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**Politics, pedagogies and poetics of belonging:
Negotiating differences between home
and school communities/cultures**

Hartej Gill, Ph.D.

Gloria Lin, PhD Scholar

Kadi Purru, Ph.D.

This paper is based on our inquiry into the literature on parental involvement in public education from diverse scholarly, personal, and community perspectives. This paper interrupts the convention of reviewing as a form of surveying or overviewing and brings together our voices as citizens and academics belonging to and rooted in diverse communities, cultures and experiences. Our multiple cultural identities (Punjabi, Taiwanese, Estonian, Colombian) and our social positions in Canadian school system, our voices such as those of daughters, parents, teachers, and administrators are interwoven within the scholarly text to interrogate some of the following questions: How do families from diverse backgrounds negotiate differences between 'home' and 'school' cultures? To what extent do parents from marginalized groups feel welcome to participate in their children's education? Finally, how do parents assume leadership roles in their school communities? We hope to respond to critical questions of identity, inclusion and exclusion, and emotional attachments on one's sense of belonging; how local and global conflicts and tensions inform, form and transform families, schools and community relationships.

Next Insights: Critical Inquiry into Narratives of Lived Experiences and Literature

Sohaila Javed

This qualitative critically reflexive paper explores the transformative potential of Literature and gives expression to lived experience as context, and advances interpretation to a new performative level when challenging existing dehumanizing systems in a compassionate teaching ethos. Approaching teaching as an interpretative narrative inquiry from a phenomenological perspective, this author's narration about her experience of teaching literature brings the literary text as one provoking curriculum right in the middle of the contemporary world context (Sohaila Javed, 2004), and raises specific critical issues about the problem of meaning in con/text: What kinds of meanings, what kind of truths does an interpretation of a poetic text claim? Whose views are not being acknowledged in that interpretation? How do texts have their own effects and how the wider social context shapes its production and reception? And with what effects?

Inviting critical reflection and action on humanistic issues, this paper calls all readers to challenge their monological epistemologies and work together for a "transdisciplinary" learning experience which, according to Giri (2002, p. xxi), requires a "dialogue between different – mutually competing – perspectives." It is time for intellectuals, scholars, and teachers worldwide to return to the phenomenological world, where life experiences its meaning, and understand "the shared, cultural, and historical horizon" that in-forms

Language as a Discursive Practice: A Study of Scarlett Thomas' Novel

Muhammad Munawar Khan

Language in use is not a neutral phenomenon. It is always contextual and perspectival. Language, as a discursive practice, is a historically and culturally mediated phenomenon, which is constitutive of as well as constituted by institutions and social structures existing at a larger scale. This paper is a theoretical study of language as a discursive practice with application on text of a novel "The End of Mr. Y" (2007) by Scarlett Thomas, using Critical Discourse Analysis as a method of analysis and interpretation. This investigation, under the perspective of *Poststructuralism*, suggests that language users remain in struggle to control the situation through their self-assumed legitimized discursive language use. It also appears that the meanings, language users seek to express, themselves struggle with one another in the construction of identities and relations.

Speech Generation by Artificial Intelligent Systems: Issues and Challenges

Mian Khurram Shahzad Azam

Natural Language Processing (NLP) technology has greatly evolved in the last decade. From simple text based processing systems to the emergence of speech comprehension and speech generation systems, natural language processing has shown credible achievements. Artificial Intelligence research has reported notable successes in speech processing technologies in humanoid robots like Kismet (2011) and ASIMO (2011). Yet, there are some basic issues which need to be highlighted in the artificial intelligence research so that meaningful and logical speech comprehension and generation is possible. To develop significant artificial intelligent speech systems for tourism, health, education, industrial and corporate sector, the imperative is to ask if machines can generate speech utterances that reckon with the idea of 'self' in a social and cultural context. For such successes to occur the process of communication has to become central for research in this area and it is critical to explore the human aspect in speech generation and speech comprehension systems.

The paper raises critical questions identified during a comprehensive survey of the existing literature in this area of research and these are: would speech generation systems be able to produce 'creative' utterances? Would these systems still be called creative when they rely on the database of human languages? Serious attention to these questions can give a new direction to the future researchers to look deeply for the development of artificial intelligent

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On the Cover

Border Crossings (oil pastel on paper)
Barbara Bickel, PhD

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