



**LANGUAGE  
AND POWER**

# **BOOK OF ABSTRACTS**

## Keynote Speaker I

# **Prof. Dr. John Gray**

(University College London)

## **Representation and erasure in ELT materials – the strange case of queer absence**

Writing at the dawn of this century Alistair Pennycook (2001) noted that one of the 'major silences' in English language teaching is sexual orientation. Despite several decades of progressive social reform with regard to LGBTQ protection in many countries around the world demands that the ELT curriculum addresses this silence have fallen largely on deaf ears. ELT materials remain firmly focused on the representation of a heteronormative world in which non-normative ways of being are ruthlessly erased. In this talk I will explore the complex set of reasons as to why such erasure persists in ELT and educational settings more generally. In doing I will pay particular attention to the concepts of 'reproductive futurism' (Edelman, 2004), 'hyper-reactionary neoliberalism' (Fraser, 2017), 'postfascism' (Traverso, 2019) and the commercial logic of global edu-business (Gray, 2013). I will conclude by considering the possibilities open to language teachers who wish to address this issue in their teaching.

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## Keynote Speaker II

# Prof. Emerita. Dr. Theodossia-Soula Pavlidou

(Aristotle University of Thessaloniki)

## Reflections on Language-Gender-Sexism

Discussions on the linguistic representation of gender have gained momentum in the last decade, partly instigated by the institutional/legislative changes that took place in several countries. Given the considerable developments that both linguistic and feminist theories have undergone since the 1970s, it is of no surprise that such discussions currently unfold under different premises from those in the years before. Among others, proposals for a gender-fair language now face not only the challenge of the 'generic masculine' but also of whether/how to accommodate the non-binarity of gender. Important as these projects are, they tacitly share an orientation to written discourse and an understanding of 'language' that does not do justice to the interactional turn within sociolinguistics, pragmatics, etc.

In this talk, I will make a case for paying greater attention to spoken interaction – and all that this entails – and shifting the focus from top-down measures to what we everyday do, when using language. I will first explicate some basic concepts and point to research that underpins the issues involved.

By way of exemplification, Modern Greek, which is quite similar to German as far as gender is concerned, will be serving as an object language. However, apart from the deeply-rooted presence of grammatical gender in its system, Modern Greek also bears the burden of a diglossic past that reverberates in the present. In particular, the tension between 'demotic' and 'learned' manifestations of professional terms for women lends the search for gender-fair solutions in person reference another twist – and further complications!

Empirical explorations of attitudes towards alternative expressions can of course help decide on acceptable forms. However, targeting individual linguistic expressions can at best counter overt linguistic sexism and runs the risk of being downgraded to political correctness. Most importantly, given that actual language use can always override top-down measures, it is suggested that trying out non-sexist use of language within one's own communities of practice offers more viable perspectives for bottom-up changes in the long run. Thus, individual-collective practices and responsibilities in everyday use have to be foregrounded and to build the backdrop against which normative interventions are undertaken.

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Keynote Speaker III

## **Prof. Dr. habil. Galina Putjata**

(Goethe University Frankfurt)

**“Your children have to learn German first, and it must be proper German.”**

**Language related notions of normality in educational contexts.  
Challenges in current theoretical and methodological discourse on  
research in language and power.**

"Imagining multilingual schools – How come we don't deliver?" – This is how the state of multilingualism in educational contexts was summarized in 2006 (Shohamy 2006). Today, almost two decades later, a number of psycholinguistic and socio-political arguments are available, supported by the findings of empirical teaching and school development research (Poarch/Bialystok 2017; Melo-Pfeifer/Helmchen 2018). Yet despite normative-theoretical discourses, scientific arguments and effective methods, educational institutions and their actors in many countries, continue to follow a monolingual norm (Putjata et al. 2022; Thoma 2022; Cunningham 2023; Schwartz et al. 2023). Their expectations of a language homogenous learner group a) shape children's language development, b) individuals' participation in education and society and finally, affect teachers' own perception of self-efficacy: when language homogeneity is the norm, language heterogeneity becomes a problem (Putjata 2022)

In my talk, I will present several research projects that approach the topic from different perspectives: the perspective on language policies on the macro level of politics, the meso level of educational institutions and the micro level of classroom interaction. Theoretically, I will build on concepts of linguistic market, language awareness and language education policy with focus on language identity construction. The contextual framework is provided by studies in Israel and Germany.

The projects allow deep insights into how individuals' notions of a language norm emerge and develop under varying language policies. In this findings part, I will first present implications for educational settings on the empirical level and then contextualize these findings, presenting challenges in current theoretical and methodological discourse on research in language and power.

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# Gender & Language



# Sahar Shiral

## A cultural-linguistic look at gender stereotypes in Persian

Iranian women have long been subjected to strict rules and regulations by the Islamic Republic (henceforth IR) since the 1979 Revolution, including job restrictions, mandatory hijab, and the legal requirement that a woman must have a male guardian to obtain a passport or travel permission. To understand the gendered layers of a culture, one should explore the cultural conceptualizations represented through language. Gender stereotypes stand among the most controversial phenomena in cultural linguistics, and can be found almost in every layer of a language through which gender discrimination is reflected. These stereotypes are (re-)produced via social entities and organizations such as families, mass media, and educational settings. This study tries to shed light on gender stereotypes in the 'Social Studies' book series which is written in Persian by the IR and has been taught as a compulsory module in the three grades of primary high schools in Iran since 2002. A descriptive-analytic method is used to investigate both the frequency and type of stereotypes in the cultural linguistics framework proposed by Sharifian (2011). Analysis of the data including gender-related schemas, categories, and metaphors revealed a pro-male bias both in the explicit and implicit structures of these high school book series. In addition, it clarified the significant prevalence of deep-rooted patriarchy and gender discrimination in these textbooks. The results confirm that women have been underrepresented and marginalized in their social and political status, and shown as second-rank and subordinate citizens. Moreover, women were defined mainly by their roles in relation to men such as a wife, mother, or daughter, and were seen as socially weak, and incompetent whose duties are mainly to cook at home, raise children, and be good a mother. In a few cases where women were employed, mostly household activities such as carpet weaving and tailoring were mentioned. Gender discrimination is the sum of power hierarchy and sexual prejudice in society. In totalitarian regimes such as IR, the head of this hierarchy, the so-called supreme leader, is the most powerful by having dominance over all groups in society and using this power to spread the regime's beliefs from an early age. Accordingly, the education system has long been the most efficient way to promote gender ideologies and manipulate students' gender identities.



# Sahar Shirali

## A cultural-linguistic look at gender stereotypes in Persian

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# Tamar Guchua

## Gender-related aspects in speech events: A case of Georgian

A number of linguistic investigations have exemplified that speech relations abound in cases of gender asymmetries when women undergo discrimination in two ways: first, how they are taught to speak a language and, second, how they use it. The paper addresses the latter aspect and is structured around the following questions: 1) Are women similarly full-fledged participants of speech events as men? 2) Is silence a choice or a requirement from a speech community? 3) How is gender-specific communication marked nonverbally?

Evidence for research was drawn from Georgian ethnographic materials. Individual cases will be treated based on in/occurrence of components of the mnemonic model of SPEAKING: where and when an action takes place (Setting/Scene), who are its participants (Participants), what they want to achieve (Ends), what is a sequence of acts (Act Sequence), what is its tone (Key), what are the channels of communication (Instrumentalities), why individuals behave the way they do (Norms of Interaction), what genre a speech event pertains to (Genres).

The analysis conducted within the framework of the Ethnography of Communication makes it clear that:

1) Cultural ideology of a speech community determines what kind of expectations we can have for a male/female communicator in a certain speech event;

2) Silence is a behavioral stereotype of a communication strategy, and its use is determined by a situational context. The discussion of examples shows that it is women who are subject to these restrictions. The limited or low degree of women's involvement in speech events have often generated linguistic taboos. For example, according to ethnographic reports, women were forbidden to utter names of male family members. There are also cases when a third individual, as a sender of a message, occurs a) as 'a filler of silence' in a couple's communication, and b) as a pronouncer of forbidden names in taboo circumstances;

3) Rules of the spatial organization of communication are derived from gender-based asymmetries within a speech community. If we discuss two oppositional principles: a) major and b) minor, based on the gender of participants of a speech event, the semiotic parameters of proxemic behavior will be distributed as follows: a) for the first case: "man", "rightwards", "in the center", "forward"; b) for the second case: "woman", "leftwards", "in the periphery", "backwards".

