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Jena Habegger-Conti, Associate Professor, English, Høgskulen på Vestlandet
Mónica Torreiro-Casal, Lecturer, Chicana/Chicano Studies, UC Davis, USA

Invited speakers:

Lynell Chvala, PhD fellow, Oslo Metropolitan University
Olav Eggebø, Advisor, Forsknings- og innovasjonsavdelingen (FIA), UiS
Johanna Ennsner-Kananen, Senior lecturer, University of Jyväskylä, Finland
Anders Riel Muller, Smart City Research Network, University of Stavanger

MONDAY 25TH NOVEMBER	
09:30	Welcome: Coffee/tea/fruit <i>Silje Normand, Associate professor, UiS</i> DEMCI: The year in review
	Session 1: Democracy / citizenship in schools
10.00	<i>Rebecca Stuvland, Associate professor, UiS</i> How do we approach democracy and citizenship in the textbook project?
10.30	<i>Lynell Chvala, PhD fellow, OsloMet</i> How do English teachers understand democracy and citizenship?
11.00	<i>Kerenina K. Dansholm, PhD fellow, UiS</i> Student understandings of citizenship: reflections from the pilot interviews
11.30	YDALIR LUNCH & POSTER DISPLAY
	Session 2: ICC and EFL teaching
12.30	<i>Anastasia Khanukaeva, PhD fellow, UiS</i> In pursuit of intercultural competence: exploring self- and cultural awareness of EFL learners through eportfolios
13.00	<i>Nina Lazarevic, Associate professor, UiS</i> Researching intercultural communicative competence (ICC)
13.30	<i>Johanna Ennser-Kananen, Senior lecturer, University of Jyväskylä</i> Culturally irresponsible and uncritically white? Lessons learned for teaching EFL in an ABE classroom.
14.00	REFRESHMENT BREAK & DISCUSSION
	Session 3: Democracy / Citizenship and writing
14.30	<i>Allen C. Jones, Associate professor, UiS</i> Digital composition as a liberatory mode
15.00	<i>Magne Drangeid, Associate professor, UiS</i> Poetry and sustainability in education: exploring the “more-than-human”
15.30	<i>James Jacob Thomson, PhD fellow, UiS</i> “A little bit more tentative, perhaps?": hedging and boosting in upper secondary pupil essays across contexts and genres
POSTER DISPLAYS	
<i>Aline Alves-Wold, PhD fellow, UiS</i> ‘I will’ vs. ‘Yes, we can’: A rhetorical analysis of the political speeches of George W. Bush and Barack Obama during their election periods, with emphasis on their choice of metaphor	
<i>Cecilie Waallann Brown, PhD fellow, UiS</i> “I don’t want to be stereotypical, but...”: Norwegian EFL learners’ awareness of and willingness to challenge visual stereotypes.	

TUESDAY 26TH NOVEMBER	
09:30	Welcome: Coffee/tea/fruit <i>Silje Normand and Gølin K. Nilsen, Associate professors, UiS</i> DEMCI: Where to next? Upcoming projects.
	Session 4: Migrant voices and inclusive education
10.00	<i>Linn Normand, Postdoctoral fellow, UiS</i> Documenting the undocumented: immigrant minority narratives of lived experiences in the US and Norway using an inclusive research pedagogy
10.30	<i>Ketil Fred Hansen, Professor, UiS</i> Decolonisation of social science curricula in Norwegian teacher education
11.00	<i>Olav Eggebø, Advisor, Forsknings- og innovasjonsavdelingen (FIA), UiS</i> European funding opportunities relevant for DEMCI
11.30	YDALIR LUNCH & POSTER DISPLAY
	Session 5: Democracy / citizenship and technology
12.30	<i>Minttu Johler, PhD fellow, UiS</i> Technology in primary school: education of younger students on citizenship and democracy
13.00	<i>Hande Eslen-Ziya, Associate professor, UiS</i> Overcoming inequalities: the emotional echo-chamber of Gezi Park protests
13.30	<i>Anders Riel Muller, Smart City Research Network, UiS</i> Smart Cities, co-creation and democratic participation.
14.00	REFRESHMENT BREAK & DISCUSSION
	Session 6: Democracy / citizenship and communication
14.30	<i>Hande Eslen-Ziya, Associate professor, UiS</i> Right-wing populism in New Turkey: leading to all new grounds for troll-science in gender theory
15.00	<i>Gølin K. Nilsen, Associate professor, UiS</i> Equal access to second language learning: How can we work with grammar without depending on “the language of grammar”?
15.30	<i>Ann Elisabeth Laksfoss Cardozo, Associate professor, UiS</i> DEMCI – Reflections on ways forward
POSTER DISPLAYS	
<i>Aline Alves-Wold, PhD fellow, UiS</i> ‘I will’ vs. ‘Yes, we can’: A rhetorical analysis of the political speeches of George W. Bush and Barack Obama during their election periods, with emphasis on their choice of metaphor	
<i>Cecilie Waallann Brown, PhD fellow, UiS</i> “I don’t want to be stereotypical, but...”: Norwegian EFL learners’ awareness of and willingness to challenge visual stereotypes.	

