Book of Abstracts
Multiculturalism, Multilingualism and the Self

25th Conference
of the Polish Association
for the Study of English

Szczyrk, 31 March — 02 April 2016

Institute of English
and Institute of English Cultures and Literatures
University of Silesia in Katowice

IN MEMORIAM

Jan Rusiecki

Janusz Arabski

Professor of Applied Linguistics at the University of Warsaw, died on September 20, 2015 at the age of 89. He was a co-founder and a past President of PASE and also a founding member, the first president and an Honorary President of IATEFL Poland. He was an active member of many scholarly societies, among them *Societas Linguistica Europaea.*

Professor of Linguistics at the University of Silesia, died on September 15, 2015. He was a co-founder of the Faculty of Philology and a past Director of the Institute of English, University of Silesia, a co-founder of the Silesian School of Economics and Languages in Katowice, and also the President of *The International Society of Applied Psycholinguistics.*

The immense legacy of knowledge and expertise left by both Professor Rusiecki and Professor Arabski, as well as their contributions to the development of English studies in Poland have laid the foundations for today's research in linguistic

25th Annual Conference of the Polish Association for the Study of English

Multiculturalism, Multilingualism and the Self

Szczyrk, 31st March – 2nd April, 2016

P R O G R A M M E

Thursday, 31st March 2016

07:30 – 08:30	**Breakfast**
08:30 – 09:00	**Conference opening** Professor Ryszard Koziołek (Pro-Rector of the University of Silesia) Professor Rafał Molencki (Dean of the Faculty of Philology) Professor Liliane Louvel (President of ESSE) / Professor Ewa Kębłowska-Ławniczak (President of PASE) Professor Andrzej Łyda, Director of the Institute of English at the University of Silesia Professor Jacek Mydla, Director of the Institute of English Cultures and Literatures Professor Danuta Gabryś-Barker (on behalf of the Organizing Committee)
09:00 –	**Plenary session** Chair: Liliane Louvel

10:00	Claus Schatz-Jakobsen: *On the uses and abuses of literature for culture and life*			
10:00 – 10:30	**Coffee break**			
	Section A LITERATURE Chair: Stankomir Nicieja	Section B LITERATURE Chair: Anna Kędra-Kardela	Section C LINGUISTICS Chair: Adam Wojtaszek	Section D APPLIED LINGUISTICS Chair: Ewa Piechurska-Kuciel
10:30 – 11:00	Andrzej Wicher: *The matter of cosmopolis. Multi-cultural motifs in Geoffrey Chaucer's work*	Anna Walczuk: *From split "self" towards "self" unified: travelling to the Holy Land in Muriel Spark's novel The Mandelbaum Gate*	Henryk Kardela: *Speaking about oneself. A Cognitive Grammar analysis of reflexives*	Enric Llurda, Vasilica Mocanu: *A comparative analysis of the identity construction of mobility students in Finland, Romania, and Catalonia*
11:00 – 11:30	Ewa Wiśniewska-Steciuk: *Anthropological interests in the works of Ursula K. Le Guin*	Anna Cholewa-Purgał: *Narratives of conflict and reconciliation of in-between selves and worlds in Charles Williams's Descent into Hell and All Hallows' Eve*	Agnieszka Wawrzyniak: *The conceptual construal of ME "trouthe" in "The Canterbury Tales"*	Mirosław Pawlak: *The language self in the learning of a second and third language: stability and change*
11:30 – 12:00	Joanna Bukowska: *Kazuo Ishiguro's Buried Giant as a perilous quest through the unchartered territory of memory, vengeance and love*	Anna Białkowska: *"Prisoners of the Earth, come out" - links and parallels between William Burroughs's writing and gnostic thought*	Weronika Kaźmierczak: *The term "battle", its emergence and semantic evolution in English: a corpus-based study*	Iga Maria Lehman, Robin Anderson: *Academic identities and literacy practices. A few remarks on the influence of EAP instruction on the construction of disciplinary identities of Italian tertiary students*
12:00 – 13:30	**Lunch**			
13:30 – 14:30	**Plenary session** Chair: Andrzej Łyda Rafał Molencki: *Multiculturalism, multilingualism and the self in Medieval English*			
	Section A LITERATURE Chair: David Schauffler	Section B CULTURE Chair: Aleksandra	Section C LINGUISTICS Chair: Agnieszka Solska	Section D APPLIED LINGUISTICS Chair: Liliana Piasecka

		Kędzierska		
15:00 – 15:30	Paulina Pietras: *Self/Other encounter in the shadow of Great History – alterity in American Trilogy by Philip Roth*	Kornelia Boczkowska: *Spaceflight as the (trans)national spectacle: Technological sublime and American identity in early Imax space films*	Alicja Dziedzic-Rawska: *Expressing the prison self*	Marek Derenowski: *The influence of explicit culture teaching on the development of foreign language learners' intercultural awareness*
15:30 – 16:00	Maja Daniel: *The virtuous Yankee's and the tough cowboy's burden: regional identity issues in Annie Proulx's Vermont and Wyoming short stories*	Tomasz Gnat: *Moon Nazis and interstellar communists. Designing cultures and artificial societies in interactive entertainment*	Aleksandra Pasławska: *Linguistic creativity in Polish media discourse: a cognitive grammar perspective on English borrowings*	Pawel Sobkowiak: *Critical thinking in the intercultural context: Investigating EFL textbooks*
16:00 – 16:30	Asma Chahed: *Regional Identity in the literary Representation of the hybrid in William Faulkner's "Light in August"*	Agnieszka Kliś-Brodowska: *Multiculturalism in videogame studies: current research and future perspectives*	Sepideh Firoozkoohi: *Literary representations of voices between cultures"*	Ewa Piechurska-Kuciel: *Is foreign language enjoyment related to proficiency?*
16:30 – 17:00	Angelika Szopa: *Multicultural Dissonance: Doris Lessing's Cultural Migration and Representation of the Self*	Ewa Klęczaj-Siara: *Reading ethnic American children's literature and the questions of cultural authenticity*	Maria Wysocka: *Language Learning, Language Teaching, and Our Selves*	Teresa Maria Włosowicz: *Text reception in L1, L2 and L3, as exemplified by excerpts from Louise L. Hay's self-help book "You Can Heal Your Life"*
17:00 – 17:30	**Coffee break**			
	Section A LITERATURE Chair: Leszek Drong	Section B CULTURE Chair: Julia Szołtysek	Section C LITERATURE Chair: Agnieszka Łowczanin	Section D LINGUISTICS / APPLIED LINGUISTICS Chair: Enric Llurda
17:30 – 18:00	Aleksandra Kędzierska: *That complex Irish self: Dermot Bolger's "Walking*	Dorota Malina: *A haughty sniff versus a spoonful of sugar, or who is*	Tomasz Fisiak: *The ethnic Other as a Gothic villain: the case*	Liliana Piasecka: *International students´ perception of gender-marked forms of address*

	the Road"	*Mary Poppins?*	*of Charlotte Dacre's "Zofloya, or the Moor"*	*and occupational lexis*
18:00 – 18:30	Beata Piątek: *The downside of globalisation: provincial Ireland meets multicultural Europe in Edna O'Brien's "The Little Red Chairs" (2015)*	Brygida Pudełko: *Marriage, divorce, sexuality and gender differences in the Edwardian era*	Fathi Neifar: *Samuel Richardson's "Pamela"as a narrative of conflict and reconciliation*	Rafał Gołąbek: *On socially and culturally motivated differences in men´s and women´s language: causative get-constructions in the dialogues passages in F. Scott Fitzgerald novels "The beautiful and Damned" and "Tender is the Night"*
18:30 – 19:00	Izabela Curyłło-Klag: *Representation of multicultural communities in Edna O'Brien's "The Little Red Chairs"*	Ewa Wylężek: *Outsourcing eroticism*	Krzysztof Jański: *Principles of constructing an inter-cultural (micro-)community in Terry Pratchett's nation*	Yuliia Lysanets: *"False Friends" in the language of medicine as a challenge for multilingual health-care environment*
20.00	**Dinner**			

Friday, 1st April 2016

07:30 – 09:00	**Breakfast**
09:00 – 10.00	**Plenary session 1** Chair: Henryk Kardela Jean Marc Dewaele: *Why multiculturalism and multilingualism enrich the self?*
10:00 – 11:00	**Plenary session 2** Chair: Ewa Borkowska Anthony David Barker: *Finessing the multilingual world in commercial English cinema*
11:00 – 11:30	**Coffee break**

11:30 – 12:00	Section A CULTURE Chair: Eugenia Sojka	Section B LITERATURE Chair: Jadwiga Uchman	Section C LINGUISTICS Chair: Jean-Marc Dewaele	Section D APPLIED LINGUISTICS Chair: Maria Wysocka
	Stankomir Nicieja:	Joanna Kozieńska:	Urszula Michalik, Iwona	Katarzyna Ożańska-Ponikwia:

	Assembling a new self in multicultural America: conflict and reconciliation in Clint Eastwood's "Gran Torino"	*The self in conflict: spiritual and political struggle in T. S. Eliot's "Murder in the Cathedral"*	Sznicer: *Awareness of cultural issues in the use of humour in multicultural working environment*	*Bilingualism and Multilingualism from the qualitative and quantitative point of view*
12:00 – 12:30	Monika Kocot: *Wor(l)ds. Apart: Fluid Identity in Native American Narratives*	Ewa Błasiak: *Queer, English, a writer and a Berliner: modernist identity as a selve-in-between in Christopher Isherwood's "Goodbye to Berlin"*	Agnieszka Solska: *Puns, "shuanguan" and "kalambury2": a cross-linguistic study of punning the English, the Polish and the Chinese way*	Danuta Gabryś-Barker: *(Fairly) New approaches to multilingualism research: Focus on metaphors and similes*
12:30 – 13:00	Edyta Wood: *Native American lives in between cultures in selected contemporary Self-Narratives*	Urszula Gołębiowska: *The self between two "incongruous and incompatible cultures" in Paul Bowles's "The Sheltering Sky"*	Łukasz Matusz: *Taboos and swearing words: cross-linguistic universalities and peculiarities*	Ingrid Bello Rodzeń: *Considerations for the use of online questionnaires in multilingualism research*
13:00 – 14:30	**Lunch**			
14:30 – 15:30	**Plenary session** Chair: Leszek Drong Frank Ferguson: *Beyond the hamely tongue: Ulster-Scots literature and multiculturalism*			
	Section A LITERATURE Chair: Frank Ferguson	Section B LITERATURE Chair: Ewa Borkowska	Section C APPLIED LINGUISTICS Chair: Dagmara Gałajda	Section D APPLIED LINGUISTICS Chair: Mirosław Pawlak
16:00 – 16:30	Anna Kędra-Kardela: *The conflicted self in Frank O'Connor's stories of priests: A conceptual integration theory account*	Ewa Kębłowska-Ławniczak: *Fear of multilingualism and the uses of nostalgia in Ivan Vladislavić's "The Restless Supermarket"*	Monika Grotek: *Multilingual experiences among Polish learners of English in their early and late adulthood*	Julia Barnes: *English as a third language in infant education: tool for learning about individual differences in early bilingual language acquisition*
16:30 –	Wojciech Drąg:	Marcin Tereszewski:	Elżbieta Krawczyk-Neifar:	Anna Brzostyńska:

17:00	*Heteroglossia in Experimental Fiction: "The Absent Therapist" by Will Eaves*	*Oceanic identity: psychological discourse in J. G. Ballard's fiction*	*Bilingual teacher training: Failure or success? (A students' and teachers' perspective)*	*The tempo of child's personal development in multilingual community: Acquiring four languages at once*
17:00 – 17:30	Agata Kowol: *Identity, the Self and the Levinasian Other in Joseph Conrad's "Lord Jim"*	Michał Palmowski: *"Submission": Brave New World according to Michel Houellebecq*	Grzegorz Krawczyk *Foreign language acquisition in multilingual context: a sample study of learning priorities and possible factors influencing individual choices*	Maria Stec: *Multicultural education in teacher´s books for young learners – a draft of the research study*
17:30 – 18:00	Bożena Kucała: *The split self in John Banville's "The Sea"*	Ewa Fiutka: *"Watch your step": The narration of borders in Michel Faber's "The Crimson Petal and the White"*	Elżbieta Szymańska-Czaplak: *Intercultural sensitivity of multilingual students*	Javad Danesh: *Replacement operation in self-initiated repair practices in oral reproduction of short-stories*
20.00	**Conference dinner**			

Saturday, 2nd April 2016

07:30 – 08:30	**Breakfast**			
	Section A LITERATURE Chair: Zbigniew Białas	Section B CULTURE Chair: Ewa Kębłowska-Ławniczak:	Section C APPLIED LINGUISTICS Chair: Danuta Gabryś-Barker	
08:30 – 09:00	Małgorzata Poks: *The house Sophie built: critique of multiculturalism in Ana Castillo's "So Far From God"*	Eugenia Sojka: *From multiculturalism to interculturalism in Canada – the role of intercultural drama/ theatre and performance in the evolution of cultural and political*	Dorota Tutka: *Surveying students' opinions on foreign language teaching and independent foreign language learning*	

		signifiers of Canadianness		
09:00 – 09:30	Mira Czarnecka: *The multiplicity of voices in a broken world – narrative of conflict and reconciliation in "The Memoirs of a Survivor" by Doris Lessing*	Ryszard Wolny: *Multicultural Australia: narratives of conflict, narratives of reconciliation*	Anita Żytowicz: *Polish teenagers as language brokers in the UK – own study*	
09:30 – 10:00		Agnieszka Łowczanin: *Trouble with triangles: England, France and Poland at the turn of the 18th century*	Dagmara Gałajda, Paweł Zakrajewski *Creating a multicultural community in a university context: A discourse and psycholinguistic perspective*	
10:00 – 10:30	**Coffee break**			
10:30 – 11:00	Section A LITERATURE Chair: Andrzej Wicher	Section B CULTURE Chair: Jacek Mydla	Section C LITERATURE Chair: Bożena Kucała	Section D LINGUISTICS / APPLIED LINGUISTICS Chair: Elżbieta Krawczyk-Neifar
	Jadwiga Uchman: *"Convergence of Different Threads": Tom Stoppard's "Dogg's Hamlet, Cahout's "Macbeth"*	David Schauffler: *What Is Wrong with This Spectacle? – Debord, Castoriadis, Lefort, and the Liberal Imaginary*	Nevin Faden Gürbüz: *The perception of multicultural identity in Elif Shafak's "Honour"*	Gregory Simon Szarycz: *The relationship between cultural capital and English language learning: an opportunity or threat?*
11:00 – 11:30	James Dale: *Shakespeare and the Language of Disguise*	Tomasz Jerzy Brenet: *Constituents of self-determination in the state of cultural in-betweenness*	Julia Szołtysek: *The Ottoman harem in Western literature and the arts: imaginings and mis/representations*	Aleksandra Szymańska-Tworek: *The changing demographics of English: linguistics, cultural and pragmatic changes at the classroom level*
11:30 – 12:00	Aleksandra Kamińska: *Speaking from somebody? "Behind Beautiful Forevers"*	Katarzyna Molek-Kozakowska: *Changing perceptions of*	Marta Popławska: *The female self as presented by C. P. Estes in "Women*	Danuta Gabryś-Barker: *Promoting research in multilingualism*

	by Katherine Boo (2012) and David Hare (2014)	multiculturalism in the British public sphere	Who Run With the Wolves". The stories of female initiation, intuition and instincts	
12:00 – 12:30	**Coffee break**			
	Section A LITERATURE Chair: Ryszard Wolny	Section B LITERATURE Chair: Agnieszka Kliś-Brodowska		
12:30 – 13:00	Ewa Borkowska: *The power of the self, or why poetry (Still) matters in the world of multi-culti*	Barbara Poważa-Kurko: *Literary presentations of Polish immigrants in England:" Where the Devil Can't Go" by Anya Lipska and "Madame Mephisto" by A. M. Bakalar*		
13:00 – 13:30	Agata G. Handley: *Facing North: liminal identity in Tony Harrison's verse*	Nina Augustynowicz: *"Without thee, it is pain to live,/ But with thee, it were sweet to die": Victorian metaphors of sugar in George Eliot's "Brother Jacob"*		
13:30 – 14:00	**Conference Closing**			
14.00	**Lunch**			

Registration:

Wednesday 30th March:	**6:00 pm – 9:00 pm**
Thursday 31st March:	**7:30 am – 8:30 am & 12:00 – 1:00 pm**
Friday 1st April:	**8:30 am – 9:00 am & 1:00 pm – 2:00 pm**

PLENARY TALKS

Anthony Barker
University of Aveiro
Finessing the Multilingual World in Commercial English Cinema

As a highly capitalised business, the film industry cannot afford to confuse its target audience with the plethora of communicative difficulties that exist in the world. Narrative exegesis demands that we get down to what is important or appealing expeditiously. A series of conventions have therefore grown up to simplify linguistic diversity, many of them obvious and scarcely claiming our attention. The most notable of these is the Hollywood convention that everyone, from everywhere, with or without a foreign accent, speaks English. Before the coming of sound cinema, it made little sense to talk of national cinemas and language communities. Since sound arrived, these have become dominant forms for categorising film content, and dominant ways that films are marketed and consumed. This plenary talk will start by focussing on the period 1927-30 to see exactly what ground rules established themselves for representing the world. It will then look at the (often serio-comic) conventions of the Hollywood studio era, in such classic movies as *Casablanca* (1942) and *Bridge on the River Kwai* (1957), before turning to the emergence of a tentative self-aware internationalist cinema in the 1960s and 70s. Finally, I will review some recent developments in cinema and speculate on what a truly multilingual cinema might look like, what commercial realities would still be brought to bear but also see what possibilities might exist for its wider dissemination.

