

The 10th International Scientific Conference on Linguistic, Educational, and Intercultural Research

BOOK OF ABSTRACTS

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Welcome Address: 10th International Scientific Conference on "Linguistic, Educational, and Intercultural Research 2026"

It is a great pleasure and honour to welcome you to the **Book of Abstracts of the 10th International Scientific Conference on Linguistic, Educational and Intercultural Research – LEIC Research 2026**, held on 12–13 November 2026 at Vilnius University, Lithuania.

This tenth edition marks a special milestone in the history of LEIC Research. Over the years, the conference has developed into an established international platform for scholarly exchange, bringing together researchers, university lecturers, language teachers, teacher educators and other professionals interested in the evolving fields of linguistics, language education and intercultural studies. We are particularly delighted that LEIC Research 2026 is the largest conference in the history of this event, both in terms of its international participation and the breadth of research perspectives represented. This achievement is a source of great pride and encouragement for all of us who have contributed to the conference throughout the years.

The conference is organised by the Institute of Foreign Languages, Faculty of Philology, Vilnius University, in partnership with the Language Teachers' Association of Lithuania (LKPA) and the International Federation of Language Teacher Associations – Northern and Baltic Region (FIPLV NBR), with the valuable cooperation of the Institute of Foreign Languages of Vytautas Magnus University and colleagues from Vilnius Gediminas Technical University. We are sincerely grateful to our partners and co-organisers for their commitment, support and shared enthusiasm. Their contribution has been instrumental in making this tenth edition such a significant international event. It is particularly meaningful that this conference also coincides with the 20th anniversary of the Language Teachers' Association of Lithuania, adding another reason to celebrate our longstanding cooperation and shared commitment to language education.

We would also like to express our sincere gratitude to the Research Council of Lithuania for its financial support and to Go Vilnius for its valuable in-kind contribution, which helped enrich the conference experience and promote Vilnius as a welcoming destination for international academic exchange. Our appreciation also goes to the Arqus European University Alliance and the European Language Council (CEL/ELC) for their support and cooperation, which have further strengthened the European and international dimension of LEIC Research 2026.

My heartfelt appreciation also goes to the members of the Scientific Committee and the Organising Committee. Their expertise, dedication, thoughtful guidance and enormous amount of work, much of it taking place behind the scenes, have been essential at every stage of the preparation of the conference. I am particularly grateful to colleagues from other institutes and departments of the Faculty of Philology who joined our efforts and contributed to organising this major international event. Their involvement has enabled us to reach beyond the boundaries of our own Institute, bringing together expertise, experience and enthusiasm from across the Faculty and fostering a stronger sense of academic community and shared responsibility. Bringing together an event of this scale requires not only professional expertise and careful coordination but also a shared vision, collegiality and genuine enthusiasm. I am deeply grateful to everyone who has contributed their time, knowledge and energy to making LEIC Research 2026 possible.

We are especially proud and delighted to welcome ten distinguished keynote speakers from Lithuania and abroad, whose contributions address some of the most compelling and challenging questions of our time. Their presentations explore a wide range of interconnected issues, including multilingualism and linguistic inclusion in higher education, foreign language education, plurilingual identities, intercultural competence, language policy, the role of human agency in the age of generative artificial intelligence, and the future of language teaching and learning. Together, these perspectives resonate with the three central dimensions of our conference – linguistic, educational and intercultural research – while inviting us to reconsider established approaches, challenge existing assumptions and envision new possibilities for research and practice.

Equally exciting is the remarkable diversity of research contributions presented by our participants. The conference programme features nine parallel sessions in English, covering a broad spectrum of topics, as well as six sessions conducted in French, German, Italian, Lithuanian, Russian and Spanish. This linguistic diversity is much more than a programme feature: it is a genuine celebration of multilingualism, reflecting our conviction that academic knowledge, dialogue and collaboration should not be confined to a single language. By creating spaces for researchers to present and discuss their work in different languages, we reaffirm the value of linguistic diversity as an essential dimension of academic life and intercultural understanding.

We are delighted to welcome such a large and diverse community of participants, whose research findings, innovative ideas, professional experiences and different cultural perspectives enrich the conference and create opportunities for meaningful academic dialogue. Each contribution, whether addressing theoretical questions, empirical research,

educational practices or emerging challenges, adds another piece to the broader picture of how languages, education and intercultural encounters shape our societies and our shared future.

As you turn the pages of this Book of Abstracts, we invite you to explore the richness of the research presented, discover new perspectives, identify common interests and establish connections that may develop into future academic and professional collaborations. We hope that the ideas shared here will inspire further reflection, encourage new research initiatives and contribute to the advancement of linguistic, educational and intercultural scholarship.

Let us celebrate ten editions of LEIC Research, the people who have made this journey possible, and, above all, the diversity of languages, ideas and voices that bring our academic community together.

We wish you an inspiring, stimulating and memorable LEIC Research 2026!

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On behalf of the Scientific and Organising Committees
10th International Conference
Linguistic, Educational and Intercultural Research – LEIC Research 2026

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KEYNOTE SPEAKERS

Plurilingual Identities in Educational and Societal Contexts

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Abstract

Plurilingual identities are shaped across educational, social, and institutional contexts, influencing how people learn, participate, and position themselves in society. The increasing global interconnectedness of Lithuania along with its maturing welfare system has recently fostered immigration by attracting people for employment and study purposes as well as encouraging the return migration of Lithuanians from the global Lithuanian community. In addition to these socio-economic developments, the sociolinguistic landscape of Lithuania has been profoundly affected by the actions of the neighbouring authoritarian regime and the brutal ongoing russia's war in Ukraine. These factors have simultaneous contributed to the expansion of multilingual communities across the country, thereby intensifying the need for the corresponding services, plurilingual schooling and an increased institutional attention to how diverse linguistic repertoires could be mobilised as valuable resources for societal harmony and inclusion. The present paper discusses the sustainability of plurilingual identities through the implementation of language policy in higher and general education ecosystems, focusing on the application of the plurilingual approach and the creation of inclusive learning environments (cf. Mačianskienė & Bijeikienė, 2025; Kamandulytė-Merfeldienė et al., 2024). It also considers a broader context of the communicative needs and plurilingual practices of Ukrainian communities spread across the region of Lithuania (cf. Bijeikienė et al., 2023). Exploring plurilingual identities invites us to rethink traditional understanding of language learning and to reflect on how education and society can better respond to linguistic and cultural diversity.

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Vilma Bijeikienė is an Associated Professor of English at the Institute of Foreign Languages and the Head of the Department of Foreign Language, Literary and Translation Studies at the Faculty of Humanities of Vytautas Magnus University, Kaunas, Lithuania, where she deals with the organization of the study programmes in the main global languages: English, German, French, Italian and Spanish. In 2020-2025, she served as VMU Vice-Rector for Communication in charge of the University's internal and external communication, internationalisation policy and its implementation as well as the University's overall cultural and linguistic diversity. She holds responsibilities of an Executive Editor of the international Scopus-indexed biannual journal Sustainable Multilingualism that aims at publishing studies on the development of plurilingual competencies, language policy, linguistic rights, societal multilingualism, and other relevant issues. Her main research areas include applied linguistics, sociolinguistics, discourse analysis, English for Specific and Academic Purposes (ESP, EAP), English Medium Instruction (EMI), Content and Language Integrated Learning (CLIL) and Linguistically Sensitive Teaching (LST).

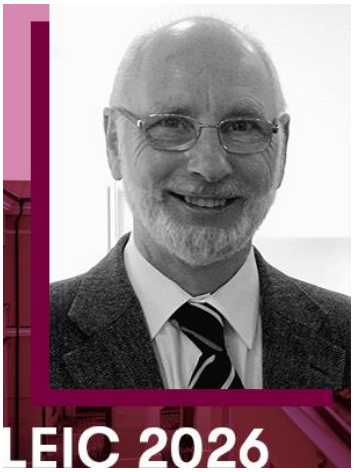
Foreign Language Education – Some Thoughts for Teachers

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Abstract

It is now commonplace to see foreign language teaching policies – and some practice – acknowledging the fact that linguistic competence needs to be completed by intercultural competence. This is due in part to contemporary changes in communication and the opportunity for international travel, and in part to the presence of many different ethnic and national groups in contemporary societies. Linguistic and intercultural competence are as important for communication within societies as across geographical and social borders. With this starting point, I will suggest that language teaching has inevitable political characteristics, and is not only a matter of developing intercultural skills. A model for intercultural teaching therefore needs to include educational objectives and requires an explicit and conscious understanding on the part of teachers of the educational role of language teaching. I shall, second, suggest that 'education' in this context is a matter of developing critical thinking in learners, with the consequence that they become active in society, a view which could and should be shared across subjects and disciplines. Finally, I will argue that foreign language education has some specific characteristics – including making judgements about other people's values and our own – which mean that language teachers need to think carefully about the universality or relativity of values, so that they are properly equipped for their work with learners.

Michael Byram is Professor Emeritus at the University of Durham (UK) and a Fellow of the Academy of Social Sciences. He 'read' Modern and Medieval Languages at King's College, University of Cambridge (UK), completed a PhD in Danish literature, and then taught French and German in secondary and adult education. He was at Durham University from 1980 engaged in teacher training, research student supervision, and research on languages and education. After retirement from Durham, he has held several visiting professorships and is currently Guest Research Professor, Sofia University St Kliment Ohridski, where he is involved in a comparative study of doctoral education. His monographs include Teaching and Assessing Intercultural Communicative Competence - Revisited and From Foreign Language Education to Education for Intercultural Citizenship. He has also edited several volumes, most recently The Experience of 'Defending' the Doctoral Dissertation. International Comparative Studies of the Final Oral Examination with Maria Stoicheva.

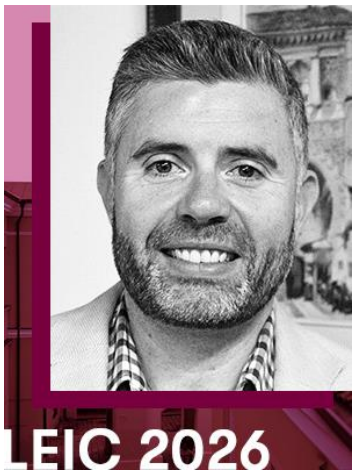


Mediation and Action-oriented Approach: language teacher training in the spotlight

Adolfo Sánchez Cuadrado
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el. pastas

Abstract

The intertwined nature of the recent Action-oriented Approach (AoA) with the well-established and widespread 'communicative approach' may sometimes hinder language teacher training actions. Teachers may be challenged when designing and implementing project- or scenario-based practices, as opposed to other previous communicative activities, if they do not have a clear picture of how AoA differs from mere communicative practice. Subsequently, it is of paramount importance that training actions focus on raising teachers' awareness, for which the role of mediation in AoA is key. Participants in this workshop will work on practical and cognitive training artifacts aimed at helping teachers explore both the multi-faceted nature and the potential of mediation in language learning, in order for them to better align teaching and assessment practices to AoA principles.



Dr Adolfo Sánchez Cuadrado holds a PhD in Applied Linguistics from the University of Granada, where he currently works as a lecturer of Linguistics. Previously, he was a teacher of Spanish and Translation at the University of Delaware, at the Modern Language Centre of the University of Granada, and at University College London. His research interests lie within the fields of pedagogical translation, linguistic/cultural mediation, cognitive linguistics, and group/classroom dynamics in foreign language teaching. He has also contributed to scientific journals such as Journal of Spanish Language Teaching (2017) or Review of Cognitive Linguistics (2023), and he coordinated the monography Mediación en el aprendizaje de lenguas. Estrategias y recursos (Anaya, 2022). Dr Sánchez Cuadrado regularly teaches undergraduate and postgraduate courses, as well as master's-level seminars, at various institutions.

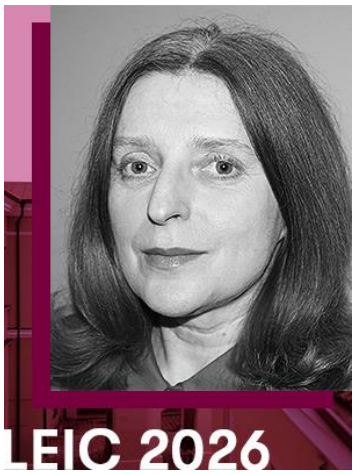
Institutional Language Futures in Times of Hyper-Collective Epistemic Goods

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el. pastas

Abstract

Back in 2017 to 2019, I was working on a text mining technique and transformer technologies for language extraction in a cross-linguistic comparison of William Faulkner's The Sound and The Fury and its translations. It proved to be paramount to address the practical and ideological challenges of balancing human and machine labour in text computing. I wrote on the implications of removing human labour from digital research practices in several articles, including the one published in the 2021 issue of the Hong Kong journal dedicated to Digital Humanities and Translation. These observations went unnoticed in my surrounding, including the department where I continue working. With the rise of Generative Artificial Intelligence (GenAI), the concerns around capturing human authenticity, creativity, and diversity in language studies and textual scholarship remain relevant. Yet today we are in a different place. It is hard to defend the utility of the proposal to have less of machines and more of human labour to model texts and languages in rich yet slow ways when machine productivity is often mistaken for or strategically framed as creativity. Some of the current digital challenges pertinent to language studies and textual scholarship go far beyond the rise of GenAI and into early digital or even pre-digital periods. These challenges are both economic and ideological by nature. Trained predominantly on English-language data, Large Language Models (LLM), for example, propagate the already widespread linguistic hegemony of English. Like the English language itself, its data and LLMs are hyper-collective epistemic goods. Both globally and locally, they tend to have the greater use value than other languages and research objects created around them. It is customarily easier to embed one's work written in English and focused on English-language data or English authors within the local and global systems of research evaluation. Similarly, some research areas or topics like big data, AI or code vibing are currently considered more significant, valuable, and desirable than research focused on small data or technologies other than AI or not linked explicitly to AI. We tend to gravitate towards these goods in the production and dissemination of our research and education in exchange for greater support, recognition, and visibility in academia. This academic economy of scale tends to produce monocultures, to use the analogy with natural ecologies. In colonial farming, for example, economy of scale always kills biodiversity. Human intelligence is diverse; its diversity comes from different cultures, multilingualism, and intercultural communication. Yet with no linguistic diversity in digital tools like English-focused LLMs and practices, the ways we think and express ourselves will be mainstreamed even more in the long-run. While we are not short of critical views of hyper-collective epistemic goods and of institutional alignments that promote them, research culture and pedagogies based on critical practice that would prioritize alternative R&D solutions and other languages are plausible futures at best.

