

**Dialogue-shared Experiences
across Space and Time:
Cross-linguistic and Cross-cultural Practices**

15-17 June, 2022

University of Alicante, Spain

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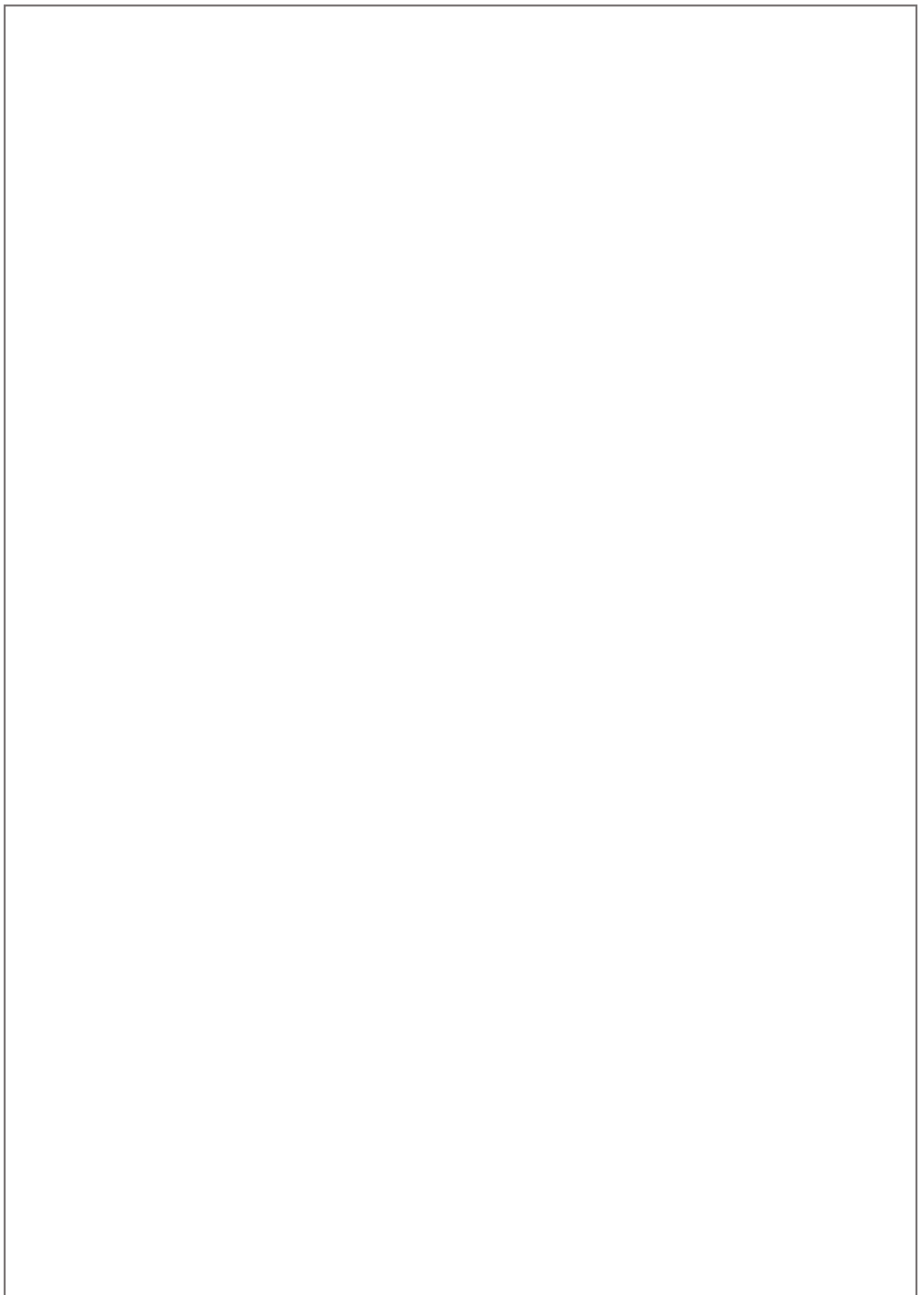
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Sharing and implementing ideas through dialogue

Book of Abstracts



FINAL PROGRAMME

Wednesday 15 June				
08:45-09:00	Registration opens, Facultad de Filosofía y Letras, hall building No. 19			
09:00-09:30	Welcome & opening ceremony, Aula Magna University President, Amparo Navarro			
09:30-10:00	Registration, Facultad de Filosofía y Letras, hall building No. 19			
10:00-11:00	KEYNOTE Prof. Cornelia Ilie Strömstad Academy (Sweden) <i>Arguing Meta-Dialogically: How to Do Things with Questions and Answers</i> Aula Magna			
11:00-11:30	Coffee break			
PARALLEL SESSIONS				
	Aula Magna	Room GE/1-03	Room GE/1-04	Room GE/2-08
11:30-13:30	Methodological Workshop 1 <i>In Other Words. Coming to grips with critical, creative, inter-/cross-cultural dialogue across space and time. A methodological workshop to explore the role of keywords in (re)producing or problematizing Otherness</i> Convenor: Paola Giorgis, Editorial Board, IOW - In Other Words	Methodological Workshop 2 <i>Emancipatory practices in health and well-being communication research: dialogues on multiculturalism, multidisciplinary and multimodality</i> Convenor: Keiko Tsuchiya, Yokohama City University (Japan)	Paper presentations [Trust-based dialogue] <i>Bound by trust. Can friendship survive the distance?</i> Federico Zannoni	Paper presentations [Culture-specific keywords in dialogic interactions] <i>Metaphor as a Discursive Strategy: Study on the use of the term 'refugee' in the Japanese news media</i> Naoko Hosokawa
		<i>Atypical intersubjectivity of people with Autism Spectrum Disorders (ASD): An analysis of the alignment of participants' epistemic stance in the interaction</i> Kyoko Aizaki		

	Participants: Paola Giorgis, Ivanka Mavrodieva, Victoria Odeniyi, Bilyana Todorova, Olena Semenets, Andrea C. Valente, Ioanna Vovou (IOW Editorial Board)	<i>Application of Results from Multimodal Analysis to VR-based Medical Education</i> Miharu Fuyuno	<i>Reciprocal trust in face-to-face and virtual interaction: importance of dialogue</i> Mariselda Tessarolo	<i>Multilingual and intercultural dialogue in the master's program "intercultural education"</i> Yanka Totseva
		<i>Religious Beliefs and Coaching Discourse in Cross-Cultural Context: A Case Study of Christian Coaching between an American Coach and a Japanese Client</i> Shoko Yohena	<i>The Age. Vol.A App: Bridging the communicative gap between the elderly, their families and foreign caregivers</i> Alessandra Vicentini & Kim Grego	<i>Eco-identity, intercultural dialogue and the recent history of protests in Romania</i> Costel Coroban
13:30-15:00		Lunch break		
	PARALLEL SESSIONS			
	Aula Magna (Methodological Workshop 1 cont'd)	Room GE/1-03 (Methodological Workshop 2 cont'd)	Room GE/1-04 Paper presentations [Translanguaging practices]	Room GE/2-08 Paper presentations [Context-specific dialogic strategies]
15:00-16:00		<i>A multimodal linguistic analysis of gaze and active-listenership in emergency department team interactions</i> Malgorzata Chalupnik	<i>Translanguaging and metalinguistic awareness development in constructing intercultural group ideas</i> Hirokazu Nukuto	<i>From Green Deal to grim deal - energy discourse between corporate spin and nationalism</i> Martina Berrocal & Nadine Thielemann
		<i>Gaze and Multimodality in Emergency Care Interaction: Different Frames in Trauma Leaders' Information Sharing Practice between UK and Japan</i> Keiko Tsuchiya & Akira Taneichi	<i>The role of translanguaging in bilingual education: Findings from a scoping literature review</i> Donata Lisaité & Tom Smits	<i>Dialogues in Climate Activism</i> Maria Cristina Paganoni
16:00-17:00	KEYNOTE Prof. Sara Laviosa University of Bari 'Aldo Moro' (Italy) <i>Translation and translanguaging literacy: Knowledge, competence, skills</i> Aula Magna			
17:00-17:30	Coffee break			
17:30-18:30	PARALLEL SESSIONS			

	Aula Magna (Methodological Workshop 1 cont'd)	Room GE/1-03 (Methodological Workshop 2 cont'd)	Room GE/1-04 Paper presentations [Context-specific feminist discourse]	Room GE/2-08 Paper presentations [Context-specific dialogic strategies (cont'd)]
		<i>Understanding and enhancing access to healthcare and social services for linguistic minorities</i> Jonathan A. Caballero	<i>Interpretations of the inclusiveness of masculine gender in legal texts: the Constitution of the United States, the French Déclaration des droits de l'homme et du citoyen, the Universal Declaration of Human Rights and the Constitución Española</i> María López Medel	<i>Representation of the "Divine" in Romanian hip-hop music</i> Liviu-Andrei Dobre
			<i>Monitoring women's presence in corporate social responsibility sections in websites</i> Silvia Molina-Plaza	<i>User-generated content: political discourse on content-sharing platforms</i> Mariya Chankova
19:00	Spring concert: UA Choir and the Valencian Baroque Orchestra Paraninfo / Auditorium			

Thursday 16 June				
08:45-09:00	Registration opens, Facultad de Filosofía y Letras, hall building No. 19			
	PARALLEL SESSIONS			
	Aula Magna	Room GE/1-03	Room GE/1-04	Room GE/2-08
	Thematic workshop 1 <i>Narrating Migrations from Africa and the Middle East: A Spatio-Temporal Approach</i> Convenors: Sarali Gintsburg, Ruth Breeze, University of Navarra (Spain), and Mike Baynham, University of Leeds (United Kingdom)	Paper presentations [Political discourse]	Paper presentations [Culture-specific individual and group identities]	Paper presentations [Manipulation and argumentation fallacies in dialogue]
09:00-10:30	<i>Retracing experiences of being "out of place:" from colonised Cape Verde into Luxembourg</i> Bernardino Tavares	<i>Affective publics and discourses of identity in mobilization campaigns for 2019 European Parliament elections</i> Alexandru I. Cârlan, Malina Ciocea & Bianca-Florentina Cheregi	<i>Articulation of Community Identities through Songs, Stories, and Motifs of Gujarat, Rajasthan, and Malwa and Inherent Environmental Practices in Them</i> Deepa Vanjani	<i>The language of emotion and the spread of misinformation, disinformation, and propaganda</i> Viktorija Mažeikienė
	<i>Spaces, places and times of Moroccan migration as shown in a video sketch comedy ('l-kāmīra la-kum')</i> Mike Baynham & Sarali Gintsburg	<i>Vote for the People Who Have the Courage! Multimodal Legitimation Strategies of Confederation Liberty and Independence in the 2019 European Parliamentary Elections</i> Marcin Kosman	<i>How culture-specific practices may influence international (Romania-Korean) marriages</i> Elena Buja	<i>Dialogues of the anonymous: Online interaction and violence among students</i> Ecaterina Pavel
	<i>Children's narratives about their journey from the Middle East to Hungary</i> Ildikó Schmidt	<i>Political Participation in Polish Youth Organisations: Place for Open-ended Dialogues or Redundant Monologues?</i> Celina Czech-Włodarczyk & Magdalena Cuprjak	<i>On the politeness pronoun as social deictics. Evidence from Romance</i> Tania Zamfir	<i>Covid 19 in the Arabic-Islamic world: conspiracy theories and punishment of God</i> Jan Jaap de Ruiter & Nataliia Vdovychenko
10:30-11:00	Coffee break			

KEYNOTE				
11:00-12:00	<p>Prof. Rodica Dimitriu 'Alexandru Ioan Cuza' University of Iași (Romania) <i>Translation as dialogue and reconciliation across space and time. Defying the challenges of history through a culture review</i> Aula Magna</p>			
PARALLEL SESSIONS				
	Aula Magna	Room GE/1-03	Room GE/1-04	Room GE/2-08
12:00-13:30	Thematic workshop 1 (cont'd)	<p>Thematic workshop 2 <i>Gender and mass media: Interfaces of Dialogue</i> Convenor: Daniela Roventă-Frumușani, University of Bucharest (Romania)</p>	<p>Paper presentations [Culture-specific individual and group identities]</p>	<p>Paper presentations [Manipulation and argumentation fallacies in dialogue (cont'd)]</p>
	<p><i>Circumscribed transnational spaces: Moroccan immigrant women in rural Spain</i> Ruth Breeze & Sarali Gintsburg</p>	<p><i>Forward- backward. An unfinished story.25 years of (her)story - GMMP (Global Media Monitoring Project)</i> Daniela Roventă-Frumușani & Theodora Văcărescu</p>	<p><i>"The road not taken": an investigation of the development of language learner identity in English courses of the International Baccalaureate Diploma Program (IBDP)</i> John McKeown & Maria Ramadori Volker</p>	<p><i>Poland's "third world war" against the European Union</i> Daniel Weiss</p>
	<p><i>Acculturation, belonging and identity transformations: evaluation and analysis of discourses produced by women with immigrant background</i> Vera Tsenova</p>	<p><i>GMMP Women and news in Romania. Twitter analysis</i> Valentina Marinescu & Ines Razec</p>	<p><i>Cultural Adaptation of Foreign Students in Vienna. A Sociolinguistic case study on Iranian Students</i> Roshanak Nouralian</p>	<p><i>The fallacies in the pro and anti-vaccination discourse on Facebook</i> Mihaela Mureșanu Tăut</p>
		<p><i>GMMP, 29 September 2020, Romania. A qualitative analysis of radio newscasts</i> Teodor Dumitrache</p>	<p><i>Ethnic representations in cartoons</i> Răzvan Săftoiu & Noemi Tudor</p>	<p><i>Modalidades falaces en las noticias sobre SARS-COV-2</i> Cristian- Mihai Iancu</p>

13:30-15:00	Lunch break		
15:00-16:00	PARALLEL SESSIONS		
	Aula Magna	Room GE/1-03	Room GE/1-04
	Thematic workshop 3 <i>Danger from abroad: Xenophobic dis/misinformation about health issues in social media</i> Convenors: Ruth Breeze and Sarali Gintsburg, University of Navarra (Spain)	(Thematic workshop 2 cont'd)	Paper presentations [Culture-specific individual and group identities (cont'd)]
	<i>Becoming fact checkers at school: Students' perspectives on using fake news about Covid as pedagogic material</i> Helena Dedecek Gerz & Franziska Gerwers	<i>The glass ceiling effect in the Romanian Case-A possible point of view</i> Ana-Maria Teodorescu	<i>T/V distinction in European Hebrew: historical overview and present-day situation</i> Sonya Yampolskaya
<i>Covid, xenophobia and misinformation in the Arab-Muslim world</i> Jan Jaap de Ruiter	<i>Advancing gender equality through alternative media: reflections from Romania</i> Oana Băluță & Antonio Momoc		
16:00-17:00	KEYNOTE Prof. Fabrizio Macagno Nova University Lisbon (Portugal) <i>What is (un)common in common grounds? Negotiations of understanding and strategies of manipulation</i> Aula Magna		
17:00-17:30	Coffee break		
17:30-18:30	PARALLEL SESSIONS		
	Aula Magna	Room GE/1-03	Room GE/1-04
	Thematic workshop 3 (cont'd)	Paper presentations [Translanguaging as a tool of communication for diasporic minorities]	Paper presentations [New challenges in translation and interpreting]
<i>"Contagiados y poniendo en el riesgo a la población" vs "COVID-positive illegals putting American lives at risk": migrants as a stable source of fake news in the time of COVID-19, a comparative analysis</i> Ana Fernández Vallejo & Sarali Gintsburg	<i>Using Hymes' S.P.E.A.K.I.N.G model as a tool to deconstruct the cultural identity of diaspora: The case of the Greek community in Alexandria of Egypt</i> Ourania Katsara	<i>An approach to end-of-life interpreting by healthcare providers, therapists and patients' views</i> Elena Pérez Estevan	

	<p><i>But what if nothing is fake? The role of scalarity to develop critical thinking towards fake news in Secondary Education</i> Dámaso Izquierdo Alegría & Ruth Breeze</p>	<p><i>Japanese young speakers' online ELF construction in a multicultural setting</i> Yuki Hikage</p>	<p><i>Propaganda and Cultural Diplomacy through Translation in Communist Romania. A Case in Point: Romanian Review</i> Catalina Iliescu Gheorghiu</p>
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Friday 17 June			
08:45-09:00	Registration opens, Facultad de Filosofía y Letras, hall building No. 19		
	PARALLEL SESSIONS		
	Aula Magna	Room GE/1-03	Room GE/1-04
	Thematic workshop 4 <i>Twists and turns: a discussion of the development of second language English language learner identity through the middle/high school years, into tertiary education</i> Convenor: John McKeown, Uskudar American Academy, Istanbul (Turkey)	Thematic workshop 5 <i>Dialogues in Online Experiential Learning Project for Georgian and Japanese Undergraduates</i> Convenors: Hiromasa Tanaka, Meisei University (Japan) and Lasha Markozashvili, British Teaching University (Georgia)	Paper presentations [Culture-specific discourses of othering]
09:00-10:30	<i>The middle to high school language learner: translanguaging, supporting language learner Independence</i> Gail Matheson	<i>Acquiring Discursive Competency via the Collaborative Online International Learning Project</i> Takanori Kawamata	<i>The Construction of the Other: Linguistic Constructs in the Service of Power</i> Cristina Silvia Vâlcea
	<i>Language proficiency: pathways to program selection and a projected self-image of the learner in the high school years</i> Maria Ramadori Volker	<i>Project Learning and Systems Approach to Education</i> Lasha Markozashvili	<i>Othering in EFL Hybrid Learning in the Algerian Higher Education Context</i> Zeyneb Khaldi & Hana Aissaoui
	<i>On to Tertiary Education: English as Medium of Instruction (EMI), a work in progress</i> John McKeown	<i>Project-based learning, communication in intercultural teams, and student habits: A case study of Meisei University, Japan-British Teaching University, Georgia joint Project</i> Tinatin Zeragia	<i>A System of Opening and Closing in Heterotopias of Citizenship: The Discourse of Polish Youth Organizations</i> Violetta Kopińska & Klaudia Wolniewicz-Slomka
10:30-11:00	Coffee break		
11:00-12:00	KEYNOTE Prof. Francisco Yus University of Alicante (Spain) <i>Pushing cognitive pragmatics beyond its comfort zone: Smartphone-mediated communication of feelings and emotions</i> Aula Magna		

PARALLEL SESSIONS			
	Aula Magna	Room GE/1-03	Room GE/1-04
12:00-13:00	Paper presentations [Culture-specific discourses of othering (cont'd)]	(Thematic workshop 5 cont'd)	Paper presentations
	<i>The Whirling Dervishes: from religious to international cultural heritage</i> Nihad Fottouh	<i>Literacies in agile software application development</i> Takuya Taketomi & Satomi Ura	<i>About incommunication or impossible dialogues in two Romanian contemporary movies</i> Denisa-Adriana Oprea
	<i>Exceptionality and exclusion: the discursive construction of nationalist communities of youth organisations in Poland</i> Helena Ostrowicka & Klaudia Wolniewicz-Slomka	Paper presentations <i>Trust-building in the intercultural online communication</i> Satomi Ura	<i>Children's literature across space and time</i> Nóra Seres and Nóra Farkas
13:00-13:30	Closing ceremony, Aula Magna		
13:30-15:00	Lunch break		
15:15	Bus leaves campus for guided tour of Santa Barbara Castle and the Santa Cruz Neighborhood in Alicante (meeting point tbc)		
20:30	Gala dinner (Restaurante Poniente Alicante, Real Club de Regatas)		

Saturday 18 June	
09:30	Bus leaves campus for guided tour of the archeological site 'L'Alcudia' (Elx) (meeting point tbc)
14:00	Mascletà (traditional daytime fireworks event) (tbc)



Sharing and implementing ideas through dialogue



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LOCATION

Conference building: Aula Magna and rooms GE/1-03, GE/1-04, GE/2-08 – Faculty of Arts II (Building 19).

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KEYNOTE SPEAKERS

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Rodica Dimitriu ('Alexandru Ioan Cuza' University of Iași, Romania)

Fabrizio Macagno (Nova University Lisbon, Portugal)

Francisco Yus (University of Alicante, Spain)

WORKSHOPS

Convenors:

Daniela Rovența-Frumușani; Hiromasa Tanaka; John McKeown; Keiko Tsuchiya; Michael Baynham; Paola Giorgis; Ruth Breeze; Sarali Gintsburg.

Participants:

Akira Taneichi; Ana Fernández Vallejo; Ana-Maria Teodorescu; Andrea C. Valente; Antonio Momoc; Bernardino Tavares; Bilyana Todorova; Dámaso Izquierdo Alegría; Daniela Rovența-Frumușani; Franziska Gerwers; Gail Matheson; Helena Dedecek; Ildikó Schmidt; Ines Razec; Ioanna Vovou; Ivanka Mavrodieva; Jan Jaap de Ruiter; John McKeown; Jonathan A. Caballero; Keiko Tsuchiya; Kyoko Aizaki; Lasha Markozashvili; Małgorzata Chałupnik ; Maria Ramadori Volker; Michael Baynham; Miharuru Fuyuno; Oana Băluță; Olena Semenets; Paola Giorgis; Ruth Breeze; Ruth Breeze; Sarali Gintsburg; Sarali Gintsburg; Sarali Gintsburg; Satomi Ura; Shoko Yohena; Takanori Kawamata; Takuya Taketomi; Teodor Dumitrache; Theodora Văcărescu; Tinatin Zeragia; Valentina Marinescu; Vera Tsenova; Victoria Odeniyi.

PAPER PRESENTATIONS

Alessandra Vicentini; Alexandru I. Cârlan; Bianca-Florentina Cheregi; Catalina Iliescu Gheorghiu; Celina Czech-Włodarczyk; Costel Coroban; Cristian-Mihai Iancu; Cristina Silvia Vâlcea; Daniel Weiss; Deepa Vanjani; Denisa-Adriana Oprea; Donata Lisaité; Ecaterina Pavel; Elena Buja; Elena Pérez Estevan; Federico Zannoni; Hana Aissaoui; Helena Ostrowicka; Hirokazu Nukuto; John McKeown; Kim Grego; Klaudia Wolniewicz Slomka; Liviu-Andrei Dobre; Magdalena Cuprjak; Malcolm Richards; Malina Ciocea; Marcin Kosman; Maria Cristina Paganoni; Maria Lopez Medel; Mariselda Tessarolo; Mariya Chankova; Martina Berrocal; Mihaela Mureșanu Tăut; Nadine Thielemann; Naoko Hosokawa; Nataliia Vdovychenko; Nihad Fottouh; Noemi Tudor; Nóra Farkas; Nóra Seres; Ourania Katsara; Răzvan Săftoiu; Roshanak Nouralian; Satomi Ura; Silvia Molina-Plaza; Sonya Yampolskaya; Tania Zamfir; Tom Smits; Viktorija Mažeikienė; Violetta Kopyńska; Yanka Totseva; Yuki Hikage; Zeyneb Khaldi.

KEYNOTE SPEAKERS



Cornelia Ilie (Strömstad Academy, Sweden)

Arguing Meta-Dialogically: How to Do Things with Questions and Answers

Abstract:

As quintessential forms of human communication and action, dialogue practices have shaped in various ways, over time and across space, our understanding of the world and of ourselves (Dascal 1985, Linell 2017, Macagno and Bigi 2017, Phillips 2011, Stati 1982). Whether we are aware or not, the ways we ask and/or answer questions about a subject influence and reflect the ways we act in relation to that subject. This is due to the fact that questions carry relevant assumptions that influence answers (Clayman 1993, Elliott and Bull 1996, Goody 1978, Harris 1991, Ilie 1999, 2021a, Kiefer 1983). Asking questions is often interpreted as eliciting answers expected to provide information unknown to the questioner. But when the information allegedly requested is known to the questioner, the speech act of asking has an ulterior motive, such as to voice a challenge, a protest or a complaint, to issue a warning or a threat, to trigger a commitment, to convey an ironical or sarcastic remark, or to prompt a self-revealing response from the addressee (Gous and Wheatcroft 2020, Grigorov and Snoeck Henkemans 2019, Heritage 2002, Ilie 2015, Petty, Cacioppo, and Heesacker 1981).

The context-specific and goal-oriented question-answer argumentation in dialogue can best be analyzed at the interface of pragmatics and rhetoric. For a pragmatist, as well as for a rhetorician, the best place to start for an in-depth examination of the nature and role of questioning strategies in our private and public interactions, is not with the question *What does a question do?*, but rather with the question *What do we do with questions?* Identifying questions as speech acts that we actually perform in a range of contexts and situations (Allen 1994, Ilie 2010, Searle 1969) enables pragmatists to move beyond a description of questions as purely linguistic forms of expression, and to examine their strategic usages in terms of goal-oriented, interpersonally framed, and interactively shaped patterns of communication. The pragma-rhetoric of questions acknowledges that there is no one-to-one match of form to function, which enables a more nuanced and multi-level analysis of questioning strategies that display a discrepancy between the form and the function(s) of questions and follow a complex and/or hidden agenda.

Recurrent instances of strategic questioning and answering practices play a significant role in confrontational parliamentary dialogue (Bates et al. 2014, Bull and Strawson 2020, Ilie 2021b, Shephard and Braby 2020). While apparently designed to request information, parliamentary questions are often face-threatening acts, used argumentatively in debates between opposition and government members of parliament (MPs), and especially in the notoriously adversarial Prime Minister's Questions (PMQs), where the Prime Minister (PM) is challenged and/or attacked by opposition MPs. A major role of these questions is to scrutinize and evaluate the PM's and the government's statements and actions, expressing dissent, criticism and/or accusations. Embedded in parliamentary dialogic practices are metadialogic strategies, which are rationally and/or emotionally articulated by means of what I describe as *meta-questions* and *meta-answers* (Ilie 2022). These are used by both opposition and government MPs as argumentative tools for assigning or rejecting blame, for

exposing ineffective political decisions or actions, for condemning inconsistent or conflicting accounts of events, for declining accountability and for counter-attacking.

The goal of this talk is to explore – in a pragma-rhetorical framework – the ways in which the interpersonal and inter-group adversarialness between the LO or opposition MPs and the PM reflect and shape the scope and target of meta-questions and meta-answers, and to find out how and to what extent they foster or impede the goals of debating MPs in the notoriously polarized PMQs. The pragmatic approach to the metadiologic level of the parliamentary question-answer polemics helps us understand how the shifting illocutionary force of meta-questions resonates with the perlocutionary effect on meta-answers. The rhetorical approach foregrounds the ways in which the interface of parliamentary meta-questions and meta-answers is calibrated by means of metadiscursive strategies that are intratextually or intertextually integrated with the frame of dialogue, advancing arguments or counter-arguments.

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Bionote:

Cornelia Ilie is Professor of Linguistics and Rhetoric at Strömstad Academy, Sweden and Visiting Professor at Hellenic American University, Athens, Greece. Previously she was Professor at Örebro University and Malmö University, Sweden. She was research fellow at Lancaster University, UK and research scholar at U.C. Berkeley, and held visiting professorships at universities in Austria, Finland, Greece, Italy, Romania, Spain, and the UK. She is the founder and president of ESTIDIA (European Society for Transcultural and Interdisciplinary Dialogue), Board member of IPrA (International Pragmatics Association), and Member of the Reference Group of Experts (Higher Education and Education for All) of the IAU (International Association of Universities).

Her research interests are interdisciplinary and internationally anchored. She has coordinated several international networks and research projects, such as ERN-LWE – *The European Research Network on Learning to Write Effectively*, funded by COST Action IS0703 (2009-2012); *GENPARDIS – Gender and parliamentary discourse practices* (in the U.K. Parliament and the Swedish Riksdag), funded by the Swedish Research Council (2010-2013); *Multichannel banking communication: An investigation of the challenges of customer-centric multichannel banking in the UAE and Italy*, funded by Zayed University, UAE (2014-2016); *The Ukraine Conflict as Battlefield of Competing Legitimation Discourses*, funded by the University of Zürich, Switzerland (2015-2017).

She has published extensively on institutional pragmatics and discourse practices (particularly political, media and academic discourses), intercultural rhetoric and argumentation. In addition to numerous book chapters, refereed journal and encyclopedia articles, her recent publications include the following books: *The Use of English in Institutional and Business Settings: An Intercultural Perspective* (Peter Lang, 2007); *European Parliaments*

under Scrutiny: Discourse Strategies and Interaction Practices (John Benjamins, 2010); *Evolving Genres in Web-mediated Communication* (Peter Lang, 2012); *International Encyclopedia of Language and Social Interaction* (Wiley-Blackwell, 2015); *Parliaments and Parliamentarism: A Comparative History of Disputes about a European Concept* (Berghahn Books, 2016); *Argumentation across Communities of Practice: Multi-disciplinary Perspectives* (John Benjamins 2017); *Challenging Leadership Stereotypes through Discourse: Power, Management and Gender* (Springer 2017). *Teaching Business Discourse* (Palgrave Macmillan 2018); *Pragmatics and Its Interfaces* (John Benjamins, 2018), *Questioning and Answering Practices across Contexts and Cultures* (John Benjamins, 2021).



