Risk in Global Communication
Webinar
Nysa, November 24, 2020

BOOK OF ABSTRACTS

Maria Banaś
Silesian University of Technology

The risk of opposing the total order in the literary discourse (on the example of selected dystopian novels by Margaret Atwood)

The aim of the paper is to analyze the mechanisms of opposing totalitarian order as they are presented in the modern utopia by Margaret Atwood, frequently referred to as the "First Lady of Canadian Literature". In particular, the author is interested in the contexts/aspects/issues that clearly define the risks and consequences of undermining the principles and rules introduced by the new order.

The literary reality of the *MaddAddam* trilogy, *The Handmaid*'s *Tale* and *The Testaments* is a world of dark images of dystopia which often in a drastic exaggerated form try to draw attention to the negative directions of the development of Western civilization. It is, on the one hand, a literary but also an intellectual attempt to diagnose the state of the world today. When specifying the directions of the analysis it should be pointed that the research perspective is based on the characteristics of the total world as described by the contemporary thinkers – Hannah Arendt, Zbigniew Brzeziński, and the characteristics of the total institution defined by Erving Goffman.

Keywords: risk, totalitarianism, dystopia, literary discourse.

Alina Bryll
University of Applied Sciences in Nysa, Poland

Small mistranslation – big problem

Effective and accurate translation is a quite important aspect in international business. However, there are numerous examples of business people who have failed to secure the proper translation, especially in legal contracts, technology documents or medical instructions, leading to far-reaching serious consequences, e.g. industrial accidents, severe loss of business or even bankruptcy. The paper aims at presenting and discussing several specialist business mistranslation cases and their implications. Also reasons for getting lost in translation will be analysed, including static assumptions of meaning, lack of cultural reference or too much reliance on machine translation as well as possible solutions for avoiding translation blunders.

Alina Dittmann
University of Applied Sciences in Nysa, Poland

Risky business of a literary communication as an added value in a second language class.

This paper discusses the learning approach of the "Skeptical Hermeneutics" designed by Hans Hunfeld (1990, 2004) for the use in a Second Language Class that acknowledges dynamics and complexity of otherness and of languages.

It is a fact that in an organized L2 learning process – especially based on the popular communicative approach - multiple reductions, simplifications, and simulations are applied by teachers to help learners overcome their linguistic deficits. Similarly, the cultural information often reduces the target culture to a stereotypical, homogeneous, and stable construct. The approach of Skeptical Hermeneutics develops students' ability to think critically instead of automatically accepting cultural information. The concept is based on a stronger consideration and representation of literary texts in L2 classroom and reconsideration of Understanding Otherness.

In the presentation, some consideration will be given to corresponding approaches such as the Gießen School of Understanding Otherness (Bredella and Christ 1995) as well as to the role of literary texts in developing abilities such as ambiguity tolerance, risk taking, and willingness to communicate (Ely 1986, 1989) as well as desired metalinguistic language awareness and higher cognitive flexibility and creativity.

Keywords: literary texts in an L2 class, skeptical hermeneutics, understanding otherness, risk taking, ambiguity of tolerance

Ewa Smolka-Drewniak and Tomasz Drewniak
University of Applied Sciences in Nysa, Poland

On the institutional application of the discourse of virtue ethics: how the figure of fatherhood enables the formation of institutional maturity in platform capitalism

The paper deals with the issue of communication in terms of the implementation of the social role, shaping life and institutional maturity. The analytical model is based on the juxtaposition of the pajdocentric discourse of needs and claims with the axiocentric discourse of duty and responsibility. This contrast is framed from the perspective of the ethics of virtue, institutional paternity and authority, transformation of traditional institutions (family, school, university, state, public sphere). According to the classical conception, virtue is based on the one hand on the intellectual activity of an apt recognition of the best way of deed. On the other hand, it is related to a habit, which is the emotional and practical way of achieving goodness. The particular virtue bounds the natural inclination with suitable good or goods. This ability is called by Aristotle as phronesis - practical wisdom, which helps us to avoid extremes, as the excess of something and as the lack of something. The virtues like honest, righteousness, sincerity, loyalty, courage, self-control are the right measure in every activity. The basic discursive and institutional structure shaping institutional maturity is the matrix of fatherhood. The father figure, which is bound with authority, is therefore an image of the non-corporeal, and thus of the discursive, institutional, and symbolic order. The father figure as

