UNIVERSITY OF SOCIAL SCIENCES

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2ND INTERNATIONAL CONFERENCE ON COMMUNICATION ACROSS CULTURES: GLOBAL IDENTITIES, ENGLISHES AND COMPETENCIES IN ACADEMIC AND WORKPLACE CONTEXTS

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BOOK OF ABSTRACTS

Edited by Iga M. Lehman, Maria Chojnacka & Sylwia Kossakowska-Pisarek

PLENARY LECTURES

Changes in academic identities in European universities.
Quo vadis?

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More than any other discipline the teaching of the English language has been subject to tremendous change, especially throughout the twentieth century. For centuries it has undergone various adaptations in language classrooms all around the world. This is due to the fact that English Language Teaching (ELT) has evolved to take account of changing societal, cultural, institutional and learner needs and by developments in theories of language and learning

Today, in tertiary education, we are at another pivotal point where "we're all language teachers now" (Hughes, N. (2016), as the teaching of discipline content through the medium of a second language is fast becoming the norm and increasing numbers of academics and students are either teaching or learning in universities across the globe in a language other than their mother tongue.

In the face of this reality, how much consideration has been given to the many pedagogical challenges posed by teaching discipline content through a second language to mixed groups of domestic and international students with varying levels of discipline-specific knowledge and different levels of proficiency in the language of instruction? This talk aims to map some of the pivotal points in the evolution of ELT and asks how these developments can help increase awareness of the complexity of teaching and learning through an additional language and how universities can develop a more systematic approach to the needs of the discipline and language experts and learners.

Professor Robin Anderson has worked in the field of English as a Second Language for over 30 years and has taught in Portugal, the UK, China and Italy. He has trained teachers in the UK, Italy and China where he was Senior English Language Specialist for the British Government's Overseas Development Administration programme. He is the author of four books on the study of English for Business and Economics and has published articles in academic journals on English for Specific Purposes, Motivational Studies and Discourse Analysis. He works as a researcher in the Faculty of Economics at the 'Università degli Studi di Milano-Bicocca', Italy.

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Communicating nonverbally across cultures

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"If verbal communication is the pen which spells out details, nonverbal communication provides the surface on which the words are written and against which they must be interpreted" (Stevick, 1982). This presentation highlights the pivotal role that nonverbal behavior plays in target language communication and offers specific activities that encourage learners to optimize the bodily, vocalic, and spatial means at their disposal. In this talk, I examine the challenges of culture specificity, relative awareness, ambiguity, continuous flow and multiple channels in communicating nonverbally. I also propose how language learners might enhance their communicative, affective and cognitive competence by tapping into the power of their kinesic (including gesture, posture, facial expression, and eye behavior), prosodic (e.g., vocal cues) and proxemic (e.g., the use of space) behaviors—especially in cross-cultural interactions. I conclude with generalized ideas to improve both encoding and decoding nonverbal cues more effectively.

Tammy Gregersen, received her PhD in Linguistics and began her teaching and researching career in Chile. She is currently a professor of TESOL and teacher educator at the University of Northern Iowa (USA). She is the author, with Peter MacIntyre, of Capitalizing on Language Learner Individuality (Multilingual Matters) and is currently working on three others with him on nonverbal communication in the language classroom, positive psychology and innovations in teacher education. She has published extensively on individual differences, teacher education, language teaching methodology and nonverbal communication in language classrooms. Tammy is passionate about traveling and has presented at conferences and graduate programs across the globe.
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Who we really are as resourceful and creative cultural and linguistic travellers: combatting divisive narratives and finding threads that connect us

Adrian Holliday

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While cultural practices of all sorts from weddings to types of an academic writing and office procedures and meeting protocols can be very daunting, we all have the basic cultural literacy to learn them given time and motivation. At a very simple level we can say that wherever we come from we are the same people brought up in different circumstances. This implies a shared experience of engaging creatively with culture wherever we find it that we can then carry to new and distant national cultural environments, and, at a small culture level, to a diverse range of work and educational settings both at home and abroad. Within this mélange, where English is involved, given a basic competence, first, second, third and other language users also bring different types of linguacultural resources that can work in different ways to meet requirements and even to bring valuable innovation.

Adrian Holliday is Professor of Applied Linguistics at Canterbury Christ Church University, where he supervises doctoral research in the critical sociology of English language education and intercultural communication. His interest in intercultural communication has developed through professional experience largely in the Middle East. He was a British Council English teacher in Iran in the 1970s; and in the 1980s he set up a language centre at Damascus University, and was involved in a national university curriculum project in Egypt. His PhD was an ethnographic study of Egyptian university classrooms. His book, The Struggle to Teach English as an International Language (Oxford 2005) deals with the cultural chauvinism hidden beneath English language teaching professionalism and 'native speaker' politics. He wrote Doing & Writing Qualitative Research (3rd edition, Sage 2016) to take ownership of a postmodern methodology for understanding hidden cultural realities. Intercultural Communication (3rd edition, Routledge 2017, with Hyde and Kullman) is an exploration of cultural difference when the established essentialist paradigm is put aside. His 2011 book, Intercultural Communication & Ideology (Sage) employs a critical cosmopolitan approach to understand the Western ideologies which inhibit our understanding of the crucial, modern contribution of non-Western cultural realities. His 2013 book, Understanding Intercultural Communication, Routledge, provides a detailed exploration of his 'grammar of culture' and explores the everyday struggle to make sense, cross boundaries, deal with prejudice, negotiate discourses, and be ourselves in intercultural settings. New research interests concern how we all employ multiple and sometimes competing narratives in the process of small culture formation on the go, sometimes to construct essentialist blocks, and sometimes threads that connect our diverse cultural backgrounds. This raises the question of how research should involve intervention in our own lives and the lives of those we investigate. Website: adrianholliday.com, adrian.holliday@canterbury.ac.uk

