the improvement of school safety and security measures. This talk will articulate the ways in which, despite an increased industry-wide focus on examining approaches to school discipline and safety, the realities of in-school violence and racially disproportionate outcomes persist and often go under-addressed in discourses involving both policy and practice. Such a dynamic challenges the meaning of "safety" in schools and relegates the discourse as quasi-safe as marginalized populations and their most pressing issues are rendered invisible and neglected.

Keywords: school safety, in-school violence, quasi-safe, American schools

JEAN-LOUIS ARCAND, Chair of the Department of International Economics at the Graduate Institute of International and Development Studies in Geneva, founding Fellow of the European Union Development Network (EUDN), Senior Fellow at the Fondation pour les études et recherches en développement international (FERDI), and Visiting Professor at the Hanqing Advanced Institute of Economics and Finance at Renmin University of China in Beijing

Automated Interpretation of Political and Economic Policy Documents: Machine Learning using Semantic and Syntactic Information

We develop a general understanding of how state agencies' policy announcements are interpreted by taking streams of policy announcements and interpretations, annotating (coding) the interpretations by hand, then using machine learning (ML) and natural language processing (NLP) techniques to develop a model which generates annotations from announcements. Our initial policy announcement case corresponds to monetary policy made by the US Federal Reserve. We use streams of journalistic accounts in ideologically different newspapers (the New York Times and the Wall Street Journal); and annotate the journalistic accounts in terms of attributed motives, conditional predictions, and other ways in which interpreters typically gloss policy announcements. We then use ML techniques to develop and train deep learning models of textual entailment and inference which use syntactic and semantic (both in general and for specific domains) information in the announcement texts to map from announcements to annotations. The work brings together expert knowledge on political science and economics (particularly domain-specific knowledge about monetary policy) with methodological skills and expertise in computational linguistics; it involves disparate tasks ranging from collecting archival materials through to the development and application of textual annotation schema and the development of computational models of textual entailment.

Keywords: machine learning, automated interpretation

FEDERICO FARINI, Senior Lecturer in Sociology at the University of Northampton

ANGELA SCOLLAN, Senior Lecturer in Early Childhood Studies and Education Studies at Middlesex University

Children's rights at the crossroads between diverging discourses. Case Studies from the English debate in and on education

This year marks the thirtieth anniversary of the declaration of the United Nation Convention on the Right of the Child (UNCRC). Such landmarking political act has been hailed as a victory for the children's rights movement, but also heavily criticized from its early days. The UNCRC is criticized for overemphasizing children's liberties and self-determination, undermining adults' rights to protect and educate children; at the same time, from an opposite position, others criticize the UNCRC, and the moral crusades to save 'the world's children', for consolidating disciplinary strategies, based on authoritarian types of knowledge that guide understandings of what is to be a child and what childhood should be like, in line with the Western liberal tradition originated in the eighteenth century. It is suggested that the ongoing sociological, pedagogical and political debate around the nature of children's rights and intergenerational relationships lends itself as an example of the problematic coexistence of contrasting discourses on childhood and education. These discourses underpin the language of legislation, policymaking, education, healthcare, social services. Diverging concepts of power, rights, justice concerning intergenerational and intercultural relations are expressed on the many languages on childhood. This presentation combines sociological human rights studies with a socio-constructivist interest in the discursive construction of children's rights. As a case study, the discourse at the intersection between childhood and social class within the English education system will be analysed. Since the 1980s, the hegemonic discourse on the relationship between educational achievement and social class links low socio-economic status to the expectation of children's deficit in socialisation that must be tackled using pedagogical techniques. The presentation argues that a 'deficit discourse' prioritises the educational manufacture of 'the good citizen of the future' against the acknowledgement of the lived reality of many children in the present, devaluing their cultural capital, silencing their voices and ultimately undermining their rights to self-determination. On conclusion of the presentation, it is argued that a change in the hegemonic discourse on children from poorer backgrounds transforming them from passive users of educational interventions to active contributors to their own education is possible. The presentation will introduce educational practices in English schools that are based on the concept of 'enabling environments' to value children's uniqueness and voices, providing opportunities and experiences for the child that are responsive to their individual needs whilst acknowledging their status of citizens in the present.

Keywords: children's rights, English education system, educational practices.