SESSION 1: DEMOCRACY AND CITIZENSHIP IN SCHOOLS

***link* textbook: The challenges of working with democracy and citizenship in early EFL instruction**

Rebecca Stuvland, Associate professor, University of Stavanger

In this brief presentation, I will present some examples from the new textbook *link* with examples from grades 1-3. These will be the basis of a discussion related to working with the concepts of democracy and citizenship in early EFL instruction, as well as how this might be partially achieved through a focus on intercultural competence.

How do teachers of English understand democracy and citizenship?

Lynell Chvala, PhD fellow, OsloMet – Oslo Metropolitan University

This presentation reports on the findings of a qualitative study investigating teachers' pedagogical discourse (Bernstein, 2000) for English as a subject in basic education reports specifically on findings related to how teachers understand the English as a subject contributing to democratic participation and citizenship.

Data were generated through a series of individual in-depth interviews with a cohort (n=12) of teachers of English in lower secondary school. Findings reveal perplexity in teachers' understanding of how the subject does or should contribute to democracy or citizenship development. Relevant challenges involved both conceptualizing English language related to this goal, as well as explaining how cultural content primarily tied to the UK/US contributes to citizenship and participation. Larger issues of human rights and the environment, however, were seen as potentially relevant to this aim though not readily available in teacher discourse. These findings raise questions about how to equip teachers for the introduction of a new curriculum where Democracy and Citizenship are more centrally positioned.

Bernstein, B. (2000). *Pedagogy, symbolic control and identity : theory, research, critique* (2nd ed.). Lanham: Rowman & Littlefield.

Student understandings of citizenship: reflections from the pilot interviews

Kerenina K. Dansholm, PhD fellow, University of Stavanger

This project focuses on youth understandings of multicultural citizenship within the contexts of school and social media. Pilot interviews revealed ambiguity about the main term which is being used in the new national curriculum's overarching themes democracy and citizenship. The term for citizen used in the new plan, *medborger*, is one that has not been widely used in Norway previously. Therefore, this presentation focuses on recurring ideas about what the focus terms mean.

SESSION 2: INTERCULTURAL COMMUNICATIVE COMPETENCE AND ENGLISH FOREIGN LANGUAGE TEACHING

In pursuit of intercultural competence: exploring self- and cultural awareness of EFL learners through eportfolios

Anastasia Khanukaeva, PhD fellow, University of Stavanger

This paper reports on preliminary findings from a PhD study that focuses on cultural (self)-awareness among EFL students in a Norwegian classroom. The study aimed to stimulate students' reflective processes through a number of (inter)cultural activities and eportfolio prompts included to guide students' reflections. The Eportfolios of Intercultural Competence employed during a 9-week intervention study is a series of texts, tasks and reflection prompts designed by the researcher, included into the curriculum with reference to the ICC dimensions through the use of various multimodal texts (audio, video, images etc.). The participants were 56 pupils (mean age 14-15) at a lower secondary school. Two main sources of data collection were a) samples of student work and b) focus group interviews at the end of the intervention. The results of the study provide tentative insights about the importance of self-awareness as the first step towards understanding others better.

Researching intercultural communicative competence (ICC)

Nina Lazarevic, Associate professor, University of Stavanger

This presentation will provide an overview of my different research on the topic of intercultural communicative competence over the past decade.