The language teacher in the globalised world –
A case for using telecollaborative flipped instruction in teacher development

Jarosław Krajka

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With increased student mobility, exchange programs, migrations and openings in the job market, it seems more and more probable for language teachers (most notably, teachers of English) to face the challenge of delivering foreign language instruction to multilingual classes, either at home or abroad. While a great amount of research has been devoted to defining and developing intercultural competence and intercultural communicative competence of learners, fewer studies has been devoted to the competences needed to choose materials and methods, plan, organize and implement language teaching in a culturally-sensitive way. Thus, intercultural teaching competence should find its place into teacher training programs, in order to prepare a new generation of language teachers. However, this might be difficult given overloaded teacher training curricula and overcrowded classes at many universities. The present paper will start by reflecting upon the sociocultural context of language acquisition and language teaching. Then, the aspects of intercultural teaching competence will be described. Next, cases of how teachers from different countries view selected aspects of English teaching will be highlighted. The major part of the presentation will be devoted to advocating telecollaboration and flipped instruction as two devices helping to make language teachers better prepared for the instructional challenges of the present-day classroom.

Dr hab. Jarosław Krajka, currently a University SWPS Professor, completed his English studies at Maria Curie-Skłodowska University in Lublin and obtained his PhD degree (2002) in foreign language teaching from Adam Mickiewicz University in Poznań and post-doctoral degree (2012) in applied linguistics from Maria Curie-Skłodowska University in Lublin. His main research areas are Computer-Assisted Language Learning, foreign language teacher education and intercultural teaching. He has published widely in Poland and several other European countries, his publications comprise 2 monographs, 1 research report, 2 edited volumes, 5 coursebooks, 20 articles, 29 book chapters and 3 reviews. His most recent publication is The Language Teacher in the Digital Age (Wydawnictwo UMCS, 2012). Apart from SWPS he works at Maria Curie-Skłodowska University in Lublin. He teaches courses related to foreign language methodology and Computer-Assisted Language Learning. He is the editor-in-chief of a major Polish CALL journal Teaching English with Technology as well as reviewer for 7 international journals.
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The role of the OBJECT image schema in other image schemata and their prenatal foundations

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The paper puts forward two major new claims about the nature of image schemata, seemingly separate, in reality inextricably intertwined: 1) the OBJECT schema is an indispensable element of other image schemata; 2) the foundations of image schemata are laid in the prenatal period. Both problems have been conspicuously ignored in the literature, with the OBJECT schema either excluded from the list of schemata, or just merely mentioned. This disregard is surprising in view of the fact that we live in a world of objects, the only entities accessible to our senses – the essence of embodiment. The problem of the prenatal foundations of schemata has been completely ignored. If embodiment is to be taken seriously, we have to admit that in pregnancy there are two physical objects - the child's body and the mother's - interacting. Since the nervous system and the sense of touch develop in parallel from about the 7th week of gestation, it is unimaginable that the first tactile experiences of the fetus leaves no imprint on the nervous system.

Aleksander Szwedek is Professor emeritus of Adam Mickiewicz University, Poznań, Poland, still teaching in the Academy of Social Sciences in Warsaw. Author of books and papers on FSP in English and Polish. In the last decade he has written several articles on metaphorization, particularly on physical objects as the ultimate source domain (experiential basis), objectification of space and time, monosemy of prepositions, the phylogeny of metaphors and image schemata. In one paper, he also proposed a new typology of metaphors based on the distinction between physical and phenomenological worlds.
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PRESENTATIONS

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Perception of teaching styles and faculty at SWPS University: interviews with international students

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The paper presents analysis of a number of interviews with foreign students studying English at SWPS University in Warsaw. Students from several countries (Ukraine, China, Kazakhstan, South Korea and Marocco) were asked to comment on their perception of the teaching styles and personalities of the faculty (of Polish, British, Canadian and Irish nationalities) at SWPS University. The questions were open-ended, but formulated so as to refer to the main areas of potential cross-cultural misunderstandings: high/low context, linguistic misunderstandings, non-verbal communication, power distance. The open-ended format of the interviews allowed for diversity of respondent comments, although the person of the interviewer – a faculty member herself and the teacher of the students who were interviewed – imposed certain limitation upon the possible openness of the students-interviewees, especially with regard to potential criticism which they might have been unlikely to come forward with. Still the interviews provided a plethora of interesting findings about the perception of the faculty and the teaching styles by international students. The research indicated certain areas of institutional, classroom and personal challenges that need to be recognized.

