

ICCS2 BOOK OF ABSTRACTS

Monday, 12th October 2015

12:00-1:45	<p style="text-align: center;">Plenary lectures</p> <p style="text-align: center;">Prof. Charles Forceville, University of Amsterdam, Netherlands <i>Creative Visual & Multimodal Metaphor in Print Advertising and Commercials</i></p> <p>The cognitive metaphor theory (CMT) paradigm, primarily associated with Lakoff and Johnson's <i>Metaphors We Live By</i> (1980), has spawned a wealth of conferences, books, and papers and is still very much alive today (see Gibbs 2008, Kövecses 2010). But a lot has happened since the publication of Lakoff and Johnson's book. One important development is a growing interest in visual and multimodal metaphors. Visual (or pictorial) metaphors are metaphors whose target and source are entirely or partly rendered in the visual modality (Forceville 1996); multimodal metaphors are metaphors whose target and source are entirely or partly rendered in different modalities (Forceville 2007, 2012, Forceville and Urios-Aparisi 2009). For the purposes of the present talk, these modalities (or modes) are: language, visuals, music, and sound.</p> <p>Advertising is a discourse genre that is rich in visual and multimodal metaphor use. In this presentation, I will, drawing on my earlier work in this area, explain my model for analysing such metaphors to discuss both static (i.e. print & billboard examples) and moving-image (i.e. commercial) examples. Issues that will be addressed include: what is the function of particular modes in the identification and interpretation of metaphors? Are modes equally distributed over a metaphor's targets and source? How does the textual genre (here: advertising) affect the processing of metaphors occurring in it? Another point of consideration will be the target audience of the advertisement. What knowledge, assumptions, and beliefs is the envisaged audience supposed to draw on in interpreting the ads? Are there potential (sub)cultural differences in interpretation?</p> <p>References Forceville, Charles (1996). <i>Pictorial Metaphor in Advertising</i>. London: Routledge. Forceville, Charles (2007). "Multimodal metaphor in ten Dutch TV commercials." <i>Public Journal of Semiotics</i> 1(1): 19-</p>
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Prof. Elżbieta Tabakowska, Jagiellonian University, Poland
Communication through Iconicity: Ambiguity and Interpretation

Ambiguity can be a source of misunderstanding, but it can also underlie a deliberately created communication style. As is well known, it results from polysemy that is not resolved by the context of use; I will claim that it is often due to diagrammatic iconicity, with the form that is actually present in a text (or a discourse) simultaneously eliciting two meanings: the overt and the covert one. Since the discovery (or invention) of similarity requires cognitive effort of a Hegelian observing intelligence, the interpretability of the overall complex meaning depends on the receiver's ability to recognize the iconic reference to, and the understanding of, the covert meaning.

As illustration, I propose to discuss a series of attested expressions used as titles of newspaper columns, in which a popular Polish saying is evoked via formal similarity in order to iconically elicit a particular interpretation of the meaning of the column in question. With the diminishing degree of similarity between the saying and the individual expressions under discussion, I will analyse their formal characteristics, thus trying to establish possible criteria – and limits - of interpretability, as a condition sine qua non of effective communication.

	<p>SESSION 1: Culture Styles (ONLINE) Chair: Władysław Chtopicki</p>
2:30-3:00	<p>Ketevan Doghonadze, Akaki Tsereteli State University, Kutaisi, Georgia, <i>The Linguo-culturological Analysis of Reference on the Basis of the Translations of E. Hemingway's Short Stories</i></p> <p>Ambiguity can be a source of misunderstanding, but it can also underlie a deliberately created communication style. As is well known, it results from polysemy that is not resolved by the context of use; I will claim that it is often due to diagrammatic iconicity, with the form that is actually present in a text (or a discourse) simultaneously eliciting two meanings: the overt and the covert one. Since the discovery (or invention) of similarity requires cognitive effort of a Hegelian observing intelligence, the interpretability of the overall complex meaning depends on the receiver's ability to recognize the iconic reference to, and the understanding of, the covert meaning.</p> <p>As illustration, I propose to discuss a series of attested expressions used as titles of newspaper columns, in which a popular Polish saying is evoked via formal similarity in order to iconically elicit a particular interpretation of the meaning of the column in question. With the diminishing degree of similarity between the saying and the individual expressions under discussion, I will analyse their formal characteristics, thus trying to establish possible criteria – and limits - of interpretability, as a condition sine qua non of effective communication.</p>
3:00-3:30	<p>Ekaterine Kurdadze, Nino Demetrazze, Akaki Tsereteli State University, Kutaisi, Georgia, <i>Culture-specific Aspects of Pragmatic Competence</i></p> <p>The focus of this paper is to explore culture-specific aspects of pragmatic competence. Throughout the paper, it is shown that cultural knowledge has central importance in pragmatics. A great deal of cross-cultural misunderstanding can be put down to pragmatic failure. Inability to draw correct inferences or to appropriately weigh the illocutionary force of an utterance in a foreign language may lead to various communicative problems. Depending on the context these may range from less serious misinterpretations or blunders to highly consequential ones such as the reinforcement of cultural stereotypes and discriminatory attitudes. In this paper, we argue that even though people always relate in various ways to common and different cultural backgrounds, they still have to relate to common issues that govern their ways. Many culture-specific pragmatic features are implicit, but they are nonetheless central</p>