Sara Laviosa

(University of Bari ‘Aldo Moro’, Italy)

Translation and translanguaging literacy: Knowledge, competence, skills

Abstract:

Education today has to rise to the many challenges posed by migration and displacement worldwide, and has to endeavour to form bi- and multilingual individuals capable of coping with linguistic and cultural diversity in their families, workplaces and society. In the light of these new exigencies, Educational Linguistics established itself at the turn of the century as a disciplinary site for addressing critical language-related issues in education within a broad multilingual paradigm. Over the past decade, Translation Studies has also concerned itself with language education within the same multilingual orientation, that foregrounds multilingualism, rather than monolingualism, as the new norm of applied linguistic and sociolinguistic analysis. Based on these shared concerns, a consensus is beginning to emerge among educational linguists and translation scholars. The consensus of opinion is that translation and translanguaging are intimately interrelated forms of meaning making that deserve the status of literacies and should therefore be developed at all levels of language instruction from pre-school education through primary and secondary schooling to higher education. Set within this background, my paper examines current translation and translanguaging pedagogies, highlighting their common agenda for devising transformative teaching methodologies framed within a broad plurilingual and pluricultural perspective on education.

Bionote:

Sara Laviosa holds a BA Hons in Psychology (Open University), an MA (with Distinction) in TESOL (University of Birmingham), and a PhD in Translation Studies (University of Manchester). She is Associate Professor of English Language and Translation in the Dipartimento di Ricerca e Innovazione Umanistica (Università degli Studi di Bari ‘Aldo Moro’). Her research interests include Translation Studies, Corpus Linguistics, and Educational Linguistics. She has published extensively in international journals and collected volumes, and is author of three monographs: *Corpus-Based Translation Studies: Theory, Findings, Applications* (Rodopi/Brill, 2002); *Translation and Language Education: Pedagogic Approaches Explored* (Routledge, 2014); and *Linking Wor(l)ds: A Coursebook on Cross-Linguistic Mediation* (with a digital workbook, *English Lexis, Grammar and Translation*, authored by Richard D.G. Braithwaite) (Liguori Editore, 2020). She is co-author (with Adriana Pagano, Hannu Kempainen and Meng Ji) of *Textual and Contextual Analysis in Empirical Translation Studies* (Springer, 2017). Dr. Laviosa is the founder and Editor of the journal *Translation and Translanguaging in*

Multilingual Contexts (John Benjamins). Her recent publications include *Corpus Translation Studies (CTS)* (co-authored with Meng Ji) (Pensa MultiMedia, 2019), *The Routledge Handbook of Translation and Education* (co-edited with Maria González Davies, 2020), *The Oxford Handbook of Translation and Social Practices* (co-edited with Meng Ji, 2020), *Studi empirici della traduzione basati sui corpora* (co-authored with Meng Ji) (Pensa MultiMedia, 2020), *CTS Spring-Cleaning: A Critical Reflection*, Special Issue of *MonTI* (co-edited with María Calzada Pérez, 2021), *Recent Trends in Translation Studies: An Anglo-Italian Perspective* (co-edited with Giovanni Iamartino and Eileen Mulligan) (Cambridge Scholars Publishing, 2021), and *Recent Trends in Corpus-based Translation Studies, Special Issue of Translation Quarterly* (co-edited with Kanglong Liu, 2021).



Rodica Dimitriu
('Alexandru Ioan Cuza'
University of Iași, Romania)

**Translation as dialogue and reconciliation across space
and time. Defying the challenges of history through a
culture review**

Abstract:

Regarding literature and translation as specific forms of dialogue and communication has been not only a widely spread metaphorical way of referring to their capacity for conveying powerful messages and eliciting similarly strong responses from targeted audiences. This perception has also given rise to outstanding directions in literary criticism (Bakhtinian dialogism, rhetorical orientations, hermeneutic approaches, reader-response criticism), pragmatics, cultural and translation studies offering precious insights into these disciplines. My presentation makes use of both these vantage points in order to highlight the reconciling power of translation as a privileged form of communication involving a high number of participants - from authors, their texts and readers, to extended dialogues between cultures and (sometimes antagonistic) ideologies. In so doing, it draws on the exemplary case of a Romanian culture review, significantly entitled *Secolul 20/The 20th Century* which, for over four decades –thirty years of harsh period of communist dictatorship, and another ten of post-communist democracy, kept communication alive among writers, philosophers, literary critics, artists, a large spectrum of ‘real’ readers, translators, publishers and other cultural agents worldwide. Throughout this intense international exchange of ideas, embracing a vast array of ideological stances, and sometimes running counter to the officially imposed Marxist line, translation played a leading part.

Making use of a relatively large corpus of issues of this publication (about 100) , the presentation explores the kinds of translations, according to Jakobson’s well-known classification, that were practiced in this publication, the extremely high number of authors, from most diverse cultural spaces and historical periods that were translated, the many genres and text-types - ‘real’ interviews/dialogues included - to which readers were exposed as well as the Romanians’ own contribution to this international dialogue. Besides literature, there is also the readerly audience’s response to other forms of art such as sculpture, painting, graphic art and music.

At the same time, these analyses also reveal an aspect that may appear paradoxical today: during one of the harshest periods in Romanian and world history – communist dictatorship and the Cold War, respectively - a publication encouraging cultural dialogue through translations of many kinds functioned, nevertheless, as a (kind of) democratic forum, reconciling a wide range of opinions, views and, occasionally, even political stances. The award “Best International Journal of Literature and Arts” which *Secolul 20/The 20th Century* won

at the UNESCO Biennial that took place in Paris in 1987 is positive proof of the success of this unique cultural – and translational - enterprise.

One of the argumentative lines of the presentation is that case studies such as the one under investigation, even if they belong to recent history rather than to a more immediate present could, nevertheless, work as significant landmarks for contemporary aspirations and ambitions of the discipline of Translation Studies. In Susan Bassnett's and David Johnston's words (2019: 185), "The tracing of flows and acts of translation across time and space", such as the ones attempted in this presentation, "serve to deepen our understanding of themes and forces and processes of our world today, while, in good translation, self and other are brought in and out of moments of created relation, so that the discursive authority of the spaces of origin and of reception alike is challenged". In our view, the example of *The 20th Century* offers plenty of responses to such desiderata.

Bionote:

Rodica Dimitriu is Professor at Alexandru Ioan Cuza University of Iași. She has taught courses of Translation Studies (focusing on ideology and cultural issues in translation, translation and pragmatics as well as on translation teaching), Intercultural Communication, Reading Theories and Modernist British literature, being directly involved in the setting up of the translation programmes at all levels at her university in the 1990's. She has written books and articles in the fields of Translation Studies, British literature, Cultural Studies and ELT. She is the editor of several important international Translation Studies volumes, the editor-in-chief of LINGUACULTURE (<http://journal.linguaculture.ro/>), as well as an editorial or advisory board member of several prestigious international translation journals (*Vita Traductiva*, *Perspectives. Studies in Translatology*, *Across Languages and Cultures*, *ESP across Cultures*, etc). She also coordinates the Translation Studies series at the Institutul European publishing house, Iasi, Romania. Prof. Dimitriu has given lectures and courses at many European and American universities and, more recently in Argentina and Uruguay.



Fabrizio Macagno (Nova University, Lisbon, Portugal)

What is (un)common in common grounds? – Negotiations of understanding and strategies of manipulation

Abstract:

Dialogues are cooperative activities that can have different purposes (Walton and Krabbe 1995) and be subject to distinct types of constraints. For example, dialogues can be aimed at sharing information, persuading the interlocutor, or making a joint decision, and they can be characterized by the specific institutional setting in which they occur. Speakers engage in dialogues mostly uncritically, without being aware of the different types of "grounds" that need to be shared for the interlocutors to understand each other and engage in the same activity (Clark 1996). However, sometimes the hidden iceberg comes to surface. In intercultural contexts, we may fail to understand each other, and suddenly realize that what we considered as commonly known is in fact only a presumption that holds within specific cultural boundaries. In other cases, common ground can become an instrument, a strategy for manipulating discourse. Here, the awareness of what common ground

actually is and how it differs from what is taken for granted can help us draw the line between persuasive discourse and manipulation.

In pragmatics, “common ground” is a theoretical construct that is mostly used for accounting for specific theoretical phenomena, in particular presupposition. Described in cognitive terms as “knowledge of each other’s beliefs and attitudes” (Gibbs 1987) – or “shared knowledge” (Kecskes and Zhang 2009) – and at a logical level as a set of propositions whose truth is taken for granted and not subject to further discussion (Stalnaker 1974; von Fintel 2008), common ground is a challenge to any theory of presupposition or even implicatures. However, such accounts can hardly explain what happens when the grounds between the interlocutors are not completely common, and how this difference is negotiated, bridged, and used strategically.

In this talk, I will try to outline and defend a dialectical approach to common ground. From this perspective, common ground can be defined as a set of commitments that the speaker presumes to be held also by the interlocutor. Such commitments include information of different kinds, not only factual, linguistic, or encyclopedic, but also contextual and pragmatic, such as the type of dialogue the interlocutors are engaging in, and their goal. Common ground can be also distinguished at an epistemic level: presumptions are the result of a presumptive reasoning based on evidence of different types and resulting in different degrees of defeasibility. While presumptions directly related to interlocutors are grounded on available evidence (for example, previous conversations, direct common experience), indirect presumptions are more complex patterns of reasoning, as they rest on the speaker’s view of a specific “culture” to which the interlocutor is supposed to belong. These two types of presumptive conclusions result in two different types of “grounds” that are presumed to be common – the Shared Ground (what is shared by the interlocutors based on the evidence from the specific interaction) and the Communal Ground (what is shared by the interlocutors based on their belonging to a community or a “culture”) (see Kecskes and Zhang 2009). On this view, common ground is a dynamic concept that is dialectically developed and negotiated during the interactions.

In this talk, the theoretical proposal of a dialectical approach to common ground will be illustrated through an analysis of how the interlocutors’ grounds can be manipulated to achieve specific dialogical goals. Many classical fallacies are explained as different strategies for presuming grounds that cannot be possibly shared – namely as presumptions without reasons. The speaker can manipulate the shared ground, by attacking a viewpoint that is implicitly distorted and taken for granted as corresponding to the original one. Or s/he can implicitly distort the shared purpose of the dialogue, engaging in a discussion that is different from the one proposed by the interlocutor or accepted by the participants. The speaker can also use deeper strategies for manipulating the communal common ground, by taking for granted unshared facts or evaluations (through the use of loaded words), unshared dichotomies (presupposing an unaccepted or unacceptable alternative), unacceptable warrants, or unshared definitions.

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Walton, Douglas, and Erik Krabbe. 1995. *Commitment in Dialogue*. Albany, NY: State University of New York Press.

Bionote:

Fabrizio Macagno (Ph.D. in linguistics, Università Cattolica del Sacro Cuore, Milan, 2008) works as an assistant professor in the departments of Philosophy and Communication at the Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa. His current research, between the fields of Linguistics and Philosophy of language, is focused on the natural patterns of argument (argumentation schemes), the persuasive use of emotive language, and on the dialectical dimension of discourse implicitness (presuppositions). The theoretical framework that he has been developing together with Douglas Walton and other colleagues is used in his more empirical studies, aiming at analysing medical, educational, and legal discourse. He has coordinated national and international projects on dialogical practices in different contexts, including education and medical communication. He is author of several papers on definition, informal fallacies, argumentation schemes, and dialogue theory published on major international peer-reviewed journals such as *Journal of Pragmatics*, *Intercultural Pragmatics*, *Argumentation*, *Philosophy and Rhetoric*, *Informal Logic*, and *Pragmatics and Cognition*. His most important publications, in addition to the *Logic of Academic Writing* (Wessex 2019) include the books *Argumentation Schemes* (Cambridge University Press 2008), *Emotive language in argumentation* (CUP 2014), *Interpreting straw man argumentation* (Springer 2017) and *Statutory interpretation: Pragmatics and argumentation* (CUP 2021). He has been publishing extensively on the use of logical methods and theories for the improvement of communication in crucial areas of practice, such as education, law, and medical discourse.



Francisco Yus (University of Alicante, Spain)

Pushing cognitive pragmatics beyond its comfort zone: Smartphone-mediated communication of feelings and emotions

Abstract:

Cognitive pragmatics and specifically relevance theory have traditionally focused on how addressees fill the informational gaps existing between (a) what is intentionally coded in an utterance by a communicator and the interpretation that is intended with that utterance, and (b) between the coded utterance and the interpretation chosen for that utterance. Within the so-called *underdeterminacy thesis*, it is claimed that there is always a more or less substantial intended-coded-inferred gap that needs to be filled by inference. As such, the comfort zone of cognitive pragmatics is the study of intentional coding and active inferring of propositional information, either explicit or implicated. In this scenario, little attention has been paid to the communication non-propositional information such as feelings and emotions, or their role in the eventual relevance of the act of communication. However, they are crucial to explain today's interactions, for example humour-centred ones (Yus 2018a), and especially internet-mediated ones (Yus 2017, 2018b, 2019), with a special application in the case of smartphone communication (Yus 2021). In this lecture, it will be claimed that the only way to understand today's addiction to smartphones, its pervasiveness, with users "glued" to their smartphone screens, is to push cognitive pragmatics beyond its comfort zone, specifically to push it beyond (a) the emphasis

on the role of intentionality in communication, i.e. that only intentionally communicated information can give rise to relevant inferential effects; (b) the focus on propositional content as the only basis for the derivation of relevant effects; (c) the claim that all kinds of communication -including feelings and emotions- needs to be propositional in some way; and (d) the assumption that relevant inferential effects entail conscious awareness of their derivation.

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Yus, F. (2017) "Contextual constraints and non-propositional effects in WhatsApp communication." *Journal of Pragmatics* 114: 66-86.

Yus, F. (2018a) "Positive non-humorous effects of humor on the Internet." In: *The Dynamics of Interactional Humor. Creating and Negotiating Humor in Everyday Encounters*. Eds. V. Tsakona and J. Chovanec. Amsterdam: John Benjamins, 283-304.

Yus, F. (2018b) "Attaching feelings and emotions to propositions: Some insights on irony and internet communication." *Russian Journal of Linguistics* 22(1): 94-107.

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Yus, F. (2021) *Smartphone Communication. Interactions in the App Ecosystem*. Abingdon: Routledge.

Bionote:

Francisco Yus is full professor at the University of Alicante, Spain, and guest professor at Fujian Normal University (Fuzhou, China). He has a PhD in linguistics and has specialised in the application of pragmatics (especially relevance theory) to media discourses and conversational issues, about which he has published more than 120 studies (on relevance theory: *Cooperación y relevancia. Dos aproximaciones pragmáticas a la interpretación*, 1997 and 2nd updated edition 2003). For instance, he has made two applications of pragmatics to characters in alternative comics (*Conversational cooperation in alternative comics*, 1995; *El discurso femenino en el cómic alternativo inglés*, 2001), proposed a pragmatic verbal-visual model of communication in media discourses (*La interpretación y la imagen de masas*, 1997), studied the written-oral interface (*La preeminencia de la voz*, 1998) and developed a pragmatic approach to Internet-mediated communication (*Ciberpragmática. El uso del lenguaje en Internet*, Ariel, 2001; *Virtualidades reales. Nuevas formas de comunidad en la era de Internet*, University of Alicante, 2007; *Ciberpragmática 2.0. Nuevos usos del lenguaje en Internet*, Ariel, 2010; *Cyberpragmatics. Internet-Mediated Communication in Context*, John Benjamins, 2011; *Smartphone Communication. Interactions in the App Ecosystem*, Routledge, 2021). Latest research has to do with the application of relevance theory to the analysis of misunderstandings and irony, as well as to the production and interpretation of humorous discourses (*Humour and Relevance*, John Benjamins, 2016). Francisco Yus is also editor of the journal *Internet Pragmatics* (John Benjamins, <https://benjamins.com/catalog/ip>).

WORKSHOPS

Wednesday 15/06, 11:30-18:30, Aula Magna

METHODOLOGICAL WORKSHOP 1

In Other Words. Coming to grips with critical, creative, inter-/cross-cultural dialogue across space and time. A methodological workshop to explore the role of keywords in (re)producing or problematizing Otherness

Convenor: Paola Giorgis

Workshop Description

How is a specific keyword used in a specific context to (re)produce different forms of Otherness? What critical, intercultural and creative practices can be developed to challenge and subvert such dissemination of stigmatizing and stereotyping language?

Based on our collective and ongoing work on the online dictionary In Other Words, our Workshop will address these questions referring to the three paradoxes illustrated in the Call to demonstrate how a critical, creative and collective approach can challenge redundant monologues, enhance the plurality and diversity of perspectives, and promote inclusion - rather than reproducing exclusion - by offering alternatives to manipulative rhetoric and discriminating language against individuals and groups. Our Workshop invites participants to explore methodologically how dialogue-shared experiences of inter-/cross-linguistic and inter-/cross-cultural practices can develop across time and space by adopting a multilingual perspective and a multi-level dialogue among researchers, practitioners, activists, educators, and artists.

Theoretically, we ground our practice on discourses of exclusion and discrimination (e.g., Reisigl & Wodak, 2001; Wodak, 2015), showing how the construction of Otherness emerges as the result of several intersectional factors which are about relationalities and positionalities that are time- anchored and context-dependent (Praxmarer, 2016), as well as basically defined by different hierarchies of power – who has the power to define ‘the Other’ as such, from which position, for which purposes, and under which socio-cultural and historical conditions. We thus understand the process of the political construction of Otherness as Othering (Spivak, 1985), where dominating in- groups stigmatize real or imagined differences to motivate discrimination (Staszak, 2009).

The Workshop is designed to engage participants in various activities and discussions of keywords. Before attending the Workshop, participants are invited to read four keywords of their choice from the IOW dictionary: three keywords from the main section and one from the Covid-19 section. Participants in the Workshop are also asked to bring an artefact that usually represents their region/country such as a keyring, fridge magnet or something similar for critical consideration and discussion.

The Workshop aims at involving participants in critical thinking and creative activities to problematize the issue of Otherness by proposing and discussing some keywords not yet present in the dictionary, following the format seen on the website (etymology, problematization, communication strategies, subversion, and discussion), and to promote a dialogue on how online practices, when developed through a collaborative, collective and inter-/cross-cultural perspective, have the potential to create genuine interpersonal bonds and active participation across time and space.

Facilitators: the Editorial Board of the online dictionary In Other Words (www.iowdictionary.org)

Workshop Rationale

As seen in the Workshop description, IOW dictionary does not crystallise words but rather shows how words possess a dynamic quality since, travelling across time and space, different contexts and different countries, they acquire (or are attributed) different meanings. In particular, IOW online dictionary is concerned on how words are mobilised to (re)produce different forms of Otherness, its main focus being to challenge and subvert the use of discriminating language.

Yet, besides constituting a resource to be used for free in different social and educational contexts and by different types of audiences, the critical, creative and collective analysis of the keywords has also become an innovative collaborative research process. Indeed, IOW's characteristics, together with and its ethical and political stances, have significantly meant the development of an original method of research and practice that has been carried out by seven scholars from different countries and different formations as members of the Editorial Boards, and has involved other contributors from other countries and formations.

The choice of the keywords, the different sources and the creative materials used for the critical discussion and subversion, the actual process of writing and text production, the combination of the different methodological approaches have allowed to look at keywords from several different perspectives, and to develop a constant and fruitful exchange between the members of IOW's Editorial Board, as well as with other contributors. Critical, creative and inter-/cross-cultural practices have thus been enacted, becoming an actual innovative praxis.

We therefore invite participants to the Workshop to join the Editorial Board of IOW in walking together along the methodological path of such a praxis, analysing each different step for producing a keyword for IOW through the actual discussion of keywords that have already been analysed as well as the proposal of new ones. During the workshop, practical information of how to participate as an author will be also provided. To facilitate such a participatory activity, we hereby shortly illustrate the main methodological aspects that have been guiding the cooperative work of IOW's Editorial Board in these months.

- o Andrea: Exploring IOW Dictionary through Complexity: A Research Method
- o Bilyana: Etymology as a part of IOW project
- o Ioanna: On the use of images and audiovisual material
- o Ivanka: Rhetorical and communicative strategies in the creation and use of words
- o Olena: A dialogical essence of truth
- o Paola: Challenging and subverting discriminating narratives through critical and creative analysis
- o Victoria: Peer review process and multilingual practices

1. Andrea C. Valente

Exploring IOW Dictionary through Complexity: A Research Method

A word is not simply a singular, detached, grammatical unit that holds a stable semantics to form a sentence. It is a contextual entity that interacts with other discursive elements in multimodal spaces, acquiring various meanings and functions, signalling different communicative purposes to stimulate individual and social reactions. It constitutes a "language game" in Wittgenstein's terms, in which interlocutors, writers, readers, viewers make meanings out of verbal and non-verbal elements influenced by their life experiences and worldviews. This integral, wholistic view has been already explored theoretically in applied/linguistics under complexity/adaptive

theory (Dombrovan, 2018; Larsen-Freeman and Cameron, 2008; Weigand, 2010) but not as a methodological approach to understand words that frame the Other.

Thus, in this workshop participants will have the opportunity to explore a research method that is informed by complexity theory (Prigogine and Stengers, 1984; Morin, 2008), in the sense that participants will work through the words of their choices by recognizing that those words in context can: a- be dynamic as their meanings fluctuate according to communicative network that involves various social agents; b- be adaptive to multimodal platforms (e.g. physical, digital, visual and non- visual); c- can create uncertainties while words are moved across different genres (e.g., posters, comics, photographs, literary and journalistic texts); d- can provoke rhetorical chaos (e.g., humour, satire, irony) when used subversively; e- can work in synergy with other linguistic and non-linguistic elements in order to maintain some degree of textual homeostasis.

Hence, informed by a complexity approach, participants will take away an alternative research method that enables them to collaborate comfortably with the IOW Dictionary.

Keywords: complexity theory, research methodology, dynamic rhetoric

2. Bilyana Todorova

Etymology as a part of IOW project

Etymology is a crucial part of the process of elaborating historical clarification of the analysed keywords in the IOW dictionary. It gives the researcher the necessary information about the origin of the word and its early uses. It becomes a crossroad point in which languages have come together, revealing linguistic and extra linguistic processes and transformations which the word undergoes across time.

The meaning of the keywords is highly dynamic, and even from a synchronic perspective it depends on a large number of intralinguistic and extralinguistic factors. In some cases, the metaphorical meanings of the words may become more frequent because of the particular political situations (for example, 'war' metaphors are very popular during the COVID-19 crisis). The political context may influence the frequency in use of some terms, for instance, in Bulgaria, the word 'gender' becomes unacceptable in the public sphere due to conservative political agendas.

This is the reason why etymology is a good starting point of scientific investigation as it can offer diachronic and synchronic views of a particular word, helping researchers identify the sociolinguistic changes and variations that the word undergoes as a result of its various use in different speech communities to indicate their intentions such as their needs for social changes.

Keywords: etymology, diachronic aspect, synchronic aspect, language contact

3. Ioanna Vovou

On the use of images and audiovisual material in the IOW dictionary

“One picture counts for a thousand words”. True? Or is it another axiome we conveniently choose not to question? In our hyper mediated societies, the use of figurative material is so widespread that we tend to take it for granted.

During this workshop we will focus on the methodology of using visual or audiovisual material as a constitutive element of a specific key word's analysis as narratives shaping our ways of understanding otherness in different contexts.

Our goal is to stretch out the interconnections between texte/image/sound in a heuristic perspective of creating multi-modal key words that embrace in a more holistic perspective notions or discursive realities. Our approach is grounded on the tradition of visual communication and the rhetoric of image (eg. Eco, 1986; Barthes, 1964) and on contemporary insights of visual culture (eg. Jost, 1990 and 2011; Howells and Negreiros, 2012).

4. Ivanka Mavrodieva

Rhetorical and communicative strategies in the creation and use of words

The Workshop aims to present some rhetorical and communicative strategies in the processes of creation, use and dissemination of words in different groups of society, through communicative channels and in media and communicative situations. The assumption is that words are created by formal and informal source, both on demand and spontaneously and using different channels.

Some words are created after decisions and brainstorming by spin doctors and think tanks and they are disseminated through official channels to name processes in the society and influence under groups of a society. Other words are result from creative activities of journalists, media, influencers and prosumers and they present new phenomena. A third group of words are created spontaneously during dialogues in virtual forums and social networks and they represent a different point of view.

There are parallel processes of derivation at the lexical level and diversity at the connotative and denotative levels. The results are, on the one hand, diversity at the lexical level and, on the other hand, different durations of the functioning of words in the real, media and virtual communicative situations.

Keywords: rhetorical strategy, communication strategy, lexical diversity, influence, society

5. Olena Semenets

A dialogical essence of truth

This dictionary is dialogical in nature. It is a dialogue between the history of a word and its modern meanings, between different communication strategies of using a word, between common practices of discursive domination and subversive contexts. There is a dialogue between linguistic, cultural, and scientific traditions, between the authors in the process of preparing dictionary entries. In such creative environment of interaction between languages and cultures, the dialogical essence of truth and its polyphony is revealed.

The philosophical theory of dialogism (Buber 1970, Bakhtin 1981, Habermas 1987) and its modern development (Phillips 2011, Etzioni 2018) serve as a basis for understanding new opportunities for international research cooperation.

«The communication explosion» on technological platforms of the XXI century has caused urgent problems that need a non-standard, innovative solution. The innovative format of the online lexicographic publication (namely its multimedia, overview of the problem and at the same time saturation with vivid examples, academic validity and the researcher's freedom of thought, diversity of cultural, political, functional-stylistic and genre contexts of word use) creates a living dialogical environment and encourages the reader to their own understanding of the problem.

Dialogic as a key value of the dictionary shows a possible way to solve one of the communication paradoxes marked in Call: the dictionary opposes the reduction of different views on complex issues to a simplified binary opposition. It presents the words and the phenomena of reality denoted by them in the richness of functions, meanings, tinctures, understandings and interpretations.

Keywords: philosophical theory of dialogue, dialogic research environment, dialogical essence of truth

6. Paola Giorgis

Challenging and subverting discriminating narratives through critical and creative analysis

Critical Intercultural Studies (e.g., Nakayama & Halualani 2012) have long been exposing how dialogues do not occur in neutral spaces, but rather in settings, contexts and conditions that are highly connotated by historical, cultural, political, and economic factors. Therefore, problematizing the (re)production of Otherness primarily means to be aware that such a construction involves structural issues of hierarchies of power: indeed, who is in the position to define the Other as such? A second, but not less relevant element, is that such a gaze also considers the Other as the representative of a homogeneous (minority) group with no in-group differences. The consequence is that Otherness is understood and disseminated as a static, homogenous, and unproblematic state: Otherness is ‘naturalised’ as a de facto condition.

The Workshop will address such issues, showing how IOW dictionary’s critical and creative approach can address and question such hierarchical and reifying discursive constructions by analysing how they are rhetorically maneuvered. We believe that there is a strong link between a critical and a creative approach since they are both processes that foster the capability of seeing reality from a different and more comprehensive perspective able to challenge what is taken-for-granted of individual and collective representations and attributions. According to philosopher Martha Nussbaum, we need humanities and the arts to develop “the faculties of thought and imagination that make us human and make our relationships rich human relationships, rather than relationships of mere use and manipulation” (2010, p. 6).

Therefore, combining different theoretical frameworks and engaging participants in different activities, our Workshop will stand in IOW dictionary’s ethical and political stances, fostering a critical awareness of how words are used to stigmatise, but also of how they can become a resource to deconstruct discriminating narratives.

7. Victoria Odeniyi

Peer review process and multilingual practices

The workshop engages with the In Other Words dictionary methodology and epistemology as “... the deployment of multilingual and multisemiotic communicative means is integral to contemporary forms of participatory knowledge construction and cultural [re]production” (Leppänen and Kytölä, 2017: 155).

My contribution to the methodology workshop relates to the process of peer review as an established, but also an evolving, part of the collaborative and intercultural writing project which is invested in the use of multiple languages and semiotic resources. Through focussing on the iterative process and practices of reading, review, critique and feedback, I attempt to apply the paradox of redundant monologues which inadvertently close down opportunity for dialogue and shared understanding.

Relevant questions for consideration are: What implicit judgements do we make about keywords, and each other, as we read and review work created in contexts, institutions, languages and disciplines that we may know little about? How do we respond ethically and sensitively in and across virtual spaces? What words registers and language(s) are appropriate? What is the role and status of different languages within and across key words? As someone working in an Anglophone centre what do or should I let pass? In short, how can we ensure that we are not caught up in the paradoxes we seek to challenge?

