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ACROSS BORDERS VI:
THE WEST LOOKS EAST

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BOOK OF ABSTRACTS

Plenary Lectures

Beyond Boundaries, Barriers, and Borders
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The end of the Cold War heralded in a new rhetoric of togetherness. Breaking down the Berlin Wall, following the Solidarnosc movement, was about bringing Europeans back together again. Celebrations of this reunification are common throughout European languages, and they reached new heights with the 2007 celebration of the Wall coming down. This is a discourse that rejects boundaries, barriers, and borders. But can we move beyond boundaries, borders, and barriers? Are they not fundamental for the ways in which we carve up the world, in any community, and in any language? Are they not a part of security for us all, at a deeply personal level? And are they not being harnessed by the new political discourse on 'Security'. While the Guardian laments that 6000 miles of new walls are going up, dividing families, communities, and countries, Obama boasts he has tripled the number of border guards patrolling the US-Mexican border. This paper will consider the reasons why barriers, borders, and boundaries seem to form part of the spatial logic of any culture. Drawing on philosophers of space (Lefebvre) and the French poetics of space (Matoré & Bachelard), we will consider to what extent European languages like English, French, German and Czech are engaged in a double-talk about boundaries. On the one hand, the market, society, and the Internet is opening up. On the other, new forms of discourse and policies are closing off parts of society, and enclosing us in newly-defined spaces, as insiders or outsiders.

The West Looks East, and What Does It See?
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It is always risky to operate with broad, all-embracing categories like "West" or "East". First, each of them covers a heterogeneous geographical, cultural, and ideological territory. Which is the prototypical West-looking-East scenario: America looking at Europe (is Europe "east" for Americans or is it just "Europe"?), Western Europe looking at Eastern Europe, Europe at western Asia, or any of the above at Far East? Is the north-south apparent polarity perhaps a more apt distinction? Second, looking may be an active, intentional act, and intentions can be diverse. As we face military aggression and fear religious-cum-ideological extremism, do we close our eyes pretending not to see or do we keep them wide open to the contradictions we can neither comprehend nor endorse: Islam's love of light vs. the savagery of its bastardized deviations, the Pashtunwali's apparently illogical combination of hospitality and revenge, etc. Third, looking is usually followed by other action, and that too can vary with regard to capability and intent. Do we want to preach to the "less enlightened" or are we ready to acknowledge their worldviews?

On top of all these questions, who and where are "we", the Poles? To one of our more

enlightened sons, the playwright Sławomir Mrożek (1986), we are "to the west from the East and to the east from the West". Yet, the notion of a "Central Europe" abandons the binary longitudinal divide and capitalizes on a radial schema with this part of the continent as its very middle.

In scholarship, can (some) Polish linguistics live up to the expectations that ensue? If that is too ambitious, an attempt will nevertheless be made to show that the American model of cognitively-oriented cultural linguistics, as proposed by Gary B. Palmer (1996), can not only contribute to but also benefit from a serious consideration of its Polish counterpart, advanced at nearly the same time by Janusz Anusiewicz (1994). More specifically, it is claimed, it can be enriched through more systematic attention to Lublin-style cognitive ethnolinguistics, especially to the latter's rigorous methodology and precise descriptive toolbox (cf. Bartmiński 2009/2012 or Głaz et al. 2013 for a broader if a somewhat critical picture).

It would certainly be naive to claim that the tensions of the West-looking-East scenario can be relieved in this way, let alone that they can be relieved easily. But the scenario's ambiguities and ambivalences, including those inherent in political and social issues, can hopefully be made more approachable.

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Culture Section

British Insular Identities Reflected in Public Attitudes Towards Immigration

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The paper examines the relationship between British insular identities and British public attitudes towards immigration. It argues that Britons have always felt uniquely different from the mainland peoples and attempts to prove that this off-shore mentality – produced by the combination of geographical position, climate and historical legacy – can now be

found in the tendency to misjudge the number of 'strangers' in the UK and to see immigration as the biggest national issue. The author tries to avoid crude determinism of geographical factors in defining the national character of the British yet attempts to capture the British exceptionalist identities as expressed in current immigration debate.

Immigration figures prominently in public policy discussions throughout Europe. Public attitudes towards the process are undoubtedly linked to widespread concerns about self-interest of European societies involved. However, to the British, it seems to be an even more important social and political issue than to German, Spanish or French citizens.

The paper analyzes the findings of such high-ranking opinion polls as Eurobarometer, Ipsos MORI, the University of Oxford's Migration Observatory, Migration Watch, et al.

The National-cultural Specific Character of the Concept of "Acting" and its Verbalization in English and German Film Reviews

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The research of culturally meaningful information is carried out within the boundaries of cognitive linguistics from a perspective of concepts and the spheres of concepts and cultural linguistics as the reflection of the naive world image in the speech of the representatives of the linguocultural community in different discourses and texts of culture.

The concept is the mental creation which accumulates our knowledge about a certain fragment of reality, the structure of representation of knowledge, the meaningful unit of collective consciousness, the element of the sphere of concepts and/or linguistic world image, the element of objectivation of culture in the consciousness of an individual.

The comparison of the national spheres of concepts allows to elicit the national specific character and the asymmetry of the conceptualization of common phenomena in the consciousness of different nations.

To sum up the results of the research of the categorial and field structure of the concept "acting", it should be noted that the core of the nominative field is presented by a larger number of nominations (*play, performance, embody, acting / action*) in English film reviews than in German (*Spiel/spielen, verkörpern*). The subject and object of acting are the core cognitive classificatory criteria in the field structure of the concept in both languages. In the structure of close and far peripheries we observe some differences too. Thus, the close periphery of the concept in English reviews is presented by cognitive classificatory criteria: *the delivery of image* (12), *the manner of performance* (10) and *the evaluation of acting and the prospects of success* (10). The far periphery includes the criterion: *the appearance of the actor in a scene* (3). The close periphery of the concept verbalized in German reviews is presented by the cognitive classificatory criterion *the manner of performance* (9) and the rest of the criteria belong to the far periphery.

Thus, the contrastive analysis of the concept "acting" allows to make a conclusion about its quantitive and cultural asymmetry. This can be proved, firstly, by the fact that in English film reviews the concept itself and its components are verbalized more often

(*play (24), performance (20) vs. Spiel, spielen (20); Actor (23), Star (12) vs. Schauspieler (16), Darsteller (8)*). Secondly, acting undergoes a more thorough analysis in English reviews (95 % of analyzed reviews) while in German reviews it is mentioned much less frequently (55%) or is not mentioned at all.

Keywords: film reviews, English-German contrastive analysis, lexical structure, cognitive paths, recipient strategies.

British Asian or Asian in Britain? Identity Formation of South Asian Immigrants in Britain.

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People have always been on the move and crossed the borders to find better living conditions. In post-war years a great number of immigrants from different parts of the world arrived in Britain. Many of them came from the former British colonies but it was immigrants from the Indian Subcontinent who became one of the most numerous minority groups. They transformed the so-far homogenous British community into the ethnically diverse society. This became a serious problem for some natives who disapproved of the Commonwealth immigration and reacted unfavourably to the changes that affected their nation. This paper intends to explore how British society perceived the newcomers and how the arrival in Britain influenced immigrant identity formation. I try to show the problems immigrants had to face while settling and adjusting to the new country. My paper will also show how well South Asian immigrants have managed to integrate into British society.