URSZULA MARKOWSKA-MANISTA, Field Researcher, Assistant Professor at the University of Warsaw, Faculty of Education and Program Director of MA Childhood Studies and Children's Rights, University of Applied Sciences in Potsdam, member of Childhood and Youth Studies Research Group, Moray House School of Education, University of Edinburgh,

Indigenous human children's rights in research discourses of the Global South and Global North. The right to be properly researched

In my lecture I would like to outline the challenges and dilemmas connected with conducting research on children with/out children in their spaces and places of living. I will refer to research that should be ethical, non-discriminatory, based on the principles of social justice, non-hierarchical relations and non-adultist (Liebel 2017). I will refer to indigenous methodologies and the concept of ethical symmetry in the context of a critical approach to place (ethics of the place and relations in research) in childhood and children's rights studies through postcolonial perspective. Drawing particular attention to the right to be properly researched as proposed by J. Ennew and her co-researchers, I will outline the principles of participatory research, oriented towards children and their safety through a long-term perspective that considers threats and limitations of children's participatory involvement in the research process. I will also address ethical dilemmas in research whose methodological approaches and concepts were designed in a different, foreign socio-cultural context and can thus interfere in the life and functioning of communities in which the studies are conducted, including a negative impact on children's social situation in the future (Markowska-Manista 2018). The presentation fits into the field of postcolonial and children's rights studies drawing on the output of both thematic areas as well as interdisciplinary approaches to ethical research. The lecture is based on my field research in the Global South and Global North as well as desk research in the area of interdisciplinary childhood and children's rights studies.

Keywords: children's rights, research discourse, research ethics

ROCHA CIOVANA FALCÃO, Universidade Federal da Bahia

How do Black children come to grips with racism?

If the "Mind is a function of the whole person constituted over time in intersubjective relations with others in the environing world" (Toren, 1999: 12), for Black people in Brazil, intersubjectivity brings structural racism as well. Even though Black people represent 54% of Brazilian population, most of them living in poverty, making visible that colonialism had left its racist roots very deep. During ten years of research on African Traditional Communities, I have collected extensive data on children´s experience and perspectives on their religion and ritual roles, as members of a Black traditional community, and as Black children at school. The main interest was to understand in which terms the experience of racism frames Black children´s processes of constituting meaning on the world. We have here a complex context where we deal with social and ritual/traditional roles played by adults and children. My argument is that these experiences need to be looked at through the lens of the idea of intersectionality for structural racism affects differently girls and boys, and children with different economic backgrounds. We also concluded that as adulthood come to terms, children brings together the process of constituting the meaning of Traditional in relation to their families. The blood ties ritualised are at this point of the research, I will address how media rhetoric's impact Black Children´s subjectivity, considering the urgency to understand the effects of racist language on children´s subjectivity and mental health.

Keywords: Blackness, Children, Racism, Intersubjectivity, Intersectionality

MARTHINUS CONRADIE, University of the Free State

Due process vs. access: A discourse analysis of topoi in the Overvaal High School incident

This article undertakes a discourse analysis of blame games surrounding the Overvaal High School controversy. It investigates the modes of reasoning that apportioned or deflected blame from key actors. Blame, in this context, involves culpability for escalating the racialised tensions that become a centrepiece of the debacle. A model of argumentation premised on topoi is applied to opinion pieces published online in reaction to the event. The primary aims of the article are to index dominant patterns in the argumentative structures that shaped these opinion texts, and to examine the way these arguments situate Overvaal in relation to systemic issues of racial equity. This agenda stems from the contention that online news, including opinion pieces, can play a cardinal role in constituting public knowledge of, and reactions to, divisive social events.

Keywords: Toulmin, argumentation, topoi, discourse analysis, Overvaal, racism, children, South Africa

LEDIA KASHAHU (XHELILAJ), MARISA KËRBIZI, Faculty of Education, University "Aleksander Moisiu", Durres, Albania,

BRUNILDA ZENELAGA, Faculty of Social Science, Tirana University.

The role of the school in overcoming gender stereotypes, expressed through proverbs

The peoples' understanding is often manifested through proverbs, which express the collective consciousness and unconsciousness. Although the early timing of these popular expressions, the fact that they remain active in today's life, indicates that the cultural influence of this phenomenon remains still important. Through proverbs, gathered in central part of Albania, we hypothesize that, there is a social reality that clearly discriminates women by assigning it narrow spaces within the family, small decision-making opportunities, dependence relationships from male members of the family, and so on. These models are transmitted from the family to social world, legitimizing gender inequality in Albanian society.

In this context, the importance of school in changing the perceptions about gender roles, is very important. Only through specialized intervention, the awareness for inherited deformities in the perception of gender roles and their social functions can be increased. On the other hand, the school can help creating a new social reality that offers equal opportunities for all individuals.

This paper's objectives are: first to analyze the gender relations through the review of popular expressions, collected in the central part of Albania; second, to identify educational mechanisms that can help reducing the phenomenon; third, to discuss the importance of school curriculum changes, considering the school as an important institution that drives to positive changes in Albanian reality.