Jean-Marc Dewaele
University of London, Birkbeck College
Why Multiculturalism and Multilingualism Enrich the Self

Learning a language is more than merely acquiring a tool for communication. Researchers have found that the effect of learning languages and absorbing new cultures extends beyond the purely cognitive level. Multilinguals typically score higher on Openmindedness, Cultural Empathy, Social Initiative (Dewaele & Stavans 2014), on Cognitive Empathy, and on Tolerance of Ambiguity (Dewaele & Li Wei 2012, 2013). Moreover, multilinguals seem to suffer less from anxiety in all their languages (Dewaele 2013), have more fun in Foreign Language classes (Dewaele & MacIntyre 2014, 2016). I will argue that learning languages can enrich the self in unexpected ways, expanding identity options and sharpening communication skills. In short, multiculturalism and multilingualism can make you a better person, and a better citizen: more creative, more openminded, more empathic, more emotionally stable, more sociable, more tolerant, better equipped to learn new languages, more confident and less anxious in communication.

Frank Ferguson
University of Ulster, Coleraine
Beyond the Hamely Tongue: Ulster-Scots Literature and Multiculturalism

In recent decades there has been a recovery of the Ulster-Scots language in Northern Ireland. This minority language has received much community and government interest and has been recognised as a significant constituent of Ulster's cultural vibrancy. Alongside this, there has been a scholarly recovery of the literature associated with this language. Much good work has been carried out to illuminate the accomplishment of three centuries worth of texts which employ what some have described as the Hamely Tongue. While there is much to be applauded in this enterprise, it could be argued that considerable work still remains to be done in the revival of the language and the literature. One aspect of what is still be needed as part of this revival process is the capacity for Ulster-Scots literature to be realised within a variety of theoretical and critical contexts. An area that is particularly underexplored is Ulster-Scots literature's versatility as a means to examine the nuances and complexities of identity and selfhood. While it is often cited as a means to denote the impact of Scottish influence in Ireland, all too often its ability to articulate identity politics beyond the Scottish-Irish nexus is underplayed or ignored. In this presentation I will examine the creative urge within Ulster-Scots literature for engaging with multiple voices and selves. While I would not wish to disparate the enormous power of the written and oral tradition to represent the homely and the local. I will argue that Ulster-Scots writing's grand focus on the interplay between vernacular and received or classic literary registers provides a means not merely to comprehend the unique cultural mix of the north of Ireland but the ability of this literature move beyond the boundaries of Irishness and Scottishness in order to engage with a broad range of constructions of the self and to recognise intuitively a varieties of otherness. This process, I will argue, is an inherently textual and linguistic multiculturalism which is aware very much of reaching and playing across differences and sitting comfortably and creatively within a variety of voices and selves.

Rafał Molencki
University of Silesia, Katowice
Multiculturalism, Multilingualism and the Self in Medieval England

The early ethnic history of Britain is the story of successive waves of immigrants from the continent: Iberians, Celts, Romans, Anglo-Saxons, Vikings and Normans. Interestingly, after the Norman Conquest mass immigration ceases for many centuries. Nevertheless medieval Britain was a truly multicultural and multilingual society. In many areas the everyday reality required from the population to be able to have a working knowledge of at least two languages. As a result of this we can witness phenomena which are typical of multilingualism: *Mischsprache*, common code-switching and the mutual influence of one language on the other. As compared with a linguistically relatively pure Anglo-Saxon Old English, Middle English displayed numerous features that are characteristic of a creolized variety of language such as mixed vocabulary and largely simplified grammar. In the paper we will take a look at the interaction between English and Celtic, English and Norse, and in particular between

English and Romance (both Norman and Latin), paying special attention to the formation of new sentence connectives. Despite overwhelming internationalization of the English language in late Middle Ages, on the social level one can notice the growing sense of national identity and self-pride of the new English nation welded in the melting pot of Germanic and Romance element. Abundant evidence of this new English patriotism can be found in the Middle English literature.

Claus Schatz-Jakobsen
University of Southern Denmark, Odense
On the Uses and Abuses of Literature for Culture and Life

My keynote address to the 25th Conference of the Polish Association for the Study of English will read like part personal manifesto, or credo, if one likes, part reflection and rumination of a literary-theoretical nature, both relating to the titular 'uses and abuses of literature for life and culture'. Harking back to my earliest, post-structuralist/deconstructionist days as a professional reader-cum-theorizer of literature, I have come in more recent decades to feel increasingly embarrassed about the ease with which many of the more theoretically and methodologically empowered positions in the modern literate academy (including positions which I myself have at one time endorsed) slighted the literary text itself while bringing the act of reading and all its uncertainties and aporias into sharp focus. My embarrasment was fueled when English Romantic studies, which had been my home ground and the battle field for the trial of strength of many Anglo-American critical methodologies (New Criticism, Reader-Response, Deconstruction, New Historicism), led me to what in the early 1990s became the new black in the theoretical approach to literature, Ecocriticism, though theory with a difference, since ecocritics sought to go beyond the impasse of deconstruction and the constructionisms of the New Historicism to recover the original use and truth value of the Romantic and other canons. Finding, at a conference at Pamukkale University in Turkey in 2013, that the study of literature made a difference in and could potentially have a real impact on the lives of up-and-coming academics from Turkey, Iran and other Middle-Eastern countries, that the deployment of feminism or postcolonialism were not just so many intellectual parlour games, but serious business, shamed me – and led me, in due course, to what will occupy the second part of my address: more ethically charged modes of criticism of the Nussbaum, Wayne Booth and Rita Felski-variety, which toward the end of my address I shall try to put to (good) use in reading a few samples of contemporary English literature. I want to suggest that literature may not only be made to serve our culture in training our moral imagination, but may indeed be used for the enlarging of our sympathies, perhaps even beyond the scope of what we traditionally think of as "human."

Robin Anderson and Iga Maria Lehman
Academic Identities and Literacy Practices: a Few Remarks on the Influence of EAP Instruction on the Construction of Disciplinary Identities of Italian Tertiary Students

This paper focuses on academic identity and the impact of individual and environmental factors on its development. Drawing on a variety of theoretical perspectives, originally presented in e.g. Halliday (1978, 1989), Hall (1995), Harré (1999), Hyland (2012) and Gee (2012), Lehman will discuss her framework for an analysis of authorial self-representation along the axis of individual-collective selves. It will be shown, however, that this basic continuum entails a number of related aspects, which are synthesized in a multi-dimensional model of academic identity, with particular reference to the formation of the *collective* self[1]. To support the theoretical facet of the proposed model, Anderson will discuss *what* can be read and *how* texts can be read in the tertiary level courses of English for business and economics, and how, therefore, disciplinary self develops in the context of institutionally constrained access to possibilities for self-representation.

Julia Barnes
English as a Third Language in Infant Education: a Tool for Learning About Individual Differences in Early Bilingual Language Acquisition

This study reports on the learning of English at a university in the Basque region of Spain, which has the minority language Basque as the medium of instruction. All students are bilingual in Basque and Spanish, yet a variety of content is taught to students of infant and primary education through the medium of English using CLIL approaches. In a context where students have been educated bilingually and feelings of loyalty to Basque identity and the revival of the Basque language can run high, students are encouraged to understand the importance of English as a Lingua Franca as a tool for their professional and personal lives in a global world. The present study forms part of an infant education module on early bilingualism and trilingualism that is taught in English at the university. In it, small teams of trainee infant teachers each collect samples of Spanish and Basque from a 4 year old bilingual child in his/her home using standardised data collection procedures. Using their findings, the students build up the linguistic profile of one child and can compare this with other linguistic profiles created by their classmates in order to observe the acquisition process(es) taking place in youngsters across different Basque/Spanish bilingual sociolinguistic contexts. The future infant teachers improve their own English language skills along with their awareness of the language diversity they may find in their classrooms, whilst linking theories of bilingual and multilingual acquisition to children and family.

Ingrid Bello-Rodzeń

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Considerations for the Use of Online Questionnaires in Multilingualism Research

An increasing interest in bi/multilingualism has contributed to the adoption of internet-based research techniques. The use of web questionnaires in these fields is not uncommon, for they have been found to be economical, fast to create and deploy, and convenient to reach out to a representative group of potential participants (Sue & Ritter, 2012; Wilson & Dewaele, 2010). Yet, certain aspects need to be taken into account when the questionnaire respondents are multilinguals. From that perspective, this session aims at offering some methodological considerations with regard to the use of this instrument in the exploration of issues in multilingualism by drawing on a review of the literature and personal experience. At first, an overview of research methods (Aronin & Hufeisen, 2009) and some studies that have employed online questionnaires as a data-gathering tool (e.g. Dewaele & Wei, 2013; Pavlenko, 2004) will be presented. Afterwards, an online questionnaire designed to build the profile of the participants of an ongoing study on Multilingual Upbringing will serve to explain a number of technical, linguistic and ethical challenges encountered, as well as to share part of the results obtained. At the end, the discussion will focus on the practicalities and principles for web questionnaires to help multilingualism researchers collect information both responsibly and efficiently.

Anna Maria Brzostyńska
The Tempo of Child's Personal Development in Multilingual Community. Acquiring Four Languages at Once

The opportunity to grow up in multilingual surroundings gives a great chance to acquire at least two languages, and improve them without the effort. A little child is not aware of acquiring many languages. The difficulty appears when a child starts to speak and the code-switching occurs. The significant question is how fast a child can distinguish two, three, or even four different languages. The first part of my presentation concentrates on multilingualism itself, advantages and disadvantages of growing up in multilingual surroundings, and the effect of personal development that is strictly connected with becoming multilingual person. The second part of presentation analyses the research study focuses on a particular child – a 4-year-old girl living in England, whose mother is a Pole, and father is half-Italian and half-Egyptian. At the age of three this little girl could speak Polish, Italian, English, and a little bit Arabic. The research study is based on observation of her behaviour in case of speaking particular languages. Furthermore, it contains interviews with her mother at which I asked her about changes in girl's way of communications with different people.

Javad Danesh, Amirhossein Talebi, and Mohamad Karim Hassani Kabutarkhani
Replacement Operation in Self-Initiated Repair Practices in Oral Reproduction of Short Stories

This paper investigated replacement operation, one of the self-initiated repair operations, practiced by Iranian students of English as a foreign language (EFL) in reproduction of short stories. In addition, the present study examined learners' priorities in employing repair methods. Two repair methods were analyzed, explicit repair and tacit repair. To this end, two groups of thirty EFL students in two oral reproduction courses at Sheikh-Bahaee University (Iran) were required to reproduce two short stories as their final exam. This study purposefully used two groups of learners in two different academic years, sophomores and

juniors, to inspect whether the academic level of studies has an impact on the frequency of use of repair practices. To collect data, two short stories were selected from Oral Reproduction of Stories by Abbas Ali Rezai, and participants were voice recorded. After transcribing the data and applying the Chi-square test (Yates correction factor) , the results revealed that both sophomore and junior Iranian EFL learners produced explicit repair practices more frequently. Furthermore, students in the sophomore group practiced more instances of replacement repair operation. The findings of the present research may have implications for syllabus designers and teachers as well as students.

Marek Derenowski
The Influence of Explicit Culture Teaching on the Development of Foreign Language Learners' Intercultural Awareness

Following the opinion of Aleksandrowicz-Pędich (2007), intercultural teaching should prepare learners for intercultural contacts in educational, professional and tourist settings; enable learners to participate in social life in the changing circumstances of a mother/foreign country which result from migration processes; ensure that learners use the target language both without the feeling of discomfort and adequately for the social interactions they engage in; and finally, foster learners' increased awareness of their native culture and cultural identity. Therefore, the aim of the described in the presentation study, was to investigate the probable influence of explicit target language culture teaching on learners' increase of intercultural awareness. Furthermore, the study analyzed the impact of explicit culture teaching on the development of learners' opinions and beliefs concerning target language culture learning and teaching.

Alicja Dziedzic-Rawska
Expressing the Prison Self

Prison language (also prison slang or prison lingo), which supposedly developed in the 16th c., is one of the most kept secrets, and unsurprisingly so: in order to communicate effectively, prisoners have to code their messages by using language unfamiliar to other inmates or jailers. Exposing the language would entail considerable risk of divulging private or sensitive information, thus unmasking the prisoner, i.e. the prison self. Prison self is mainly expressed with particular behaviours, including the use of prison slang, which is highly creative. The creativity of prison lingo is corroborated by the fact that it is subject to rapid change and makes use of various linguistic means, i.e. irony, mockery, rhymes, or frequent use of metaphors and metonymies, in order to invoke specific images in the hearer/speaker. Surrounded by prison walls and prison reality, inmates develop a profusion of linguistic slang, with an abundance of examples pertaining to the notion of PRISONER. The available literature, although scarce in number, gives us a great deal of terms for PRISONER, which, when analysed, offer insight into the metaphor- and metonymy-based prison lingo (e.g. *road dogs* 'inmates who do not declare any gang-affiliations but who buddy-up inside prison for protection', *special handling cases* 'inmates that require special care, usually psychiatric or medical in nature' or *sweet kid* 'inmate who allies with an older, more experienced inmate, possibly for protection or knowledge'). Thus, in focus here are the figurative terms prisoners use to name themselves, discussed in the broad context of the facility.

Sepideh Firoozkoohi

Literary Representations of Voices between Cultures

Considering that at every turn a literary translator should be faced with choices of words, structure, style, multiple dialects and registers, and even of spelling, and from a succession of these choices survives the final translation, the analysis of translational choices or decisions reached in a given literary translation cannot be understood in isolation from the ideologies working through the socio-cultural environment under which literary translations are produced and perceived. Critical analysis of translation decisions thus indicates translators' high priorities in dealing with ideological discrepancies and reveals shifts to (dis)regard the socio-cultural values in literary translations across time and across various cultures. I will discuss how in particular Persian translations reinforce, reproduce, or deform representations of ideologies of women within a society. This focus in on investigating how female characters have been represented and reinterpreted in multiple Persian translations of a single novel before and after 1979 Iranian Revolution with special attention to female roles as defined in general in Iranian society, and in religio-cultural context. Did translators retain the views towards women in the original texts, or did they try to make the source text's representations and underlying values more accessible for the target Persian readers according to prevailing ideologies towards women in the target language?