Institutional communication in the spotlight: The communicative identity of the Polish high school gifted student and the formation of higher education curricula

Marlena Iwona Bielak

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The paper demonstrates the idea of institutions as the most elaborate social forms (out of all the structures of public space) that have developed their own identity and whose dynamics is shaped by the communicative behaviours of a variety of communicating agents. This paper briefly sketches the general idea of the identity of one selected institution, the Polish high school, and analyses (in detail) one element contributing to its overall identity. To be more precise, the article delves into the communicative identity of the Polish high school gifted student. It is assumed that the identity of the student under analysis should be given due consideration in the process of forming higher education curricula.

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Positioning in teaching-learning community of practice

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With this paper I will make an attempt to show how, depending on the discursive resources available on a particular occasion, the participants of the interaction (university classroom discussion) position themselves and are being positioned in the situational context. Drawing on methodological resources provided by Positioning Theory, Interactional Storytelling and Conversation Analysis, I will analyse samples of a discussion held in a group of EFL students and teachers to present how their situated identities emerge as a consequence of their own and the other's interactional contributions and behaviours. I will also aim to present that the performance of the professional EFL teacher identity in the community of practice is mainly affected by the reflective knowledge, reification and the artefacts the interactants are able to create on-line in a response to the ongoing actions of the other interactants.

I argue that identity of the interactant is not a stable, pregiven construct but occasioned, refashioned, and performed in situational contexts. Every time the person speaks, she is negotiating and renegotiating her sense of self in relation to the larger social world, and reorganizing that relationship across time and space. Identity is made visible and intelligible to others through cultural signs, symbols and practices Nevertheless, interactants' behaviour displays features of conforming to the dominant discourses that are perceived to be relevant and operative in a given situation.

Patterns of language use in English as a lingua franca in Southeast Asia

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This paper presents the results of an investigation into the use of English as a lingua franca in Southeast Asia. The findings were derived from semi-structured interviews with 24 Thai students of English. Four morpho-syntactic variables of Thai English have been selected for analysis ('be' as copula and auxiliary, past tense marking, noun plural and particles) and contrasted with linguistic features of Southeast Asian languages and varieties of English. The evidence suggests that variable occurrence of the investigated forms is not random. On the one hand, the data shows strong L1 interference, e.g. nul copula, use of particles, past tense omission. However, the analysis reveals errors that contradict substrate language influence; these variables are also present in other non-Asian vernaculars.

"Multiple identities" and the development of pragmatic competence exhibited in workplace environments

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There is no denying that new styles of communication have already paved their way in both academic and workplace environments. As Chester (2002) believes, there are different communication needs now and their hierarchy has changed, too. The efficiency, frequency and quality of communication are determined by many important variables - people's age, proximity between them (in the case of office workers, Allen, 1977), or one's first language being the cases in point. Those new styles of communication can be found surprising, linguistically inaccurate, or even rude. Many of them do not also comply to the ones that would be created by native speakers themselves as the people who use them more often than not produce quite awkward structures –on one hand it is an example of pure corporate jargon, and ESP (in the workplace context), on the other a unique discourse heavily manifesting its own identity, first language and norms of politeness present in a particular community (Paltridge, 2012). Thus the discourse produced (already creating a new style of communication) violates pragmatic norms obvious to native speakers, as well as it is highly surprising (if not even confusing) to other non-native speakers.

The presentation aims at demonstrating the results of the analysis of many corporate emails produced by various non-native advanced speakers of English. The analysis mainly focuses on the corpus utterances demonstrating lack of pragmatic competence as well as the existence of "multiple identities" of their authors

Semantic adjectives in linguistics research articles

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A great deal has been published about academic language in written genres, e.g. abstracts or research papers, but less attention has been paid to the use of adjectives in research articles (RAs). As observed by Swales and Burke (2003) adjectives used in academic writing differ from these in speech, e.g. extreme adjectives such as 'weird' or 'tremendous' do not occur in academic writing. Hyland (2000) in his large-scale research into academic writing finds that writers tend to be reserved in assessments referring both to commendation and criticism. These findings can be crucial remarks in analyzing the frequency of adjectives in research articles.

This study aims at investigating the degree of semantic adjectives saturation in research papers in the field of linguistics. Adjectives were classified into seven groups as proposed by Dixon (1982:16): dimension, physical property, colour, human propensity, age, value and speed. The research project is corpus-based in design and consists of 100 articles which are written in English. The papers of three international journals have been collected: Assessing Writing, Journal of English for Academic Purposes, and Journal of Fluency Disorders (all published in 2007).

The analysis of the use of semantic adjectives suggests that there is no significant imbalance in the frequency of the above-mentioned adjective type in the research articles within one academic discipline.