Such an approach to speech events provides an opportunity to identify anthropologically similar and specific properties.



# Sarah Heinemann

## A woman, a word of power – female use of words and their rhetorical-communicative representation in science and society

In its ancient origins, the teaching of rhetoric was mainly reserved for men, shaped by men and used by men in positions of power, for example, to assert political interests. Female rhetors are still hardly known today, and for a long time female speech was associated with negative qualities such as talkativeness. It was not until the 18th century that female speech was elevated to an ideal and symbol of naturalness, but women were still denied access to power. It was only with the women's movements at the end of the 19th and beginning of the 20th century that women succeeded in becoming visible and audible in science, politics and society, in making careers and gaining power. These changes opened up a linguistic discourse on the representation of female speech, which led to research into gender-specific communication behaviour.

Initial studies advocated the deficit hypothesis and spoke of the rhetorical communication behaviour of the sexes being shaped by power relations, according to which male conversational behaviour was considered the norm and was characterised by dominance and oppression (e.g., through conversation-supporting higher speaking times or interventions) over female conversational behaviour, whereas female conversational behaviour was described as deficient due to its striving for harmony and equality (e.g., through conversation-supporting questioning and listening). Later studies refuted these observations and placed more focus on a more differentiated consideration of various influencing factors – including status, the conversational situation or doing gender.

However, the studies of the deficit hypothesis had and still have an influence on advice and coaching offers for career-oriented women and women in leadership positions by representing the credo that the acquisition of 'typically male' communicative dominance behaviour is more promising and power-securing than 'typically female' conversational behaviour.

The lecture is dedicated to the consideration of female rhetorical communication in speech science-rhetorical and linguistic research and asks the question to what extent gender-specific communication and power are connected. He presents results from an ongoing habilitation project on the representation of female rhetoric in leadership skills training.

## Laura Maria Duve

### On the role of linguists in the public debate on gender-inclusive language in Germany

In sociolinguistic research “language ideological debates” in public media (Blommaert 1999, 427) are often characterized as driven by “folk linguistic” views (Davies/Langer 2006). A central feature of folk linguistics is an emotional and evaluative description of linguistic phenomena which results in recommendations for language use. This approach is not compatible with the principle of modern linguistics that all variants of a language are equal and should be analysed in their functionality for the speakers. Usually, folk linguistic views are ascribed to lay persons. In principle, however, experts can express themselves in lay linguistic terms too if, for example, they rely on their intuition rather than on scientific findings. (cf. Davies/Langer 2006, 20-22)

These remarks are the starting point of the study presented in this contribution. It focuses on the debate on gender-inclusive personal nouns in German media. This debate centres around the question, of whether and if so, which means of gender-inclusive language (such as e.g., Student\*in or Student\_in (student)) should be used. Since the beginning of this debate in the 1990s, there are two more or less clear camps on the proponents' and opponents' sides discussing the issue controversially and with a lot of attention from the public. In sociolinguistic research “language ideological debates” in public media (Blommaert 1999, 427) are often characterized as driven by “folk linguistic” views (Davies/Langer 2006). A central feature of folk linguistics is an emotional and evaluative description of linguistic phenomena which results in recommendations for language use. This approach is not compatible with the principle of modern linguistics that all variants of a language are equal and should be analysed in their functionality for the speakers. Usually, folk linguistic views are ascribed to lay persons. In principle, however, experts can express themselves in lay linguistic terms too if, for example, they rely on their intuition rather than on scientific findings. (cf. Davies/Langer 2006, 20-22)

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# Laura Maria Duve

## On the role of linguists in the public debate on gender-inclusive language in Germany

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# Samira Ochs

## IArztgatte vs. Arztgattin: Gender asymmetries in German compounds

The role of language in reinforcing and creating gender asymmetries in German has been widely documented (for a general overview of the influences from morphology, lexis, and syntax, see Kotthoff & Nübling, 2018). However, gender linguistics has paid little attention to compounding so far, even though it is a highly productive word formation process for personal designations (Braun, 1997, p. 54). In this paper, I present a corpus linguistic study of compounds with the second elements Gatte ('husband') and Gattin ('wife') to demonstrate how gender asymmetries in the domain of marriage are reflected and reproduced by compounds.

The study is based on the *ellexiko* subcorpus of the German Reference Corpus (DeReKo, Kupietz et al., 2010, 2018), comprising more than 4 billion tokens from newspaper texts. My dataset consists of 8,569 compounds with Gatte/Gattin as a second element and another personal designation as a first element. Quantitative and qualitative analyses have resulted in three main findings: a) The grammatical gender of the second elements conditions asymmetries in the interpretation of the compounds: the feminine second element causes a possessive reading (Arztgattin = 'a doctor's wife'), while the masculine second element causes a qualifying reading (Arztgatte = 'a husband who is also a doctor', cf. Ortner & Müller-Bollhagen, 1991, pp. 161, 369).

b) Generic masculines in the first element are the main reason for deviations from this observation. c) First elements referring to men are lexically much more diverse than those referring to women (552 types and 7,753 tokens vs. 91 types and 227 tokens). These results support previous findings that women are regularly portrayed as dependent or belonging to their husband, while men are independent and often more individualized (Kotthoff & Nübling, 2018, p. 21; Ott, 2017).

It is worth noting, however, that compounding can also be creatively used to dismantle asymmetries and to make women more visible. My data show that the initial elements of compounds are regularly marked for feminine gender if they refer to women. Both possessive (e.g. Kanzlerinnengatte) and qualifying readings (e.g. Journalistingattin) are attested. This was considered non-existent and even utopian until as recently as 2014 (Breindl & Thurmair, 2014, p. 38; Haß-Zumkehr, 2003, p. 162). Still, half of the female referents are referred to with masculine forms. This demonstrates that a conventional word formation product can be creatively transformed to meet and reflect societal developments, but that traditional naming patterns have not yet been overcome.

# Samira Ochs

## Arztgatte vs. Arztgattin: Gender asymmetries in German compounds

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## Anna Maria Leitz

### Is a truck driver more likely to be named Jochen or Petra? – An experimental psycholinguistic study about the generic masculine and gender-related mental representations of job titles in German

This online psycholinguistic experiment highlights the implications of the so-called generic masculine (gm). In German, a language with grammatical gender, the gm is the traditional and officially recommended form for person-denoting nouns when they refer to any genderunspecific-, such as an occupational group (Rat für deutsche Rechtschreibung, 2021; Bußmann, 2002, p. 245). Since the form corresponds to the masculine grammatical gender, research is questioning the assumption of gender-balanced associations (Kotthoff & Nübling, 2018, p. 91–122).

If I am confronted with only the generic masculine in job titles, do I interpret them in a gender-generic way?

This psycholinguistic experiment investigated reading times as objective data and acceptance ratings as subjective data in an established sentence evaluation task (Tanenhaus & Carlson, 1990; Gygax et al., 2008; Garnham et al., 2012; Sato et al., 2016; Gabriel et al., 2017) with 24 items: Every first sentence (1) contained a profession in the grammatically masculine form, while the continuation sentence (2) specified a person of the mentioned profession.

- Truck drivers are regularly on the highway for transports.
- Petra, for example, is just covering a long distance.

The male or female name (factor 1), in this example Petra, either matched the grammatically masculine gender (gm) or not. Participants rated how sensible they find the continuation (dependent variable 2). Additionally, reading times (dependent variable 1) supplied information about language processing and underlying mental representations. Were subjects unconsciously expecting a woman or a man? Added items that didn't make sense, occupations with the same gender distribution, and content questions controlled for interference.

As a novelty, the effect of the grammatical factor "numerus" (factor 2) is examined. New sentence material, first names as gender markers, and the systematically balanced semantic factor "occupational stereotype" promise to add value to gm-research. Reading time measurement in an online-setting and methodological changes such as a 6-point Likert scale instead of yes-or-no answers allow a diverse sample and more reliable statistics. The KSA-3 conventionalism subscale (Beierlein et al., 2007), a construct close to conservatism ideology, serves exploratory purposes.