The analyze of this paper is based on a combination of secondary data with primary ones. The secondary data are gathered from books of Albanian proverbs, other researches about the topic etc., while primary data are based on the analyze of the interviews with university lecturers and students from University of Tirana and University "Aleksandër Moisiu", Durrës. The secondary data are used for a systematic presentation of the phenomenon, while qualitative primary data drove to the discussion about the importance of school curriculum changes in overcoming gender stereotypes, expressed through proverbs.

Key words: Stereotype, gender, school, proverbs

PREMALATHA KARUPIAH, Universiti Sains Malaysia

'Break-Up' Songs as a form of Hate Speech in Contemporary Tamil Movies

Hate speech can be defined as any form of communication that denigrates a person or a group based on characteristics such as gender, ethnicity, religion or sexual orientation. There is much discussion in literature on the conundrum of hate vs. free speech and hate speech in online media or public realm; but I would like to argue that 'break-up' songs from Tamil movies are a form of sexist hate speech. Sexist hate speech is defined as speech that highlights gender inferiority, degrading and expresses hatred. In this study, lyrics of ten 'break-up' songs in Tamil movies produced after 2010 were analysed. In Tamil movies, these songs are performed by the hero and his friend/s with a group of dancers. These songs are meant to be an expression of frustration and anger due to the hero's break-up with or being 'rejected' by the heroine. A qualitative content analysis was used to identify common themes in the lyrics of the songs. Three themes were identified: women are evil; women as sexual objects; verbal abuse towards women. In most songs, women were described as the one who destroys a man's life. These lyrics of these songs often have a mix of Tamil and English words. The way the words were used including its pronunciation followed a colloquial style to emphasize that these songs represent the experiences of the masses i.e. to differentiate it from the language of the elites. The exploration of sexist hate speech both in Tamil movies is important because of the high consumption of these movies both in India and among the Indian diasporic community around the world.

Keywords: hate music, Tamil, misogyny

KINZA ALIZAI, Ethnolinguist, Researcher, Pakistan

Ethnic Identity and the preservation of Endangered Dravidian language Family: A Dialectical Analysis of Brahui Language

The study aims at the dialectical analysis of Brahui language in Baluchistan. Language documentation is to create a permanent and reliable multipurpose record that captures the richness of linguistic practices of local speech community. Light has been shed on the issue of language endangerment of Brahui in Pakistan with a special reference to Baluchistan province. According to UNESCO (2009), Brahui language is vulnerable among the other 27 languages of Pakistan. Present sociolinguistic study fills the aforementioned gap by analysing the major Brahui dialects in Baluchistan. The researcher conducts a fieldwork in the time period of three months (October-December 2018). Strengthening the validity and reliability, pilot study was conducted. Snowball sampling technique was executed for the selection of participants which were later categorized based on age, gender, occupation and social class. Three major regions, Kalat, Kanak and Quetta city were taken for fieldwork. The participants were asked to translate a word list in their Brahui.

The study encapsulates that the geography, social class and religion are massive derives responsible for linguistic changes. There is a considerable variation in the discourse of men/women, young/old and professionals/landlords. The influence of neighbouring languages (e.g., Pushto and Balochi) is also unavoidable. Arabic, being Islamic language has considerable influence on Brahui language. The digital age of technology has introduced reliable approaches for language analysis and preservation. Sadly, the linguistic heritage of Brahui community, rooted in ancient Dravidian civilization is on the verge of extinction. The scientific approaches of data collection and analysis, such as ELAN, FLEx, Saymore, and PRAAT can be the steppingstones for the preservation of ethnic and linguistic heritage. In sum, interest in linguistic diversity and multimodality observation and archiving particularly in indigenous communities is a civic issue and should be taken into serious consideration by government, policy makers and stakeholders.

Keywords: Ethnicity, indigenous identity, Language preservation

DANA KAPLAN, GAL LEVY, The Open University of Israel, **_Distributed Paper_**

Beyond Heritage: Learning Hebrew in a Global Context

This paper asks how American learners and teachers of Hebrew perceive the place of Hebrew in the global world. What is the significance of Hebrew vis-à-vis other languages, most notably English, which is the lingua franca of the global world? Typically, a heritage language, a recent survey conducted by the Modern Language Association reveals that Hebrew has suffered the sharpest decline in interest among American students compared to other foreign languages, despite a rise in the number of Israel Studies programs in American campuses. Concomitantly, The School of Hebrew at Middlebury College's Language Schools is witnessing an exponential growth in the number of students who apply to the program. To understand what draws these students and to shed light on this phenomenon, we conducted a survey (N=73), exploring how both our students and teachers understand the reasons to study and teach Hebrew in a global world. We specifically focus on how they rank Hebrew`s significance in the global linguistic landscape, compared to other languages, and to what extent do they consider the motivation to study Hebrew to instrumental (i.e., economic), heritage or communicative reasons.