Culturally irresponsible and uncritically white? Lessons learned for teaching EFL in an ABE classroom.

Johanna Ennser-Kananen, Senior lecturer, University of Jyväskylä, Finland

This presentation examines my own teacher discourse through a lens of critical whiteness theory.

SESSION 3: DEMOCRACY / CITIZENSHIP AND WRITING

Digital composition as a liberatory mode

Allen C. Jones, Associate professor, University of Stavanger

In this paper, I will argue that we can rebirth the liberatory (and thus democratic) mode of composition that early theorists of electronic literature believed possible. To do this, we must change our method of analysis from *textual* to *codable*, moving from an analysis of the fixed and finished text to one that centers on the process and possibilities of digital composition. In the nineteen-eighties, as Marie-Luare Ryan points out, digital texts and the hyperlink in particular were “heralded as the verification of the ideas of Barthes, Foucault, Derrida, Deleuze and Guattari, and Kristeva on the nature of textuality” (521). In other words, it seemed that the decentered, non-linear, postmodern text was finally upon us: no beginning and no end, a radically altered notion of authorship, and the ability to break the division of writer and reader. In her essay “Electronic Literature: What is It?” N. Katherine Hayles calls this a “liberatory” mode, the hyperlink supposedly empowering the reader to direct the text. Barthes “Death of the Author” was finally born. Readers created the narrative path by clicking on stuff. There were two problems with this early theoretical excitement: first, as Hayles points out, to simply scan a text does not make it electronic literature. Instead, as Hayles argues, we need to set up a way of reading and analyzing texts that take advantage of their medium, what she calls “digital-born” texts. The Norwegian theorist Espen Aarseth famously defined this as texts that take “nontrivial effort is required to allow the reader to traverse the text”—what he called “ergodic” literature. The second problem was that, as writers and readers soon discovered, coding a text involves another level of language and control: the code. Even in a text that seems completely interactive, the code is fixed and the structure is therefore fixed. We may feel we are choosing our own adventure, but if we dig enough, we will find ourselves trapped in a system of choices preordained by the fixity of coding languages. In this paper, I will argue that one way to approach this problem and rebirth the liberatory concept in the electronic is to use composition analysis. Rather than analyzing the finished electronic text and its limitations, we take a meta step into analyzing the functionalities of the code and the possibility for composition that resists the linear, centered, capital-driven format of the electronic text. To do this, I will lay out the possibilities for using basic, free, interfaces to compose “against the code.” I will explore the limitations of this kind of composition. Finally, I will examine canonical pieces of electronic literature like *Patchwork Girl* and assess how some of these works resist the fixity of the coding interface.

Keywords: electronic literature, hyperlink, author, liberatory mode, democracy.

Poetry and sustainability in education: exploring the “more-than-human”

Magne Drangeid, Associate professor, University of Stavanger

My point of departure is Hugo Zapf’s model for sustainable texts, understood as an ecological force within culture. My objective is to delineate an approach for text choice and poetic teaching in school, in accordance with cross-disciplinary sustainability goals, embracing also students’ wellbeing and environmental citizenship in a “more-than-human” world. I discuss some poems by the Norwegian poet Olav H. Hauge (1908-1994).

“A little bit more tentative, perhaps?": hedging and boosting in upper secondary pupil essays across contexts and genres

James Jacob Thomson, PhD fellow, University of Stavanger

In order to write successful essays, schools pupils are required not only to prove their subject knowledge in a grammatical and well-structured manner, but also to persuade their readers using logical and conventional argumentation. Two linguistic categories related to logical and conventional argumentation are hedging and boosting. Hedges are words that express some degree of tentativeness (e.g. perhaps, roughly, quite) and, on the other hand, boosters express emphasis or certainty (e.g. very, definitely, everyone). A host of previous studies have investigated the use of hedges and boosters in a wide range of professional and tertiary level writing contexts. Such studies have found that English writing is characterised by higher frequencies of hedges than boosters, indicating the value placed on tentativeness. This tentativeness may be related to epistemological philosophies that value pluralism over reductionism. Alternatively, this may be related to rhetorical strategies that writers can use to acknowledge reader beliefs and save face if their claims are later proven fallacious. However, although making knowledge claims can be a tricky affair, especially for novice writers, relatively few studies have investigated hedging and boosting at the pre-tertiary level. For this study, I collected a corpus of 135 upper secondary school essays belonging to five genres, supplemented with data from 61 interviews held with pupils. Using this data, this study contributes to the field by investigating hedging and boosting practices among pupils within the Norwegian, Swedish and British educational contexts. Preliminary findings show that these pupils tended to use higher frequencies of boosters than would be expected in professional writing, and a number of pupils reported that they value certainty over tentativeness. In order to partake in professional discourse communities, these pupils may therefore need to develop a greater awareness of conventional argumentation. These findings thus have implications both for pedagogical practices and, potentially, for democratic participation.