Dr Gabrielė Šalčiūtė-Čivilienė SFHEA, Assoc Prof in Digital Humanities, King's College London, specializes in cross-linguistic modelling, data visualization, and immersive technologies for cultural heritage. She is the founder of the Un.censor.ing network and XR and Attention Research Group, Centre for the Ecologies of Attention and Perception, a 2025 Fellow of King's Digital Futures Institute, and a leadership member of King's Institute of Human and Synthetic Minds. Among other projects, she leads Distant Reading across Languages | DRaL, VR Ethnography and Literature across Languages | VR-ELL, 'Found in Archives, Translated in XR', and curatorial initiatives 'Ukraine: Architectures of Despair and Hope' / 'KCL Films for Ukraine.'



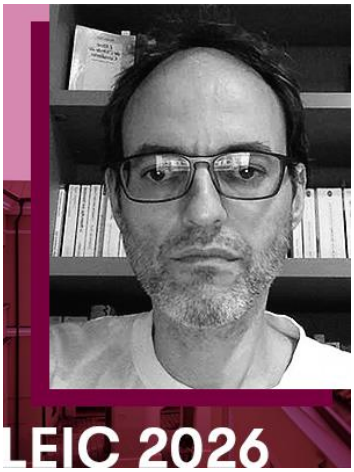
Comment un terme locatif devient un dispositif narratif : la lexie jardin dans Les Misérables de Victor Hugo

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Autonomous University of Barcelona, Spain
el. pastas

Abstract

Cette contribution se propose d'examiner comment un terme locatif peut fonctionner comme un dispositif narratif (Hamon, 1982 ; Mitterand, 1980) dans le roman du XIXe siècle, à partir de l'étude du mot jardin dans Les Misérables de Victor Hugo. L'objectif n'est pas tant de proposer une lecture thématique ou symbolique d'un terme/concept, mais d'analyser les conditions linguistiques et textuelles par lesquelles un terme apparemment descriptif acquiert une fonction structurante dans le déroulement romanesque. L'étude repose sur une approche articulant contexte, cotexte et intertexte, combinant analyse qualitative et exploration outillée du texte. Dans un premier temps, nous examinons la répartition et les usages du mot jardin dans le roman, en tenant compte de ses localisations narratives et de ses emplois situationnels. Dans un second temps, nous analysons le cotexte lexical et syntagmatique des 238 occurrences de la forme jardin(s), afin de dégager les régularités sémantiques et les réseaux de cooccurrences qui contribuent à stabiliser certaines valeurs fonctionnelles du motif. Cette analyse s'appuie notamment sur un environnement numérique de traitement linguistique développé spécifiquement dans le cadre de cette recherche et dédié à l'exploration du texte intégral des Misérables. À l'échelle du récit, Les Misérables s'articulent autour de quatre jardins aux statuts contrastés (le jardin de l'évêque de Digne, celui du Petit-Picpus, le jardin de la rue Plumet et le jardin du Luxembourg) qui jalonnent le récit et structurent des moments décisifs de l'intrigue. Chacun de ces espaces correspond à des usages narratifs différenciés, associés notamment à des formes de protection, de clandestinité, de sociabilité ou de révélation. Dans un troisième temps, l'étude s'inscrit dans une perspective comparative, en confrontant les usages du jardin chez Hugo à ceux observés dans le cycle des Rougon-Macquart d'Émile Zola, afin de mettre en évidence des différences significatives dans le fonctionnement narratif du motif, révélatrices de poétiques romanesques distinctes. L'analyse montre ainsi que le jardin ne relève pas d'un simple décor récurrent, mais agit comme un dispositif narratif, organisant des configurations spécifiques de l'action romanesque et conditionnant la circulation des personnages, les modalités du regard (Genette, 1972) et l'articulation des séquences narratives. Le travail présenté prolonge enfin une réflexion développée dans un cadre pédagogique universitaire consacré à Les Misérables (Séminaire monographique de littérature française 2024-25, UAB) et à l'analyse linguistique des textes littéraires, soulignant les apports heuristiques de cette approche pour l'étude du roman du XIXe siècle.

Xavier Blanco Escoda is a professor at the Autonomous University of Barcelona, where he heads the Department of French and Romance Philology. He teaches lexicology, the history of the French language, as well as medieval and 19th-century literature. He is the author of numerous scholarly articles and several monographs, the most recent of which is Crònica de la quarta croada (Viella, Rome, 2022). He has also coordinated several special issues of journals such as Langages, Lingvisticæ Investigationes, Langues et Parole, and Cahiers de Linguistique, and has been a visiting professor at the Universities of Sorbonne Paris-Cité, Franche-Comté, Ulm Munich, Warsaw, Łódź, Saint Petersburg State University, and Belarusian State University.



Cultivating Talent, Fostering Belonging: A New Paradigm for Intercultural Education Research

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Abstract

In the post-pandemic era, higher education institutions are engaged in a renewed global effort to attract and cultivate international talent. While student mobility numbers are surging, our institutional frameworks for supporting these scholars often lag behind, remaining focused on administrative processes rather than the complex, human-centric work of fostering genuine belonging. This keynote argues that the persistent challenges faced by international students— so well-documented in our literature—reveal a critical disconnect between our research and our practice. Simply welcoming talent is not enough; we must be architects of their integration. While decades of valuable research have diligently documented the 'what' of student challenges, the persistent gap lies in the 'why'. To bridge this explanatory gap, this address proposes a new paradigm for intercultural education research—one that begins the moment a student accepts their offer of admission. The innovation of this methodological blueprint is a virtual, pre-arrival research phase, where students become part of the "research-first" approach before they even leave home. This initial digital engagement gathers crucial baseline data on their expectations, anxieties, and existing social capital, providing a powerful "before" snapshot. This baseline then becomes the foundation for a sequential explanatory mixedmethods design post-arrival. Large-scale quantitative analysis first identifies what predicts successful integration, followed by targeted qualitative inquiry—through ethnography and narrative interviews—to explain why these patterns emerge, revealing how intersecting identities of gender, discipline, and cultural background truly shape a scholar's journey. Ultimately, this keynote is a call for our field to move beyond describing challenges and toward explaining them with longitudinal, sociological depth. By engaging students from the very beginning of their journey, we can finally close the gap between our findings and our actions. This new paradigm allows us to build evidence-based, human-centric practices that truly foster belonging, transforming the entire international student experience from pre-departure anxiety to post-graduation success.



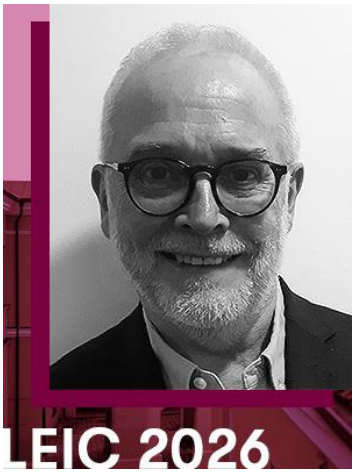
Berrin Yanıkkaya is a scholar and academic leader in the fields of sociology and communication studies. She holds a Ph.D. in Sociology from Mimar Sinan Fine Arts University, a Bachelor's degree in Communication Studies from Ankara University, and a Master's degree in Communication Studies from Yeditepe University. Throughout her career, Yanıkkaya has held leadership positions in Türkiye, New Zealand, and Cyprus. She is the founding director of YU-LEARNT, the University Learning and Teaching Implementation and Research Centre, and the founding chair of the Equity, Diversity, and Inclusion (YEDI) Committee at Yeditepe University. Yanıkkaya has actively participated in international higher education initiatives, including serving on the Strategic Council of the Global University Network for Innovation (GUNi) and as Vice President for 2025. She has chaired one of the European University Association (EUA) Learning and Teaching Thematic Peer Groups in 2024 and has delivered speeches at global conferences such as those organised by Quacquarelli Symonds (QS), the International Association of Universities (IAU) and the British Council's Going Global. Additionally, she has served as a judge for the QS Education Awards between 2023-2025 and works as an external reviewer for the higher education quality agencies.

Valuing multilingualism in universities: Needs, strategies and policies for linguistic inclusion

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Abstract

Despite an increased focus on equality, diversity, inclusion, and decolonisation in higher education, there appears to be ambivalence in UK universities regarding the implications of multilingualism. Institutional attitudes towards multilingualism often reflect those of broader society by tending to deny the importance of linguistic diversity for our societies, institutions and, importantly, the personal, academic, social, cultural and employability benefits for individuals. In this presentation the ways in which this is being challenged in a linguistically superdiverse university in London will be shared, reporting on research and engagement activities with the university community in order to shift the monolingual habitus to a plurilingual habitus.



Terry Lamb is Full Professor of Languages and Interdisciplinary Pedagogy at the University of Westminster, London, based in the Centre for Education and Teaching Innovation and the School of Humanities, and he is Co-Director of HOMELandS, the cross- and inter-disciplinary University Research Centre on Migration. He has published widely in areas such as pedagogy, motivation, multilingual education, multilingual cities, language teacher associations, and activist research that challenges social, cultural and linguistic injustices. His projects have included several at the European Centre for Modern Languages of the Council of Europe, e.g. Supporting Multilingual Classrooms. In 2023, he was appointed to the Language Policy Advisory Group of the Council of Europe. Prof. Lamb has worked closely on languages strategy and curriculum with the UK and other Governments and is founder editor of Innovation in Language Learning and Teaching. He is President of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes), an NGO of UNESCO and the Council of Europe. In recognition of his services to languages and culture, he has been awarded the honour of Chevalier dans l'Ordre des Palmes Académiques by the French government. He is also a Fellow of the Royal Society of Arts.

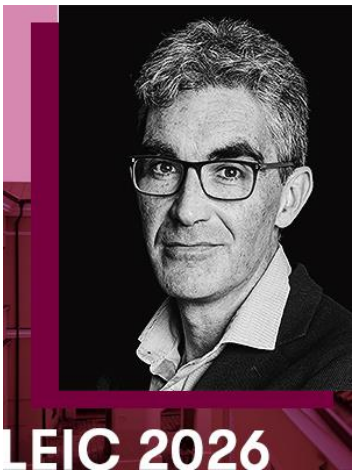
Virtual Exchange in the new educational landscape: Challenges for foreign language teachers

Robert O'Dowd
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Abstract

Virtual Exchange (VE) refers to the numerous online learning initiatives and methodologies which bring learners in online collaborative projects together with partners from different cultural backgrounds as part of their study programmes and under the guidance of teachers or trained facilitators (O'Dowd, 2023). Its potential for giving learners authentic experiences of intercultural communication has made it a common practice in foreign language classrooms. However, VE in foreign language education has evolved significantly in recent years from its early focus on bilingual North-North partnerships to encompass diverse global collaborations, including North-South exchanges and partnerships with conflict zones. While VE has gained increased recognition as a valuable tool for internationalisation — particularly following COVID-19— this expansion has generated complex pedagogical and ethical challenges that practitioners must navigate. In this presentation I will examine six critical areas of concern: structural inequalities in project design that risk reproducing Global North hegemony; communication barriers in lingua franca contexts that advantage privileged learners; the psychological risks of engaging students with conflict zone partners; political and institutional pressures surrounding controversial partnerships; questions about VE's capacity for genuine social impact versus tokenistic engagement; and maintaining motivation among increasingly internationally-experienced student populations. Drawing on recent literature and over two decades of practice, I argue that VE's transition from niche activity to mainstream educational tool demands more sophisticated approaches that address power imbalances, provide robust linguistic scaffolding, implement trauma-informed protocols, and move beyond superficial intercultural encounters. I will conclude with recommendations for developing more equitable, effective, and engaging VE programmes that can navigate the tensions between educational aspirations and global realities.

Robert O'Dowd is full professor for English Studies at the Universidad de León, Spain. He has taught at universities in Ireland, Germany and Spain. He has published extensively on the application of Virtual Exchange in higher education and has coordinated 3 Erasmus+ projects, including the European Policy Experiment 'Virtual Innovation and Support Networks for Teachers' (VALIANT) (2021-2024). He collaborates with organizations on the promotion and integration of Virtual Exchange in higher education and his most recent book is Internationalising Higher Education and the Role of Virtual Exchange (2023, Routledge). He was recently listed in Stanford University's 'Ranking of the World Scientists: World´s Top 2% Scientists'.

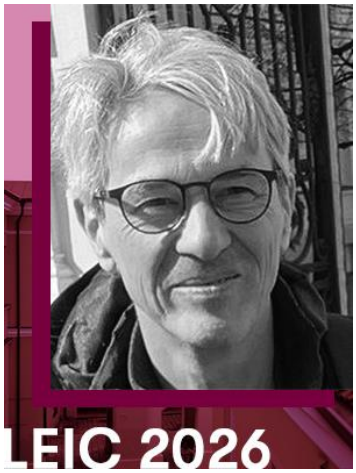


GenAI and Higher Education Language Teaching: Human Agency in the Age of TechSolutionism

Kris Peeters
University of Antwerp, Belgium
el pastas

Abstract

Since the introduction of ChatGPT, the popularity of Large Language Models (LLMs) and other types of Generative Artificial Intelligence (GenAI) has skyrocketed, including in multilingual communication. In higher education, this disruptive (r)evolution is a cause of great concern, while at the same time educational institutions have (either out of conviction, or willy-nilly) jumped on the AI bandwagon. Never before have students, nor humans in general, in companies, news media, the justice system, public services, and their daily lives, left their communication, nor outsourced their thinking to machines, which are seen as fast and easy, or cheap and easy solutions rather than tools. Never before have humans believed that they could communicate in foreign languages without having to master these languages. And never before have professional training and quality of communication been so briskly and unambiguously sacrificed on the altar of tech-solutionism. In this talk, I shall advocate for tech-realism instead of tech-solutionism, by deconstructing the techoptimistic hype that surrounds AI, focusing specifically on LLMs, and GenAI used for communication purposes. Tech-realism is a condition sine qua non for responsible AI-use to be possible at all. It hinges on due awareness and understanding of how these systems work, of the anthropomorphic and euphemistic terminology used, and the uninvited epistemological, ethical and cultural side-effects that inevitably occur because of the systems' architecture. In this respect, more is needed in education than learning to use the systems effectively. While AI literacy is sometimes understood as a set of technical competences necessary to critically and ethically use AI-systems, AI literacy actually begins with knowing when and why not to use GenAI, and with developing the necessary human knowledge and understanding, skills, and attitudes needed to be able to use GenAI as a tool, rather than as a solution. While educational systems and pedagogical models urge language teachers to integrate GenAI in their teaching to enhance language learning, that learning may actually be hindered by GenAI. LLMs do not 'communicate' as humans do, but only parrot human language; if we do not want language learners to parrot that parrot, education should emphasize human communication and learning, and epistemological, ethical and intercultural awareness and understanding as the core conditions of preserving human agency in the age of tech-solutionism.