	in communicative encounters (e.g. mental sets, scripts, speech events, sociocultural norms, linguistic etiquette, pragmatic accent).
3:30-4:00	<p>Kristine Tchokhonelidze, Akaki Tsereteli State University, Kutaisi, Georgia, <i>Evidential Markers in English and Georgian Political Media Discourse</i></p> <p>Pragmatic markers as illocutionary force indicating devices can be found almost in all languages. Hardly can a language be found with no linguistic means of expressing the illocutionary force of assessment, conclusion, evidence, contrast and so on. But the peculiarities of their functioning differ from one language to another; as they depend on the linguocultural peculiarities of the nation and the language itself.</p> <p>The paper presents a contrastive study which investigates the peculiarities of functioning of evidential markers in English and Georgian political media discourse. Evidential markers are the subclass of commentary pragmatic markers.</p> <p>The research resource is the corpus to be analysed consisting of interviews chosen from English and Georgian printed and internet media from section of politics (total 47 interviews). The close analysis of the texts of English and Georgian political interviews reveals clearly the illocutionary force of expressing evidence.</p>

	<p>SESSION 2: Chinese Styles Chair: Christopher Brighton</p>
2:30-3:00	<p>Dorota Brzowska, Institute of Polish Philology, Opole University, Poland, <i>Esthetic Styles: Perception of Beauty in Chinese and European Culture</i></p> <p>The aim of this paper is to present different types of beauty present in Chinese and Western cultures and seen in artistic works. The analyses are based on the six principles of Chinese painting established by Xie He (also known as Hsieh Ho), a writer, art historian and critic living in the 6th century China. He is most famous for his "Six points to consider when judging a painting" (繪畫六法, Huìhuà Liùfǎ), taken from the preface to his book "The Record of the Classification of Old Painters" (古畫品錄, Gǔhuà Pǐnlù). They are compared with the concept of beauty and The Great Theory of Beauty known in the European tradition. The earliest western theory of beauty can be found in the works of</p>

	<p>early Greek philosophers from the pre-Socratic period such as Pythagoras. The Pythagorean School indicated a strong connection between mathematics and beauty. In particular, they noted that objects proportioned according to the golden ratio seemed more attractive. Plato considered beauty to be the Idea (Form) above all other Ideas. Aristotle saw a relationship between the beautiful and the virtuous, arguing that "Virtue aims at the beautiful."</p> <p>Cultural transitions consisting in the strong interference of the Eastern and Western influences result in a need for mutual knowledge and understanding of the representatives coming from the world's opposite ends.</p>
3:00-3:30	<p>Christopher Brighton, Krosno State College, Poland, <i>Internationalisation of Chinese Students of English during an Intensive Summer Camp</i></p> <p>English as an International language has given rise to language development that are the concerns of linguistics and socio-linguistics. McKay (2008) and Graddol (2007) illustrate that cross-cultural differences are the largest obstacles to the future of English and indicate that not only are non-standardised forms of language being used, but that cultural approaches to language use are influencing communication patterns. Braj Kachru's model of the circles of English users illustrates very clearly that the expanding circle countries, such as Brazil, China and Indonesia, are the driving forces behind English learning and modern usage. Consequently, not only are we seeing the creation of distinct regional variations of English, but we are witnessing the growing of cross-cultural problems as each region applies local cultural values to the manner of communication. The point has been a long time focus of intercultural research (see Allan, 2003; Byram, 2009; Damen, 2003) with research in the process of student internationalisation occupying much of the literature concerning the development and approach to cross-cultural communication (Clarke III et al., 2009; Dearsdorff, 2006; Dervin, 2010).</p> <p>The present paper will use a two week summer camp in the Chinese city of Hangzhou as the research tool to explore the internationalisation process of Chinese English speakers. The summer camp's aim is to be an introduction for the students in Western culture with the majority of staff coming from the UK and USA. This immersion style programme with students being tutored in a wide variety of topics and events during the 14 days is an increasingly common part of Chinese language education. The research will focus on exploring internationalisation from the point of view of native teachers of English as well as the Chinese students' and teachers' concepts allowing for a comparative reflection of the goals of internationalisation in culture training as seen by both sides.</p>