SESSION 4: MIGRANT VOICES AND INCLUSIVE EDUCATION

Documenting the undocumented: immigrant minority narratives of lived experiences in the US and Norway using an inclusive research pedagogy

Linn Normand, Postdoctoral fellow, University of Stavanger

This presentation is about an ongoing IRB-approved project at the University of California, Davis, entitled “*Immigration narratives resisting anti-immigrant discourses in the US*”. Through an anonymous online survey, Dr. Normand and her collaborator, Dr. Torreiro-Casal, are gathering narratives from immigrants in America – some of whom may otherwise be afraid to speak out due to their immigration status. Using the methodological approach of *testimonios* and participatory action research, the project goes beyond merely showcasing immigrant narratives and minority perspectives; it encourages first- and second-generation immigrant students at UC Davis to be intimately part of shaping their own research in a way that contributes to a social and intellectual movement that voices and humanizes their communities’ experiences and narratives. The presentation will also connect to an ongoing project with the Museum of Stavanger and three local high schools that looks to also voice the realities and lived experience of immigrants in the local Stavanger region.

Decolonisation of social science curricula in Norwegian teacher education

Ketil Fred Hansen, Professor, University of Stavanger

The demand to decolonize academia was revived in South Africa in 2015 and took off in Norway in 2018. The debate in Norway showed that there were sharp contradictions between different academics, even within the same discipline. In this presentation, I briefly cover the different arguments and the various understandings of what it means to decolonize academia. I then present the analysis of syllabi in social studies courses (5-10) in 10 Norwegian teacher education programs in relation to the decolonization debate. The conclusion is clear: the course curricula in social studies at Norwegian teacher education departments are over-ripe for decolonization.

European funding opportunities relevant for DEMCI

*Olav Eggebø, Advisor, Forsknings- og innovasjonsavdelingen (FIA),
University of Stavanger*

SESSION 5: DEMOCRACY / CITIZENSHIP AND TECHNOLOGY

Technology in primary school: education of younger students on citizenship and democracy.

Minttu Johler, PhD fellow, University of Stavanger

Educational technology has become common all over the Nordic countries, and the integration of ICT has become a requirement in the national curriculums, as well. In Norway, the new national curriculum was released only days ago, and *democracy and citizenship* was declared one of its prioritized cross-curricular themes. Most experts agree on competence in digital literacies being a prerequisite for becoming an active, contributing citizen, and the new curriculum addresses this development by setting goals and characteristics for digital citizenship already from grade 1. Meanwhile, many skeptical voices in public criticize the development that has brought an increasing amount of technology to primary school classrooms.

In this presentation, I argue for the need of digital technologies in primary school education, based on the reformed curriculum and existing research. I will also shortly introduce my PhD project, which delves into this theme, focusing on teacher's role and pedagogical practices in technology-rich primary school classrooms in particular.

Overcoming inequalities: the emotional echo-chamber of Gezi Park protests

Hande Eslen-Ziya, Associate professor, University of Stavanger

By using Gezi park protests that took place in Turkey in 2013 as a case study the presentation will explore: the significance of echo-chamber of emotions involved in protests and how these echo-chambers work to overcome existing inequalities. The analyses will be based on the tweets sent during the Gezi park protests as well as thirty-seven interviews conducted with activists on how they define and understand their preferences and motivations for protesting. The last decade within Turkish history has clearly pointed a sharp polarization between the ruling AKP (Justice and Development Party) supporters and others. Such polarization among citizens was not just between the conservatives and the republicans, but also among nationalists and people from other ethnic or religious groups as well as conservatives and LGBTI and / or women's groups. While the common denominator for bringing people to the park was the AKP government and its restrictive policies, the protesters there were also polarized among each other and marginalized, discriminated by the government. The presentation will discuss how participants get influenced by beliefs, motives and opinions and will bring forth the changes of emotions during such process. By employing social constructionist approaches to emotions, the presentation will concentrate in the process of reconciliation to overcome inequalities —staging expressive public rituals of reconciliation between groups that previously had opposite interests and help create an emotional echo-chamber.