Key words: peer review, collaborative writing, ethical practices, appropriacy

The Editorial Board of In Other Words – A Contextualized Dictionary to Problematize Otherness

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Wednesday 16/06, 11:30-18:00, Room GE/1-03

METHODOLOGICAL WORKSHOP 2

Emancipatory practices in health and well-being communication research: dialogues on multiculturalism, multidisciplinary and multimodality

Convenor: Keiko Tsuchiya, Yokohama City University

As with studies of political and forensic discourse (Ilie & Garzone, 2017), healthcare and well-being communication research is a multi-faceted activity in many ways. The edifice of healthcare/well-being communication research rests on a range of theoretical and methodological approaches, e.g., narrative and frame analysis (Tannen & Wallat, 1983), discourse studies (Sarangi & Roberts, 1999), conversation analysis (Antaki & Rapley, 1996), and multimodality in interaction (Bezemer, Murtagh, Cope, Gunther, & Kneebone, 2011). It encompasses disciplines beyond socio/applied linguistic research areas, e.g., collective competencies (Lingard, 2012), ethics in healthcare (Sarangi, 2019), and resilient healthcare (Hollnagel, Braithwaite, & Wears, 2013), to name a few. Sociocultural and religious aspects are also in the scope since health involves not only a physical or mental state but social well-being as defined in the constitution of World Health Organisation (1946 [2020]). The borders of these disciplines are blurred, and researchers mediate among them, involving a multidisciplinary team and integrating different methodological approaches in local sociocultural settings of their own research field. The aim of this workshop is to create a space for dialogues on how multicultural, multidisciplinary, and multimodal aspects are addressed in healthcare/well-being communication research:

- Multiculturalism: how are inter/cross-cultural encounters or issues in race and ethnicity addressed, and what practices in which cultures are centralised or marginalised?
- Multidisciplinary: how are research purposes shaped and shared in a multidisciplinary group, and how are theoretical and methodological approaches chosen and integrated to address them?
- Multimodality: what semiotic resources are included in the analysis, how are those data collected and transcribed and what devices/applications are used?

In the workshop, each panelist elucidates their research field and the inquires above with a case study, foregrounding emancipatory practices to question existing orders and conventions.

1. Conversation Analysis: Atypical intersubjectivity of people with autism spectrum disorders (ASD): an analysis of the alignment of participants' epistemic stance in the interaction (Kyoko Aizaki, Japan Society for the Promotion of Science, Chris Walton and Charlie Lewis, Lancaster University, UK)
2. Psycholinguistics: Understanding and enhancing access to healthcare and social services for linguistic minorities (Jonathan A. Caballero, McGill University, Canada)

4. Discourse Analysis: Religious beliefs and coaching discourse in a cross-cultural context: a case study of Christian coaching between an American and a Japanese. (Shoko Yohena, Ferris University)
5. Pragmatics: A multimodal linguistic analysis of gaze and active-listenership in emergency department team interactions (Malgorzata Chalupnik, University of Nottingham, Sarah Atkins, Aston University, UK)
6. Frame Analysis: Gaze and multimodality in emergency care interaction: different frames in trauma leaders' information sharing practice between UK and Japan (Keiko Tsuchiya and Akira Taneichi, Yokohama City University, Japan)
7. Information Technology: Application of results from multimodal analysis to VR- based medical education (Miharu Fuyuno, Kyushu University, Japan)

This workshop would benefit graduate students and early career researchers in healthcare and well-being communication and other related areas.

Keiko Tsuchiya is Associate Professor of School of International Liberal Arts, Yokohama City University, Japan. She is currently leading the EYE WORK project (JSPS 17KT0062), which aims to multimodally investigate emergency care interaction with an eye-tracking device. Email: ktsuchiy@yokohama-cu.ac.jp, Website: <http://www-user.yokohama-cu.ac.jp/~ktsuchiy/wp/>, Recent publication: Tsuchiya, K., Coffey, F., & Nakamura, K. (Eds., forthcoming). Multimodal Approaches to Healthcare Communication Research: Visualising Interactions for Resilient Healthcare in the UK and Japan. Bloomsbury Academic.

1. Atypical intersubjectivity of people with Autism Spectrum Disorders (ASD): An analysis of the alignment of participants' epistemic stance in the interaction

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Keywords: autism spectrum disorders, intersubjectivity, stance, social communication, reciprocal

Since Hobson (1993, 2010) has described how autistic speech affirms difficulties in the functioning of self-in-relation-to-other in actual daily interaction, developmental phenomena related to intersubjectivity should be seen as key to understanding the etiology and nature of Autism Spectrum Disorders (ASD).

Many research studies point out that atypicality development of intersubjectivity is caused by or causes 'mind reading' deficits of autism (Baron-Cohen, 1995). However, there are several issues to study. First of all, much research which investigates the process of 'mind reading' neglects the dialogic feature of intersubjectivity and attributes its atypicality to something about the person's inner states. For instance, they test the person's understandings of ironic expressions, emotion recognition concerning the basic emotions of happiness, anger, sadness and fear (Davies et al., 1994; Loveland et al., 1997), or observe repetitive behaviours including echolalia. Those studies were conducted with individuals, thus failing to reveal the interactional elements of ASD. Moreover, they do not pay attention to interactional sequence and neglect the reciprocal nature of daily interpersonal communication.

To approach such issues, our research attempts to explore the sequential practice of stancetaking of individuals with ASD in natural conversation with discourse analysis. Stance refers to how people generate, display and orient to intersubjectivity within dialogic interaction (Du Bois, 2007; Du Bois & Kärkkäinen, 2012). The notion of stance captures how value is assigned to objects of interest, how social actors position themselves with respect

to those objects, how stance takers calibrate their alignment with each other, and how presupposed systems of sociocultural value or order are invoked (Du Bois, 2007). We exemplify our research in an analysis on single case interaction between high-functioning British adult with ASD and British typical developmental person and focuses on their stance alignment to the management of intersubjectivity (Du Bois, 2007, p. 163). We closely look at reactions of each individual to the interlocutor's verbal and non-verbal behaviour including eye contacts and facial expressions and how the person claims epistemicity on a topic. We aim to show variation and complexity of the intersubjectivity and the capacity for alignment of an individual with ASD in a conversation from interdisciplinary perspectives.

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3. Understanding and enhancing access to healthcare and social services for linguistic minorities

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Keywords: healthcare outcomes, patient - health care provider communication, evidence-based decision-making, minority languages, cross-cultural communication

The capacity to communicate effectively in healthcare and social service settings is crucial for optimizing users' satisfaction and outcomes. For speakers who belong to linguistic minorities, this represents a significant challenge. Three ways to best support quality communication for members of a linguistic minority are 1) training service providers in the appreciation of potential barriers among language minorities; 2) providing training and other incentives for providers to enhance their understanding of issues specific to these minorities; 3) conducting research on best approaches to reduce barriers and evaluating the impact of actions implemented on user-related processes and outcomes. We present a summary of efforts implemented by Dialogue McGill in these three areas with a specific focus on English-speaking users as a linguistic minority in Quebec, Canada. Dialogue McGill – Better communication for better care (www.mcgill.ca/dialoguemcgill/), has worked in these areas for almost 20 years. Its mandates are achieved through three main programs: Language Training – focused on providing English and French training for healthcare and psychosocial service practitioners, Retention Incentives – focused on supporting the recruitment and retention of bilingual practitioners in local health and social services institutions, and Research Development – focused on supporting research projects relevant to the organization mandates and evaluating the outcomes delivered by the programs. During the first quarter of 2021, Dialogue McGill provided ~600 language courses for ~30 healthcare institutions, benefitted ~70 students through 23 community partners, provided remote training for ~500 users, and supported 13 educational projects and 16 research projects. We present key findings and insights gained so far and discuss ways in which research has informed key structural, procedural, and evidence-based outcomes.

4. Religious Beliefs and Coaching Discourse in Cross-Cultural Context: A Case Study of Christian Coaching between an American Coach and a Japanese Client

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Keywords: coaching, discourse analysis, cross-cultural communication, religion

To examine how the religious beliefs of participants influence interactions and outcomes of coaching discourse in a cross-cultural context, this study analyzed online Christian coaching between an American coach and a Japanese client. Coaching involves a strategic dialogue that assists clients in reaching their goals and maximizing their full potential; therefore, it is closely related to the client's well-being. One of the techniques that coaches use is the exploration of the values that clients hold about life, that is, the values that a client deems to be important in his or her life. Since these values influence clients' decision making, goal setting, and evaluation of life, it is important to explore solutions that are in line with their values. Among these are religious values and worldviews based on religious beliefs.

However, the literature in the field of religious beliefs (or lack thereof) and their influence on coaching practice is scarce (Duncan, 2012). There is much more literature in psychotherapy and counseling professions regarding spirituality and its influence on their work (for example, Carlson, Erickson, & Seewald-Marquardt, 2002; Post & Wade, 2009; cited in Duncan, 2012). This literature indicates an intricate connection between spiritual or religious beliefs of the practitioners and their work. It has been further suggested that religious/spiritual interventions can be used as an effective addition to traditional therapy for some clients (Post & Wade, 2009).

Hence, this study examined the interactional aspects of coaching and influence of religious beliefs through qualitative discourse analysis, interviews, and questionnaires. Data were based on the recordings of online Christian coaching between an American coach and a Japanese client, who spoke English fluently. They were both Christians. The coaching sessions were recorded over several months, with the permission of the participants, as a part of an ongoing project.

The study showed intricate interactions between coaching dialogue, cross-cultural differences, and religious values of participants. It suggests that if the participants share similar religious beliefs, then a bond is created between them, even if the coach and the client hail from different ethnic and cultural backgrounds. It also indicates that religious values are used as an effective resource; the participants quote the Bible verses, pray and ask for God's guidance, as well as acknowledge each other as believers.

Finally, this study also mentioned some of the multimodal resources that the participants used, when communicative breakdown occurred within cross-cultural context.

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5. A multimodal linguistic analysis of gaze and active-listenership in emergency department team interaction

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Keywords: healthcare communication, requests, pragmatics, emergency medicine and multimodality

The paper discusses multimodal analysis of direction of gaze and active listenership practices by junior doctors, as they perform leadership roles within simulated trauma teams. The context examined here is that of an emergency medicine training observed in a large teaching hospital in the UK. The training involves trauma case simulations, where medical students assume the role of trauma team leaders delegating tasks to other healthcare professionals. Previously, Chałupnik and Atkins (2020) identified how these trauma team leaders use a surprising amount of pragmatic indirectness when uttering verbal requests to team members. Rather than causing misunderstanding in this time-pressured setting, those team leaders who employed indirectness in their verbal communication actually performed more effectively overall, completing the requirements of the simulation in a shorter time and being evaluated more positively by their team members and the assessor. One important dimension that may account for these doctors' more effective leadership styles and the rapid comprehension of indirect requests by other team members, are the non-verbal communicative features they employ and we explore these features further in this paper.

In doing so, the paper offers a systematic analysis of the team interactions, using both quantitative and qualitative methods. We show that; (1) the direction of gaze had an effect on how quickly a request was responded to, particularly where gaze was towards specific team members when making a request indirectly (e.g. 'can we put the trauma call out'), compared to the absence of such features in poorer performing team leaders' talk; and (2) the employment of active listenership, including gaze and head nods, when responding to information-giving turns from other team members, was notably more present in the higher performing doctors' interactions. On the basis of the discussion of our findings, we propose that non-verbal communicative means can be interpreted as multi-faceted devices that simultaneously allow, in this context, for the achievement of a greater level of clarity and rapport with other members of the clinical team. These linguistic findings, we argue, demonstrate the value in analysing non-verbal features of communication alongside the verbal in these types of dynamic, time-pressured settings and have important implications for communication skills training in medical education. We propose that such analysis not only allows us to establish how verbal and non-verbal means of communication function in tandem in interactions but also interpret their functions in the context of interprofessional interaction. We consider here importantly how this can further inform healthcare training and practice.

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6. Gaze and Multimodality in Emergency Care Interaction: Different Frames in Trauma Leaders' Information Sharing Practice between UK and Japan

Keiko Tsuchiya, Yokohama City University, Japan

Email: ketsuchi@yokohama-cu.ac.jp

Akira Taneichi, Yokohama City University, Japan

Keywords: frame analysis, emergency care interaction, common ground, informing, gaze analysis

This panel talk reports outcomes from the Japan-UK collaborative research, the EYEWORk project, where an interdisciplinary team consisting of linguists, emergency care consultants, psychologists, and information engineers in the two sites, has been multimodally investigating team interactions of emergency care simulation sessions, capturing leaders' gaze behaviours with eye-tracking glasses. Drawing on the concepts of discourse frame (Goffman, 1974; Tannen & Wallat, 1993), we first looked at trauma leaders' requesting, identifying different discourse frames the leaders employed depending on the recipients and their experiences of medical practices (Tsuchiya et al., 2021). This panel focuses on the British and Japanese trauma leaders' informing, assuming the discursive practice as socioculturally embedded behaviour.

In emergency care, health care professionals (HCPs) as a team seek necessary information and share it with their team members to provide appropriate treatments under time pressure, adapting to a patient's constantly changing health condition. In such a situation, how the critical information is effectively distributed among the team – in other words, how the team establishes a common ground (Clark, 1996) - is crucial. Applying a multimodal analysis (Levinson & Holler, 2014) with an eye-tracking device, this study investigates information sharing episodes (ISE) of trauma teams in the two contexts. Two different frames were identified: in the UK data, team members individually approach the leader and report a patient's condition or the medical procedures s/he has just applied, and the leader summarizes the current situation to the team time to time (timed recap). In the Japan data, individual members announce the information loudly while they are attending to the patient. This is followed by other- repetition by the leader, and a register nurse's response (repetition chain). Both modes of ISE appear efficient, and the different frames might be rooted in values and practices in distinctive cultures: Japanese philosophical concept of 'ba', which breaks away from egocentric pragmatics based on intersubjectivity in the West (Hanks et al., 2019). Cross-cultural understanding of healthcare practices could potentially enhance the resilience of a team in both sites.

Acknowledgement: This study was supported by JSPS Grant-in-Aid for Scientific Research (B) no. 17KT0062.

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7. Application of Results from Multimodal Analysis to VR-based Medical Education

Miharu Fuyuno, Kyushu University, Japan

Email: m-fuyuno@design.kyushu-u.ac.jp

Keywords: Multimodal analysis, Virtual reality, Education, Simulator

In recent years, the development in information technology has enabled applied linguists and researchers in related fields to handle multimodal interaction data in objective, automatic and feasible ways. These data have been providing scientific evidence for educational purposes in language learning, medicine, and aviation industry etc. Furthermore, innovative technology such as 360-degree immersive Virtual Reality (VR) videos and head mounted displays have become affordable and widely available to researchers and laypersons. Immersive virtual simulation with these technologies is one of the ideal environments for learners and trainees to virtually experience and attain a complicated process. For example, emerging VR research has demonstrated that VR tools can provide advantages such as cognitive and affective skills acquisition, intuitive interaction, and the chance to experience situations that are usually unavailable (Fuyuno, 2020; LaValle, 2020). This panel talk reviews multimodal education projects in the fields of language education and healthcare, and introduces applications of these studies in development of VR-based pedagogical materials. Firstly, outcomes from the Kyushu University Multimodal Corpus Analysis project from English education field, which involves face motion pattern recognition, will be reported (Fuyuno, Komiya & Saitoh, 2018; Fuyuno, Saitoh, Yamashita & Yokomori, 2020), which is followed by a case study of application of the analysis results for developing immersive VR speech and presentation training system (Fuyuno, 2020). Second, multimodal analysis in healthcare interactions that applies gaze tracking will be reviewed (cf. Tsuchiya, Coffey, Timmons, Atkins & Adolphs, 2017). This panel ends with introduction of the ongoing development of VR interactive simulator for anesthesiologists.

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Thursday 16/06 09:00-14:30, Aula Magna

THEMATIC WORKSHOP 1

Narrating migrations from Africa and the Middle East: a spatio-temporal approach

Convenors: Sarali Gintsburg, Ruth Breeze, and Mike Baynham

We invite contributions that analyse the spatio-temporal aspect of narratives related to migrations from Africa and the Middle East.

Migration is one of the defining issues of our time. The number of international migrants worldwide has grown enormously over the last half century, motivated by a series of extremely powerful pull and push factors at work on a global level. Substantial numbers of migrants originate in the Middle East and North Africa region, and also in Sub-Saharan Africa, motivated, despite danger and hardship, by the promise of a better life elsewhere. In many cases, their migration experiences have been complex, hazardous, sometimes fatal and even after many years, migrants often have difficulties not only in the practical process of adaptation to their new environment, but in their own inner understandings of who and where they are, and how the different “places” and “times” of their life intersect.

It is not hard to see migration processes as an intense ongoing struggle between different points of view (to go? to stay?), so that mobility itself becomes a kind of transformative identity work. It has been pointed out that work on migration narratives have frequently privileged the male migrant, what Baynham (2005) describes as the heroic myth of the trail-blazing male migrant, and underplayed the experience of women (cf Relano-Pastor and de Fina 2005) or indeed children migrating.

Our workshop is intended to bring together researchers focusing explore narratives produced by different groups of Middle East and Sub Saharan Africa migrants or refugees of various backgrounds, focusing on the spatial and temporal aspects of their experiences. Possible topics related to migrants’/refugees’ representations of space and time will involve:

- accounts of their journeys to the host country and their memories (or recreations) of “home”, the spaces they occupy (or not) in their new country, spaces and times they share with local populations, different conceptions of space and time across generations, etc.
- Do migrants feel ‘out of place’ and, perhaps, ‘out of time’ and, if so, how is that manifested in their narratives, and their affective-discursive practices relating to space and time?
- Is it possible to identify tropes of spatiotemporal disorientation or reorientation in their stories?

Workshop organisers:

Sarali Gintsburg is a researcher in the Instituto Cultura y Sociedad (University of Navarra). Expert in narratives and Arabic sociolinguistics. Sarali worked as a lecturer of Cross- cultural and Global Studies at the UHCL (USA). Her most recent publications include: *Identity, Place, Space, and Rhymes During a Pilgrimage to the Shrine of Moulay Abdessalam, Morocco* (Journal of Religion in Africa 2019, 48(3)), *(Identidad y expectativas en la comunidad marroquí de Navarra: la perspectiva de las mujeres* (with Ana Fernández Vallejo and Karima Tayya, Observatorio de la Realidad Social, 2020) and *Voice in a narrative: A dialogue with Ruth Finnegan* (with Luis Galván and Ruth Finnegan, *Frontiers of Narrative Studies* 2021, Vol 7(1)).

Ruth Breeze is Associate Professor of English at the University of Navarra, Spain, and Principal Investigator of the Public Discourse Research Group in the Instituto Cultura y Sociedad. Her research interests cover discourse analysis, specialised communication, corpus linguistics and educational linguistics. Her most recent books are *Imagining the Peoples of Europe: Populist Discourses across the Political Spectrum* (with Jan Zienkowski, John Benjamins, 2019), and *Teaching English Medium Instruction Courses in Higher Education* (with Carmen Sancho Guinda, Bloomsbury, 2021).

Mike Baynham is Emeritus Professor of TESOL at the University of Leeds, a fellow of the Academy of Social Sciences and former Chair of the British Association for Applied Linguistics (BAAL). He is a Visiting Professor at York St John University and an Honorary Professor at the University of Sydney. A sociolinguist by training and applied linguist by affiliation, his research interests include literacy studies, migration narratives, multilingualism and translanguaging. His recent publications include: *Narrative analysis in migrant and transnational contexts* (with Anna De Fina, *Researching Multilingualism. Critical and ethnographic perspectives* (Martin-Jones, M. & D. Martin, eds.), Routledge, 2017); Moita Lopes, L-P & M. Baynham (2018) *Meaning Making From the Periphery*. Theme issue of the *AILA Review*, 10 and *Translation and Translanguaging* (with T. K. Lee, Routledge, 2019).

Workshop participants:

Bernardino Tavares (University of Luxembourg)

Mike Baynham (University of Leeds) & Sarali Gintsburg (ICS, University of Navarra)

Ildikó Schmidt (Károli University, Hungarian Academy of Sciences, Research Centre for Multilingualism)

Sofía Brotons (University of Navarra)

Ruth Breeze & Sarali Gintsburg (ICS, University of Navarra)

Vera Tsenova (University Savoie Mont Blanc)

Abstract 1: Retracing experiences of being “out of place:” from colonised Cape Verde into Luxembourg

Bernardino Tavares (University of Luxembourg): bernardino.tavares@uni.lu

This paper explores mobility and language experiences derived from Cape Verdean migration into Luxembourg, from the late colonial time (1960s) to the present. The paper adopts a critical sociolinguistic ethnographic approach to help understanding how migration trajectories and language affect narratives of being or/and feeling ‘in / out of place’ (Cresswell 1996), in both the host country (Luxembourg) and the country of origin (Cape Verde). As part of a larger project on language and migration at the University of Luxembourg, on the one hand, the paper considers some key events and policies of Portuguese colonialism, and migration and language regimes into Luxembourg (e.g., labour contracts between Luxembourg and Portugal in the 1970s, the Independence of Cape Verde from Portugal in 1975, the Language Law of 1984 in Luxembourg, the Schengen Agreement in 1985 and the 2008 dual citizenship law in Luxembourg). On the other hand, it presents ethnographic vignettes about the life of two Cape Verdean migrants, Domingos and Luis, who migrated to Luxembourg in 1971 and 1984, respectively. Domingos trajectories consist of few years in Senegal, France and the Netherlands, while Luis passage consists of a decade in Portugal. Throughout their journeys into Luxembourg, they have experienced multiple moments of “being out of place” that have affected their identities and identifications. Domingos is a retired man now, while Luis is about to retire. Both of them return to Cape Verde only for short stays, where they feel not necessarily “in place” any longer for different reasons. Their migration narratives and trajectories bring insights on old and new migration patterns and transgression of “expectations of place” (Cresswell 1996) in/of migrants’ everyday social interactions, affecting their senses of belonging.

Keywords: Cape Verdean, colonialism, language, Luxembourg, migration narratives, out of place

Abstract 2: Spaces, places and times of Moroccan migration as shown in a video sketch comedy ('l-kāmīra la-kum')

Mike Baynham (University of Leeds): m.baynham@education.leeds.ac.uk

Sarali Gintsburg (ICS, University of Navarra): sgintsburg@unav.es

In this paper we explore representations of space/time and identity in a migration focused Moroccan comedy performance, drawing on and transforming certain “traditional” oral literary genres and blending them with contemporary genres such as television programmes. The oral literary genres of Morocco are often labelled as ‘old-fashioned’, detached from current life and even dying. In fact, with the advent of the internet, these genres started rapidly relocating to online spaces: social networks and video hosting services. Online spaces have become the main platform, where a vast array of genres, from traditional folklore to sophisticated, western inspired stand-up, are currently thriving. Artists now working online focus on the hottest issues relevant for Moroccan people, the issue of migration being demonstrably one of them.

Keywords: narrative analysis, migrations, oral traditions, online spaces, space & time

Abstract 3: Children’s narratives about their journey from the Middle East to Hungary

Schmidt Ildikó (Károli University): schmidtildi@yahoo.com

In recent years the Hungarian educational system has witnessed an increase in the number of students with immigrant backgrounds, mostly coming from the Middle East. Their future largely depends on how well they can adapt to the Hungarian educational system which will help their successful social integration.

This chapter presents part of the results of a case study research project, which examines the characteristics of immigrant children’s integration in schools in Hungary based on empirical data. The research project primarily focuses on siblings originating from Afghanistan. In addition, in order to obtain a complete picture about their integration in public education, data was collected from their parents, class teachers and other subject school teachers as well. The analysis of the data collected through narrative life story interviews revealed thematic narrative patterns, including their escape route, their memories of their homeland and the social integration in peer-groups in their new “home”.

In this chapter I will discuss variations in the narratives of the family members and, consequently, will demonstrate the importance of individual experience of time and space. In this analysis, special attention is paid to those narrative units where the narrator uses neutral voice and factual description of events aiming to remove the memory traces from the self. This process of data analysis allows us to gain an insight into the person’s linguistic actions to avoid those elements, which may have been otherwise painful, traumatic or frightening.

Keywords: narrative analysis, immigrant children, journey of flight, Middle East

Abstract 4: Role of religion in the re-construction of identities: reading adolescent immigrants' narratives

Sofía Brotons (University of Navarra): sbrotons@alumni.unav.es

The aim of this paper is to contribute to the scholarly discussion on identities of adolescent immigrants and the associated issues through the analysis of narratives collected from immigrant adolescents living in Spain. Typically, migration implies a process of reformulation of the personal narrative - the encounter with a perviously unknown space gives rise to new ways of situating oneself in reality. When it comes to adolescents, this process becomes even more obvious since adolescence, in itself, constitutes a transition period in which the individual acquires the tools that will allow them to successfully integrate into adult life. When adolescents also happen to have an immigrant background, this process of learning and integration into a new space affects the construction of identity in a radical way. Young immigrants have the feeling of being "out of place" in their new home country and, at the same time, experience "lack of belonging to the place of origin", so they find their identity in stable elements that remain despite any change. One of these elements appears to be religion. - My analysis of six narratives by African adolescents in Spain illustrates how religion is routinely mentioned as a crucial and integrating element that configures their personal narratives.

Keywords: adolescent immigrants, narratives, identity studies, social exclusion, religion

Abstract 5: Circumscribed transnational spaces: Moroccan immigrant women in rural Spain

Ruth Breeze (ICS, University of Navarra): rbreeze@unav.es

Sarali Gintzburg (ICS, University of Navarra): sgintzburg@unav.es

This paper takes the notions of space and time as socially constituted and deeply bound up with identity issues, and uses these as an entry point to analyse interviews with Moroccan women living in rural Navarra, Spain. This approach enables us to show how these women take up positions in spatial configurations (practices and representations) that are defined by the need for safety, and confined to a mainly private, largely female sphere. These inhabited spaces are also curiously transnational and atemporal, revealing a habitus spanning and occasionally merging the countries of origin and residence. Despite the circumscribed nature of the spaces they currently inhabit, some of them were also able to envision future worlds in which barriers could be overcome, and their own, or more particularly their children's, sphere of action extended into the wider public arena.

Keywords: immigrant women, space & time studies, Arabic language, identity studies

Abstract 6: Acculturation, belonging and identity transformations : evaluation and analysis of discourses produced by women with immigrant background

Vera Tsenova (University Savoie Mont Blanc): vera_tsenova@yahoo.com

Personal experiences in cross-cultural relations are organised through narrative processes that oscillate between self-image and self-definition (Dubois, 1969). According to Bateson's (1977) interactional model, culture and the individual form a system of communication and mutual influence, where conscious purpose maintains the balance between perceptions of the self and the environment. This paper is based on my PhD research (clinical psychology), in the course of which I carried out two studies with immigrant women and women from immigrant families who resorted to therapy sessions. The overarching aim of these studies was to analyse how personal experiences are related to family and cultural belonging. In the first study, I analyse the discourse emerging

within the clinical context. The results reveal the presence of themes related to self-transformation: “self-image”; “needs for empowerment” and “projections in the future”; and, interestingly, the theme of “violence”.

The second study focuses on the analysis of the theme of violence and explores the specific correlation between cultural belonging and I-position (Hall, 2000). Content analysis provide two kinds of outcomes : 1. different contexts of violence related to different contexts of migration (“newcomers”, “long-stay residents” and “born or grown up in France”), and, 2. Certain connections between I-positions and family and cultural affiliations that explain how personal choices engage the effects of shame and culpability. My analysis provides insights into the way that strains and pressures concerning culture of origin and belonging affect women’s status and limit their freedom.

Keywords: female, cross-cultural psychology, sense of belonging, identity.

Thursday 16/06, 12:00-16:00, Room GE/1-03

THEMATIC WORKSHOP 2

Gender and Media workshop. Forward-backward. An unfinished story. 25 years of (her)story - GMMP (Global Media Monitoring Project)

Convenor: Daniela Rovența-Frumușani, University of Bucharest, Romania

1. The GMMP called “one of the most far-reaching collective enterprises of the global women’s movement”, (Margaret Gallagher, 2014. Feminist scholarship and the debates on media and gender in Media and gender: A scholarly agenda for the Global Alliance on Media and Gender. UNESCO) is one of the most powerful cross-cultural instruments able to monitor women’s presence in the media. Starting at the Beijing Forum in September 1995 on the occasion of the Fourth UN World Conference on Women with the Beijing outcome document—the Beijing Declaration and Platform for Action (1996) media monitoring was underlined as an action for governments, nongovernmental organizations, academia etc.

Not only do mass media have the potential to both mirror and challenge gender inequality, but critical studies show that “media texts do not simply reflect “reality”; rather, they construct hegemonic definitions of what should be accepted as “reality” (Carter & Steiner, 2004).

This quantitative longitudinal monitoring- GMMP (1996, 2000, 2005, 2010, 2015, 2020) concentrates on three sets of indicators: i) representation and voice of women and men as news subjects; ii) the journalists authors of the story by sex—who reports on what and how; and iii) news content—stereotypes, gender (in)equality. The qualitative analysis discusses stories found to be noteworthy in their integration, or lack of integration of a gender lens.

We will emphasize the glass ceiling effect of women in politics and economy emphasized by media subjects, media genres, media stereotypes in the last edition of the GMMP in Romania, compared to findings in Europe and the global results.