Danuta Gabryś-Barker
(Fairly) New Approaches to Multilingualism Research: Focus on Metaphors and Similes

This presentation looks at the research methodology used in studying multilingualism. The complexity of the phenomenon of multilingualism calls for multidisciplinary approaches; it calls for a new research approach beyond the well-known paradigms of mostly quantitative investigations in bilingualism and the introduction of qualitative methods combined with qualitative or employed on their own. One of the approaches advocated by researchers in multilingualism is conceptualization through the vehicle of metaphoric thinking about multilingual issues (Aronin, Politis 2015). To quote them, Aronin and Politis write: "(…) conceptual metaphors work as models for abstract phenomena and processes, and provide insights for their understanding". This presentation aims to illustrate how metaphoric conceptualizations of multilingualism and learners´ similes (explicitly expressed metaphors) describing the phenomenon of multilingualism can contribute to its understanding.

Danuta Gabryś-Barker
Promoting Research in Multilingualism

In general terms multilingualism is understood as the ability to use or function in more than two languages. The fact of developing European integration and more and more extensive and intensive contacts between the countries of the world, as well as the multilingual situation of developing countries such as African ones, makes the phenomenon of multilingualism less an exception than a norm. A high percentage of the people who are multilingual are so either by birth as children in mixed marriages are, by immigration or by living in another country temporarily. Multilingualism can also develop through formal instruction in a school context, where two foreign languages are being introduced as an obligatory form of instruction.
Anticipating a situation in which multilingual language competence becomes a must, the call for the development of research in the area of multilingualism and its pragmatic implications is entirely understandable and in fact it is presently undertaken through more and more

studies being carried out and research networks formed. This presentation demonstrates how multilingualism research is being promoted by the International Association of Multilingualism and *the International Journal of Multilingualism.*

Dagmara Gałajda and Paweł Zakrajewski
Creating a Multicultural Community in the University Context. A Discourse and Psycholinguistic Perspective

University students form a group in both psychological and sociological sense. All members of the university community interact with each other and these interpersonal processes within the group have a tremendous effect on the development of community cohesiveness (Gałajda, 2015). Therefore, it might be stated that building a university community is very similar to creating positive group climate and cohesiveness but on a larger scale. Although the rules and procedures of group facilitation stay the same they might require not only working on group interaction but also developing and strengthening multicultural identity of the students. It is also needed to remark that although universities and their structures have undergone a large number of cultural, economic and social modifications, their role at gathering and unifying people remains unchanged (Whitehead, 1951). Nowadays, building a university community is realized through a number of different channels, the aim of which is, among other things, to reach the biggest number of recipients. That is why, one of the channels is a university website, which, according to Kaczmarczyk (2012, 2013), is currently one of the visual representations of a university and it may function as a hallmark of a given educational institution. To prove that, the presentation will analyze the ways in which university president's welcome address – an online genre which was added by Zakrajewski (2015) to the model of written genres of academic discourse (Staskova, 2012) refers to different models of multicultural personality development (eg the one by Van der Zee & Van Oudenhoven, 2000).

Rafał Gołąbek
On Socially and Culturally Motivated Differences in Men's and Women's Language: Causative *Get*-Constructions in the Dialogued Passages in F. Scott Fitzgerald's Novels *The Beautiful and Damned* and *Tender Is the Night*

Language and culture are two distinctive, yet interrelated entities. It is often believed that it is culture that assigns different roles to males and females. Moreover, it seems obvious that sex differences in men's and women's language are highly culture-specific. Bearing in mind the above, our research investigates how *get*-related causative constructions happen to be distributed in F. Scott Fitzgerald's *The Beautiful and Damned* and *Tender Is the Night*. Our basic expectation formed is that the reasons for triggering the use of causative *get* are of social and cultural rather than structural nature. Generally, what has been found is that there is a clear, socially and culturally-motivated pattern of how F. Scott Fitzgerald uses the causative *get* in the dialogued occurrences in his two novels. *Get* is a characteristic of men's talk, but it is also the expected form while female characters address male ones. Therefore, the verb is labelled as "masculine" *get*. What is interesting, the speaker's mood or the attitude expressed does not seem to trigger the use of the causative verb. Furthermore, the causative *get* may be labelled also as "superior", as the speaker usually assumes a more superior position than the hearer when he or she uses the causative verb. Bearing the above in mind, one could be

tempted to compare the aforementioned finings with the distribution of other causative verbs found in English, or in other languages associated with different cultures.

Monika Grotek
Multilingual Experiences among Polish Learners of English in Their Early and Late Adulthood

The paper presents the results of research into multilingual experiences among two generations of Poles learning English as a foreign language. It attempts to show any cohort- or age-related tendencies in the distribution of factors extrapolated from written personal narratives, in which the subjects of the study were asked to share their experiences of learning and using all languages they had ever intended to master. One of the around 100-participant groups that contributed their accounts of multilingual experiences consisted of young adults studying English at university and the other one was comprised of people in late adulthood who attend an English language course at U3A. The main factors in focus of the present study were: the number of languages studied, learnt and actually used by the two cohorts of Poles; the perceived level of proficiency in each language mentioned in the study; the educational and socio-cultural contexts of learning and using the languages; attitudes towards multilingualism and language learning, also in relation to particular languages; motivation to study foreign languages; psycho- or socio-linguistic processes observed by adults when learning a foreign language in different stages of life. The aim of the paper is to present the results of a pilot study into multilingualism among the learners of English at the Third Age University in Poland.

Henryk Kardela
Speaking about Oneself. A Cognitive Grammar Analysis of Reflexives

The paper develops a cognitive grammar analysis of reflexivisation phenomena in English. In contradistinction to generative grammar theory which analyzes the reflexive-antecedent relations in term of structural (syntactic) conditions (such as *c-command*), Cognitive Grammar views the relations in terms of the so-called reference point phenomena, viewpoint and accessibility. (cf. Langacker 1999, Deane 1992, Kemmer 1995). On Cognitive Grammar theory, in contrast to the reflexive, every nominal is potentially treated as a reference point and as such potentially accessible to the reflexive. Whether the given nominal will succeed in establishing itself as a reference point (antecedent) is determined by a number of factors, including the *salience* of the prospective reference point and the speaker's standpoint (or viewpoint) from which the reflexive is viewed. The decreasing accessibility of reference points (antecedents) to the targets (pronouns) should be taken as an extent to which a given reference point configuration should be judged to depart from its prototype.

Weronika Kaźmierczak
The Term *Battle*, Its Emergence and Semantic Evolution in English: A Corpus-Based Study

What associations come to mind when we think about battles? Certainly, not purely linguistic but rather historical. In the field of historical semantics, the groundwork for the study has been established by Geeraerts (2010) who refers to semasiology and onomasiology as two

basic types of semantic change. The former allows for new semantic interpretations of an existing lexical item, while the latter expresses a lexical item regardless of lexicalization. Another approach, adopted for the purpose of this paper, is highlighted by Campbell (1998) and Hollman (2009) who promote a view that words undergo a series of changes such as melioration, pejoration, generalization, broadening or narrowing. My presentation will be concerned with the analysis of the term battle, from its emergence in English onwards, with special consideration of its etymological, dialectal and contextual aspects. The survey will exploit data from the dictionaries, such as *A Thesaurus of Old English, Oxford English Dictionary , The Historical Thesaurus of English and Online Etymology Dictionary, Webster's Revised Unabridged Dictionary.*

Grzegorz Krawczyk
Foreign Language Acquisition in Multilingual Context: A Sample Study of Learning Priorities and Possible Factors Influencing Individual Choices

The aim of this paper is to discuss and analyse attitudes and beliefs of non-native learners of the English language who live in the Republic of Ireland, in the town of Athlone, regarding their pronunciation and standard language models. The contemporary world offers limitless opportunities in foreign language learning and acquisition, where the type of language chosen as well as the ultimate outcome depend on various aspects. Among factors governing students' preferences I have decided to explore the following: the country of origin, gender, type of school, age and learning experience in English-speaking countries. The research is to be conducted between 22nd and 30th January 2016 amongst underage learners and possibly college students as a questionnaire designed for self-rating, containing eight statements on a 7-point Likert scale (7 – strongly agree to 1 – strongly disagree). The focus of the study is sociolinguistic and the research has been designed to give an insight into the changing role of the English language as Lingua Franca.

Elżbieta Krawczyk-Neifar
Bilingual Teacher Training: Failure or Success?(A Students' and Teachers' Perspective)

The paper is devoted to the discussion of the controversial issue concerning bilingual teacher training. The research will be carried out among BA students trained to become both English and Spanish teachers as well as among lecturers involved in training these students. The aim of the research is to find both the students' and the teachers' opinion about the effectiveness of bilingual teacher training paying attention to its strengths and weaknesses. The author will consider, among others, such factors as: course curriculum (i.e. the list of subjects devoted to the English and Spanish language , culture and foreign language methodology training as well as the amount of hours devoted to each subject) and the students' competence in English and Spanish. The students will be asked to express their opinion on their competence as far as practical English and Spanish are concerned as well as methodology of teaching English and Spanish as a foreign language. The teachers, on the other hand, will be expected to evaluate the students' language competence as well as their potential competence to teach English and Spanish as foreign languages. The author intends to use two types of research tools: interview with teachers and questionnaire for students.

Enric Llurda and Vasilica Mocanu

A Comparative Analysis of the Identity Construction of Mobility Students in Finland, Romania, and Catalonia

Recent years have seen an increase in research on the construction of identity in situations of mobility and mobility higher education students in particular. However, not too many of these studies have paid attention to the diversity of contexts in which mobility situations may occur and the effect of the hosting environments, which can have a considerable impact on the identity evolution of these students. This study is about how the identity of mobility students is constructed in different ways in three different contexts, namely, Finland, Romania and Catalonia. These three places were strategically selected as representative of three distinctive European regions: Northern, Eastern, and Southern Europe. Furthermore, the three contexts present different particularities with regard to the cultures, the local languages and their international visibility. The data for this study comes from a survey among 450 mobility students in the contexts mentioned above. The survey consisted of a set of Likert-scale questions, specifically related to the identity and the sense of self of the students, as well as to their sociocultural, sociolinguistic and linguistic views, as potential determinants in their identity construction. The survey also included a language attitude section in which students had to position themselves with regard to the language/s of the local community. The results will provide a comparative analysis of the differences obtained in the three contexts which will illustrate how the impact of student mobility is affected by the context.

Yuliia Lysanets
"False Friends" in the Language of Medicine as a Challenge for Multilingual Health-Care Environment

In the context of globalization processes, Ukrainian academic and medical institutions gain the impetus to prepare internationally competitive medical professionals trained for work at multilingual healthcare unit. English as a lingua franca is an important tool of communication for speakers of different first languages, and it is included in the compulsory syllabus of higher medical education in Ukraine. However, English language proficiency may not always be enough for effective performance in multicultural and multilingual contexts. Semantic false friends, also known as false cognates and pseudo-internationalisms, are frequently found in specialized languages, and the language of medicine is no exception. It is well known that a great number of medical terms are derived from Latin and Greek. However, some lexical units can have different meanings in various European languages despite the same etymological origin (for instance, Spanish *embarazada*, meaning "pregnant woman" and *constipado*, meaning "head cold"). The present paper focuses on medical false cognates in Spanish, French, German and Ukrainian as opposed to English. However, it is obvious that the range of languages compared to English can be infinitely expanded. False friends can significantly impede the communication process, resulting in misunderstanding and misleading actions in the diagnosis and treatment. Therefore, we suggest that academic syllabi should pay more attention to false friends in medicine and healthcare. In the process of teaching English as a lingua franca, students should be cautioned against the potential false friends through the use of compiled multilingual dictionaries of pseudo-internationalisms in English and other European languages. Our research will be useful for translation studies, teaching English as a second language, and developing multilingual competence of future doctors.

Łukasz Matusz

Taboos and Swearing: Cross-Linguistic Universalities and Peculiarities

The presentation provides a few observations on the topic of cultural and linguistic taboo and its realization in language in the form of swearing. The main question which is addressed here is to what extend the topics prevailing in the use of obscene, insulting or profane language reoccur cross-linguistically and to what degree they are language-dependent. A number of examples from different languages will be presented. These examples suggest that although there is a core collection of topics languages around the world draw from in order to refer to the taboo, there is a place for cross-linguistic and cross-cultural differences. In the presentation I also attempt to identify the areas where the question at hand is of practical importance, such as the issues of international communication, language teaching methodology and legal proceedings.

Urszula Michalik and Iwona Sznicer
Awareness of Cultural Issues in the Use of Humour in Multicultural Working Environment

There is no doubt that humour is a universal and ubiquitous, fundamentally social phenomenon. People use it as a form of expression in any kind of interaction. Thus, it also influences the working environment, including individual employees, teams of workers and the whole organization. Therefore, managers and all involved in an organization who fail to recognize the role of humour, and are either reluctant or not able to see its multiple benefits and/or perceive threats connected with the improper use of humour may sometimes face problems in situations when people use it. Awareness of the omnipresence and influence of humour is even more important in multicultural companies, whose number is constantly increasing in the contemporary world. Humour is practiced in all latitudes by people of all nationalities, religions, in all ethnic groups and tribes. Yet, there are differences in ways people use and understand humour due to different cultural values, beliefs and attitudes they hold. Therefore, those who resort to humour must possess knowledge about what makes people laugh. The improper use of humour may destroy relationships, offend, alienate, reduce morale or spoil efforts to achieve a goal. The article discusses different cultural attitudes to humour with focus on the forms, types, functions, ways of understanding and influence of humour on multicultural working environment. It looks at examples of the proper and improper use of humour and explains why humour can establish an immediate rapport or backfire in situations when the two parties share or do not share a common culture.

Aleksandra Pasławska
Linguistic Creativity in Polish Social Media Discourse: A Cognitive Grammar Perspective on English Borrowings

An exponentially growing interest in social networking sites and online communication has changed the way language is used. There is perhaps no better way of finding out how language has evolved than by analyzing borrowings. The process of borrowing is considered to be an interesting area of study within Cognitive Linguistics since the understanding of borrowed words, such as *snapchatować, tweetować*, requires linguistic and cultural knowledge on the part of the language user. Drawing on the insights of the Current Discourse Space theory proposed by Langacker (2008) combined with the Conceptual Blending Theory as proposed by Fauconnier and Turner (2002), the presentation develops an analysis of English borrowings used in Polish social media discourse.

Mirosław Pawlak
The Language Self in the Learning of a Second and Third Language: Stability and Change

One of the leading models of second language (L2) motivation at present is the theory of the L2 motivational self-system (Dörnyei, 2005, 2013; Dörnyei & Csizér 2002), according to which this system is composed of three elements: (1) ideal L2 self, which is related to the abilities and skills learners imagine they could possess, (b) ought-to L2 self, which is connected with the attributes learners think should be possessed in order to ward off adverse consequences, and (c) L2 learning experience, which constitutes a situation-specific factor, related to the immediate learning environment. The discrepancy that a learner perceives between the current abilities or skills, or the actual self, and those envisioned for the future, or the ideal self, is the driving force behind his or her efforts to master the target language, mediated by external factors, such as the impact of significant others or the learning experience. It has also been argued that the possible selves are dynamic, both as a result of the modifications of the goals set and the ongoing impact of other self-related variables (Henry 2015). The present study aims to address an issue that has been thus far neglected by researchers, that is the nature of the motivational systems in a second and third language, interactions between these systems and their dynamism over time. The relevant data were collected by means of questionnaires focusing on different aspects of the self and interviews with selected students. Qualitative analysis showed that there were differences in the extent to which the future self-guides changed in the L2 and L3, the nature of those systems varied, and they were affected by somewhat different constellations of factors.