Key words: Protest movement, social media, social movements, emotional-echo chambers, inequalities.

Smart Cities, co-creation and democratic participation.

Anders Riel Muller, Smart City Research Network, University of Stavanger

Smart Cities is high on the political agenda in many cities around the world. While early initiations of this concept could be described as a technical fix for the many social, economic and environmental challenges facing cities, in recent years co-creation has emerged as a necessary tool for moving away from technological fixes to more human centered solutions. The question however remains how to understand the usage of the term co-creation? Does the addition of co-creation to the smart city agenda mean more democratic participation and what about citizenship in the smart city?

**Right-wing populism in New Turkey:
leading to all new grounds for troll-science in gender theory**

Hande Eslen-Ziya, Associate professor, University of Stavanger

De-Europeanisation is defined as the weakening of the EU influence on political systems. But for the purpose of this paper it is more precisely defined as the weakening of gender equality discourses in domestic settings and in national public debates. It refers to the intentional loss of enthusiasm in Europeanizing the national legislation but also the intentional de-construction of the already Europeanized laws and policies as well as rules and regulations (Aybars, Copeland and Tsarouhas 2018). In the context of Turkey, this demise of EU-membership from the political agenda accompanied after AKP (Justice and Development Party) victory in 2011 general elections with severe backlash on gender policies. The changing Europeanisation dynamics are – referred as “democracy decline” or a “new transition” by political scientists like Plattner (2015) and Schmitter (2015). In Turkey on the other hand, such “new transition” has been indicated by the AKP itself as the New Turkey.

Under the New Turkey “the social and political order under the party’s rule maintained by a new set of norms and values” (Korkut and Eslen-Ziya 2016: 13) creating an alternative narrative on the conceptions of gender equality and what it means to be woman and man. These counter narratives are what Korkut and Eslen-Ziya (2017, 2016 and 2011) refers as discursive governance. Neo-Ottomanism, according to Yavuz (1998) bears in itself the hope to “construct a new Turkey where loyalty is determined not by any exclusivist form of racial and linguistic characteristics but rather by a shared Ottoman historical experience and a broad and diffuse attachment to Islam” (Yavuz 1998: 24). This is evident in the discursive governance of the right-wing populist AKP government where they actively use media and public presence to create an alternative narrative – what I define as troll-science – on the conceptions of gender equality. Similar to troll-accounts posting provocative, superfluous, and even off-topic messages on social media to start arguments and quarrels aiming to distract, troll-science, I will argue, aims to create an alternative narrative opposing the scientific facts and discourses (i.e. climate change, evolution, vaccination and gender theory).

In line with this assumption the main interest in this paper is to understand right-wing populism and troll-science discourses on gender under public normative order of AKP government. For this I will study articles published in *KADEM Kadın Araştırmaları Dergisi* (Journal of Women's Studies). *KADEM Journal of Women's Studies* is the official, academic periodical of the Women and Democracy Association (KADEM). It is a peer-reviewed academic journal that publishes research on gender and women's studies. The assumption here is that with right-wing populist ideologies introduced under the New Turkey has created alternative troll-science discourses within academia, leading the Turkish Ministry of Education to cancelling gender equality programs for instance (2019).

Equal access to second language learning: How can we work with grammar without depending on “the language of grammar”?

Gølin K. Nilsen, Associate professor, University of Stavanger

When we, as toddlers, learn to communicate our needs, emotions and desires in our first language, we learn grammar. We do not analyse or overthink it; we learn it through use and communication. However, grammar is still present, because a language’s grammar decides how the relation between the words in a language should be in order to create meaning and to communicate. Without grammar, language is merely a string of words. Hence, working with grammar does not mean to memorize declinations or learn the names of the word classes by heart. To work with grammar is to understand the meaning that lies within the language’s system (Langacker, 2013).