Keywords: Global language, Hebrew, Heritage language, American higher education

MAGDALENA LEMAŃCZYK, The Kashubian Institute in Gdańsk, The Polish Academy of Sciences

Language policy of the German minority in Poland

The author will present selected examples practiced by the German minority in Poland aimed at protecting and preserving German as a minority language. The language policy of the German minority concerns mainly German language teaching in educational institutions (kindergartens, schools) and outside the school educational system (ex. „Saturday courses”), the use of the German language in the Church (Roman Catholic and Protestant) in minority media, as well as bilingual place names and German as an auxiliary language in municipalities.

All the above-mentioned activities are regulated by the *Act of 6 January 2005 on National and Ethnic Minorities and on the Regional Languages* as well as by the European legislation, e.g. The European Charter for Regional or Minority Languages.

The presentation aims at a critical analysis of the language policy of the German minority, both from a theoretical and practical point of view.

Keywords: language policy, German minority, minority language, minority language protection

VICTORIA TIME, Department of Sociology and Criminal Justice, Old Dominion University Norfolk, Virginia 23529 U.S.A.

Examining the debate about advancing pidgin English as an official language in many West African countries

Pidgin English has been considered a shared language of communication for some countries in West Africa where there is an absence of a common language. Pidgin English is primarily impure English, and variations of it are spoken throughout West Africa. It is not uncommon to have a blend of English and French juxtaposed with local dialects to constitute pidgin English in a country like Cameroon.

Debate about making pidgin English an official language in some West African countries has received much attention in scholarly treatises and blogs in recent times. While advocates for Pidgin English contend that it is a language that fosters unity within a country because at least half of a country's population understand and speak it, dissenters contend that speaking broken English is instrumental to "poverty and underdevelopment", and scorn. In West Africa, giving its colonial history, English and French are the official languages of most of the countries, and for reasons including lack of formal education, absence of affordable quality education, prevalence of teachers whose mastery of the English language is lagging, proper English seems to dissipate, and pidgin English is pervasive. The debate about why pidgin English is gaining dominance over proper English, and thus should be made an official language, seems to ignore the predicate causes of why pidgin sustains, and the repercussions of promoting it over proper English. From a purely qualitative strategy, this paper attempts to fill the void evident in that discussion.

Keywords: pidgin English, official language, West Africa

EKWUTOSI ESSIEN OFFIONG, Department of History and Internationals Studies, University of Calabar, Nigeria

Language and Discourse in Nigerian Education: Historic implication of Gender Issues

This paper explores the influence and power of language in Education in Nigeria from the precolonial to colonial and post-colonial time. This is with regards to the effect of language on gender issues within the country. Nigeria, a country on the west coast of Africa is multi-ethnic with over 150 (one hundred and fifty) ethnic groups with their different indigenous languages and cultures. As a colony of the British, the Christian missionaries who first introduced western form of education in Nigeria used the British English language as a medium of communication and subsequently with the establishment of colonial administration in the country, English language was made the official language of the country. This paper contains a critical analysis of the use of English Language in the country and its implications on communication in social and economic interactions of individuals within the various communities across the country. It argues that the proliferation of the English language was through education of which the male gender benefitted more than their female counterparts due to the patriarchal dominance in the country. The data for the study was collated from interviews and other written sources. The research discovered that the knowledge and ability to speak fluently and write the English language had a direct influence on the socio-political and economic status of individuals within the country. The women who benefitted from this were comparatively fewer than the men due to some prevailing conditions of what could be called in the present the subjugation of women the society. Michel Foucault stance on Discourse analysis is adopted for this study. It argues that English language dependency by Nigerians shows that forms of the colonial experience is still evident and these were all initiated during the past interactions with west through the transatlantic slave trade and colonial rule. This is because discourse as a social construct is created and perpetuated by the persons who have the language power and means of communication. The Nigerian family being of a conservative orientation derives its power directly from the father who is the patriarch of the family as obtained in the traditional set up of communities and the Nigerian society in general. This has grave effect on the opposite gender.