Kris Peeters is professor of text analysis, French culture and literature and Translation Studies at the University of Antwerp (Belgium). He coordinates the James Joyce in Translation Centre, is member of the TricS research group (Translation, interpreting and intercultural Studies) and ACDC (Antwerp Centre for Digital humanities and literary Criticism), the European Society for Translation Studies, the International James Joyce Foundation, and the James Joyce Italian Foundation. He is executive board member of the European Language Council (ELC), member of the steering committee of the Doctoral school in foreign languages and literatures of the Catholic University of the S. Heart in Milan, chief editor of Linguistica Antverpiensia New Series – Themes in Translation Studies, assistant editor of the European Journal of Language Policy, and editorial board member of Sustainable multilingualism. His research, at the intersection of Bakhtinian discourse theory (dialogism) and translation studies, focuses on multi- and heterolingualism in literary translation, particularly in translations of James Joyce's works, on theory and poetics of retranslation, as well as on cross-cultural transfer and cross-linguistic mediation strategies in plurilingual communication. He is coordinator of the Special Interest Group on AI in Translation and Interpreting of the ELC, which has recently published an open access reflection paper titled "AI for Translation and Interpreting. A Roadmap for Users and Policy Makers" (zenodo.org/records/17639236).

From language through culture into the human mind

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Abstract

The paper addresses all aspects mentioned in the title of the conference: linguistic, educational, and intercultural research. More specifically, it focuses on linguistic research into certain areas across languages and cultures. Starting with the much-debated hypothesis of linguistic relativity, otherwise known as Sapir-Whorf hypothesis, the paper briefly covers the history of the hypothesis and its shift towards a more lenient form that emerged at the end of the 20th century. The shift is linked primarily to the cognitive linguistic framework (CLF) in the seminal works of Lakoff (1987), Lakoff and Johnson (1980), and Langacker (1987). A change of paradigm has multiple repercussions for further linguistic research, demonstrating a close link between language, culture, and the human mind. Proof of such a link includes but is not limited to research into how we speak and reason about space and time, how grammatical gender impacts our learning, what patterns of metaphorical reasoning are identified in different cultures, and what the study of humour and irony uncovers in our culture-specific reasoning. Space and time are fundamental parameters of our existence; however, each culture seems to apply its own sieve on them producing an intricate network of senses of spatial and temporal terms (Boroditsky 2001; Majid et al. 2004; Duffy & Feist 2023; Šeškauskienė 2004). There are cross-cultural and culture-specific patterns of spatial and temporal reasoning; there are also cross-cultural and culture-specific patterns of links between space and time. Recent research into spatial terms demonstrates subtle differences even in the languages that are genetically close, such as Lithuanian and Latvian (Žilinskaitė-Šinkūnienė & Šeškauskienė 2021). Moreover, research into learner language has shown that people tend to transfer certain patterns of spatial reasoning from their native language to other languages. It should be acknowledged, however, that the transfer is not always straightforward and may often depend on the language proficiency level (Šeškauskienė & Juknevičienė 2020). Research into grammatical gender has also demonstrated that grammatical gender of our native language has impact on the language we learn (Boroditsky et al. 2003). In the context of grammatical gender, the paper raises some issues related to the translatability of some deeply rooted and gender-sensitive ethnic images. The CLF has affected our understanding of metaphor, which was not resolved in previous frameworks. Even if we look at the language layer where metaphor is expected, such as phraseology, we encounter interesting differences across culturally related European languages (Šeškauskienė 2020); the differences are less subtle if we turn to more distant cultures (Yu 2020). The study of metaphor in translation in rather specific discourse types, such as legal discourse, also identified some culture-specific patterns of reasoning (Šeškauskienė 2022). Complex phenomena of humour and irony are the result of both—global and local reasoning. However, the manifestation is mostly local, or culture specific. Research into humour and irony about socially sensitive issues uncovered some interesting aspects of culture-specific reasoning (Masiulionytė et al. 2019) often based on vast encyclopaedic knowledge. Apparently, going from language through culture into the human mind is not only a way to understand the process of reasoning but also to link it to patterns of behaviour and, at some point, to adjust our language and culture-specific reasoning to other cultures. Multilingualism is a way to attain such placticity of mind.

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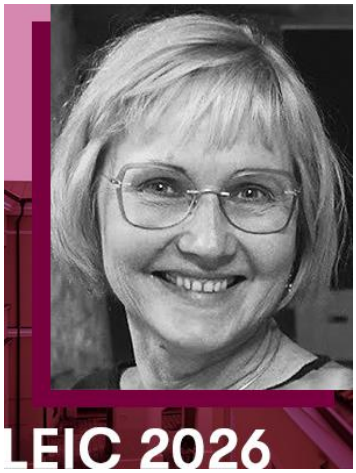
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ABSTRACTS IN ENGLISH

A Systematic Overview of Critical Discourse Analysis in AI-Mediated Discourses

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Abstract

Artificial Intelligence (AI) has become a central part in shaping everyday communication, ranging from written texts to oral, multimedia, and social media content. Recently, it has experienced substantial growth, with more individuals integrating this technology into their daily lives for various purposes. AI shapes how people interact, access information, and construct their understanding of meaning. This review aims to explore how Critical Discourse Analysis (CDA) is used to examine AI-mediated discourses across different communication modes, including written texts, spoken discourse, multimedia content, and social media platforms. It further seeks to identify the dominant analytical models used in previous studies. Methodologically, the review systematically searches electronic databases, including Google, Google Scholar, and Research Gate, using keywords related to CDA and AI. A total of 20 relevant studies are purposefully selected and thematically analyzed to identify their aims, models, and main findings. The findings reveal that AI-mediated discourses are mainly examined in written texts, multimedia, and social media content, while research on spoken content remains very limited. The analysis also shows that many studies rely on well-established CDA frameworks, particularly Fairclough's three-dimensional (2001) model and van Dijk's socio-cognitive (2008) model, to uncover the ideological meanings, power relations, and social representations embedded in AI-related discourses. It advocates for future research to explore underrepresented areas, such as providing more studies about spoken AI-generated content and applications in healthcare, education, business, sports, as well as in interactive and entertainment content, to better understand their influence on audiences and communication practices. Besides, other CDA frameworks can be used to examine areas which have not been studied yet.

Keywords: *AI mediated discourse, ChatGPT, critical discourse analysis, electronic databases, systematic review*

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Digital Literacies in Students: Implications for Teaching and Learning

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Abstract

Digital literacies in students have become a central condition of effective teaching and learning, as contemporary learners are expected not only to use digital tools but also to evaluate information critically, create multimodal content, collaborate online, and communicate responsibly. The key research problem is how educational practice can move from basic technology integration to the systematic development of students' digital, information, media, linguistic, and collaborative competences. Grounded in multiliteracies theory and socio-cultural perspectives on learning, this abstract synthesises recent literature on digital literacies across language education, teacher education, science, history, physical education, and primary and secondary school contexts. The aim is to identify the main implications of student digital literacies for curriculum design, teacher development, classroom methodology, and assessment. The methodology is a literature-based synthesis of studies focusing on multiliteracies pedagogy, teachers' digital competence, digital storytelling, collaborative digital writing, game-based learning, digital learning management systems, and data literacy. The reviewed literature suggests that digital literacies develop most effectively when students engage in authentic, student-centred and multimodal tasks, such as digital storytelling, media production, online collaboration, project-based learning, and critical evaluation of digital sources. The envisaged results indicate that teachers' own digital literacies and pedagogical confidence are decisive for meaningful student outcomes. Access to technology alone is insufficient without professional development, supportive school culture, equitable infrastructure, and clear assessment criteria. The main implication is that digital literacies should be embedded across disciplines rather than treated as a separate technical skill. In conclusion, effective digital literacy education requires the balanced integration of technology, pedagogy, disciplinary knowledge, equity, and critical social responsibility.

Keywords: *digital literacies, multiliteracies, teacher competence, multimodal pedagogy, student learning*

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The Impact of Linguistic Diversity on Educational Equity in Contemporary Public Higher Secondary Schools in Baroda City

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Abstract

This comprehensive study investigates the impact of linguistic diversity on educational equity and learner engagement within contemporary public higher secondary English-medium schools in Baroda, Gujarat. Driven by increasing migration, cultural pluralism, and the prevalence of English-medium education, modern classrooms are rapidly becoming multilingual (UNESCO, 2009). This diversity fosters intercultural communication and social inclusion (Gupta, 2024); however, it simultaneously presents significant systemic challenges to equitable education and active classroom participation (Tsimpli, 2023). The research is grounded in culturally responsive pedagogy (Gay, 2000; Ladson-Billings, 1995) and translanguaging theory (García & Li Wei, 2014), advocating for linguistic inclusion and equitable participation in diverse learning environments. A quantitative research design employed structured questionnaires from 235 participants selected through a purposive sampling strategy from eight public higher secondary schools, comprising 190 students and 45 language educators. Data collection focused on demographic, social, and linguistic variables, including caste, socioeconomic status, parental education, mother tongue, and specific language proficiency. Descriptive statistical techniques, specifically frequency and percentage analysis, were used for data interpretation. Findings revealed that 78.4% of students believed multilingual classrooms enhanced intercultural understanding and peer interaction. 74.2% reported greater confidence when teachers adopted bilingual and inclusive language practices. Additionally, 73.3% of educators stated that culturally responsive teaching and code-switching strategies improved classroom participation. However, 62.1% of students experienced difficulty understanding lessons delivered exclusively in English, particularly those from rural Gujarati-speaking and low economic backgrounds. Furthermore, 58.4% felt that their linguistic and cultural identities were insufficiently represented in classroom activities, while 68.9% of educators emphasized the need for professional training in multilingual and inclusive pedagogy. The study concludes that translanguaging practices, culturally responsive teaching, multilingual communication, and flexible language policies significantly strengthen educational equity and learner participation in diverse classrooms. The findings may contribute to future language policy development and equitable educational planning in multilingual secondary educational environments across India and beyond.

Keywords: *linguistic diversity, educational equity, multilingual education, inclusive pedagogy, translanguaging, intercultural competence*

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Teachers' Knowledge About Low Involvement in Estonian Home Language Classes Among Diaspora Families in Finland

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Abstract

Estonian speakers constitute the second largest immigrant community in Finland. However, Estonian children participate in municipality-funded home language (HL) classes at lower rates than other large minority groups. The study builds on earlier research that examined Estonian caregivers' beliefs through interviews (Aksinovits & Verschik, 2024), which may have overrepresented more motivated families. Present study investigates Estonian home language (HL) teachers' perceptions of caregivers' language beliefs and the factors contributing to low participation in HL classes among Estonian-speaking students in Finland. Data were collected through semi-structured thematic interviews with nine qualified HL teachers, whose extensive experience provided insights into a broad and diverse population of diaspora families, including those with limited motivation for HL learning. Content analysis, guided by Bernard Spolsky's (2012) family language policy FLP model and Joyce Epstein's (2011) framework of family–school–community involvement, revealed that caregivers typically value HL as a symbolic link to family and cultural heritage but often assume that oral communication at home is sufficient for children's linguistic development. Teachers reported that caregivers generally support multilingualism yet underestimate the need for structured HL instruction. Low participation was linked to family-related factors (e.g., permissive parenting, limited language awareness), child-related factors (e.g., identity issues, fatigue), and structural constraints (e.g., scheduling conflicts, long school days, institutional limitations). The findings highlight the need for increased caregiver awareness and more productive institutional support to enhance participation in HL education.

Keywords: *family language policy; home language teaching; language ideologies; Estonian; home language teachers*

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Ecolinguistic Perspective on English, Self-Image, and Social Recognition: Identity Construction in Contemporary Higher Education

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Abstract

In contemporary higher education, English is increasingly positioned not only as an academic requirement but also as a marker of competence, mobility, and prestige. This study investigates how students construct their identities in relation to English and how perceptions of the language shape self-image and aspirations for social recognition. The research addresses the following question: How do university students perceive the symbolic value of English, and how does this perception influence their identity construction within the sociocultural environment in higher education? The study draws on ecolinguistic, socio-cultural and symbolic capital perspectives (Bourdieu, 1991; Stibbe, 2015), viewing language as a socially and environmentally embedded resource that carries institutional and societal value. Questionnaire data were collected from 180 students across twelve European higher education institutions. The survey explored perceptions of English as a resource for career advancement, global participation, and self-development, as well as its impact on confidence, self-evaluation, and perceived social recognition. Preliminary findings indicate that English functions as a symbolic resource through which students negotiate competence and future-oriented identities (Norton, 2013; Darvin & Norton, 2015). Strong associations between English and professional success correlate with higher levels of confidence and positive self-image. Employing an ecolinguistic lens, the study argues that identity formation in EFL contexts cannot be separated from the symbolic power attributed to English within contemporary educational systems (Kramsch, 2011). Implications are discussed for language education practices that seek to foster educational environments promoting critical awareness and supporting learners in developing reflexive and empowered language identities.

Keywords: *English as symbolic capital; language and identity; identity construction; higher education; ecolinguistics*

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Can AI Detect National Stereotypes? Evaluating Large Language Models in the Analysis of Linguistic Stereotypes

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Abstract

The present contribution examines the extent to which artificial intelligence can identify and classify linguistic stereotypes in press discourse. Focusing on representations of Spain and Spaniards in the German press, it analyses how stereotypes are linguistically constructed, reproduced, and transmitted within media discourse. The analysis draws on Pümpel-Mader's (2010) and Quasthoff's (1973) classifications of stereotypes, which are first revised in order to reduce conceptual overlap and improve their applicability for computational analysis. To evaluate the capacity of large language models to detect and classify these discursive patterns, a corpus of 65 newspaper articles published between 2011 and 2016 in three German newspapers (*Die Welt*, *Süddeutsche Zeitung*, and *die Tageszeitung*) is analysed. The outputs of Claude, Gemini, and ChatGPT are compared with a qualitative manual analysis in order to assess their analytical reach in identifying and linguistically classifying stereotypical representations. The results show that AI can identify explicit stereotypes, whereas implicit and context-based are more difficult to detect. The study further emphasises the need to examine in detail the linguistic strategies through which stereotypes are shaped and disseminated, given their role in influencing public perception and intercultural understanding. In this regard, the findings suggest that AI-assisted analysis could serve as an indicator of the presence and distribution of stereotypical representations in press discourse. From an applied perspective, this indicator could support critical reflection within journalistic practice and contribute to raising awareness of how linguistic choices shape social perceptions. This may provide a basis for encouraging more responsible language use in media reporting and for informing initiatives aimed at reducing the uncritical reproduction of stereotypical formulations in the press.