2. Potential members of the public: doctoral and postdoctoral students, researchers interested in Gender Studies and Media studies as well as in cross-cultural approaches

Participants

Valentina Marinescu Professor of Sociology, Faculty of Sociology and Social Assistance, University of Bucharest
Theodora Vacarescu, PhD, independent researcher in Gender and Media Studies

Ana-Maria Teodorescu, PhD Lecturer in Media Studies Faculty of Letters, University of Bucharest

Teodor Dumitrache, PhD student, Faculty of Sociology and Social Assistance, University of Bucharest

Ines Razec, PhD student Faculty of Sociology and Social Assistance, University of Bucharest

Oana Băluță, PhD, Associate Professor for the Faculty of Journalism and Communication Sciences, University of Bucharest

Antonio Momoc, PhD, Dean of the Faculty of Journalism and Communication Sciences, University of Bucharest

3 Daniela ROVENTA-FRUMUSANI convenor Orcid <https://orcid.org/0000-0001-7878-7147>
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Professor Emeritus, HDR, Communication, Discourse Analysis, Gender Studies, University of Bucharest, Doctoral School of Communication Sciences and Doctoral School of Interdisciplinary Studies, University of Bucharest

Daniela ROVENTA-FRUMUSANI 2021 Talking about Sustainability: How the Media Construct the Public's Understanding of Sustainable Food in Romania Valentina Marinescu 1,*, Bianca Fox 2 , Darie Cristea 1 , Daniela Roventa-Frumusani 3 , Ramona Marinache 4 and Silvia Branea <https://www.mdpi.com/2071-1050/13/9/4609>

Daniela ROVENTA-FRUMUSANI 2020 Newsroom cultures in Eastern Europe The International Encyclopedia of Gender, Media, and Communication. Karen Ross (Editor- in-Chief), Ingrid Bachmann, Valentina Cardo, Sujata Moorti, and Marco Scarcelli (Associate Editors).© 2020 JohnWiley & Sons, DOI: 10.1002/9781119429128.iegmc294

Daniela ROVENTA-FRUMUSANI 2020 Visibilité, campagnes électorales et dimension de genre, Les femmes politiques roumaines dans les campagnes électorales locales .In Christiana Constantopoulou (ed) Représentations sociales et discours médiatiques, Paris, L'Harmattan,147-172

Daniela ROVENTA-FRUMUSANI and Valentina MARINESCU 2020 Food, Nutrition and Media in Food, Nutrition and the Media (ed by Valentina Marinescu)Palgrave macmillan,5-21

Daniela ROVENTA-FRUMUSANI, 2020«Introduction. Populisme et medias anciens et nouveaux», French Journal For Media Research [online], Full texts/Numéros en texte intégral, 14/2020 Populism and New/Old Media.: <http://frenchjournalformediaresearch.com/lodel-1.0/main/index.php?id=2070>.

Daniela ROVENTA-FRUMUSANI and Valentina MARINESCU 2020 Postmodernism Problems Vol 10 No 3 (coord and authors of the editorial) *Inequalities, Vulnerabilities, and Discrimination in the Context of COVID-19* <https://pmpjournal.org/index.php/pmp/issue/view/30>. <https://doi.org/10.46324/PMP2003262>

4.ABSTRACTS

Forward- backward. An unfinished story.25 years of (her)story - GMMP (Global Media Monitoring Project)

Daniela Roventța-Frumușani and Theodora Văcărescu

In 1995, at the Fourth World Conference on Women, the Beijing Platform for Action was developed, which identified 12 areas of concern that needed to be addressed to eradicate gender inequality, including women's access to decision-making. In 2000, world leaders signed the Millennium Development Goals, and in September 2015 another set of goals – the Sustainable Development Goals (SDGs) – were agreed by many of the world's governments during the UN Summit in New York. SDG #5 (out of 17) includes a sub-set of actions including: “5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.”

If the first GMMP in 1995 showed that across 71 countries, women represented 17 percent of the people who were seen, read, and heard in the news, and a very small proportion of this modest number of women sources and subjects comprised women politicians, women experts or women spokespersons, in 2020, eight percent improvement in 25 years show that the time we reach gender parity in the news is still far away. “But the single point of improvement is the first since 2010 and is most visible in broadcast news media” (6th GMMP page 4).

In the first part of the presentation -historical and context analysis- we will trace a brief history of the 6 editions of GMMP in Romania and in the empirical part we will use a qualitative discourse analysis and thematic approach able to emphasize again and again how stereotypes mark journalistic discourse and practice. We wonder, like numerous researchers, “Why does the sex of women politicians continue to be (almost) the most newsworthy thing about them rather than their policy position on this or that topic“ (Ross, 2017:183) and why half of the humanity rests in the shadow invisibilized or symbolically marginalized.

Key words: identity; representation; legacy media; digital media, journalistic discourse

Selective references

Realising Gender Equality:Progress and Problems VOL LXVI 1/2020 https://new.waccglobal.org/wp-content/uploads/2020/04/1-2020.MD_fin.pdf

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Padovani Claudia & Karen Ross (2020). Ideas for gender-transformative futures of education in the digital age. In Humanist Futures: Perspectives from UNESCO Chairs and UNITWIN Networks on the futures of education. Paris, UNESCO, pp. 153-160. ISBN 978-92-3-100369-1

Realising Gender Equality:Progress and Problems Media Development VOL LXVI 1/2020 https://new.waccglobal.org/wp-content/uploads/2020/04/1-2020.MD_fin.pdf.

Ross, Karen 2017 Gender politics news.A game of three sides, Wiley Who makes the news/6th Global Media Monitoring Project https://whomakesthenews.org/wp-content/uploads/2021/08/GMMP2020.ENG_FINAL.pdf

GMMP Women and news in Romania. Twitter analysis

Valentina Marinescu, Ines Razec

The paper presents the results of the analysis of the presence of women in online news in Romania as part of the Global Media Monitoring Project. We analyzed the tweets and retweets in the Romanian quality newspaper Adevarul. The methodology used was that of the GMMP 2020. The analysis grid allowed us to collect general information for the articles, the topics covered in the articles, the absence / presence of gender equality topics, data concerning the subjects of the articles (sex, age, occupation, victim / survivor). Even if preliminary results at the global level show an increase (3%) in use and in women's presence on Twitter, in Romania, due to the specific mediascape, Twitter is an iterative instrument that re-presents the articles of the site.

Key words: GMMP mediascape, women authors of news, women subjects in news, gender equality

References

GMMP 2015 http://www.media-diversity.org/additional-files/Who_Makes_the_News_-_Global_Media_Monitoring_Project.pdf

The global GMMP Report (in English) and report highlights in English, French, and Spanish are available at: <http://whomakesthenews.org/gmmp/gmmp-reports/gmmp-2015-reports>

The GMMP 2015 Regional Report for Europe (in English) in PDF format is available at: <http://bit.ly/GMMP-Europe-2015>

National Report Romania 2015 https://whomakesthenews.org/wp-content/uploads/who-makes-the-news/Imported/reports_2015/national/Romania.pdf

GMMP, 29 September 2020, Romania. A qualitative analysis of radio newscasts

Teodor Dumitrache, University of Bucharest

GMMP 2020 took place on 29th September, a day in which volunteers from all over the world measured the way in which women are represented in radio newscasts, television newscasts, internet news websites and news media twitter accounts. In this presentation we will focus on the representations of women in the newscasts of four Romanian radios. Based on a qualitative analysis of the data gathered in 2020 and on a comparison with the data collected in previous GMMP monitoring, we will present a brief insight on the way the representation of women in radio newscasts from Romania has changed in the past 10 years. To this insight we will add the unprecedented context brought about by the pandemic situation.

Key words: GMMP, women subject of the news. women journalists; Beijing Platform of Action

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The glass ceiling effect in the Romanian Case-A possible point of view

Ana-Maria Teodorescu, University of Bucharest

The starting point of this investigation might be integrated in a triadic demonstration:

- (i) To define the glass ceiling as conceptual term from the literature review perspective
- (ii) To create a framework for analyzing interviews of CEO women about the practical approach of the features the terms consists in, and
- (iii) To evaluate the Romanian case for 5 CEOs Forbes has awarded as the best managers

The popularity of the concept 'glass ceiling' has been evaluated by its effects. The glass ceiling effect is the pervasive resistance to the efforts of women and minorities to reach the top ranks of management in major corporations.

- (i) First, the essence of the glass ceiling is the discrimination against women in management. The glass ceiling would therefore affect women despite their level of education, experience and skills.
- (ii) The glass ceiling also refers to the growing inequalities between men and women as they evolve in their professional careers within the company. According norms/stereotypes revealed through practices, actions, facts, procedures, or attitudes that are frequently not directly observable.
- (iii) Finally, the existence of invisible barriers hinders hierarchical ascension (Cotteretal., 2001). Indeed, this definition focuses on top/senior management, with the assumption that the glass ceiling occurs more frequently at this level than at middle and lower levels. These obstacles to advancement are more present as one approaches the top of the hierarchy.

Key words Personal barriers, social barriers, double burden, feminine leadership

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Advancing gender equality through alternative media: reflections from Romania

Oana Băluță & Antonio Momoc, Faculty of Journalism and Communication Sciences, University of Bucharest

Although mainstream media has the potential to enable gender equality acceptance, public service and commercial media have not responded adequately to these communication needs. Collective politics is influenced by how media covers gender equality, especially as media acts as an awareness tool on sensitive topics, mobilizes people and ensures a debate platform. The relationship between media, public opinion and policy is complex, media coverage matters and so does the construction of a problem as they can give voice or silence perspectives and people.

The premise of the article emphasizes media's role in the construction of social reality, its ability to convey specific information and willingness to render visible citizens' problems (such as gender inequality). Recently, we witnessed the emergence of the alternative media in Romania. These media outlets challenge dominant representations of gender issues, acting as allies of NGOs and the academia against attacks on gender equality. Nevertheless, national researches rather focused on mainstream media than on alternative media. The alternative press in Romania is represented by communities of former mainstream journalists – newsmen and newswomen disappointed by traditional media (Casa Jurnalistului, DoR - Decât o Revistă, DelaO.ro etc), rejecting any political-economic interference or pressure. They finance their activity from the readers' donations and subscriptions, assuming the risks of in depth journalism: reports, investigations that were overlooked by the mainstream press, social inquiries, and multimedia projects.

Our hypothesis is that alternative media plays an important role in public space democratization, as it provides means to deconstruct propagandistic messages of far right and insurgent conservatism. Therefore, alternative media are paramount in the communication space and provide antibodies against democratic backsliding or illiberalism. We aim to better understand the alternative media role in voicing gender equality in terms of production and content. We want to explore these alternative communication spaces and systematically analyze the construction of gender equality topics and their framings using dialogic and discursive interaction observable across alternative media communities of practices and their audiences. The research subscribes to the logic of qualitative methodological design, using content analysis and semi-structured interviews. This study fills the domestic gap on gender, politics and media, while contributing to international knowledge, given the interdisciplinary approach.

Keywords: gender equality, alternative media, representations, media coverage

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Oana Băluță is an Associate Professor for the Faculty of Journalism and Communication Sciences at the University of Bucharest, PhD in Political Science. Oana Băluță is a researcher and a writer in the field of gender equality, she published books and articles on feminism, work-life balance policies, representation of women, impact of economic crisis on women, gender political interests and political representation. She is also a dedicated supporter of women's rights and gender equality.

She has attended many international conferences organized by prestigious professional associations: European Sociological Association, European Communication Research and Education Association, American Political Science Association, European Sociological Association, European Consortium for Political Research. She has also worked as a short term gender consultant for United Nations Development Fund, The World Bank; her work focused on gender in public administration and politics, policy review of the gender dimensions of Romania's social, economic and cultural development.

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Antonio Momoc, the Dean of the Faculty of Journalism and Communication Sciences, University of Bucharest, is an Associate Professor, PhD in Sociology. During October 2010 - March 2013, he had an EU postdoctoral research scholarship studying in Rome at LUISS University the relationship between populism, disinformation and new media. He conducted his post-doctoral research in Italy; studied at LUISS "Guido Carli" University in Rome in 2012. In 2013 had a Summer United States Institute (SUSI) scholarship on New Media in Athens, at University's Scripps College of Journalism, Ohio University.

Selected publications include: *2017 Protests in Romania. Victoriei Plaza versus Cotroceni*, (with I. Butoi, A. Stefanel, D. Podaru), Meridiane Publishing, Iasi, 2019, p: 341; *Web 2.0 Communication. New media, participation and populism*, Adenium, Iași, 2014, 271 p.; *The political traps of interwar sociology. Gusti's School between Monarchy and Legionary Movement*, Curtea Veche Publishing, București, 2012, 414 p.

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Thursday 16/06, 15:00-18:30, Aula Magna

THEMATIC WORKSHOP 3

Danger from abroad: Xenophobic dis/misinformation about health issues in social media

Convenors: Ruth Breeze and Sarali Gintzburg

We invite contributions that analyse the social media representation of health risks associated with migrants within the broad category of information disorders.

Socio-technological platforms are currently the main way in which misinformation (propagation of confused or inaccurate information), disinformation (intentional spreading of false information) and hate speech are communicated. These phenomena, which can be grouped together under the umbrella heading of "information disorders" (Wardle and Derakhshan 2017), are transmitted through platforms such as WhatsApp, Twitter, TikTok, Weibo, reaching a large proportion of the world's population.

One of the most alarming types of mis/disinformation communicated through socio-technological platforms is that which provokes social division and/or tension between different ethnic groups by scapegoating them for causing harm. This can be at its most dangerous when minority groups are blamed for transmitting harmful diseases, and are thus represented as a threat to the local population. For example, during the first months of Covid-19, Muslims in India were frequently represented in media and social media as spreading the disease, leading to reprisals that involved riots, mob violence and even murders.

Our workshop is intended to bring together researchers focusing on the analysis of cases in which xenophobic mis/disinformation associated with health risks is spread in social media. By analysing a range of cases using discourse analytical and digital ethnographic methodologies, the participants in this panel will address some of the following questions:

- To what extent can we distinguish misinformation from disinformation in the context of xenophobic messages relating to healthcare?
- How does the dynamics of social media actually promote the creation and transmission of xenophobic mis/disinformation in this context?
- Given that social media are multimodal, how do the different modes contribute to the persuasive appeal of the message?
- What is the role of political parties or other social actors in the propagation of xenophobic dis/misinformation about health-related issues?
- In the context of health-related communication, how can health authorities combat xenophobic mis/disinformation effectively?
- What media literacy strategies could be used to help young people decode mis/disinformation in these context.

Ruth Breeze is Associate Professor of English at the University of Navarra, Spain, and Principal Investigator of the Public Discourse Research Group in the Instituto Cultura y Sociedad. Her research interests cover discourse analysis, specialised communication, corpus linguistics and educational linguistics. Her most recent books are *Imagining the Peoples of Europe: Populist Discourses across the Political Spectrum* (with Jan Zienkowski, John Benjamins, 2019), and *Teaching English Medium Instruction Courses in Higher Education* (with Carmen Sancho Guinda, Bloomsbury, 2021).

Sarali Gintsburg is a researcher in the Instituto Cultura y Sociedad (University of Navarra). Expert in Arab Studies and Arabic sociolinguistics. Sarali worked as a lecturer of Cross-cultural and Global Studies at the UHCL (USA). Her most recent publications include: *Arabic language in Zanzibar: past, present, and future* (*Journal of World Languages*, 2019), *Identidad y expectativas en la comunidad marroquí de Navarra: la perspectiva de las mujeres* (with Ana Fernández Vallejo and Karima Tayya, *Observatorio de la Realidad Social*, 2020). She is now co-editing a collection of chapters titled *Narrating Migrations from Africa and the Middle East* (with Mike Baynham & Ruth Breeze, Bloomsbury, 2022).

Participants:

Ruth Breeze (ICS, University of Navarra)

Sarali Gintsburg (ICS, University of Navarra)

Helena Dedecek Gerz, Franziska Gerwers (Hamburg University)

Jan Jaap de Ruiter (Tilburg University)

Ana Fernández Vallejo & Sarali Gintsburg (University of Navarra)

Dámaso Izquierdo Alegría & Ruth Breeze (ICS, University of Navarra)

Abstract 1: Becoming fact checkers at school: Students' perspectives on using fake news about Covid as pedagogic material

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Fake news is both difficult to define and to identify as it goes beyond the mere presentation of false information. According to Molina et al (2021), seven illustrations of fake news, including online content, can be delineated: false news, polarized content, satire, misreporting, commentary, persuasive information, and citizen journalism. As young people are increasingly exposed to such content via social media, we take a pedagogical approach to fake news by utilizing it in classrooms in ways that may promote critical thinking and literacy across the curriculum. This presentation reports on students' perspectives about the use of fake news as pedagogical material in promoting such skills.

Based on the dissemination activities of the Erasmus Plus project CoMMITTEd ("Covid, Migrants and Minorities in Teacher Education: A Fake News Observatory to promote Critical Thinking and Digital Literacy in Times of Crisis"), we present quantitative and qualitative data collected through a questionnaire on the functioning, identification and deconstruction of fake news conducted in four secondary school classes in Hamburg (Germany; see Brinckmann et al, forthcoming). Following a presentation on the CoMMITTEd project, students worked in groups to autonomously identify fake news relating to the scapegoating of ethnic minorities (or 'foreigners') as spreaders of the COVID-19 virus. The students applied four indicators (message, source, structure and network; Molina et al, 2021) that, when combined, can help to identify or disambiguate the origin and the veracity of the content under scrutiny. After completing this exercise, they assessed the session by completing a questionnaire on their attitudes, skills and knowledge with regard to dealing with fake news. They also left comments on their perceived difficulties in identifying fake news, needs and suggestions for improvement of the sessions.

We describe the planning and implementation of this exercise and present students' perspectives on the use of fake news as pedagogical resources. Furthermore, we critically reflect on the potentialities and possible shortcomings (or even dangers) of this approach and discuss ideas regarding the pedagogical exploitation of fake news with three purposes: development of critical thinking, enhancement of critical literacy and improvement of intercultural competence.

Key words: fake news, critical thinking, critical literacy, intercultural competence.

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Abstract 2: Covid, xenophobia and misinformation in the Arab-Muslim world

Jan Jaap de Ruiter (Tilburg University)
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Just like the rest of the world, the Arab-Muslim world was also affected by Covid-19, and in that region of the world too, conspiracy theories have emerged, and fingers have been pointed at the alleged causes of the pandemic, more in particular at people who were suspected in being the cause of this illness. From the political viewpoint, this region is fairly diverse and the regimes that rule it vary from theocratic, such as Saudi Arabia, to -somewhat- democratic, such as Tunisia. In most countries, however, freedom of expression and press is limited and, in some countries, the coverage of Covid is under tight state control. Like this is the case in many other parts of the world, this region is also not free from prejudices against people who are of non-Arab and/or Muslim descent. In my contribution I analyse a collection of video and text fragments that contain unfounded statements regarding the causes of Covid and the people allegedly causing it. An example is the person of Asian descent who was kicked out of a taxi in the middle of chaotic Cairean traffic because he is Asian and therefore is supposedly a spreader of the virus and thus a danger to the taxi driver. Other examples are also covered in the presentation.

Another interesting phenomenon that I will discuss is that fundamentalist movements - such as ISIS in the context of the Arab-Muslim world, tend to see any disaster or pandemic as a punishment from God, although, leaders of these fundamentalist movements also get infected with the virus. Finally, I will also compare the vision of the pandemic transmitted by fundamentalists against the vision of 'formal' Islam, such as al-Azhar University in Cairo.

Keywords: xenophobia, Arab-Muslim world, misinformation, Covid, minorities

Abstract 3: “Contagiados y poniendo en el riesgo a la población” vs “COVID-positive illegals putting American lives at risk”: migrants as a stable source of fake news in the time of COVID-19, a comparative analysis

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From its very beginning in early 2020, the COVID-19 pandemic was accompanied by an unprecedented flow of information produced by mass media and social networks and directed at all layers of society (infodemic). As regularly happens during times of crises, a considerable share of information that crawls into our computers, tablets and phones can be classified as what only recently used to be referred to as rumours (Allport, 1947; Zubiaga, Aker, Bontcheva, Liakata, and Procter, 2018) and what is known today as fake news. Driven by various reasons, ranging from attempts to rationalise fears to a desire to capitalise on views and likes, the authors of these pieces of news often focus on foreigners and minorities, depicting them as one of the major causes of Covid-19 related societal and personal problems, such as threats to physical and mental health, basic rights and economic wellbeing.

In this paper, we will present a comparative analysis of several case studies of fake news portraying migrants (refugees) as source of danger and super-spreaders from two countries - Spain and the USA. Both countries share borders with so-called developing nations and therefore have direct contact with migratory flows. Despite obvious cultural differences between host countries (Spain and the USA) and differences in composition of migration (North Africa and Sub-Saharan Africa in the case of Spain, and Mexico, Central and South America in the case of the USA), we were able to detect various strong similarities in the linguistic and visual representation of migrants by producers of fake content.

Keywords: migrants, multimodal analysis, COVID-19, fake news, social networks, infodemic

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Abstract 4: But what if nothing is fake? The role of scalarity to develop critical thinking towards fake news in Secondary Education

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The terms used to refer to fake news in different languages, as well as the definitions generally used, tend to highlight a specific parameter, namely the falsity of its contents (cf. Mottola 2020). Previous literature has also identified other features frequently found in fake news, such as highly emotional language, vague sourcing, the use of capital letters in headlines, misspellings, and dramatic images (see, for example, Alba-Juez & Mackenzie 2019). Nonetheless, none of these parameters allows us to automatically detect fake news. For instance, a journalist may be able to produce a very successful piece of fake news by perfectly mimicking quality news articles to spread fake content. In addition, some fake news might not even contain any false information, instead inviting readers to infer something that is false from a particular combination of real facts. Accordingly, fake news is a complex and multi-faceted phenomenon, and its detection cannot rely on the presence or absence of a simple feature.

The rise of fake news in our society urges us to develop critical thinking and digital literacy among adolescents. In order to achieve this goal, scholars need to adapt methodological and analytical aspects taken into account in specialized literature to produce clear pedagogical materials that teachers could use in Secondary School. Transferring such complex aspects to students might mean oversimplifying the phenomenon by conveying the idea that there are two categories of news articles: fake news and quality news. Instead, potential fake news should be analysed from a scalar perspective, ranging from the most prototypical instances to other less obvious ones. This conception of fake news may be challenging for adolescents.

The aim of this article is to develop pedagogical criteria to communicate the idea of scalarity, with a view to creating instructional materials aimed at teachers in Secondary School and their students. For this purpose, we will analyse a piece of fake news that has evolved into three different versions that clearly illustrate the gradient of fake news prototypicality: the first version states real contents carefully chosen to make readers infer false facts, while the other two versions offer increasingly clear instances of fake news, since they make explicit false statements and contain some of the discursive features suggested in previous literature. We conclude with a heuristic for approaching mis/disinformation in the classroom.

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Friday 17/06, 09:00-10:30, Aula Magna

THEMATIC WORKSHOP 4

Twists and turns: a discussion of the development of second language English language learner identity through the middle/high school years, into tertiary education

Convenor: John Mckeown

The panel brings together three working professionals with their specific expertise, experience and research to explore issues involved in the developing stages of the language learner identity including:

- the ongoing acquisition and refinement of language skills
- affective / motivational stance
- translanguaging concepts / practice
- course selection / future aims
- facilitating academic fluency
- English as Medium of Instruction

Proposed Session:

1. Welcome and Introduction of panel members - 5 minutes
2. Opening panelist comments: 20 - 25 minutes

The session will be an overview of the potholes and pitfalls that language learners experience as they negotiate various pathways on their journey to becoming successful and fluent speakers and users of English. Each panel member will take about 5-7 minutes to outline their area of expertise and share findings.

The intended aim of the initial panel statements is to demonstrate a continuum of development of the language learner, evident over the course of upper school education, into higher education. While it may seem apparent that this progression of identity as a successful English user may be a clear trajectory, there is evidence from the panel to suggest that the second language learner requires more specific translanguaging scaffolding in the primary language, additional academic language skills, practical skills in the modalities, and support in the affective domain.

Interestingly, when asked about their approach and attitude to learning, or further improving their English language skills and expertise, second language learners divulge specific aims which may be immediate or more mid-term, and perceived as either a means to an end, or ends in themselves, and not necessarily related to language learning.

Part 1 - The middle to high school language learner: translanguaging, supporting language learner independence

Gail Matheson

FOCUS POINTS:

- translanguaging in practice (Creese & Blackledge, 2010)
- multilingual approaches and pluralistic classes (Cummins, in press)
- adaptations in international schools (Crisfield, Gordon, & Holland, 2021)
- developments of language school policy (Bialystok, 2001)

- BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), (Cummins, 2019)
- family and student academic aims and perspectives (Genesee, 2015).

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Part 2 - Language proficiency: pathways to program selection and a projected self-image of the language learner in the high school years

Maria Ramadori Volker

FOCUS POINTS:

- IB learner identity (IBO, 2021; McKeown, 2020); IB social mobility and language (Fitzgerald, 2017)
- self-identification as an English user: cross-cultural and cross-linguistic communication (Doherty, 2010)
- choosing English A or B Standard or Higher Level (McKeown & Ramadori, ESTIDIA: draft paper, 2022)
- transformation of the language user (Young-Chul & Loury, 2019)
- Discovering authentic critical voice, as fluent language learner (Lobatón, 2012)
- exit levels of language learners: IELTS/ IB scores (CoE: CEFR, 2021; IBO, 2015)
- findings of language learner identity in IBDP English (McKeown & Ramadori, ESTIDIA: draft paper, 2022)

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Part 3 - On to Tertiary Education: English as Medium of Instruction (EMI), a work in progress

Dr. John MCKEOWN

FOCUS POINTS:

- EMI overview (Macaro, 2020)
- tension between monolingualism and multilingualism (Wilkinson & Gabriels, 2021)
- importance of EMI to student identity as language learner (Macaro & Akincioğlu, 2017)
- barriers and advantages of EMI (Macaro, et. al., 2017)
- EMI research in Turkish universities 2014 - 2017 (Macaro & Akincioğlu, 2017)
- inclusion of EMI in OECD PISA testing (Foreign Language Assessment, PISA: OECD, 2020).

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3. Panel Focus Questions: 12-20 minutes

1. How would you support the development of language learner identity within your scope?
2. What issues prevent or encourage English language learner identity development?
3. What additional support would benefit learner development? What would teachers need?
4. If and how is there planned support for learners beyond K-12?

4. Questions from conference participants (15-20 minutes)

Background of Panel Participants:

Dr. John McKeown (panel correspondent)

Canadian, John McKeown, is Head of English at the Üsküdar American Academy, Istanbul. In tertiary education, in addition to holding faculty appointments, he served as Director of the School of Foreign Languages, MEF University Istanbul, as Coordinator of Teaching Practice, Bahrain Teachers College, and as curriculum designer at the Northern Ontario School of Medicine (NOSM). A founding member of ESTDIA, his research interests include flipped learning design and curriculum delivery, language learner identity formation, and supporting teacher action research.

Gail Matheson

Believing that the spaces between disparate point of views in increasingly polarised times are best filled with books, Gail Matheson, who hails from Connecticut, USA, has spent the past thirty years teaching at the secondary school level in the United States, Turkey, the Philippines, and now Switzerland. Known for creating memorable learning experiences for students, Gail currently works at Zurich International School as the Literacy Specialist. Gail holds degrees from and has studied at the University of Maine, Sacred Heart University, Harvard University, Michigan State University, San Diego State University, and SUNY Buffalo.

Maria Ramadori Volker

Maria Ramadori has been teaching English literature and language for the past twenty years. She graduated from University of Ottawa, Carleton University, and University of Toronto (Ontario Institute for Studies in Education, OISE). Interdisciplinary education, with a focus in Cultural Studies, has enriched and broadened her pedagogical knowledge to include teaching Film Studies and Film History, as well as Creative Writing. From Canada, Maria has lived in India, South Korea and Turkey where she taught in the IBDP program, as well as AP courses. She now resides in Germany.

Friday 17/06, 09:00-10:30, Room GE/1-03

THEMATIC WORKSHOP 5

Dialogues in online experiential learning project for Georgian and Japanese undergraduates

Convenors: Hiromasa Tanaka and Lasha Markozashvili

Keywords: interdisciplinary research, COIL, Project based learning, intercultural team, Georgia-Japan

The speakers in this panel present observations and analysis of social actors' interactions in an intercultural and interdisciplinary project. Offering different perspectives, the panel echoes the ESTIDIA 6th conference theme's call for creative synergy of shared thoughts, ideas, and experiences. The presenters are from different disciplines: politics, management, social linguistics, and informatics. The faculty members who teach on this project are also from diverse disciplines and cultural backgrounds. The researchers investigate, from various standpoints, the students' learning in the process of narrative creation. Findings from the different approaches will be consolidated in our discussion session. This will provide an holistic understanding of intercultural collaborative practices. It will demonstrate communicative interaction using English as a lingua franca. It will identify interdisciplinary synergetic meaning making of participants in their achievement of tangible objectives in a real-life project-based student collaboration online.

The educational project under our collective and multi-dimensional investigation has three characteristics. First, the project is an intercultural endeavor. The participants are from universities in Tbilisi, Georgia and Tokyo, Japan. In this project, English is used as a lingua franca. Second, the project is interdisciplinary. The Georgian students double major in Politics and Business. The Japanese students major in the separate fields of International Studies and Informatics. The participants aim to develop software for the creation of marketing products. Third, the project is online. The participants use Zoom as a meeting tool and Slack and WhatsApp for the exchange of information and documents. These three characteristics involve the use of multiple cognitions in terms of space, time, and knowledge in the participants' learning process.