the symbol of spiritual, institutional leader separates the child from its family and leads it to maturity. The shaping of institutional maturity as professionalism (i.e. being good at something) is conditioned by the ethics of virtues and the figure of fatherhood: they enable the transgression of egoism, narcissism, the affirmation of one's own limitations, responsibility and logic, and the practice of the common good. On the one hand, ethical competency is associated with one's own tradition and guarantee its continuity, on the other hand, they shape respect for other traditions, and at the same time enable effective intercultural communication and cooperation.

Keywords: platform capitalism, virtue ethics, father figure, institutional maturity

Monika Gnieciak
University of Silesia, Poland

Risk in the literature of the personal document. The reception of Aleksander Wat's My Century

In the proposed speech I would like to discuss, on the basis of the reception of Aleksander Wat's *My Century*, the particular type of risk associated with the publication of the literature of the personal document. On the part of the author, this risk is connected, among other things, with his personal credibility and the unpredictable influence that private notes will have on his/her public image. The category of credibility is based, on the one hand, on the compliance of the descriptions of events contained in the document with the real course of events (if it is possible to check it), and on the other hand, on the way in which the author presented his/her participation in these events. The risk that the recipient of the literature of the personal document bears is connected with the issue of trust that the reader "invests" in the text as well as in its author. A special kind of readers here are those who are polemical about the diary/journal from the beginning. On the one hand, they are the participants of the events described in it, and on the other hand, professionals who base their trust in the content of a personal document and its compatibility with the comparative material available to them. Published in the late 1970s in London, *My Century* was initially read (especially by the national recipient of emigration literature) as a document of historical importance and was treated by many as a historical source. However, as the years passed, during which other documents related to the events described in it began to appear, *My Century (*and its author) began to lose its credibility in the eyes of the literary audience. This change aroused various types of reactions among his readers, ranging from the expressed conviction of mythomania and bad will of Aleksander Wat to more forgiving attitudes of the recipients postulating that *My Century* should be read as literature, the main value of which is rather the special circumstances of its creation than the often dubious conformity with facts.

Keywords: sociology of literature, reception studies, autobiography, literature of the personal document

Olha Ivashchyshyn and Nataliya Kashchyshyn
Ivan Franko National University of Lviv, Ukraine

Online learning in ESP classes: benefits and risks

In the contemporary situation with the pandemic spreading throughout the world caused by COVID-19, online learning is of great help in ESP classes. Online learning is defined by many authors as the type of learning environment specifically conducted by the teacher and delivered via the Internet to students in a virtual online classroom where the students can interactively communicate with the teacher and other students (Dashtestani & Stojković, 2015; Hovhannisyan, 2018).

Such online educational platforms as Microsoft Teams, Zoom, Google Meet, Cisco Webex, etc. allow us to develop communicative skills and improve ESP terminology knowledge in real time, fulfill interactive grammar tests, watch presentations and even raise "electronically" hand. A teacher can grade the students' participation and give the assignments. Other benefits of online learning allow students to link the various resources during the lesson, provide the teachers with an efficient way to deliver online courses, give a convenient opportunity to watch recorded lessons and be independent in learning.

On the other hand, there are some disadvantages or risks of online learning: there is the problem of security of online learning programs; the authenticity of a particular student's work is also a problem; the assessments that are computer marked generally have a tendency of being only knowledge-based.

In spite of some risks, online learning is a convenient and flexible option that has already been proven to be a successful method of training due to which education is becoming a way of life for many students.

Anna Konieczna
University of Applied Sciences in Nysa, Poland

Risk and safety in foreign language learning and teaching

This article draws readers' attention to those areas of foreign language education which involve different kinds of psychological risk* and uncertainty (or vice versa – which give safety and comfort) to those who are involved in the process of language learning and teaching.