Keywords: *national stereotype, linguistic stereotype, artificial intelligence, German press, intercultural communication*

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The Weight of Silence: Translating Taboo in Moroccan Cinema Across French and English Subtitles

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Abstract

This paper examines cultural translation as a central mechanism through which Moroccan cinema mediates between local traditions and global flows. Moving beyond the traditional understanding of translation as language transfer, this study employs cultural translation theories to investigate how meanings and social practices are renegotiated as cinematic texts cross cultural and linguistic borders. Focusing on Touzani's film *Adam* (2019), this study investigates how the taboo of illegitimate motherhood is rendered for international audiences through Arabic-to-French and Arabic-to-English subtitling, as well as through cinematic language, including spatial arrangement and strategic silences. Given that Moroccan cinema circulates primarily among Francophone audiences due to historical, linguistic, and distribution ties with France, the French subtitles serve as a particularly revealing site of cultural mediation, shaped by a shared colonial history and geographic proximity that distinguish it from the film's English-language reception. The methodology combines a comparative linguistic analysis of the film's French and English subtitles with an analysis of its visual and narrative translation strategies, treating the screen itself as a translational space. The analysis reveals how cultural specificities related to social stigma and the marginalization of women are represented, softened, or reframed differently in the two target languages, raising concerns regarding faithfulness, accessibility, and cultural authenticity. This paper contributes to translation studies and intercultural research more broadly by broadening the concept of cultural translation beyond written texts to include audiovisual and embodied modes of meaning-making, offering insights relevant to both Anglophone and Francophone scholarly communities.

Keywords: *cultural translation, Moroccan cinema, subtitling, taboo, intercultural competence*

Narrative Architecture in the Business Communication Classroom: Reframing Message Organisation as Storytelling in Multi-Disciplinary ESP

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Abstract

Business communication pedagogy has long framed message organisation as a technical problem — a matter of selecting the correct structural pattern (direct or indirect) for a given communicative situation (Guffey & Loewy, 2019). This paper proposes a reframing: message organisation in professional writing is fundamentally an act of narrative construction, and teaching it through a storytelling lens offers richer pedagogical affordances than the convention-matching approach that dominates many ESP curricula (Dudley-Evans & St. John, 1998; Hyland, 2007). Drawing on Bruner's (1986) distinction between paradigmatic and narrative modes of knowing, and on Fisher's (1987) narrative paradigm, the paper examines how central instructional tools — the direct/indirect approach decision framework, audience analysis protocols (primary audience, probable reaction, composition), and the 'you' attitude — can be reconceptualised as elements of narrative craft: deciding where to position the reader in a story, anticipating how they will receive it, and adopting a narrative voice that centres their perspective rather than the writer's. This reconceptualisation is consistent with broader arguments for the strategic value of storytelling in organisational and professional communication contexts (Barker & Gower, 2010; Gabriel, 2000). The paper draws on a qualitative classroom study conducted with third-year students from Business Information Systems, Finance and Banking, and Marketing and Management programmes. Thematic analysis of student drafts and peer feedback collected across two semesters showed that tasks in which students were asked to explicitly narrate their rhetorical choices produced qualitatively richer drafts and more substantive peer feedback than tasks framed purely in terms of rule compliance. Students from Marketing programmes responded strongly to the storytelling frame, while Finance and BIS students reported that it helped them articulate writing decisions they already made instinctively. The paper argues that integrating narrative theory into ESP business writing pedagogy does not require importing literary concepts wholesale, but rather making visible the narrative logic already embedded in the organisational conventions we teach (Hyland, 2007). Implications are discussed for task design, feedback practice, and how humanistic framings can enrich vocationally oriented ESP instruction (Dudley-Evans & St. John, 1998).

Keywords: *narrative, ESP, business writing, message organisation, audience analysis*

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Plurilingualism and Generative AI in German L3 Teaching: Teacher Beliefs and Classroom Practices in Lithuania and Latvia

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Abstract

Generative artificial intelligence (GenAI) tools are increasingly present in foreign language classrooms, yet their potential to support learners' multilingual repertoires remains largely unexplored. Research has rarely connected plurilingual didactics and AI-assisted language learning from the perspective of teacher beliefs and practices. The present study addresses this gap in the context of German as a third language (L3) in Lithuania and Latvia, where learners typically bring diverse multilingual repertoires to the classroom. The study draws on tertiary language didactics (Hufeisen & Neuner 2003), pluralistic approaches to languages and cultures (Candelier et al. 2012), multilingual awareness in L3 contexts (Horvath & Jessner 2023), and research on language teachers' attitudes towards AI (Korkealehto & Ohinen-Salvén 2025). It presents a newly developed, theory-driven survey instrument for German L3 teachers, which features a mirror structure of paired belief and practice items and thus allows the belief–practice gap to be measured directly. The instrument was administered to German L3 teachers in Lithuania (n=24) and Latvia (n=24) using convenience sampling via teachers' associations and university networks. The results reveal a significant belief–practice gap across most item pairs. While teachers hold positive attitudes towards both plurilingual approaches and GenAI tools, classroom practice lags behind, particularly for tasks combining GenAI with plurilingual didactics: these were endorsed by up to 80% of respondents but practised regularly by only 12–31%. Teacher-led practices such as code-switching and using English as a bridge language are well established, whereas learner-centred language comparison and learners' own exploratory use of GenAI are rare. GenAI is routinely used for general purposes but seldom for plurilingual ones. The most frequently reported barriers to plurilingual approaches were a lack of suitable teaching materials and curricular and examination pressure; barriers to GenAI use included concerns about academic integrity, doubts about learning gains and a lack of time. Nevertheless, 92% of respondents considered combining AI and multilingual resources feasible, at least with limitations. This overall pattern was similar in both countries. However, Lithuanian teachers valued learners' plurilingual repertoires and the critical multilingual review of AI output more highly and used English as a bridge language more often, whereas Latvian teachers more frequently reported uncertainty in using GenAI tools and doubts about their effectiveness. These findings point to a shared implementation gap at the intersection of AI tools and plurilingual didactics, with implications for professional development and teaching materials that integrate plurilingual approaches and AI literacy.

Keywords: *plurilingual didactics, German as a third language, generative AI, teacher beliefs, belief–practice gap*

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Non-verbal Approach to Language Units in Modern Linguistics

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Abstract

This article researches multimodal approach to the language learning process. In the article the language is studied together with its visual, audial, and kinetic units, alongside with verbal units. To make the idea clear, classical scientific theories such as M.A.K. Halliday's social semiotics (Halliday, 1978), Gunther Kress and Theo van Leeuwen's visual communication (Kress & van Leeuwen, 2006), and the theory of discourse analysis are looked through in the article. The implementation spheres of multimodal linguistics in education and language learning process are thoroughly considered. The article examines the multimodal approach in details for the reading and writing, listening and speaking abilities in the language teaching. For this, various digital tools are considered for each language ability separately. Furthermore, benefits and advantages of multimodal approach and digital tools usage for both students and teachers in the language learning process are represented. Moreover, various methods of research in multimodal linguistics are treated in the article. Here, multimodal discourse analysis, systemic-functional apparoach, visual grammar analysis, corpus analysis, technological analysis, etc. are included. To examine the role of multimodality in language learning, this study adopts a qualitative approach based on discourse analysis and social semiotic analysis. Relevant literature and examples of digital language learning tools are analyzed to illustrate the application of multimodal principles in educational contexts. The research demonstrates that in modern digital period the multimodal approach to linguistics helps to realize the complexity of human communication and creates new perspectives in language researches. Taking into consideration the realities of modern communication forms, this approach highlights the necessity of studying the language not as a separate text, but together with visual and kinetic elements.

Keywords: *multimodality, social semiotics, visual communication, digital learning tools, corpus analysis*

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Beyond Language Learning: Intercultural Development in a Virtual Reality Exchange Between U.S. and MENA Students

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Abstract

Virtual exchange is increasingly recognized as a powerful means of fostering intercultural competence and global citizenship. Yet relatively little research has examined how immersive virtual reality (VR) environments shape learners' intercultural development, particularly in less commonly taught language contexts. This study explores transformative learning outcomes in Virtual Tabadul, a large-scale Arabic-English virtual exchange program that connects university students in the United States, Morocco, and Algeria through task-based interaction in immersive VR environments (Amadi et al., 2026; Baralt et al., 2022). Grounded in Transformative Learning Theory and research on intercultural competence (e.g., Acheson & Schneider-Bean, 2019), the study investigates how participation in Virtual Tabadul influenced students' beliefs, values, and perceptions of self and others. Participants included 68 university students studying Arabic in the United States or English in the Middle East and North Africa (MENA) region. Students completed the Beliefs, Events, and Values Inventory (BEVI) before and after participating in a series of task-based virtual exchange sessions designed to promote authentic communication, intercultural dialogue, and collaborative problem-solving (Wiley et al., 2021). Quantitative findings from the BEVI were triangulated with students' open-ended reflections and teacher interviews using a mixed-methods approach. Results suggest that intercultural development is not always experienced as a linear or comfortable process. While students reported increased awareness of cultural perspectives and stronger connections with peers across linguistic and national boundaries, the data also revealed evidence of productive struggle, reflection, and shifts in self-understanding. These findings suggest that immersive virtual exchange can create conditions for transformative learning by challenging existing assumptions and encouraging deeper engagement with cultural differences. The study contributes to emerging research on virtual reality, language learning, and intercultural competence by highlighting the potential of task-based VR exchange to foster meaningful intercultural growth beyond linguistic outcomes.

Keywords: *virtual exchange, world languages, Arabic as an additional language (AL2), EFL, communicative competence*

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Making Scholarly Articles Accessible by Discussion-Based and Task-Oriented Techniques

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Abstract

Reading and analysing scholarly articles remains one of the most challenging tasks for students, as it requires sustained concentration, determination, and critical thinking ability. In the context of contemporary society, affected by the increasing role of artificial intelligence, the ability to engage with complex texts has become more important than ever. However, practicing and developing students' critical thinking skills is influenced by multiple factors, including generational learning habits and changing approaches to information consumption, which often make traditional reading strategies less effective. These challenges encourage educators to seek innovative and more interactive approaches that can support students in understanding and analysing academic texts. Rather than relying solely on individual reading and passive comprehension, this study focuses on the use of **active, collaborative strategies**, such as inquiry sessions, problem-based learning, group discussions, idea sharing, true–false questioning, and the use of speaking cards. These methods aim to transform the reading process into a more engaging and accessible experience, helping students identify key ideas, evaluate arguments, and articulate their understanding. Deep engagement with a text is essential for students to comprehend, analyse, and make reasoned judgments. Structured activities—such as summarising ideas on speaking cards and discussing them in groups—not only support comprehension but also encourage learners to prioritise information, discard irrelevant details, and clearly convey the main message of a scholarly article. Such approaches shift the focus from passive reading to active social collaborative activities. This research explores the effectiveness of these interactive strategies in enhancing students' ability to work with scholarly texts, including articles from sources such as the magazine *Harvard Business Review*. By integrating discussion-based and task-oriented techniques, this paper aims to demonstrate how complex scientific texts can become more accessible, engaging, and meaningful for learners.

Keywords: *scholarly articles, accessible, speaking cards, discussions, problem-based learning, synthesize information*

Towards Sustainable GenAI Competence in Language Teacher Education: A Design Framework for Adaptive Professional Development

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Abstract

Generative artificial intelligence (GenAI) is increasingly addressed in language teacher education through frameworks and training initiatives that focus on developing teachers' knowledge, skills, and ethical awareness (Miao& Cukurova, 2024; Lan et al., 2025; Wang et al., 2025). However, limited attention has been paid to how GenAI-related competence can be maintained, critically evaluated, and updated after formal training has been completed (Law, 2024). This issue is particularly relevant in a field characterised by rapidly changing tools, practices, and ethical concerns. The study addresses the question of what principles should guide the design of sustainable GenAI competence in language teacher education. The study draws on research on teacher professional development, adaptive expertise, and AI competence in education. It is situated within the Erasmus+ project *New-Gen Language Teachers: Empowering Language Teaching with Ethical AI-Enhanced Guidance* and contributes to the development of the MOOC module *Evaluation and Reflection*. A design-based research methodology is employed. The first phase involves a review and synthesis of research literature, policy documents, and existing AI competence frameworks. The second phase focuses on the development of a design framework through iterative curriculum design and constructive alignment. The third phase comprises expert validation involving language teacher educators from project partners' universities. The expected outcome is a framework for adaptive professional development that extends existing AI competence models by addressing the long-term maintenance and renewal of competence. The framework conceptualises sustainable GenAI competence as a process supported by critical evaluation, reflective professional practice, participation in communities of practice, and ongoing ethical responsiveness. By focusing on the conditions that enable language teachers to adapt their competence over time, the study contributes a conceptual foundation for designing AI-related professional development beyond initial competence acquisition.

Keywords: *generative artificial intelligence (GenAI); language teacher education; AI competence; teacher professional development; adaptive expertise*

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From Kiev to Kyiv in the English News on the Web

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Abstract

From the perspective of critical toponymy, place naming is a political practice (Giraut & Houssay-Holzschuch, 2016; Rose-Redwood et al., 2010) that reflects geopolitical and ideological changes (Mácha & Dvořáková, 2025; Spowage, 2026). Ukraine could be seen as one of the most visible examples of the politicisation of toponyms (Mácha & Dvořáková, 2025). Linguistic variations and linguistic choices, including orthographic variation, potentially acquire social meaning (Sebba, 2012) and become indicative of ideology (Eckert, 2008) and power relations (Villa Galán, 2023). The present study therefore aims to investigate the shift from *Kiev* to *Kyiv* in English-language news discourse covering the period from 2010 to 2025. The data are drawn from the News on the Web (NOW) corpus (Davies, 2016–). Since frequency patterns may relate to social indexicality (Busch, 2021), this corpus-based study analyses the distribution of the two variants over time and across twenty national subcorpora, with an attempt to establish whether a country's geopolitical positioning towards Russia, based on two external measures (classification from March 2023 presented by Statista (Fleck, 2023) and mapdis.com (2026) data from 11 May 2026) can be associated with the adoption of the *Kyiv* variant. Samples from each subcorpus are divided into four periods, namely, before the annexation of Crimea (2010–2013), following the annexation of Crimea (2014–2017), following the KyivNotKiev campaign (2018–2021), and following the full-scale Russian war in Ukraine (2022–2025). They are further analysed to determine whether the shift towards a romanised form of the toponym that is closer to the Ukrainian endonym resembles the shift observed in other categories (e.g., a food-related expression). The findings reveal whether the observed distributional patterns relate to the geopolitical context.

Keywords: orthographic variation, politically conditioned variation, toponymy, the NOW corpus

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Chronemic Awareness in Multicultural Online and Face-to-Face Teamwork

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Abstract

This paper examines how culturally shaped perceptions of time – commonly conceptualized as monochronic and polychronic temporal orientations – influence communicative dynamics in multicultural teamwork across both online and face-to-face contexts. Drawing on Edward T. Hall's theory of temporal cultures (Hall, 1959; 1983) and subsequent research on chronemics – understood as the communicative dimension of temporal behavior – the study explores how divergent temporal expectations shape coordination, interactional pacing, and mutual understanding in linguistically and culturally diverse teams. As Hall famously suggested, "time talks," often communicating cultural meanings more powerfully than words themselves. The paper adopts a qualitative, theory-driven analytical approach grounded in intercultural communication frameworks and discourse-oriented perspectives. The study synthesizes illustrative interactional patterns documented in international educational and professional collaboration contexts. Following Tom Bruneau's perspective on the "time dimension" of communication (Bruneau, 1973), temporality is approached not merely as an organizational variable but as a culturally encoded communicative system shaping interactional expectations and relational behavior. The analysis identifies recurring areas of temporal misalignment, particularly in digital communication response times, turn-taking and interruption patterns during synchronous interaction, and contrasting approaches to scheduling and deadline management. Monochronic orientations tend to emphasize linear task progression, punctuality, and structured planning, whereas polychronic orientations privilege relational engagement, flexibility, and the simultaneous management of multiple activities. In line with Deborah Tannen's work on conversational style and cooperative overlap (Tannen, 1984), interactional differences concerning interruption and pacing may be interpreted differently across cultural contexts. While such differences may generate communicative friction, they may also function as opportunities for intercultural negotiation and collaborative learning, consistent with perspectives developed by Stella Ting-Toomey (1999). The paper argues that chronemic awareness constitutes an essential yet often underestimated dimension of intercultural communicative competence, especially in digitally mediated and globally distributed teamwork.