As this study is a work in progress, results from the two within-person ANOVAs are not yet available, but will be by the time of the conference. The sample should contain >54 different persons (G\*Power analysis: Faul et al., 2007). I expect an interaction effect of "gender of the job representative/name" and "numerus", shortest reading times and highest acceptance when grammatically masculine forms in job titles and names match.

# Anna Maria Leitz

## Is a truck driver more likely to be named Jochen or Petra? – An experimental psycholinguistic study about the generic masculine and gender-related mental representations of job titles in German

Female names as continuations after a generic masculine could short-term irritate, especially in the singular form. Correcting the first mental representation could come at the cost of reaction time and acceptance.

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# Renée Pera-Ros

## Authority, legitimacy and agency in the debate for Catalan gender-neutral language

Gender-fair language is receiving a lot of attention in current discussions about social equality on the axis of gender and sexuality. Neopronouns and morphological adaptations have been coined in a huge variety of languages, large and small, and have provoked a heated debate among their speakers. Catalan presents an interesting case, in that, at the ten million mark, it is a medium-size linguistic community with a substantial presence both within its historical territory and internationally. However, due to lack of reliable institutional support, its vitality suffers, to the point of being disproportionately under threat. Against this backdrop, it is interesting to examine its user's reaction to a linguistic innovation intending to reflect a societal debate, as it might have an impact on the viability of the language vis a vis satisfying its expressive needs, which might add to its external pressures. In this research we examine Catalan's proposals for gender-neutral language, and we focus on the popular debate around it as seen on Twitter. While some see it as a useful way to visibilize silenced identities and express one's commitment for social equality, others resist it on the grounds of linguistic authenticity and the ever threat of assimilation into more hegemonic languages.

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# Political & Legal discourse



# Imane Elimadi and Mohamed Benhima

## A comparative analysis of two political discourses in Morocco

The research aims at the analysis of the linguistic components in political discourse in general and political speeches in particular to reveal the power strategies that used by political leaders to influence public opinion. It examines the positions of two political parties, the Party of Justice and Development (PJD) and the Istiklal Party (IP) in Morocco. Utilizing two theories, Van Dijk's critical discourse analysis and Toulmin's (2003) model of arguments, it specifically examines the argumentative statements made by two Moroccan party leaders. This model includes the following components. claim, data, warrant, backing, qualifier, and rebuttal. The sample of the study consists of two political speeches delivered by Benkirane (the ex-head of government 2011, who belongs to the PJD Party) and by Chabat (Secretary-General of the Istiqlal party) through two political television programs (Hiwar program and 90 min to convince the public). The findings show that despite the two Moroccan parties (IP and PJD) in this study having different ideologies and histories, they use the same political discourse and essentially the same language to express their political opinions. Their arguments are too general because they lack a distinct ideology or specific references. These political parties, and probably others as well, have lost their sense of self and of being trusted, so they require a lot of innovation to raise the low rate of voting participation.



# Serena Coschignano and Antonio Bianco

## Mentre ('while') as a manipulative linguistic device: a perceptual study of antagonism construction in Italian political tweets on migrations

Implicit linguistic means are vital for processing economy: information is processed with less effort when presupposed or implied (1). However, speakers can also convey information implicitly as a strategy to persuade addressees of doubtful contents, which would be more easily recognized and rejected if asserted (2). Specifically, the content of implicatures and vague linguistic expressions is reconstructed by addressees themselves, making it less likely that they will reject such information (3). Political discourse tends to present ideologically charged contents implicitly: e.g., the vagueness of the Italian connective *mentre* 'while' – vague because it can convey in certain contexts both temporal and adversative meaning – is used in political tweets to tendentiously suggest a contrastive relation between distinct events involving Italians and migrants (4), as (a) shows:

a. While ('mentre') [we (=Italians) were confined indoors] p, [the government continued to transport #migrants] q. (Daniela Santanchè, 16-4-20)

Here, Santanchè presents P and Q as synchronous events, but the adversative nuance of *mentre* leads the addressee to inferentially derive they are also incompatible (5), therefore constructing an ideological opposition between Italians (ingroup) and migrants (outgroup). Indeed, social media discourse is often polarized and has a pivotal role in the spread of disinformation, misrepresentations and hate speech (6).

Following recent perception studies (7 and 8), we will run an experiment to investigate the manipulative effect of *mentre* in the discursive creation of Italians vs. migrants dualism. Respondents will be shown real tweets in context, previously annotated for manipulative vs. neutral uses of *mentre*: stimuli will be selected from a corpus of 910 political tweets on migrations published between January-May 2020. The corpus is representative of gender, age, party, and institutional role of Italian politicians, but this information will not be shown to respondents. The experiment will consist of an online questionnaire, in which participants (volunteers) will see both manipulative/vague and neutral uses of *mentre*. After each stimulus, participants will be asked whether the tweet's author is presenting the events as related and incompatible; if so, whether they think incompatibility is factual or manipulative and whether the tweets are discriminatory (on a Likert scale). To prevent unintentional bias and overthinking, participants will only be provided with an approximate description of the project and given limited time to answer (9).

# Serena Coschignano and Antonio Bianco

## Mentre ('while') as a manipulative linguistic device: a perceptual study of antagonism construction in Italian political tweets on migrations

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# Yousuf Aboamer and Emad Abdul-Latif

## How "others" are "othered" in the discourse of migration? AFD statements as a case study

The use of "othering" is very common among populist movements and parties. They seek to clearly identify the "others" through linguistic, visual and material practices. Therefore, othering is a vital aspect of populist rhetoric (Bergmann, 2020). The Alternative für Deutschland (AFD) is the most successful right-wing party in Germany after World War II (Berning, 2017). This success has been clearly reflected in the 2017 general elections, in which the AFD won 12.6% of the electorate (Federal Returning Officer 2017, Berning, 2017). The rise of AFD's popularity raises questions. Researchers argue that immigration as a political issue enabled the party to regain its electoral fortunes, and therefore it shifted the focus of its discourses from problems with the EU monetary policy to domestic issues, particularly the issue of immigrants (Decker, 2016; Berning 2017; Arroyo, 2018). In this study, we conduct a discursive analysis of migration discourses produced by German right-wing groups as represented by AFD members' statements. We particularly apply the critical discourse analysis approach (van Dijk, 2018) to investigate how AFD party members use language to "other" the "others" and consequently exclude them from the "pure (German) people" (see Cas Mudde, 2004). We identify the discursive techniques of excluding the migrants based on their "foreignness" and the representation of political opponents as "elite people" from the pure group, and therefore, protect the pure people from both the external threats and domestic traitors (Bergmann, 2020). We analyze a collection of sixty-five statements made by the AFD members, taken from the official website of the AFD, covering the period from 2017-2020, in which the party became more powerful thanks to the actual grip over a political power that enabled its members to speak from their seats in state legislatures as representatives of (percentage of) the population. Their discourse is shown to be structured in a way that fulfills several goals, of which defining what is meant by "German" or "the pure people" through the exclusion of "others" or "migrants and refugees" is the most important. The others are further represented as a serious threat by focusing on their being "criminals" and the "money" they cost. Also, political opponents (specifically Merkel and its party) or the "elite" are charged with the responsibility of this "crisis", and Germany should be "protected" from both. Several discursive devices are used to achieve these goals, most importantly the distribution of semantic fields, sarcasm, metaphor and collocational patterns.

# Yousuf Aboamer and Emad Abdul-Latif

How "others" are "othered" in the discourse of migration? AFD statements as a case study

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# Joy Steigler-Herms

## Establishing authority in court decisions: The persuasive potential of citing

The use of intertextual references is an established practice in court decisions. No court decision can be written without using other sources; at least the sources of law e.g. the constitution have to be taken into account to guarantee the coherence of the jurisdiction. So ultimately, intertextuality can be considered a fundamental productive condition of legal decision findings (Morlok 2015: 69).