På nivå (Nilsen, 2019), in English: *According to level*, is a series of grammar books designed for adult learners of Norwegian as a second language; two theory books and four exercise books. This grammar is anchored within *the usage-based approach* to language and language learning. This reflects on the grammar’s presentation, f. ex. through photos, a narrative running through all of the six books, and an abundant use of illustrations and examples showing different communicative situations. In addition, the presentation, as well as the selection of grammatical categories, is based on the levels A1-B2 according to *The European Framework of Reference for Languages: learning, teaching and assessment* and its companion volume / extended version (Council of Europe, 2001; Council of Europe, 2018).

Recently, the Government of Norway has proposed to raise the demand for Norwegian oral proficiency from A2 to B1 in order to qualify for Norwegian citizenship. This is problematic, as B1 is a more complex level, both when it comes to vocabulary as well as grammar. Finding ways to ensure that the door to the Norwegian language remains open also for learners without a previous schooling in meta-grammarians language, is thus of utter importance. In my presentation, I intend to explore, using examples from *På nivå*, how a usage-based approach to language and language learning can serve as a way of keeping the door open, also for learners who are not fluent in “the language of grammar”.

Key words: Norwegian as a Second Language, Grammar, Usage-based approach

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DEMCI – Reflections on ways forward

Ann Elisabeth Laksfoss Cardozo, Associate professor, University of Stavanger

POSTER DISPLAYS

'I will' vs. 'Yes, we can': A rhetorical analysis of the political speeches of George W. Bush and Barack Obama during their election periods, with emphasis on their choice of metaphor

Aline Alves-Wold, PhD fellow, University of Stavanger

In my thesis, I propose that specific linguistic features employed by Bush and Obama in speeches from their election periods have contributed to the candidates' persuasiveness as the right candidates for the presidency of the United States. In particular, I argue that Bush's and Obama's choices of metaphors have contributed to the creation of political myths that, for instance, portray them as heroic figures and their opponents as incompetent candidates. Following Cognitive Metaphor Theory and Charteris-Black's framework for metaphor analysis in political discourses, I have coded central speeches from Bush's and Obama's election periods, where I have identified different metaphors and grouped them with respect to their source domains. Thereafter, when a group of sentences shared the same source and target domains, conceptual metaphors have been inferred, and I present arguments as to which images both candidates may have tried to evoke in the audience's minds by employing such metaphors and what the probable intention behind these choices may be. Furthermore, I argue that the linguistic environment in which metaphors are found also play a role in the act of persuasion and propose that distinctive linguistic features, such as antitheses, isocolons and repetition, have been employed by both politicians to heighten the rhetorical effect of their metaphor choices.

"I don't want to be stereotypical, but...": Norwegian EFL learners' awareness of and willingness to challenge visual stereotypes.

Cecilie Waallann Brown, PhD fellow, University of Stavanger

People in today's society are living in an increasingly visual world and visual media consequently plays a large part when people construct their knowledge about "the other". Previous research investigating visual representations of gender, culture, ethnicity and religions in a variety of media suggests that the information communicated through visual media about "the other" often reinforces negative stereotypes and/or encourages a dichotomy between "us" and "them" (e.g. Brown & Habegger-Conti, 2017; Poindexter, 2011; Taylor-Mendez, 2009). Approaches such as critical visual literacy (CVL) attempt to encourage a critical distance in the reader through developing knowledge about how visual texts are constructed and how they may influence our thinking (Stevens & Bean, 2007).

This poster presentation is based on a PhD project that aims to investigate the process and outcomes of introducing CVL as an approach to teaching about cultures within the context of upper secondary English foreign language teaching. Specifically, it will focus on how the pupils' perception and awareness of stereotypes develop through working with CVL. Focus group interviews were conducted with 30 pupils before and after participating in a four-month long intervention study in which CVL was introduced as one of several approaches to teaching about cultures. Preliminary results from these interviews indicate that through working with CVL, pupils can develop a critical distance to images which may help them identify their own visual stereotypes and challenge these more explicitly.

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