	<p>Bibliography</p> <p>Allan, M. (2003). Frontier Crossings: Cultural Dissonance, Intercultural Learning and the Multicultural Personality. <i>Journal of Research in International Education</i>, 2(1), pp. 83-110.</p> <p>Byram, M. (2009). <i>Multicultural Societies, Pluricultural People and the Project of Intercultural Education</i>. Strasbourg: Language Policy Division Council of Europe.</p> <p>Clarke III, I., Flaherty, T. B., Wright, N. D., & McMillen, R. M. (2009). Student Intercultural Proficiency from Study Abroad Programs. <i>Journal of Marketing Education</i>, 31(2), 173-181.</p> <p>Damen, L. (2003). Closing the Language and Culture Gap: An Intercultural Communication Perspective. In D. L. Lange, & R. M. Paige, <i>Culture as the Core</i> (pp. 71-88). Greenwich: Information Age Publishing.</p> <p>Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. <i>Journal of Studies in Education</i>, 10(3), 241-266.</p> <p>Dervin, F. (2010). Assessing intercultural competence in Language Learning and Teaching: a critical review of current efforts. In F. Dervin, & E. Suomela-Salmi (Eds.), <i>New Approaches to Assessing Language and (inter-)cultural Competences in Higher Education</i> (pp. 157-174). Frankfurt, Germany: Peter Lang.</p> <p>Graddol, D. (2007, January). <i>English Next: Why Global English May Mean the End of 'English as a Foreign Language'</i>. London: British Council.</p> <p>Hill, I. (2006). Student types, school types and their combined influence on the development of intercultural understanding. <i>Journal of Research in International Education</i>, 5(5), 5-33.</p> <p>McKay, S. L. (2008). <i>Teaching English as an International Language: Rethinking Goals and Approaches</i>. Oxford: OUP.</p>
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	<p>SESSION 3: Humour Styles Chair: Liisi Laineste</p>
4:15-4:45	<p>Jair Antonio de Oliveira, Federal University of Paraná, Brazil, <i>Humour in Journalism</i></p> <p>The purpose of this paper is to put under scrutiny the dichotomy existing between the "serious discourse" of news and the "lack of seriousness" of humour. The debate on if events should be considered "Serious" or "Not Serious" is ancient , but it still continues to take place at different philosophical and linguistic currents, always having as</p>