However, it might be surprising that courts do not only cite legally binding sources but also texts without any legal force. Citing such sources has at times faced harsh critique since the use of citations cannot only support the reasoning contentwise – it can also be deployed as a persuasive device. In its persuasive dimension citing is critically considered an illegitimate means of self-legitimation through which a writer tries to strengthen his arguments by borrowing someone else's authority (Jestaedt 2010, Holzleithner/Mayer-Schönberger 2000). The authoritative function of citing has been widely discussed theoretically, yet, there only very few empirical approaches on how to distinguish contentual functionalized citations from the use of citations following the purpose of generating authority (Richter 2015). The planned presentation aims to discuss which (linguistic) cues can be used for reconstructing persuasive intentions. Such cues are, inter alia, name dropping and the boosting evaluation of a cited content, as it both can be found in the following example, in which the Supreme Court of Canada:

Narrowing our approach by putting unnecessary barriers in the way of access to international and comparative sources gratuitously threatens to undermine Canada's leading voice internationally in constitutional adjudication, a role based on its willingness to go wide and deep in the global search for the best intellectual resources it can find, as Professor Ran Hirschl eloquently explains: [...]

(Quebec (Attorney General) v. 9147-0732 Québec inc. 2020 SCC, Rn. 106)



# Joy Steigler-Herms

## Establishing authority in court decisions: The persuasive potential of citing

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# Mohamed Benhima

## The use of archaic terms by sworn translators in legal translation from Arabic into English in Morocco

Legal discourse in English is observed to contain many lexical features. The latter include technical terms, Latin terms, agent/recipient terms, court procedure terms, procedural chunks, doublets/triplets, common words with uncommon meanings, plural nouns with special meanings, culture-bound terms and archaic terms. While the use of some terms is justified on lexical grounds, the use of other terms like archaic terms is justified on language and power interaction grounds. The legal discourse contains such archaic terms which date back to old and middle English for the sake of conserving the sanctity of the legal discourse, which is based on Anglosaxon law in English-speaking countries. This use of archaic terms has been criticized by the advocates of the plain language movement as laws should be clear to everyone to be observed and followed. However, some legal translators are observed to use archaic terms in Arabic and French into English translation in Morocco although the legal system of the source language country is based on the Francophonic and Napoleonic laws. For the methodology, seventy-one sworn legal translators were targeted via an online survey through a census procedure. Fifty-six respondents complete the survey. Both descriptive and inferential statistics are used to analyse the collected data. The results showed that thirty respondents would use a plain language term (by which) in contrast to twenty-six respondents who would use an archaic term (whereby). The chi-square test shows that there is no statistically significant association between the gender of the sworn translators and the use of the archaic term. However, twenty-one female legal translators use the archaic term “whereby” compared to eighteen male respondents who use the same archaic term. The age of the translators was also a statistically insignificant factor behind the use or non-use of archaic terms. However, younger and less experienced respondents use archaic terms more than older and more experienced respondents. Therefore, the use of archaic terms can be attributed to other factors that are related to language choice, power relations, and the knowledge of the legal translators. The target language has an impact on the translation techniques used by legal translators in translating plain language words in the source text into archaic words in the target text. Further research can adopt more exploratory and qualitative approaches for the investigations.

# Media Context



# Zunaira Aslam

## Critical discourse analysis of “The Last Airbender”: A portrayal of cultural genocide in Avatar

Language is an essential part of human social structure. Through our social interaction we create and shape this world so we perceive our world in terms of our language. This paper aims to examine the textual and linguistic features used in the portrayal of genocide in the series Avatar: the Last Airbender which was released in 2005. It also analyses the power structures present in the language of the characters. The analysis is based on the concepts of Fairclough’s Critical Discourse Analysis as he asserts that language is a form of social practice and these discursive practices are ideologically motivated which legitimizes the production and reproduction of unequal power relations. The results of the study indicated the asymmetrical power relations and the narrative of cultural genocide in the discourse of the characters. This study proves to be helpful for the readers as it creates awareness of the importance of media in the representation of important aspects of life and how language is used to portray social and cultural issues in media. The study seeks to generate a serious discussion of cultural right violations and the strategies it employs through language and highlight this type of genocide depicted in cinema as it as a dominant medium of representation of social and political issues.



# Oleksandra Kuzmenko

## The most infamous fictional factions: What lies beneath the name?

Quite recently, the whole world has been struck by the COVID-19 pandemic, which has given rise to different conspiracy theories. In the media, both by gamers and non-gamers, the name of the notorious Umbrella Corporation (Resident Evil) was used as a reference to the hypothetical conspiracy, only partly meant as a joke. That leaves us with the following questions: What makes a fictional faction function as a symbol of a definite narrative? Does the name convey a certain scenario?

Based on the premise that from a linguistic perspective, a name of a fictional faction in gaming is a group anthroponym (Podol'skaya 1978), and, as regards cognitive sciences, an anthroponym represents an anthroponomic concept, thus functioning as a unit of description of the game worldview, the names of fictional factions are seen not only as means of world-building but also as culturemes, existing in the media sphere.

This paper offers a case study of the names of the ten most evil fictional organizations in gaming, according to the version by Game Rant (Bowen 2020). It discusses how group anthroponyms convey a definite genre feature, establish an "Us versus Them" dynamic that is necessary to the oppositional narrative of video games, and preserve a certain concept, thus, functioning as a symbol of a definite narrative in the media.

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# Rachelle Edwards

## "Reservation Dogs": A linguistic analysis

For a long time, classic Hollywood has caricatured North American Indigenous peoples. However, in the past few years, portrayals of Indigenous peoples have taken a positive shift toward more accurate and less stereotypical representations of Indigenous peoples. This change stems partly from the rapidly changing social climate of popular media, as well as from calls for culturally sound, Indigenous-led media products for mainstream audiences. With this in mind, it is imperative that Indigenous linguistic pursuits are also investigated, in order to fully understand the use of Indigenous linguistic devices and how they may effect change within the field of linguistics, our understanding of in-group speech usage and registers. Aiming to better serve our Indigenous communities through linguistic studies that are focused on collaboration this research also focuses on bringing attention to the lived experiences of the characters through Native American English (NAE), and emphasizes the reality between stylized, stereotypical usage and actual usage. This paper investigates the sociolinguistic devices, lexical registers, and prosodic features of characters found in the first season of the television program "Reservation Dogs," created by Sterlin Harjo and Taika Waititi for FX Productions. My methodology involved a comprehensive review of all eight episodes by tracking and analyzing language use, particularly sociolinguistic markers that distinguish Native American English usage versus Standard American English. The paper includes a literature review on Native American English (NAE), Hollywood Indian English 1(HIE) (Meek, 2006, p. 95), and background on both the cast and crew of "Reservation Dogs". The findings of my research indicate that the use of exclusive registers, HEI, and NAE are a few examples of devices used by characters, and may be seen to empower and differentiate those for whom the show is written, and those who may learn from the insight of the lived experience of the Indigenous cast.

### Notes

1 Meek uses the term "Injun," which I have changed here in order to pay respect to my forebears, and have replaced it with the less-aggressive term of "Indian." While not an attempt to degrade Meek's work, as she remarks upon the reason for using this distinct term to indicate the mainstream idea of Hollywood "Indianness," it is imperative that research be at the forefront of decolonizing and destigmatizing speech use surrounding Indigenous individuals.

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## Gu Jiapei

### Critical discourse analysis of the discursive representations of blackness on Chinese social media

In recent years, diplomatic ties between China and African countries have been steadily deepened. However, in contrast to the friendly rhetoric at the state level, racial issues at the individual level are becoming increasingly salient in the Chinese context. While a myriad of studies have been looking at the social, political, and cultural aspects of Sino-African relations, few studies have examined the discursive representations of Black people in China, which have played a crucial role in (re)constituting mutual relations. To bridge the current research gap, this study, based on the 2021 Shadeed Abdulmateen murder case in Ningbo, investigates the online racial discourse that Chinese Internet users have constructed regarding Black people. Deploying critical discourse analysis (specifically the Discourse-Historical approach), we analysed 2766 posts and 13,477 comments collected from the Weibo platform, one of the largest social media platforms in China, to identify the discursive strategies adopted in (re)establishing the dichotomy between the positive Chinese self-representation and the negative other-representation of Black people. The thematic analysis illustrates that racism in China is a complex combination of anti-Black sentiment, anti-government sentiment, anti-social-class sentiment, and nationalism. In addition, discourse analysis reveals the detailed process of the discursive construction of Selfness and Otherness. Specifically, the argumentation strategy justifies exclusionary practices against Black people in China; the predicational strategy criminalises the Black community and portrays Derek Chauvin as a hero; and the nomination strategy animalises Black people on the one hand while upgrading them as foreign masters on the other. The two paradoxical narratives serve together to criticise the Chinese government for its unequal favour towards foreigners without directly attacking it. Finally, the study also uncovers the orthographic manoeuvrings crafted by Weibo users to circumvent censorship when (re)producing racist discourse on Weibo. Taken together, the current study presents an in-depth view of racial issues in China as manifested and constituted in racial discourses.