English-Chinese Lexical Contacts as an Issue of Relevant Directionality

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Borrowing is a universal linguistic phenomenon. With respect to the chosen pair of languages it is endowed with two-way directionality revealing a subtle interplay of convergence and divergence as regards its quantitative and quantitative characteristics. An array of social-historical, cultural, political and general or quite specific   linguistic factors concomitant to either way of this interaction will be discussed.
The collection of Chinese loans in English may well exceed 1,000 items of versatile nature   verifiable both by   lexicographic sources and corpora. Some novelty in the description of the problem is deemed to lie in the involvement of wider inlets of Chinese penetration into English than before. These are   traceable to new Asian varieties of English subjected to the Chinese influence as well as to the impact on the established and accepted   varieties of English on the part of geographically scattered Chinese diasporas. The spheres of functionality and measured morphological and syntagmatic adoption of such loans as China grass, China ink, Chinaman, Chinaman's chance, China orange, China silk, China tea as well as many others will be provided.

In the second part, the analysis goes to the five types of English-rooted loans in Chinese: phonetic loans (e.g. sha fa /sofa), translation loans (re gou / hot dog), phonetic loans with a semantic component (mo to che / motorcyle), graphic loans (jing ji / economic), descriptions (zi ben zhu yi / capitalism). Due attention will be paid to those cases of English penetrations into Chinese that go beyond the rigid typology.

Although the overall number of English loans does not seem to be too high (cf. Liu Zhengyan *Dictionary of Borrowings in Chinese*, Shanghai cishu press, 1984) it has experienced a considerable upsurge in recent decades, hence a full-fledged and up-to-date dictionary of Chinese Anglicisms seems feasible.

Both directionalities of the inter-linguistic contacts and their results will be subjected to a detailed chronological, referential, semantic and functional analysis.

Keywords: English loans in Chinese, Chinese loans in English, lexical contacts, lexical inlets, interlinguistic analysis.

Discourse Markers on Twitter

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Internet based social networks enjoy great popularity these days. Of them, Twitter (http://twitter.com) is so popular that 400 million messages appear on it daily. Twitter is an internet based microblogging service through which registered users can send text messages to each other. Twitter messages, called tweets, are very short, using a maximum of 140 characters. In the reduced communication required for tweets (Honeycutt–Herring 2009, Boyd–Golder–Lotan 2010), many discourse markers also appear along with content words. This presentation aims to demonstrate that the dialogic situation of Twitter can explain the relatively great number of discourse markers used, since the communicative situation requires the use of such elements. Users of Twitter employ them to link segments of discourse to each other and to mark pragmatic relations, using a specific strategy of story telling during the process. Tweets always start *in medias res*, with no lengthy introduction or explanation. First, discourse markers are used to assist the contextualization of the sender of the tweet, and, by referring to the wider textual context, they can shorten the description of the situation. Second, discourse markers are used to mark text coherence between successive tweets. And third, they can also express the attitude of the sender of the tweet. Since discourse markers have both emotive and expressive functions, they can easily involve the recipient in the communication process, during with Twitter users use discourse markers also to maintain phatic communication. These uses of tweets make these written messages very similar to spoken language.

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Immigrant Reality in the Light of Cultural Differences in Nadeem Aslam's Maps for Lost Lovers and Monica Ali's Brick Lane

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This paper examines two immigrant Muslim enclaves within modern Britain, Pakistani and Bangladeshi, as depicted in Nadeem Aslam's *Maps for Lost Lovers* and Monica Ali's *Brick Lane*, respectively. In the face of recent attack at Charlie Hebdo offices and the debate it has sparked worldwide the theme of the cultural gulf between the Western world and its immigrants seems to be more valid than ever. *Maps for Lost Lovers* is a migrant tale set in a largely Pakistani town in England called Dasht-e-Tanhaii. The novel revolves around the disappearance and murder of two lovers Jugnu and Chanda who become the subject of discussion in the closed community. *Brick Lane* follows the story of Nazneem, a young Bangladeshi woman who travels with her husband to London where she experiences the dislocations of a migrant experience. Both authors scrutinize the close-knit relations within the immigrant circles and their relations with white Britain. In a twist on the colonial othering of the East by the West in Aslam's novel it is the Pakistani community that views white Britain as inferior in order to shape its self image. Any intrusion of the Western worldview and values is seen thus as threatening their sense of worth and is rejected by the conservative members of the community. The inevitable cross-cultural encounters have, in this context, devastating effects on the lives of individuals and entire communities. For Nazneen, in contrast, migration sparks a transformation into an independent and self-reliant woman. Instead of adhering to her culture she steps out of the domestic sphere and engages with the outside world, even if her success comes not without a price. The East-West encounters presented in the novels will be analyzed drawing from, among others, theories by Homi Bhabha, Edward Said, Timothy Brennan, and such alternative views on cross cultural meetings as glocalization.

The Elephant in The Room – Avoiding Topics and the Challenge of Intercultural Communication.

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The Global Understanding programme of Krosno State College provides local students with the opportunity to communicate through a virtual platform with peers from countries that are distant both culturally and geographically. During a 3-week link period, students have 4 meetings to discuss College Life, Family, Religion and Stereotypes. There is also a collaborative task to be conducted outside of the classroom and shown in a final meeting as a co-authored presentation. Thus during the link period, there is intensive communication on a range of topics, and the Polish students and their foreign partners are

reliant on each other to work in collaboration to complete the requirements of the course. The arrangement forces the students to co-operate interculturally.

However, during the links successful intercultural communication is often hampered by the Polish students' reluctance to deal directly with certain topics and issues. The difficult topics are not only the most personal ones – religion and stereotypes – but also college and family, which is surprising given their relatively benign nature. In answering questions there is a great deal of linguistic deflection and uncertainty avoidance. Moreover, feedback comments indicate that the students are aware of their behaviour and that it is a deliberate tactic.

The present study proposes to analyse the methods employed by Polish students in avoiding certain topics and questions. The corpus data will be drawn from student feedback reports, observation of meetings and interviews with students. Examination of the avoidance issue will enable the research to suggest approaches to deal with the problem and foster greater intercultural communication between Polish students and their foreign partners in the future.

#WhereIsPutin: Global Media, Rumours and Humour
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In early March 2015, the President of Russia, Vladimir Putin, disappeared from the view of the media for more than 7 days. Immediately, numerous speculations arose about the reasons behind his disappearance, and witnessing the topic as it grew into a global issue gave an insight into the workings of contemporary information society, its need for infotainment. This presentation dwells on the characteristics of present-day participatory media and its effect on the dissemination and content of folklore, taking the incident of Putin gone missing as a case in point.

Similarly to present-day urban legends, conspiracy stories are told in crisis situations. The general atmosphere of suspicion and fear, poor availability of information through the institutionalised channels, its vagueness and inconsistency boosts their spread among people. Media carries an important role in the process of creating rumours through hyping news that show inconsistency, pose a question, present a puzzle, and together with rumours also humour arises. The wider public builds its lay theories on the existing information complemented by fantasies, earlier experiences with similar events and folklore, for example stories about the death, doppelgängers and disappearance of pop idols or political figures.

German or English? Language Contact and Language Education in the German-Polish Borderland
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In the time of globalization (cf. Lenz/Schwenken 2003: 147) the bi- or even multilingualism of individuals is quite a common phenomenon (cf. Shin 2013: 24f.). On account of the four EU freedoms, national borders, particularly in the Schengen Area, are

becoming more and more blurred, often leading to the cross-border hybridization (cf. Mezzadra, Neilson 2013: 61). These processes call for inhabitants' openness towards the neighbor's language. That is also the case of the German-Polish border. The linguistic diffusion processes are particularly well evidenced in the so-called "twin cities", where free movement of people is an everyday practice and where the linguistic landscape is very colorful.

Trying to define the linguistic phenomena in the German-Polish border area one should refer to the category of the Third Space by Bhabha (2007), understood as the area of the negotiation of intercultural communication strategies. This concept convincingly reflects the process of language contact taking place in the borderlands, which are the space between cultures.

The aim of this paper is to present partial results of my research project (the sociolinguistic component) which is being conducted on the Polish side of the German-Polish border. The inhabitants, but also the local politicians, of the German-Polish border region are facing difficult decisions considering the bilingual education of the children, given the dominant role of English as a *lingua franca* and the asymmetric situation of the German-Polish language contact.