Code switching strategies in academic environment

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The academic environment has always been international, which presupposes the use of several languages during the study process as well as informal interactions. In Latvia code switching between languages has traditionally been stigmatised, so students arrive at the university with a preconception that code switching is not acceptable. When code switching is introduced as a topic of research in intercultural studies courses, some of the anxiety may be removed, but the preconceptions are not. This study is based on a corpus analysis of student interviews and essays on code switching. The research environment ranges from a multilingual student conference in Switzerland to student participation in Latvian presidency and other events in formal and informal situations. The student interviews suggest that in addition to switching between the languages students are also switching between the formal and informal language styles. What differs, however, is the type of switching: "In formal environment the most used multilingual communication strategies were: code switching, situational code switching, interjections, circumlocution, and approximation. However in informal environment frequently used strategies were foreignizing, metaphorical code switching, also interjections and code switching in general" (Ermansone, 2015). This suggests that the human brain, in a stressful situation, is able to keep track of the needs of the situation, but not of the strategies applied to accomplish the task.

Exploring learner needs: approaches to needs analysis in the global workplace

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Needs analysis or needs assessment is a research tool that provides the detailed analysis of student needs and is the first step in the course design. Over the past decades there have been various approaches and models of needs analysis which is nowadays perceived as a continuous process that is negotiated throughout the course (Gollin-Kies et al., 2015: 89). Nevertheless, there has been little discussion about needs from an intercultural perspective in the context of the global workplace.

The paper discusses and analyzes selected needs analysis approaches and models in the context of challenges of diversity in the global workplace. As the consequence of increasing global mobility learners should be trained 'to acquire increased self-awareness and other-awareness' (Bennett, 1998) in order to cater for the needs of customers from a variety of cultural backgrounds. Only then learners are prepared to function effectively in the increasingly globalized world. How can we assess learners' needs in the context of the global workplace and prioritize them? How can we balance often contradictory needs of various stakeholders?

**Nursing and physiotherapy students' need for mobility programs
to develop their cross-cultural competences**

Katarzyna Laprus

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The aim of this article is to analyse problems of nursing and physiotherapy students' mobility and discuss these in the light of results of a research project carried out at the Faculty of Rehabilitation, Josef Pilsudski University of Physical Education in Warsaw, Poland. The results are based on surveys, in-depth interviews and focus groups with academic teachers, non-mobile as well as ex-mobile incoming and outgoing students. The Faculty of Rehabilitation, training students to become physiotherapists and nurses, has been involved in Erasmus student mobility programme for the last 5 years. Yet, as a result of this activity, only approx. 1% of its students have participated in the Erasmus exchange program, contrary to the Faculties of Physical Education, Tourism and Recreation, within the same university, where the outcome of students, who gained foreign experience, stands at 15%. This data gives the impression that the Erasmus exchange program does not fit, in a way, nursing or physiotherapy curriculum. Following the European Community policy, which emphasizes the need for European medical culture that serves cross-cultural issues of workplace practices and internationalization demands as well as in view of nursing and physio graduates' tendency to search work abroad, further steps to facilitate the opportunity of gaining multicultural experience and thus become more employable within European community should be taken. Therefore, I want to discuss challenges, obstacles and available solutions to improve the use of the Erasmus programme in the context described above.

The reconstruction of the identity of bilingual authors through first-person tellings: gain or loss?

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The paper focuses on the problem of the mechanisms underlying second language (L2) writers' identity construction as shown in the life stories of authors who have struggled to become assimilated in a new language and culture. The memoirs of Polish-English bilinguals, Eva Hoffman and Anna Wierzbicka, will be analyzed to establish first-person tellings as a source of credible, compelling and informative evidence of identity reconstruction in the process of cultural border crossings.

The issues of 'affiliation' and 'belonging', relevant for the analysis of authorial self, will be discussed through participation metaphor (PM), which is characterized by terms such as 'doing', 'knowing' and 'becoming part of a greater whole' (Sfard 1998) and has emerged in second language acquisition (SLA) literature as a complement to acquisition metaphor (AM), which is characterized by such terms as 'having', 'knowledge' (ibid.), typical of traditional learning. Along these lines Hanks argues that seeing language learning as participation "does not involve acquiring rules or codes, but ways of acting and different kinds of participation" (1996: 222). Therefore, the approach to the analysis of identity of bilingual writers, which accentuates contextualization and engagement with others, makes it possible to trace the changes which occur in two aspects of their authorial self: individual and collective and to provide a meaningful and insightful answer to the question of this paper.

Research on communicative initiative, quasi-communication and pseudo-communication (in interpersonal interaction)

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The research is devoted to the analysis of the constructions of meaning through the leading role of a speaker in interpersonal communication (later referred to as "communicative initiative") and such specific forms of human interaction as quasi- and pseudo-communication. The author clears up the terms, finds constituent characteristics, structural components, functions and basic mechanisms of the phenomena under consideration, due to the theoretical and empirical analysis of the research material. In this regard the author describes communicative features of these phenomena and considers the reasons for such forms of communication and their increasing spreading at present. The classification of possible forms of their existence in different discourses is suggested. The author assumes that both pseudo- and quasi-communication are characterized as fictional forms of human interaction with some noticeable violations of the basic communicative model. Pseudo-communication suffers from the discrepancy of the meaning of a coded and decoded message. As the main parameters of a scientific classification of the kinds of it the author puts forward: the adequate understanding, intentional factor and the stage of communicative action where the failure takes place. Quasi-communication is marked by the lack of a real partner and hence the lack of any adequate feedback. The author states that any kind of communication can acquire a quasi-form. Holding the communicative initiative during the interaction is another issue for analysis. The author thoroughly describes the factors and communicative means of this process. The researcher stresses the importance and perspective of research and scientific analysis of these three communicative phenomena from the point of view of the Theory of Communication and Linguistics.