	<p>background a notion of language as representation of the world. In the journalistic field, when writers use language as a mirror for reality, they will invoke the criteria of Truth and Objectivity for legitimizing the facts described in their narrative. The problem is that these procedures create doubt over what people consider "what is language" and "how it is used" effectively the language in journalism's everyday, for example: the use of humour on news almost always results in disregard over the veracity of the text itself, which is taken as a joke, something not serious, not trustworthy, a mistake, bad taste, bad faith, journalist's flaw or imitation. Methodologically, it is possible to demonstrate that news can be "good-humored" and still be "serious" or that is possible be a poet and report "truths", once an individual adopts a perspective on language as a form of action and not as a representation of the world.</p>
4:45-5:15	<p>Villy Tsakona, Democritus University of Thrace, Greece, <i>Constructing Local Identities via/for Humor: A Cretan-Greek Case Study – ONLINE</i></p> <p>One of the most common functions of humor is the construction of identity, usually achieved by including certain individuals in a group sharing specific values and views, and by excluding others representing different values and views (Archakis & Tsakona 2005). The aim of the present study is to investigate how online interactants create a local identity via the production of digital humorous texts, thus forming a group of people with common perceptions on a specific event reported by the media. In particular, Facebook participants formed communities supporting the right of a -non endemic to Greece- crocodile to live on the loose in a lake in Crete, Greece, and opposing local authorities wishing to capture the animal. Interlocutors draw on, and reframe, popular -and even stereotypical- aspects of the Cretan identity involving, among other things, a passionate love of freedom, resistance to official authorities, rebelliousness, and heroism (Herzfeld 1985). Such cultural traits seem to be attributed to the crocodile so as not only to bolster the interlocutors' own perspective, but also to create a humorous effect.</p> <p>References cited Archakis, A. & Tsakona, V. 2005. Analyzing conversational data in GTVH terms: A new approach to the issue of identity construction via humor. <i>Humor: International Journal of Humor Research</i> 18 (1), 41-68. Herzfeld, M. 1985. <i>The Poetics of Manhood: Contest and Identity in a Cretan Mountain Village</i>. Princeton: Princeton University Press.</p>

	<p>SESSION 4: Post-mortem Communication Styles Chair: Grzegorz Cerbrat</p>
4:15-4:45	<p>Grzegorz Cerbrat, State Higher Vocational School in Tarnów, Poland, <i>Commemorating the Dead in the Dot-com Age: the Case of Legacy.com</i></p> <p>Founded in 1998, Legacy.com has become the major provider of online memorials and obituaries in the USA. Cooperating with major American, European and Australian newspapers the website hosts obituaries and guest books accessible worldwide, which allows mourners to express their grief or pay tribute to anyone whose obituary has appeared in any newspapers affiliated with the website. The present study investigates the issue of different genres found on the website, in an attempt to answer the question to what extent they can be regarded as cybergenres. The analysis is based on the corpus of texts: obituaries (originally published in The New York Times) and attached guest books, downloaded from Legacy.com. The analysis displays a wide range of subgenres of the obituary and the death notice (e.g. informative, farewell, condolence, or anniversary) present in the corpus.</p>
4:45-5:15	<p>Onoriu Colacel, Stefan cel Mare University of Suceava, Romania, <i>What it is Like to be a Zombie: Communicating Ideologies and Style in Video Games</i></p> <p>Gaming is a means to make obvious meaning and style in current mass culture. The stylistic practices of the cinematic tradition and the rhetorical commonplaces of a print-based pop culture on the verge of extinction are quoted by the video game convention. Essentially, they describe developments in the mainstream of social communication. The exchange between media communication styles and those mostly favoured by the video entertainment industry shows that particularly the genre of zombie games is able to showcase Western ideologies and lifestyles. The traditional means and the ends of storytelling come alive once again, not to mention the dead men and women on the screen. In The Last of Us (2013, Naughty Dog/Sony Computer Entertainment), communication across gender, nation, and class is both culture-bound and global as told by the story of what it is like to be alive, dead or in-between.</p>

	<p>SESSION 5: Political Discourse Styles Chair: Evelina Graur</p>
5:30-6:00	<p>Evelina Graur, Ștefan cel Mare University of Suceava, Romania, <i>Direct-to-Consumer Pharmaceutical Advertising in Romania: A Bitter Pill to Swallow</i></p> <p>The aim of the present paper is to identify and comment upon the discursive strategies and features of pharmaceutical advertising as a special form of persuasive communication. We will argue that, within the context of the chronic underfunding of Romania's medical system and the brain-drain of its medical staff, this form of advertising changes the way Romanians construe illness and determines healthy people to embrace patient roles. The social and cultural implications of this deliberate medicalization of human behavior and experience for the promotion of a healthy lifestyle and disease prevention will also be discussed.</p>
6:00-6:30	<p>Anna Ewa Wiczorek, University of Łódź, Poland, <i>Towards a Taxonomy of Partisan and Non-agentive Sayers</i></p> <p>The aim of this study into the nature of narrative passages employed in political discourse is to propose and examine categories of partisan and non-agentive sayers from a socio-pragmatic perspective by taking an original approach to single-turn political discourse, i.e. political speeches, rather than debates, interviews or press conferences, which do not involve turn-taking. This limitation on the scope of the study stems from the fact that the categorisation advanced concentrates on the speaker's use of other voices in his/her representation of reality. Thus, a clear distinction is made between the speaker and the sayer, namely the original speaker whose words are reported, or rather creatively reconstructed by the current speaker 'here and now' (see Vandelanotte 2009). The taxonomy proposed is based on a single principle of categorisation, namely the form of the report and comprises partisan sayers and non-agentive sayers. The use of both pertains to discursive strategies of responsibility attribution, legitimisation and delegitimation as means of building the speaker's positive image.</p> <p>References Vandelanotte, L. (2009) <i>Speech and Thought Representation in English</i>. Berlin: de Gruyter.</p>