The analysis is focused on the institutional level of German-Polish language acquisition and demonstrates the language policies of eight Polish border towns or villages as well as educational institutions towards bilingual education.

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Why Can't the West Understand the East. Cultural Values in British and Polish Press

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My point of departure is the observation that reading the British press always brings surprises and a great deal of enjoyment. The source of enjoyment is sometimes the choice of events to report, the focus on the quirky, eccentric, rather than sensational, the cool, commonsensical , rational rather than emotional, but also the language, which, between the lines of text, brings out the hidden assumptions – the underwater part of the iceberg, the invisible roots of a tree or the innards of an onion, to use the now familiar metaphors. It is these hidden assumptions, sometimes referred to by researchers, such as Geert Hofstede and Shalom Schwarz, as cultural values, that are worth recovering. It is also

worth looking at the influence of a further or a closer vantage point on an event, which - not necessarily surprisingly – results in a distortion of a picture: in one of the articles of the Telegraph, Warsaw is said, for example, to be "a gorgeous medieval centre" or to use a much more controversial example, the Daily Telegraph or Daily Mail have occasionally written of "Polish concentration camps". In my presentation I will briefly look at some examples of both the hidden assumptions and distortions due to a distant perspective, as well as look at the reports of the same events by both the British and Polish press.

On Contemporary Inter-Ethnic Contact and Speech Perception

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There is a reasonable belief that negative conceptions, or stereotypes, are often developed about
communities and individuals we have little opportunity to directly encounter. It is common knowledge that factors like a foreign culture or language can give rise to such situations. If we are also to accept that the acquisition of a second/subsequent language is likely to be ongoing, never reach the point of perfection (Riney & Flege, 1998; Ingels, 2010) this issue becomes further exacerbated. Despite this, studies from sociolinguistic and sociophonetic fields still bring insights into how some speech styles (Ting-Toomey, 1999; Hinrichs, 2011; Todd, 2014) and even lexical items (Heller, 1995; Baxter and Peters, 2012) can be adapted to fall more in line with local norms.

This study examines the notion of there being social 'melting pot', which is often borne from observations of regional and national census data. It furthermore investigates the extent to which, in terms of inter-ethnic linguistic awareness and personal contact, one may actually exist within the UK.

The results of the work benefit from the use of large-scale data and the two interrelated topics are addressed via employing carefully designed measures and auditory-pereptual experiments.

This research is progressive in that, for the first time, mulitple diasporic communities are
considered and examined together. Its findings and outcomes are believed to be especially robust due to the fact the study uses: (1) an urban setting which is more ethnically diverse higher than the national average; (2) participants drawn from outside any rareified confines of academia; (3) method which promotes frank reports on non-native communities and their respective speech styles. As a consequence, the work provides us with a wider aand deeper appreciation of migrant speech and some motivations for language maintenance/attrition.

Keywords: Non-Native Speech; Diaspora Groups; New Englishes; Culture and Identity; Language Maintenance and Attrition

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Metaphorical Image of Animals in Eastern and Western Cultures

Fritz Koenig, Yali Li & Matthew Lawson

USA

To protect and sustain the environment is a major item on government agendas worldwide. Each year, international agreements are made and the most popular issue in public opinion is the highlighting of endangered species. Hand in hand goes a large amount of research in the area.

However, little research exists on the topic that animals are perceived in a completely different light in various cultures. So it is important to consider the significance given to specific animals in different parts of the world. This paper attempts a beginning of such a study concentrating on the metaphorical use of animals like the dog, the wolf, the horse, the chicken, the dragon, etc.

Wolves, for instance, observed by Patterson (2000), are elusive, avoid humans and are devoted to their family packs. Humans are not the wolf's prey. Even though there is no record of any human death from a healthy wild wolf, the public is still ignorant about the real, as opposed to the demonized, wolf of our myths. In fact, a dog bites a human in USA every 30 seconds and domesticated dogs kill 32 people a year in the USA. Perhaps wolf control is more about understanding ourselves rather than wolves.

This concern with human-animal relationship has expanded dramatically in the last few years, leading to radical reconceptualization of the nature of human-animal relationship. We want to study this issue along with the traditional metaphorical image of animals.

The Etymological-cultural Layers in the Numeric Theory of Synonymous Verbs in English

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The synonymy of English verbs is given in non-alphabetical strings of constituents. They reflect an evenly descending scale of sense proximity between the headword and each subsequent string member. Suggested in the present paper is an uneven model of sense proximity obtainable from the reversal of the thesaurus. With this purpose all the lexemes occurring as constituents within the strings become headwords of the reverse strings and the headwords of the direct strings, where each of such lexemes occurs, fill in the constituting positions of the reverse strings. The values of the proximity metric of a synonym to the headword are to be calculated on the basis of the number of synonyms and an ordinal position of the given constituent in the respective string.

As a result of the reversal the distancing step within the string is basically uneven. Also, there could be two or more constituents with the same value of semantic proximity to the dominant, unequal sense proximity values ascribed to the same lexeme owing to its polysemy in the direct thesaurus, unfilled gaps in some segments of the proximity scale as well as non-uniform asymmetry in cases of reflexive synonymy and thus plausible representation of the respective strings in terms of vector analysis and angular geometry.

Twenty of the existing thesauri have been processed as construction models to yield the total of up to half a million of relevant weight factor values in the reverse synonymous strings of verbs.

In view of the tripartite etymological stratification of the entire lexicon of English into verbs of native, Latinate and/or French origin the numeric theory of their thesaurus is to concentrate on the peculiarities of the reverse construal of synonymous build-up in the respective etymologically homogeneous/heterogeneous (sub-)strings of diverse lengths and composition in the entire thesauri or their justifiable thematic parts. The intrinsic characteristics of the thus construed onomasiological (sub-)layers of English verbs are agued to be bestowed with an amount of cultural-historical significance and/or sociolinguistic relevance.

Keywords: synonymous verbs, proximity, etymological layers, cultural-historical significance.

Reading the Intercultural in the Cross-etymological: Suffix Rivalry of English Deverbal Derivation

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The etymological make-up of the deverbal word-formation in English is characterized by the complementary distribution of a single native and one or more (some extendable by morphemic variance) borrowed suffixes both in the sphere of nouns and adjectives. We study the binary and polynomial juxtapositions of shared-root suffixed coinages within

action, factive and agent nouns as well as present participles/adjectives and past participles/modal adjectives. The suggested electronic framework seeks to draw the exhaustive lists of pairs, threes and larger sets of coinages with attention to patterns of chronological distances and their visualization within such groupings.

The filling of a rival coinage with a foreign suffix could occur as an anaphoric, cataphoric or bundled (same-time) entry into the recipient lexicon with respect to the native suffix derivative. The semantic-functional relationships between the counterparts of such pairs will be considered as well as their extension over the phorics (pre-emption/complementation) within larger paradigmatic sets of shared-root derivatives. Some attention is to be paid to the variant OED/MED earliest quotations and corpora verification of the material as well as to the affiliation of derivational bases to the classes of verbs in the thesaurus. When attached to verbs of French and/or Latinate origin coinages with a foreign suffix depending on the width of the transposition time might stay within the verb-coinage(s) multiple contact link between the source and recipient lexicons. Some of such links are argued to have been marked by considerations of historical-cultural relevance. We will also try to focus on the peculiarities of etymologically heterogeneous suffixal duplicity in the verb-induced word-formation beyond the Middle English period.

Keywords: word-formation, verbs, derivatives, etymology, suffixal duplicity, relations within shared-root sets.