Keywords: *intercultural communication; chronemics; multicultural teamwork; monochronicity; polychronicity*

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Second-Person Narration and the Construction of Diasporic Identity in Adichie's "The Thing Around Your Neck"

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Abstract

This paper examines how the second-person narrative choice in Chimamanda Ngozi Adichie's *The Thing Around Your Neck* (2009) constructs diasporic identity. Written entirely in the second person, the story follows Akunna, a Nigerian woman who migrates to the United States after winning the visa lottery, survives sexual abuse by a relative, and develops a fragile relationship with a white American man. Fludernik (1994) argues that "you" collapses the distance between the narrator, the character, and the reader, creating involvement rather than observation. Sorlin (2022) extends this through a pragmatic perspective, showing that the pronoun carries social meaning beyond grammar. We build on Fonseka's (2024) observation that "you" generalizes Akunna into a representative immigrant figure. Through qualitative close reading, we examine every passage where "you" shifts function, grouping these shifts according to Fludernik's typology and using Sorlin's (2022) framework to interpret their social and structural meanings. We then assess whether these instances fit established categories or extend the typology. We identify twelve sites where the second-person voice constructs identity and discuss four in detail. The opening combines naïve pre-migration belief with retrospective irony, corresponding to Fludernik's addressee-you/experiencing-you distinction. The abuse scene uses a fictionalized, vertical address to incorporate the uncle's self-justifying rationale without quotation marks, combining narrative distance with free indirect discourse. The catalog of public reactions to Akunna's interracial relationship turns her into a representative figure, closely matching Fludernik's generalized "you." Finally, Akunna's reflection on who can gawk at whose life extends the typology by using "you" to express a structural argument rather than a shift in address. The paper argues that this range, from ironic distance to explicit structural claim, performs Mills' (1959) sociological imagination and offers a concrete tool for teaching intercultural competence through narrative form.

Keywords: *second-person narration; diasporic identity; sociological imagination; pragmatics; Adichie*

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Literally and Beyond: On the Pragmaticalization of *Literally* in American Youth Speech

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Abstract

This study investigates the ongoing semantic-pragmatic development of *literally* ('in a literal sense') in American youth speech, focusing on its new functions and its emergence as an increasingly autonomous discourse-pragmatic marker. While recent research has documented the growing multifunctionality of *literally* as a result of a process of grammaticalization (and pragmaticalization), particularly in British English (Bueno-Amaro, 2022; Aijmer, 2023), its behavior in American English remains comparatively underexplored. The present study addresses this gap by examining *literally* in informal American youth interaction within the framework of grammaticalization, pragmaticalization, and (inter)subjectification (cf. Traugott, 2003; Diewald, 2011). The analysis draws on spoken data taken from *Lol Podcast*, a teenage podcast hosted by five young Americans, with particular attention to the distribution, syntactic position, combinatorial properties, and functions of *literally*. Data collection, management, and transcription were carried out using *Filmot* and *Sketch Engine* as digital tools. The findings reveal a high degree of positional and combinatorial flexibility, including semi-independent and stand-alone occurrences, pointing to an advanced stage of pragmaticalization. Alongside functions already identified in previous research (cf. Quirk et al., 1985; Powell, 1992; Israel, 2002; Bueno-Amaro, 2022; Aijmer, 2023), four additional uses emerge from the data: mitigator, focalizer, illocutionary emphasizer, and stand-alone question marker. The analysis further reveals a continuum from less subjective functions to speaker-oriented functions expressing stance and, ultimately, to discourse-oriented functions regulating interaction. Particularly significant are instances in which *literally* operates as a turn-holding, turn-taking, or attention-getting device, as well as stand-alone responses and questions. These findings extend previous accounts of *literally* by showing that, in American youth speech, its development goes beyond semantic intensification. Its increasing syntactic autonomy and interactional scope provide evidence of an ongoing shift from propositional adverb to discourse-pragmatic marker, offering further insight into the relationship between pragmaticalization and (inter)subjectification in contemporary spoken English.

Keywords: *Grammaticalization, Pragmaticalization, Intersubjectification, American English, Literally*

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Finding the Golden Mean in Using L1 in the EFL Classroom

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Abstract

Who decides what languages should be used in the EFL classroom, if not teachers and students?! The role of L1 in EFL classrooms has been a topic of debate in ELT for ages. Several recent studies in the field of English Language Teaching have explored how L1 and FL are employed in the language classroom, and how teachers perceive these practices across various settings (Yavuz, 2012; Khelalfa & Kellil, 2023; Yessenbekova et al., 2024). The results consistently show that teachers tend to view the practices of using the first language favorably rather than negatively. This paper investigates Georgian Teachers' attitudes towards teachers' use of L1 in EFL classrooms. Specifically, the article aims to clarify **the internal and external determinants of single-language instruction for teachers, thereby better acknowledging** the practice. From a sociolinguistic perspective, do variables such as **age, settlement, experience, and proficiency play a role**? Overall, quantitative data were collected via Google Forms from 96 teachers at private and public schools and universities. The respondents view English not only as a professional tool but also as part of personal and cultural identity (mean = 4.3). Dual language instruction (L1-L2) among Georgian English teachers emerges from the intersection of internal ideology and external necessity; In terms of statistical variables, older teachers (51 and older) accept L1 more strongly than the ones between the ages of 21-50 (r = +0.58); urban teachers prefer English-only instruction more than rural ones (Settlement (Urban=1, Rural=0) ↔ English-only Preference (r = +0.62). Higher proficiency is associated with a stronger immersion ideology (English Proficiency ↔ English-only Preference (r = +0.55), Positive). Thus, English-only is a professional ideal, but the strategic use of Georgian is a practical norm among Georgian teachers; most interestingly, this view contrasts with that of teachers from other former Soviet states.

Keywords: *EFL, SLA, Sociolinguistics, Language choice, Language Attitude*

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Generative AI and Linguistic Justice in Multilingual Education: Rethinking Epistemic Agency in Italian L2 Education

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Abstract

The rapid integration of generative artificial intelligence (GenAI) into language education is transforming not only how multilingual learners produce, revise, and negotiate texts, but also whose linguistic knowledge is recognised as legitimate within educational environments. While GenAI can expand opportunities for linguistic support and participation, its reliance on dominant language norms may also reproduce hierarchies between languages, varieties, and speakers. This conceptual paper asks: under what conditions can GenAI support multilingual learners' linguistic development without reinforcing normative hierarchies or constraining their capacity to participate as legitimate knowers? Drawing on linguistic justice, epistemic injustice, and multilingual education (Fricker, 2007; Piller, 2016), the study aims to develop a framework for analysing the pedagogical implications of GenAI in Italian L2 education. Methodologically, it adopts a critical conceptual analysis of interdisciplinary scholarship on multilingualism, epistemic agency, inclusive language education, and responsible AI, using three analytical dimensions: linguistic recognition, epistemic participation, and learner agency. The envisaged results identify a central tension between corrective uses of GenAI, which may frame non-dominant linguistic practices as deficiencies, and dialogic uses that invite learners to compare alternatives, question normative assumptions, and exercise authorship over their communicative choices. The paper argues that GenAI should not be evaluated solely in terms of linguistic accuracy or efficiency. Instead, its educational value depends on whether AI-mediated practices enable learners to mobilise multilingual repertoires and participate as knowledge-producing subjects. The study therefore proposes a shift from AI-assisted language correction towards AI-mediated epistemic empowerment, offering implications for more linguistically just and inclusive approaches to GenAI in multilingual education.

Keywords: *generative AI; linguistic justice; multilingual education; epistemic agency; Italian L2*

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‘My mom is a little bit OCD’: the semantic dilution of a specialised language

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Abstract

In recent years, the language of psychology has become increasingly accessible to the general public. Specialised psychotherapy terminology has moved beyond clinicians’ offices and entered digital platforms and the press. The intersection of psychological language and everyday speech has led to the linguistic trend known as *therapy speak*, which refers to the popularisation of complex psychological concepts (Isern-Mas & Almagro, 2025). Although this trend has raised awareness of mental health, it has resulted in the semantic dilution of many psychotherapy terms (e.g., *trauma*, *OCD*, *gaslight*), contributing to misdiagnosis and the trivialisation of psychiatric conditions (Shishodia, 2025). In this context, semantic dilution refers to the weakening of a precise technical definition (e.g., OCD – Obsessive-Compulsive Disorder-) due to the excessive popularisation of a specialised term, causing it to lose its scientific rigour and mono-semantic nature. The growing interest in this linguistic trend led the American mental health provider Thriveworks to conduct a survey of 2,000 US adults currently in therapy, identifying the top ten therapy words most frequently used and misused by Americans in everyday life (Laderer, 2025). The aim of this study is to qualitatively and quantitatively analyse three of the top ten therapy words relating to behaviour and personality (*gaslighting*, *narcissism*, and *OCD*). To identify the semantic shift, metaphorical use, and differing prevalence of these words, two main corpora were retrieved from two American lifestyle magazines available online: *Psychology Today*, a general interest psychology magazine, and *Prevention*, a healthy lifestyle magazine. The analysis of these corpora highlighted the evolution and differences in the usage of these words, from their scientific origin and meaning, as defined in the American Psychiatric Dictionary, to their popularised meaning, as well as the attitudes of the lay public when using these terms in everyday English.

Keywords*:* *therapy speak; semantic dilution; psychological discourse; specialised terminology; metaphors*

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Environmental Awareness and EFL: Insights from the *EcoLingua* Erasmus+ Project

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Abstract

In the introduction to *Engaging with Environmental Education Through the Language Arts*, Nicholas McGuinn and Amanda Naylor argue for approaches to environmental education that use "the language arts in ways that encourage interdisciplinary and creative approaches to ecoliteracy" (2024, 4). *EcoLingua*, an Erasmus+ project involving Italy, Lithuania, Spain, and Turkey, responds to this call by integrating environmental themes into language teaching through digitally enhanced pedagogy. After a concise overview of the partnership, I will present the project's main outputs: the curriculum analysis and its integration strategies; an interactive educational toolkit (e.g., gamified activities). I then discuss how these materials support language development while fostering climate-related vocabulary, critical thinking, and action-oriented communicative tasks. The paper closes with preliminary reflections on (1) the value of developing transnational open educational resources (OERs) for the English-language classroom; (2) issues of teacher uptake; (3) and the methodological challenges of evaluating eco-communicative competence across diverse settings.

Keywords: *Environmental Education, EFL (English as a Foreign Language), Ecoliteracy, Open Educational Resources (OERs), Digital Pedagogy*

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Who Writes Equality? Positioning Inclusive Language Specialists at the Core of Gender Equality Action Plans

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Abstract

The growing institutional commitment to gender equality has intensified the need for comprehensive Gender Equality Action Plans (GEAPs) capable of fostering sustainable transformation. While existing approaches primarily focus on governance structures, data collection, monitoring mechanisms, and policy implementation, comparatively little attention has been paid to the linguistic dimension of these plans and to the expertise required for their effective textual production. This study proposes a novel interdisciplinary perspective that positions inclusive language specialists as key actors throughout all stages of the development, implementation, and evaluation of Gender Equality Action Plans. Drawing on research in administrative discourse and corpus linguistics (Biel, 2016), the study examines how inclusive language practices are incorporated into institutional policy documents (Díaz-Millón et al., 2021) at both European and national levels. Particular attention is paid to the evolution of inclusive language in administrative texts following the publication of official guidelines and recommendations, as well as to cross-linguistic variation in English and French. The paper argues that inclusive language specialists possess a unique combination of linguistic, communicative, and analytical expertise that makes them indispensable to Gender Equality Action Plans. Their role extends beyond linguistic revision to include needs assessment, drafting of strategic objectives, formulation of measures and indicators, stakeholder communication, dissemination activities, monitoring reports, and policy evaluation. Through corpus-based methodologies (Biel, 2016) and evidence-driven linguistic analysis, these specialists can ensure consistency, inclusivity, accessibility, and compliance with evolving institutional and supranational standards (Sosoni, 2012). By integrating inclusive language expertise into every writing stage of Gender Equality Action Plans, institutions can strengthen both the effectiveness and the legitimacy of their equality policies. The study therefore advocates for the formal recognition of inclusive language specialists as strategic contributors to gender equality governance and social change within both European and national institutions.

Keywords: *inclusive language specialists, Gender Equality Action Plans, gender equality, institutional policy documents, corpus-based methodologies*

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Analyzing Contextual and Cultural Relevance in Taiwanese CLIL EFL Lessons

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Abstract

Content and language integrated learning (CLIL) has been widely implemented globally including in Taiwan's elementary schools due to its dual-focus approach, where language is used both as a medium for learning and as a subject of learning in itself (Gómez-Parra, 2020). Coyle et al. (2010) propose the Four Cs consisting of content, communication, cognition, and culture as the foundational pillars of CLIL. Within Coyle et al.'s (2010) 4Cs Framework, culture is identified as a fundamental component; however, it is frequently overlooked or insufficiently integrated into CLIL lessons (Byrne & Opello, 2024; Cross, 2022; Garzón-Díaz, 2021; Lemut Bajec et al., 2025). To support CLIL teachers in designing content that is relevant to students' lives and in promoting cultural awareness, a university-based summer CLIL endorsement program in Taiwan incorporated contextualized language instruction and collaborative lesson planning. Twenty-four elementary school CLIL teachers participated in the program. This case study employed pre- and posttests, lesson plans, video recordings, classroom observations, and interviews to examine the impact of a summer endorsement program on the ability of 24 Taiwanese CLIL teachers to design and implement contextually and culturally relevant lessons. The study yielded several key findings. First, the lessons developed by participants demonstrated strong local relevance and were closely aligned with students' lived experiences. Second, the teachers enhanced their knowledge and pedagogical competence in delivering contextualized and competency-based CLIL instruction. Third, the participants expressed positive attitudes toward collaborative lesson planning and the integration of contextual and cultural elements into CLIL teaching. Based on these findings, the study offers several recommendations, including the promotion of more glocalized, contextually and culturally relevant CLIL lessons, and the continued development of teacher competence through collaborative planning and sustained professional development initiatives.