In the paper I analyze language teaching methods and language learning theories, scanning them for the elements of risk they involve. I discuss individual learner characteristics, having as background the concept of what makes a 'good language learner' (the concept had been thoroughly researched and described as early as in the 1980s but it tends to reappear in newer publications as well.) Then, I compare traditional and more up to date methods and procedures used in foreign language teaching and I analyze the 'levels of risk' they represent. And finally, I describe the Critical Period Hypothesis as contrasted with sociocultural theories of language learning, drawing conclusions about how these two might intimidate or comfort a foreign language learner.

My objective is to promote the claim that dangers/risks are inherent in the language learning process, thus cannot be avoided, and that learners should not fight shy of them. Just on the contrary, the risk-involving uncomfortable feeling of uncertainty should be accepted and acknowledged as stimulating each next step of language development.

* The concept of *psychological risk* is defined here as situations/circumstances which are confusing or stressful, which may result in psychological problems, like low self-confidence and anxiety and which make the language learner believe that his or her chances for being successful are scarce.

Naida Mujkic
University of Zenica and University of Bihać, Bosnia and Herzegovina

On the roof of the world

In my text, I would love to write about the phenomenon of post-modern nomads and some form of literature they are to bring (like travel poetry and travel stories). It seems that today a noun *nomad* sounds like an artistic synonymous for a postmodern wanderer. Of course, nomadism is not an art movement, because there is no particular art that deals exclusively with aspects of contemporary nomadism. Although, at this point in modern society, we all can be called nomads, the question is whether a world traveler is a nomad too, and why there are so many (young) people (especially from the West) that decide to take this step. Nomads are temporary migrants who are always coming back to the starting position of their travel. In this article, I would like to examine whether nomadism today is simply (and only) a mode of existence of modern man, or these so-called nomads are just a postmodern economy consumer. The selected mode of movement allows one to construct the home simultaneously everywhere and nowhere (*nowhere*, according to Kenneth, is an oxymoron). Nomadism does not include just the experience of crossing the borders of a country, but it also represents a new cultural identity of the West. Is the goal of every nomad a satisfying internal adventure? Or these young nomads collect knowledge that they cannot find at home? These and similar aspects I would like to examine in my text.

Vildana Pečenković and Nermina Delić
University of Bihać, Bosnia and Herzegovina

The risk of equalizing and transforming the motif of a warrior into a motif of a victim in Bosnian literature on the example of the main characters from the novel *Silence* by Meša Selimović and the novel *Quiet flows the Una* by Faruk Šehić

The thematization of war and warriors, as well as the motif of returning from the battlefield, has been one of the significant motif hubs since Greek literature. Warrior is a synonym for heroism because it is expected from him to direct his actions towards the higher goals of ideology, nation, ethics, … After a war, it often happens that a warrior becomes a victim of a new time, new circumstances, misunderstood and socially marginalized.

In this work, by using the example of two novels, The Silence by Meša Selimović, which deals with the World War II, and the novel Quiet flows the Una by Faruk Šehić, which deals with the last war in Bosnia and Herzegovina (1992-1995), we will try to show how social circumstances create heroes, but also turn them into tragic, misunderstood characters who lost the meaning of their existence after the war. The main characters in both novels are returnees from the war, torn between collective values and their own identity, between the common (collective) they achieved in the war, and the personal/individual that they lost during the war.

The intention in this work is to point out the tragedy of man's participation in the war and the even more meaningless life of a hero in peace through the experience of the main characters. How is it possible to overcome the disparity between the existence to which the subject aspires, and the one that others are willing to acknowledge?

Keywords: war, hero, warrior, identity

Iwona Sikora
University of Applied Sciences in Nysa, Poland

Translation technologies – a risk or opportunity in translation industry and translation education?

Translation technologies play a significant role in global communication. The development of machine translation and the growing use of computer-assisted translation tools have removed language barriers in international communication and improved efficiency and quality in translation. Translation technologies have also had enormous impact on translation industry, profession and education altering they ways translations produced, translators work and learn. On the one hand, the advances in translation technologies facilitate translation and remove barriers between people, industries and in communication; on the other they are a source of challenges for translation profession and industry. In this article, I will discuss translation technologies from the perspective of risks and opportunities they offer in translation profession, education and industry.