Choosing an Orthography: Three Case Studies from West Kalimantan

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In a partial report on fieldwork on the island of Borneo (2014-2015), I note patterns and differences in considerations people make when determining a writing system for their languages. All three of the writing systems-in-progress were developed by missionaries in the 1970s. The first community, Hobongan, has the most written material available. Their main difficulty is with the glottal stop; the sound is currently written as an apostrophe, and it has been suggested that they instead use 'q' because they do not read the apostrophe as a letter and because the children want to use modern technologies, such as texting, which the apostrophe makes inconvenient. The Hobongan look to Bahasa Indonesian, the official language of Indonesia, headquartered in Java, rather than to the west, where the missionaries originate. Their primary objection is that Indonesian does not have a way of writing the glottal stop. The second community is the Taman, who have almost no written material in their language but who have routine contact with the Indonesian majority. In this case, the Taman people look to Indonesian as well—they would like their writing system to look like Indonesian in order to attain by proxy the political and social status that Indonesian has. The third case study is on Daqan, which has only a few Daqan speakers being literate in any language (Indonesian). They, too, consider Indonesian the standard, but because their own orthography is new to the speakers of Daqan, they are more willing to hold community meetings to determine what aspects of the recommended orthography will work for them and be most learnable. The discussion of writing systems is therefore dependent on the west-to-east –to-east aspect of

sociolinguistics in Indonesia as well as on the amount of exposure to Indonesian and to writing that the communities have.

The Language of Hippology in the Aspect of Multiculturality of the Polish South-eastern Borderlands

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Foreign language vocabulary settles into another language usually under the influence of the contact of cultures, colonization, occupation, new naming, the language being fashionable, and many other factors.

Hippology vocabulary included in the Baranowski's dictionary of four languages, „Hippologie vom A bis Z" lexicon, as well as the dictionary of equestrian tourism by O. Kozak was analysed on the basis of own linguistic experience. Common vocabulary with German, Roman, Latin, and Greek root was found for the terminology in Polish, German, Ukrainian, and Russian.

It was found that there are 105 words in common use in Polish having a common German origin with the German terminology, and 78 such words in the Ukrainian language, and 58 in the Russian language. They covered a wide variety of topical issued and their borrowing was seen in the Polish language to a greater extent as a result of 150– year partitions (Austrian and Prussian) in the areas of Poland than of the earlier German settlement.

A much smaller range of vocabulary borrowed from Germanic languages in the equestrian terminology in the Ukrainian language and even smaller in the Russian Language – with a much wider range of German settlement within the areas covered by these languages than the Polish lands may indicate a more significant impact of the events from the 19th century on the modern language than the possible impact of the earlier events.

It was also found that, although not very numerous, there are also reverse influences – from Polish to German (e.g. pejcz [Die Peitsche] – [whip]) or from Russian to German (e.g. dorożka [Die Droschke] – [droshky]) or from French.

Many words had their origin in the Romance languages (French – over 20, Latin over 40) or from the Greek language. Another group consisted of phrases and names concerning the names of breeds and types of horses, which were regarded as untranslatable and were listed separately, although they had accretions from the language of the country in which it was used or their own "transformed" sound.

Austro-Hungarian War Navy at the Outbreak of World War I

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Austro-Hungarian War Navy, brought into being together with the dual Austro-Hungarian monarchy in 1867, was a continuation of the Austrian war navy founded at the end of the 18th century (during the reign of Joseph II) and the Danubian fleet, which originated from the 17th century. Austrian war navy, starting in 1786 from the number of 160 officers and sailors, reached the size of 11 000 in the late 1850s, and over 33 000

men at the outbreak of World War I. In 1862 a Ministry of Navy was created, to which the merchant fleet was also subordinate. After 2 years, it was resolved, and the war navy returned under the headship of the Ministry of War, having its own Sea Department. After 1867, Hungary became involved in maritime affairs. The first chief of the Austro-Hungarian Sea Department was the victor of Lissa (20.07.1866), admiral Tegetthoff, who invested a lot of effort in the extension of „his" fleet, maintaining this position until his death in 1871. The fleet, according to Tegetthoff's plans, was supposed to be stronger than the navy of the potential rival, Italy. During the period of peace Austro-Hungarian ships operated not only on the Adriatic, but also at the coasts of Asia, North and South America and on the Pacific. They also took part in the exploration of the Arctic, discovering the Franz Joseph Land – an archipelago in the north western part of the Barents Sea. The ships of the monarchy participated in monitoring the Aegean Sea during the Turkish uprising on Crete in 1896/97 as well, and were part of the intervention forces during the Boxer Rebellion in China (1899-1901).

Austria-Hungary took part in the European armaments race that occurred between the last decade of the 19th century and the outbreak of World War I. The war navy took part in it as well, obviously not reaching the level comparable to Great Britain or German Empire. Nonetheless, the Danubian Monarchy was far from neglecting the Europe-wide technical innovations and tried to keep pace with the great powers of Europe, at least in area of technological advancement of the ships. After the turn of 1906, caused by the launching of the British battleship „Dreadnought", the Austrians built 4 dreadnoughts, by no means neglecting the development of another innovation – the submarine.

The paper shows the condition of the Austro-Hungarian War Navy short before World War I and presents an overview of the ships, generally unknown in Poland, despite the fact that the Kingdom of Galicia and Lodomeria, (as a part of the monarchy), financed building the ships in about 10%. Apart from giving the numerical condition and the tonnage of the ships, in a relatively short way, the paper presents the most important types of battleships, cruisers, destroyers, torpedo-boats, submarines and river ships.

Harro Harring and his View of Poland. Personal and Literary Consequences.

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Harro Harring (1798-1870) was a painter and a writer, a globetrotter and a fighter for the freedom of the nations. He studied at the Academy of Fine Arts in Copenhagen and Dresden, and exhibited his plays with varying degrees of success among others in Munich, Vienna, and Prague. He published his underground publications in Europe in Germany, France, England, Switzerland, and officially in the Americas (in New York and Rio de Janeiro). He was brought up in the awareness of personal and national freedom – as a grandson of a Bonapartist – a soldier in the service of Napoleon Bonaparte. Harring's family, rooted for generations in North Frisia (depressive areas at the North Sea) and he himself at the time of his birth were the subjects of the King of Denmark; when he died, these areas already belonged to Prussia.

As a companion of Byron in the times of the struggle for freedom of the (1821), a few years later he decides to go to war at the side of Russia against the Turkish state – the enemy to the freedom of the nations.

Personal, historical, and territorial complications interweave in his biography from the very beginning in a tragic course of events, and they reach their climax after a specific contact with Poland in 1828-1830, i. e. in the times when Poland was not present on the Map of Europe for several decades. Therefore, he goes to Russia, and he is the closest to Warsaw – the capital of the small Kingdom of Poland ruled by Tsar Nicholas, Grand Duke Constantine. It turns out that the tsar governor knows Harring's poetry and wants to have him in his personal guard. Also, Constantine – a lover of poetry and an opponent of Turkey as a country destroying the freedom of the nations – exercises his power in Warsaw and within the areas of former Poland in a manner so cruel that it was unimaginable in the post-Enlightenment Europe. One and a half year stay of Harro Harring in Warsaw, observing the humiliation of Poles by the Russians, destroying the most valuable citizens, dependence, baiting, bribery, and the use of all possible reprisals – everything was seen to have the impact both on the life of Harro Harring until his tragic death, and on his literary work devoted mainly to Poles and their struggle for independence.

For his pro-Polish activity, Harro Harring experienced persecution by the end of his life from Russia and the countries allied with Russia, which was expressed i. a. by numerous stays in prison, destruction of his literary and painting works, as well as effacing all traces of his activity.

The Western European historiography Napoleon Bonaparte as a tyrant who changed the face of Europe for several years. The Polish historiography regards him as a providential man of the Poles whom he gave the Grand Duchy of Warsaw for a few years – a semblance of a Polish free state.