Keywords: English Language, Power, Education, Gender, Communication , Discourse, Foucault

VIORICA GORAS-POSTICA, *Moldova State University*

Romanian language and literature in Moldova. Structural implications

The study approaches analytically the new documents of Romanian language) and literature curriculum for pre-university education in national schools in the Republic of Moldova from the intercultural education perspective. In the 2019-2020 school year, the schools in the country are carrying out the education process based on a new curriculum, called developed, which represents the result of the third curricular reform after the country's independence in 1992. The author analyses the functional intercultural correspondences of the 3 curriculum texts of the three educational cycle – primary, secondary and high school to the stipulations of the Education Code (2014), on the one hand, but also the extent to which they respond to the latest/advanced theoretical and practical demands in the intercultural educational field, explained and suggested in the Reference Framework of the National Curriculum (RFNC), on the other. The structure of a curriculum involves the following elements: preliminaries, curriculum conception, administration of the discipline by years of studies and number of hours, learning units, competencies(skills) versus competencies units, recommended contents, didactic strategies/learning activities, strategies for evaluation and bibliography. The findings of the study generate new ideas and recommendations, which can help the authors of the new textbooks in the elaboration process, but also the practitioners, in the application process, especially for respecting the continuity in intercultural education and for improving the development of intercultural competence trough the subject. At the same time, there are outlined prospects for future qualitative and quantitative researches in this area, in order to increase the level of academic and social achievements of the students, as key beneficiaries of the curriculum, but also to contribute to the balance of the written and taught/learned curricula, assured especially, by teachers. Literature and policy review supplemented by discourse analysis are the main qualitative methods applied by us.

Key words: Romanian language and literature, school subject, curriculum reform, curriculum development, intercultural education, intercultural competence, students, teachers, learning process, pre-university level

SANAZ ETEMADI BUSHERI, Educational Researcher, Iran

Culture of Peace

Iran is a country of great ethnic diversity. Although the official language of the country is Farsi, more than 8 other languages and hundreds of dialects are spoken throughout the country. This great ethnic diversity has led to emergence and growth of different cultures and religions (both official and non-official). This great diversity has potential for cultural growth and development. In recent years, many non-governmental organizations have made great efforts to teach children peace in different ways. The biggest motivation for these trainings are: to end misbeliefs toward education, and professing to equal citizenship rights for all the ethnic groups.

In the past 20 years, the issue of the right to equal education has been a hot topic of discussion in most non-governmental children's researches.This refers to the promotion of peace culture, by peace-based educational programs for all age groups, from the beginning pre-school education stages. A group of active consultants and educational planners did a lot of work in this way. They held lots of workshops and meetings, and achieved successful programs with gratified results. In this paper I will discuss some of these efforts:

- Organizing educational trips to different regions of Iran and meeting with relatives and familiarizing them with the peace programs.
- Forming a literature group to collect stories based on peace and friendship and promoting these books in educational settings.
- Organizing celebrations for relatives to introduce their culture and traditions to others, and to get to know one another.
- Holding workshops in remote areas of Iran for parents and teachers.

After completing these workshops and meetings, results show that

not all people think or share the same beliefs but can live a peaceful life by getting to know each other. Becoming familiar with other nations and taking interest in the lives of different people, has encouraged acceptance and created close friendships. Ultimately, this allows children to experience a safer and happier living environment. In order to achieve these values the non-governmental organizations worked hard and selflessly, without any benefit or expectations.

Keywords: culture of peace, ethnic group, ethnic diversity, non-governmental organizations, equal education.

KATHLEEN TACELOSKY, Linguistics, University of Texas at Arlington, Professor of Spanish at Lebanon Valley College, Pennsylvania, U.S.A and Researcher, Secretariat of Education, Zacatecas, Mexico

Education and Language in an Age of Globalization

Education in an age of globalization means considering the linguistic realities associated with migration. When parents go (back) to their countries of origin (return migration), their children are often faced with the challenge of adapting to school in a language they used solely in the domain of home. For example, children of Polish parents who have spent years in Ukraine must adapt to academic endeavours in Polish. Such a transition can put a strain on children, who, will most likely, encounter difficulties, as well as on schools, which are often unprepared to accommodate linguistic and other needs.

Keywords: globalization, migration, education, language.