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The discursive construction of identity in research group blogs by multilingual scholars

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Blogs represent a new mode of academic discourse used by individual researchers and research groups to share self-presentation content, and thus construct their online identity. Blogs provide an open space for research groups to spread information and communicate research, publicize the group's research and activities, become more visible both to the local and international disciplinary communities, and conduct self-promotion. Research groups harness the affordances of the medium to weave a narrative about the group, presented through various modalities.

The purpose of this research is to analyze how identity is constructed in research group blogs written in English by multilingual Spanish scholars. In academic contexts the choice of language plays a key role in establishing an identity. Academic bloggers use language choice to transmit who they are, who they want to be, and how they want their audience to perceive them. In this study I address the following questions: (i) which are the facets of the group's identities created by multilingual scholars in research group blogs? (ii) which textual practices are adopted by researchers to construct the group's identity? (iii) which is role of multimodality in identity construction in these blogs (i.e. how are different modalities combined to construct identity?). To answer these questions I conducted an analysis of the content (written language, audio, images, video) in posts in 12 research group blogs. The study provides insight on how these research group mesh different semiotic modes in their blogs to project an international identity, and reveals that blogging may be a powerful instrument for research groups' promotion and visibility and therefore more attention should be devoted to this by ESP researchers.

The stereotype of the managerial competencies in the opinion of Polish and Ukrainian students. Cross - cultural study

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Piotr Ambrożewski
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The paper presents the results of intercultural interdisciplinary research concerning the subjective perception of the characteristics of a manager in the opinions of Polish and Ukrainian students studying in Poland. The theoretical context for the research was the perception of personal characteristics as stereotypes, constituting cultural products. The stereotype is perceived as a cognitive representation of categories, generalized cognitive schemata, seeped in value judgements and a hidden conviction about the unconditional similarity between all representatives of a given group (here: managers). The studies were carried out using a method known as Semantic Differential proposed by C.E. Osgood, G.J. Suci, P. H. Tannenbaum in the version adapted for the purpose of the study by Beata Mazurek-Kucharska. The answer to the question what a typical manager is like was indicating the intensity of certain characteristics. These were assigned to seventeen bipolar scales with certain characteristics and their opposites constituting the bipolar pairs, as in good/bad, active/passive. The analysis of the results revealed distinct stereotypes of the manager among the Poles and the Ukrainians tested. The research findings obtained due to the application of descriptive statistics methods served to analyze the results in terms of stereotypes. The analysis focuses on the identification of differences in the perception of the stereotypical characteristics of a manager in the opinion of Polish and Ukrainian students.

Time dimension and its manifestations across cultures

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The success of cooperation among communicators from different cultures in everyday business encounters is directly related to the partners' style of verbal and nonverbal communication. The latter is essential if people intend to build mutual relationships, establish trust and respect for the other party in the professional sphere. The various elements of or codes of nonverbal communication that differ across cultures are traditionally divided into kinesics or body language, haptics or tactile communication, vocalics, olfactics or communication via smell, proxemics or interpersonal space, distance and chronemics.

This presentation deals with chronemics or the study of meanings, usage and communication of time, both verbally and non-verbally. Despite globalization of business in the 21st century, time-based misunderstandings occur that may result in company business losses. The study provides an overview of the time dimension and its manifestations across cultures - the monochronic and polychronic aspect, temporal orientation towards the past, present and future, short term and long term perspectives.

Attempts have been made to investigate the chronemic aspects of Latvia's business culture, since only fragmentary information about it has been found. The data was obtained from a case study in which 350 questionnaires were analysed. The temporal dimension of Latvia's business culture can be characterised as monochromic, although with traces with moderate polychronism, rather high on the short term pole and mainly present oriented. There is a remarkable number of shared characteristics with regard to the time concept with other monochromic cultures in Europe.

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Interactions across cultures: communication breakdowns, language development, and implications for the academic classroom

Michał B. Paradowski

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Communication breakdowns have deservedly been attracting the interest of researchers, as they constitute important factors influencing the process of linguistic interaction and language acquisition. Not only do they affect the process of communication per se, but also have other, often serious, consequences. Particular interest should be accorded to the process of achieving—and failing to achieve—understanding when English is spoken as a vehicular language. We present the results of the first comprehensive analysis of the complete conversations subcorpus of VOICE, focusing on the i) possible causes of communication breakdowns, and ii) strategies employed by speakers in order to both prevent and overcome such failures. We categorise and show the distribution of the sources of breakdowns as well as the compensatory strategies.