In Western sources we quite rarely read that he was the only ruler who did not consider the Polish partitions. Harro Harring, in many of his literary texts, called the Polish partitions an act of Europe's infamy. Therefore, he has not been mentioned in the majority of literary encyclopaedias and lexicons to this date. Daring to compare both Napoleon and Harring, we can say that in their times and circumstances no one has done more for the cause of the Polish independence as much as they did.

Literature Section

William Blake and Grigory Skovoroda Revisited
Vadim Vozdvizhensky
Hungary

Both William Blake, an English poet, painter and printmaker, as well as Grigory Skovoroda, a Little-Russian poet, philosopher and musician, were largely unrecognized during their lifetime and afterwards. They are now considered the most seminal figures in the history of the poetry, music and visual arts of English and Russian pre-Romantic Age. Blake's prophetic poetry has been said to form 'what is in proportion to its merits the

least read body of poetry in the English language' (Frye 2006: 11–12). As for Skovoroda, his literary works have often been claimed unreadable and thus neglected, or simply preferred to be looked at instead of being studied. While Blake's visual artistry has led one contemporary art critic to proclaim him 'far and away the greatest artist Britain has ever produced' (Jones 2005), Skovoroda has been similarly defined as the father and founder of Russian Christian philosophy. Although Blake lived in London his entire life, except for three years spent in Felpham, he produced a diverse and symbolically rich corpus, which embraced the imagination as 'the body of God' (Yeats 2007: 85), or 'human existence itself' (Wilson 1927: 167). In turn, Skovoroda's poetical and prosaical writings, chiefly created during his wanderings in Slobodian-Ukraine for long twenty-five years, are absolutely inseparable from the rest of Russian and Ukrainian literature of the following centuries to come.

The Ultimate Other: The Skriker by Caryl Churchill

Aleksandra Kamińska
Jagiellonian University, Kraków, Poland

The Skriker is generally believed to be Caryl Churchill's most difficult and bizarre play, even the playwright's long-term director and collaborator Max Stafford-Clark famously called it 'obscure beyond belief'. I will argue, however, that the difficulties in understanding the text stem from the fact that it confronts its readers with ultimate otherness.

The other in the play functions on at least four different levels: cultural (the mythical realm as opposed to the modern world), psychological (the state of mental illness as well as the experience of pregnancy and motherhood), social (the Skriker's taking on roles of social outcasts) and linguistic, as the Skriker's language of free association and 'ricocheting connotations' offers a window into the realm of the unconscious, in which meanings are symbolic and unstable.

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Travelling, Dislocation and Transnational Identities of the Other: Kiana Davenport's House of Many Gods (2006)
Jaroslav Kušnír
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In her fiction, Kiana Davenport often deals with a problematic nature of Hawaian identity and with the influence of many cultures on a formation of Hawaian cultural identity both in the past and at present. She often uses a metaphor of travelling, and although she does not explictly depicts ocean and or the sea voyage, she uses the imagery of Translatlantic travel to point out a problematic status of Hawaian culture in the US. cultural context. In one of her recent novels, *House of Many Gods*, she depicts love relationship between Anna, a Hawaian girl, and Niki, a Russian boy, which she further develops into a metaphor expressing a paralel between European and Hawaian history and their impact on the formation of Hawain identity, the identity which occupies a specific position in the context of American culture. In my paper, I will analyze Davenport's use of a metaphor of a Transantlantic Travel as a metaphor of dislocation and the way it expresses a problematic nature of both Hawaian history and its cultural identity in the post-colonial context. At the same time, the paper will analyze protagonists' dislocations which enable them not only to oscillate between different cultures, but also to give their views on both Hawaian and American cultures from the perspective of their status of transnational characters occupying an in-between position between Hawai, USA, and Europe.

Alison Moore
Richard Savino, Anna Górowska, Agnieszka Sugier
Poland

Alison Moore is an accomplished short story writer, whose various texts have been published in Best British Short Stories anthologies as well as readings on the BBC radio. Her debut novel, The Lighthouse, which was shortlisted for the Man Booker Prize in 2012, is a modern literary jewel. At first glance, it appears nothing more than a journey novel; however, as one reads further, it becomes clear that there are elements of psychological reasoning at play. In this paper, the authors explore the use of Moore's symbolism in an attempt to clarify the ambiguous ending.

Translating Cultural Affirmations in Carlos Morton's Plays

Elena Errico
Università di Sassari, Italy

In this presentation I comment on the Spanish and Italian version of a selection of plays written by Chicano playwright Carlos Morton (Chicago, 1947). Linguistically, these texts are characterized by the extensive use of English-Spanish bilingual discourse strategies (code-switching, loan-words, etc.). These elements can be interpreted as an act of identity and resistance of the characters against the risk of Chicano assimilation to the Anglo mainstream culture. I discuss how this intention is retained in the translation into Mexican Spanish and into Italian, drawing on the Cultural Translation paradigm.

I also argue that that the these types of texts should be traslated as part of Spanish as L2 or Spanish literature lessons, focusing not just on textual products, but on the mediating process that is inherent in the translation effort. Finally, the translation of texts written in minority varieties of otherwise majority languages (Chicano English or Chicano Spanish in this case) might be also integrated into the teaching of community interpreting, contrary to the traditional approach that has treated the oral and written modes of translation (especially literary) as watertight compartments. It seems to me that these two modes bear a number of similarities, in that both address the need to give voice to minorized groups, be it in their everyday lives or in their literary expressions.

Tales vs TALIS. Language Learning and Intercultural Literature.

Maria Alcantud Diaz
Julia Haba Osca
University of Valencia, Spain

It is elsewhere known the importance of stories in the popular belief to represent the culture and the language of a determined country. Nonetheless, if we use those narratives as tools for both, literary education and language learning we will also achieve from our students the acquisition of a foreign language, the knowledge of other cultures and other realities, Education for Development and collaborative learning. This is the methodological basis underlying the TALIS project, the subject of this proposal. TALIS is an initiative of intercultural education for Global Citizenship that is characterized by its interdisciplinary and innovative approach. This is so because it pursues the teaching and acquisition of intercultural and solidarity competences through languages and literature, thus fostering education as connection among cultures.

We realise that Education for Development understands the process of teaching-learning as active since teachers act as facilitators to help young people in the construction of knowledge, starting from their concerns and interests. As highlighted by Paulo Freire, Education must be a transformative process that takes participants on a journey that begins in the self-awareness and is aimed at understanding the various elements and structures that strongly influence their lives. Thus, within the TALIS project, which follows these principles, they will develop the necessary strategies to participate responsibly in the development of their community.

Key words: Children's Literature, educative innovation, Education for Development, Interculturality.

The Multicultural Influences on British Food as Reflected in the Victorian Novels and Cookery Books of the Period
Vira Kashuba
Ivan Franko Lviv National University, Ukraine

British cuisine is believed to have a most controversial reputation. It is blamed for being of bland and poor quality while at the same time it boasts the highest number of top restaurants and celebrated chefs. Besides, it seems to have been impacted by so many foreign fashions and trends that it is sometimes recognized as no longer national. British eating habits have been influenced throughout the history but it is in the Victorian period when British food received a most profound foreign influence. Some of the French, Indian, Chinese, German and Italian dishes and restaurants found their way into British society. Since many aspects of human life find their reflection in literature this research aims to highlight the multicultural influences on British food as reflected in cookery books as well as fiction. A corpus of relevant episodes collected from fiction such as, for instance, an Indian curry tormenting Becky in Thackeray`s *Vanity Fair* and making her gasp for `Water, for Heaven`s sake, water` or Quentin Dorwardin Walter Scott`s historical novel depicted enjoying a magnificent breakfast of Pate de Perigord, white boules and a quart of exquisite Vin de Beaulne has been collected. It may be worthwhile comparing with passages from the cookery books of the Victorian period from the point of view of the spread and commonness of the respective recipes.The said books feature a considerable French influence and recognize the French as a leading authority on food fashions and culinary masterpieces. Besides, many of English cooking terms were once adopted from French to replace existing names which shows the significance of the French influence. So the research tries to spotlight foreign culinary fashions that entered Victorian English novels and cookery books as well as shed some light on their system-forming and text-creating potentials.