CHINYERE LILIAN OKHAM, Lecturer at the Department of Theatre, Film and Carnival Studies. Faculty of Arts and Humanities, University of Calabar, Cross River State, Nigeria, Editor, Ndunode: Calabar Journal of the Humanities. An active member of the Society of Nigerian Theatre Artists (SONTA) and ASSITEJ-Nigeria

Methodological Conversation: Theatre for Development in Gender and Children's Equality Rights Discourse

The marginalization of African woman by patriarchal structures dates back ages. More recently abuse of children and women has been on the increase in Nigeria. Victims have become what Frantz Fanon would have called the "Wretched of The Earth". They seem helpless because of the complexity of the issues when insiders in families become involved in the denial and abuse syndrome. In Nigeria NGOs, CBOs and Government Agencies like the National Orientation Agencies (NOA) have joined efforts with the UN to tackle the issues of gender-based marginalization and children's rights, though the result has not yet blown fully. This presentation implores the concept of Methodological Conversation in addressing gender and child's rights issues. Methodological Conversation in research is a symbiotic approach which combines Social Science and Humanities approaches in information gathering, analysis and development of action strategies. Theatre for Development is an embodiment of this methodology, which reinforces the symbiotic action to produce further enlightenment, 'conscientization' and action for change involving all gatekeepers, oppressed and oppressors. Together they address conservatively and liberally the many issues affecting women and children through the instrumentality of Theatre for Development. Central to this approach is the agency of language and discourse which serves to underscore the binary of power and marginality on the one hand, and the interrogation of the binary in order to mediate social transformation for equity, on the other. Drawing upon case studies, this paper illustrates the significance of Theatre for Development in the unpacking and interrogations of socio-cultural assumptions that perpetuate the marginalization and abuse of women and children in Nigeria. It concludes that the mediation of Theatre for Development finds some of its finest expressions in language and discourse, as illustrated in the discussed cases.

Keywords: Methodological Conversation, Theatre for Development, gender equality, children's equality.

ERZSÉBET BARÁT, English Department, University of Szeged and Department of Gender Studies, CEU Budapest; Director of TNT, Gender Studies Research Group, University of Szeged

Reiteration of hate-speech as mundane daily practice in Hungary through the administrative ban on Gender Studies

In my talk I study the relationship between language and power through the analysis of the rhetoric of fear articulated by the Hungarian Government's right-wing populist discourse in relation to its unprecedented decision to revoke the MA in Gender Studies in October 2018. I will situate the coercive ban at the intersection of multiple strategies of exclusion and show that they are converging around the trope of 'György Soros'. The act of personification is an act of scapegoating structuring the routine practice of hate speech blaming anything presented as threat to Hungary and the 'nation' on 'Soros'. The politics of fear is to legitimate not only the forms of linguistically mediated violence to eliminate 'him' and whatever is associated with his figure but the commonsense practice of hate-speech itself. I shall point out how they are centred within three main narratives that are pulled together through this trope that functions as an empty signifier – in Laclau's sense of the term. I shall show that the discreditation of 'gender' as a term of mere ideology and not a concept of science turns out to be an effective choice through multiple chains of associations with the targets in the centre of the other scapegoating narratives. In the broader methodological frame, I shall also argue that a critical analysis that aims at exploring the multiplicity of discourses that are integral to practices of meaning requires the deconstruction of the multiple constituent elements rendered into a coherent pattern through an intersectional approach.
Keywords: Gender Studies, Hungary, hate-speech

MAHMOUD DHAOUADI, sociologist, Tunisia

The Determinants of People's Relationships with Their Languages (*A different paradigm on how people do have or do not have natural relationships with their languages*)

This article proposes *a different paradigm* concerning the presence or the absence of natural/normal relationships that people and societies may have with their own languages. The paradigm claims that people and societies' *full natural relationships* with their languages can be realized through what we call *the four clauses* of the language charter: 1- full knowledge of the meanings of the language's words and its grammatical and spelling rules.2- the use only of that language in *speaking* .3- the use only of that language *in writing*. 4- It emerges from 1,2 and 3 what we call an *'intimate relationship'* with the language in question: love of the language, being proud of it, strong defence of it. These four clauses enable them to have the equation of natural/normal relationships with their languages = *1+2+3+4*. **In contrast, people and societies' p**artial or full *nonconformity* to these clauses makes their relationships with their languages *not natural/normal*. The study applies the paradigm on the analysis of the relationships which European, Canadian and Tunisian societies have with their languages.

Keywords: natural relationships with languages, four language clauses, a different paradigm, Tunisian society, Western societies, French colonialism, Tunisian women and the French language.

ALEKSANDRA OLSZEWSKA, Research Assistant Project STELLAR Fulbright Scholar & Delta Kappa Gamma Society Fellow

ESOL/ Bilingual Education, School of Teaching and Learning, University of Florida (USA)

Refugee-background Students' Education in Poland: Language Ideologies in Polish-as-a-foreign-language Textbooks

The growing influx of refugees in Europe has led to a transformation of the demographic landscape, especially school populations (Amthor & Roxas, 2016), to sociopolitical tensions (Pabst, 2016), and to anti-refugee sentiments perpetuated by the media, policies, and textbooks. This study aims to unearth ideologies embedded in two Polish-as-foreign language (PFL) textbooks and examine how these texts align with the language policies for refugee-background students (RBSs). Scholars advocate for uncovering ideologies operating in textbooks as it is crucial to critically analyse the world presented in such texts (Curdt-Christiansen & Weninger, 2015).