## Zhi Li

### The power of different languages and body images in Chinese and German cosmetics advertising

The binary gender schema permeates our lives. The biologically determined gender differences are taken up in every social interaction, linked with a wide range of codes and socially extended. As one of the central practices of reproduction of gender differences, advertising opens a dynamic and productive area of research for the critical examination of gender construction in our society.

This presentation will focus on the construction of gender images in Chinese and German cosmetic advertising, exploring how men and women are depicted in advertising in both countries and how gender differences and hierarchy are shaped through language, images, and other modalities, as well as whether there are cultural differences.

Cosmetics is one of the industries that differentiates gender at the highest level. By applying a qualitative approach, a corpus of product names for cosmetic articles is analyzed. It was confirmed that cosmetic articles in both countries have a considerable gendered semantic loading and transmit various values concerning gender roles. Among many aspects, the natural element is the most common tool to construct a completely different gender nature in both countries. In German Products, female products tend to be combined with gentle and harmless natural elements, whereas male products are often associated with challenging and wild natural elements. In contrast to this, in Chinese products, nature is often portrayed as nurturing nature and energetic nature for female and male products respectively, mainly by using different verbs in product names. In both cases, nature functions as a stage for gender anthropology and as a metaphor for the description of the stereotyped 'natures' of gender.

A comparative analysis of Chinese and German cosmetic advertisements shows that, in line with the results of the product name analysis, gender differences are constructed in advertisements in both countries through rhetorical devices such as metaphors, and metonymy, combined with different visual designs. Women are depicted more as static presences, while men appear more as energetic and dynamic subjects. Furthermore, the portrayal of men in Chinese advertisements targeting different gender groups is more polarized. Chinese women's cosmetics advertisements feature a multitude of androgynous male figures that use feminine body language in their appearance, while their traditional domineering masculinity is often hidden in the text of the advertisements.

# Sharmilee Kiffer

## A critical stylistic analysis of textual meanings of 'girl' in social media campaigns in 2014

The use of 'girl' varies in usage from denoting a child or sweetheart to derogatory usage to describe weakness. Previous research (Keller and Ringrose, 2015) has relied on print media to investigate the meaning of 'girl' in context. In 2014, digital social media was a widely used platform, and hashtag movements attracted the attention of users who spread awareness of marketing campaigns around the world (Baer, 2016). Videos or short trailers are commonly shared and viewed, but these types of texts have received little attention in the field of Critical Stylistics.

This study analyses the textual meaning of 'girl' used across social media campaigns in 2014. The discussion focuses on two digital video campaigns and hashtag campaigns #LikeAGirl (Always ®) and #GirlsCan (CoverGirl ®). It tests differing views on whether these campaigns are part of an empowering movement to boost the self-esteem of young adolescent girls. The transcripts of these videos will be used to determine and differentiate the textual meanings of, and ideologies behind, usage of 'girl' in the hashtag campaigns.

The study will use the Critical Stylistic tools set out by Jeffries (2009), which includes Naming and Describing and Equating and Contrasting, to analyse how social media campaigns textually construct different linguistic meanings of 'girl'. Through this analysis, I will document the controversial usage of 'girl' in these social media campaigns as a baseline to empower girls and increase their self-esteem while raising awareness of the existential gender stereotype it holds in the society. This analysis anticipates further research of gender stereotypes across all forms of media communication.



## Cleo Hopkin-King

**“If men aren’t entitled to sex then women aren’t entitled to safety”:  
Entitlement, hegemonic masculinity, and rape apology in incel sex talk**

This study implements corpus-driven critical discourse analysis to explore the language that is distinct to the incel community when discussing topics related to sex. In response to the gap in the literature on online sexuality-based communities of men (Heritage and Koller, 2020), this dissertation gathers data from the popular incel community forum, incels.is. Posts related to sex were compiled into a corpus and analysed for keywords against a normative corpus of sex talk from a male community on Reddit. Critical discourse analysis of keywords, their collocations, and concordance lines shows that, for users of incels.is, sex talk is categorized by hostility towards sex, traditionalist views, and rape apology discourses. Due to their sexual inexperience, incels draw on hegemonic notions and practises to talk about sex that are reminiscent of broader ideological stereotypes about gender and traditional femininity. Contrary to the findings of prior research (Heritage and Koller, 2020), this dissertation demonstrates how incels create a hierarchy for women, with those who defy traditional practices (e.g., sex workers) occupying the lowest social position. The analysis shows how entitlement culminates in rape culture discourses that trivialise, encourage, and justify rape, whilst simultaneously subverting empathy for victims of sexual assault. Engaging in sex talk is a way for members of this community to operationalize tropes of hegemonic and subordinated masculine discourses. Members strategically distance themselves from hegemonic masculinity through explicit claims of sexual denial and self-deprecation whilst simultaneously enacting hegemonic tropes. This work supports research on the complexity of incels’ masculinities (Bridges and Pascoe, 2014; Ging, 2019), contending that these men overcompensate for their social subordination through hyper-masculine discursive practises that fortify dominant patriarchal ideologies.

# Education, language policy & preservation



# Yang Yue

## Epistemic authority management in teacher-student interaction in Chinese academic scenarios

A ground-breaking achievement in conversation analysis, which is also regarded as a field prone to exploitation in the analysis of conversation sequences, is the study of epistemic theory (Drew, 2012). This paper focuses on the sequence patterns of conversational repair and the strategies of repair initiation and execution following an unmotivated inquiry of the recordings of student-teacher interactions in academic scenes outside the classroom on university in Chinese contexts, which is based on the notion that epistemic status is presented through linguistic forms (Heritage, 2018). The following are the conclusions reached: 1) Students and teachers manage their own epistemic authority in the academic context outside of the classroom by repairing from all the time, demonstrating the affirmation of the absolute epistemic gradient between themselves and their teachers on the one hand, and reflecting the priority of their information domains mastered for the paper on the other; 2) Students' "Dui(right)" "Shi(yes)" "En(uh)" and other affirmative responses can be reversed by student-initiated corrections. This research suggests using fine-grained conversational analysis to enhance the interpretation of the power relations between teachers and students.

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# Ina-Maria Maahs

## Teachers' perspectives on their learners: Identification of neocolonialistic power relationships in German integration courses

Currently, the multilingual realities of adults who have recently immigrated to Germany are embedded in a didactic context officially referred to as an Integration course. Yet such courses a) go beyond the mere dimension of language learning; and b) confront the learners with normative expectations regarding (language) adaptation to the majority society. Without the recognition of the multilingual identities and needs of the participants, the integration process intended by integration courses risks becoming a one-sided instrument of cultural indoctrination and assimilation (Ha 2007).

In this presentation, we will discuss the findings from a qualitative study we conducted in Germany in the summer of 2021. Using semi-structured interviews, the study aimed to investigate the extent to which teachers in adult education language courses for learners with low or interrupted formal education incorporated the multilingualism of their learners into their teaching. The interviews were analyzed using qualitative content analysis according to Kuckartz (2018). In our data analysis, it became clear, however, that the interviews revealed provocative insights into these teachers' pedagogical practices. In addition, how these teachers referred to their learners suggested unequal discourses of power affecting these pedagogical practices.