We then present the findings of a novel project using a computational multi-layered network perspective to study socially distributed learning, which investigates the impact of communication among Erasmus exchange students on their second-language learning outcomes. The talk will conclude with hypotheses that account for the novel findings, and pedagogical recommendations for ELF and academic contexts.

The place of a translator in a globalised world.
Reflexions in light of Z. Bauman's liquid modernity idea

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Liquid modernity (or, in other words, late modernity) is a concept developed by a famous philosopher and sociologist Zygmunt Bauman. Generally speaking it is marked, among others, by global societies in today's world, postmodernity, global capitalist economies, chaos and by increasing privatisation. The individual in such a world could by characterised by such concepts as nomadism, constant changes, uncertainty, and breakdown in traditional values.

The author of the paper is of the opinion that the concept of liquid modernity might be successfully used to describe the situation of the contemporary translation industry, especially the publishing industry as a whole, as well as the place of a translator in a global business network. The main aim of the paper is to present the results of a case study on the everyday functioning of a literary translator in the Polish publishing industry which consists of various players, mainly publishers, editors, reviewers, and literary agents. Building on Zygmunt Bauman's idea of liquid modernity, the author of the presentation will try to demonstrate that the new reality of the translation industry leads to the emergence of a new style of communication in the publishing industry and of a new characterisation of a professional literary translator. The author will also try to show the translators' role in a contemporary cultural and social agenda of the 21st century.

The role of social media in academic communication

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Cracow, Poland

The main aim of proposed paper is to analyze how social media can develop communication among scholars and scientists. There are a lot of social media sites, whose purpose is the exchange of information. The author presents her own classification based on the topic and the character (i.e. open group vs. closed communities) of conducted social sites. The analysis also takes into account the activity of members, the dominant language and the potential for research cooperation.

The results show both advantages and deficiencies of conducted social profiles and sites, which depend on the interface of profile, the role of the administrator, the size of the community and the field of research.

On some non-conventionalized uses of the transitive construction in Polish

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The study is basically aimed at presenting the concept of transitivity as a construal phenomenon that plays a major role in portraying events in a particular way. The article presents a conceptually based account of a selection of Polish data which illustrate the speaker's dexterity in manipulating the well conventionalized transitive construction in order to achieve some semantico-pragmatic and rhetorical effects. The data collected for the analysis constitute novel instances of the transitive coding in Polish, which, as will be argued, should be seen as a visible manifestation of the speakers' ability and also need to apply linguistic structures creatively. The unconventionalized uses of the transitive coding may involve the manipulation with regard to any element of the event, e.g. the entity performing the action or the entity that undergoes the action. The article focuses on those instances where a non-canonical agent is introduced on stage. Such data illustrate the semantic import of introducing an agent/causer into a one-participant event prototypically coded by an inherently intransitive verb. The process of transitivization and at the same time causativization of a construction involves a shift in the interpretation of the participants. The entity undergoing an internally caused change of state, can be portrayed in the transitive construction as affected by the action induced by an external agent/causer. Therefore, the participants are assigned the features of the patient and agent, respectively. The study shall present selected examples of the non-canonical coding of events, which seem to be fairly common in colloquial Polish, as well as reveal certain conceptual motivation for such alternative structures.

Communication in languages with different interacting centres
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Communication is the most important part of every learning process. In every language there are few levels which need to be mastered in order to communicate effectively, i.e. phonetics, grammar, lexis and pragmatics. There is also one another essential aspect which has to be taken into consideration – the concept of language varieties.

There are languages which are pluricentric, i.e. they have various interacting centres and their varieties may influence the communication process between language users from different countries. They are at the same time unifiers and dividers of people. Pluricentrism is a quite new concept which gains more and more popularity and attention because of the development of international relations between countries all over the world. It can be observed in academic and workplace environment.

Erasmus+ students' language learner identity and investment in ELF
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In the current era of globalization, higher education can be characterized by internationalization, the spread of English as an academic lingua franca, and the flourishing of study mobility programs [1]. Due to the emerging presence of English as a lingua franca (ELF), the variety of study abroad contexts is expanding; however, research focusing on nonnative speaker environments is scarce. The study presented here aims to further our understanding of the issue by focusing on the language learner identity and investment [2] of former Erasmus+ students who had spent one academic semester in a non-English-speaking European country. The study was situated in the qualitative paradigm and contained two phases. The first phase intended to validate a newly designed interview protocol and was carried out with five Hungarian participants. The second phase was done with seven participants from Germany. The collected data were subjected to the constant comparative method. The results revealed the presence of plurilingual orientation, global citizenship, and native speaker idealism among the interviewees. Although the participants seemed to think of English in terms of a foreign language, the dynamic and creative use of English as well as the communicative goal-orientedness [3] reminiscent of the ELF paradigm were prevalent in their accounts. Pedagogical implications include that university teachers should foster the development of skills such as intercultural competence or cross-cultural strategies, which are important assets in today's globalized world.