As all knowledge is value-laden (Foucault, 1980), its selection and presentation in textbooks are governed by certain ideologies (Majdedin, Taghinezhad & Nabizadeh, 2014). Guided by the Critical Discourse Analysis (Fairclough, 1989), this study manifests how the chosen textbooks promote a monolingual learning model; perpetuate an elite perspective of multilingualism, multiculturalism, and class; portray Poland as an idyllic space; and underrepresent refugees' realities.

Findings of this study demonstrate that the studied texts do not align with the Polish language policies for RBSs, they may contribute to inequitable educational practices (García & Wei, 2014), and are irresponsive to multilingual and multicultural realities of today's society. Hence, there is an urgent need to advocate for educational materials which will eliminate such opportunity gaps for RBSs (Fine, 2017). This study echoes other scholars in the belief that teacher educators should prepare teachers to critically apply such resources in the classroom (Stanton, 2015).

Keywords: language ideologies, Polish-as-a-foreign-language textbooks, refugees, language policies**,** educational practices

KATARZYNA SZOLC, , The Maria Grzegorzewska University, Poland

Netnography – contexts of field research online

The virtual environment creates contexts that may impede the field research in the online environment. The author presents four contexts: modification, anonymity, accessibility and archiving, and puts questions for discussion about the difficulties of research in the online environment.

Keywords: netnography, research in the online environment

KATARZYNA ODYNIEC, The Maria Grzegorzewska University, Poland

Language from Here

The area of eastern Poland has an unusual, multicultural and multi-religious character. For hundreds of years Poles, Ukrainians, Ruthenians, Lithuanians, Tatars, Olders, Catholics, Orthodox, Jews, Uniates, as well as representatives of the unique culture of the People of Here lived there side by side. World history, numerous wars, politics and everyday social problems cause blurring of cultural differences. Particularly the Wisła Action from 1947 contributed to the disappearance of the Culture and Traditions of the People from Here and dying of their language, because a whole generation (still living people) decided not to pass on to their young people their unique, local cultural heritage.

Keywords: multiculturalism; regional languages; history; local communities

LIDIA KURCINSKA, Independent Researcher

Language and identity: youth slang

School is a specific environment where everybody – regardless of his or her age –feels young. However, a moment of conversation of a school pedagogue with a teenager is enough to realize how old the pedagogue really is - the problems with communication arise. Each generation has its own slang, an informal language full of expressiveness and clarity. Should we – as the pedagogues – adjust our language do the interlocutor and start using the language of teenagers? Or is the students' sociolect reserved for the youth only and used by the adults will sound ridiculously?

Keywords: language, teen sociolect, slang

ARLETA SUWALSKA, University of LODZ

Multiliteracy in ELT according to the National Core Curriculum 2014 in Finnish education

The changing world, full of challenges of the twenty-first century, influenced on the Fourth Way of educational change in Finland. Teachers are the brightest high school leavers with excellent interpersonal skills and deep personal commitment to teach. Language-learning skills encourage pupils to set the goals, use different ways of learning English, guide the pupils towards positive interaction where delivering the message (National Core Curriculum for Basic Education 2014, p. 376).

Multiliteracy, which is presented as a new concept in this document, involves many types of literacies and creates the opportunities to improve students' learning environments with technological, full of media backgrounds. The development of multiliteracy begins already in early childhood and continues throughout one's life. Multiliteracy seems indispensable competence in the 21st century to interpret, produce and assess varied forms of text. It follows the global changes in a job market and helps prepare a global citizen with the skills of global lingua franca.

Key words: multiliteracy, literacy, educational reform, the National Core Curriculum 2014 in Finnish education

KATARZYNA WINKO-RUBIO, Independent Researcher

Applying the stories, myths and Chassidic tales by Stanisław Vincenz from tetralogy "On the High Uplands" in a process of teaching human values as a base in peace education

The purpose of this project is to present theoretical and methodological assumptions of the research titled "Applying the stories, myths and Chassidic tales by Stanisław Vincenz from tetralogy "On the High Uplands" in a process of teaching values as a base of peace education".

The study will be preceded by the attempt to define and analyse the concepts of teaching values and educating for peace. Subsequently, it will address the research question how stories can transfer basic human values and what values should be respected to guarantee peace.