6:30-7:00	<p style="text-align: center;">Jerzy Świątek, Jagiellonian University, Krakow, Poland, <i>Politeness and Relational Models</i></p> <p>Politeness Theory, just like Grice's Cooperative Principle, points out that pragmatic analysis of language behaviour has to be grounded in extra-linguistic facts of social (or even biological) nature. Additionally, despite the slightly misleading label, Politeness Theory provides a sound methodology to explain some persuasive as well as politeness phenomena.</p> <p>In the same vein, the so called Relational Model Theory provides another theoretical framework for the explanation of persuasive phenomena and persuasive language. Both Relational Model Theory and Politeness Theory show that persuasion is also to be understood as a rational response to not-so-rational social and biological needs. In the article an attempt is made to compare the two theories focusing on their explanatory power in reference to language choices aiming at enhancing the persuasive potential of a language message.</p>
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Tuesday, 13th October 2015

	<p>SESSION 6: Pedagogical Styles (ONLINE)</p> <p>Chair: Christopher Brighton</p>
9:30-10:00	<p>Sopio Kipiani, Ketevani Memanishvili, Akaki Tsereteli State University, Kutaisi, Georgia, <i>The Importance of Culture in Teaching Business English</i></p> <p>The paper aims to illustrate the importance of bringing intercultural elements to the classroom when teaching Business English. We believe that it is part of Business English teacher's job to make the learner aware of the role that culture plays in oral and written communication. It is argued that many business relationships struggle not because a person has a poor command of English but because s/he has difficulties in understanding cultural peculiarities of a foreign country. For fruitful and effective application of the language skills it is essential to have the basic knowledge of the cultural environment. This can be developed through properly selected materials that create 'authentic' situations in the classroom. We will draw on our experience of teaching Business English to undergraduate students at a state</p>

	<p>university in Georgia. We will demonstrate how teaching cultural awareness and intercultural adaptability can lead either to business success or its failure.</p>
<p>10:00-10:30</p>	<p>Irma Rusadze, Marie Chikovani, Akaki Tsereteli State University, Kutaisi, Georgia, <i>Cultural Interference in Language Learning</i></p> <p>This paper deals with the discussion of the value of culture in motivating learners to study English and enhancing learner involvement. Culture is a vital part of language learning and that language and culture are interlinked in many important ways. When learning a new language, successful and effective communication depends on an understanding of the culture that comes with it. An understanding of the customs, traditions and lifestyles of people in a community and facts about a country's history, institutions and achievements, all form the background to understanding the culture which explains a lot about what, how and why people communicate in the way they do.</p> <p>It is also a natural part that studying the culture of the people who use the language learners are learning develops their communication process. Learners feel most comfortable when they are able to make similarities and differences between their own language and the language they are going to study.</p>
<p>10:30-11:00</p>	<p>Zinaida Chachanidze, Akaki Tsereteli State University, Kutaisi, Georgia, <i>Philosophical Enquiry and Intercultural Dialogue</i></p> <p>The practice of Philosophical Enquiry, a learning and teaching method, was introduced in the UK in the 70s by Matthew Lipman, Ann Sharp and Gareth Matthews with the aim of 'helping undergraduate students become reasonable as well as rational. Community of philosophical enquiry involves talking and thinking together with a group of peers keen to explore issues of shared interest'. With our research, we are trying to implement this method at Akaki Tsereteli State University, Kutaisi, Georgia. We hope that through this pedagogy, a learning community can emerge in which the dialogue between different cultures is both challenging and productive.</p> <p>International students who come to our University are drawn from diverse backgrounds and they arrive with different levels of academic skills and competence. In our research, we have been investigating whether engagement with this method could benefit international students whose first language is not English. Research findings suggest that this has been a successful strategy – students are effectively learning the language of critical evaluation,</p>