Liliana Piasecka
International Students' Perception of Gender-Marked Forms of Address and Occupational Lexis

Semantic non-equivalence in terms that refer to male and female forms of address, occupations and social roles is one of the topics associated with language and gender studies. In English, some terms used to be distinguished only by sex but with time they have acquired different connotations, sometimes degrading one element in a pair (eg., *master/mistress*). The aim of this presentation is to show how people from different language backgrounds and different cultures perceive and respond to gender- marked forms in English (a foreign language) and in their native language. In a small-scale study a group of international students (bilingual and multilingual), participating in an introductory language and gender course, were asked about connotations of pairs of words referring to females and males in English and in their own native languages. They were also asked to indicate forms that degrade one gender as well as the ones which show a higher social status of one gender. The results reveal that in various languages female forms do not necessarily carry negative connotations but male forms usually reflect a higher prestige of a person. Students' comments about the languages they know show their sensitivity to the connections between dominance, power and the need for the equal status of females and males in all spheres of life.

Ewa Piechurska-Kuciel
Is Foreign Language Enjoyment Related to Proficiency?

One of the most crucial and basic positive emotions is enjoyment (Izard, 1999; Zelenski & Larsen, 2000). It is associated with the urge to play, to be creative and to expand one's limits (Fredrickson, 2001). Frequently experienced in the classroom learning context (Pekrun, 1998), enjoyment is triggered when students are confronted with different learning tasks (Pekrun et al., 2002). It induces desirable learning behavior, such as the use of deeper learning strategies (Pekrun & Hofmann, 1999), more stable and enduring effort (Gendolla, 2003), higher self-regulation (Villavicencio & Bernardo, 1985) and higher engagement (Reschly et al., 2008). In consequence it promotes student achievementn (Hagenauer & Hascher, 2014). In language learning experiencing enjoyment might be an especially facilitating experience, as play has been associated with fostering social bonds and brain development (Dewaele & MacIntyre, 2014). It offers a safe psychological base from which to explore an unfamiliar linguistic and cultural world, unlocking the language learning potential. As the research shows, FL learners mostly enjoy novel activities that empower student choice, such as a topic of discussion or debate that was relevant to their concerns and interests (Dewaele & MacIntyre, 2014). They also enjoy having a sense of autonomy (MacIntyre & Gregersen, 2012). The aim of this study is to investigate the levels of FL enjoyment in students of English and German philology, who take addidtional classes of other FLs. It is expected that higher language proficiency levels allow them for greater language-specific enjoyment due to their greater language empowerment and continuous pursuit of their interests.

Paweł Sobkowiak
Critical Thinking in the Intercultural Context: Investigating EFL Textbooks

The multicultural world has imposed the necessity of intercultural teaching, focusing on students' abilities to comprehend quickly and accurately, then act appropriately and effectively in a culturally complex environment to achieve the desired effect. Intercultural competence is important for successful communication across cultures, and so is critical thinking – the ability to reflect and withhold judgment before making a decision or while solving problems (Facione 2007). Intercultural competence and critical thinking if do not "parallel" (Bennett 2013), at least overlap (Deardorff 2009). Surprisingly, little research has been conducted on the relationship between the two. This presentation will try to shed light on the linkage between the intercultural and critical thinking skills, and will report on the findings of research aiming to check whether EFL textbooks used in Polish schools contribute to fostering critical thinking skills. The study analyzed to what extent in their cultural content the 20 examined course-books go beyond depicting the target culture, or various foreign cultures and involve learners in exploring, analyzing and comparing diverse cultures, thus developing the cognitive skills of analysis, interpretation, inference, explanation, evaluation and self-regulation, the comparative thinking, cognitive flexibility and ability to withhold judgment, simultaneously sensitizing students' intercultural perception, awareness and appreciation. The research revealed small and limited capacity of the textbooks to develop critical thinking.

Agnieszka Solska

Puns, *Shuanguan* and *Kalambury*: A Cross-Linguistic Study of Punning the English, the Polish and the Chinese Way

The objective of the presentation is to investigate the way ambiguity-based wordplay is conducted in three languages: English, Polish and Chinese. First, its manifestations in the three languages are described. Second, an attempt is made to identify the prototypical features of English puns and their equivalents in the other languages: the so-called Chinese *shuanguan* and Polish *kalambury słowne.* Next, the three are compared and contrasted with respect to (i) their formal features, (ii) the typical configuration(s) of meaning(s), (iii) the motivations for their use, (iv) the range of discourse settings in which they are encountered, and (v) the attitudes language users have towards them. Finally, a few thoughts are offered on the linguistic and cultural reasons underlying the differences in the way the three languages and their users exploit multivocalities for communicative purposes.

Maria Stec
Multicultural Education in Teacher's Books for Young Learners – a Draft of the Research Study

Early language education is the intercultural process from the very beginning. The tendency is to incorporate culture content in ELT materials to enrich linguistic content. The paper focuses on teacher's books and their multi(inter)cultural aspects. The aim is to identify the most important aspects linked with teaching culture offered in English teacher's book for children. The idea is to find answers to two following questions: How is culture content incorporated in teacher's books for young learners? What cultural aspects are included in teacher's books for young learners? What instructions are provided for teaching cultural content to young learners? The project involves an analysis of selected teachers' books currently used in teaching English to young learners in Polish primary schools. The data will be collected during the evaluation studies and based on a set of universal and content-specific criteria. It is hoped that the results from the research project will enrich the process of materials design for early language education with different culture backgrounds.

Gregory Simon Szarycz
The Relationship Between *Cultural Capital* and *English Language* Learning: Opportunity or Threat?

English Language Teaching (ELT) operates on a set of problematic but often unexamined assumptions that has far-reaching social, economic, and political implications. Even though many of these assumptions have been challenged by critical educators, the way in which English language is used as a form of capital to reproduce social inequality has received scant attention. In keeping with the spirit of critical enquiry, this paper turns a critical lens on how the English learning process is comparable to the process of accumulating capital. This research has employed Pierre Bourdieu's theory of cultural reproduction to look into how English has been fetishized in the sense of having highly sought after symbolic value that translates into social prestige. And, to what extent it has the potential to consolidate social inequalities and reproduce existing socioeconomic class structure in a society. Owing to these concerns, this paper argues that teaching and learning of the English language should

profoundly be examined as a problem of linguistic hegemony and cultural capital that may have the potential to determine the patterns of social mobility and social reproduction.

Elżbieta Szymańska-Czaplak
Intercultural Sensitivity of Multilingual Students

Cross-cultural communication has been a field of research for many years now. Numerous works providing insight into culturally-marked language and sociocultural factors affecting communication have contributed to building comprehensive models of intercultural communication. The attempts to approach the phenomenon from multifold perspectives have made the construct truly a multidisciplinary one, allowing for researching it from a number of perspectives. The presentation is an attempt to consider one of the elements of cross-cultural communication, namely *intercultural sensitivity*, from the point of view of a *multilingual student*. The author reports on the study conducted among tertiary students of foreign languages, Polish being their mother tongue. The subjects are the students of German philology with English as their second foreign language and the students of English philology with German as their second foreign language. The research tool used is *Intercultural Sensitivity Scale* developed by Chen and Starosta (2000). The study attempts to corroborate the hypothesis that students of English are more sensitive to other cultures because of the *lingua franca* status of English which is acquired by them as their first foreign language.

Aleksandra Szymańska-Tworek
The Changing Demographics of English: Linguistic, Cultural and Pragmatic Changes at the Classroom Level

The presentation aims to contribute to the debate concerning the implications that the ongoing spread of English carries for English language education. First, I discuss a number of ways in which ELT can be modified in accordance with the changed landscape of the English language. Second, I present a pilot study conducted among students of English, who were asked to write position statements on whether the changed role of English carries implications for ELT. The findings show that about one third of the participants believe that ELT should not change in any way. While some respondents voice overt and ferocious criticism of the topic in question, others express their opinions in more measured terms. The remaining subjects acknowledge the fact that the English language needs to be taught differently, but only a small group of respondents are able to set out relevant proposals on what specifically should change.

Dorota Tutka
Surveying Students' Opinions on Foreign Language Teaching and Independent Foreign Language Learning

According to the recommendations of the European Union, the member states should encourage their citizens to be multilingual by helping them acquire the knowledge and skills which are necessary to communicate effectively in at least two foreign languages. Pupils and students are provided with compulsory foreign language courses at all levels; however, when they finish formal education, they need to take care of their skills themselves and use foreign languages regularly if they do not want to lose their communicative competence. Therefore, learner autonomy and the willingness to treat language learning as a life-long activity are of

crucial importance. The aim of the paper is to summarise the results of three questionnaire studies on different aspects of foreign language education conducted among undergraduate students of English Studies in 2013, 2014 and 2015. The first research project investigated the participants' language competences in English and other foreign languages, their language biographies as well as preferences as to foreign languages they would like to learn in the future. The focus of the second questionnaire was on the effectiveness of foreign language learning and teaching, while the data collected in third study revealed how the students developed their language skills outside the classroom.

Teresa Maria Włosowicz
Text Reception in L1, L2 and L3, as Exemplified by Excerpts from Louise L. Hay's Self-Help Book *You Can Heal Your Life*

The purpose of the study is an investigation of the reception of texts written in L1, L2 and L3. However, rather than on the processes of language comprehension, the present study focuses on the impressions and emotions evoked by the texts, as well as on the students' preferences concerning reading in foreign languages or in the native language. The texts used in the study were excerpts from the English original and different (Polish, French, German, Spanish and Czech) translations of Louise L. Hay's self-help book *You Can Heal Your Life*. Unlike literary works, self-help books are a relatively new and poorly researched genre (Mauranen, 2002), but their function is to give advice and to motivate the reader to make some changes to his or her life. In Reiss's (1971) terminology, they are mainly operative texts (i.e. they make the reader take some action) and to some extent informative ones. They also appeal to the reader's emotions, for example, by asking him or her about his or her feelings evoked by particular situations. At the same time, the relationship between multilingualism and emotions is highly complex (Dewaele, 2013, Pavlenko, 2005). On the one hand, emotions are expressed differently in different languages (Pavlenko, 2005), which is largely connected with culture. In fact, as Michael (2003) has argued, linguistic relativity, or the different perception of the world through various languages (cf. Boroditsky, 2003), is considerably determined by culture, especially by the discourse practices in a particular culture.

Maria Wysocka
Language Learning, Language Teaching, and Our Selves

The first part of the paper includes the discussion of the changes concerning both the attitudes to language learning and also learning procedures applied by the advanced learners of English. These changes are most probably caused by new ideas introduced into the whole system of education and also by Information Technology, becoming more and more popular. Its second part is devoted to the issues that the consequences of students' behaviour brought to the teaching process. Significant modifications of the latter that had to be introduced by the teachers are discussed here. The presentation is based on the author's observations of the students who attended her M.A. seminar on FL teaching methodology during the last six years.

Anita Żytowicz
Polish Teenagers as Language Brokers in the UK—Own Study

Child language brokering is not a new concept as children have been used as interpreters for centuries (Harris and Sherwood 1978), mainly owing to the fact that, that they tend to become proficient in a new language and adapt to the new culture more quickly than adults (Weisskirch and Alva 2002). Asked for help in linguistic and cultural mediations by 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. The process, often "ignored" by professional translators/interpreters and academics, and considered not worthy of study (Antonini 2010), has also become an issue of concern for us, Polish researchers, due to a large number of Polish immigrants living in the UK. I believe that CLB brings about a number of positive and negative aspects alike, yet on the whole, seems more beneficial to the young brokers, than detrimental. I would like to present the results of the study carried out on Polish teenagers, living in Britain, discussing their experience as brokers, their feelings on language brokering, cultural identity, ostracism and prejudice they had experienced, and finally benefits and drawbacks of non-professional interpreting that they undertake on a daily basis.

PRESENTATIONS: LITERATURE AND CULTURE

Chahed Asma
Regional Identity in the Literary Representation of the Hybrid in William Faulkner's *Light in August*

Throughout the history of the American South, society had the power to shape an individual's identity through exerting social and cultural pressures. Nevertheless, the emergence of the concept of the mulatto hybrid challenged the different stereotypes assigned by society for black and white people. This has resulted in the emergence of a number of regional and nationalistic writers whose writings serve as a mirror for the regional context of their time. Indeed, regionalism as an aesthetic feature characterizes Faulknerian writings and serves as an efficient strategy to voice myriad concerns. In this respect, this paper will attempt to study *Light in August* as a work which displays Faulkner's regional architecture through mirroring the concept of the hybrid who is influenced by two different cultures. This paper will explore how Christmas challenges Jefferson's strict classifications of identity as far as race is concerned. Indeed, the current paper will unravel that Faulkner depicts a tragic representation of the hybrid through the character of Joe Christmas. This paradoxical character performs active and passive passing and has to choose to belong to one side of the color line. As a result, he faces a racial trauma. The subversive employment of regionalism interpolates the degree of bias of the writer and his regionalist commitment. This in turn, mirrors the controversial interests of this Southern writer and his problematic and critical adaptation of the American South which relates to the modernist orientation.

Nina Augustynowicz

Without thee, it is pain to live,/ But with thee, it were sweet to die: Victorian metaphors of sugar in George Eliot's 'Brother Jacob'

Victorians witnessed immense changes to their foodscapes. From local to global, from rural to urban, from home-made to store-bought: these are how the processes of rapid mechanisation and standardisation of food production in the 19th century can be shortly characterised. The revolutionary pace and vast scope of the transformations with regard to food and eating – a basic sphere of human experience – not left without a response in the way people thought about themselves and the world. Taking a cue from Zoltán Kövecses's *Metaphor in Culture: Universality and Variation*, I propose that Victorian conceptualisations involving nourishment were remodelled to incorporate what became the new norm in dealing with food: adulteration, extended supply chains, and the introduction of novel forms and substances into people's everyday diets. As the experiential bases altered, so did the metaphors which employed food to be their source. What is more, the disquieting sense of unfamiliarity triggered by machine-cut biscuits, stock cubes, and frozen meat paired with the common practice of adding potentially lethal impurities to commercially purchased foods led to producing a powerful attitude of fear and distrust towards daily encounters with nourishment. This, in turn, resulted in the necessity to make sense of food (now as the target domain) anew. George Eliot's "Brother Jacob" (1864) exemplifies these Victorian concerns with respect to sugar, while at the same time demonstrating the pervading nature of conceptual metaphors in culture and literature. The lines quoted in the title of the paper, meant to be part of a love letter, might as well express the period's ambivalence, a mixture of addiction and deception, towards sugar, which in the story is used not only as an element of the plot but also as a way to structure the main character and the narrative itself.

Anna Białkowska

Prisoners of the Earth, Come Out: Links and Parallels between William Burroughs's Writing and Gnostic Thought

William Burroughs's works are rarely read in relation to any religious context. I would like to present a correspondence between the vision that emerges from his *Nova Trilogy* and some of the most popular Gnostic ideas. In the cut-up trilogy (I will focus especially on *The Soft Machine*), mankind is left alone, trapped in a hostile cosmos ruled by antihuman forces. Through the manipulation of words and images, Demiurge-like agents spread their control over an illusory reality. Like Gnostics, Burroughs envisions the physical world, and also the body, as a prison to the transcendent spirit. To him, one way of escape is through cut-ups. The writer shows that by breaking from arbitrary notions and a routine mode of thinking we can attain gnosis – saving knowledge. Burroughs creates his own mythology which, like Gnostic teachings, promotes the ideas of self-knowledge, internal transformation and transcendence. Though very metaphorical and often indirect, Burroughs's writing is also a bitter study of social and cultural milieu in which he lived. He was a merciless commentator of the cultural and political conflicts that he witnessed.