The data indicate that the teachers in this study were highly committed and dedicated to providing their learners with an impressive amount of support (Authors 2022a). At the same time, however, it was evident that the relationship between the learners and their teacher was more of a neocolonialistic and maternalistic one in which the teachers are the repositories of knowledge, i.e., of German language, culture, and "appropriate" behaviors (Authors 2022b). Second, the data demonstrate that the teachers, while cognizant of the low literacy and limited formal schooling of the learners, were unable or unaware of how to adapt their lessons to meet the distinct needs of this population. Much of this can be attributed to their conventional pedagogical training that did not incorporate newer research on multilingualism and language learning. On the other hand, and as significant, are the structure of the integration courses themselves and the government- required learning materials, which teachers are required to follow and use. These integration courses take a top-down approach, primarily designed from the perspective of the country of immigration, Germany.

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# Maria Antón i Álvarez de Cienfuegos

## Heritage language vitality and educative linguistic policies in Northern Catalonia

In Northern Catalonia (France), Catalan is in an advanced state of language substitution by French, due to the historical diglossia. The aims of this contribution are to analyse the impact of the educational linguistic policies of the French State on the evolution of the Catalan language vitality, as well as to distinguish four historical phases of these linguistic policies. Since the annexation of this territory to France (1659), the different governments have expressed the desire to make the heritage languages disappear in favour of the national language, French. However, their efforts in the minoritisation of native languages have evolved over the centuries. In this contribution, I focus on the case of Catalan in Northern Catalonia, although it can be extrapolated to other languages in France. The corpus of this research is made up of legal texts from the period studied [1659 to the present day], as well as testimonies that indicate the situation of the vitality of the language. From the diachronic analysis, I distinguish four stages according to the governments' approaches: (1) minor impositions [1659 - 1815], (2) first educational approach [1815 - 1870], (3) French schools as the main priority [1870 - 1958], and (4) changes in the national discourse in support of native minorities [from 1958]. This suggests that the language vitality progressively diminishes over the course of the periods, conditioned by the national ideology of the government, represented mainly by the school. The first two periods are characterised by an official interest in the disappearance of the language and, at the same time, a reduced economic investment. During the third period, the governments focused on expanding French among all citizens, through schools and the army. Finally, the last period is characterised by the disappearance of the native speakers and, consequently, a lessening of repressive measures against the native languages, such as the possibility of learning Catalan in public or immersive schools.

## Pascal Hohaus

### Reflecting on the power of native speaker norms in language teaching – Evidence from an under-graduate seminar for prospective teachers of English

This presentation is concerned with one of the main questions in the teaching of English as a Foreign Language: Should English teaching be oriented towards the teaching of Standard English norms (such as British English or American English) or should it be based upon the use of English as a Lingua Franca (ELF) (see e.g. Si 2019)? This question is relevant in particular for those English language teachers who are non-native speakers of English. On the one hand, the native speaker norm is often still prevalent in foreign language curricula (see e. g. Kohn 2015 for the situation in Germany) and pre-service English teachers commonly strive for more “native-like” linguistic proficiency; this is a challenging situation as their use of the English language may still be considered an instance of a linguistic system in between their first language and the target language (see e.g. Selinker’s (1972) traditional notion of the ‘interlanguage’). On the other hand, there are good reasons to shift the attention to ELF given the fact that “in the 21st century English has become a global lingua franca with non-nativespeakers of the language outnumbering its native speakers” (Hülmbauer/Böhringer/Seidlhofer 2008). The discrepancy between norm-based teaching and post-normative teaching (see Dewey 2012) and the corresponding challenge of teaching “authentically” are highly relevant for English teachers in their daily practice. However, this challenge has hardly been addressed in the education of non-native pre-service English teachers thus far.

In this presentation, we will attempt to close this gap. We will describe the framework as well as the educational and methodological set up of an under-graduate seminar – funded by the Niedersächsisches Ministerium für Wissenschaft und Kultur and taught at Leibniz University Hannover – designed for prospective English teachers with German as L1. Regarding its didactic design, the seminar combines elements of inquiry-based learning (Healey/Jenkins 2009) with the concept of meta-linguistic awareness (Bialystok 2001). The main aim of the seminar was that students become aware of the role of ELF in the world and that they develop a critical mindset towards rigid native speaker concepts. During the workshop, the students were introduced to the concept of ELF and to different approaches to teaching English. They also applied corpus-linguistic methods to an ELF corpus and developed an ELF-based school lesson (see e.g. Kiczkowiak/Lowe 2019).

Research was carried out based upon a thematic qualitative analysis (inspired by Braun/Clark 2021) of students’ responses to reflection tasks. These responses represented the participants’ attitudes to e.g. the aims of FLT, the role of the teacher and the relevance of ELF to teaching. Further prompts asked students to reflect on advantages and disadvantages of ELF-based teaching after the workshop. The analysis shows that students have in particular become more flexible concerning native speaker norms and cultural models (“the lessons can be an eye and mind opener for global concerns”); however, criticism was raised concerning the applicability of ELF in terms of assessment/grading. The study illustrates how prospective teachers’ attitudes and beliefs (in the sense of Jones/Carter (2017)) can be foregrounded in teacher education and how university students’ reflective competencies (Farrell 2019) can be promoted.

# Pascal Hohaus

## Reflecting on the power of native speaker norms in language teaching – Evidence from an under-graduate seminar for prospective teachers of English

In terms of foreign language pedagogy as a field of scientific discovery, our study sheds light on the interface of pre-service English teachers' research competencies and his or her vocational (here: pedagogical) skills, with ELF awareness being analysed as a vocational "key competency" (East 2018) of English language teachers.

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# Usha Udaar

## Vernacular languages and access to education: Case study of Haryanvi languages

This paper investigates the power structures established by educational policies and treatment of 'vernacular' languages in the Indian educational system. The multilingual and multicultural set up of India is well-known as the Census of India (1991) recognised that more than 1500 languages are spoken in India, even as the Indian Constitution recognises less than 30 languages through the Eight schedule. This paper examines the role played by education policy in stigmatising, suppressing and controlling the home language of children. The study follows the case of Haryanvi languages, spoken in and around the Delhi-NCR region which have been historically repressed to an extent that most speakers today fail to recognise even the names of their mother tongues. These languages are relegated to the status of 'dialects' despite lack of mutual intelligibility with Hindi, the standard language. Haryanvi languages have unique lexical, morphological and syntactic features that separates them from the standard Hindi. Yet, a large majority of Haryanvi speakers recognise Hindi as their mother tongues, and believe that Haryanvi, their mother tongue, is a mere rustic dialect, unworthy of being used in educational or professional contexts. The New Education Policy (2020) of India mentions that provisions should be made to educate young school students in their mother tongue, before adopting standard Hindi or English for education in higher education. Following the discursive approach, I would present evidence to show that unless the home languages of students are recognised as a mother tongue, the whole promise of creating welcoming environment for young students in school set up fails miserably. The paper critically examines the connection between school education policies, social perception of languages and economic forces to show how less powerful languages in a multilingual set up are stigmatised to the extent that the young speakers lose confidence and motivation to participate in classroom activities (Trudgill, 1975; Snell, 2013). Consequently, the negative attitudes towards home language of vernacular speaking students affects their access to standard languages, as the students are reluctant to share their knowledge in the classroom. Using data from semi-structured questionnaires, classroom observations, examination of language subject question papers, the author establishes how teachers who are speakers of the vernacular languages themselves participate in further subjugation of their own languages by imposing language policing rules in the classroom set-ups. Thus, the paper shows the top-down pressures of the education policies which affect the language of classrooms and plays an active role in stigmatising, downgrading and subjugation of languages of the unaware, the powerless even in a multilingual society as India.

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# Mara Leiting and Marthe Wierenga

## Jakarta dirty, and William V heroic?: Intersectional representations of Dutch-Indonesian (neo)colonial discourse in Dutch school textbooks

How do educational materials (e.g., textbooks) in educational institutions recount Dutch-Indonesian colonial history and neocolonial relationships? Though postcolonial textbook research has been established as an empirically driven field, there is a lack of studies comparing discourses of inequality in textbooks for different subjects, and there are few diachronic studies tracking changes in intersectional representations (e.g., ethnicity and gender) over time (Wasserman, 2018; Bagoly-Simó, 2018; Niehaus, 2018).