Keywords: food and cooking, onomasiological means, eating fashions, cultural impacts.

Leitmotif as a Marker of the Cultural Aspect of Fictional Text
Anna Lozynska

Ivan Franko Lviv National University, Ukraine

The problem of establishing and widening intercultural dialogue has always been one of the central discussing points in different types of media and literature-focused contexts.

People learn to communicate from the early age in different home and school environments. Natural models of communication get considerably reinforced by literature class methodologies. Dialogic-based class is considered one of the most effective classroom techniques. Analyzing and evaluating literary works helps students develop critical and analytical thinking. Examining complex problems of morals, culture, ethics, psychology, as well as meaning and motives, provides extended opportunities for students' mind and consciousness to form adequate behaviour schemes in different communication contexts.

A language class methodology has been considerably enriched by introducing the communicative and literature-oriented (fiction, in particular) approach to language learning. The emphasis on acquiring practical communicative skills is normally combined with literary studies concepts and notions.

It looks important in this connection to employ authentic examples of language taken both from poetry and prose. To get a deeper insight into the text content and structure, we find it useful to make use of different types of analysis or their elements. Visualization of certain aspects of analysis is normally considered most effective.

In this presentation I have chosen to dwell upon the leitmotif progression of the text as the most suitable element for conducting the overall text analysis. Leitmotif as a unit of the highest text level, apart from its commonly known functions, is often used as a markedness element of semiotic in-text systems employed within a certain genre type.

I am going to show that in a text leitmotif is used to mark a variety of cultural aspects normally grouped under the general term culture. In particular, the main focus will be placed on such types of culturological leitmotif as interpersonal (with a variety of sub-aspects) and international (with a variety of sub-aspects). Certain aspects of the structural text analysis will also be touched upon. A number of charts will be used to illustrate the details of the report. The examples are taken from British and American short stories.

Language Section

Across Languages: Types of Loanblends in Contemporary Polish
Alicja Witalisz
(Poland)

English-Polish Language Contact: English Lexical Borrowings in Polish and the Attitudes towards Them
Marcin Zabawa
University of Silesia, Poland

Abstract. It is a well-known fact that English exerts a strong influence on many European languages, including Polish. Changes, resulting from such influence, are most readily noticed in the sphere of vocabulary. As a result, lexical borrowings are noticed also by the people not trained in linguistics. It should be added, however, that loanwords are arguably the only type of English borrowings noticed by non-specialists. Other types of loans, viz. semantic borrowings and calques, are usually not even noticed, let alone discussed. As a result, lexical borrowings alone are frequently strongly criticized for squeezing out native words, polluting the language, etc.

The main aim of the paper will be to discuss the attitudes of Polish native speakers towards English lexical borrowings in Polish and the English language in general. The study is based on a questionnaire, with questions connected with the use of English borrowings in Polish and the reasons behind them, the number of such borrowings, the general native speakers' awareness of the types of English influence upon Polish and the understanding of selected English loanwords used in Polish.

PRISON and PRISONER in English and Polish Prison Slang

Alicja Dziedzic-Rawska
Maria Curie Skłodowska University, Lublin, Poland

Slang in both English and Polish poses a linguistic challenge; its analysis is demanding as it is highly colloquial and reserved for specific subcultures. For this reason, the present study deals with idiomatic slang expressions, specifically those whose meaning directly relates to prison and prisoners. In focus here is how prisoners call the prison and themselves when incarcerated. Analysis of these semantic categories, which are characterized by low degree of semantic transparency and are rather frequent in both English and Polish slang, reveals not only general linguistic and conceptual mechanisms, but also cultural schemas, especially when viewed in comparative perspective.

The analysis is limited only to those expressions that can be viewed as entirely non-transparent, i.e. those whose component(s) do not imply their ultimate sense. Examples like the English flipflop 'an individual who first gains parole and then returns to the same prison after breaking the terms of that parole or committing a new crime', Texas steel 'prison', the Polish Londyn 'experienced prisoners, forcing their own standards and rules of behaviour upon others; informal group of convicts in power of the cell' or cień 'prison' show that slang in both languages is abundant in metaphor and metonymy. These examples indicate that idiomatic expressions in prison slang are metaphor- and metonymy-based and as such are conceptual constructions (in line with the basic tenet of the cognitive linguistic theory of Conceptual Metaphor and Metonymy). Taking into consideration that slang continually permeates standard language, findings relating to the mechanism(s) responsible for the formation of new idiomatic expressions in slang have a direct bearing on our understanding of idiomaticity and cultural schemas as such.

Pictorial Metaphors in Political Cartoons Representing the Ukraine Crisis

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Krosno State College, Poland

The paper presents the results of the analysis of over 60 American and West European political cartoons published in 2014, relating to the Ukraine crisis. After a brief presentation of political cartoons as a form of political satire (Simpson 2003, Manning and Phiddian 2004), I discuss the cognitive approach to the methodology of metaphor studies, focusing on the application of the conceptual metaphor theory (Lakoff and Johnson 1980, Gibbs 2008, Kovecses 2010) and the theory of conceptual blending (Fauconnier and Turner 1998, 2002) to non-verbal modalities (Forceville 1996, 2009, 2012). The discussion is complemented with relevant insights from Critical Discourse Analysis (Charteris-Black 2004, Van Dijk 2009), which provide the tools for defining the ideological and pragmatic functions of metaphor in political discourse.

The aim of the study was to discover patterns of conceptualization, or source domains which recur in the pictorial metaphors portraying the Ukraine crisis. Generalizations made on the basis of the analyzed material reveal four dominant themes in the visual metaphors: ANIMAL metaphor, GAME metaphor, WOMAN metaphor and EDGE metaphor. I postulate that the pictorial metaphors are manifestations of some underlying conceptual metaphors, which are part of the Western conceptualization of the Ukrainian and Russian political culture.

Key words: pictorial metaphor, conceptual metaphor, political cartoon, political satire

Patterns of Intertextuality in Online Video Ad Clusters
Jan Chovanec
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The presentation deals with some innovative aspects of online advertising on YouTube. Adopting a broad multimodal pragmatic perspective, it outlines the major formats of ads that can be found on this file-sharing website and illustrates how video ads are related to each other, giving rise to ad clusters. These are characterized in terms of both independence and subordination: while each advert is autonomous, it also has a part within the overall narrative constituted by the sum of all the videos in the ad cluster. The presentation also documents how the advertisers boost the impact of their campaigns by using additional videos (e.g. of the "movie-about-a-movie" type) that provide a self-reflexive account of the ads themselves.

However, since YouTube is an interactive platform that is supportive of active participation, the video ads are also the focus of the users' various communicative practices. This presentation proposes the concept of semiotic chaining to capture the multi-level intertextual organization of the network of relations existing between official advertising content and users' reactions, most notably their own creations. What emerges is a multi-level communicative space made up of several generations of mutually linked videos (as well as other communicative artefacts). It is argued that this complexity – both on the production and the reception sides of the communicative frame – is at least partly the advertisers' conscious design since the textual and semiotic traces of the original adverts that remain in the online world attest to the success of the overall campaign.

Metaphors in Teaching Mathematics

Beata Piecuch-Ożarska
Opole University, Poland

Sciences speak their own language. Sophisticated vocabulary is not helpful to enlighten complex problems they deal with. Carl Friedrich Gauss, one of the greatest mathematicians, is said to have claimed: *Mathematics is the queen of the science*s. The adequate explanation of the words comes from Immanuel Kant: *In any particular theory there is only as much real science as there is mathematics.*

The uncomprehended essence and the beauty of the subject was expressed by Henri Poincare: *The mathematician does not study pure mathematics because it is useful; he or she studies it because he or she delights in it and he or she delights in it because it is beautiful.*

Mathematics is a language of any science. It provides patterns, formulas, mathematical proofs and reasoning sufficient to resolve and convince their validity, an effective tool for scientific knowledge and its representation.