Ewa Błasiak

Queer, English, a Writer and a Berliner: Modernist Identity as a Selve-In-Between in Christopher Isherwood's *Goodbye to Berlin*

The paper will focus on the idea of a modernist persona (and a modernist writer) as a character-in-between, that is an unstable, 'unresolved' figure suspended between different ideas about life and about writing, between different kinds of expectations, between different nationalities and loyalties. The text that is going to be close-read in this context is Christopher Isherwood's semi-autobiographical novel *Goodbye to Berlin*. The prime objective of the paper will be to examine the ways in which this text explores the motif of instability in the protagonist and narrator of the novel, who is often identified with Isherwood himself. The areas in which the unresolvedness of Isherwood-the-character will be analysed include his nationality (also the problem of his belonging or not belonging to his city of choice – Berlin, and how it interplays with his inherent repressed sense of Englishness), his identity as a writer and, in the end, his homosexuality which, as one learns from Isherwood's autobiography, was one of the reasons for his emigration. The paper will demonstrate, via the analysis of a character and a writer who is so undeniably permeated with modernist decadence and controversy, that the idea of instability and unresolvedness is inscribed into modernism and that it functions on many different platforms.

Kornelia Boczkowska

Spaceflight as the (trans)national Spectacle: Technological Sublime and American Identity in Early Imax Space Films

In this paper I present and discuss the relationship between the technological sublime and American identity, as represented in one of the most remarkable space films produced by Imax, *Hail Columbia* (1982), *The Dream Is Alive* (1985) and *Destiny in Space* (1994). While continuing the U.S. science documentary traditions of visualizing space-related concepts, the productions depict the missions of NASA's Space Shuttle programme and its memorable moments, such as the first launch of Discovery or the crews' stay on the shuttle. Their form, best exemplified by the late 1970s and 1980s space science documentaries, relied on a stunningly realist format and a mediated experience of the astronomical as well as technological and dynamic sublime, largely present in the U.S. and global space imagery. Particularly the latter concept, as developed by Marx (1964), Kasson (1976) or Nye (1994), is defined as a distinctively American formation and "an essentially religious feeling", which has become "self-justifying parts of a national destiny, just as the natural sublime once undergirded the rhetoric of manifest destiny". Simultaneously, however, whilst imbued with some typically American space-related values and conventions, including the frontier and astronaut myth or White's Overview Effect, the Imax films tend to perpetuate an intrinsically transnational and multicultural image of spaceflight through demythisizing the concept of American transcendental state centered around the idea of exceptionalism and destiny in space.

Ewa Borkowska
The Power of the Self, or Why Poetry (Still) Matters in the World of Multi-Culti

Though reading poetry (books in general) seems to be in the contemporary world as "unpopular" as studying humanities , it is still a very prestigious practice in a world perhaps tired of the surplus of technology. W.B.Yeats lamented over the centerless world in which "the best lack all conviction, while the worst are full of passionate intensity" (in the poem "The Second Coming"). Much as we need to adapt to a changing world with new software for our cellphones, we also need "new ideas for literature, for architecture, languages and theology." It seems the poet's belief that "each mortal thing deals out its being indoors each one dwells" and that it declares its own identity (" myself it speaks and spells"....and "what I do is me for that I came") is still relevant in the world in which the "buffered self" seems to be the only one that dominates. Only through the culture of the Self that is "porous, open and vulnerable" (rather than self-sufficient humanism) and "stands in need of the self-knowledge and self-confidence [...], the gift of serious culture," can man defend tradition, cultural heritage, humanities and figurative (metaphorical) art in the world of fashionable relativism (Scruton). Western societies nowadays experience "an acute crisis of identity" caused by two challenges by which they have been threatened; on the one hand, radical Islam from outside and, on the other hand, "multiculturalism" from within. Perhaps the recollection of the roots of European identity which recruited from Christianity and was once the "heart of Western culture" (Oswald Spengler) should be re-considered unless it is too late. An age of decline starts, as Scruton holds it, when "culture gives way to civilization." The most important role for the birth of constitutional democracy was brought about by the American revolution whose success helped "create the modern world: its freedom, its optimism, its institutions and Judeo-Christian beliefs, and its educational tradition" (Scruton, *Culture Counts*). If all this were taken away, little would "remain of the West besides the geriatric routines of the now toothless Europe" (Scruton).

Tomasz Brenet
Constituents of Self-Determination in the State of Cultural In-Betweenness

An increase of interest in cultural studies over recent years has raised numerous questions concerning the formation and recording of self, genres used for describing personal observations and experiences, as well as the nature of relations between the content of particular texts and the political and social basis of their creation. Therefore, the purpose of the paper is to contribute to this academic tendency and provide insights into the contemporary literature written by representatives of the Hispanic minority in the United States of America. The objectives of the presentation are as follows: (I) to explain in what way literary works are engaged in the creation and popularization of a new image of Hispanics among and beyond the minority group; (II) to describe how literary works constitute a proposal of a policy to be implemented in the real; (III) to discuss in which aspects personal experiences referred to in literary texts converge with common experiences of the whole ethnic minority; (IV) to explain how an attempt to redefine mutual social relation

between the centre and the margin (i.e. the dominant and the dominated segments of society) is made on the literary level.

Joanna Bukowska
Kazuo Ishiguro's *Buried Giant* as a Perilous Quest through the Unchartered Territory of Memory, Vengeance and Love

Kazuo Ishiguro's latest novel, dealing with the role of memory in the construction of individual and collective identity and in the settling or perpetuation of conflicts between individuals and nations, takes as its setting the early medieval land of Britons and Saxons, where peace and happiness are extremely fragile and where the potentially destructive forces might be unleashed at any time. The paper examines the representation of the narrative world of *The Buried Giant* as a mixture of diverse medieval tropes, such as perilous journeys, quests, Arthurian knights, heroic virtues, ogres and dragons and looks at the ways in which Kazuo Ishiguro rewrites these staple elements of medieval literary tradition to create a vision, which though fantastic, mythical and historically distant, may be interpreted as reflecting the pressures and tensions faced by the contemporary world. The analysis exposes in particular the relationship between Ishiguro's novel and the fourteenth century poem, *Sir Gawain and the Green Knight*, and investigates the ways in which both works explore such issues as the divisions in one's identity stemming from unacknowledged guilt, and the consequences of the confrontation with one's shadow as well as the relationships between the private and public domains and between the inner and outer world.

Anna Cholewa–Purgał
Narratives of conflict and reconciliation of in-between selves and worlds in Charles Williams's *Descent into Hell* and *All Hallows' Eve*

The paper focuses on the relationship between the material and supernatural reality, and the conflict resulting from their problematic yet essential coexistence, as represented in the works of Charles Williams (1886-1945). The oddest and most controversial Inkling, a prolific poet, novelist, playwright, literary critic and editor, Christian lay theologian, but also a former magician deeply versed in the occult, Williams held a firm view that, as T. S. Eliot put it, 'there [is] no frontier between the material and the spiritual world'. The predicament of the selves suspended in between the overlapping worlds, in the 'middangeard', traditionally perceived as a limen, is to Williams a gateway that opens the door to time, and to both heaven and hell, where the living and the dead meet, witnessing the fusion of the coeval past, present, and future. Williams's vision of reality, in which, as T. S. Eliot remarked, 'the supernatural [is] perfectly natural, and the natural also supernatural', manifests itself in the physical dimension invaded by the spiritual, and his representation thereof, in this paper based on two of his novels, *Descent into Hell* (1937) and *All Hallows' Eve* (1945), partakes of eternalism, mysticism, and occultism. The clash between the worlds and the selves may reach reconciliation through the practice of Substitution and Co-inherence – Williams's idiosyncratic Christian doctrine based on the principles of divine love, communion and

interdependence of all selves, and their inter-responsibility, which he had derived from St. Paul's dictum 'Bear ye one another's burdens, and so fulfil the law of Christ' (Galatians 6:2).

Izabela Curyłło-Klag
Representation of multicultural communities in Edna O'Brien's *The Little Red Chairs*

My paper will be concerned with multiculturalism and multilingualism in Edna O'Brien's latest novel. *The Little Red Chairs* is primarily a meditation on the nature of evil and the consequences of moral transgression, but questions of place and politics, identity and language always hover in the background. The theme of ethnicities in conflict is introduced early in the narrative when one of the protagonists turns out to be a wanted Balkan war criminal. O'Brien emphasises the impact that upheavals in seemingly faraway places may have on even the most backwater corners of Europe: "refugees having to leave their countries, families broken up". The novel's action is set in present-day Ireland where increased exposure to multicultural forces is challenging the nation's traditional inward-looking mindset. O'Brien gives voice to the new immigration from central Europe: Poles, Czechs, Slovaks employed in local hotels share accounts of their migrant journeys with fellow workers. Apart from commenting on the content of these stories, I am going to analyse the way in which they are linguistically "marked", in order to appear more realistic, almost documentary in character. Later on, the narrative moves to London, further exploring the underground of migrant labour and the fractured lives of "nobodies, mere numbers on paper or computer, the hunted, the haunted, the mutilated, the banished, the flotsam of the world, unable to go home, wherever home is". Despite the challenges of the multilingual and multicultural milieu, the migrant protagonists' seem to possess a striking capacity to reinvent themselves and carve out a new existence in a place safer than the one they had left behind.

Mira Czarnecka
The Multiplicity of Voices in a Broken World – Narrative of Conflict and Reconciliation in *The Memoirs of a Survivor* by Doris Lessing

The subject of the article will be the analysis of the narrative of conflict as presented by Doris Lessing, a contemporary British author, in *The Memoirs of a Survivor*, the story of the collapse of the world, and the description of the resulting stylistic effect of disintegration. For the purpose of the analysis the theory of narration presented by Mike Bal will be employed. The key tenets of the theory of narration relevant to the task at hand will be presented and then further elucidated by examples from the novel. This will be followed by an analysis of selected excerpts with a view of putting theory into practice. In the course of the analysis, among others, the following three strings of concepts of the above mentioned theory of narration will be used: narrative text, a narrative and narrative levels; perceptible narrator, character-bound narrator, agent and actor; focalization, focalizer and character-bound focalizator. The analysis will be conducted with an aim to demonstrate that the narrative strategy, that of the multiple voices speaking, employed by the author, results in the artistic creation of a broken world, which is however, brought to unity, as the narration ends, streaming into one voice.

James Dale
Shakespeare and the Language of Disguise

During the Elizabethan and Jacobean era, English society, as Stephen Greenblatt documents in *Renaissance Self-Fashioning* (1980), was experiencing an anxiety of the self. The social world was continually changing and the signposts of individual and social identity were becoming less fixed and therefore increasingly subject to manipulation. The use of disguise by playwrights of this period was appealing as it seemed to offer this freedom from identification, holding the view that the self was not fixed, but one which was unstable and constructed. Throughout his work, Shakespeare used the device of disguise but not to the extent of some of his contemporaries. This observation has resulted in critics such as Peter Hyland (in *Disguise on the Early English Stage*, 2011) giving little attention to Shakespeare's contribution to the development of disguise on the stage. Hyland states that Shakespeare's plays lack a 'virtuoso multi-disguiser' while recognising that '…the closest he comes is Autolycus in *The Winter's Tale*, and perhaps Edgar in *King Lear*, though most of Edgar's roles do not involve a change in clothing but only of vocal tone or accent.' In this paper I want to uphold and contend that Shakespeare's contribution to the use of disguise is a significant one, due to the range of discourses that his disguised characters employ and the ramifications of those discourses at a socio-political, linguistic and metatheatrical level. I will commence with a study of Edgar, whose multifarious use of disguises and discourses are best seen to exemplify these ramifications. In discussing the use of discourses and their socio-political, linguistic and metatheatrical effects, I will particularly draw on the views of Stephen Greenblatt, M.M. Bahktin and the philosophy of Wittgenstein. Following my investigation into Edgar, I will align and examine my conclusions with the roles of Autolycus in *The Winter's Tale* and Feste in *Twelfth Night* while determining whether any common and recurring socio-political, linguistic and metatheatrical patterns emerge. Finally, I will see if it is possible to formulate an overall strategy of a language of disguise as Shakespeare saw it.

Maja Daniel
The Virtuous Yankee's and the Tough Cowboy's Burden: Regional Identity Issues in Annie Proulx's *Vermont* and *Wyoming Short Stories*

For several decades now we have been witnessing a certain renaissance of the regional writing in American literature. Nevertheless, many of these works seem to follow the line of, using Barry Lopez's term, "false geographies;" rather than to reveal regional distinctiveness, they reproduce commercial, flat evocations of a place, perniciously obstructing reliable knowledge of a region. What Annie Proulx offers in her *Heart Songs and Other Stories* (1988) and the three collections of *Wyoming Stories*: *Close Range* (1999), *Bad Dirt* (2004) and *Fine Just the Way It Is* (2008) is a deliberate deflation of all mythic presuppositions concerning the places in question. And the regions of New England and the American West are not just ordinary places; anyone dealing with them needs to approach a whole plethora of preassigned images of both landscape and characters. My aim in this paper is to examine Proulx's antiheroes and their antimythic lives. Specific attention will be paid to the burden of the "imagined" identities these characters carry and confront daily with their disappointing

everyday existence. Also, the influence of the outsiders' arrogant attitude regarding the complex issue of regional identity will be highlighted and analyzed.

Wojciech Drąg
Heteroglossia in Experimental Fiction: *The Absent Therapist* **by Will Eaves**

In *The Dialogic Imagination* Mikhail Bakhtin argues that heteroglossia – a diversity of voices or languages – is one of the essential properties of the novel. The distinct languages spoken by individual characters (referred to as "character speech"), he maintains, inevitably affect "authorial speech." In experimental fiction, where "authorial speech" is often eliminated altogether, one can speak of the most radical instance of novelistic polyphony. Whereas in *The Sound and the Fury*, *The Waves* and B.S. Johnson's *House Mother Normal* in place of the narrator the reader is presented with several parallel voices which offer alternative version of some of the same incidents, Will Eaves's *The Absent Therapist* (2014) comprises 150 one- or two-page monologues, each of which is delivered by a different nameless speaker. The book, described by reviewers as an "experimental novella," a "miniature novel" and an "anti-novel," is devoid of any frame that would account for the coexistence of so many stories. The only interpretive clues are provided in the paratext: the title and the dedication from 1 Corinthians ("There are, it may be, so many kinds of voices in the world, and none of them is without signification"). They appear to invite the reading of the entire text as an amalgam of disparate (but also, in large part, desperate) voices united by their addressee – the figure of the therapist who is not there. The aim of the paper is to examine the book's assemblage of voices as well as the way in which they have been loosely interconnected. The analysis of common themes and motifs that provide a degree of qualified unity to the book's multiple monologues will conclude in the observation that *The Absent Therapist* refuses to cohere and thus preserves its dialogic status. The book's radical heteroglossia will be asserted on the linguistic as well as generic level, which involves the novel's eclectic appropriation of other genres – in Eaves's case, that of flash fiction.

Tomasz Fisiak
The Ethnic Other as a Gothic Villain: the Case of Charlotte Dacre's *Zofloya, or the Moor*

Authors of early Gothic fiction immediately knew how to cater for their readers' expectations – there was a demand for horrible mysteries, hereditary curses, romance and widely understood exoticism. Gothic writers, more or less aware of the Burkian idea of sublime evoked by obscurity, not only placed the action of their novels in awe-inspiring settings such as dark castles, subterranean vaults or decrepit abbeys, but they frequently shifted the place of action to other countries, usually catholic France, Italy or Spain, thus facing the audience with unfamiliar places, cultures and religious rituals. Finally, in order to ensure the readers' excitement, they built the plot of their works around a conflict between a naïve damsel and a tyrant. Initially, the villain could be a corrupted king (as in Wapole's *Otranto*) or aristocrat (antagonists created by Ann Radcliffe). Using modern terminology, it was a single white male. However, soon another type of a Gothic anti-hero emerged – a man (less frequently a woman) of mixed ethnic origins or, generally, a (wo)man of colour. Emily Brontë's Heahtcliff

of Charlotte Brontë's Bertha Rochester come to mind as relevant examples. There is, however, a less known novel portraying an exotic villain, i.e. *Zofloya, or the Moor* by Charlotte Dacre, where the ethnic background of the eponymous character becomes the primary source of his villainy (later he turns out to be the devil himself), but, simultaneously, it situates him in a liminal position of a master and slave, as well as the object of fear/object of desire. The multidimensionality of his stance caused by his cultural and religious background will be the main concern of my presentation.