The present study addresses these gaps, and examines in- and outgroup differentiation in 16 history and geography textbooks designed for use in secondary schools in the Netherlands. We perform content analysis of language and pictures, focusing on how colored and white wo/men are represented in textbooks ranging from the 1950s until now. Moreover, we analyze to what degree the textbooks contain markers of Eurocentric versus new imperialistic perspectives on the representation of (post)colonial histories (Van Nieuwenhuysse & Pires Valentim, 2018).

Results reveal patriarchal Eurocentrism and discourses of oppression throughout the entire time span. In history textbooks, the history of (Dutch) imperialism and colonists was recounted, with little agency or few positive characteristics attributed to colonized beings. Geography textbooks focused on problems in “developing” countries (e.g., Indonesia) in comparison with the “developed” West, whilst covering up the effects of colonial histories on global imbalances today. In both subjects, white men were most frequently represented, followed by men of color, and we hardly find any descriptions or pictures of (white or colored) women. We suggest ways forward to include multivoicedness in secondary school education, as well as future research directions (e.g., examining postcolonial representations in Indonesian textbooks).

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# Marc Alexander and Ewan Hannaford

## Linguistic variation and national collections

Language's capacity to shape and perpetuate ideologies, cultural values, and social conditions is well-established across linguistic theory (e.g. Fowler, 1986; Fairclough, 1989; Wodak, 1996). Combatting linguistic prejudices and promoting language equity should therefore be seen as central to contemporary cultural concerns around challenging hegemonic historical and social perspectives (Black, 2014; Hyvärinen, 2020). Institutional and, more broadly, national collections represent promising staging grounds for such efforts, with wide reach and accessibility. However, these collections are typically focused on, and curated, in mainstream language varieties (Seifart et al., 2018), ignoring materials reflecting regional and social language varieties and effectively silencing these diverse voices from broader representation at institutional/national level. This is particularly true in the case of minority groups and other under-represented communities in the UK, whose cultural contributions have typically been sidelined by archival institutions in favour of 'treasured' material documenting mainstream populations, narratives, and linguistic varieties (Prescott & Hughes, 2018).

This proposed talk explores new approaches to correcting this homogeneity, through democratising production and curation of materials containing regional/social language varieties and facilitating their integration into collections more representative of diverse linguistic landscapes. Work on the AHRC-funded Our Heritage, Our Stories project, which is focusing on integrating diverse community-generated digital content into the UK national collection, is discussed as a central case study. After first addressing the rationale and approach of this work, we will discuss the conceptual, ethical, and technical challenges involved in situating and promoting regional and social language varieties alongside existing standardised materials, without flattening the linguistic complexity and diversity of said materials. Whilst exploring how to valorise language varieties and uphold the linguistic rights (Philipson, Rannut, & Skutnabb-Kangas, 1995) of their speakers most effectively in such work, we will also discuss the positive impacts and linguistic benefits that would result from reconfiguring institutional collections to include historically underrepresented language communities. Consequently, we argue for the potential of linguistically diverse national collections as transformative tools for language equity and preservation.



# Marc Alexander and Ewan Hannaford

## Linguistic variation and national collections

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# Identity & Language of Minority groups



# Ewan Hannaford

## Symptoms, signs, and stigma: Mediating and dividing illness Identity across the press and public

How we conceptualise illness has significant impacts on people with health conditions, affecting treatment adherence/avoidance, severity of symptoms, and likelihood of recovery, as well as moderating societal attitudes and stigmatisation (Hagger & Orbell, 2003; Stuart, 2006; Wahl, 2012; Corrigan, Bink & Schmidt, 2017). Unpacking how public conceptions of illness are constructed, the Common-Sense Model (CSM) (Leventhal, Meyer & Nerenz, 1980; Leventhal et al., 1997; Leventhal, Philips & Burns, 2016) theorises that individuals draw on a wide range of informational sources to construct cognitive representations of conditions across several key dimensions, with discursive practices being integral to this process. Adding to this, research has further demonstrated that media coverage is a key source of health information for the public and has a large impact on public health attitudes, stigmas, and stereotypes (e.g. Wahl, 1992; Seale, 2003; Klin & Lemish, 2008; Loch & Rössler, 2017; Ross et al., 2019). Consequently, media discourse constitutes a crucial mediator of illness representations amongst the public and the marginalisation of people with health conditions, but no previous research has directly linked the CSM with linguistic analysis. The proposed talk presents findings from completed doctoral research that began to correct this absence.

One of the key dimensions along which illnesses are thought to be conceptualised is Identity, which relates to the characteristics and labels associated with illnesses (Leventhal et al., 1997). Identity can also be related, more broadly, to overarching categorisations of illness, such as the conceptual division between mental and physical illness in wider society. Accordingly, media coverage contributing to this dimension of illness has particularly salient potential for the ideological construction of 'spoiled identities' (Goffman, 1963) and the stigmatisation of those with health conditions. Based on comparative analysis of illness discourses presented in the UK and US press, my proposed talk explores how differing lexical and structural features of three illness discourses may serve to linguistically mediate the Identity of these health conditions in public conceptualisations. Contrasting these representations with contemporary medical knowledge, which increasingly blurs categorical distinctions between mental and physical illness (Kendell, 2001; Stein et al., 2019), the perpetuation amongst the press and the public of a 'dominant discourse' (Fairclough, 1989: 90) dividing mental/physical health will be discussed, considering the ideological motivations behind such representations and positing potential impacts.



# Ewan Hannaford

## Symptoms, signs, and stigma: Mediating and dividing illness Identity across the press and public

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# Anila Nosheen

## Pakistani Kinship: Paternal Patriarchy VS Maternal Misogyny

Pakistani social life revolves around family and kin. Native Pakistani cultures are tied together through family systems which are defined through kinship terms. Kinship terminology is a logically structured system of interconnected terms, however, it is also important to note that kinship relationships can also be constructed. In Pakistan, these constructions also reveal possible implications. The current research presents the comparison of kinship terms of maternal and paternal structures in the Pakistani Punjabi Language. In addition, it investigates the implications of marginalized maternal kinship term usage in Pakistani society. It identifies maternal kin expressions and idiomatic phrases used in Punjabi; Pakistan's largest linguistic community. On the methodological side, the study has two parts: The descriptive part establishes typologies of identified possible 73 kinterms by categorizing their parallel structures of maternal and paternal kinship terms through the explicit application of componential analysis. The second part presents a connotative analysis of metaphorical kinterm usage and its implications in PL. The data was collected from the local native speakers via designed datasheets and semi-structured interviews addressing the research questions. The findings of the study approve that the implications of maternal kinship terms are negative. In other words, maternal kinterms are objectified and connote biased expressions for women in Punjabi as compared to paternal kinship terms that reflect power relations to guard their female honor.

Keywords: Kinship terms, connotations, power relation, linguistic typology, comparative linguistics

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# Friedrich Markewitz

## “Er ist doch ohne Übertreibung die Personifikation des Kategorischen Imperativs”: Possibilities and limits of inner-discursive critique on the basis of selected textual communicates of the Litzmannstadt ghetto

According to Foucault, power and resistance have an interdependent relationship (cf. Foucault 2005: 308). To the extent that power as „eine bestimmte Art von Beziehung zwischen Individuen“ (Foucault 2005: 218) finds expression through „Verbote, Verweigerungen, Zensuren, Verneinungen“ (Foucault 1981: 19), resistance arises through the communication of being against something/someone. With the concept of parrhesia (cf. Foucault 1996), Foucault himself already pointed out both the possibilities and dangers of expressing such a critical being-against.

Central to the relationship between power and resistance are the circumstances. The possibilities of a parrhesiastes, whose low position of power already makes him an endangered discourse subject (cf. Foucault 1996: 15), are further complicated under totalitarian and extreme conditions. This applies directly to Jewish ghetto inhabitants during the 'Third Reich'. However, while forms of indirect resistance and subtle criticism of Nazi actors by Jewish ghetto inhabitants have already been described (also by linguists; cf. e.g. Riecke 2007: 202), analyses of communicative conflicts within ghettos are still lacking. Conflicts existed not only because of the heterogeneous social, ethnic, etc. compositions of the ghettos, but also because of internal power struggles. A power hierarchy arising from these struggles within the ghetto can be demonstrated for the Polish ghetto Litzmannstadt – a "ghetto elite" stood in sharp contrast to the majority of the ghetto population (cf. Horwitz 2008: 243).