Intercultural communication in the academic context:
Polish-Indian encounters during the research project in India

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According to the traditional ancient Indian medical science, Ayurveda, one should rather learn how to prevent disease than cure it. It is thus better to anticipate problems and see risks in advance than later face the undesirable situation. The same rule may be applied in many other areas, including intercultural communication at the workplace, where it may prove to be crucial for achieving the results we hope for.

When discussing the issue of communicating across cultures, scholars or intercultural trainers most frequently concentrate on the business environment. However, this paper aims at analyzing the challenge of effective intercultural communication in the academic context, taking as an example the collaboration with Indians in terms of realizing research projects, i.e. fieldwork, collecting data, doing research, etc. Since different approaches to work and interpersonal relations are culturally grounded, the significance of awareness of the communication difficulties together with an intercultural competence is obvious here. In the case of a project that is planned to be carried out in India, it is necessary to predict what may interfere with the successful completion of tasks. To present this kind of "thinking pattern", the paper will focus on particular miscommunication problems and risks that can be anticipated and prevented in good time.

Moreover, the presenters will discuss possible solutions to these problems, referring to certain aspects of Indian culture, such as: various models of work, barriers to open communication, cultural factors that influence the Indian approach to work (prejudice, distrust, ethical or religious issues), cultural values that influence Indians' behaviour, etc. All these aspects of Indian culture should be taken into consideration as early as the planning stage of the project to avoid disappointment and stress in the culturally different academic reality.

Multiple identities and communication across cultures in Patricia Highsmith's works

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The aim of this paper is to discuss multiple identities and the problem of communication in different social and cultural backgrounds in the works of Patricia Highsmith (1921-1995), an American novelist and short-story writer. The emphasis will be placed on the depiction of Americans living in Europe and Africa, usually killers being unfulfilled artists and social outcasts. Highsmith's characters are anti-heroes who, having experienced cultural shock while living outside their homeland, search for their true identity in a strange, hostile ambience. Highsmith's protagonists, frequently gays and lesbians, are exposed to the suspicious examination of an orthodox and frightened society that rejects them and hounds them. As a lesbian, the American writer was imbued with a feeling of social non-conformity from an early age and later, her status as an American living in Europe also marginalized her, making her as much of an outsider in her chosen home as she had been in her country of birth (Fort Worth, Texas). Patricia Highsmith's living in deeply conservative American society affected her writing and contributed to the creation of the characters who operate outside the norm and live on the fringe of society. A special attention will be drawn to the exploration of male characters in such novels as The Talented Mr. Ripley (1955) and The Tremor of Forgery (1969).

Foreign language teaching and intercultural competencies

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On the fundamental level the importance of education and/or training can be defined in the framework of the notion of Bildung, whose signification Gadamer (1975) linked to the notion of praxis. This clearly means that in his view one cannot conceive in the realm of praxis any correlation of Bildung in the social reality without education. Theoretically conceived coexistence of cultures and projections of policies of diversity collide with the question of transmission of the concepts of interculturalism in the realm of the everyday lives of people. Education and training are crucial in this respect as it is well demonstrated in a series of documents of such international organizations as the Council of Europe, UNESCO and several non-governmental organizations. In the study LACE (Languages and Cultures in Europe), which was carried out in 2008 for the European Commission's Directorate for Multilingualism, the team started from the perception that education can fulfil at least a part of the expectations, if it focuses concretely on the development of abilities, skills and, above all, intercultural competences of pupils. The project LACE was built on theories of intercultural competences (Chen and Starosta - 2005, Byram - 1997, 2000, 2001, 2002) with an objective to deliver some evidence to form a basis for devising appropriate policies in the European multilingual space. Especially foreign language instruction is, even in a most elementary form, unavoidably an education in inter-culturalism, considering the circumstances of growing intercultural interactions in the framework of globalising tendencies. Taking into account this fact and building upon it so that elements of inter-culturalism are interlaced with a curriculum – in its methods as well as in its contents – we are on the way to construct the intercultural education.

The impact of internationalization of Polish tertiary education on instructional design

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Data released by the Central Statistical Office of Poland showed 57 159 international students from 159 countries were studying in Poland in 2015. New enrollments reached record levels: they increased by thirty seven percent compared to 2013 (GUS 2013, GUS 2015). The latest trend is certainly welcome observing a steady downturn in student numbers (144 744 students fewer than three years ago GUS 2015); nevertheless, it is important to recognize challenges that the internationalization of higher education imposes on state and private educational sectors in Poland.

The author will reflect upon her ESP teaching experiences at two higher education institutions in Warsaw, Poland concentrating on ways of adapting instructional design methods to a new student profile, a global nomad. International students have different learning styles and expectations and the teacher needs to be aware of that. Pre-course induction meetings would help ensure high quality teaching and learning. Multicultural groups of students challenge teaching styles; sensitizing to various classroom behaviours, lecturers need to become lifelong learners of other cultures.