Furthermore, I will present how Vincenz understood human values which he called 'the truth of the ages'. Additionally, I will use the writer's biography to analyse why he was proclaimed "the humanist of the 20th century" and how his profound believe 'in the power of human soul' survived despite experiencing two totalitarian systems.

On the next step of my research I will focus on Stanisław Vincenz's literary oeuvre - the tetralogy "On the High Uplands" in which stories are used to prove that peace is not an utopian myth but the state which the mankind can sustain. The writer presents how living in harmony with nature and human values and most of all respecting other cultures and religions resulted in the peaceful coexistence of different nations (Poles, Ukrainian, Jews, Armenian) in the described Hucul country.

The main part of my research will focus on the analyses of chosen Vincenz's stories, myths and Chassidic tales in order to assess their value as a useful tool in teaching human values and peace education. The quality analysis as well as critical one will be applied to present the educational value of the Vincenz's texts.

The motto of this work will be the first sentence of UNESCO Constitution claiming: "That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed". In this research I would like to prove that it is possible to teach human values through stories. That idea has been advocated by social psychologist Jonathan Haidth, who states that "Our minds are not logic processors but story processors".

Key words: axiology, teaching values, peace education, intercultural dialogue, storytelling

KLEMENTYNA KULETA, Maria Grzegorzewska University, Poland

Abortion in the discourse in Poland and the way of describing own experience of termination of pregnancy by persons from pro-choice groups

The poster shows how abortions are presented in public debate in Poland, as well as ways of describing the experience of termination of pregnancy by people from pro-choice groups. Public debate generally focuses on philosophical and legal issues, and the real experiences of people who terminate a pregnancy are rarely present. While abortion is often described in public discourse in stigmatizing categories, as evil and trauma, threads almost absent from public debate can be found in describing one's own experiences by pro-choice groups. They are, for example, abortion as regaining life opportunities, as an experience that strengthens the sense of control over one's life and body, as an experience that connects with positive emotions.

Keywords: abortion, discourse on abortion, pro-choice groups, experience of abortion, termination of pregnancy.

JOANNA PAWŁOWSKA, The Maria Grzegorzewska University, Poland

Gender Asymmetry in the Polish language system when using profession and function names: A survey of opinions

One way of expressing linguistic sexism is linguistic asymmetry, namely using the masculine form as a generic (non-gender specific) one to identify both men and women. One example of this phenomenon in the Polish language is the gender asymmetry of the use of names of professions and functions (which is to the detriment of women). Meanwhile, the use of female names of professions and functions makes us think of women more often as people suitable for a given position, which can support the fight against stereotypes and increase the chances for gender equality in the labor market. The aim of the research was to get to know the opinions of Polish language users on the legitimacy of using female equivalents of profession/function names in the Polish language. 150 people took part in this questionnaire survey - 83 women and 67 men - in the age bracket from 18 to 64 years. The obtained results were compared with the results of research carried out 10 years ago by Dąbrowska (2008). The comparative analyzes showed an increase in support for the use of female names among women and a decrease in support for this concept among men. Respondents were also asked to justify their preferences for the use of female equivalents of profession/function names. The study has showed that the using masculine forms as generic ones does not guarantee equal gender perception in the context of the profession.
Keywords: linguistic sexism, linguistic asymmetry, gender asymmetry, society, language, gender, sexism, gender equality.

MAGDALENA ROSZAK, The Maria Grzegorzewska University,

Maternity and fatherhood in the narratives of single mothers - the language of respondents in a netnographic research project.

The online community of single mothers can be seen in various areas of virtual space, among others, on Facebook. They are women – mothers, who are connected through single parenting. They create communities, secret and open groups, they write blogs. The internet became for them a place to meet with people similar to themselves, where they receive emotional, social, financial and material support as well as advice and help[1]. Usually in a form mediated by technology, sometimes directly face to face.

Netnography is a research method enabling to reach a specific community. The researcher by inserting himself in a group of single mothers may take a close look at various processes, that are present in the community[2].

The language spoken by mothers who raise their children by themselves illustrates their experiences related to motherhood, its beautiful and difficult sides and relationships with ex-husbands, ex-partners. The language describing motherhood tends to be pathetic, idealizing, sometimes exaggerated. It motivates mothers to fight with reality, which is sometimes difficult, it gives them strength and support. While describing fatherhood, women often release their frustrations, they use vulgarisms and irony. Their experiences related to abandonment, violence, discrimination, being misunderstood by men take the form of attacking, emotional or even aggressive sentences.

Key words: single mother, netnography, language

Partners and Sponsors