There is a strong theoretical background in which teaching mathematics nowadays acquires growing importance.

The brain is the greatest intellectual challenge of the 21st century, called The Century of the Brain. Neurodidactics, an interface between neuroscience, didactics, educational science and psychology, provides principles, ideas, approaches and proposals for effective, brain-based learning and teaching. This interdisciplinary field should give an impetus for using these basics in the classroom.

To meet the modern world expectations, teaching mathematics needs to find out new solutions, appropriate for its content.

Metaphor can bridge the gap between abstract ideas and pragmatic application, being able to precisely define new meaning and quality.

Metaphor is a way of conceiving of one thing in terms of another, and its primary function is understanding. It partially structures our everyday concepts, which is reflected in our language. Since the usage of metaphors engages the intellectual as well as the emotional parts of the human brain, it applies several neurodidactical principles.

Linguistic Encoding of Gender Asymmetry: Occupational Terms across Languages

Marcela Michálková
Prešov University, Slovakia

The problem of linguistic representation of maleness and femaleness is receiving growing attention, particularly within various feminist theoretical frameworks (e.g., Holmes and Meyerhoff 2005, Holmes 2006 a, 2006 b, Pauwels 1998, Romaine 1998). The current research does not primarily seek to explore the nature of bias in favor of men leading to women's linguistic invisibility. Instead, it examines selected ways in which gender asymmetry gets mapped onto the system of vocational terms both in West Slavic languages (Slovak, Czech, and Polish) and English, a representative of the so-called genderless languages. The study investigates exceptions to general patterns of

symmetrical "transcription" of sex into linguistic choices, including parallel designations for women and men, with a semantic difference, e.g., English governor, the chief executive of a state in the US, an official appointed to govern a colony or territory, or a member of a governing body) – governess, a woman employed to educate the children of a private household, Slovak kňaz (masc.), a priest, a clergyman in Christian churches who is authorized to perform various religious rites – kňažka (fem.), a priestess in the pagan sense, a non-Christian spiritual leader, Polish sekretarz (masc.), typically a head of an administrative governmental office or international organization – sekretarka (fem.), a personal assistant who performs clerical tasks for a boss or an organization, and lexical gaps, e.g., Slovak hlásnik (masc.), an armed guard and night watchman – Ø (fem.) and Czech servírka (fem.), one who serves at a table, as in a restaurant – Ø (masc.). This article draws on research by Michálková 2009, 2014 a, 2014 b, Dickins 2001, Hellinger and Bußmann 2001–3, among others.

Key words: gender asymmetry, occupational terms, semantic difference, semantic derogation, lexical gap, English, Slavic

Museum Labels in the Light of Critical Stylistics

Magdaléna Rázusová
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In my article I provide the results of stylistic analysis of the corpus of eight museum labels that were awarded in the Excellence in Exhibition Label Writing Competition in 2011. All the explored texts can be considered interpretive labels as their authors do their best to involve the visitor in the process of museum exhibition meaning making. I apply the research tools offered by L. Jeffries in her book „Critical Stylistics, The Power of English", aiming at exploring ideological intentions of texts. Once a label falls into the category of interpretive texts, its ambition is not only to inform and educate readers but also to influence their viewpoints and attitudes to different aspects of the world. By applying the selected analytical tools, such as Naming and Describing, Representing Actions/Events/States, Equating and Contrasting, Exemplifying and Enumerating and Representing Time, Space and Society, a clearer understanding of stylistic choices of language means in writing interpretive labels is attempted.

Translation and Interpreting Section

The R-word and Other Things You Shouldn't Say - Perception of anti-discrimination discourses in teaching Polish-English translation and interpreting.

Anna Jelec
Adam Mickiewicz University, Poland

"People have never felt confident with what is deformed, spoilt or broken" (Stiker 1999:4), and many don't feel quite at ease with those who are in any way different from what is considered the norm. Although physical and mental disabilities as well as gender and race differences have existed for as long as humanity, the concept of inclusive discourse is a relatively recent notion.

The way the disabled and other underpriviledged groups are referred to in English has dramatically evolved, with significant changes beginning in the early to mid 20th century. The term political correctness was coined to describe the introduction of language meant to drive social change. These developments have influenced discourse in English, but have also been gradually seeping through to Polish, with notions such as political correctness, gender or ableism increasingly gaining media traction. For a student of translation or, indeed, a seasoned translator these changes pose a significant challenge; not only because their target language might not offer equivalent terms but also because the rationale behind the changes in terminology and discourse is frequently misrepresented.

For instance, despite the prolonged discussion regarding gender and discrimination in the Polish media, the term 'gender' still appears confusing or worse, ominous, to many young translators-to-be. This paper outlines the current state of affairs in terms of the above mentioned discourse changes, presents some problems that students have encountered and proposes a number of remedial and teaching practices that aim to increase students' intercultural competences and language sensitivity.

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Personal World and Valuation in Inter-lingual Debate
Anna Wyrwa
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The study aims to reconstruct the worldviews manifest in ST and TT metaphors used by a Polish speaker and his English translator in a political debate. Underhill's (2009, 2011, 2012) model of worldview, with its five levels of world-perceiving, world-conceiving, personal world, cultural mindset and perspective, will be applied in the context of Bartmiński's (2009/2012: 39) idea that "linguistic worldview is derived from the overtly or covertly assumed system of values", which "guide the construction of the image of reality by the experiencer and conceptualiser." The axiological load of the metaphors will thus be examined: "value-laden structure of our grasp of both concrete and abstract entities is one of the most pervasive image-schematic structures in our understanding" (Johnson (1987: 123); cf. also Krzeszowski's (1997) axiological semantics). It will be argued that the differences in the axiological load in ST and TT are correlated with the differences in the personal worlds, cultural mindsets and/or perspectives (as defined by Underhill 2009, 2011) of the speaker, translator, as well as their respective audiences.

Therefore, on the practical side, the translator must go beyond the systemic knowledge of the source language and enter the realm of the speaker's culture to grasp his/her evaluative intention. The process requires that the translator also take into account the cultural background of both ST and TT receivers, as well as the context of the debate and its argumentative and persuasive character.

On a theoretical level, the study is hoped to demonstrate relevance of the concepts of linguistic worldview (Underhill and Bartmiński), axiological semantics (Krzeszowski) and embodiment (Johnson) to translation studies.

Key terms: linguistic worldview, levels of linguistic worldview, metaphor, axiological load

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"Good morning, panie Kiszka." Back-translating Culture

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With the continuing influx of Polish immigrants into the UK, one of the most powerful Western countries needs to look East, whether it wants it or not. At times, observing the land of 'invaders' may result in most unexpected discoveries. For Anya Lipska, the author of W*here the Devil Can't Go*, Poland became inspiration for a crime story. Married to a Polish man, she learned about her spouse's homeland, its history, language and culture and decided to make Janusz Kiszka, a fixer and amateur private eye, the hero of her two crime novels, *Where the Devil Can't Go* and *Death Can't Take a Joke*. The first part of the paper analyses the use of Polish language and elements of Polish culture throughout the book, both in the context of the genre, and of the Polish-English cultural exchange and stereotypes. The second part of the paper looks at *Toń,* the Polish translation of the first of the two novels, *Where the Devil Can't Go*, in order to discuss the issue of redundancy in 'back translating' cultural elements while analysing the use of domestication and foreignization strategies and their impact on the novel's cross-cultural dimension.