Ewa Fiutka
Watch your step: **The narration of borders in Michel Faber's *The Crimson Petal and the White***

Michel Faber's *The Crimson Petal and the White* as an example of neo-Victorian fiction deals with the problems of modern perception of the past. The style of narration becomes a vehicle of presenting the extent to which the modern reader is able to grasp the past, which is a difficult or even impossible task. The border between the present and the past is also the border between the reader and the characters of the novel. The reader becomes an intruder and a *flaneur* who, guided by the narrator, only passively observes the events. Moreover, it is not only the reader who looks at the characters from an external perspective, but also the characters themselves perceive the other protagonists solely through their written texts or behaviour without actual insight into their minds. The Victorian world in the novel is also characterised by borders and strong differences between the rich and the poor, which are discernible in various dimensions of life – social, geographical, linguistic, or even sensual. The narration in *The Crimson Petal and the White* emphasises these borders but simultaneously attempts to undermine them through the subversion of stereotypes and the readers' convictions about the Victorian past.

Tomasz Gnat
Moon Nazis and Interstellar Communists: Designing Cultures and Artificial Societies in Interactive Entertainment

Studying a cross-section of narratives and mythopoeia of interactive entertainment two observations quickly become apparent. The first discovery is that video games can deal exceedingly well with the world design on a micro-scale (personal and individual characterisation) and a macro-scale (world-design, in the sense of geographical, gameplay and, sometimes, ecological perspectives). The second insight is that the area between these two polar opposites is often found lacking, if not outright non-existent. The cultural and societal dimension in some games becomes a cliché of the already existing trends and entities, often haphazardly and ungainly translated into the specific setting of a given game. The examples of truly complex or original cultural or multicultural identities are few and far between. In this presentation, the author aims to analyse some examples of games that succeed and some that fail to present a social organization reminiscent of actual entities. This analysis is conducted in order to answer a question of why such crucial structures as societies, localised cultures and ethnicities are so often misrepresented in interactive entertainment.

Conclusions from the analysis may serve to shed some light on the process of creating a deeper, more involving model of identities operating within the large scale entities of communal, cultural and multicultural associations.

Urszula Gołębiowska

The Self Between Two 'incongruous and incompatible cultures' in Paul Bowles's *The Sheltering Sky*

Paul Bowles's 1949 novel *The Sheltering Sky* takes up one of the writer's recurring themes – the Western traveler's encounter with North Africa. Centered around the experience of an American couple, Port and Kit Moresby, the novel maps their journey into the Sahara Desert, as they flee the vacuous, post-war Western civilization and move towards destruction. While existentialist and psychological readings of the novel frequently interiorize the journey and the desert, this reading foregrounds the intercultural dimension of Port and Kit's experience. It is argued that the desert and the local culture do not merely serve as tropes or an exotic backdrop against which the characters' drama unfolds, but play a significant role in the disintegration of their selves. The Moresbys fail to understand the local reality – it is observed from a privileged perspective, and thus projected upon, consumed, but not engaged with. It is not that the travelers adopt a colonialist or Orientalist attitude – their dissatisfaction with the West and a desire for an immersion in the local reality constitute a reversal of this approach. Still, the alterity of the place remains incomprehensible; the spaces and people are treated as a blank canvas on which the travelers' fantasies and fears are projected and eventually enacted in the encounter.

Nevin Faden Gürbüz

The Perception of Multicultural Identity in Elif Shafak's *Honour*

This article explores the ways in which Elif Shafak's novel *Honour*, which is set in London and Istanbul and attracted on the themes of gender roles, immigration, quests for freedom and transformations an individual makes in a new country. *Honour*, broadens her earlier approach of the theme of identity, to analyse what it means to be an immigrant when the authorative cultures you have fled are still carried within. The novel revolves around three generations of the Turkish-Kurdish Toprak family from Istanbul and the Euphrates to London, and the orders of honour which connect and break them. It constructs time and place: from working-class Istanbul in 1954 to a small Kurdish village by the Euphrates in 1962, Hackney in 1977, and Abu Dhabi and Shrewsbury prison in the 1990s. It presents three generations of the family including Nazi, the mother of twins Pembe Kader (Pink Destiny) and Jamila Yeter (Enough Beauty). Adem loves the latter and marries the former, in the name of honour. Pembe and Adem's children are disobedient teenager Iskender, aspiring writer and feminist Esma, and fanciful seven-year-old Yunus. The images of the past and relationships that accordingly destroy and re-create the remains of the past establishes a serious aspect of the novel. This article argues that the questionable part such objects, images and relationships acts in building links between the past and the present weaken massive conceptions of history and identity. It is in the uncertain tensions between the characters' individual and collective identities and

between their diverse faithfulness regarding the discourses on nation, ethnicity, and identity, are doubted. "Multiculturalism" is the harmony of various cultures, where culture includes racial, religious, or cultural groups and is demonstrated in traditional behaviours, cultural beliefs and values, motifs of thinking, and informative manners. *Honour* is a sample story of an immigrant minority which is included constant settlers who carry their own language(s) and culture(s) which are distinct from those of the host society.

Agata G. Handley
Facing North: Liminal Identity in Tony Harrison's Verse

Tony Harrison's poetry is rooted in the experience of a man who crossed the boundary dividing the English working and middle classes and who, avowedly, became a poet and a stranger to his own community. He found himself at the friction point of two cultures and as he duly noted in one interview, from the moment he began his formal education at Leeds Grammar School thereafter he has never felt fully at home in either the world of eloquence or the world of his working class background and chose to continually transgress their boundaries which meant being subjected to perpetual change. The sense of otherness of the poetic "I" is most vivid when Harrison makes an effort to come back to his roots, conducts a literary and metaphorical quest for the place of his birth, as exemplified by the multidimensional theme of Leeds in his work. Poetic re-creation of the city with its dying working-class culture remains a part of identity-building task and consequently recurring motive in Harrison's verse from seventies onward as he engages over and over again in mapping the place which is at the same time an existing urban landscape and a half - remembered, half-forgotten realm of childhood. The paper focuses on the portrayal of Leeds as a real place reflecting the cultural and existential experiences of its citizens, but more importantly as a metaphorical city, a construct of poetic imagination. The main point of the discussion is to address, in the light of contemporary sociological and philosophical thought, the degree of connectedness between poetic image of Leeds and the issue of liminal identity which occupies a central position in Harrison's verse.

Krzysztof Jański
Principles of Constructing an Inter-cultural (Micro-)Community in Terry Pratchett's
Nation

The paper presents and analyses multicultural relations in Terry Pratchett's novel *Nation*. Firstly, the paper shows how the author managed to render the difficulties and complexities of an intercultural encounter of people with barely no common cultural denominator (Mau, an islander, and Daphne, a British noblewoman). Secondly, it discusses challenges of creating a nation consisting of representatives of various backgrounds and ways of overcoming any arising personal, social and religious frictions. Thirdly, employing Michael McCullough's framework for cooperation (based on earlier research in game theory), it is argued that *Nation* as a fantasy novel for young adults promotes the tit-for-tat strategy, which ultimately is the most beneficial form of social interaction. It is highlighted how the inhabitants of the island under Mau's and Daphne's leadership slowly develop a community resilient to internal and

external threats. In opposition, there is the strategy based on competition and subjugation exemplified in the novel by Cox, who, thanks to his ruthlessness, becomes a leader of a group of indigenous cannibals. His strategy allows to gain quick personal advancement and gain; however, it fails in comparison with tit-for-tat in building a lasting community.

Aleksandra Kamińska
Speaking *from* Somebody? *Behind Beautiful Forevers* by Katherine Boo (2012) and David Hare (2014)

David Hare's latest play *Behind the Beautiful Forevers* is set in the Mumbai slum Annawadi. The events and characters are not fictional: the play is based on the award-winning non-fiction book by the same title written by the American journalist Katherine Boo. In *The New York Times* article significantly titled *Narratives With No Need For Translation* we can read that '[t]hrough a product of Western storytelling apparatus, she [Boo] has pointed toward a new world in which writing about places is not an act of writing *for* somebody, but an act of writing *from* somebody' (my emphasis). The question needs to be asked, however: is such thing as 'writing *from* somebody' even possible? And if not, then where does that situate Boo's and Hare's work? The proposed paper will focus on complex implications of the double process of cultural transmission involved in *Behind the Beautiful Forevers*. Although set in India and including only Indian characters, the book and the play cannot help but be westernised. First, Katherine Boo appealed to a specific literary convention, inscribing her Indian characters into narrative frames belonging to the Western tradition. Then Boo's take on the events was adapted into the language of theatre by Hare, and this intersemiotic translation further infuses the story with elements characteristic of the Western theatrical tradition. Using Hayden White's theory of narrativity (White 1978, 1980), and Gayatri Chakravorty Spivak's concept of the subaltern (Spivak 1993), the paper will investigate cultural and ideological implications of this process.

Ewa Kębłowska–Ławniczak
Fear of Multilingualism and the Uses of Nostalgia in Ivan Vladislavić's *The Restless Supermarket*

In the opening epigraph of Vladislavić's post-apartheid novel, its implied author and protagonist encourages the implied reader to pursue happiness in the "dream of learning" (Hazlitt) whose *locum* is the *Pocket Oxford Dictionary*. Overwhelmed by a hermeneutic obsession, the retired proofreader collapses the distinction between linguistic and social proofreading. The only commonality (the "shameless scrutineer" imagines relies on embeddedness in discourse rooted linguistically and culturally in standard English. Proofreading once familiar *loci,* the protagonist notices an increasing number of errors and a general deterioration of standards, a chaos resulting from the invasion of "multilingual sobbing" and the noise of "indigenous tongues" infecting the Golden City. The increasing multilingual and multicultural diversity, which the protagonist reads as impinging chaos, enhances his efforts to defend the ordering standards. Indicating the conventional and arbitrary nature of standards indispensable for the protagonist's understanding of the world,

the paper reveals their cultural limits. Further, it points to the fact that the protagonist must transcend his predilection for closure in order to respond to the otherness of the multilingual environ. Finally, the paper argues that, paradoxically, the discernible nostalgic undercurrent may facilitate the acceptance of a necessary disruptive, self-reflexive epistemology. Dwelling on the ambivalences of longing and belonging, travelling between the individual and the collective, between the present and the prospective future–the paper proposes– nostalgia may become a screening device, a mediator that performs a comforting function.

Anna Kędra-Kardela
The Conflicted Self in Frank O'Connor's Stories of Priests: A Conceptual Integration Theory Account

Frank O'Connor, an Anglo-Irish short story writer, poet, novelist and literary critic, featured in his short stories three main types of characters: romantics, juveniles and Catholic priests. Some of O'Connor's clergy are conservative, dogmatic and authoritarian, unrelenting in their views and attitudes, others are sensitive and "more liberal" towards their parishioners. However, the latter often suffer from the feelings of isolation and loneliness that priesthood incurs. It is among them that we find characters with a conflicted self, struggling between the priestly vocation on the one hand, and ordinary human wishes and desires, on the other. Using the conceptual blending theory, the paper develops an analysis of selected short stories by O'Connor, including "The Frying Pan," "The Wreath" and "The Uprooted," which feature priests trying to come to terms with the conflicted self. The priests' behaviour and attitudes are contrasted with the canons of consecrated life they are expected to adhere to. The paper describes—in terms of the conceptual blending mechanism—the internal conflict of the priests' experience leading to the feeling of disappointment and lack of fulfilment in their life.

Aleksandra Kędzierska
That Complex Irish Self: Dermot Bolger's *Walking the Road*

Seamus Heaney's "In Memoriam: Francis Ledwidge" (*Field Work* 1979), dedicated to Ireland's most famous soldier poet of the Great War, describes him as "our dead enigma," an icon of contradictions in which all strains of Irishness "criss-cross in useless equilibrium. " A far more comprehensible portrayal of that complex Irish self emblematized by the Ledwidge persona can be found in Dermot Bolger's one –act play *Walking the Road* (2007) which is another tribute to "the poet of the blackbird". Killed in the battle of Paschaendele, Frank, as Ledwidge character is called in the drama, still keeps trying to find out where he belongs. The crucial, yet paradoxically unresolved, search for home seems to begin in earnest after Frank's death, when his ghost, occasionally accompanied by the ghosts of other people he used to know, progresses towards an understanding of his self, the trial which he undergoes in an almost Heideggerian manner, projecting his life onto the horizon of his death.

Ewa Klęczaj-Siara
Reading Ethnic American Children's Literature and the Questions of Cultural Authenticity

Children's literature featuring non-white characters has always been essential to multicultural education provided in American schools. It has been celebrated for offering multiple perspectives and fostering intercultural understanding. However, definitions of multiculturalism are oftentimes far from straightforward. The presence of non-white characters does not always give much authenticity to the represented culture. The author's perspective, the intended audience as well as the contextual and literary traditions from which the books arise are the actual measures of their legitimacy. Drawing on Rudine Sims's division of ethnic children's literature into "social conscious" books, "melting pot" books and "culturally conscious" books, the paper will explore the issue of authenticity by looking at a number of ethnic American children's picture books.

Agnieszka Kliś-Brodowska
Multiculturalism in Videogame Studies: Current Research and Future Perspectives

This presentation addresses the question of the multidisciplinarity of multiculturalism research, one that occupies the very top of the topic list suggested for this conference. It does so, however, in a way that might appear striking, namely by choosing the field of videogames research as it major area of interest. While the very disciplinarity of videogame studies is a contested issue, the research, itself multidisciplinary to a radically high degree, has expanded greatly over the years and covers a wide spectrum of interests. Regardless of the often contradictory claims, made by games scholars themselves, as to whether games can or cannot make serious statements, videogames inescapably engage, be it deliberately or not, with the question of culture and its representation, including multi/crosscultural encounters. The aim of the presentation is to delve into multiculturalism research as a possible option for videogame studies that might benefit both strings of academic inquiry. It attempts at providing a brief outline of the existing research and questions raised by games scholars, and looks at their approaches and aims simultaneously glancing through different levels at which videogames address multiculturalism. It also speculates about a possible future development of research into this area.

Monika Kocot
Wor(l)ds. Apart: Fluid Identity in Native American Narratives

In his discussion of Native American creativity, Louis Owens conceptualizes a literary postmodern "frontier" as "always unstable, multidirectional, hybridized, characterized by heteroglossia, and indeterminate" (*Mixedblood Messages*). Within this "frontier," he adds, exists "the dangerous presence of that trickster at the heart of the Native American imagination". Apart from being a shapeshifter, wit, disturber of the status quo, in Native American culture s/he is also a dissembler of meaning in narratives, the one who "uncovers distinctions and ironies between narrative voices" (*Narrative Chance*). The paper will offer a

comparative analysis of contemporary trickster narratives by Leslie Marmon Silko and Thomas King. Special attention will be given to the issue of fluid identity and its relation to Gerald Vizenor's theory of trickster narrativity. When creating their "trickster narratives," Silko and King reach for traditional tribal oral stories and rewrite them in their characteristic styles, interweaving the ideas of the contemporary here-and-now and the mythical "humma-ha" (once upon a time). In both discussed novels the trickster manifests itself on four levels: as a (mythic) character endowed with fluid identity, as a narrator, as a narrative structure, and as a movement/process. Those four areas of the trickster's actualisation are mutually conditioned, creating the "trickster aesthetics" or the "trickster discourse" (Vizenor), which manifests itself by multivocality/dialogicality, multiperspectivity, intertextuality, intratextuality, fluidity of meaning, unfinished/undefined story lines. The role of the reader of the "trickster stories," just as the role of the listener of the traditional oral stories, is to actively co-create the meaning of the text. The application of Vizenor's theory will allow us to see how Silko's and King's "trickster discourse" may link traditional oral tribal stories with postmodern metafiction.