	articulating their own ideas and developing these emerging ideas about intercultural difference in collaboration with others.
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9:30-10:00	<p style="text-align: center;">SESSION 7: Communicating with the Other Chair : Ewa Rusek</p>
11.00-11.30	<p>Liisi Laineste, Estonian Literary Museum, Tartu, Estonia, <i>Communicating Anger in Online Discussions about Refugees</i></p> <p>Some topics (especially those concerning nationality, race, religion; sometimes also gender, etc) evoke discussions where communication becomes derogatory, insulting and generally aggressive. This is known in contemporary research as flaming and defined as online behaviour that includes insults, swearing, even physical threats. Internet has quite often been compared by researchers to bathroom stalls: emotions expressed through more or less aggressive comments and statements like in jokes, ethnic slurs and flaming occur frequently in online interaction. The general feeling of anonymity allows for and even favours balancing on the verge of the acceptable and the unacceptable. This presentation will describe discussions about accepting refugees to Europe (particularly to Estonia) in different online environments ranging from highly regulated ones (e.g. Facebook) to very anonymous and non-regulated ones (e.g. forums that don't require signing in before posting).</p>
10:00-10:30	<p>Dorota Rygiel, Krosno State College, Poland, <i>The Stranger in Society. Exploring Student Attitude to Migrants</i></p> <p>A lot of people decide to leave their homes in search of a job, more favourable living conditions or just safety. Most modern European societies are full of people who were born in other countries but change their place of living in the hope that they will improve their living conditions. Some of them are willing to accept the new culture and system of values but sometimes they find it very hard to assimilate. The paper intends to compare the attitude of Spanish and Polish students towards people who originally come from different countries. The introductory part of the paper provides a definition of the stranger based on Georg Simmel's notion of the stranger. The main part aims at showing young people's attitude to strangers in the society based on the survey</p>

	carried out in the group of the 3rd- and 4th- year students of English Philology at Krosno State College and Valladolid University.
10:30-11:00	<p style="text-align: center;">Ewa Rusek, Krosno State College, Poland , <i>A Bridge or a Breach – Prospects of Communicati</i></p> <p>Through the analysis of historical determinants and current developments, the paper attempts to discuss the prospects of Turkish admission into the European Union. It is a long process, which was started before the EU itself was formed, and is likely to continue as there are major controversies involved. As all member states need to unanimously agree on Turkey's admission, these controversies need to be dispelled before this much-needed bridge between the western and Islamic worlds is built. The growing economy and diplomatic initiatives in the Middle East have led to Turkey's recognition as a regional power. The seventh largest economy in the Council of Europe and the fifteenth largest in the world, would undoubtedly strengthen the EU which is committed to intensify political dialogue with Turkey. Membership in the EU would further increase Turkey's prestige regionally and internationally, so the interest is mutual. Given its large and growing population,</p> <p>Turkey would have correspondingly large representation in the European Parliament and influence Europe's foreign policies. The destinies of Turkey and (other) European countries are intertwined but the process of integration has been stalled both by domestic (Islam, human rights and social liberties, Kurdish issue, Armenian massacre, etc.) and external problems, mainly Cyprus and the rise of Islamic State in Iraq and Syria. With serious differences in culture, politics and economics, Turkey's accession has met with oppositon and very little progress has been made in the last decade since official negotiations started. The paper discusses arguments used both by the advocates and the opponents of the eurozone expansion into the south-east, concluding that the future of negotiations depends largely on how the European Union will define itself in terms of economic status and core Eurpean values. Throughout the paper, controversies over Turkey's admission are set against potential problems in intercultural communication, as proposed by Samovar and Porter.on between Europe and Asia over the Bosphorus</p>
11:00-11:30	<p>Ewa Kowalska-Stasiak, Jagiellonian University, Krakow, Poland, <i>“Close Encounters of the Intercultural Communication Kind” – Some Insights into Students’ Tacit Knowledge through the Cognitive Study of their Narratives</i></p> <p>“The universe is full of men going through the same motions in the same surroundings, but carrying within</p>