Keywords: *collaborative lesson planning, competency-based instruction, CLIL (Content and Language Integrated Learning), contextual relevance, pedagogical competency*

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Students as Cultural Mediators in Virtual Exchange: Rethinking ICC in Digitally Mediated Environments

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Abstract

The conceptualization and development of Intercultural Communicative Competence (ICC) have been substantially grounded in established frameworks that position intercultural learning as a multidimensional process involving knowledge, attitudes, skills, and critical reflection (Byram, 1997, 2021; Deardorff, 2006). Yet, as intercultural encounters increasingly unfold in digitally mediated environments, these perspectives invite further consideration of how ICC is enacted, negotiated, and developed when interaction is shaped by the opportunities and constraints of digital communication (O'Dowd, 2021, 2023). This paper addresses this question by examining a course-integrated Virtual Exchange (VE) model implemented within an Intercultural Communication course at Vilnius University. Drawing on a three-year, multi-cohort qualitative dataset, the study analyses semi-structured student journals produced by 67 VU participants across three VE implementations (2023–2025). The participants included Lithuanian and international students from diverse geographical and cultural backgrounds who engaged in intercultural exchanges with peers from partner universities in Latvia, Chile, and the USA. The student journal served as both a space for reflection and a research instrument through which evolving perceptions, emerging insights, and shifts in students' interpretations of intercultural encounters could be traced (Brown, 2021). The analysis focuses on how learners navigate digitally mediated intercultural encounters, negotiate cultural differences, engage with their own and others' perspectives, and co-construct shared meaning. Findings suggest that digital mediation is not merely a channel for intercultural interaction; its affordances and constraints are integral to the intercultural learning process. They shape how students encounter difference, interpret unfamiliar perspectives, reflect on their cultural positioning, and adapt their communicative practices. The paper, therefore, argues for more deliberate integration of digital and intercultural dimensions into higher education curricula, positioning VE as a context in which ICC is not only applied but also negotiated, experienced, and developed through digitally mediated intercultural encounters.

Keywords: *Intercultural Communicative Competence, Virtual Exchange, digital mediation, intercultural learning, higher education*

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Mediation in action: Bridging the CEFR Companion Volume descriptors and the language classroom

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Abstract

Language mediation has long occupied, and still occupies, a peripheral role in foreign language pedagogy, often overshadowed by the four traditional skills. Although the Common European Framework of reference for Languages (CEFR) (Council of Europe, 2001) included mediation alongside written and oral comprehension and expression, it was the publication of the CEFR Companion Volume (Council of Europe, 2020) what marked a significant shift, repositioning mediation as a core communicative competence and providing an elaborate set of descriptors across three main categories: mediating a text, mediating concepts, and mediating communication. Yet a gap persists between the theoretical framework and its concrete realisation in both the language classroom and formal assessment contexts. As a result, many language teachers have received little to no training on how to teach mediation in their classes. This paper presents a workshop to explore what it means, in practical terms, to teach and assess mediation skills at different proficiency levels. Drawing on the CEFR CV descriptor scales, it examines the specific strategies learners need to develop — such as relaying information, facilitating collaborative interaction, and adapting language to the interlocutor — and how these can be systematically integrated into instructional design. Particular attention is given to task types that authentically reflect real-world mediation scenarios, including note-taking, summarising, and managing intercultural communication breakdowns. It further analyses how leading language certification examinations have begun to include mediation tasks, evaluating the degree to which current exam formats align with the spirit of the CEFR CV descriptors. It also offers practical recommendations for language educators seeking to incorporate mediation into their syllabi and assessment practices in a learner and communication-centered approach.

Keywords: *CEFR CV, language learning, language teaching, linguistic mediation, mediation skills*

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Prepared to teach, prepared for what? Rethinking teacher preparedness in initial English language teacher education

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Abstract

This presentation critically examines teacher preparedness in two initial English language teacher education programmes, one in Angola and one in Portugal. It asks to what extent initial teacher education prepares future English teachers not only to teach English but also to work as educators within contemporary educational contexts. Drawing on perspectives on language teacher education beyond training (Richards, 1998), the evaluation of foreign-language teacher education programmes (Peacock, 2009), and the transition from pre-service preparation to professional practice (Farrell, 2012), the study examines pre-service teachers' and graduates' experiences in Angola and Portugal. Employing a mixed-methods approach, the study was conducted at two higher education institutions, one in each country. Data collection comprised interviews, focus groups, questionnaires, and document analysis. The findings reveal a clear distinction between classroom and professional preparedness. In Angola, pre-service teacher finalists and graduates generally demonstrate a solid foundation of theoretical knowledge and skills and report increased confidence. However, they also identify substantial gaps, including insufficient practical experience, excessive theory, uncontextualised curriculum content, limited resources, inadequate institutional support, and uncertainty about how to deal with real educational conditions. By contrast, Portuguese graduates report strong preparation in classroom teaching, practical teaching experience, and teaching materials. Nevertheless, they highlight shortcomings in areas such as bureaucracy and administrative work, the job market and recruitment, special educational needs and diverse learner needs, time management, understanding the broader educational system, and professional motivation and retention. The findings suggest that initial teacher education may prepare graduates to teach English without fully preparing them for the broader professional realities of teaching. This distinction has implications for how teacher preparedness is conceptualised and addressed in curriculum design.

Keywords: *teacher preparedness, initial English language teacher education, teacher education curriculum, professional competence, comparative education*

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The Effects of Computer-Assisted Pronunciation Training on the Production of English Word-Final Voiced Obstruents by Czech Pre-Service EFL Teachers

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Abstract

Although the primary goal of pronunciation instruction in the context of Global English (GE), or English as an International Language (EIL), is typically intelligible and comprehensible communication rather than native-like pronunciation (Pennington, 2021), non-native EFL teachers also serve as linguistic role models for their students (Richter & Weissenbäck, 2021). Consequently, they are expected to demonstrate a high level of pronunciation accuracy, although not necessarily native-like pronunciation (O'Connor, 1967; Sauer, 2002). Meeting this expectation requires systematic pronunciation training targeting features susceptible to L1–L2 transfer (Flege, 1995; Saito, 2021). One persistent difficulty for Czech learners of English is maintaining the voiced–voiceless contrast in word-final obstruents. Unlike Czech, English preserves this contrast, and failure to maintain it may reduce speech intelligibility (Smith et al., 2009; Skarnitzl & Rumlová, 2019) and increase perceived foreign accentedness (Kirkova-Naskova, 2010). Building on the principles of *High Variability Phonetic Training* (HVPT), the present study investigated the effectiveness of a *computer-assisted pronunciation training* (CAPT) intervention in improving the production of English word-final voiced obstruents among Czech undergraduate pre-service EFL teachers. The study employed a quasi-experimental pre-test–post-test control-group design involving 38 Czech undergraduate pre-service EFL teachers allocated to experimental and control groups with attention to balancing gender and mode of study. The experimental group completed four autonomous online CAPT modules delivered through Moodle, integrating perception and production activities, while the control group received no pronunciation training. Speech recordings were assessed before and after the intervention through perceptual ratings by multiple trained native and non-native assessors using global and segment-specific rating measures, complemented by acoustic analysis in Praat. The perceptual evaluation is currently being finalized, and the completed statistical analyses will be presented at the conference. The findings will contribute to our understanding of the effects of CAPT on the production of English word-final voiced obstruents and inform pronunciation instruction in pre-service EFL teacher education.

Keywords: *Computer-Assisted Pronunciation Training (CAPT), High Variability Phonetic Training (HVPT), L2 pronunciation, word-final obstruent voicing, pre-service EFL teachers*

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Performative Silence: a Study of Pause Patterns in YouTube Personalities' Apology Videos

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Abstract

Silence, traditionally rather naïvely conceptualised as an antithesis to sound, has been consistently indicative of a more complex role in discourse organisation. From a sociophonetic point of view, the term *silence* falls under prosody thus serving as a generalisation of various patterns: duration and phonological shape based classifications as well as its cognitive functions (Zellner, 1994, pp. 42-44). Furthermore, pausing has been documented (Tisljár-Szabó and Pléh, 2014, Kohtz and Niebuhr, 2017) as a prominent prosodic variable influencing the affective load of the communicative context. Arguably, in more emotionally vulnerable settings, pause patterns may be a critical element in managing the discursive content. Amongst the most illustrative examples, the notion of *content creator apology* has been subject to intense controversy. Recognisable by exceptionally theatrical recitals, the Internet apologies have become an integral part of popular culture, parodied by numerous *YouTube* channels and even in *Saturday Night Live* sketches. Deconstructing the performative and oftentimes an artificially curated response from a prosodic level may refine the conceptual framework of a pause as a rhetorical device. This study therefore aims to explore the sociophonetic implications of pauses in apology discourse by analysing American social media personalities' video responses. To achieve that, the following objectives have been set: to identify pause patterns prevalent in the sampled communicative context; to investigate interspeaker variation in pause behaviour within the analysed dataset. Given North America's dialectal diversity, to have a more unanimous sample, the selected informants pertain to the West, in accordance with Aschmann's (2018) work, resulting in 14 *YouTube* creators. On a discursive level, the content was processed to fit Olshtain and Cohen's (1983) categorisation of apology, whereas Campione and Véronis' (2002) pause duration classification served as the basis for prosodic annotation. The results of the study attempt to delineate the rhetorical potential of pauses and their significance in the meaning-making process.

Keywords: *sociophonetics, prosody, pause patterns, popular culture discourse, apologies*

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Promoting Linguistic Justice in Medical Language Education: Addressing Initial Linguistic Barriers through Intercultural Competence Development and Micro-Assessment Tasks

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Abstract

International medical students frequently enter medical language courses with diverse linguistic backgrounds and varying levels of preparedness for communication in the host country's language. Such disparities may create unequal learning conditions and reinforce initial linguistic barriers. In this context, linguistic justice highlights the importance of creating inclusive learning environments that acknowledge students' diverse linguistic and cultural repertoires while ensuring equitable opportunities for participation and success. This presentation reports on a teaching innovation implemented in a Slovak language course for international dentistry students, combining regular low-stakes micro-assessment tasks with intercultural reflection activities. It investigates the extent to which these practices can promote linguistic justice by supporting incremental experiences of success, fostering intercultural competence through peer learning, and mitigating initial language barriers in medical language education. The presentation adopts Piller's (2016) linguistic justice perspective, understood as the creation of equitable learning opportunities that recognise learners' diverse linguistic repertoires and address disadvantages associated with unequal starting points. It further draws on peer learning in higher education (Boud & Cohen, 2014), intercultural competence frameworks (Deardorff, 2004; 2011), and Garrett-Rucks' (2016) argument that language and culture are inseparable and that intercultural competence should be fostered from the earliest stages of language learning. Using a mixed-methods design, data were collected through student questionnaires, teaching journals, peer observation, and assessment outcomes. Data analysis indicated that the innovation supported a more collaborative classroom atmosphere and transformed students´diversity into a pedagogical resource. It also seemed to reduce anxiety and support the students with lower initial Slovak proficiency through repeated experiences of incremental success. Overall, the results indicate that linguistic justice in medical language education may be fostered through the development of intercultural competence and peer learning. Together with continuous low-stakes assessment, these practices may help create more equitable and inclusive learning environments for international medical students.

Keywords: *linguistic justice, international students, intercultural competence, micro-assessment tasks, healthcare education*

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Intersections of Mother Tongue-Based Instruction and Identity in Polish-medium schools in Lithuania

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Abstract

In Lithuania, after the country gained its independence, linguistic and cultural minority groups had the right to be educated—from early childhood education until the end of secondary education—in non-Lithuanian-medium schools. These groups may attend Russian- or Polish-medium schools in the country, funded through the national budget, enabling them to be educated in their mother tongue (ŠVIS, 2021). However, students are expected to attain fluent oral and written abilities in both the heritage and official language by the end of obligatory schooling. Thus, bilingual development is strongly socially determined. Being bilingual is more a question of where you live than of who you are. Cultural identity is highly dependent on close relational contexts, on societal, political, and ideological conditions, but also on personal experiences related to being a minority group member (Soto-Corominas, 2025). Ethnolinguistic identity is a solidarity or intimacy variable reflecting belongingness to a group (e.g., Ashmore et al., 2004; Noels, 2014). Identity is also a "situated" experience, its saliency varying with context. Landry et al. (2022) found that enculturation in private domains was a predictor of identity, but not of subjective ethnolinguistic vitality (SEV). A major goal of this study was to explore direct associations between young Polish cultural socialisation and the youth's cultural identity. The study involves Polish-medium high school youth (ages 18-19). Data comes from a survey "Socio-cultural capital of the minority language schools in Baltic countries" (S-A-UEI-23-8; funded by the State Budget under the initiative "Centers of Excellence Initiative"), aiming at investigating social bonds, subjective school values, and culturalization attitudes. The findings uncovered a paradoxical pattern in the proficiency and use of the native language, the state language, and Russian as a lingua franca. The practical use of language varied considerably across social, educational, and professional contexts. Concurrently, evidence emerged of a growing tendency toward the development of a bicultural identity among the study participants. Rather than perceiving linguistic and cultural affiliations as mutually exclusive, many respondents appeared to integrate elements of both their ethnic heritage and the broader national culture into their self-identification.

Keywords: *minority-language-medium schools, Polish-medium schools identity, Lithuania*

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From Communicative Appropriateness to Pragmatic Flexibility: Rethinking the Teaching and Assessment of Romanian as a Foreign Language

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Abstract

This paper investigates how the concept of pragmatic competence has evolved from the *Common European Framework of Reference for Languages* (Council of Europe, 2001) to the *Companion Volume* (Council of Europe, 2020) and subsequent research on interactional competence and explores the implications of this evolution for the teaching and assessment of Romanian as a Foreign Language (RFL). Drawing on a comparative conceptual analysis of these frameworks and recent contributions in the field (Young, 2011, 2019; Hall & Pekarek Doehler, 2011; Pekarek Doehler, 2018), the study examines the changing understanding of pragmatic competence in language education. The analysis reveals a gradual broadening of the concept, from the appropriate use of linguistic resources for communicative purposes to interactional participation, meaning negotiation, mediation, and, ultimately, pragmatic flexibility, understood as the ability to respond effectively to diverse communicative situations and interlocutors. To illustrate the pedagogical implications of this shift, the paper focuses on the speech act of requesting and presents comparative examples of classroom tasks aligned with different conceptualizations of pragmatic competence. Traditional DCT activities, designed to practice politeness strategies and appropriate request formulations (Council of Europe, 2001), are contrasted with interaction-oriented tasks such as dynamic role-plays, collaborative problem-solving activities, institutional simulations, and mediation tasks. These activities require learners to negotiate meaning, reformulate messages, manage disagreement, and adapt to unpredictable interlocutor responses, thereby fostering pragmatic flexibility and interactional competence (Hall & Pekarek Doehler, 2011; Young, 2011). From an assessment perspective, the paper proposes classroom-based instruments that complement traditional DCT evaluation and reflect recent developments in interactional competence research (Pekarek Doehler, 2018; Young, 2019). The suggested framework includes observable dimensions such as turn management, repair of misunderstandings, conversational cooperation, adaptation of request strategies to interlocutor reactions, and mediation of meaning (Council of Europe, 2020). The paper argues that these dimensions provide a more comprehensive account of pragmatic performance and offer practical tools for integrating action-oriented pedagogies and interaction-based assessment into RFL instruction.