Agata Kowol
Identity, the Self and the Levinasian Other in Joseph Conrad's *Lord Jim*

The aim of the paper is to analyse the concepts of identity and the self in Joseph Conrad's *Lord Jim* in relation to the thought of Emanuel Levinas. In the novel, comprehension of the other appears elusive while the search for a fixed standard of conduct, the need of which seems so burning, is often frustrated. Moreover, the external world seems malevolent, while self-knowledge is virtually unattainable. It could be claimed that only thanks to a confrontation with the Other, be it another person, the universe, or one's own self, can man establish a sense of identity. Especially the confrontation and relation with another man, the Other who, in Levinasian terms, is never fully knowable, but for whom one is primordially responsible, helps render existence meaningful and one's own nature more acceptable. This relation is charged with important ethical resonance, since the marine ethos proves misleading when deprived of any relation to the Other.

Joanna Kozieńska
The Self in Conflict: Spiritual and Political Struggle in T. S. Eliot's *Murder in the Cathedral*

Murder in the Cathedral is often considered to be T. S. Eliot's most accomplished and successful verse drama – in terms of its dramatic construction, language and reception. It was commissioned for the Canterbury Festival and performed for the first time in 1935 in the Chapter House of Canterbury Cathedral. The play portrays the last moments of Archbishop Thomas Becket, entangled in conflict with King Henry II and facing the inner, spiritual struggle that leads to his martyrdom. T.S. Eliot provides his readers and audience with an in-depth study of an individual in combat with himself and in confrontation with unfavorable political circumstances. The aim of this article is to explore the dramatic means through which T. S. Eliot portrays the two types of struggle. However, the main focus of the analysis will be

devoted to the dramatic presentation of Becket's inner conflict, as it seems to be the one of greater importance in the play.

Bożena Kucała
The Split Self in John Banville's *The Sea*

This paper will explore the problem of the self in *The Sea* by John Banville. The narrator's professed lack of a stable identity coexists with multiplication of his different "selves." It will be argued that the splitting of the self in Banville's novel is more complicated than a split between the narrating self and the subject of narration, which is common to retrospective first-person narratives. Due to the intensely visual and time-defying nature of his memory, the protagonist revives the past so vividly as to achieve the sense of a simultaneous existence as two beings. The narrator's need to locate himself at a fixed point in his narrative, combined with his inability to adopt a definitive perspective, results in a permanent erosion of identity.

Agnieszka Łowczanin
Trouble with Triangles: England, France and Poland at the Turn of the 18th Century

Literary historians have stressed the importance of the cultural exchanges between England and the Continent when gothic fiction first bloomed. Despite political tensions between England and France at the close of the eighteenth century, "the import of terror," as Wright puts it, was a two-way, fast-flowing literary traffic that moulded what we now know as literary gothic. A French literary influence radiated to the west over the Channel, and – French being the *lingua franca* of the erudite class – to the eastern reaches of the Continent. Polish intellectual elites read early English gothic novels in their French translations. Yet French influences and flavours, seeping into the British Isles and then back by means of forgeries, translations and imitations, met mixed reactions when they were detected. During the reign of the last king in Poland, translations were encouraged but expected to be improvements of the original to suit local tastes and expectations. This paper will examine this multicultural and multilingual triangular exchange, and discuss how politics, prejudices and stereotypes shaped the literary productions of that era.

Dorota Malina
***A haughty sniff versus a spoonful of sugar, or who is Mary Poppins?* Identity in Literary Representations and Cultural Products**

Who is Mary Poppins? In our mind's eye we see Julie Andrews in a pastel Edwardian dress, smiling as cheerily as the star of a toothpaste commercial, as saccharine as the spoonful of sugar that helped the medicine go down. Such is the power of Walt Disney. The original Mary Poppins was not cheery at all. She was tart and sharp, plain and vain. That was her charm; that —and her mystery – writes Valerie Lawson. Mary Poppins, an iconic nanny created by Pamela Travers, is the main protagonist of a seven volume series. The books quickly became children's classics and, as it is often the case, became the source of various translations and adaptations. In my presentation I intend to explore the notion of literary character's identity

across some of them. More specifically, I want to focus on comparing the picture of Mary Poppins that emerges from the original text with that in the Polish translation by Irena Tuwim and the famous 1964 Walt Disney musical (which I shall treat as a case of intersemiotic translation). By analyzing the changes between the original and the two versions I propose to demonstrate that, in the words on Riitta Oittinen, translating for children is "no innocent act" – each translation constitutes an act of rereading the original for the purposes of a new audience. Looking at the changes that have been made, one can learn a lot not only about the new identity of the literary protagonist but also, more importantly, about the identity of the target culture which emerges in confrontation with "the other."

Katarzyna Molek-Kozakowska
Changing Perceptions of *Multiculturalism* in the British Public Sphere

This project is devoted to the examination of the evolution of the concept of multiculturalism in political discourse in the United Kingdom within the years 2001-2011. Britain's multicultural society is constituted by numerous ethnic, racial and religious minorities. There was a time when Britain took pride in its multicultural social approach and set an example for other countries in its pro-integration policies. However, over the previous decade there has been much debate on the alleged failure of multiculturalism. We examine here how, once favoured and promoted, the concept of multiculturalism has come to be strongly criticized. With the use of analytic procedures derived from Critical Discourse Analysis, we examine a corpus of selected speeches on multiculturalism by prominent British politicians, leaders and diplomats. The speeches are divided into three sections, as defined by the events of 9/11, 2001, 7/7, 2005 and 2010 general election, which have been claimed to be the triggers in the shift away from multiculturalism. Paradoxically, although there is no evidence of the failure of multiculturalism as a governmental policy fostering a culturally diverse society and vibrant economy, the term has been gradually withdrawn from public discourse.

Fathi Neifar
Samuel Richardson's *Pamela* as a Narrative of Conflict and Reconciliation

In Richardson's *Pamela*, there is a conflict between Mr. B's code of sexual behaviour and Pamela's code, as the man belongs to a high social class and the young woman comes from a very poor family. Richardson managed to bring together two opposite outlooks and made the two protagonists understand each other to the point of reconciliation and even union by marriage. Besides, Richardson portrayed the conflict between Defoe's view of morality, in which "sexual encounters are treated as minor incidents in the pursuit of economic security" and Pamela's principle of exalting female chastity, which is the ideal of the romance. Furthermore, Richardson started the novel's departure from the *Stiltrennung* in the crucial area of sexual behaviour, thus breaking down the separations between "high" and "low" life. The middle class (to which Richardson belonged) fortified their outlook as a group with the assumption that their social superiors – the aristocracy and the gentry – are their moral inferiors. In the second half of the novel Richardson is left to demonstrate the truth of the claim that a reformed rake, Mr. B, makes the best husband. The conflict between classes is not

really solved. It can only be stopped. The ambiguities of the sexual code helped Richardson to produce the first true novel, a work that, in Ian Watt's terms, "could be praised from the pulpit and yet attacked as pornography, a work that gratified the reading public with the combined attractions of a sermon and a striptease."

Stankomir Nicieja
Assembling a New Self in Multicultural America: Conflict and Reconciliation in Clint Eastwood's *Gran Torino*

Released in 2008, *Gran Torino* remains one of Clint Eastwood's most popular and critically acclaimed films. Telling a story of an unusual friendship between a confused Asian-American teenager named Thao and his much older, overtly racist and brusque neighbour, Walt Kowalski, the film skilfully engages such themes as redemption, friendship and character formation. In my paper I will investigate Clint Eastwood's compelling treatment of race and identity in *Gran Torino*. I want to explore how the director applies the moral value system usually associated with conservatism in the context of contemporary America characterized by even greater economic polarization and ethnic diversity. I am particularly interested in exploring such concepts as family and creation of a hybrid identity, relying on the theoretical framework provided by Edward Said's view of Orientalism and various aspects of cognitive film theory.

Katarzyna Ożańska-Ponikwia
Bilingualism and Multilingualism from the Qualitative and Quantitative Point of View

The present study is to present a brief overview of qualitative and quantitative studies on bi- and multilingualism with a special focus on Polish-English bilinguals in the immigrant context. We are to discuss studies that address the topic form different perspectives starting with a large scale qualitative studies presenting various aspects of bilingualism and multilingualism presenting various linguistic and ethnic groups to end on a smaller scale qualitative and quantitative studies researching Polish-English bilinguals living in the UK and Ireland. The quantitative part of the overview will focus on such aspects of bi- and multilingualism as self-perceived L2 proficiency, expression and perception of emotions in the L1 and L2 as well as personality traits. The qualitative part will present studies that researched perception and expression of emotions in the L1 and L2 as well as code switching practices and some aspects of cross-cultural differences between Polish and English.

Michał Palmowski
Brave New World According to Michel Houellebecq

By comparing and contrasting Michel Houellebecq's most recent novel Submission with Huxley's classic anti-utopia Brave New World and Orwell's dystopia Nineteen-Eighty Four, the present paper endeavours to determine whether the future described by the French author is a dystopia, anti-utopia or utopia. In Submission, France of 2022 is ruled by Muslims, who gradually change the secular liberal republic into a theocracy. Initially, these changes are deeply resented by the main protagonist, a literature professor. Still, eventually, François, similarly to Winston Smith, undergoes a change of heart, converts to Islam and happily

assumes his place in the new world. Houellebecq's novel poses the poignant question: What to think about the future in which the French speaking Muslims will challenge the English cultural hegemony? Viewed from the French perspective, will it be a dream come true or the worst nightmare? Submission is a provocative examination of the French interiority complex caused by the Anglo-American domination, and as such could be discussed in the context of English language literature and culture.

Beata Piątek
The Downside of Globalisation: Provincial Ireland Meets Multicultural Europe in Edna O'Brien's *The Little Red Chairs* (2015)

The paper sets out to examine the stereotypes of provincial Ireland against the changing social and economic reality of the 21st century in order to examine the ways in which contemporary writers portray modern Ireland. It focuses on the example of Edna O'Brien's latest novel in which the author engages with the traditional Irish themes of migration, nationalism and violence in a completely new and rather shocking manner. My paper will demonstrate that O'Brien's novel may be read as a bitter critique of "the global village."

Paulina Pietras
Self/Other Encounter in the Shadow of Great History—Alterity in *American Trilogy* by Philip Roth

Binary oppositions are recurrent motifs in the fiction by Philip Roth, the author who himself eagerly employs his alter ego – "binary self" – to narrate his stories. The aspects of alterity proliferate – the ethnic, racial, class, political, religious or gender otherness is vivid in Roth's novels, which tackle the complex concept of postmodern subjectivity. Within the vast array of Roth's literary masterpieces, *American Trilogy* is a remarkable example of presenting the clash of binary self/other opposition, vital in contemporary ethnically and politically split reality. *American Pastoral*, *I Married a Communist* and *The Human Stain* share the figure of the main protagonist, whose life is a rise and fall story. In my presentation I will aim to prove that the eventual downfall of the characters is conditioned by their incapability to face and effectively handle various kinds of otherness. As Derek Parker Royal emphasizes, the trilogy is constructed as an "attempt to understand the self through the process of memory". Thus, the s/o relationships will be discussed in the shadow of Great American History, which constantly permeates private stories and influences interpersonal relations. The critical tool employed in the analysis will be referring chosen philosophical stances on the issues of subjectivity and alterity to various forms alterity embodies in *American Trilogy*. The analysis will comprise Hegelian idealism and its confrontation with Kantian philosophy, Bakhtin's and Levinas's dialogism, alterity as approached by Rousseau and Sade as well as Ricoeur's concept of selfhood.

Małgorzata Poks
The House Sofi Built: Critique of Multiculturalism in Ana Castillo's *So Far From God*

In *So Far from God*, her 1993 novel situated in a small border town of Tome, Chicana author Ana Castillo focuses on the consequences of the colonial would [una herida abierta] theorized by Gloria Anzaldúa in *Bordernalds/La Frontera*. Following the lives of four young Chicana women and their resourceful mother Sofi, Castillo's novel invites an interventionist reading of US multiculturalism. A country that prides itself on its multicultural identity and continues to oppress its minority groups through political, economic and symbolic violence has failed to live up to the promise of the dream of "liberty and justice for all". Adopting various strategies of survival in the modern world, from failed assimilation to open rebellion against the phallogocentric norm, the novel's female characters both fall victim to the continuing legacy of coloniality/modernity and struggle to build a viable alternative to the paradox of their invisibility/increased visibility within the dominant culture. The paper aims to advance a vision of decolonial healing as an alternative to the failures of modernity.

Marta Popławska
The Female Self as Presented by C. P. Estes in *Women Who Run With the Wolves*: Stories of Female Initiation, Intuition and Instincts

In her work entitled *Women Who Run With the Wolves,* Clarissa Pinkola Estes examines myths, tales and legends of various cultural and ethnic backgrounds to elicit the wild woman archetype. Her interpretations of the stories, which serve to retrieve and understand the complexities of woman's nature, seem to depict the universal female self that appears in different forms and shapes in nearly every culture. The paper focuses on three elements of the female self, namely initiation, intuition and instincts as presented in three tales recounted in the book, that is the story of the Bluebeard, the story of Wise Vasilisa and the story of the Red Shoes. The aim of the paper is to present Estes's interpretations and her vision of the female self as well as to confront her readings with other existing analyses of the tales. Although Estes's work is mainly considered to be a self-help book instructing and empowering women to get close to their true nature, it is also evident that it can serve as a source of cultural knowledge and inspire further literary analyses.

Barbara Poważa-Kurko
Literary Presentations of Polish Immigrants in England: *Where the Devil Can't Go* by Anya Lipska and *Madame Mephisto* by A. M. Bakalar

The paper examines the identity of two Polish immigrants living in London: Janusz Kiszka and Magda Rodziewicz. The former is the protagonist of Anya Lipska's novel *Where the Devil Can't Go* (2013)*,* the latter the narrator and heroine, or rather villain, of *Madame Mephisto* (2012) written by A. M. Bakalar. Whereas Anya Lipska only has a 'Polish connection' as she is married to a Pole, A. M. Bakalar is Polish herself. Moreover, she is the first Polish author to have written a novel in English after Poland joined the European Union. Both characters struggle to find their feet and in their new, self –imposed cultural context as

well as to relate to their roots. The following aspects are taken into consideration: their attitude to language, family, religion, work and politics, as well as the status of the immigrant/emigrant. Furthermore, the authorial treatments of the above-mentioned constituents of the protagonist's identity in both novels are analysed and compared. Special emphasis is put on the use of Polish in the narrative and the dialogues. Some tentative questions are also asked concerning the possible authorial agenda that might be hidden in the way Poland is presented in each novel.

Brygida Pudełko
Marriage, Divorce, Sexuality and Gender Differences in the Edwardian Era

Discussion of the problems of marriage was not new in the 1890s, but the subject was debated more publicly and candidly in this decade than ever before. In the course of the debates the reality behind the respectable Victorian façade was revealed and the case was vigorously urged for reforms which would make marriage an equal partnership. The industrial revolution had increased the power of men, and their feelings about property. A man thought of his wife and daughters as his property, and so did the law. It is not surprising under these circumstances that marriage as an institution was subject to analysis and criticism. The status of married women and attitudes towards the whole concept of marriage and sexuality were dominant themes in fiction and non-fiction alike around the turn of the century. The search for security forced many middle class Edwardian women into marriage, but once married they lost most of their freedom as an individual and adapted to the role of perfect wife. In the eyes of the law Edwardian women had considerably more freedom than their Victorian counterparts, but in actual fact most of them were ignorant to of their rights. The major sources of information were magazine and newspaper articles, unless a woman was lucky to have influential friends, or money to purchase legal advice. Without these she had little possibility of getting help with potential matrimonial problems, or enforcing her rights. Shortly before the beginning of the decade the novelist and feminist Mona Caird published the first of several articles on marriage which were later collected in a book. She pointed out that that marriage should be based on love and freedom, not on calculation and dependence. Novelists of both sexes held marriage responsible for waste and unhappiness.