	<p>themselves, and projecting around them, universes as mutually remote as the constellations” (Mounier, 1952). This metaphor serves as a springboard into a discussion of intercultural communication in the context of foreign language teacher training. It is assumed here that students’ universes, they carry within, are their hidden ‘cultures’ - beliefs, values, former experiences of foreign language learning but also, what is most crucial here, of being taught. When invited to study how to teach English as a foreign language they may experience cognitive bias – the result of the clash between their ‘culture’ and the ‘culture’ of theory and practice of foreign language teaching – which may hinder communication. Therefore, what is proposed in this paper is an attempt at gaining some insight into students’ tacit knowledge, their ‘culture’ related to foreign language teaching, to ensure the intercultural communication, the dialogue between heterogeneous ‘cultures’.</p> <p>The theoretical framework comprises the Intercultural Communicative Competence Model (Byram, 1997) and the concept of tacit knowledge (Polanyi, 1966). The aim of the empirical section of the paper is to analyse students’ personal mini-narratives of their former encounters with English teachers. The study is carried out within a cognitive paradigm, employing research instruments developed by Lakoff and Johnson (1980), the Conceptual Metaphor Theory, and the Conceptual Integration Theory proposed by Fauconnier and Turner (1994, 1998, 2002).</p> <p>Key words: foreign language teacher training, Intercultural Communicative Competence Model, tacit knowledge, Conceptual Metaphor Theory, Conceptual Integration Theory</p>
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	<p>SESSION 8: Critical Styles Chair: Colin Swatridge</p>
<p>11:45-12:15</p>	<p>Maria Alcantud Diaz, University of Valencia Spain, <i>Tales vs TALIS. Language Learning and Intercultural Literature (ONLINE)</i></p> <p>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</p>

	<p>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.</p> <p>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.</p> <p>Key words: Children’s Literature, educative innovation, Education for Development, Interculturality.</p>
12:15-12:45	<p>Colin Swatridge, Miskolc University, Hungary, Petru Maior University, Romania, <i>How Important is ‘Correct’ English?</i></p> <p>It is assumed that foreign-language learners should learn to speak and write English as used by native Britons and/or Americans. Of no less long standing is the conflict in Britain between conservatives who would protect the language against change, and linguists who tell us that change is the oxygen of a living language.</p> <p>The paper will not concern itself with the ‘errors’ of foreigners, nor (in the main) with transatlantic usage; it will track some of the changes being introduced into spoken and written English by natives. Representative examples will be chosen from overheard speech and from the press, and published books.</p> <p>The questions will be asked whether ‘incorrectness’ matters and whether educators should hold the line against change-by-misuse or surrender to it. It will be left to participants to supply answers.</p>
12:45-1:15	<p>Hasan Shikoh, University of Birmingham, UK and Trinity College London, UK, <i>Culture, Critical Thought and the Quest for Truth</i></p> <p>Communication is strongly embedded within cultural and experiential influences. However, as a result of increased global mobility and exposure to worldwide media, few forms of written and/or spoken discourse – whether social, academic or political – can be classed as</p>

	<p>culturally pure or unadulterated. Why is it, then, that in many academic situations, learners are rarely exposed to authentic, multicultural literature? Instead, there tends to be a strong leaning towards Anglo-/Euro-/US-centric curriculum content. This presentation will argue for the importance of designing course materials that are rich in cultural diversity to both reflect the reality of our modern world, and to enable learners to develop, and expand their horizons by being exposed to rich sources of intellectually challenging content. Used with the appropriate pedagogical approaches, culture in the classroom can provide the ideal platform to create a dynamic learning environment in which critical thought and the quest for truth can thrive.</p>
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	<p style="text-align: center;">SESSION 9: Theory of Communication Styles Chair: Katarzyna Mołek-Kozakowska</p>
<p>11:45-12:15</p>	<p>Katarzyna Mołek-Kozakowska, Opole University, Poland, <i>The Style of Science Popularization: Communicating Science beyond Academia</i></p> <p>Science popularization through digital media is a hybrid discourse that combines science-related content with the styles characteristic of popular journalism. The degree of hybridization in science journalism may vary within ideational (discursive), interpersonal (stylistic) and textual (linguistic) domains (Halliday, 1985). This paper is an attempt at characterizing the stylistic patterns of science-related reports devoted to environmental issues with an aim of identifying the devices used to attract readers' attention. The material subject to analysis is a sample of most read articles in the online version of the international science magazine <i>New Scientist</i> collected between late 2013 and early 2015. Their headlines, leads, images and articles will be analyzed to grasp the stylistic choices responsible for generating (and keeping up) readers' engagement.</p>
<p>12:15-12:45</p>	<p>Ryszard Kurpiel, Jagiellonian University, Krakow, Poland, <i>Communication Styles in a Selected Type of American, Italian and Polish Video Blog</i></p> <p>Ever since its establishment in 2005, the video hosting website YouTube has been gaining momentum as a new</p>