In the context of this lecture, the possibilities and limits of inner-discursive forms of critique on the basis of the power-axis "ghetto-elite"-ghetto-population will be reflected with regards to the linguistic phenomenon of irony. Irony is considered a traditional medium of power-hierarchically weaker actors, which comes into play when open criticism is not possible (cf. on this Engeler 1980: 233 or Stojanovic 1991: 173). Under the given circumstances, the use of irony was often the only viable way to criticize members of the "ghetto elite". It will therefore be examined in terms of its forms and functionality in selected textual communications from the ghetto. A contrastive perspective will be adopted in order to compare the different text genres, such as the diary, but also the ghetto chronicle and the ghetto encyclopedia, which are unique to the Litzmannstadt ghetto. These texts differ, among other things, in their degree of publicity and thus offer the possibility of being able to grasp the various conditions, forms of use and functions of irony for inner-discursive criticism of power.



# Friedrich Markewitz

“Er ist doch ohne Übertreibung die Personifikation des Kategorischen Imperativs”: Possibilities and limits of inner-discursive critique on the basis of selected textual communicates of the Litzmannstadt ghetto

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## Busra Can

### Standard accented Turkish speakers' perception of Kurdish accented speakers: The factors behind the evaluations

This study examines language attitudes towards a minority group of speakers in a context where extreme language policies have been applied by the power-holder group of speakers. In order to understand the effect of strict policies and standard language ideologies on the perception of minority speakers, the study investigates the attitudes of standard accented Turkish speakers towards non-standard Kurdish accented speakers of Turkish using a mixed-methods design. The study included 50 Turkish participants in different ages. Participants completed a survey in which they evaluated speakers of different accents and could volunteer to also participate in an interview. Using a matched guise technique in the survey, a Kurdish accented speaker was recorded both in standard and non-standard accented Turkish. For qualitative data, 13 respondents were interviewed to explore their language ideologies. The results show that the Kurdish accented speaker received the lowest scores among all the speakers in the survey and was perceived negatively in all categories such as pleasantness, correctness and educatedness. When the standard accent was performed by the same speaker, the ratings increased. The attainment of the standard accent also effected the perceived identification of the speaker as respondents identified the Kurdish speaker as “Kurdish” when they heard the non-standard, and “Turkish” when they heard the standard accent. During the interviews, one nation-one language ideologies which was promoted in the country through education and the standard language ideologies have been observed.



# Samantha Jackson

## More than words: Non-Canadian English accents and hiring decisions in Toronto

Background: Accent discrimination, which can affect immigrants' quality of life, has been reported in hiring in many Canadian cities (Creese, 2010; Creese & Kambere, 2003; Kalin & Rayko, 1978; Munro, 2003). Does Toronto, one of Canada's most multicultural cities (Anora, 2019) and its top destination for immigrants (Statistics Canada, 2017), foster greater acceptance of accents? Reports on housing discrimination (Centre for Equality Rights in Accommodation, 2009; Dion, 2001; Mensah & Williams, 2013) and correspondence studies (Oreopoulos, 2011) indicate otherwise, but investigation of possible accent discrimination in hiring is needed.

Present study: This study investigates whether accents are barriers to employment in Toronto by identifying variables influencing evaluations of interview responses and analysing comments on (non-)local accents.

Methods: A verbal guise was used: for three interview questions, one good and one bad answer were scripted. Twelve women recorded the answers: first- and second-generation Brits, Chinese, Germans, Indians, Jamaicans and Nigerians. 70 Human Resources Management students in Toronto listened to different combinations of responses and evaluated them for content, expression and employability. They selected an appropriate job for each speaker and provided comments and advice.

Results: Content ratings: the most important variable was the guise provided ( $p < 0.001$ ). On higher-rated guises, Canadian accents scored higher than non-Canadian voices ( $p < 0.001$ ). Expression ratings: Canadian voices, along with first-generation Indian and Jamaican voices, received higher scores than first-generation British, Chinese, German and Nigerian voices ( $p < 0.001$ ). Within the former group, Canadian voices received the highest scores ( $p = 0.001$ ); in the latter group, the first-generation Chinese voice performed the worst ( $p = 0.008$ ). Employability ratings: guise was most important ( $p < 0.001$ ). Within the more highly rated guises, first-generation British, Chinese, German and Nigerian voices received lower scores than other speakers ( $p < 0.001$ ). Job recommendations: Canadian voices were recommended for more customer-facing positions than non-Canadian voices ( $p < 0.001$ ). Evaluators' comments indicated that many believed accents were relevant to evaluating job applicants and that non-Canadian accents were unfavourable. The Chinese voice was especially unpopular.

Conclusions: Based on this sample, there is a bias against non-Canadian voices in hiring evaluations. Evaluators are sensitive to the quality of certain responses, but they prefer local voices despite receiving training in recruitment and selection. Nevertheless, Indian and Jamaican voices enjoy some prestige, possibly due to increasing familiarity with these immigrants. The strong dispreference for the Chinese voice merits further investigation. Overall, this study's mixed methods approach allows in-depth analysis of the (standard) language ideologies of current and future HR professionals.

# Samantha Jackson

## More than words: Non-Canadian English accents and hiring decisions in Toronto

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# Stefano Presutti

## Indexicality of letter V for national identity power in the Italian capital's semiotic landscape.

This study investigates the relevant role that even one graphic sign can have in a society in the diffusion of multiple ideologies related to identity power over time. Particularly, we examine the semiotic links between Italian national identity development and the presence of Latin spelling solution <V> for Italian <U> in Rome's semiotic landscape. This is in order to support the claim that the idea of a shared, prestigious past was grapho-visually spread in the semiotic landscape of the capital city of the newborn Italian state. A quantitative and qualitative scalar analysis of stone carved plaques present throughout the city was conducted. On the basis of the research findings, we can partially include the phenomenon of replacing the letter <U> with <V> in Rome's epigraphy among what Hobsbawm (1983) defined as invented tradition of the Italian state. The findings suggest that in the first ninety years of Rome as capital of Italy, some of the main identity goals of the newborn nation turn out to be monolingualism and language standardization (Rojo, 2016) and what some sociolinguists called strategic essentialism (McElhinny 1996; Bucholtz 2003): the social classes that hold political and educational power intentionally push the entire community to create a common identity unit in order to compensate, even temporarily, for internal divisions. Conversely, in subsequent decades the low percentage concerning both official and non-official Italian inscriptions reflects the decay of this orthographic tradition, and a renewed appropriation by far-right political groups. The results indicate that one spelling element as Latin letter <V> for Italian sounds /u, w/ can constitute an index to simultaneous convey multiple contexts and meanings (Silverstein, 1976) in the same society.

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# Hazhar Asadpour

## Kurdish as a local language and its underestimated communicative value in theories of linguistic justice

The general trend in linguistic justice mainly focus on the comparative study between majority and minority languages. Majority languages for example in case of Iran, i.e., Persian (Indo-Iranian) is considered the best communicative tool among Iranian languages for both socio-economic justice and political values. On the other side, minority languages, for example Kurdish (Indo-Iranian) are considered to be an identity marker mainly for ethno-cultural purposes. This study aims at contextualizing Kurdish within the concept of majority and minority and it will identify dual factors regarding communicative and identity features which distinguishes Kurdish from Persian (both in contact for thousands of years). I argue that local languages such as Kurdish, even if they are considered as minority, have instrumental values similar to Persian as the official and majority language of Iran. The data for this study is collected empirically from Iran and it includes elicited and non-elicited interview data from 30 male and female informants equally. The results can be classified in two normative and policy consequences. In terms of normative, the data shows that instrumental features are stronger than multilingual preferences. This entails that communicative superiority of Persian as the majority language with all political injustice in Iran is similar to underestimated and discriminated local languages such as Kurdish. In terms of language policy, the Kurdish language fostered plurality and multilingualism among the Kurds. This plurality developed linguistic awareness among Kurdish individuals which led to a strong resistance against assimilation language policy in Iran.