The project is an Online Experiential Learning Project for Georgian and Japanese undergraduate students. The aim of the project is to market the special features of traditional Georgian wine to Japanese consumers. The final product is a marketing prototype product in the form of a digital narrative. Digital narratives are created through (online/offline) interaction between students. The final products (narratives) describe stories of people who produce and consume wine in Georgia and Japan. The narratives of the student-teams take historical, visual, auidal, and multisensory perspectives. These are enriched by informatics technology including Virtual Reality, Augmented Reality, and Projection Mapping.

We hope this panel provides insights into intercultural communication through new communication channels using communication media platforms Slack, WhatsApp, and Zoom. The use of these applications expands opportunities for a project-based learning dialogue between students from two countries and three main disciplines.

Acquiring Discursive Competency via the Collaborative Online International Learning Project

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Keywords: discursive competency, Collaborative Online International Learning (COIL) project-based learning, multimodal analysis, embodied cognition

Abstract

The global pandemic has changed approaches to and methods of teaching and learning. Under imposed social distancing, limited mobility, and fewer physical encounters, many educators have opted to use online platforms. Although numerous online platforms and software are available, educators have largely been unable to shift away from input-based or receptive learning styles to a project-based education approach. One of the alternative approaches of proactive online learning includes collaborative online international learning (COIL). Nava-Aguirre et al. (2019, p. 722) describes COIL as a method of “technology or online courses to provide an international dimension and to develop intercultural competencies among students”. COIL has potential for conducting courses with proactive learning attitudes and real-life contexts (Irsara & Gatti, 2021). Much of the existing research concerns richly described case studies. Readers may determine alternative/new contexts to which findings can be transferred.

This study investigates how students learn through COIL projects and how they acquire competencies via COIL—specifically discursive competence (Bhatia, 2004; Cheng, 2016). Bhatia claims that discursive competencies consist of professional expertise, disciplinary knowledge, and professional practice. Cheng examines the role of English in written and spoken professional communication in Hong Kong, illustrating the process of acquiring discursive competencies via professional practice. COIL projects enable the uptake of intercultural and discursive competencies in professional workplaces or higher education contexts.

This study focuses on COIL projects concerning Georgian-Meisei marketing tasks undertaken by the British Teaching University in Tbilisi, Georgia and Meisei University, Tokyo, Japan. It describes how an individual acquires discursive competencies as discussed in business discourse studies. Many educators are seeking to deliver courses using online platforms. The research question is how discursive competencies are acquired through participation in a COIL project.

This study employs a qualitative research methodology (Davis, 1995) with data collected from multiple sources such as Zoom meeting recordings, interviews, and textual data from Slack (from April to September, 2021). Many participants considered certain communicative skills were required in the use of online platforms; however, ethnographic data indicates it is often unnecessary to have specific online skills. Instead, participants are required to merge cognition and ability with multimodal awareness.

The analysis highlights the importance of “extended attention”. This is fostered through embodied cognition based on emotional and linguistic features such as empathic expression, multimodal awareness, and communicative ability. Integrative emotional, linguistic, and cognitive features are discursive competencies that reflect COIL learning outcomes. The pedagogical implication needs to be made in context of meta-level understanding of temporality, spatiality, modes of communication, and embodied cognition.

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Project Learning and Systems Approach to Education

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The modern education system needs new approaches. This became evident during the Covid-19 pandemic. Today we are at a crossroads where the standardization that prevailed in the 20th century (Ross, 2014), contrasts with the needs of systematization of the 21st century.

In the past the education system served to strengthen the causal links between the market, the state and human needs. Today, the effectiveness of formal education cannot only be measured by the growth of the economy, but by the training of the necessary workforce and the employment rate.

When we talk about education today, we first of all mean the formation of a resilient society and the viability of social organizations. Experience shows that individuals with narrow specializations find it increasingly difficult to adapt to the rapidly changing social environment (Baraldi & Corsi, 2017). Hence the need for specialization is being replaced by the need for the generalization of skills (Epstein, 2021). This means the function of education is actualized in different environments and in organizations with different complexities.

Learning by doing in practice works recursively where the function performed by one person is a lesson for another and vice versa (Ackoff, 2020). Thus, interdisciplinary project teaching creates an etymological basis on which the student can acquire new skills as a result of recursive practices.

Giving general skills without an interdisciplinary and intercultural approach in education is impossible. The joint project between Meisei University in Japan and the British University in Georgia was a small but important step in this direction. It was clear from the outset that visits to the countries would not be possible due to pandemic restrictions. Accordingly, the project was carried out remotely, using various online platforms. For the initial analysis, skills-based factors were identified: computer literacy of the participants, study skills, intercultural skills, and communication skills.

We spent several months monitoring participants' engagement, behaviour, and progress. Then, we conducted group, individual and intercultural interviews using a questionnaire based on our observations.

The purpose of this report is to present the results of these observations.

In this paper we will answer the following questions:

- Did intercultural nature of collaboration affect the effectiveness of the project?
- Have the intercultural skills of the participants improved?
- Did the remote management of the project have an impact on communication efficiency?
- Did personal relationships arise between the participants?
- Did they keep in touch beyond the project?
- Did the participants acquire interdisciplinary skills?

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Project-based learning, communication in intercultural teams, and student habits: A case study of Meisei University, Japan–British Teaching University, Georgia joint project

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Keywords: Learning habits, Virtual Exchange (VE), remote communication, teaching/ learning methods.

This research is based on the case study of Meisei University, Japan and British Teaching University, Georgia in a joint project where students work online within intercultural teams.

The project revealed the scientific interests of faculty members from both countries regarding the implementation of new teaching and learning methods in the modern world.

Two main characteristics from the teaching/learning perspective are firstly, that it employs practical, project-based methods and secondly, it occurs remotely, online in international student teams.

Students like all individuals differ in their learning habits and styles including the delivery mode most effective for them to successfully learn intended material.

Learning habits are methods of obtaining necessary information which help students organize their studies and develop learning skills (Carter et al., 2011). Study habits are represented by skills and organized activities such as time management, preferred learning environment, goal setting, and the use of other learning strategies (Proctor et al., 2006). Individuals usually have their own methods or strategies when they learn (Gokalp, 2013).

Another important aspect is intercultural differences and adaptation in remote learning environments. The concept of Virtual Exchange (VE) is used to describe this experience. VE is defined as educational programs or other projects in which involved parties are geographically dispersed and have different cultural backgrounds and where communication is done with the use of technological tools (Evolve, 2019).

This research focuses on students' experiences and their level of involvement. These results can be used to sophisticate the teaching/ learning methods in cross-cultural, remote settings.

Research questions are:

- What are the learning habits of Japanese and Georgian students and their effect on team productivity?
- Have changes occurred in learning styles (positively or negatively)?
- What is the effect of international remote communication? How does it influence students' overall productivity in terms of learning, fulfillment of specific tasks and communication with peers and professors?
- What are the critical communication and interpersonal/intercultural skills students used or needed to employ, in order to succeed in the project?
- How did students perceive themselves and their roles?

Qualitative methods of research are used including, participant observation and ethnography, using live and recorded Zoom meeting sessions, as well as direct communication with participants using in depth-interviews.

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Literacies in agile software application development

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Keywords: Coding literacy, application source code, digital transformation, agile development, discursive situation

Digital technologies are fully permeated into our daily lives. Since the COVID-19 pandemic, digital transformation has provided a dramatic recovery solution in business, education, healthcare and other aspects of society. Digital transformation is occurring simultaneously all over the world. Demands for digital literacies to play an important role in a wide range of global markets are increasing. In this digital era, writing and coding/programming are viewed as crucial components for large numbers of people who engage in the Information Technology (IT) field (Vee, 2017). Some countries, such as France, the United Kingdom, Japan, and South Korea, have adopted programming as compulsory in education. Vee (2017) also indicates computer

programming literacy has become as important as conventional literacy. Marino(2020) argues that computer source code has become part of our popular discourse and has been shaped by social constructions.

This study employs Discourse analysis to see how different types of discourse and literacy emerge in a practical situation. An ethnomethodological approach illuminates discursive and situated practice in digital product development. In this study, we set the research questions as follows:

- 1 How do discursive situations affect the application development for programmers?
- 2 What kind of coding literacy is necessary for programmers in agile development?
- 3 How are multiple literacies constructed among different groups of people?

Data was collected in a joint project in 2021. To promote wine business, a collaborative marketing and promotion project took place in the universities. The project teams were formed to jointly promote Georgian wine. The intercultural project involved synergistic work between students from Georgia and Japan. Japanese participants were students from Informatics and International Studies. Participants developed applications using Augmented Reality, Virtual Reality, and Projection Mapping.

Application development teams adopted agile development. Agile development is a software development method that helps teams adapt to dynamic situations with flexibility. Hence, the programmers and other team members have frequent discussions and collaborate to modify the application development plan to suit the situation. The programmers responded to discursive situations to complete the application development. Therefore, programmers needed to be concerned not only with programming, but also the situation. In this project, different groups of participants interact to contribute to program development to meet customers' expectations. In this project there were multiple opportunities for discussions amongst participants to generate ideas and develop the product. Communication amongst participants displays their discourse and behavior in the development process. Being from different disciplines, the participants brought their own perspectives to each discourse and context, which influenced attitudes and ways of thinking and talking (Gee, 1996,1999, 2001; Flowerdrew, 2014; Handford, 2020). Furthermore, while participants engaged in collaborative activities, situated discourse and literacy emerged (Collins, 2003) to develop and accomplish the final product. Collins (2003) suggests that literacy is not only a cumulative consequence but that situated literacy also results in dynamic social formations.

By examining recorded video, chat messages, interviews, and application source codes, this practical case study contributes to an understanding of the emergence of multiple literacies in discursive practices for a digital era. Findings highlight how human relationships of the project team members with different discourses affect the source code of application software.

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PAPER PRESENTATIONS

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From Green Deal to grim deal - energy discourse between corporate spin and nationalism

The EU *Green Deal* poses severe challenges for the energy sector in CEE, which still strongly relies on coal. Moreover, some CEE governments, mostly right-wing and populist ones, raise anti-EU sentiments claiming that the EU environmental regulations are a threat to their countries' energy safety and independence and thus to their sovereignty. As a consequence, the discourse of energy and energy transition in these countries is located at the intersection of economics and politics and addresses environmental issues rather as a by-product.

This paper examines the layering of such discourses in the case of the Turów-lignite mine, located in the Czech-Polish-German borderlands and operated by the Polish energy company PGE. In 2021 the Polish government extended the mining license until 2044 despite its ecological impact on the neighbouring communities. On that account, the Czech government issued a complaint against the mine at the European Court, which declared the mine an environmental hazard and issued an interim measure ordering the mine exploitation to stop. However, the Polish side did not observe this decision. Thereupon, another European Court decision was issued obliging Poland to pay 500,000 euro for each day the mine keeps operating. The decision and the fine were roundly rejected by Polish political representatives as a threat to Polish sovereignty. Such a situation in which political, economic and environmental issues are intertwined necessarily involves several and diverse stakeholders that strive to promote their positions and interests by influencing public opinion and public policy at the national and transnational level. In this case, the energy company PGE, the Polish government, local Polish workforce and unions, but also the Czech government, several environmental NGOs/NPOs as well as the neighbouring Czech and German communities, threatened by draining of groundwater reserves and soil subsidence, are affected and involved. This constellation turns *Turów* into an interesting case for a nationally coined and transnationally conducted debate which arises from the adoption of EU policies aiming at CO₂ neutrality by 2050, thus prompting energy transition and decarbonisation.

Our paper focuses on the corporate communication and public affairs activities (cf. Bartels 2015, Röttger 2021) of the Polish energy company PGE that target not only Polish and but also European public opinion and political decision-makers. The whole campaign is framed by a pun of *Green Deal* as *grim deal* and it was run on a myriad of communication channels, including billboards in Brussels and posts in social media in several different languages.

Our objective is twofold: to identify and describe the communicative strategies applied in PGE communication and to estimate its effect based on the national and international responses on Twitter.

These translate to the following research questions:

How is the mine (and the related thermal power plant) and its role at the societal, political (national, international, EU), energy and cultural level discursively constructed?

What concrete political, societal, energy-industrial and cultural steps are taken to enhance these representations? What actors/ stakeholders are involved in them?

How can the national and international response be categorized? What do these categories and concrete responses tell us about the effect of the implemented strategies?

Can we formulate any take home messages concerning best practices for international campaigning and public affairs?

Our corpus consists of corporate communication output by PGE (the corporate website, the PGE campaign website <<https://turow2044.pl/>>, PGE Twitter-account etc.) aimed to broach the issue of Turów and the hashtag aggregate (#turów and #PGE) (cf. Zappavigna 2018). We will also consider live campaigning in favour of the mine exploitation with the participation of the renowned trade unions *Solidarność* and other campaigning activities receiving financial and media support by PGE.

Methodologically, we apply the tenets of multimodal discourse analysis (cf. van Leeuwen 2008), combining multimodal (Kress/ van Leeuwen 2021) qualitative content analysis, argumentation (Reisigl 2014) and frame analysis (Ziem 2014, Omrow 2018). All input is coded and processed in the research software atlas.ti.

Keywords: *Green Deal, campaigning, multimodal analysis, political discourse, economic discourse, environment, energy transition*

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Martina Berrocal is an Assistant Professor at Institute for Slavic Languages at Vienna School of Economics and Business. Currently she works on projects on Covid19 and Energy Discourse in CEE. Methodologically, she aims to exploit the overlap between corpus-linguistic and qualitative approaches to text and discourse analysis.

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How culture-specific practices and values may influence international (Romanian-Korean) marriages

At the beginning of the millennium, when South Korea started compiling data related to marriages between Koreans and foreigners, the percentage of international marriages was 3.4%. About twenty years later, the percentage increased to 9.8 (according to Statistics Korea, <http://kostat.go.kr/portal/eng/pressReleases>), showing that more and more Koreans tend to tie the knot with a person of a culturally, linguistically, and (maybe) racially different background.

The aim of my research study is to identify the barriers that cross-cultural and interracial couples are confronted with and the ways they try to overcome these potential obstacles in order for their marriage to work, with a focus on Romanian-Korean couples (Romanian wives and Korean husbands). At stake are many aspects pertaining to culture, such as religious or ideological beliefs (Christianity vs. Confucianism), individualism vs. collectivism, egalitarian vs. non-egalitarian treatment of women, language adopted by the spouses, family expectations, as well as the discrimination of bi-racial children.

The hypothesis underlying the study is that no matter how much the spouses love each other, any difference in values, practices, and behaviours can create problems. Derived from this hypothesis, the following research questions will be addressed in the study:

- (a) Which particular cultural issues may cause (more) frictions in international, interracial marriages?
- (b) What steps are taken and by which partner in order to solve the possible culturally triggered problems that appear in their relationship?
- (c) Are there any advantages to international, interracial marriages?

To provide answers to these questions, 6 Romanian-Korean couples (three of them residing in Romania, two in South Korea and one in Canada) have been subjected to a semi-structured interview. The information provided by the respondents will be analysed within the framework of “content analysis” (Baker 1994, Cohen et al. 2018), defined by Berelson (1952: 18) as “a research technique for the objective, systematic, and quantitative description of the manifest content of communication”. The terms and phrases used by the interview participants to describe their marriage will be grouped into categories that will be ascribed labels, such as *derogatory comments* by outsiders (whether Romanian or Korean), *rejection/acceptance by in-laws*, *ostracization of bi-racial children*, *making adjustments*, *sharing your spouse’s culture and language*, *open-mindedness*.

Hopefully, the findings of the analysis will indicate that even if the spouses come from different cultures, if the important things in life are the same for both of them, they will negotiate the cultural differences and will eventually transcend them. Moreover, the results could be used to help other possible Romania-Korean couples have an easier start in their married life.

Key words: international/interracial marriages, Romanian-Korean couples, Confucianism, cultural practices.

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Affective publics and discourses of identity in mobilization campaigns for 2019 European Parliament elections

The new patterns of intra-EU mobility restructured political life and, implicitly, political communication, along the East-West axis of the European Union: political representation of the migrating citizens remains a hotly debated topic for the receiving and the sending countries, both in institutional and media arenas. For instance, in Romania, the 2019 European Parliament Elections occasioned a reiteration of a well-known media spectacle, labelled “the diaspora’s vote”. Images of Romanians queuing to vote abroad, accounting for the experience of diasporic citizens, allowed journalists new interpellation strategies on issues such as: economic opportunities and remittances, education, health, justice. Adopting diasporic stances (Brubaker, 2005), journalists and political actors as well employ diaspora not only as a broad category of practice, but specifically as a category of civic and political mobilization (Ragazzi, 2009), articulating affective publics through sentiment-driven modalities of civic engagement (Papacharissi 2015). It is in this context that we analyse six voter mobilisation campaigns, selected due to the heterogeneity of actors initiating them, potential audiences, diversity of production techniques, and media choice: #EUYeslaVot (ProTV); *Mergem la vot* (We vote - independent advertising agency); #RO100: *Are you ready to give up Romania?* (Romania 100 political platform); *Aşa a zis bunica* (Because granny said so - Mircea Bravo); #euvotez (#I’mVoting - Save Romania Union), and. #DeDataAstaVotez (This time I’m voting - the National Liberal Party), all of them sharing a thematization of emigration as a scaremonger. Having as a main focus how the themes of political apathy and the diaspora’s vote are associated in these campaigns, our contribution highlights the construction of diaspora as an electoral actor through diasporic stances, emphasizing the affective regime of this construction (fear, indignation and empowerment). Theoretically, we treat these campaigns in relation to a broader discourse on emigration in which public problems are articulated, identities are built and symbolic missions are attributed to emigrants claimed as “diaspora”, implicitly producing hierarchies and exclusions, in an approach rooted in the sociology of public problems (Gusfield, 1981; Cefaï, 1996; Beciu & al., 2018, Ciocea & al., 2019). The research questions underlying this study are: what are the argumentative strategies used for voter mobilization? Which are the consequences of this type of discourse on the representations about the diaspora in the Romanian public arena? How is Romanian diaspora constructed as an affective public through the use of sentiment-driven modalities of civic engagement? While, at a textual level, a pragma-dialectical reconstruction of the campaigns is employed to systematize argumentative strategies for emotional appeal, we rely, methodologically, on the social knowledge approach to discourse (SKAD), to highlight the strategies of mobilization used to construct “the diaspora’s vote” as a public problem in Romania, focusing particularly on symbolic struggles, problematizations, and the role of competing discourses in generating controversy. The analysis reveals how these campaigns fail to address the potential antagonist’s explicit reasons not to vote, and thus fail to bring directly relevant arguments in the public discussion. Diaspora is constructed mainly as a category of electoral mobilization, being invoked as a key element in a complex yet fallacious affective appeal. The divisions “here/there”, “those who left/those who remained” are instrumental in shaping affect, reinforcing migrants as a symbolic resource for the negotiation of the political engagement of the ones who stayed. A further exploration of the argumentative possibility of such mobilization campaigns, and their contextual instrumentalizations, concludes the paper.

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Mălina Ciocea is leading the CoDiPo Laboratory: Communication, Discourse, Public Problems - at the Center for Research in Communication, National University of Political Studies and Public Administration. She has published extensively on issues in the Romanian public sphere, with a focus on the construction of public problems. Her latest book: *Problemele publice. O perspectivă comunicatională* (Public Problems: a communicational perspective, Bucharest: Comunicare.ro, 2022) provides a theoretical history of the concept of *public problem* across various analytical traditions.

Bianca-Florentina Cheregi is a PhD Lecturer and a program coordinator of MA in Brand Management and Corporate Communication at National University of Political Studies and Public Administration, Bucharest. She is also a member of the Communication, Discourse, Public Issues Lab (CoDiPo). In the academic year 2017-2018, she was a "Spiru Haret" fellow, with a research project on interactive media campaigns on Romanian migration. Latest publication: "The New Diaspora" and Interactive Media Campaigns: the Case of Romanians Migrating to the UK after Brexit (Transnational Press London, 2020).

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User-generated content: political discourse on content-sharing platforms

The Participative Web has made it possible for anyone to take part in the global conversation. User-generated content has entered every domain, from casual social media exchange and content-sharing platforms to marketing strategies and citizen journalism. The liberalization of information channels has also had a paradoxical effect: online discourse seems more polarizing than ever, and despite some indication of a loss of trust in political institutions (low voter turnout, loss of interest for political news coverage, Aalberg et al. 2013, declining amount of political news, van Aelst et al. 2017), conversations seem more politically colored.

This contribution looks into user-generated content shared through the content-sharing platform YouTube, produced by French and Russian language users on politically salient topics (such as climate change policies and the coronavirus pandemic management). Language material related to argumentative fallacies (the ad hominem and the ad baculum fallacies) is examined, along with other discursive strategies in relation to political topics. The study combines rhetorical analysis with methods of multimodal analysis in order to draw conclusions about the particularities of online communication. The main research question driving this study is in the function of user-generated content of the type under investigation. What role does the self-ascribed position of alternative media entail for those users? What type of requirements do they have to follow in their discourse production? What parallels can be established with the requirements for traditional political news (substance, factuality, diversity, accountability)?

Preliminary results suggest that a special type of users on content-sharing platforms should be distinguished: the professional content-maker. This type of user usually invests a considerable amount of their time to this activity, which they try to monetize through subscribers' donations, assuming the financial model of many mainstream media in their transition to online only distribution. They also tend to endorse in an explicit or an implicit manner a mission which guides their content-production, be it pedagogic (promote understanding and disseminating ideas) or ideological.

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Eco-identity, intercultural dialogue and the recent history of protests in Romania

This paper brings to the fore the perspective of ecological identity in the wake of events such as ecological protests taking place in the last decade in Romania. The development of eco-identity is a novelty in Romania and is little developed at a theoretical level in our country. Nevertheless, the concept of eco-identity is a popular and important topic both nationally and internationally. The historical comparative approach is used in order to apply theories of ecological risk perception to instances where intercultural dialogue is intertwined with protests against foreign companies and the government, such as the protests against the Roşia Montană Gold Corporation (2013) or the spontaneous protests against Chevron in Pungeşti (2012-2014). The paper also demonstrates how, in some instances, the foreigner is seen from two perspectives by Romanians. First, as a guide and pioneer in developing eco-tourism (private owners, small organizations and NGO's) and, second, as a despoiler of nature (corporations). Such instances of intercultural dialogue will be highlighted using Kenneth Burke's notions of identification and division, namely the principle that he lays out in *A Rhetoric of Motives* (1969) whereby identification, association, alliance, or "consubstantiality" entails a unity of "substance" (common ideas, attitudes) between the Self and the Other, in this case common attitudes towards nature, the environment, and their protection and safekeeping.

Keywords: eco-identity, ecology, alterity, intercultural dialogue, Romania, recent history

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Political Participation in Polish Youth Organisations: Place for Open-ended Dialogues or Redundant Monologues?

The purpose of the paper is to present the results of research concerning contemporary forms and methods of political participation of Polish young people involved in youth organisations: AIESEC Poland, ATD Fourth World, Youth Initiatives Centre Horizons, UNESCO Initiatives Centre, All-Polish Youth, and the National Radical Camp. The studies were carried out within a broader research project titled “Heterotopias of Citizenship – Educational Discourse and Pedagogies of Militarization in the Spaces of Youth Organizations. A Critical-Analytical and Comparative Approach”, financed by a grant of the National Science Centre in Poland (No. 2019/35/B/HS6/01365).

Defining the concept of participation has proved to be very challenging for researchers not only in terms of defining its scope but also determining the subjects that take part in the process. The concept of participation is used in various contexts, in the field of different social sciences, and using distinct adjectives like: public, political, social, civic or individual. Political participation is here understood as not just the political participation of citizens intended more or less directly to influence the representatives of public authorities or the decisions taken by them (Kijewska, 2014) but, first and foremost, as the establishment of individual paths of activities like: local voluntary service, consumer activity, support for human rights and environmental protection organisations, and participation in international protest actions (Kijewska, 2014) that are symbolic in form and are not connected with the intent of exerting a political influence (Siwko, 2013).

Researchers dealing with international comparative research emphasize that the political participation of young people, especially in Europe, depends on many very different factors, including the inception of the democratic state in which the surveyed young people live but it also depends on socialization and education, and on the political maturity of young people. What seems to be common to young people, especially from EU countries, is the practice of new forms of political participation, such as: membership in various organizations, participation in cultural organizations and activities, signing petitions, contacting politicians, participating in protests, and above all influencing changing the definition of political participation, the goal of which, according to young people, is to directly influence the process and final political decisions (Kitanova, 2020, p. 820). Very important for young people (especially in the 18-24 range), as Kitanova emphasizes in her research, is a form of political participation which she calls "organizational membership", i.e. being a member, participant, sympathizer of various organizations (Kitanova, 2020, p. 822) and this concept will be basic for our theoretical approach.

The research was essentially qualitative. Data collection involved a search of secondary data sources. All the available documents posted on the websites of the investigated organisations, including their statutes, rules and regulations, and reports and accounts covering activities and operations, as well as social media (FB) posts were analysed. An induction method was used to analyse the content of the data for the “participation” category, namely: the methods, historical context, and pragmatic context. AtlasTi was used to facilitate the coding of the data. In the research we analysed the language in which young people expressed their political participation in less (e.g. on social networks) or more formalized (in regulations, statutes) discourses.

When answering the research questions on the forms and methods of political participation of youth in the studied organisations, we infer that contemporary Polish youth manifest their political engagement in a more differentiated and less absolute manner than older people. Young people, instead of expressing their political preferences at the ballot box, undertake political activity online or communicate their approval or disapproval of the actions of politicians directly, on the street. Furthermore, they get involved in the activities of social movements or interest groups more often than enrolling as a member of a youth branch of a political party. The research results covering Polish youth indicate a certain shift from the forms and ways of their political participation reported in literature to date, including literature around the world (Allaste, Cairns, 2016) to new

forms – for instance, from consumer policy to local campaigns and international networks; from the ballot box to the street and the internet; and from political parties to social movements, interest groups, and social media. Moreover, the results have revealed a certain paradox, namely, that Polish youth organisations – despite entailing the principle of open dialogue in their statutes and organisational documents, which is in line with fundamental European values – the actions they take harnessing information and communications technologies, particularly social media, prove that some of them demonstrate: a closed way of thinking, an aggressive advocacy of own interests, curbing independent thinking, and an overt aversion to getting to know and understanding other points of view.

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Covid 19 in the Arabic-Islamic world: conspiracy theories and punishment of God

The present research is part of a larger Erasmus+ Project entitled *CoMMiTTEd - Covid, Migrants and Minorities in Teacher Education: A Fake News Observatory to promote Critical Thinking and Digital Literacy in Times of Crisis*. In contexts of crisis and controversies, bipartisan positioning, and polarizing political tendencies, the project tries to explain social, educational, health, and economic problems leading to the spread of far-right ideologies and to the dissemination of fake news and hate discourse. Discourses of blame in times of crisis, like those of present-day pandemic, emerge and disseminate at a high pace in social media and social networks, through multimediatic resources, meaning that a high level of digital literacy is needed to navigate information on these hot social themes and their educational implications. Against this background, the *CoMMiTTEd* project addresses these issues by planning, developing, testing, and evaluating resources for teaching digital education through which it aims at enhancing student teachers' critical thinking through enriched critical (multimodal) discourse analysis abilities and digital teaching competences. For the purpose of this symposium, the proposed paper wishes to look closely at the problem of false information spread in the Arab-Islamic world. The aim of the presentation, although set in idiosyncratically diverse mediatic contexts, is to find different tools of propaganda rhetoric used across these macro region online media sources. Propaganda is not a new phenomenon; however it has taken on board a new shape in the times of globalization and digitalization (Lieberman, 2017). State-sponsored media, in fact, are now broadcasted to international audiences. Having access to global online audiences through socio-technological platforms leads national media to author, authorize and spread an established message that they wish to substantiate to the public (Blommaert, 2005). As such, State-sponsored media have a further online opportunity to promote their mutual political agendas while using the momentum brought in by the pandemics. More specifically, this piece of empirical interpretive discourse analytical research looks at the message broadcasted in the diverse countries of the Arab-Islamic world. The Arab-Muslim world was also affected by Covid-19, and in that region of the world too, conspiracy theories have emerged, and fingers have been raised to the alleged causes of the pandemic, more in particular to people who allegedly caused the disease. The Arab-Islamic world is very diverse and the regimes that rule it vary from theocratic, such as Saudi Arabia, to -somewhat- democratic, such as Tunisia. For most countries, however, freedom of expression and press is limited and, in some countries, the coverage of Covid is under tight state control, such as in Egypt. In addition, the Arab-Islamic world is also not free from prejudices against people who are of non-Arab-Islamic descent. In my contribution I focus, based on diverse video and text fragments, collected from the Internet by ethnographic mining, on unfounded statements regarding the causes of Covid and the people allegedly causing it. An example is the person of Asian descent who was kicked out of a taxi in the middle of chaotic Cairean traffic because he is Asian and therefore supposedly a carrier of the virus and thus a danger to the taxi driver. Other examples are also covered in the presentation. Another interesting phenomenon is that fundamentalist movements, in the case of the Arab-Islamic world a movement like ISIS, tend to see any disaster or pandemic as a punishment from God for the people; some Christian preachers apply the same line of thinking as well. At the same time, these movements themselves also face this disease among their ranks. In my presentation I will also address the question of how extremist Islamic movements have responded to Covid 19 and to put things in perspective I also describe the vision of 'formal' Islam, such as Al-Azhar University in Cairo on the pandemic. The research, therefore, analyzes different narratives of nationalism and religion in times of the pandemic and specific tools used for their communication to the broader public. The paper has chosen this case because it presents strong narratives highly intertwined with the national cultural contexts and represent local communicative political traditions with the help of mass media. The findings show how discourses of nationalism and religious purity contribute to spreading 'fake news' and propaganda in the Arab-Islamic regions.