The Specificity of EU Terminology on the Example of the IATE Database

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The paper focuses on specific features of EU terms on the basis of a textual analysis of a selected EU institutional-legal text (i.e. Regulation No. 1311/2011) pertaining to the lexical field of finances against an English-Slovak contrastive backdrop. The paper comprises both conceptual and analytical methods of research. The paper aims to verify the reliability of terms used in a selected EU document by dint of the IATE terminological database. It works on a hypothesis that all legal terms used, whether terms in a narrow or wider sense, are very reliable. It is also assumed that terms as such (and EU terms being no exception) are formed from ordinary words. Thus, ordinary meaning vs. legal meaning of words and their terminological (in-)congruence will be compared in order to confirm or refute the fact that to designate one concept for a term is its most essential characteristic, significantly contributing to the uniformity of EU texts. The performative character of EU terms is discussed against the background of the language policy of the EU and the issues of linguistic purity and legal certainty, as proposed by Šarcevic. The performed analysis puts the proclaimed reliability of EU terms to the test in both languages; English and Slovak. Some analysis result may suggest that certain problems with coining terminological equivalents may arise mostly due to the lack of databases in the target language, especially in newer EU Member States.

Accentedness, Non-nativeness, and Foreignness in Simultaneous Interpreting

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One of the most significant current discussions in SI is the notion of quality emphasised, among others by Buhler (1986), Gile (1990, 1995, 2011), Kalina (2002), Kurz (2001), Pochhacker (2002) and Shlesinger (1997), and discussed at numerous international conferences on interpreting quality. This issue seems to be at the heart of our understanding of simultaneous interpreting. However, far too little attention has been paid to the impact of foreign accents on the interpreters' performance in SI, which may also influence the quality of the interpreting product. Nevertheless, the controversy about scientific evidence for the impact of accents on the local cognitive load has raged unabated for quite a long time. The paper provides basic theoretical concepts and remarks underpinning the research hypotheses found in the literature of this field, as well as presents the potential problems interpreters may face when rendering speeches with foreign and incomprehensible accents.

Perception of Beauty in Translation

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The paper presents the discussion of challenges encountered during a Polish to English translation of phrases related to beauty. The analysed material comes from 19 interviews in which the respondents expressed their perception of beauty and ugliness in the form of comments on 100 photos of male and female faces and bodies. The respondents were encouraged to discuss and assess the images in the photos freely, in their own words, which often resulted in the use of creative and rich expressions, which, though understandable and full of meaning to the Polish audience, do not have a clear and obvious equivalent in the target language, being of non-standard nature, strongly culture-anchored or relying on such aspects of the Polish grammar which do not have a one-to-one correspondence with English.

The authors of the paper first classify the types of problems met during the translation and secondly present the paths that led them to the final choice of the English counterparts of the translated words and phrases, analysing the sources that were taken into consideration while choosing the best equivalent, such as dictionaries and opinions of native speakers of both languages.

Key words: beauty, ugliness, translation

Teaching Methodology Section

„How do they do it? A Few Examples of Inclusive Practices for the Immigrant Students in the Scandinavian Educational Systems"

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Mobility is one of the priorities marking the direction of the changes in national policies of the EU countries. Open borders encourage people- workers and students – for the intensive movement between countries, that challenges various aspects of the target lands' policies. This fact puts all European educational systems in the face of the new reality related to the growing number of foreign students attending schools and kindergartens. Inclusion, promoted by major international organizations like UNESCO, nowadays seems to be a must. Some nations, like Norway or Sweden considered as being generally immigrant-friendly than the others, have already worked out some effective strategies considering the problem of ethnic and cultural diversity in education. What are whose strategies? Would it be possible to transmit such experiences to the polish school reality? The paper is said to show some legal solutions concerning the presence of foreign students introduced in three Scandinavian countries: Norway, Sweden and Denmark. The author will try to highlight some methological aspects of enhancing schools' capacity to inclusion of the immigrant students as well as fulfilling their special educational needs connected with their various cultural backgrounds. They are possible to become an inspiration for eastern countries developing their own strategies promoting multiculturalism and inclusion in education.

Global Learning and the Evolving Education Policy of the European Union

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Agreement on the importance of learning about global development within the institutions of the European Union (EU) has been evolving from as far back as 2001 when the Council requested a greater understanding of what it termed 'global interdependence'. From then on there has been dialogue around the nature of global learning across the member states and a series of substantial moves to create a framework which would operate at a transnational level, but could be supported through Commission resources in Brussels. This dialogue culminated in the Commission's working document of December 2012 under the innovative title 'Development Education and Awareness Raising (DEAR) in Europe'. As protocol would have it within the policy making of the EU, it has taken almost a decade from the Council resolution on global learning to reaching the policy implementation stage. Development Education (DE) has also been subjected to the general policy framework and indeed the ebb and flow of the broader European integration process. With the Lisbon Treaty carrying member states into uncharted scenarios globally through the rapid reaction force, diplomatic expansion and the precedence of the High Representative's office, the EU has become a global actor in a manner that could not have been foreseen a decade ago. While DEAR is implicit to development, humanitarian and external policy, this new context is a challenging environment for DE practitioners and theorists across Europe. This presentation will look at the emergence of a DEAR strategy and survey the manner in which DE has consolidated its position within EU education and development policy. It will survey policy adaptation and explore the ways in which DE has altered with the evolution of the EU as a global leader.

The Interplay between College Students' Readiness for Autonomous Learning and their Self-concept in Polish Cultural Context

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The construct of **learner autonomy**, defined by Holec as "the ability to take charge of one's own learning" (Holec, in Palfreyman & Smith, 2003) has been perceived as one of the salient components of learner attainment. The major arguments for its importance are:

- autonomy is a human right in democratic societies
- autonomous learners are more efficient in their strivings
- it is essential on the modern job market whose dynamics require lifelong learning, hence taking charge for one's own learning and making the most of available resources in and beyond the classroom (Borg, 2012).

Meanwhile, the universality of the concept has become an issue under debate due to its sensitivity to cultural background in which both teachers' and learners' interpretation

of their roles and functions in the learning process may vary, depending on whether they represent "the West" or other culture. The national cultural background can be either a catalyst of the process of autonomization or a hindrance to it.

Apart from culture-related factors, learner autonomy is influenced by his/her unique self-beliefs, particularly **self-concept**, i.e. the way the person views him/herself. The profile of an autonomous learner includes characteristics such as positive self-concept and confidence on a par with independence, curiosity, reflectivity. An autonomous learner, almost synonymous in literature with "an ideal learner", has " a robust sense of self that is unlikely to be undermined by any actual or assumed negative assessments of themselves or their work (Candy in Benson, 2001, p. 85). The origins of self-concept are to be sought in the way of upbringing, but also in interactions with the society, deeply influenced by **cultural** norms and values. The paper addresses the question of relationship between self-concept and autonomy (or readiness for autonomy) of Polish college students with reference to Polish culture in educational perspective.

Microprojects in the Adult Education Field

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The aim of teaching German as a foreign language in adult education is to quickly and efficiently build up the learners' language competence. The autonomous learning attitude and taking on responsibility for one's own learning process are to be supported by specific tasks and the choice of topics. Project-oriented lessons can provide help as each learner must become active themselves; the reference to everyday life and reality remains is more intense than in conventional language lessons and the open, action- and learner-oriented method of working promotes the learner autonomy. Content-based, open-result learning activities own an enormous potential of project-oriented work. However, the biggest strength of the project-oriented learning – education as a maxi-task – can be perceived by teachers as a huge barrier. They complain about time pressure, the preparation requirements and a learners' lack of project-competences. This paper will show, in an exemplary way, how the problem is supposed to be solved by so-called microprojects (one-lesson-projects). The microproject can be done and presented within a one or two teaching units, in addition to the diverse textbook topics. Microprojects being carried out by adult learners also develop the practical expertise of the participants; they are prepared carefully, in small steps, for more complex forms of learning. In the process a diverse range of language skills may be enhanced and the project-oriented learning will be more and more implemented into the current everyday teaching practice.