Ida Skubis
Silesian University of Technology, Poland

Pluricentric languages as unifiers and dividers of people

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

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

Lindita Tahiri
University of Prishtina, Kosovo

The risk of infodemia and media literacy

The term 'infodemia' which was coined by the political scientist Rothkopf in an article for the Washington Post-it in 2003, has been used at the beginning of this year by WHO to refer to the falsehoods about the coronavirus (https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200202-sitrep-13-ncov-v3.pdf?sfvrsn=195f4010_6).

The phenomenon of infodemia is associated not only with the spread of misinformation regarding the coronavirus pandemic. In the era of post-truth politics and of populist discourses, during the time of rapid development of the new media and in particular the social media, there is a production and abundance of different kinds of unreliable information, making it difficult to tell the truth from propaganda. Furthermore, the sensationalist style of the digital media attracts readers by shifting their attention from arguments and facticity towards entertainment.

This paper discusses the possibility of combating the risk of misinformation with an educational response by applying media literacy skills which are crucial in making the distinction between fact and fabrication. From a media literacy perspective, individuals are encouraged to critically think about what stories get told, who tells stories, what stories get left out and how all these patterns build a narrative. Critical thinking about communication will be discussed as a life skill in the twenty-first century, necessary for active learners and contributing to critical citizenship.

Kamila Turewicz

A risky business of ignoring grammar: the case of English modals in discourse and translation.

The system of English modal auxiliaries is unique. Admittedly, every language offers a variety of language expressions that convey modal meanings, such as necessity, possibility, probability, obligation, duty, prediction, etc. Notwithstanding the fact, English modal lexemes: CAN/COULD, MAY/MIGHT, MUST, OUGHT TO, WILL/WOULD, SHALL/SHOULD are specific in two respects: (i) syntactic: sharing syntactic properties: no –s inflection, no aspectual forms: -ing, -en; no true past tense of the past forms; (ii) semantic: each of them can convey meanings within both modal categories: epistemic and root /deontic, dynamic; besides, their usage reflects socio-cultural norms. The general characteristics of English modal auxiliaries formulated in (i) and (ii) may be the source of difficulty for the learners of English as a foreign language and endanger successful direct communication as well as translation process. In the presentation I illustrate the importance of proper use of English modals on a few examples of real discourse from corpus data.

Keywords: communication, socio-cultural aspect of discourse, English modals, English grammar, translation

Sebastian Zatylny
The Schools of Art in Nysa, University of Applied Sciences in Nysa, Poland

Risks in teaching a speaking process during the 2020 pandemic situation

Due to the 2020 pandemic situation, there were schools that immediately went online. Both teachers and students had to make a teaching and learning process effective under new conditions.

In the webinar presentation, I aim to share my reflections on the experience of e-learning in mixed ability teenage groups. One of my objectives is to show several activities supported by stimulating materials and digital technology described and discussed in class. The dangers, risks, and opportunities of teaching speaking online will be presented, including drawn conclusions on how to deal with and overcome learning and teaching difficulties. Finally, some implications will be enumerated in both the teaching process and global communication context.

Agnieszka Kaczmarek
University of Applied Sciences in Nysa, Poland

Stumbling blocks in communication as portrayed in selected mountain-travel writings

Editors of *Globalizing Intercultural Communication* (2016), Kathryn Sorrells and Sachi Sekimoto note that nowadays occasions to communicate crossculturally are countless, nevertheless, "proximity to those who are different does not guarantee mutually beneficial and empowering intercultural interactions." Growing tensions are considerably exacerbated when members of different nationalities participate in high-altitude expeditions during which one of the pivotal problems is frequently not only altitude but communication. As Jan Gondowicz (1978) asserts, "*the brotherhood of the rope*, *the community of mountain people*, and many other words used in literature to call this issue, all this disappears when primal instincts and powerful emotions come to the fore, revealed in extreme situations." In a 1994 article "Stumbling Blocks in Intercultural Communication," LaRay M. Barna develops a list of six such barriers: assumption of similarities, language differences, nonverbal misinterpretations, preconceptions and stereotypes, tendency to evaluate, and high anxiety. Thus, the presentation aims at applying Barna's stumbling blocks to intercultural communication between members of high-altitude expeditions as portrayed in selected mountain-travel writings by different authors.