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Nataliia Vdovychenko is a junior researcher and Research Master student at Tilburg University in the Netherlands. Having her background in linguistics, culture, and communication sciences, in her research she focuses on misinformation, political ideologies and the media, digital literacy, and privacy. Nataliia has been a speaker in the fields of propaganda and the media and has published around 50 journalistic articles on technology, internet culture, and the media. She also works as a student assistant in Erasmus+ Project CoMMiTTEd - Covid, Migrants and Minorities in Teacher Education: A Fake News Observatory to promote Critical Thinking and Digital Literacy in Times of Crisis.

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The Representation of the divine in Romanian Hip-Hop

This session highlights an overview into the representation of the divine in Romanian Hip-Hop music, commencing from the fall of Communism, at which time religion came to play an increasingly important role in Romanian social life. Concurrently, the rise of democracy movements contributed to the debut of Hip-Hop music in Romania.

Following Turcescu & Stan (2005) who noted, "The Orthodox Church, which commands the loyalty of some 86% of the population, remains the country's most important religious denomination", religion is a core part of Romanian culture and can be seen to be reflected in popular culture, particularly in Hip-Hop music. Chirilă & Chaney (2018) further maintain that the fall of Communism, "led a growing number of Hip-Hop artists to incorporate strong Orthodox and nationalist messages into their lyrics".

In my doctoral dissertation, I plan to identify, extrapolate and highlight, connections between religion and Romanian Hip-Hop music focusing on an investigation into the lyrics of a20 contemporary popular Hip-Hop Romanian artists. The underlying message, which further investigation may reveal, is the connection of what is termed "divine" in the music of this genre.

More specifically, in terms of divine, I will conduct a qualitative content analysis of the lyrics from these artists, compare lexical items from the artists, and conduct a thematic analysis. In this way, what is communicated through the lyrics about religious aspects ought to become clearer. For example, mentions about "Messiah", "Lord", "God", "Divine" and adjectives used in relation with these terms.

Additionally, given that music can be interpreted as "symbolic communication" (Lull, 1987), in-depth interviews with Romanian Hip-Hop artists, will further elucidate whether aspects of the divine in this musical context have intentionally either "a substantial definition" or "a functional definition" (Coman, 2020), in their work.

This ground-breaking research attempt in Romania about this topic concerning revelation of the divine in Hip-Hop Romanian music may be of interest to other developing researchers, language sleuths, and music lovers.

Keywords: religion, Romanian hip-hop music, Orthodoxy.

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The Whirling Dervishes: from religious to international cultural heritage

Since Alif Shafak’s *The Forty Rules of Love* (2009), that has gained international recognition, Jelaliddin Rumi (1207 – 1273) became very popular. He has founded the whirling dance in the thirteenth century symbolizing the Sufi love and need to connect with the divine love. Each move represents a certain act of need, devotion, unity, and separation. Dance is closely related to religious rituals since pre-historic times, sacred dance has occupied a large place in worship, including dances in connection with hunting, marriage, fertility rites. Sacred dances were performed in the ancient Egyptians’ times to influence the course of nature, an act found in various cultures around the world. Christian liturgy is a symbolic movement to celebrate Christ and his mystical body, is considered a form of dance. From a comparative worldwide perspective, dance may be seen as a human behavior composed from the dancer’s point of view, of purposeful, intentionally rhythmical, and culturally patented sequenced of body movements in time, in space, and with effort. People dance to communicate, to create and recreate social roles, to worship, to honor or to merge with the supernatural powers. The power of the dance is its symbolic capacity to create mood and transmit emotions and perceptions. The whirling Dervishes has moved from a Sufi Islamic practice to an international cultural heritage due to the capacity and momentum of meaning and feeling transmitted in the moves in time and space, the sounds, and physical movements. Meaning in dance relies on who, does what, and on when, where, why and with and to whom it is done, such variables can convey gender roles, class status hierarchies, race, and other group identities. It is a chance to delve into the cognitive language of the act of physical movement than the dance itself. The paper examines the meaning that is conveyed through different acts of dancing; metaphor (a dance in place of another expression that resembles to suggest a likeness between the two), metonym (a dance connected with a large whole), concretization (mimetic presentation), stylization (somewhat arbitrary religious gestures or movements that are the result of convention), and actualization (a portrayal of one or several aspects of a dancer’s real life). The paper explores the Whirling Dervishes as a religious dance and how they have become an international culture. It delves into the meanings of the dance and tries to connect it to local and international cultures. Can we apply the same process on other domains? Is art a language of inclusion? Taking the dancing Dervishes as an example, how can we cross the threshold of cultural identity?

Keywords: Sufi, Dance, metonym, concretization, international heritage

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Japanese young speakers' online ELF construction in a multicultural

The pandemic resulted in Covid-19 with increasing adoption of IT, which made it easier to communicate online with diverse people in different parts of the world. In a diversified society, English is used as a Lingua Franca which is a common language used among speakers who have different linguacultural backgrounds (Jenkins, 2009). This research focuses on young speakers who use English as a Lingua Franca (ELF). Unlike English language learners in a classroom, ELF interlocutors prioritize their achievement of mutual understanding rather than linguistic correctness. ELF, is, therefore, situated and socially constructed. This research adopts a similar methodology of Firth (2009) in which the syntax of ELF conversations are observed. Conversation Analysis as a methodology to investigate their ELF construction processes is employed. The following two questions are posed. 1. Do young speakers use non-standard syntax. 2. How does non-standard syntax influence conversation. The data were collected during Meisei Summer School Project (MSSP) 2021 which was a virtual international space of English teaching and learning. In MSSP, university students created teaching plans as teachers and young speakers (10-11years old) learned how to communicate in ELF. All participants were non-native speakers. Interaction between the ELF speakers on Zoom was recorded. The data consist of 9 hours of ELF interaction. The participants are 2 young Japanese speakers of English and teachers from Thailand, Hungary, Belarus and Japan. The researcher investigated recurrent non-standard English and analyzed how the non standard English occurrence influenced their communicative goals. The data demonstrate non-standard use of plural s and extra s attached to verbs followed by first or second-person subjects. The data reveal that non-standard syntax were normalized (Firth, 1996) and did not interfere with their communicative rhythms. Although this was an educational project, none of the non-native English speaker teachers corrected the children's non-standard syntax, rather, they initiate using the non-standard syntax. This study implies a revised possibility of teaching ELF focusing on rhythm rather than syntax. According to the data, it was not so important to use standard syntax in ELF to communicate. Even if they used non-standard syntax, it did not interfere with their conversation. They could communicate and construct their conversation.

Yuki Hikage is a preparatory school's teacher and a student in a MA program at Meisei University, Japan. She is interested in Lingua franca English teaching (ELF) to children. Her current research is about strategies in ELF online conversation. She focuses on rhythm rather than current grammar.

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Metaphor as a Discursive Strategy: Study on the use of the term 'refugee' in the Japanese news media

The main focus of this study is the role of metaphor as a discursive strategy in the language of media. In particular, the paper examines a recent trend in the Japanese news media of using the term 'refugee' as metaphor in the framework of the conceptual metaphor theory (CMT) proposed by Lakoff and Johnson (1980). The rise of refugee Diasporas is one of the significant transformations the international community has faced in recent decades. Accordingly, we see the term 'refugee' in media outlets all over the world every day. In the Japanese media as well, the term 'refugee' (*nanmin*) has become a frequently used word. Yet, Japan has been criticised for its low recognition rate of refugees in the international community. According to the Japanese Association

for Refugees, out of nearly 20,000 applications for refugee resettlement in 2017, Japan accepted only 20. Why does Japan grant asylum to so few refugees? While there are various explanations to account for this situation, lack of public interest in refugee protection is considered one major factor. Compared to other developed countries, civil society engagement in refugee protection is particularly weak in Japan. In order to provide linguistic observations on the issue, this paper explores how the term ‘refugee’ is used in the Japanese news media, employing the methodology of media content analysis. In 2007, a Japanese journalist popularised the sensational term ‘net cafe refugee’ for those who do not have a fixed address and sleep in 24-hour Internet cafes. While the word was selected as one of the ten ‘new words of the year’ by the media company U-Can, the usage of ‘refugee’ in this context provoked a controversy and prompted the Japan Complex Cafe Association to release an official statement asking journalists to refrain from using the term. In this statement, the owners of Internet cafes argued that the metaphor gave internet cafes a negative image due to popular Japanese stereotypes that associate refugees with criminality. Despite the outcry, the term ‘refugee’ remains popular today as metaphor for those who lack access to particular facilities, services, or experiences. For example, ‘insurance refugee’ is used for those unable to access the insurance system, either because their profile does not correspond with the stipulations of insurance providers or because they lack knowledge necessary to negotiate the insurance system, while ‘information refugee’ is used for those who lacks the knowledge or equipment to access certain information, and ‘shopping refugees’ is used for people living in remote villages who are unable to access shopping facilities. Through the qualitative analysis of textual data containing such metaphorical expressions extracted from two major nationwide newspaper archives in Japan, the paper seeks to unveil the discursive meaning of the term ‘refugee’ and its possible impact on public perception of issues related to refugee protection. The paper concludes by suggesting that through the refugee metaphor, the term’s implications have shifted from visual to conceptual, and from international to domestic, with the possible effect of diverting public attention from the reality of refugee protection to domestic issues related to social stratification.

Keywords: news media, metaphor, othering, refugee, Japan

Naoko Hosokawa is a postdoctoral fellow at the University of Tokyo. She holds a doctoral degree in Oriental Studies from the University of Oxford. She conducts research in the fields of sociolinguistics and textual analysis. She is interested in the question of language and identity with a particular focus on loanwords, metaphors, and language education. Her recent publications include “From reality to discourse: analysis of the ‘refugee’ metaphor in the Japanese news media” in the *Journal of Multicultural Discourses* as well as “The New Wild: Thinking Linguistic Globalization through the Ecology of Species” in *The Manifold Nature of Bilingual Education*.

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Modalidades falaces en las noticias sobre SARS-COV-2

Este trabajo tiene como objetivo principal analizar las falacias utilizadas en las noticias relacionadas con la pandemia de COVID-19, es decir, los errores de argumentación utilizados por líderes de opinión sobre las ideas conspirativas sobre esta pandemia. La novedad de esta investigación consiste, por un lado, en la elección de un corpus formado por los discursos de los líderes de opinión promovidos tanto por Internet como en los medios de comunicación rumanos y españoles y, por otro lado, en el análisis de los recursos falaces empleados en tales discursos públicos con el propósito de manipular al público. La investigación se apoya en dos teorías del sofismo (la Teoría Pragmática (Walton, 2003) y la Teoría de la Argumentación la Escuela de Ámsterdam (Emeren, 2004)) que aíslan tres categorías de sofismos, a saber, lógicos, retóricos y dialécticos, que se identificarán y analizarán en el corpus. Por consiguiente, el análisis tendrá como objetivo, en primer lugar, identificar las falacias en el corpus para observar, por un lado, el mensaje que se pretende transmitir (anti epidemia de COVID-19 o a favor / en contra de la vacunación); en segundo lugar, someterlos a una interpretación rigurosa, tanto formal como retóricamente; y en tercer lugar, realizar un estudio cuantitativo sobre la frecuencia de uso de las falacias, para observar cuál de las tres categorías de sofismos predomina en los discursos analizados. Un ejemplo relevante para lo que he enunciado anteriormente, que será abordado en detalle en ese trabajo, es representado por la noticia en la cual el médico Ion Alexie presenta su opinión sobre el tratamiento contra COVID-19. En los principios de esta noticia se pueden observar el *argumentum ad auctoritatem*, y un *non distributio medii* („a clăti gura cu apă oxigenată pentru a îndepărta coronavirusul”). La manera de realización de esta falacia es: Premisa mayor: El agua oxigenada puede tratar las infecciones bacterianas. Premisa menor: COVID-19 es una infección viral. Conclusión: El agua oxigenada puede tratar la enfermedad COVID-19.

Cristian Mihai Iancu es licenciado en Filología Española y Filología Rumana por la Universidad de Bucarest y continúa los cursos del máster de Lingüística teórica y aplicada en la Facultad de Letras. El deseo de profundizar los elementos de la lingüística lo determinó a empezar la investigación científica muy temprano, y ha participado ya en varias conferencias y varios concursos nacionales e internacionales.

Sus dominios de interés son: morfología, sintaxis, retórica, variación lingüística, lingüística comparada.

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Propaganda and Cultural Diplomacy through Translation in Communist Romania. A Case in Point: Romanian Review

Cultural diplomacy has been, and still is, an essential tool not only in its international dimension, but also as a decisive device in domestic projection (labelled by some scholars “intermestic affairs”). A case in point is the *Romanian Review*, a cultural product consisting entirely of theme translations and intended for distribution abroad as a propaganda instrument. What role did *Romanian Review* (RR) play as a translation product over the four decades of communism, and especially during the dictatorship of Nicolae Ceausescu and under his cult of personality? How did visibility (of translators, editors, and publishers) evolve between 1946 and 1989? What was the impact of this propaganda instrument (and for that matter, of the cultural policy during the Cold War) on translators as individuals and on the professionalization of translation?

In this paper I will try to answer some of these questions by analyzing different issues of *Romanian Review*, and by comparing several samples of “ostention” or “manifestedness” (Sperber and Wilson) of the journal’s own communicative intentions, which become patent on what Lambert and Van Gorp (in their model for descriptive analyses of translations) called the “preliminary level.”

Key words: paradiplomacy; propaganda; theme translation; ostensive inferential communication; *Romanian Review*

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Using Hymes' S.P.E.A.K.I.N.G model as a tool to deconstruct the cultural identity of diaspora: The case of the Greek community in Alexandria of Egypt

This paper discusses the use of the concept of cultural identity within the context of an English for Academic Purposes (EAP) class. The paper delves into current literature indicating the complexity of cultural identity and its various conceptions and reviews findings on research in EAP highlighting that even though identity has significantly increased as a research topic, approaches to teaching and case studies have significantly decreased in the period 2001-2020. It is also revealed that intercultural awareness and intercultural communicative competence was the outcome rather than the focus of investigation within an EAP context during the period 1996-2016. Within this context, the case of cultural identity of diaspora is discussed describing a lesson plan aiming to help Greek students deconstruct the conception of cultural identity as a distinct and communal system of communicative practices. The use of Dell Hymes' (1964) framework ethnography of communication is suggested to be used as a theoretical basis for the delivery of a lesson aiming to help students situate themselves as participant observers within a communicative community speech event. A lesson plan using speech extracts published in an old newspaper regarding the commemoration of 50 years of operation of the Salvago Commerce School in Alexandria, Egypt is described. The use of Hymes' S.P.E.A.K.I.N.G model (1967) [Setting and scene – Participants – Ends – Act Sequence – Key – Instrumentalities – Norms – Genre] is suggested to be implemented as a tool to raise students' cultural awareness of the Greek community in Alexandria. It is shown how this model could be used to facilitate students' understanding of how meaning is communicated within the speech by encouraging them to identify and discuss the interaction of the elements of culture (3Ps) that is perspectives (what members of a culture think, feel and value) practices (how members communicate and interact with one another and products (the things members of a group create, share and transmit to the next generation). The value of Hymes' model lies in the fact that it can help Greeks deconstruct the 3Ps assisting them realise that the notion of the Greek term euergetism- a practice of reinjecting private wealth into society- appeared crucial in forming the identity of the Greek community of Alexandria. An analysis of the speech extracts can help students decode the great importance the Greek community attached on the relationship of euergetism with national conscience. Students can ascertain that Egyptian Greeks were proud of their community activities, for example the establishment of Salvago Commerce school, which stood as a symbol of Greek greatness, education and the benevolent Salvago family

Key words: cultural identity, Greek diaspora, ethnography of communication, euergetism, S.P.E.A.K.I.N.G model

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Othering in EFL Hybrid Learning in the Algerian Higher Education Context

Face-to-face foreign language (FL) classes centralise empowering learners' sense of community, belongingness, and "othering" practices, which help them grow in critical understanding, cultural diversity, and positive appreciation towards the richness of plurality and multiplicity. However, the post Covid-19 pandemic era necessitates on most educational institutions a long term online/hybrid learning, including the Algerian higher education context. The shift from face-to-face FL classes to distant learning made the students experience a new genre of "othering" and disjunction from all the learning agents around them, including their peers. As a matter of fact, a brief review of the literature revealed the high dropout rates of learners' disconnectedness and isolation from the class and instructor in the online experience. Therefore, this paper seeks to examine deeply Algerian students' othering in online learning through a semi-structured interview of 10 university students who have been enrolled in hybrid learning in the 2020 academic year. The results will contribute in understanding how "otherness" is newly perceived, and thus, setting adjustments of the notion in online learning.

Key words : Face-to-face FL classes, Otherness, Disconnectedness, Hybrid learning

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A System of Opening and Closing in Heterotopias of Citizenship: The Discourse of Polish Youth Organizations

The aim of the presented analyses is attempting to identify and describe the system(s) of opening and closing in heterotopias of citizenship of Polish youth organisations. The theoretical starting point in this article is the concept of heterotopias, that are, "spaces that provide an alternate space of ordering while paradoxically remaining both separate from and connected to all other spaces" (Topinka, 2010, p. 55). We are assuming that the heterotopia category is useful in describing citizenship and allows its complex nature with its simultaneous projection of the past, present and future, and presence of various types and functions of space – exclusion-inclusion, selection, and hierarchisation, to be demonstrated.

Citizenship is understood herein as a social construct that is discursively produced, reproduced, and changed with the use of language and other semiotic systems (Bourdieu & Passeron, 1970/1990). One of the basic characteristics forming the construct of citizenship is a sense of social identity – membership of a particular group/community. Social identification in the language layer is manifest in the discursive construction of “us” and “they”. There is always some kind of boundary between “us” and “they”, but its location and penetrability is not evident. A relationship with the heterotopic principle has been perceived to exist here, that is: “a system of opening and closing that isolates them and makes them penetrable at one and the same time” (Foucault & Miskowiec, 1986).

Five youth organisations in Poland were selected for the research project: the National Radical Camp (Polish: Obóz Narodowo-Radykalny, ONR), the All-Polish Youth (Polish: Młodzież Wszechpolska, MW), Association Internationale des Étudiants en Sciences Économiques et Commerciales (AIESEC), the UNESCO Initiatives Centre, and ATD Fourth World (Aide à toute Détresse – Quart Monde, ATD). The subject of analysis was the content created by the organisations listed above, like: statutes, ideological declarations, statements, and information posted on social media channels as well as online.

The applied method of analysis comes from the group of approaches defined as Critical Discourse Analysis (Wodak, 2001). We researched the application of discursive strategies (nomination, predication, argumentation, and intensification/mitigation), described by Wodak and Reisigl (Reisigl & Wodak, 2001).

The results of the analyses reveal the existence of many spaces-communities created by youth. They are characterised by a certain inseparability, mutual interpenetration, overlapping, and they complement each other. Not only do the boundaries between the discursive constructs of “us” and “they” built in the discourse of these organisations reveal a different degree of penetrability and isolation, but also ambiguous location understood in the time-space sense.

The paper presents the results of the authors’ own research carried out within the scientific project titled ‘Heterotopias of Citizenship. Educational Discourse and Pedagogies of Militarization in the Spaces of Youth Organizations. A Critical-Analytical and Comparative Approach’ (No. 2019/35/B/HS6/01365) financed by National Science Centre in Poland.

Key words: heterotopia, citizenship, discourse analysis, youth organisations, community

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"Vota per le persone che hanno coraggio" – Strategia di legittimazione discorsiva di Confederazione Libertà e Indipendenza nelle elezioni del Parlamento europeo del 2019

Confederazione Libertà e Indipendenza è una coalizione polacca di movimenti di destra che è una presenza stabile sulla scena politica polacca dal 2019. Negli ultimi decenni gli studiosi hanno osservato un aumento significativo in termini di rilevanza dei partiti di (estrema) destra, come evidenziato dallo status di Alternativa per la Germania (Lees, 2018), Il Partito per la Libertà (Kalkhoven, 2017), la Lega Nord (Diamanti & Pregliasco, 2019), l'ungherese Fidesz e il polacco Diritto e Giustizia (Kim, 2021), che è il partito di governo della Polonia dal 2015.

Mentre gli scienziati politici hanno descritto il partito come estremo e più radicale di Legge e Giustizia (Zagórski & Santana, 2021), ci sono poche ricerche sulla Confederazione per quanto riguarda gli studi retorici e discorsivi. Questo articolo cerca di colmare questa lacuna indagando un video elettorale registrato e prodotto durante le elezioni del Parlamento europeo del 2019.

A partire da novembre 2011, il video, intitolato "No alle pretese straniere, sì agli interessi polacchi!", è stato visto più di un milione di volte, molto più di qualsiasi altro annuncio di qualsiasi altro partito polacco. Così, l'indagine del video sembra particolarmente rilevante considerando la sua popolarità. Inoltre, la coalizione è stata sostenuta in modo sproporzionato dagli elettori più giovani (Markowski, 2020), il che significa che il loro sostegno potrebbe migliorare notevolmente nel prossimo futuro.

Nello studio, è stato applicato il modello di legittimazione multimodale a sei strati di Rowan R. Mackay (2021, 2015). Il modello si basa sulla comprensione di van Dijk (2006) e van Leeuwen (2007) della legittimazione "come avente la qualità di essere dato per scontato, sia da quelli che esercitano il potere sia da quelli che hanno il potere esercitato su di loro". (Mackay, 2015, 325).

Il modello è stato utilizzato per indagare i video della Nuova Democrazia della Grecia (Chaidas, 2018) o i meme d'Internet sulla politica australiana dei rifugiati (Ross, 2018)

L'articolo introduce alcune modifiche al modello di Mackay (2021, 2015). Operando nell'ambito dell'approccio storico-discorsivo, pongo particolare attenzione alle strategie discorsive, intese come le strategie di nominazione, predicazione, la collocazione del punto di vista e infine le forme di mitigazione e amplificazione (Reisigl & Wodak, 2001,). Pertanto, suggerisco di sostituire la dimensione delle figure retoriche con "strategie discorsive e lessico semiotico", che permette un'indagine approfondita dei presupposti discorsivi che costituiscono il discorso del partito.

I risultati suggeriscono che la Confederazione delegittima fortemente Diritto e Giustizia, ritraendo il partito come sottomesso e dipendente da forze straniere. In contrasto con il partito al potere, i membri della Confederazione si presentano come coraggiosi e patriottici. La coalizione rifiuta lo status quo, sostenendo che è l'unica opzione possibile che i polacchi hanno.

È interessante notare che la coalizione percepisce Donald Trump come un nemico della Polonia, il che è in contrasto non solo con la politica di Diritto e Giustizia, ma mostra anche che il discorso della Confederazione potrebbe non essere necessariamente ridotto al populismo di destra. Il partito rifiuta quindi alcune delle narrazioni comuni dei partiti di destra europei.

Parole chiave: analisi del discorso multimodale, Confederazione Libertà e Indipendenza, discorso politico, elezioni europee del 2019

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The role of translanguaging in bilingual education: Findings from a scoping literature review

As Jaspers (2018, p. 1) aptly points out, while translanguaging was a relatively little-known concept 20 years ago, it has now become a 'household name' in academic contexts. The body of research on translanguaging is ever-growing; and the concept covers a vast territory ranging from bilinguals' everyday language use to a theory of language and education (García & Kleyn, 2016; Martínez, Hikida & Durán, 2015; Wei, 2018). In terms of language education, it is important to note that learners' attempts to make use of their first language (L1) have normally been perceived as symptomatic of their linguistic and cognitive deficiency (García & Li Wei, 2014) and the policy of only using the target language is still deeply entrenched in classrooms worldwide. However, the plurilingual approach introduced in the 2001 edition of *The Common European Framework of Reference for Languages* (Council of Europe, 2001) reflects the increasing understanding within language education that embraces the complexity with which individuals speaking more than one language function and moves away from the view that they are simply the 'sum of monolingual brains' (Piccardo & North, 2019, p. 80).

The present study focuses on translanguaging as a pedagogy and aims at synthesising existing empirical research on translanguaging as a pedagogy within bilingual education that was carried out worldwide between the 1990s and 2020. To this end, a scoping review has been conducted: relevant publications were searched in EbscoHost, Scopus, Proquest, Taylor & Francis, Web of Science and E-Lib Bremen. While the initial search generated 1694 studies, at the end of the review process 34 studies remained. The selected studies were analysed by means of thematic content analysis using NVivo software. An overview of the different contexts, the data collection methods employed and implications of the body of research will be presented. As this study is part of ongoing international doctoral research situated in Belgium and Lithuania, the results of the study underpin the research focus and method of the doctoral research project.

Keywords: translanguaging, bilingual education, plurilingual approach, scoping review

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Interpretations of the inclusiveness of masculine gender in legal texts: the Constitution of the United States, the French Déclaration des droits de l'homme et du citoyen, the Universal Declaration of Human Rights and the Constitución Española

Since it began its pursuit of equality between women and men, feminism has struggled to overcome the sexist form and content of the texts that have enshrined citizen's rights since the 18th century. From an exclusive to a purportedly gender-inclusive masculine drafting, the interpretations of the scope of masculine gender to refer to women have varied with time. In the 19th century, the universal character of masculine gender in English was established by law but the suffragists' attempts to vindicate their rights based on the masculine rule were constantly met with rejection. The refusals argued the absurdity of employing a masculine pronoun for women, thus feeding the "myth of masculine genericness" (Pauwels 1998: 29). Still now, masculine gender is profusely used in legal texts, regardless of the advancement of the status of women to first-class citizens.

This paper will review the masculine traits of four foundational legal texts (the Constitution of the United States, 1787; the French Déclaration des droits de l'homme et du citoyen, 1789; the Universal Declaration of Human Rights, 1948; and the Constitución española, 1978) and their effects in terms of inclusion or exclusion of women as subjects of rights and their equality with men. These foundational legal texts are still applicable today and have barely changed since their enactment.

Through the analysis of these texts, we will attempt to examine how does sexist language affect the recognition and claims of women's rights. What aspects of masculine language in legal texts have been the basis of women's claims and what have the responses been? How has the interpretation evolved in terms of the gender-inclusivity of masculine pronouns and nouns in legal texts? Do the specificities of gender expression in English, French and Spanish affect these claims and what do these languages have in common in terms of masculine-gender drafting? And finally, is it advisable to redraft legal texts in gender-fair language or are women's rights protected despite their not being explicitly named?

Keywords: masculine gender, legal texts, women's rights, feminism

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The language of emotion and the spread of misinformation, disinformation, and propaganda

Emotion, an inherent affective aspect of human consciousness, is very important in terms of the interplay between neutral, objective, fair representation of information and distorted communication in the post-truth world. This paper approaches manipulation of information and distorted communication from a broad theoretical perspective encompassing key tenets of Habermas' theory of communicative action (1984; 1987), the theory of context (van Dijk, 2008), critical media discourse analysis (Fairclough, 1995; van Dijk, 1998; White, 2004), Systemic Functional Linguistics (Halliday and Matthiessen, 2014) and the Appraisal theory (Martin and White, 2005; Benítez-Castro and Hidalgo-Tenorio, 2019).

For this research, the methodology for investigating the language of affect has been applied to investigate specific examples of Kremlin propaganda and disinformation and misinformation both in compromised and mainstream media, especially regarding the Baltic geopolitical context. For this paper, a corpus of 52 reports from Baltnews portal was compiled and analysed. Mounting evidence suggests that such investigations are becoming very complicated because of what has been seen as the interpretive turn (Soontjens, 2019) and the emotional turn (Wahl-Jorgensen and Pantti, 2021) in contemporary information and communication media. The findings from the corpus indicate that the main narrative lines of Kremlin propaganda in the Baltics – distortion of local history, depiction of contemporary Lithuania and other Baltic countries as failed states, claims of approaching collapse of the EU, USA and NATO alongside moral rottenness of Western cultures and societies – are interspersed with linguistic structures that are aimed at stirring such emotions of the target audiences as fear, insecurity, confusion, distrust of governments and national and international institutions.

Keywords: emotion, misinformation, disinformation, propaganda, appraisal theory.

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“The road not taken”: an investigation of the development of language learner identity in English courses of the International Baccalaureate Diploma Program (IBDP)

This localized small-scale qualitative ethnographic study examines the extent of the development of a language learner identity in English courses of the International Baccalaureate Diploma Program (IBDP: IBO, 2022), and is a subsequent investigation of a study (McKeown, 2020) into the organic development of a IBDP student pedagogic identity (Bernstein, 2000; Doherty, 2010). The study participants are mixed gender IBDP students, enrolled at a foreign national, English-medium high school, in Istanbul.