Beyond Words

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Human communication comes in various forms. Without spoken words and in silence, communication can be achieved (e.g. gestures, sign language). With words in writing or in speaking— people communicate. Intuitively, words are the primary medium of communication. Communication with words, even used correctly, does not guarantee a mutually understood conversation. Intercultural communication presents greater challenges. Miscommunication or misunderstanding sometimes occurs because the reader of the message fails to read between lines, or the listener does not perceive what is "beyond words"— the intended message expressed through means other than words (e.g. a subtle gesture foreign to the listener). Cultural Linguistics is an emerging field where world Englishes are studied through the perspectives of language and culture (Sharifian, 2015). Study of communication involves multiple facets including the linguistic and non-verbal aspects (e.g. body language, gestures), cultures, the engaging participants and the forms of communication (e.g. a written message vs. a face-to-face talk).

This paper examines cross-cultural communication from linguistic (phonology, syntax, semantics) and non-verbal perspectives. I will focus on: 1) the linguistic and non-verbal communication across several cultures (Taiwanese, Korean, American), 2) the implications of linguistic and non-verbal communication for language teaching and learning, and for a multinational work environment. I will discuss what hinders effective communication and present practical methods for language teachers' use of linguistic knowledge in teaching and in raising students' awareness of the roles linguistic and non-verbal elements play in cross-cultural communications, supplemented with communicative strategies (e.g. raising questions, clarification, paraphrasing) students and foreign language users at a workplace can benefit from for making authentic and meaningful communication.

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Negotiating professional identity during the job promotion exam: Language teachers' interpretative repertoires

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Although there is an increasing body of research on the formation/re-formation of language teacher professional identity, there are still contexts of the language teacher's professional practice that remain hardly explored. One such context is an oral examination situation encountered by experienced language teachers in Poland who aspire to being promoted in their teacher professional ranks. Drawing on the three-A (affiliation, attachment, autonomy) model of professional identity (Werbińska, 2016), I focused on the narratives of 15 examinees who were in-service English language teachers (purposive sample). I hoped to discover the "interpretative repertoires" (Kalaja, 2015) the participants employed with regard to the language teaching profession (affiliation) in which they indexed themselves as language teacher practitioners (attachment) and expressed their agency through canonical self-presentations and responses to examiners' questions (autonomy). The presentation ends with several implications from the study and shows future directions for investigating language teacher identity.

Linguistically sustainable ESP/Medical English communication teaching on the example of Nicolaus Copernicus University, Collegium Medicum in Bydgoszcz

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The paper concentrates around the issue of medical English communication teaching in the linguistically sustainable way (ecolinguistically) on the example of Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Toruń, at B2 to 3A level. Ecolinguistically sustainable teaching in this context is understood as medical English communication teaching with the application, in certain situations, of Polish. First the development of the notion of ecolinguistics is presented, starting from Haugen's definition coined in 1972, continued by the introduction by of Barron' et al. in 2002 of the statement "that there is an infinite world of possibilities for language ecology" (2002, 10). The issue raised in the following paper is the use of the national language in ESP/medical communication teaching. Following, the problem of defining medical communication (e.g. the personal behaviour of a doctor, patient-centered vs doctor-centered approach, the importance of a doctor's cultural awareness of a patient's social and ethnic origin) is explained and its importance in doctor-patient encounter is stressed. A message-centered approach to communication defined by Brant B. Burleson is accepted and described in this work as leading. Subsequently, a survey centering around the formerly mentioned issue, performed on 44, 2nd-year Polish students of medicine is discussed. Worth stressing is that the basic handbook used by the students' undergoing the experiment is "Good Practice Communication Skills for a Medical Practitioner" by M. Mc Cullugh and Ros Wright. The questionnaire analysed by means of the SPSS statistical programme reveals the importance of the use of Polish in certain medical communication classes (e.g. explanation of medical terms and definitions and also some medical slang). The final conclusion stresses the need for using the Polish language next to English in selected medical communication circumstances which agrees with the definition of linguistically sustainable foreign language teaching.

Polish brokers as language and cultural mediators

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Child language brokering is a process, often "ignored" by professional translators/interpreters and academics, and considered not worthy of study (Antonini, 2010), yet, due to a large number of Polish immigrants living in the UK it has become an issue of concern for us, Polish researchers. So far, this concept has been widely studied mainly by scholars in the USA, Italy, Spain, Germany, France and Britain, the countries with a long immigration tradition, and children have been used as interpreters for centuries (Harris and Sherwood 1978). Young people tend to acquire the language of a new community, become proficient and adapt to the new culture more quickly than adults (Weisskirch and Alva, 2002), thus they often act as linguistic and cultural mediators for family members or friends. They interpret in various, both formal and informal, situations, such as at a doctor's appointment, police inquiry, parent's meeting with a teacher or simple shopping in a local grocery. What problems do they encounter? How do they feel about it? Is being a bilingual broker a burden or an asset in their eyes? The results of the study carried out on Polish children (aged 7-18), living in Britain will be discussed from the perspective of their experience as brokers, their feelings on language brokering, cultural identity, ostracism and prejudice they had experienced.

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*The Book of Abstracts has been reviewed by a native speaker and minor changes have been introduced to eliminate linguistic mistakes