Keywords: *pragmatic competence; interactional competence; pragmatic flexibility; Romanian as a Foreign Language; assessment*

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Learning English with Technology Outside the Classroom: Insights from Advanced Proficiency University Students

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Abstract

Located within the framework of self-regulated (Zimmerman, 2015) and mobile-assisted language learning (Karakaya & Bozkurt, 2022), this qualitative study involved 19 students studying in an optional English for Academic Purposes (EAP) course, English for Humanities (C1/C2), and invited them to reflect on how they learn English outside the classroom, that is, informally: which technologies they use, for what purposes they use them, and what linguistic skills and competences they improve (e.g. reading, writing, listening, speaking, grammar, and vocabulary). The study participants were asked to write Moodle posts by focusing on the mentioned aspects. The posts were analysed through thematic and content analysis (Braun & Clarke, 2006), employing manual coding of recurrent themes and keywords. The findings reveal that the most frequently used resources are Duolingo, AI tools (ChatGPT, Gemini, NotebookLM, and Grammarly), Google Translate, YouTube, and other interactive online materials. These help to improve a variety of skills: listening and vocabulary are improved most frequently through YouTube, music, films, and podcasts; grammar and writing mainly through ChatGPT and Grammarly, while speaking is the weakest area, since the students note that it is difficult to improve it with technologies. Consequently, real-life interaction and classroom practice are essential. However, the general attitudes towards technology in learning English outside the classroom are positive. The students rely on a mixture of traditional applications and newer AI tools, which may or may not be specifically designed for language learning. Linguistic improvement is then achieved as an additional gain through entertainment.

Keywords: *EFL, informal learning, learning outside the classroom, university students*

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Fostering Intercultural Competence through Online Intercultural Speaking Events

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Abstract

In an increasingly globalized and digitally interconnected world, developing Intercultural Communicative Competence (ICC) has become a core pillar of second language (L2) education. As such, knowing a language is no longer just about speaking fluently and language learners today must develop the skills to handle cultural differences, reduce misunderstandings, and connect meaningfully with people from other backgrounds (Byram, 1997; 2020). This study investigates the impact of telecollaborative speaking events on EFL students' ICC through a series of online speaking sessions conducted with university-level participants from 7 countries. Adopting a mixed-method experimental design, the research was carried out with 40 B1-level Turkish EFL university students divided into experimental and control groups. Over a six-week period, the experimental group engaged in telecollaborative speaking sessions with international peers to foster authentic dialogue (O'Dowd, 2021). Concurrently, the control group participated in standard classroom-based discussions with local peers. Quantitative and qualitative data were systematically collected and triangulated through pre- and post-tests utilizing an ICC scale, alongside student reflective journals, semi-structured interviews, and researcher observation notes. Quantitative findings reveal a substantial and accelerated development in the experimental group's ICC over the control cohort. Significant gains were achieved across critical dimensions, including intercultural awareness, intercultural attitudes, and interactional skills, aligning closely with the dimensions of Byram's (1997, 2020) model of intercultural competence. Qualitative thematic analysis further indicates that participants developed increased linguistic self-confidence and a heightened willingness to communicate with international peers, which fostered a stronger sense of belonging to global communities and an emerging ethos of global citizenship (O'Dowd, 2021). Ultimately, this study offers critical pedagogical implications for integrating virtual exchanges into tertiary EFL curricula, highlighting how carefully curated instructional tasks can directly target intercultural growth (Byram & Masuhara, 2013). These findings highlight the transformative potential of technology-mediated interaction in connecting learners with diverse cultural perspectives through authentic communication. They also offer practical insights into how multimodal online environments can support language development and intercultural literacy (Guth & Helm, 2010), particularly within the realities of 21st-century language education.

Keywords: *intercultural competence, ICC, EFL, language learning, telecollaboration*

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Authentic language and literary development in the virtual space

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Abstract

Technology brings people together with others whose geographic, sociocultural, and sociolinguistic backgrounds may be very different from their own (O'Dowd, 2015). This presentation explores ways to build literacies as well as linguistic and intercultural competence by incorporating guest speakers into an online synchronous language course. This poster presents a course in which the instructor was based in the United States, and the participants were civil service activists in the Kurdistan area of Iraq. Course participants included men and women; native speakers of Kurdish and Assyrian; Muslims and Christians. Their areas of expertise included environmental law, urban planning, education, women's rights, and gender-based violence; they lived and worked in Erbil, the capital, and smaller cities throughout the region. The participants elected to take part in the course to practice and develop their English. At the outset of the ten-week course, the group chose themes they would be interested in exploring together. Guest-speakers were then invited to engage with the class. Topics discussed included sexual violence policies and prevention in the U.S.; fighting intergenerational poverty in the Dominican Republic; and sustainable urban development in Brazil. Data shared in the poster demonstrates how preparing for and engaging in interactions with the guest-speakers, participants developed vocabulary and grammatical knowledge as they built oral fluency, practiced reading, and shared their own areas of expertise. Before, during, and after the guest-speakers' visits participants, and the instructor, were challenged to examine and share their diverse understandings of themselves, others, and the world. This study seeks to respond to Kang's (2018) call for research on guest speakers in culture, language, and literacy classrooms. The course design was informed by Freire's (1968) Critical Pedagogy; Vygotsky's (1978) belief that learning occurs through interactions with more knowledgeable others; and Gay's (2000) culturally responsive teaching which centers learners' interests and experiences. This course offers a model for combining literacy development, authentic language practice, and cross-cultural exchange.

Keywords: *virtual exchange, interculturality, guest-speakers, second language literacy, Critical Pedagogy*

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From Mentees to Trainers: Informal Mentoring for Language Assessment Literacy Development

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Abstract

Language Assessment Literacy (LAL) is critical for establishing equitable, transparent classroom evaluation practices; however, formal training in LTA remains scarce in Ukrainian higher education, leaving university instructors underprepared to design valid tests. To address this training gap, this study explored a group-based informal mentoring framework grounded in Self-Efficacy Theory, Social Cognitive Career Theory, Adult Development Theory, and Productive Mentoring Theory. This mixed-methods case study investigated whether a structured, short-term, one-month mentoring intervention can successfully enable inexperienced presenters to design and deliver effective LTA workshops, In addition, the study evaluated the professional, psychological, and pedagogical developmental impact of this collaborative framework on prospective trainers. The intervention paired one expert mentor with two university teacher mentees at Taras Shevchenko National University of Kyiv. Adopting a mixed-methods approach, the study combined qualitative and quantitative data collection and analysis. The quantitative component documented changes in mentees' (n = 2) perceived self-efficacy and evaluated workshop success among university teacher attendees (n = 37). The qualitative component employed Interpretative Phenomenological Analysis to explore how the mentees experienced and interpreted the mentoring process. Together, the two approaches provided complementary outcome-oriented and experience-oriented perspectives. Qualitative data were drawn from structured reflection logs, while quantitative data were collected through an 8-item Mentee Self-Efficacy Scale and a 10-point Workshop Success Questionnaire completed by workshop attendees. The findings indicated high operational and educational success of the workshop. Mentees reported substantial gains in instructional competencies and high levels of self-efficacy. Qualitative analysis further revealed that strong emotional closeness, shared responsibility, and frequent meetings effectively mitigated performance anxiety. These factors also contributed to a shift in understanding of LAL from a generic concept toward grounded in a local institutional context. The study suggests that structured, short-term informal mentoring may represent a viable and resource-efficient approach to supporting LAL training. The institutional implications infer that implementing collaborative mentoring schemes in higher education institutions as part of local teacher professional development may contribute to enhancing teacher internal expertise in LAL and improving assessment practices in higher education.

Keywords: *language teacher training, informal mentoring, language teacher professional development, language assessment literacy, higher education*

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Technology-Enhanced ESP Learning in Higher Education: A Comparative Study

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Abstract

The integration of digital technologies has become both a priority and a challenge in contemporary higher education, particularly in language teaching and learning (Carrier et al., 2017; Godwin-Jones, 2021; Petrovica et al., 2022; Hampel & Stickler, 2024). Drawing on scholarship in Technology-Enhanced Language Learning and Computer-Assisted Language Learning (Beatty, 2010; Carrier et al., 2017; Godwin-Jones, 2021), the present study examines the role and perceived effectiveness of digital technologies in university-level English for Specific Purposes (ESP) instruction. ESP learning is examined as a multifaceted and evolving process shaped by the interaction among learners, instructors, digital resources, and educational settings, viewed through the lens of Complex Dynamic Systems Theory. The study aimed to examine the use of digital technologies by students and their attitudes for language learning and communication, both within and beyond the university classroom. It also investigated students' views on how academic staff incorporate digital tools into their teaching practices. A quantitative descriptive study was conducted using an online questionnaire completed by 176 undergraduate students in Latvia and Moldova. The survey explored the frequency of digital device use, engagement with particular digital platforms and applications, and perceptions of their educational value in language acquisition. The results reveal that smartphones and laptops are the primary technologies used by students, whereas alternative digital devices play a comparatively minor role. Frequently used resources include accessible platforms such as YouTube, PowerPoint, and Canva, while collaborative, interactive, and AI-supported technologies remain comparatively underused, especially within formal instructional settings. Although lecturers commonly integrate digital technologies for communication and content presentation, the pedagogical use of innovative and interactive tools appears more limited. From a multimodal standpoint, the findings indicate that ESP learning already occurs within a highly digitalised ecosystem, though its educational potential has not yet been fully realized. The study concludes that students display digital preparedness and favourable attitudes toward technology-supported learning. Nevertheless, stronger pedagogical support, clearer guidance, and more systematic integration of interactive and AI-driven tools are necessary to maximise learning outcomes. The findings emphasise the need to conceptualise digitalisation in ESP education as a dynamic and interconnected system in which technological affordances, teaching strategies, and learner autonomy are closely aligned.

Keywords: *digitalisation, ESP, higher education, multimodality, Complex Dynamic Systems Theory*

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Transformative Multilingual Learning through Generative Artificial Intelligence: A Mixed-Methods Study in B.Ed. Colleges of Ahmedabad

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Abstract

This study contends that Generative Artificial Intelligence (GenAI) is fundamentally transforming multilingual teaching and learning in B.Ed. colleges in Ahmedabad, Gujarat, India. By examining the impact of AI-powered tools, the research investigates how GenAI facilitates language acquisition, classroom interaction, learner engagement, and overall multilingual learning experiences. Constructivist Learning Theory and the Technology Acceptance Model (TAM) provide the theoretical framework for evaluating GenAI's educational value. A mixed-methods research design was used. Data were obtained from four English-medium B.Ed. colleges affiliated with Gujarat University, comprising two grant-aided and two self-financed institutions. Based on Yamane's formula, 147 participants, including 118 B.Ed. students and 29 teacher educators were selected through purposive and convenience sampling. Quantitative data were gathered using expert-validated Likert-scale questionnaires with satisfactory reliability (α = 0.84) and analyzed through mean scores, percentage analysis, t-test, and Pearson's correlation analysis. The results indicated favourable perceptions of GenAI in multilingual learning (M = 4.12, 78%). Statistically significant differences were observed between traditional and AI-supported learning practices ($t = 2.41$, $p < 0.05$), and correlation analysis demonstrated a moderate positive relationship ($r = 0.68$, $p < 0.01$) between GenAI usage and students' academic motivation and learning confidence. Semi-structured interviews and thematic analysis involving 18 B. Ed students and 10 teacher educators revealed that GenAI supports inclusive, learner-centered pedagogy by enhancing multilingual communication, collaboration, feedback, and access to resources. However, the findings also identified ethical and practical challenges, including plagiarism, overreliance, reduced critical thinking, and unequal digital access. Given the focus on English-medium B.Ed. colleges in Ahmedabad, the study recommends the implementation of ethical AI guidelines, digital literacy initiatives, and teacher training to facilitate responsible GenAI integration.

Keywords: *generative artificial intelligence, multilingual education, mixed-methods research, teacher education, AI ethics, educational innovation*

Beyond Content Generation: *Vibe Coding* and the Role of GenAI in the Future of Language Education

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Abstract

Generative Artificial Intelligence (GenAI) is rapidly transforming language education. Much of the current discussion has focused on its potential for content generation, feedback, translation, assessment, and conversational interaction. However, GenAI is also changing how educational technologies themselves can be designed and developed. One emerging example is *vibe coding*, an approach that enables users to create functional applications through natural language prompts rather than traditional programming. This presentation explores the potential of *vibe coding* as a new approach to creating digital resources for language teaching and learning. It examines how teachers can use GenAI not only to generate instructional content but also to develop customized, interactive applications tailored to specific languages, proficiency levels, learner profiles, and pedagogical objectives. This shift opens the possibility of moving from teachers as users and consumers of educational technology towards teachers as active designers and creators of digital learning resources. The presentation will showcase a selection of applications developed through *vibe coding* to support the four language skills. These include interactive activities for reading and listening comprehension, tools for speaking and oral interaction, and resources supporting written production. Additional applications for vocabulary, grammar, and pronunciation will also be presented. The examples illustrate how GenAI can move beyond content generation towards the creation of complete learning environments. The presentation argues that *vibe coding* may expand teacher agency, facilitate the development of more personalized and adaptable resources, and open new possibilities for the future of technology-enhanced language teaching and learning.

Keywords: *Generative Artificial Intelligence; Vibe Coding; Language Teaching and Learning; Educational Technology; Teacher Agency*

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Basic metalinguistic operations

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Abstract

a. He likes ∅ school. // He likes **the** school.
b. I bought **some** sugar. // **Any** sugar?
c. There is **this** guy at work I want you to meet. // Remember **that** guy we met?
d. I **use** Whatsapp. // I **am** us**ing** Whatsapp.
e. She live**s** in London. // She **does** live in London.
f. She **left** the following morning. // Only the following morning **did** she *leave*.
g. When **shall** we meet again? // When **will** we meet again?
h. We got home and then it began **to** rain. // It began rain**ing** right after we got home.
i. He drank **a little** water and went to sleep. // He drank **little** water today.
j. It is **nearly** new. // It is **almost** new.