	<p>medium exerting more and more significant influence on modern communication. Specifically, video blogs – or vlogs – posted on the website have become popular with viewers all around the world. The present paper discusses the linguistic styles of a selected subtype of collaboration videos in English, Italian and Polish. Collaboration videos are vlogs in which two or more YouTubers work together performing a variety of activities. The aforementioned subtype of such videos are ‘challenge videos’ created by vloggers who draw from a repertoire of tasks which circulate on the website in specific periods. The paper investigates potential stylistic similarities and differences in such vlogs from the US, Italy and Poland and explores the question whether there are any common stylistic features related to the global nature of vlogging.</p>
12:45-1:15	<p>Anna Rewiś-Łętkowska, Krosno State College, Poland, <i>Wanted Dead or Alive? Communicative Value of Waking Metaphors.</i></p> <p>The paper contributes to the study of metaphor from the usage-based perspective. It focuses on the communicative value of activated, deliberate metaphors (Steen 2011, Müller 2008). The author aims to analyse the metaphoricity of linguistic and nonlinguistic realizations of the conceptual metaphor of FEAR within the dynamic theory of metaphor proposed by Müller (2008). Due to the constraints of the paper, the research material has been limited to FEAR metaphors motivated by the CONTAINMENT schema. The analysis is conducted in accordance with the tenets of the conceptual metaphor theory, in which “metaphor is primarily a matter of thought and action and only derivatively a matter of language” (Lakoff and Johnson 1980: 153). The study is based on mono- and multimodal manifestations of the metaphors. The notion of multimodality is defined within Forceville’s theory of multimodal metaphor (2006, 2009, 2012).The paper discusses the expressive potential of the conventionalized metaphor is activated in particular discourse contexts.</p>
1:15-2:00	<p>Władysław Chłopicki, Krosno State College, Jagiellonian University, <i>Communication Styles – An Overview</i></p> <p>The notion of communication style roughly denotes the standard form of communication accepted within a cultural community. Communication style has been an important subject in linguistic, folkloric and cultural research. Aspects related to cultural communication style include genre, register, pragmatic rules, cultural and stylistic dimensions (e.g.</p>

power distance, individuality/collectivity, masculinity/femininity, directness/indirectness, self-enhancement/self-transcendence, succinctness/elaboration, and goal/process orientation), and cultural values (e.g., harmony, respect, modesty or restraint). We aim to contribute to a general redefinition of the notion of communication style (cf. Clyne 1994). Broadly speaking, the planned research program includes recording, transcribing and analysing short speeches and short stretches of natural conversation in native languages among participants on a selected subject (meaningful for most respondents and thus unlikely to estrange). Following the above research on intracultural communication, the second round of speeches and conversations should follow, this time focusing on intercultural communication (cf. Hofstede 2015) in English among meaningful combinations of participants in order to enhance differences in previously defined cultural communication styles. At this stage, difficulties in communication in English will be identified based on interference of the native communication style, which will then be postulated as cultural baggage to be dealt with while learning English. The presentation will discuss the results of the pilot study conducted with a group of Polish graduate students in Kraków in 2015. Those aspects of communication style were selected which will best characterize particular styles: turn-taking patterns, lengths of turns, backchannelling, overlap patterns, use of silence, patterns of repetitions, degree of explicitness, hedging/hesitation, levels of formality, types of registers, types of vulgarisms, borrowings, diminutives and augmentatives, emotionality, politeness patterns, gender differences, metapragmatics, linguistic creativity, as well as laughter usage and occurrences of humor and irony.