David Schauffler
What Is Wrong with This Spectacle?—Debord, Castoriadis, Lefort, and the Liberal Imaginary

The promise of multiculturalism has never been to make people secure and happy in their identity and life, but to provide ideological cover for the cultural upheaval, forced migrations and homogenization imposed on all societies by technology and advanced capitalism. Events of recent years have made it plain that this promise has failed; that the social and psychological disruption inflicted by modern economic forces and their political arms cannot be ideologically converted into passive pluralism. We are now faced with an economic and cultural *fait accompli* which seems to demand from individuals, states, and global society as a whole, a shift in thought and feeling which they are often unwilling, and in some measure

unable, to make. This paper examines the intellectual crisis of multiculturalism and its epiphenomena by reference to a set of insights by three personally allied, but very different, French thinkers of the generation of '68: Guy Debord, Cornelius Castoriadis, and Claude Lefort.

Eugenia Sojka
From Multiculturalism to Interculturalism in Canada – the Role of Intercultural Drama/ Theatre and Performance in the Evolution of Cultural and Political Signifiers of Canadianness

The paper discusses a unique role of Canadian intercultural drama/ theatre and performance in both challenging the problematic nature of early policies of Canadian multiculturalism, and fostering the development of ideas leading to cultural and political changes in Canadian society. The process culminated in the 2015 election of Justin Trudeau, the 23rd Prime Minister of Canada, whose vision of the country, in stark contrast to Stephen Harper's campaign that included references to "old stock Canadians" and the "barbaric cultural practices" hotline, enthusiastically champions Canada's 'unique diversity' and intercultural dialogue, with a special focus on Indigenous cultures of Canada. Interculturalism as practiced by theatre and performance artists, directors and dramaturgs, has been at the forefront of political and cultural changes in Canada. The paper discusses selected Canadian intercultural drama/theatre and performance projects to show their importance in the process of evolution of cultural and political thought, and in bringing into being both new aesthetic forms and new hybrid and intercultural social identities, thus showing the transformative potential of aesthetic experiences.

Julia Szołtysek
The Ottoman Harem in Western Literature and the Arts: Imaginings and Mis/Representations

Lady Mary Wortley Montagu, travelling across Europe in the 18th century and spending over two years in Constantinople on her husband's Turkish embassy, could well be seen as portraying the role of women in the British imperial and colonial apparatus at its prime. At the same time, however, she could also come across as an antithesis of the ideals and convictions of her times. Nevertheless, she struck a colourful figure born and bred in the England of the Enlightenment who, curious and perceptive, has proven influential and inspirational for representatives of generations to come, female and male alike. In the present article I propose to consider Lady Mary and her heritage specifically in the context of dialogue *inter artes*. By focusing on a selection of inter-/trans-disciplinary works of various genres – literature, visual arts, music – I endeavour to explore the particular junctions within the web of cross-dependent texts of culture such as Lady Mary's *Turkish Embassy Letters*, Edmondo de Amicis' *Constantinople*, as well as a selection of 'orientalist' paintings by Jean-Auguste Dominique Ingres and Daniel Chodowiecki, at which Lady Mary Wortley Montagu might be seen as assuming the role of a pulsating 'beacon' irradiating the investigated material, and a 'ghostly' presence at the same time, haunting the imaginary spaces of each of the texts under

scrutiny, being at once tangible yet transparent, eloquent yet unobtrusive. The article will aim to unravel a range of references to Lady Mary, both explicit and indirect, with the main objective being to illuminate and explore patterns through which various texts of culture enter complex dialogues with one another, regardless of spatial, temporal and social distances between them.

Angelika Szopa
Multicultural Dissonance: Doris Lessing's Cultural Migration and Representation of the Self

Widely recognised as a Nobel Prize winner, Doris Lessing (1919-2013) remains one of those authors whose diverse writing changed, to critical acclaim, the face of British literature. Lessing's literary heterogeneity which includes the works of science-fiction, poetry, graphic novels and drama among many, is underpinned by her multicultural experience of living on two divergent continents. In 1950 Lessing decided to abandon her family in Africa and migrated to Britain in pursuit of a writing career. Her life on the Dark Continent distinctively impinged upon one of her early works—*The Grass is Singing* (1950), but the impact of Britishness, ravenously absorbed by the adult Lessing, indisputably effaced any traces of the African culture from her subsequent novels. Though her works preserve exclusively a European context, and Lessing herself is considered to be one of the key exponents of modern British literature, her experience of living in South Africa during apartheid had a profound impact on the formation of her identity as a female writer. Focusing on the multicultural dimensions in Lessing's life and writing revealed in two of her autobiographies: *Under My Skin* (1994) and *Walking in the Shade* (1998), I aim to explore a dissonance between her adolescent years spent in Africa and her adult life in Britain. Taking into account Lessing's geographical dislocation, the presentation is an attempt to indicate her perception on discrepancies between African and British culture in the context of her political activism, writing and her view on gender relations as a means of constructing her identity—both as a writer and a woman.

Marcin Tereszewski
Oceanic Identity: Psychological Discourse in J. G. Ballard's Fiction

New Wave science fiction saw in the 1960s a shift in the genre from what began to be seen as uninspired conventionalism characterizing its golden age (1940s) to the development of a more literarily refined and self-consciously experimental brand of speculative fiction promoting more consideration of the human subject in its relation to a ceaselessly developing technological and urban environment. This shift is epitomized by J. G. Ballard in his editorial to *New Worlds* titled "Which Way to Inner Space?" (1962), where he outlines the new thematic challenges of science fiction centering around questions of human psychology and subjectivity. This paper will be a consideration of the multifaceted ways in which Ballard's work grappled with the problematics of the self and its codependency with ideological representation. One of the most interesting critical contexts which sheds light on this theme is Jungian psychology, which also happened to wield considerable influence on writers during

the 1960s, and it is especially Jung's notion of individuation that is of relevance to the particular brand of acultural subjects populating Ballard's work. Also, the experimental psychology of R.D. Laing and the metaphysical writings of Aldous Huxley will be of provide invaluable insights into the way Ballard structured the experience of self-formation.

Jadwiga Uchman
Convergence of Different Threads*: Tom Stoppard's *Dogg's Hamlet, Cahout's Macbeth

Tom Stoppard's varied and rich dramatic output seems to be characterized by some recurrent features, one of these being an intricate weaving together of a number of different motives, intertextual references, literary, cultural, scientific, philosophical and political allusions, a dramatic technique which he himself calls "convergence of different threads." His double bill, *Dogg's Hamlet, Cahoot's Macbeth* (1979), is no exception to the rule and most of the literati will immediately discover Shakespeare's two famous tragedies incorporated in its title. Not many people, however, will be able to reveal other kernel stones of Stoppard's inspiration. The Dogg in the title happens to be the literary pseudonym of Ed Berman, a naturalized American, the founder and director of Alnost Free Ambiance Theatre. The word "Dogg" refers both to Berman, a friend of Stoppard, and the imaginary language invented by the playwright. The idea of constructing a language being similar to building a wall was taken by Stoppard from Ludvig Wittgenstein, a member of the Vienna circle of positivist philosophers. Probably the most difficult word to decode is Cahoot. The imaginary Cahoot, who appears in the play in a sitting-room production of *Macbeth* in the normalization period in Czechoslovakia is a reference to Pavel Kohout and Pavel Landovsky, Czech dissidents who organized the Living Room Theatre in their socialistic country. Thus Stoppard weaves a magnificent carpet by means of combining different threads starting from people coming from different countries and cultures as well as a variety of ideas from theatre and culture, through philosophy and ending in politics.

Anna Walczuk
From Split 'Self' towards 'Self' Unified: Travelling to the Holy Land in Muriel Spark's Novel *The Mandelbaum Gate*

The Mandelbaum Gate holds a special place among Muriel Spark's novels not only on account of its length and rather traditional narrative structure, but also for its autobiographic reverberations. The main female protagonist, Barbara Vaughan who struggles with the question 'who am I?', is a Roman Catholic convert, torn between her Jewish and Christian parentage and trying to restore her integrity in the midst of epistemological chaos. The aim of the paper is to demonstrate how the journey through the conflict- ridden Jerusalem assists the protagonist in arriving at her own integrated and reconciled self. The multicultural Holy Land, where the sacred and the profane exist side by side and truth get intertwined with lies, becomes a testing ground for Barbara's personal identity which is being rescued from the traps of indefiniteness and excruciating rifts. The paper proposes to look upon *The Mandelbaum Gate* as an artistic statement in fiction about the dialectic between division and unity, which takes place across both cultural and mental territories, and leads to the bridging

of the severed provinces not only on the political and cultural map of human communities but also in the mind of an individual.

Agnieszka Wawrzyniak
The Conceptual Construal of ME *Trouthe* in *The Canterbury Tales*. The Juxtaposition of Chaucer's and Contemporary English Worldviews

The aim of the paper is to focus on the conceptual construal of ME *trouthe* (truth) in *The Canterbury Tales* in order to reconstruct the world and culture of Chaucer's world. The paper will juxtapose ME and PDE concepts of *truth* thereby reflecting on two distinct cultures and hence on two distinct worldviews. The analysis is based on *The Canterbury Tales* (The British Library Copies edited by Barbara Bordalejo). This is a CD-ROM containing the first-full color facsimiles of all copies of William Caxton's first and second editions of the Tales. Apart from the lexeme *trouthe*, the analysis will also focus on ME synonyms of *trouthe*, and will pinpoint to the differences existing between them. In my study, I will refer to various types conceptual metaphors in which *truth* functions as the target domain, and hence as a reference point to conceptualize other abstract concepts. In my analysis, I will demonstrate which abstract concepts were inextricably linked with the concept of *truth* in The Canterbury Tales. Nevertheless, the analysis of conceptual metaphors is not a final goal, but a means to show a linguistic picture of the world (Bartmiński and Tokarski 1986), and thus to recreate world out of words. In my study I will refer to works by Wierzbicka (2006), and her notion of *key words*. The emphasis will be also put on *variation* (Kövecses 2015), which implies diversity of values and thought. My analysis will implement the axiological model of the Great Chain of Being (Lakoff and Turner 1989) as the concept of *truth* will be studied on the phenomenological level, hence on the level of norms and values.

Andrzej Wicher
The Matter of Cosmopolis: Multi-cultural Motifs in Geoffrey Chaucer's Work (with a special emphasis on *The Shipman's Tale* and the character of the Shipman)

C. David Benson says, in an article on *The Canterbury Tales*, that: "Perhaps the most extreme disjunction of teller and tale is the contrast between the rough, murderous Shipman of the *General Prologue* and the cool, sophisticated art of the *Shipman's Tale*". The author of the present article hopes to be able to show that there is a link between the character of the Shipman and the nature of the tale told by him, and that this link is provided by the medieval understanding of cosmopolitanism. The problem of cosmopolitanism was no doubt important for Chaucer, who himself may be thought of as embodying this social phenomenon, being a well-traveled man, like several of the pilgrims he shows in *The Canterbury Tales*, and being a man who was deeply influenced by at least three foreign cultures and languages (I mean French, Italian, and Latin), while showing little interest in his native English tradition. Naturally, I do not intend to subscribe to the view that Chaucer was a typical, rootless cosmopolitan. On the other hand, the matter of the so called worldliness, in the context of Chaucer's work, seems to offer many shades of meaning, ranging from appreciation to condemnation, and seems to deserve our attention. It will doubtless also have to be borne in mind that the modern opposite to cosmopolitanism, that is, nationalism, either did not exist in Chaucer's times, or looked very different from its modern equivalent.

Ewa Wiśniewska-Steciuk
Anthropological Interests in the Works of Ursula K. Le Guin

Ursula K. Le Guin is an American writer, a master of science fiction and fantasy. She is well known for two cycles: *Hain* and *Earthsea*. The former, a seven-part science fiction series also known as *Ekumen*, is the most widely known and is considered by many the best. It includes *The Left Hand of Darkness* (1969). In *The Dispossessed* (1974), *City of Illusions* (1967), and the short stories series *The Birthday of the World* (2002) and *Four Ways to Forgiveness* (1995) the author presents differing cultures, and even human species, inhabiting numerous planets, ones gradually discovered and described by Ekumen, a league of worlds. The author builds a number of worlds and gives birth to many races – ones with differing laws, traditions, and appearance. Among the inhabitants of those worlds there are even androgynous beings, i.e., ones who are able to possess both male and female sexual organs. The worlds visited by Ekumen differ from each other politically, climatically, and technologically. The supreme law of Ekumen is not to reveal technologies to the visited planets that greatly exceed their own technological abilities and knowledge. This law is obviously very artificial and probably naive since at some points the members of Ekumen make use of their power and knowledge, showing the hypocrisy of the whole concept. They do not wish to share their knowledge with strangers, probably to avoid suspicions of imperialist designs, but at the same time they do not hesitate to use it for their own good. Le Guin builds a world with magic and wizards that drastically differs from Ekumen. What links the two abovementioned series is the deep anthropological interest of the author and the ever present belief in peaceful coexistence of the representatives of diverse cultures.

Ryszard Wolny
Multicultural Australia: Narratives of Conflict, Narratives of Reconciliation

The general crisis of humanities, and history in particular, stemming from instability of meaning and the treatment of history as a narration of past events from a contemporary perspective, makes virtually impossible any serious debate on establishing a set of unifying national values and beliefs in most Western democracies in the world. The problem is far more complex in multicultural countries like Australia that, to a large extent, do not share a common history or even if they do, it is a history of conflicts. At the turn of the century, however, a renewed salience of Australian native history was observed in the public sphere, resulting, among other things, in the historic 1992 Mabo decision by Australia's High Court which recognised the Aboriginal people's native title to land. Therefore, one of the most fundamental problems multicultural Australia has to face in the 2010s is the problem of genuine reconciliation between the native inhabitants of the island and the descendants of white settler population, alongside the more and more disconcerting issue of increasing number of illicit migrants trying to enter the country as "boat people." This paper, then, attempts to reconstruct the narratives of conflict and reconciliation between various late 20th-century Australian governments and Aboriginal people, starting from Paul Keating (1991-1996) and his introduction of land rights for Aboriginal people to Kevin Rudd's famous apology of February 2008.

Edyta Wood
Native American Lives in between Cultures in Selected Contemporary Self-Narratives

The aim of this paper is to explore Native American perspectives emerging from a selection of contemporary American Indian self-narratives examining them as cultural texts. The discussion will be based on *The Absolutely True Diary of a Part-Time Indian* and *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie (Spokane/Coeur d'Alene), and *Crazy Brave* by Joy Harjo (Mvskoke/Creek). These autobiographical stories offer insights into the questions of identity surrounding the dilemmas of Native Americans positioning themselves vis à vis their own community in terms of traditional ways, assimilation, or being in-between. The storytelling in these narratives draws on elements of the oral tradition sharing the experience of the struggle of American Indian authors negotiating these issues within themselves and with the outside world, the audience being in a way listeners or witnesses of these life stories told.

Ewa Wylężek
Outsourcing Eroticism

Eroticism as a relatively new concept for humanity is nonetheless one of the most common themes in arts. In this paper, I present and analyze this notion depicted in three American novels: *After the Bullfight* by Robert Leon Casey, *Matador, Mi Amor* by William Maltese, and *The Last Matador* by Marc Newman. The common denominator for these works is the multicultural background and the clash between the American and Spanish cultures and mindsets. Starting with the controversial *Story of the Eye* by George Bataille and *The Sun Also Rises* by Ernest Hemingway Spain has been more often than not depicted as space that welcomes transgression and carnival. Following Bachtinian concept of the aforementioned I should prove how the two are inherently connected with eroticism. Then I wish to examine the reasons for American erotic liberation depicted in selected works that takes place in Spain; I aim at finding cultural and historical reasons for eroticizing the Spanish Other and its influence upon American identity. The exoticization and eroticization of Spain and Spanish people may be therefore an expression of a longing for a new kind of an American identity.

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