While language may be considered to be one of the most apparent symbols to indicate an individual's identity, studies reveal that identity can impact language learning motivation, particularly in a bilingual or multilingual society (Teng, 2018; 2019). Following a recent study (Lobatón, 2012), learner identity may be seen more specifically as how an individual perceives the self, with the development of identity negotiation and reproduction taking place while learners interact with others in the target language in the school environment.

In entrance and exit course surveys, students frankly disclose their views about themselves as language learners, their impressions of language learner assumptions, tacit and explicit teacher expectations, and their reactions to IB-related syllabus requirements. All of these factors had a significant impact, but not equally, on their choice to study IB English A: Literature and Language, either at standard level or higher level, or, IB English B, Language Acquisition, higher level.

Students' reactions to their IBDP and IELTS results further showed to what extent they felt that their language learner identity had altered in the two year process, to what extent their consequent satisfaction levels of language acquisition had changed, and to what extent, and in what context, they noticed these changes.

Suggestions on the suitability of teacher, or other advocacy, regarding IBDP English course selection, language learner pedagogical implications, and areas for further research, are discussed.

Keywords: language learner identity, language teacher identity, IB DP English, English language learning

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Monitoring women's presence in corporate social responsibility sections in websites

Research in the field of corporate discourse reveals that there are different subgenres (advertising, branding, financial reports, social responsibility reports), whose aim is to instill trust in the Company. Confidence can make great impression on customers and make them want to deal with the company further (Darics and Koller, 2018; Fuoli & Hart 2018)

In line with the above, the approach presented in this proposal draws on former studies of corporate discourse (Breeze, 2013; Schnurr and Zayts, 2017); multimodal discourse analysis, which draws on Hallydayan systemic functional linguistics with a social semiotics emphasis (Kress and Van Leeuwen 1996/2006; Djonov 2007; Jewitt 2014) and multimodal rhetoric of discourse, calling for a verbal and visual integrated approach to the study of the effect of multimodal discourse constructions on the audience (Tseronis & Forceville 2017; Allani and Molina 2020; Molina and Allani 2020).

This research project thus intends to shed light on how corporate companies want to maintain positive face in their Corporate social responsibility (CSR) sections by analyzing twenty websites from global corporations. Specifically, the central aim to demonstrate the discrepancy between the forceful commitment to gender diversity on the CSR sections of the websites and the reality, that is, the relatively small number of women in leading functions in many corporations

CSR has been hailed as a new means to address gender inequality, particularly by facilitating women's empowerment. Women are frequently and forcefully positioned as saviors of economies or communities and proponents of sustainability in websites. This study wants to find out if there are substantial presentational differences between the websites of enterprises with relatively large numbers of women in leadership positions and those with relatively small numbers of women in leadership positions.

Results reveal that all eyes are on the diversity and inclusion sections of corporate websites. Companies with low levels of gender diversity seem to perceive an ethical dilemma regarding the ways in which they attempt to attain it. With women still underrepresented in leadership positions, corporate websites seem to foster initiatives at promoting diversity. Whether this brings meaningful change remains yet to be seen.

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The fallacies in the pro and anti-vaccination discourse on Facebook

We live in a world where epidemics and, more recently, the COVID-19 pandemic have split public opinion into two different sides: pro and anti-vaccination. Although the dispute between the necessity or value of vaccine is as old as the first vaccine (Holmberg et al., 2017), Social Media has offered a new scene for this debate.

A peculiarity of people who oppose vaccination is their vocality, militant actions against vaccination on forums and social networks versus those who comply, without necessarily publicizing this, which leads to a disproportionate presentation of the two poles of activity (Pereira et al., 2013).

Also, there is a growing tendency to look for health-related information on user-generated online portals such as newsgroups or blogs to the detriment of websites that present information based on scientific evidence (Kata, 2012).

Romania dealt with an epidemic of measles that lasted between 2016-2020 and now has one of the lowest rates of anti-COVID-19 vaccination in Europe. The low rate of immunization that has led to the measles epidemic was correlated with different factors. Recent studies have shown the critical influence of the Internet in increasing vaccination reluctance (Miko et al., 2019). Among the attributes of the online environment are the speed of information dissemination and the lack of verification, which makes it difficult for the mission of public health forces when patients come up with misinformation or myths gathered from unaccredited online sources.

In this context, the paper aims to identify what are the fallacies present in the discourse of both pro and anti-vaccination discourse on Social Media by analyzing two Romanian Facebook pages that have declared their affiliation openly to one side or another: "[Coaliția România Sănătoasă](#)" and "[Pro Decizii Informate](#)." Using thematic analysis, the study covers a corpus of posts with many comments on both pages, trying to identify the dynamic, the rites of dialogue, and the fallacies that appear in both parties' communication in their endeavor to defeat the position they stand for.

Keywords: *fallacies, vaccination, Social Media, measles, epidemic*

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Cultural Adaptation of Foreign Students in Vienna. A Sociolinguistic case study on Iranian Students

Intercultural studies have recently attracted the attention of many scholars in the field of applied linguistics, as culture plays a significant role in international students' success or failure in the target context. International students experience far-reaching psychological and socio-cultural changes. In this regard, Iranian students in Vienna may experience difficulties based on low culture proximity between Iranian and Austrian. Moreover, they may experience difficulties regarding their low familiarity with the Austrian academic system. My study aims to find out if Iranian students attending universities in Vienna experience any difficulty in their cultural adaptation to the Austrian society, if they have preferred acculturation strategies, and whether their origins, mother tongues, and/or educational fields play any role in this experience. According to the conference focus, attention will be on intercultural misunderstanding; cultural differences and prejudice; and differences in the academic system. The sociolinguistic analysis will focus on whether mother tongues and cultural backgrounds influence Iranian students' cultural adaptation and acculturation strategies, based on the participants' experiences in their German language communication. To study both the ethnic background and the academic culture, in this research project, the concept of culture will be based on Holliday's (1999) theory, *large culture*, and *small culture*.

To answer the questions of this study, a mixed-methods study involving a qualitative phase of research on focus group discussion, short essay writing, and one-to-one interviews as well as a quantitative phase based on questionnaires to prove the hypotheses, will be applied. Both the qualitative and quantitative data collection and analyses will be used to triangulate and understand the topic in depth. My presentation will concentrate on the methodological aspects, data from the qualitative phase, and discuss the main difficulties that Iranian students have experienced in Vienna.

Keywords: *Cultural adaptation, Acculturation, Language policy, Academic culture.*

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Roshanak Nouralian's study aims to find out if Iranian students attending universities in Vienna experience any difficulty in their cultural adaptation to the Austrian society, if they have preferred acculturation strategies, and whether their origins, mother tongues, and/or educational fields play any role in this experience. According to the conference focus, attention will be on intercultural misunderstanding; cultural differences and prejudice; and differences in the academic system. The sociolinguistic analysis will focus on whether mother tongues and cultural backgrounds influence Iranian students' cultural adaptation and acculturation strategies, based on the participants' experiences in their German language communication.

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Translanguaging and metalinguistic awareness development in constructing intercultural group ideas

This case study examines how university students translanguage and develop their metalinguistic awareness in group interaction in an intercultural and English learning context in order to overcome linguistic difficulties, while simultaneously constructing group ideas. Looking at language use in multilingual discursive practice, translanguaging “refers not simply to a shift or shuttle between two languages, but to the speakers’ construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers’ complete language repertoire” (Garcia & Le Wei, 2014, p. 22). Based on this definition of translanguaging, it can be said that language learning is interrelated with practical context and learners’ linguistic ability. According to Mazak (2017), in pedagogical context “...participants, including teachers, can rely on their repertoires to “teach and learn both language and content material in classrooms” where they face linguistic and communicative difficulties.” (p.5). In the process of language learning, in particular, its context is multilingual and multicultural, learners become aware of how their common linguistic used to achieve their interaction. Even if they have their linguistic resources, it is not necessarily that they manipulate their linguistic and pragmatic resources. Cenoz and Gorter (2020) note “Multilingual speakers may not use their own resources to their full extent if these resources are not activated. Pedagogical translanguaging aims at activating these resources and developing metalinguistic awareness so that students can benefit from their own multilingualism.” (p. 308). The learner-participants in the present study were seen as multilingual and their speech regarded not as consisting of alternating languages but of elements from their total linguistic repertoires to enhance their target language acquisition. This implies that each learner becomes aware of elements from several languages, and their meanings, in a single context. In such a learning context, learners are expected not only to acquire the target language but also to communicate with each other and hence construct discourse. The spoken data were gathered as a part of the author’s ethnographic fieldwork over a period of one semester in an English-medium class. This was a part of the course set up in a global education program at a private university in Japan. It is noted that as globalization proceeds, Japanese universities are offering education programs in which students become globally-minded while acquiring English language and intercultural communication skills. This type of program accommodates not only Japanese students but also students from other countries. In addition to spoke data from the fieldwork, the study also presents documentary data which describe the aims of the course; the document frames the context which facilitates learners in translanguaging to develop their linguistic awareness, in addition to promoting their English language acquisition. The interactions from a target group were recorded in the class. The group consisted of one American as a group assistant (an undergraduate exchange student from the US), one Japanese student (an undergraduate student from the university where the study was conducted), one Thai exchange student, and one Indonesian exchange student. The data for this presentation also include data from public documents and the recorded group interactions. In the group, the participants used English and Japanese as forming their common linguistic repertoire. The analysis shows that while the learners’ linguistic repertoires shared elements from both English and Japanese languages, the commonalities were not necessarily sufficient for them to achieve the desired group interaction in multilingual-multicultural context. Even though the learners would attempt to contribute to the group interactions in the target language, they were often aware of their linguistic insufficiency and would hence use translanguaging. They seemed to be aware of the pedagogical goal that expected them not only to acquire the target language but also to be pragmatically appropriate and communicative in the given situation. In this way, the learners would translanguage not only in the process of learning the target language but also of becoming communicative within the group. Through these two aspects of the translanguaging phenomenon, they could activate their metalinguistic awareness.

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About incommunication or impossible dialogues in two Romanian contemporary movies

Incommunication, a French communication theory concept, is both an understudied notion and a concept as broad as communication. In fact, *incommunication*, or, better said, its possibility, accompanies any act of communication. The latter is often achieved in spite of everything that predisposes to misunderstanding, fracture, absence, silence, conflict, etc. As in the case of communication, the horizon of *incommunication* is infinite. It may range from the relatively simple problems related to the physical noises on the channel, to the much more complex psychological disturbances, related to the personality of the interlocutors, the relations between them or the context in which these interactions take place. For Dominique Wolton, *incommunication* is not “so much the failure, temporary or chronic, of a communication situation, as its horizon: misunderstandings, lack of mutual understanding (...), disagreements” (Wolton, 2013, p. 11). Wolton’s perspective of *incommunication* is not negative; on the one hand, he considers that the transposition into the other, of a deeply phenomenological nature, is rather an ideal than a reality, but, on the other hand, he believes that it is precisely in this space that the infinite universe of possibilities to overcome *incommunication* opens up. Romanian contemporary movies often stage moments of *incommunication*, situated at different relational levels: between parents and children (*Acasă la tata*, 2015); between husband and wife or between lovers (*Marți, după Crăciun*, 2010); between pupils and teachers (*Un pas în urma serafimilor*, 2017); between city dwellers and locals (*Câini*, 2016); between the righteous and the wicked (*De ce eu?*, 2015), etc. Those communicational fractures translate into frustration, bitterness and resentment; they are practically never solved, but always deepened as the film unfolds. In this paper, we propose a reading of two Romanian contemporary movies, i.e. *Sieranevada* (2016; director Cristi Puiu) and *Întregalde* (2021; director Radu Muntean), through the lenses of *incommunication*. *Sieranevada* is a rather conventional family-funeral drama, punctuated by more or less smoldering conflicts and by emotional outbursts. The characters, crammed into a single apartment in a distressing Bucharest, embody a wide variety of human typologies. The problems they face and particularly the way they deal with it reflect both general human issues (i.e. love and death, family ties, lying and living in/with a lie) and aspects deeply embedded in the contemporary Romanian society (i.e. nostalgia for communism, contradictory perspectives on post communist events and political personalities). The same double problematic is tackled by *Întregalde*, which depicts a humanitarian mission carried by a group of young, middle-class city dwellers into a remote area. While the landscapes and the characters are deeply representatives of the Romanian contemporary society, the inquiry with regard to the meaning of charity and the limits of altruism have a general, universal stance. Both in *Sieranevada* and in *Întregalde*, the relationships between the characters are largely built on communicational barriers that we intend to explore in this paper. More precisely, we propose a close reading of the verbal and non verbal exchanges between the main characters, in order to build a typology of *incommunication*.

We will thus highlight moments of: a) *generational incommunication* (i.e. between the elderly, attached to traditions, to the past and to social conventions, and the young, attracted by different values); *social incommunication* (i.e. between the middle-class, urban and emancipated, and the lower class, living in remote areas and facing changes in its ancestral life patterns); and *gender incommunication* (i.e. inside the couples; it is worth mentioning from this point of view that both movies cascaded scenes of *incommunication* between men and women, as if what keeps them together would be based on emotional outbursts, blame and smoldering hatred; the moments of true, genuine harmony are practically inexistent). On a larger scale, we posit here that movies are sites of production and circulation of discourses; they might be interpreted as symbolic constructions that refer to a cluster of meanings that a society conveys at a moment of its existence (Casetti, 2004). From this point of view, the problems raised by the two movies are symptomatic of a society struggling with conflicting attitudes and values.

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Exceptionality and exclusion: the discursive construction of nationalist communities of youth organisations in Poland

The paper presents the results of a discourse analysis of construing nationalist communities of youth organisations in the context of the celebrations of the 100th anniversary of Poland regaining independence in 2018. The ways in which the “us” community is construed in the documents of the nationalist youth organizations and their statements published in the press were investigated within the discourse analysis. These organisations included the National Radical Camp, and the All-Polish Youth. The organisations are recognised as national movements whose actions are becoming increasingly visible each year during the Polish National Independence Day celebrations on 11th November. The presented results are part of a research project titled “Heterotopias of Citizenship – Educational Discourse and Pedagogies of Militarization in the Spaces of Youth Organizations. A Critical-Analytical and Comparative Approach”, financed by the National Science Centre in Poland (No. 2019/35/B/HS6/01365). Heterotopias of citizenship - referring to Michel Foucault’s (2005) concept of heterotopia - are manifest on the discursive level, revealing specific relationships in the language and symbolic layer between an individual and the community/communities, inclusion and exclusion operations, discursive strategies of the authorisation and legitimisation of actions and, in effect, – the constructing of a figure of a citizen. Within the presented research, we asked, how a heterotopic society within a youth organisation gets a voice in public discourse. The analytical categories drawn from a critical discourse analysis (Reisigl, Wodak, 2001) have enabled specific discursive strategies to be identified by means of which the community of the organisations is construed. We analysed the content and ways in which the image(es) of youth organisations are construed (nominalisation strategies), the traits attributed to them (predication strategies), and the manner of justification of statements (argumentation schemes – topoi). The selected materials included official documents such as statutes, statements, information posted on websites and posts on Facebook (only for All -Polish Youth) and press articles.

The selection of press titles was purposeful and included the most opinion forming nationwide newspapers and magazines. In the analysed materials, two different but not necessarily distinct dimensions of the construal of the community (“us”) by youth from the studied organisations became apparent. The first constitutes the literally understood community of a given organisation (“us-the organisation”), the second – a community perceived as a common collectivity, every one other than the organisation. The youth activists, through the application of various different types of discursive strategies, have highlighted the exceptionality of their “own” communities and their special status – a specific exclusivity.

The construal of the exceptionality of the community was underpinned by four main pairs of social actors: 1) national organisations opposed to the government (or their representatives), 2) nationalist women - feminists, 3) organisers of the National Independence Day march - the left-wing liberal environment, 4) the State (or group of States) - the EU and other transnational organisations. The crux of the argumentation was the topoi of inalienable differences, which is based on the fundamental assumption on the natural character of social differentiation and the necessity to counteract unification tendencies and actions.

Prof. Helena Ostrowicka holds a postdoctoral degree in social sciences, in the field of pedagogy. She serves as Head of the Chair of Research Methodology and Discours Studies as well as Dean of Department of Pedagogy at Kazimierz Wielki University in Bdygoszcz. Her research focuses on exploring the theoretical and philosophical post-Foucauldian perspective in discourse analyses, relations of knowledge and power in four institutional contexts, in science, education, politics and media. She has authored and co-authored nearly 70 publications, including several monographs, such as “Regulating Social Life. Discourses on the Youth and the Dispositif of Age” (Palgrave Macmillan, 2019).

Klaudia Wolniewicz-Slomka holds a PhD degree in public policy from the University of Warsaw. Her research interests focus on creating and implementic public policy, especially family policy, social policy on a local level, and media discourse analysis. She has authored and co-authored a number of publicaciones, including articles in scientific journals, book chapters and research papers. She has participated in many national and international research projects carried out at the University of Warsaw, Polish Academy of Sciences and University of Exeter and financed by i.e. National Science Centre, Erasmus Plus.

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Dialogues in Climate Activism

Young people who rally against climate change aim to make their voices heard pressuring world leaders to take effective action. However, ‘challenging the adult world’, as Pope Francis said of Greta Thunberg after she lambasted politicians for their ‘blah blah blah’ promises, runs the risk of deepening detrimental polarisations that might lead to inaction and mutual misunderstanding. In fact, since ‘[an] interaction of claims and voices orients discursive argumentation related to the climate phenomenon’ (Fløttum and Dahl 2011: 206), environmental discourses are intrinsically polylogical (Lewiński and Üzelgün 2019: 5) and should be framed as such in societal debates (Fløttum 2017). As emphasised by the Yale Environmental Dialogue, an initiative of the Yale School of the Environment (YSE) created in 2017, no single solution will solve the complex environmental challenges facing humankind (Esty 2019).

The path to a sustainable future requires thoughtful exchanges, big ideas on multiple fronts and coordinated protection of critical ecosystems. It follows that the role of dialogue as a genuine conversation between multiple stakeholders (Barford 2021; Peters and Besley 2021) is an essential tool towards building a common environmental agenda. Focussing on the declarations at the Youth4Climate Action Summit in Milan in September 2021, the discussions at the COP 26 Summit in Glasgow in November 2021 and the expected developments at the forthcoming World Economic Forum in Davos in January 2022, this paper intends to reflect on the discourses of young climate activists, who ‘hold unique perspectives and political agencies’ (Skovdal and Benwell 2021: 259), and their dialogic strategies, or lack thereof (O’Brien et al. 2018), setting the environmental debate within ‘the novel challenges of earth system transformation’ for which ‘major reforms in discursive framings, institutional arrangements and policy approaches are needed’ (Biermann 2020: 75). To this purpose, linguistic evidence drawn from news media coverage of grassroots youth-led organisations (e.g. Fridays For Future) and from their websites will be selected to highlight the often disruptive views of this emerging political force. A variety of spoken and written genres that range from recent speeches, interviews and video messages to posts, articles and climate documents, such as the 2021 Youth4Climate Manifesto, will be investigated to show how young climate activists address public opinion by means of peculiar linguistic devices and framing strategies that portray many creative forms of environmental commitment. Finally, young activists’ uncompromising demand for immediate action on global warming (‘There is no Planet B’) will be critically assessed against mainstream political, institutional, corporate and media narratives and the feeling of disappointment they often create – as is the case of the Glasgow Climate Pact – not just in young climate activists but also among global citizens of all ages.

Keywords: climate activism, dialogic communication, environmental discourse, environmental policy, linguistic framing

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Dialogues of the anonymous: online interaction and violence among students

In the Romanian context, one cannot deny the enormous progress that freedom of expression has made since December 1989. A distinct role is played by the language of the Internet and online interactions, which differs from the language of direct interactions, but which is of no lesser importance in the influence it exerts on social relations and the well-being of the individual. Under the broad umbrella of anonymity, the language of online interactions can sometimes become vulgar and aggressive, escalating quickly and disproportionately to the stakes, topics or even the interventions of other anonymous interlocutors.

There is no more public censorship, but a less beneficial effect is the lack of self-censorship, especially in the online environment, where people without a voice in the public sphere regain it together with a false sense of legitimacy. In this context, freedom of expression often takes the form of hate speech or dialogue; through its uncontrolled exercise, it becomes its own antipode: by infringing on the fundamental rights of others, such as honour and dignity, by inciting to hatred and violence, freedom of expression nullifies the other, nullifies their freedom to have a different point of view, incites to intolerance and discrimination. By definition, children tend to be the most vulnerable social category, but adolescents and young people are the most exposed to the influence of online platforms. Which sometimes has harmful effects on the quality of their language use. Unfortunately, in the academic environment, things are no different: students use in their online interactions violent, abusive, misogynistic, discriminatory language. Marginalised, ignored, or even ironized and perceived as a sign of weakness, politeness has little chance of having a decisive role in the intellectual formation of the new generations. In this context, the present paper aims to explore the nature and types of language violence present in online interactions among students at Transilvania University of Brasov, Romania, employing an analysis of these interactions as they occur between October 1, 2020 – October 1, 2021 (the academic year 2020-2021) on the UnitbvHate Facebook page. The page, which is not an official one, was created in March 2018 by university students living in dormitories, as a platform for expressing dissatisfaction towards various inconveniences related to student life, inappropriate behaviours of colleagues, and other matters. The present study will analyse a corpus of 250 posts and around 800 comments/interactions they generated on the aforementioned page. These posts are created anonymously by students who follow this page and generate various commentaries. Using a quantitative framework to screen, analyse and create a semantic-stylistic categorisation of these posts and commentaries, the present study aims to produce a typological classification of the language used. The purpose is to investigate the forms of violence and discrimination present (misogyny, sexism, homophobia, racism) and the categories against whom they are directed. Preliminary findings show that the most prevalent and aggressive forms are, by far, the sexist and misogynistic speech acts. The justification for this topic is related to the increased interest in the prolonged exposure to hate speech, discrimination, and intolerance and its psychological impact on young people.

Keywords: online interactions, language violence, fallacy, discrimination, anonymity

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An approach to interpreting in end-of-life situations from the perspective of healthcare providers, therapists and patients

In the last decade, a growing demand for multilingual communication in medical contexts has contributed to the professionalization of Translation and Interpreting in some countries such as United Kingdom or United States. However, healthcare interpreting is neither highly recognized nor regulated in Spain resulting in language barriers. Healthcare providers' performance, ethics, patient's understanding or treatment compliance are likely to be affected by language barriers. Interpreters are supposed to overcome those barriers, but their ethical and linguistic dilemmas, stressors and other factors might put psychological pressure on them especially in end-of-life situations.

Patients with limited Spanish proficiency confront multiple barriers in terms of access to healthcare services and interpreting services. We believe that the use of professional interpreters is the key strategy to facilitate effective communication in end-of-life consultations between limited-Spanish-proficient patients and healthcare providers as well as grief therapists. Little is known about health care interpreters' experiences in this field in which effective communication can be a daunting task due to its challenges in terms of emotions and self-care. However, cross-cultural and cross-linguistic communication is essential to offer an adequate care for limited-Spanish-proficient patients in end-of-life and people in need of grief support.

This paper aims to discuss the results of a PhD research on interpreting in end-of-life to determine the need of professional medical interpreters and their impact on the delivery of palliative care services and in grief therapies in Spain. The objectives of this study were to assess the experiences of healthcare providers, therapists, interpreters and limited-Spanish-proficient patients in end-of-life and grief situations. This study deals with interpreting quality and interpreter's well-being by examining interpreters' performance and considering vicarious trauma and posttraumatic growth from the perspective of interpreters.

It also includes the perspective of healthcare providers and therapists on the need of professional interpreters and training on how to work effectively with them to benefit mutual trust and to widen the possibility to assess the patient from different dimensions: physical, cultural, emotional and spiritual. Issues such as language barriers, the use of ad-hoc interpreters and their impact on end-of-life care in Spain are discussed to raise awareness of the need of professional interpreters. Results will contribute to overview the situation of limited-Spanish-proficient patients in end-of-life and grief situations from different perspectives.

Keywords: psychotherapy, end-of-life, language barriers, multimodality

Elena Pérez Estevan is a freelance medical interpreter since 2014. She has recently obtained a PhD in Translation Studies focusing on End-of-life Interpreting in 2022 at the University of Alicante. She holds a degree in Translation and Interpreting (University of Alicante), a master degree in Intercultural Communication, Public Service Interpreting and Translation (University of Alcalá) and a master degree in Healthcare Translation (Jaume I University). Visiting professor at the University of Alcalá. Her research interests include EOL interpreting, psychotherapy, training in public services and interpreting quality. Member of INCOGNITO research group, AFIPTISP and La XARXA associations.

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Children's literature across space and time

According to Shavit, the peripheral position of translated children's literature in the literary polysystem (Even-Zohar 1990, 2005, Shavit 1981, 1986) permits the translator to make significant changes in the text (Shavit 1986:112). As a result, in the case of children's literature translations, often no real distinction can be drawn between adaptation and translation (Oittinen 2000). This blurring can be observed in the translations of children's literature from English into Hungarian as well.

At the turn of the 21st century, a paradigm change occurred in the Hungarian children's literature which resulted in Hungarian children's literature entering a rather central position, moving away from its former peripheral place in the literary polysystem. That means, the children's literature texts published after the turn of the millenium differ from the earlier children's literature texts both in topic and in voice. They are characterized by more serious topics and their voice has become more 'adultish' or mature: that is, they handle children as more equal partners than the Hungarian ChL texts that were written before (Lovász 2015).

In an earlier study we attempted to find an answer to the question whether a translation norm shift can be observed in the children's literature translated into Hungarian, in relation to this paradigm change at the turn of the 21st century. According to our hypothesis, with the advancing of the novel 'adult' children's literature, and because of the new, more central status of the texts in the literary polysystem, children's literature translations have become increasingly remote from adaptations after 2000. In our case study, we examined whether this means in the case of the ChLT texts that the translator can handle the children's literature texts less freely, that is: they must be more loyal to the source language author. Here we applied the functionalist approach to translation, in particular its definitions of loyalty and function (Nord 1997, 2007). Our case study confirmed this hypothesis (Farkas–Seres 2017). With the help of the analyzed translations, we also attempted to give a practicable definition on the question where the border between adaptation and translation in the children's literature texts is.

Now we test our methodology and the above hypothesis on a wider corpus in a new, qualitative analysis, as the shortcoming of our earlier study was that only two source and two target texts were compared. In the new, more extended study we analyse an extensive body of texts from all types and genres of translated Hungarian children's literature with the aim to describe a translation norm change that concerns the above mentioned topics: loyalty/functionality; the use of strategies during translation that bring the target language text closer to the adaptations. We compare earlier and recent translations – made before and after the paradigm change – of the same children's literature classics, such as the works of J. M. Barrie, F. H. Burnett, Lewis Carroll, Erich Kästner, Rudyard Kipling, Hugh Lofting, Karl May, Felix Salten, or J. R. R. Tolkien.

Also, in our corpus there are two source languages (English and German), several original authors and genres, and several Hungarian translators with diverse profiles. We attempt to answer the question whether the extensive corpus also confirms that there was a translation norm shift between the examined eras, and that the translation norms of these eras can be distinctively described. **Keywords:** children's literature translation, adaptation, Hungarian children's literature, translation norm changes, literary polysystem

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Nóra Seres is a secondary grammar school teacher of English and German. She is currently doing her PhD in the Doctoral School of Linguistics, Translation Studies Doctoral Programme, at Eötvös Loránd University, Budapest, Hungary. Her research interest focuses on children's literature translation. The title of her paper (presented together with Nóra Farkas) is *Children's literature across space and time*.

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Ethnic representations in cartoons

Cartoons aim to create a humorous effect in the audience through their multimodal discourse. In most cases, cartoons are created as a response to a social event. Therefore, the interpretation requires contextual and cultural information which has to be shared by the cartoonist and the audience (Emezue 2012). When representing race, nationality, ethnicity, cartoons usually are stereotype-based. The attribution of stereotypes has been seen as an act of discrimination and aggression by many researchers (e.g. Zillmann-Cantor 1976, La Fave 1977, Schutz 1989 etc.). Žegarac (2000/2008) explains how stereotypes remain stable and are difficult to change as they are intuitive and are not amenable to consciousness, even if they are different from one's conscious beliefs. Our research focuses on ten race-based humorous cartoons that were collected from internet press and blogs, which illustrate the identity confusion *Romani* (Rom. rom) ≠ *Romanian* (Rom. român) existing in most West-European countries, a confusion that seems to be generated by the two ethnonyms. Our main objective is to discuss if other possible explanations are available for this confusion (via social and historical factors) such as the transfer of national stereotypes at a European level. We will first identify and analyse the main stereotypes present in

cartoons and then analyse cartoon-based responses given in the Romanian press to the attacks made in the West-European press as part of a dialogic action game. It appears that although the cartoons target a particular out-group, Romani, they ricochet to another group, Romanians. Thus, new boundaries are formed and humour functions as a divisive social activity. We will also dwell on Takovski's "genuine ethnic humour" which is used to "express and even perpetuate inter-ethnic, historically constructed antagonisms that serve to maintain ethnic boundaries" (Takovski 2018: 62). Even if initially created with the purpose of humorously entertaining the West-European audience, race-based cartoons turn into a tool that attributes negative stereotypes to a whole nation.

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Noemi Tudor is currently a PhD student at Transilvania University of Braşov, completing a thesis on "Transylvanian Ethnic Humour. A linguistic perspective". She is an Assistant at the Department of Theoretical and Applied Linguistics, Faculty of Letters, Transilvania University of Braşov (Romania), where she teaches Romanian as a foreign language to students enrolled in Romanian language preparatory year. She was an active member of the project entitled "Cooperation and Conflict in Romanian Political Parliamentary Discourse". Her research interests include ethnicity, humour and pragmatics. She is also interested in teaching English and Romanian as foreign languages.

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Reciprocal trust in face-to-face and virtual interaction: importance of dialogue

The intention of communication builds the architecture of intersubjectivity that involves the staging of the subject's individualistic world. For Grice (1988), reciprocal intentionality and awareness are present in the communication process in which the sender's communicative intention becomes reciprocal and shared knowledge. Trust is hardly ever declared, it is usually recognized in the consistency of actions of communicative exchange when taking part in reciprocal meetings. Giddens (1994) distinguishes personal commitments from anonymous commitments. The first concern relations of trust that are expressed in or supported by social bonds established in circumstances of co-presence. A presumption of trust is also generalized for meetings with strangers in public places, as well as for virtual meetings on social media. The basic pre-requisite for trust relates to the impossibility of knowing what others will do; knowing that it is possible to rely on a certain course of events is useful when planning one's action spurred by a debate.

The predominant situation of modernity is a pluralistic position: man, being a social animal, prefers to share agreement rather than disagreement. Pluralism undermines fake assurances in favour of uniform – but also reasoned – social consensus. Another point in favour of pluralism is that it ushers in a sense of freedom, although the sense of freedom is not always easy. Curiosity and mobility of mind must always be active: staticity leads to lack of dialogue and inconsistency.

We will dwell on dialogue because trust is important when people meet to decide and find an agreement. Therefore, taking into account the generalization of the relationship of trust in dialogue, two “theories” will be considered: Bohm’s (2004) theory on dialogue and Moscovici and Doise’s (1992) theory on consensus and dissent. Dialogue, especially in work meetings, must be identified with “policy of dialogue”. Trust is presumed in any initial encounter, where a perception of “established trustworthiness” is enacted. We live in an age of democracy in which the need for choice and dialogue is strong. In Bohm’s dialogue there are rules that serve to move forward by listening, discussing, not making a decision, suspending judgement – and this is precisely what allows the possibility of new ideas and hypotheses emerging. In the debate among communicators, the meanings that are used are not similar, not identical: there is always a difference between what a person meant to say and what another person understood. This is due to the fact that each person has a world of meaning of their own, supposes the world of others is similar and makes a new and different sense of it. Moscovici and Doise study the consensus required when men are willing to associate, and consequently the need of individuals and groups to make a decision, choose among various possibilities and direct them (in certain ways) toward an agreement.

Keywords: mutual trust, conflicting individualism, constitutive trustworthiness, generalized assumption of trust.

Mariselda Tassarolo is currently Senior Scholar of the University of Padua. The cultural aspect of communication and the symbolic construction of culture underlie her scientific preparation and her research interests are interconnected as they have all developed from a wider symbolic system. She is also a founding partner of ESTIDIA. Her main publications in the field of artistic communication include: “*L’espressione musicale e le sue funzioni* [Musical expression and its functions]” (1983, Giuffrè); “*L’arte contemporanea e il suo pubblico* [Contemporary art and its public]” (2009, Angeli). On the topic of language, she has published “*Minoranze linguistiche e immagine della lingua* [Linguistic minorities and the image of the language]” (1990, Angeli) and “*La comunicazione interpersonale* [Interpersonal communication]” (2007/2013, Laterza).

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Multilingual and intercultural dialogue in the master's program “intercultural education”

The main focus of this study is to research the use of English, as a second language, in the master's program and its impact on the intercultural differences in the process of academic communication.

Experience from the teaching of Greek students in English in the master's program "Intercultural Education" at a Bulgarian university is presented. South-West University “Neofit Rilski”, Blagoevgrad is located about 80 kilometers from the border with Greece and about an hour by car. Perhaps, this is one of the reasons for the increased interest of Greek citizens to continue their education in master's programs across the border in this specific institution. Another reason is the opportunity for them to be taught in English.

The models of teaching at the level of master's programs in the two neighboring countries are compared. The study’s aim is to present the curriculum, the goals of the program and the expected results in terms of formed new knowledge, skills, and competencies for effective work in a multicultural educational environment. With the help of empirical research, the students' motives for choosing this program and their degree of satisfaction with participating in it were established. The sample includes sixty students studying in the academic year 2021-2022. They share their experience of working with children and students of different national or ethnic backgrounds studying in Greek educational institutions and their expectations for improving the quality of intercultural communication with them after training in the master's program. The role of the English language as a lingua franca for Bulgarian teachers and Greek students is studied. We look for translational difficulties and barriers caused by the language differences.

On one hand, the study allows to draw conclusions about the effectiveness of the master's program, and on the other – conclusions about the satisfaction of multilingual and intercultural dialogue between teachers and students of different national origins using a foreign language of instruction for both groups.

Keywords: intercultural education, multilingual dialogue, intercultural dialogue

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Trust-building in the intercultural online communication

This study aims at investigating the way of trust-building online communication of the intercultural virtual team. Building trust is one of the crucial elements which supports teamwork. Trust is an effective mechanism that enables teams to work efficiently, especially for diverse, distant, and distal teams' collaborations (Cheung et al., 2011). Earlier definitions suggest that inter-organizational trust is the willingness of a party to become vulnerable through the delegation of an action (Mayer et al., 1995). Due to the pandemic, digitalization has been accelerated dramatically in academics and business situations. As a result, there are increasing opportunities to deal with online communication. This study explores online communication focusing on trust-building.

The data was collected from the online interactions in the multinational team. The joint international project took place in 2020, and participants worked together as a virtual team to provide English lessons for children in Japan and Georgia. Participants were gathered from several countries. English as a Lingua Franca (ELF) was the working language among team members. This study explores two dimensions of intercultural communication: building trust online and discursive trust-building among ELF users. Trust-building in virtual teams influences the effectiveness and outcome of the project. In order to investigate online trust-building among ELF users, this study poses two research questions as follows.

- 1: How do the participants build rapport and trust by using a combination of online mediums?
- 2: How do the participants demonstrate trusted action in virtual team communication to achieve the project goal?

When the participants from various linguistic and cultural backgrounds worked together online, negotiation to maintain or enhance face (Spencer-Oatey, 2005) was often seen in online meetings and text messages. Data was analyzed with rapport management as the theoretical framework (Wang & Spencer-Oatey, 2015). The findings suggest that face co-construction would reduce problems related to language use and support trust-building. Among team members, face was constantly managed, negotiated, and co-constructed in interaction (Wang & Spencer-Oatey, 2015). As a result of rapport management strategies, cooperative and trusted actions among team members emerged. The study contributes to developing virtual communication strategies among ELF users.

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The Construction of the Other; Linguistic Constructs in the Service of Power

Aggregation of modern states has failed to reassure their citizens against the deeply inculcated phobia of foreigners who are assigned vicious would-be actions if accepted in the community. The fears of locals grow on the nationalistic messages that aim exactly at creating distrust in foreigners whose evident (skin colour) or presupposed characteristics (sexual assaulters) are sufficient grounds for meanness. The portrayal of foreigners as different is intentional and it exploits fears that confirm to the locals their stereotypical representation of foreigners. When speaking about foreigners, the locals reproduce concepts, ideas or theories they have taken over from their manipulators. It is the construction of otherness that this paper takes a special interest in as it actually is a diffused backreading of the original manipulative scaffolding of otherness. This research is keen on identifying the keywords that trigger visceral intolerant reactions to the others and it is engrossed in analyzing how these keywords coalesce to create a discourse of hatred and rejection. The keywords that are chosen to represent a stand against foreigners are well chosen as they designate basic endearing concepts the locals find comfort in which makes any attack against them a ‘real threat’ and something that is worth fighting for. The hypothesis advanced by this article is that iconicity of keywords is claimed and scaffolded depending on the threat and it is chosen from a pool of concepts roughly outlined. Each keyword has a great potential to subliminally address people’s prime concepts and feelings and to stir restlessness that will immediately trigger rejection. Words and grammar structures in themselves can hardly be considered manipulative, but any speaker’s intention when transposed in words does have a great potential of becoming manipulative. Thereupon, the main purpose of the article is to capture the linguistic structure and functioning of the ‘foreigner’s blame’, the elopement of the locals’ responsibility when establishing guilt and the construction of the bigger disaster that is yet to happen. Secondly, the antagonisation ‘we’ vs. ‘they’ is an insidious way of mirroring the locals’ positive attributes by comparison to the good-for-nothing foreigners that ‘steal jobs and opportunities’ the locals could have otherwise taken advantage of. In testing the above hypotheses, the best tool to help with the analysis is Critical Discourse Analysis (Fairclough 1989, 1995; Kress and van Leeuwen, 1990; van Dijk, 2004, 2009) which deals with the way in which certain categories or individuals abuse power as it happens in the case of linguistic manipulation.

Keywords: *otherness, power, power abuse, fear, manipulation*

Cristina Silvia Vâlcea has taken a special interest in researching teaching methods and she is particularly interested in adjusting teaching English methods to students' needs and abilities. Secondly, she has been teaching lexical structures as she construes vocabulary as a facilitator to language learning. She is equally engrossed in teaching grammar as it organizes language and gives students a vision of the language. Thirdly, she has long been embroiled in turning ESP an accessible area for the professionals who need to further their technical knowledge in top industries where English has become the preponderant communication language. Last but not least, she has run studies in the social embodiment of genders and has taken a deep insight into the role of ideology in the rendering of social roles.

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Articulation of Community Identities through Songs, Stories, and Motifs of Gujarat, Rajasthan, and Malwa and Inherent Environmental Practices in Them

दशकूपसमा वापी दशवापीसमो ह्रदः ।

दशह्रदसमः पुत्रो दशपुत्रसमो द्रुमः ।

A pond equals ten wells, a reservoir equals ten ponds.

A son equals ten reservoirs, and a tree equals ten sons!

Matsya-purāṇa 154:512

India has a cultural fabric that is diverse and pluralistic. Closely interwoven into the fabric is the religious identity of people. The shaping of concepts associated with religion and culture and how they are an integral part of the social and national tapestry, is both, dynamic and rich. The rituals and mores attached with Hinduism are not just from the Brahminical texts or from the epics. They are in fact, derived also from the folk and oral traditions of the country. A great deal of orality is ingrained in the ritualistic and ceremonial aspects of Hinduism. The celebration of festivals and religious ceremonies are marked by singing of religious songs (known as bhajans), stories (known as Kathas) and even songs that are secular in spirit. There are also motifs which are either handmade by members of certain communities or bought in the form of stickers and posters for use during festivals and religious ceremonies.

They are community specific, and therefore not as much a part of the mainstream as the Brahminical texts. Nevertheless, the socio spatial contexts in these narratives are strong, as they not only voice the cultural ethos of the particular communities and speakers of a language, but also enrich the pluralistic fabric of the cultural and religious identity of the nation. These voices have remained strong and have retained their identity, even in the midst of hegemonic Sanskrit texts and the epics. There is a dialogic between the mainstream and the periphery which is the unique feature of this discourse.

Many of such songs, poems, and motifs blend into them animals, birds, trees, shrubs, water, fire and other elements of nature. Nature and its worship have always been a part of the Indian tradition. The folk and oral traditions cannot be excluded from this discourse. The inclusiveness of Hindu culture and the space it creates for various life forms is reflected in these traditions. The importance that is attached to these forms due to the force of religion behind the concepts, makes them sacred. There is an inherent subtext integrated into these narratives to safeguard the environment (though not explicitly stated nor interpreted by many from that perspective). For the present paper, I have taken some ritualistic songs, stories, and motifs from Gujarat, Rajasthan, and Malwa (in Central India) to trace and analyse how these represent the community identities and have in them, an inherent message of sustainable environmental practices.

The songs, stories and motifs are symbols of culture. The symbolic nature of culture, how material symbols represent abstract, even unrelated ideas is meaningful, for linguists, sociologists and ethnologists. Max Weber has regarded them as important elements of culture. The symbols vary from place to place but are enduring and they bind communities into a sense of identity, different from other cultures. Culture, even if does not offer ultimate values, shapes the repertoire of skills and habits which in turn shapes actions and behaviour of people “as a tool kit of symbols, stories, rituals, and world-views”. Epistemologically, the study of ecocentric values inherent in the cultural symbols such as songs and motifs of Rajasthan, Gujarat, and Malwa, is postmodern, since it does not adhere to “Enlightenment Evidentialism”, and in case of Hinduism, would also differ from western epistemology. The paper would endeavour to examine and interpret how Bioregionalism has been forged in these songs, motifs, and stories effortlessly.

Methodology: The methodology will consist of a first-hand interpretation of the resources available to decipher bioregional approaches in them and also highlight the role of the repertoire of indigenous knowledge as the preserver of environmental ethics. This would mean a dialogue with members of these communities, who are my colleagues, and also seeking their help in translating the songs and stories and in interpreting the motifs. They have also made available the two texts- Shubham Geet Gunjan compiled by Manju Lada and Aradhna compiled by Manorama Sodhani, which I will make use for citing examples. The texts are compilations of the songs and stories that are associated with religious ceremonies performed in specific months or during festivals. These have been part of the oral traditions of these regions. I will also interview telephonically, Mrs Manju Lada, the woman from Udaipur in Rajasthan, who has compiled the Rajasthani stories and songs in book form. Apart from these, I will make use of journal articles, books, and resources available on the web.

Keywords: *Orality, folk traditions, motifs, songs, community identity, sustainability, environment, Bioregionalism.*

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The Age.Vol.A App: Bridging the communicative gap between the elderly, their families and foreign

With this paper, we wish to present the Age.Vol.A (Ageing, Volunteers, Assistants. Multilingual Tools for Assisting the Ageing) App, whose pilot version is currently being finalized at the Universities of Varese and Milan (Italy) and is being released in June 2022. The App is the main practical output of a four-year research project bearing the same name (2018-2022) that received major funding by Fondazione Cariplo (2021), one of the world's main philanthropic organizations. The project's aim consists in facilitating communication between elderly Italian citizens living in the northern Province of Varese (Italy) and assisted by foreign caregivers, the elderly's families and the foreign caretakers themselves. The wider scope of the project is to ultimately improve the health and wellbeing of all the social actors involved in these often delicate family settings (Vicentini/Grego 2019). For example, (foreign) caregivers, who "are not family members but often end up making up for weak or non-existent family networks, and their relationship with the older people they look after often merges into that of an unofficial relative. They are relied upon, confided in" (Brannigan et al. 2020).

Age.Vol.A started off with the objective of shedding light on the experience of assisted ageing in a country which ranks among the four oldest countries in the world (Istat 2020) and provide technological tools for bridging the communicative and cultural gaps between the three above mentioned social groups. Specifically, the Age.Vol.A App is introduced, illustrating the mixed-method – linguistic, statistical and sociological – research applied in the collection of the data, administration of interviews and needs analysis carried out among the interested social groups, in order to determine the content of the App (Russo et al. 2020). The selection process of the material to include is then described, together with the recommendations received by local institutional parties (the Varese Town Council, health authority and welfare institute) about specific themes and aspects they considered relevant. Finally, the step of translation and localization into six languages (English included) of the output of the research is outlined, focusing on how the actual languages (e.g. Ukrainian rather than lingua-franca Russian), or even the local varieties of the standard languages (e.g. Spanish and Russian) spoken by the caregivers in the Varese Province were specifically targeted, based on the statistical research carried out at the beginning.

The Age.Vol.A. App shall be distributed free of charge to all involved social actors, and is hoped to represent a practical output of multi-disciplinary, applied research that is beneficial to society, albeit at a limited local level thus far, and that brings the academia closer to the needs and expectations of their territory-s population

Keywords: Northern Italy, elderly care, foreign caregivers, sociolinguistics, statistics, translation.

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Poland’s “third world war” against the European Union

When in his interview given on October 24, 2021 to the “Financial Times” the Polish prime minister Morawiecki attacked the EU with martial rhetoric, using hyperbolic metaphors such as “if the European Commission starts the third world war” by withholding financial funds for Poland or that Europe makes demands “with a gun on our head”, and stated that his government would “defend our rights with any weapons which are at our disposal,” the rising tensions between European authorities and the right-wing dominated Polish government reached a new peak. At the same time, the transgressor could be sure that the representatives of the EU would not respond in the same provocative language: the European Commission had to stick to more diplomatic terms, even if individual members did not conceal their frustration about the Polish attitude. Thus, what we witness here is also a linguistic conflict between two communities of practice: the vocabulary preferred by a right-wing nationalist party (ruling or not) is not automatically available to a supranational institution that has to adopt an unbiased stance and act in a most neutral way.

What this means for the perspectives of a successful dialogue will be discussed in the talk. Moreover, since the alleged incompatibility of elements of EU law with the Polish constitution that caused Morawiecki's outburst is only part of a much more complex battle over the already realized restructuring of Poland's court system and the resulting threat to the Polish judicial independence, this background will be briefly characterized. To complete the overall picture, the recent Czech complaint against the Polish lignite mine in Turów that resulted in a daily fine of half a million € to be paid by Poland will also be mentioned (see N. Thielemann's and M. Berrocal's contributions to Estidia 6). The aforementioned linguistic contrast represents, however, only the upper level of the conflict: on the level of the Polish and the European parliament, discourse practices become much more variegated and are free from diplomatic bans on outspoken verbal aggression. The conflicting sides incriminate each other of attempted blackmail. To this polyphony, social media (e.g. the Polish hashtag #trzeciwojna) add new polemical notes including sarcasm and multimodal messages, notably conveyed by cartoons. My presentation aims at illuminating this complex interplay of voices by: (1) reconstructing the conflicting and notably the inconsistent argumentative patterns on both sides, (2) exploring the role of ensuing metacommunicative comments (for example by the Polish government spokesman, who declared that Morawiecki's wording was simply hyperbolic), (3) assessing the weight of implicit communicative acts in the different media by taking into account the impact of presuppositions, implicatures, rhetorical questions, irony, allusions etc., (4) ranking the provocative strength of the most salient key words, such as "third world war", by counting echoes in Polish government comments and EC statements, Polish and European parliamentary debates and (re)tweets. These are the principal sources of data for the investigation. The methodological tools to achieve the said aims are Neo-Gricean pragmatics (Levinson 2000) including Relevance theory (Sperber & Wilson 1987), argumentation theory (van Eemeren & Grootendorst 2004) and quantitative discourse analysis. It is hoped that the conclusions to be arrived at will allow to formulate general rules describing how supranational institutions linguistically interact with similar confrontational behavior of their member states.

Prof. emeritus Daniel Weiss earned his PhD degree at the University of Zurich. In 1982 he obtained the chair of Slavic linguistics at the University of Hamburg, from 1988 till 1993 he held the chair of Slavic and Balkan Linguistics at the University of Munich. 1993 he was appointed as professor at the University of Zurich. His earlier work was related to discourse analysis, syntax and semantics of Russian and Polish, moreover to the analysis of Soviet propaganda. Among his current research interests are the syntax of colloquial Russian and Polish and the pragmatics of political discourse in contemporary Russia. He has authored more than 160 scientific articles, one monograph and five book chapters and edited four collections of papers.

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T/V distinction in European Hebrew: historical overview and present-day situation

This paper presents my research on the system of T/V distinction in European Hebrew from the 16th to the 20th century. Basic elements of conversational politeness are in the focus of the analysis. Grammaticalized forms of respect do not exist in Modern Israeli Hebrew and are unknown to ordinary Hebrew speakers. In Biblical texts, third person address forms are found occasionally as a rhetorical device, rather than a conventionalized system of T/V distinction.

The system, in which V-forms of address are expressed by a third-person singular both nominal and pronominal address forms, is reconstructed in my research from a Hebrew-Russian phrasebook of the 19th century and traced back to the 16th century in a wide range of various Hebrew sources from letter manuals to translations of European novels. The T/V distinction in Hebrew compared to the similar phenomena in Polish and German, displays its unique traits and is unlikely to be a result of contact-induced change caused by these languages (Yampolskaya 2016, 2021).

The use of third person address forms to express respect and formality became a usual practice for a short period in Mandate Palestine in the 1920s but was rejected by following generations of Hebrew speakers in Palestine and left almost no trace in the language experience of contemporary Hebrew speakers in Israel (Reshef 2019: 57-79).

However, my recent field research in Ultra-Orthodox (mainly Hasidic) Jewish communities of the UK reveals the use of these forms in private and formal inter-community correspondence. Contemporary Hasidic communities typically have two languages for intragroup communication, namely Hasidic Yiddish and Ashkenazic Hebrew (Kahn, Yampolskaya, forthcoming), that are traditionally understood as diglossia with Hebrew used as H language and Yiddish as a L language. Given that contemporary Hasidic Yiddish has tripartite system of address forms, the overall picture of possibilities of address in Hebrew-Yiddish diglossia exhibits quite a complex system.

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On the politeness pronouns as social deictics. Evidence from Romanian

Starting from the notion of *ethos* which is often associated with the degree of directness/ indirectness within an interaction, the purpose of this paper is to address the politeness pronouns within the Romanian pronominal system which function as social deictics. The paper will show that the choice of politeness pronouns depends on the contextual negotiation of relations which take place in the speech event.

Romanian bears politeness pronouns for 2nd and 3rd person singular and plural, which show case, gender and number syncretisms (see (1a,b) below).

1. a. Dumitale vă este frică de înălțime?
 you.2sg cl.dat.2sg are fear of heights
 “Are you afraid of heights?”
- b. Dumnealor se tem de lilieci.
 they.3pl cl.nom.3pl fear of bats
 “They are afraid of bats”

Diachronically, politeness pronouns emerged very late in Romanian; they were first attested in the 16th century (*domneata*, *domneta*, *domnia-voastră*, *domnisale*, *domnisa*) in private documents and in the 18th century with religious texts (cf. GOR, 2012). In line with Vasilescu (2008a) the use of the politeness pronoun as social deictics is attributed to certain variables (i.e. education, age, sex and status), hierarchic asymmetry and the degree of familiarity between the interlocutors. Thus, the use of politeness pronouns depends on the contextual negotiation of relations between the interlocutors, where they can function as strategies of persuasion or minimizing/maximizing equality with the interlocutor as shown in (2a) where the pronoun “*dumneata*” conveys a lower degree of politeness.

2. a. Dumneata te temi de câini, domnule?
 you.2sg cl.acc fear of dogs, gentlemen.voc?
 “Are you afraid of dogs, sir?” (GOR 2012: 403)

In Romanian, pronominal expressions are used for social positions as in (3a) where a noun and a possessive make up a pronominal expression; adjectives can also be used as intensifiers in (3b). Other honorifics can be used in diplomacy or in religious context (see (3c-d) below) (examples taken from GOR 2012:404).

3. a. Măria Ta
 “Your Highness”
- b. Luminat Împărate
 “Enlightened Emperor”
- c. Excelența voastră
 “Your Excellency”
- d. Preasfinția Sa
 “His Holiness”

Last but not least, these honorifics can show different degrees of politeness in what concerns their agreement with the verb. They can show a lower degree of politeness in syntactic agreement with the second person plural of the verb and a higher degree of politeness in syntactic agreement with the third person singular of the verb as shown in (4a,b) below:

4. a. Domnule, puteți semna aici?
 Gentleman.voc can.2pl sign here?
 Sir, can you sign here?
- b. Domnul dorește un loc?
 Gentleman wishes a seat
 “Would Sir like a seat?”

In sum, what the investigation reveals is that Romanian politeness pronouns function as social deictics where their use is determined by contextual parameters selected according to the contextual negotiation of relations among the interlocutors engaged in the speech act.

Keywords: *politeness pronouns, honorifics, social deictics, parameters*

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Bound by trust. Can friendship survive the distance?

Robert Hays (1988) defines friendship as a relationship of voluntary interdependence between two people, which lasts over time and is aimed at facilitating the pursuit of the socio-emotional objectives of both, through manifestations of sharing, complicity, intimacy, affection and mutual assistance. Unlike marriage or engagement, friendship is not built on contracts or symbolic commitments; it is not held together by adhering to the roles of husband, wife, boyfriend, girlfriend, but is based on a mutual trust that is renewed day after day. It is a spiritual bond (Kracauer, 2010) that is originated and nourished through a continuous rediscovery of the affinities of the spirit, demanding a harmony of ideals and the same way of interpreting the world. According to Ludwig Binswanger (1942), friendship involves sharing moments, communicating and “confiding” the respective inner worlds. Some questions follow: are authentic sharing, true communication and the most intimate confidences possible even when two people are at a distance, in the absence of physical interaction? In other words: can the trust on which friendship is founded withstand the pitfalls of physical distance?

According to Democritus and Epicurus, friends should already lead a life in common, in the same place, sharing goods, existential styles, time, *logoi*; Cicero also argues for the need for physical closeness, while for Seneca distance is not a danger for the survival of friendship, since his friend always dwells in the soul of the wise man. The debate on the possibility of friendship between distant people has continued to this day, accompanying the evolution of remote communication methods, in the transition from paper correspondence to digital messaging, from telephone to video calls via online platforms. In defining the people of our time *Alone Together* (2011), Sherry Turkle talks about the “discomfort of connectivity” to describe how new technologies have reduced human contact to a minimum, leading people to place the relationship with their own electronic devices before direct interaction with others, to the point of questioning the traditional concepts of relationships and friendship, while in the entire Western world there is an increase in those who live as hikikomori.

In the current panorama of studies and research, there is no lack of positions that emphasize the positive aspects inherent in the current evolution of friends' dynamics. According to some scholars (Boccia Artieri, Farci, Giglietto and Rossi, 2014), the new manifestations of friendly intimacy through technological devices are legitimate and predominant, to the point that social networks constitute the means and the most complete expression of modern intimacy. By sharing images, thoughts and narrations with a wider audience, intimacy on the net would take the form of sharing a common story in which mechanisms of self and hetero recognition are activated (Hand, 2012).

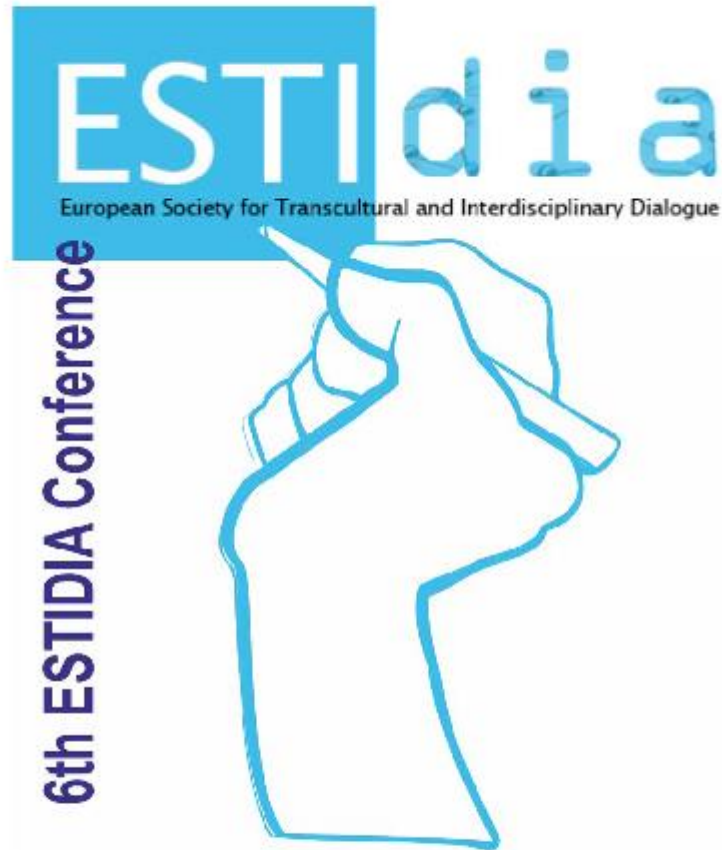
The drastic changes in lifestyles imposed by the Covid 19 pandemic have exacerbated processes that were already underway, partly by messing around the cards: in periods of lockdown, technological tools from potential contributing causes of the thinning of face-to-face relationships have become the only means in able to guarantee the continuation of interactions between individuals who do not live in the same house. For long months, friendships continued almost exclusively online, until the restrictive measures were loosened again, freeing up new opportunities for dating. How have friends relations changed in those months of forced online confinement? What consequences can the consolidated attitude and habit of resorting to remote interactions have provoked in the dynamics of face to face friendships? Are remote interactions perceived as interchangeable with those in presence, even preferable, or are their limits still recognised? Ultimately: have the experience of the lockdown and the intensive use of virtual communication messengers sanctioned the possibility of friendship between distant people or have they sanctioned its failure? Some ideas for reflection can be drawn from the answers obtained on these issues in spring 2020, during the longest and most severe lockdown, when 161 people (19-71 years old), living in Italy (137) and in other European countries (24), were interviewed: in the second part of this paper the salient results that emerged from this survey will be presented.

Keywords: friendship; trust; virtual interaction; pandemic; face to face interaction

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