Languages are based on oppositions. When it comes to grammar, oppositions are based on binary patterns, as shown above. Does each of those pairs have anything in common with the others? Reference grammar books do not tackle the subject. Grammar is then not seen as a whole but as set of chapters with no connections between them. Descriptive grammar does not help understand what is really at stake. In "the following morning *did* she leave" why is *did* used? Saying it is there because the sentence begins with "Only the next morning… " is not enough. We propose to show, using the theoretical framework known as *Meta-operational Grammar* that from a. to j. all oppositions are based the same abstract metalinguistic operation that we call *status*. In each case, grammatical items give their targets – the item they introduce in a sentence – a *status*. We will show how *assertive status* opposes *non-assertive status* in grammar.

Keywords: *meta-operational grammar, metalinguistic operations, assertive status, non-assertive status*

The Impact of Artificial Intelligence on Metalinguistic Awareness among Polish Speakers in Lithuania

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Abstract

Artificial intelligence is increasingly being used as an alternative to traditional sources of linguistic knowledge, such as dictionaries and search engines (Ptasznik & Lew, 2025). At the same time, tools based on large language models (LLMs) are perceived as effective support for text production and the development of language competence (Kęsek-Chyży, 2025; Anwer, 2026). However, recent studies suggest that these models tend to favor standard language varieties and may be less effective when dealing with non-standard or dialectal forms of language (Fleisig et al., 2024). This raises important questions about their influence on speakers of regional and dialectal varieties. The aim of this paper is to examine the influence of artificial intelligence tools on metalinguistic awareness and the level of trust in AI as a source of accurate language forms among Polish speakers in Lithuania who use a dialectal variety of Polish. The study is based on survey data collected in 2026 from 123 respondents who use Polish, its dialectal variety, and other languages in their everyday communication. The findings show that respondents perceive AI as a useful tool for producing grammatically correct and stylistically appropriate texts. Participants report that the use of AI encourages reflection on language norms and facilitates text production and editing. At the same time, they demonstrate only moderate trust in AI-generated linguistic information and tend to regard it as a supplement rather than a substitute for human feedback, which is consistent with previous research (Zormanová & Vavříková, 2025). The study reveals the ambivalent impact of AI on the language practices of Polish speakers in Lithuania. On the one hand, AI supports language learning and strengthens users' confidence in producing texts that conform to standard language norms. On the other hand, it may contribute to language standardization by encouraging the replacement of dialectal forms with standard ones. The study suggests that attitudes toward AI-generated and AI-corrected texts are closely related to speakers' perceptions of standard and dialectal language varieties, as well as to their multilingual experience. These findings contribute to current discussions on the impact of artificial intelligence on linguistic diversity and language use in multilingual communities.

Keywords: *metalinguistic awareness, trust in AI, language competence, multilingualism, Polish in Lithuania, dialectal language*

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Translation and generative AI: why learn a language when translation is a click away?

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Abstract

Most discussions of generative AI in language teaching focus on widely taught languages. The international literature on machine translation in language education (e.g., Ducar & Schocket, 2018) and recent Danish research mapping generative AI use in education (Aarhus Universitet, 2025) rarely include the perspective of teaching a less-commonly-taught language in a non-Scandinavian context. This is a practitioner reflection from such a context: teaching Danish to Lithuanian students at Vytautas Magnus University, extending a 2024 project at the University of Copenhagen on students' use of translation tools. Drawing on six years of classroom observation at VDU – the past two reshaped by students' adoption of generative AI – I bring three patterns together to ask what we are teaching when machine output is fluent. Students use ChatGPT and DeepL when writing Danish. The output is usually grammatically correct. It is often socially wrong. First, Danish pragmatic markers like *jo, bare, sådan, nok* carry tone and social commitment. English has no equivalents, so they disappear in translation, and students writing through English never acquire them. Second, long compound nouns such as *arbejdsløshedsunderstøttelse* (unemployment benefit). The model translates them well, but forming new ones is a different skill the machine does not teach. Third, when one English sentence has three reasonable Danish translations, the model picks one without showing the student there was a choice. In class I see two patterns of use: students who ask for the translation and stop thinking, and students who ask for the explanation and keep thinking. Same tool, very different learning. These are observations, not findings. They raise two pedagogical questions: what are we teaching when students can outsource the surface of a language, and how do we assess writing when the assignment no longer measures competence?

Keywords: *Danish as a foreign language, generative AI, machine translation, pragmatic markers, language assessment*

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When AI Enters Education: Institutional Predictors of Teacher Job-Loss Expectations

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Abstract

Artificial intelligence (AI) is increasingly reshaping educational practice, institutional planning, and debates about the future of teaching. However, predictions that AI will replace teachers often treat job loss as a direct consequence of technological progress, rather than as an outcome shaped by organizational priorities, policy choices, and educational values (Selwyn, 2019; UNESCO, 2023). This study investigated whether current institutional AI-related risk conditions predict stakeholders' expectations of reductions in human teaching positions over the next decade. A purposive sample of 300 stakeholders from education and AI-related fields evaluated 11 indicators of institutional AI conditions and separately reported their expected level of teacher job loss on a 0–10 scale. The results showed that expectations of teacher job loss were generally low to moderate, suggesting that stakeholders did not view large-scale replacement as inevitable. The 11 institutional AI condition indicators also demonstrated strong internal consistency, supporting their use as a coherent measure of perceived institutional risk. A machine-learning model showed good and stable predictive performance on held-out data, explaining approximately 60% of the variance in teacher job-loss expectation scores on average. Explainable AI analysis indicated that the most influential predictors were automated feedback, large-scale AI adoption, and standardized content delivery. These factors are consistent with broader discussions of AI in education, where automated assessment, learning analytics, and instructional personalization are often presented as key areas of AI-mediated educational change (Holmes et al., 2019). Overall, the findings indicate that stakeholder expectations of future teacher job-loss risk are systematically associated with the institutional AI conditions observed in educational settings. Rather than presenting teacher replacement as an unavoidable technological outcome, the study shows that perceived risk is embedded in a wider institutional ecology. Expectations appear to cluster most strongly around direct changes to instructional delivery and feedback, rather than around broader governance or policy-related vulnerabilities.

Keywords: *teachers, AI, education, job loss, expectations, prediction*

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Empowering Multilingual Learners: An Asset-Based Pedagogical Approach in English Medium Instruction and International Baccalaureate Diploma Programme Contexts

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Abstract

The increasing use of English as a Medium of Instruction (EMI) has intensified debates about how multilingual learners' linguistic and cultural resources can be recognized as educational assets rather than deficits (Cummins, 2000; García & Wei, 2014). Within the International Baccalaureate Diploma Programme (IB DP), which promotes international-mindedness, the implementation of asset-based pedagogy remains uneven. Drawing on multilingual education and asset-based learning perspectives, this study examines how students' linguistic, cultural, and social resources can be identified, valued, and integrated into EMI classrooms to enhance learning and well-being. The study employed a qualitative phenomenological design based on semi-structured interviews with eight IB DP graduates. Interview transcripts were analyzed through thematic coding, progressing from emergent to subordinate and superordinate themes to identify recurring patterns across participants' experiences. The findings indicate that an asset-based approach supports both academic achievement and personal development by validating students' multilingual repertoires and cultural identities. Three interconnected themes emerged: (1) academic and cognitive development facilitated by the integration of students' linguistic resources into learning; (2) strengthened identity, confidence, and agency through recognition of cultural experiences; and (3) the importance of institutional support in embedding multilingualism within educational policy and practice. Participants also identified persistent barriers, including insufficient teacher preparation for multilingual pedagogy, monolingual classroom ideologies, and assessment systems that inadequately acknowledge multilingual competencies. The study concludes that an asset-based approach functions as a bridge between global and local identities in EMI IB DP contexts, fostering greater inclusion, agency, and educational equity. The findings have practical implications for teacher education, curriculum development, and language policy in Lithuania and other multilingual educational settings seeking to create more inclusive learning environments.

Keywords: *asset-based approach, English Medium Instruction, International Baccalaureate, multilingual education, educational equity*

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Discourse on Generative Artificial Intelligence in Polish, Russian, and American Media: A Comparative Analysis

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Abstract

Although discourse on generative AI in the news media is associated with similarly strong emotions, it is realized differently across countries and languages. Depending on a given state's position, strategic goals, and culture, different dominant frames emerge, along with frames unique to a particular linguistic and media space. The research problem addressed in the presentation is to identify the main ways in which AI is framed in the three most popular online news portals in Poland, Russia, and the United States, to compare these frames, and to indicate possible reasons for these particular ways of presenting the issue. The material includes texts published between March and May 2026 across nine portals. The material was examined from the perspective of critical discourse analysis, with a focus on identifying and interpreting frames, drawing primarily on T. van Dijk and G. Lakoff. The first stage of the analysis consisted of quantitative research involving the extraction of collocations, keywords, characteristic vocabulary, and evaluative language. On this basis, conceptual frames were identified. The second stage consisted of a qualitative analysis of frames and their media, cultural, political, social, and business contexts. The analysis of media discourse on AI in Polish, Russian, and American media made it possible to identify universal frames related to security, the use of AI as a weapon, although in Russian media it was more often framed in the context of sovereignty and in the United States as a "new atomic weapon"; AI as a force transforming the world; and AI as a person. In Polish media, frames more often referred to civic, social, and moral values, whereas in Russian media they were more often geopolitical, technological, and institutional. The analysis of news portal discourse from the three countries shows how the media seek to shape the collective imagination around issues related to AI and how language, culture, business, and politics influence the ways in which these issues are represented.

Keywords: *AI, discourse, framing, Poland, Russia, United States*

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Integration and Collaboration in Multicultural Academic Groups: Rethinking Organizational Culture Challenges in Universities

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Abstract

The increasing internationalization of higher education has led Lithuanian universities to work with culturally diverse student groups. In such environments, lecturers face challenges related to communication, collaboration, student engagement, and the organization of academic work. Cultural diversity influences students' expectations regarding teaching methods, participation, feedback, responsibility, time management, and relationships with academic staff, which can sometimes clash with local practices. At the same time, multicultural groups bring together diverse knowledge, experiences, and perspectives that can foster creativity, innovation, and more effective problem-solving (Baluku, 2024). However, these potential benefits can be fully realized only when supported by a consciously developed organizational culture based on shared values, openness, and intercultural competence, which helps transform cultural diversity into a source of organizational advantage (Grebliauskienė & Burinskytė, 2026). In addition to the challenge of integrating international students into the host culture, universities are increasingly confronted with the need to develop an inclusive organizational culture that supports cultural diversity and intercultural collaboration. This presentation examines how organizational culture practices developed in successful multicultural business organizations may inform the development of organizational culture in increasingly multicultural universities. The study aims to explore the relevance and transferability of identified organizational culture management practices and transformation trends from a successful multicultural business organization to higher education institutions. A qualitative case study approach is employed to analyze this transferability. The findings highlight key organizational culture trends and discuss their potential application in fostering inclusive and adaptive university environments.

Keywords: *cross-cultural communication, organizational culture, academic culture, culture development*

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Reflecting on ELT Pre-service Teachers' Mindsets about Multicultural Teaching Skills

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Abstract

This study investigates the mindsets of pre-service English as a Foreign Language (EFL) teachers regarding the skill-based dimensions of multicultural teaching. Grounded in Dweck's mindset theory (2006), and contemporary extensions (Haukås & Mercer, 2022; Irie et al., 2018; Mercer & Ryan, 2010), the research explores how these educators categorize multicultural competencies as either fixed traits or growth-oriented abilities. Drawing on the literature on multicultural education (Banks, 2014; Acar-Çiftçi, 2016), the study employs Q-methodology—incorporating a sorting task and semi-structured interviews—to capture nuanced participants' perspectives. Data were analysed using thematic analysis to identify patterns in how teachers perceive their own professional evolution. The findings reveal a significant dichotomy: participants generally maintain a growth mindset toward skills like inclusive teaching, equitable treatment, and cultural sensitivity, viewing them as highly developable through experience and continuous professional development (CPD). However, they tend to view the management of internalized biases and the resolution of intense intercultural conflicts as more fixed challenges. These results suggest two primary shifts for teacher education. First, programs must move beyond theoretical knowledge to offer hands-on, experiential training that emphasizes deep self-reflection and practical application in diverse settings. Second, there is a vital need to integrate the emotional and interpersonal facets of multiculturalism into the standard curriculum.

Keywords: *Multicultural teaching competence, pre-service EFL teaching, mindset theory, Q-methodology, teacher education*

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Enhancing Legal English Competence through Task-Based Learning

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Abstract

The growing internationalization of legal education and professional practice has increased the need for effective Legal English instruction in higher education. Law students are required not only to master specialized legal terminology but also to develop the communicative competence necessary for functioning in authentic legal contexts (Bhatia, 1993; Candlin et al., 2002). However, traditional methods of teaching Legal English often focus primarily on the memorization of legal vocabulary and the explanation of grammatical structures, which may not sufficiently prepare students for real-world professional communication. In response to these challenges, task-based learning (TBL) has emerged as an effective pedagogical approach that emphasizes meaningful language use through practical, goal-oriented activities (Ellis, 2003; Nunan, 2004). This paper examines the potential of task-based learning for enhancing Legal English competence among university students studying law and related disciplines. Within the framework of English for Specific Purposes (ESP), task-based learning encourages students to engage with authentic legal discourse while actively using language to complete communicative tasks that resemble professional legal practices (Long, 2015). The study discusses the implementation of several task-based activities in Legal English instruction, including case analysis, mock trial simulations, legal negotiations, and legal memo writing. These activities allow students to apply legal terminology, discourse patterns, and argumentative strategies in realistic contexts, thereby promoting both linguistic and pragmatic development (Bhatia, 1993; Candlin et al., 2002). The findings indicate that task-based learning contributes to increased student engagement, improved understanding of legal discourse, and greater confidence in using English in professional legal situations. By integrating authentic and interactive tasks into Legal English curricula, educators can create more dynamic learning environments that support the development of practical communication skills and better prepare students for participation in international legal contexts (Ellis, 2003; Long, 2015; Richards & Rodgers, 2014).

Keywords: *Legal English; Task-Based Learning; English for Specific Purposes (ESP), Language Teaching Methodology; Communicative Competence*

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Screening the Postcolonial Classroom: Teachers as Transformative Intellectuals in Moroccan Cinema

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Abstract

This paper offers a critical pedagogy reading of teacher representation in three Moroccan films: The Echo of the Mountain (Al-Abdawi, 2009), Razzia (Ayouch, 2017), and Class 8 (Belmajdoub, 2003). Grounded in Henry Giroux's (1988) concept of teachers as transformative intellectuals, the study asks how these cinematic educators move beyond delivering curriculum to interrogate the political and ideological stakes of their profession. Using contextual film analysis, the paper examines how each film stages teaching as an act embedded in Morocco's postcolonial and multilingual realities. The analysis identifies three distinct modes of transformative teaching: one negotiating linguistic and cultural boundaries to build teacher-student trust; one confronting exclusionary language policies and postcolonial state agendas; and one adopting humanistic, student-centered approaches with socially marginalized and disaffected youth. Findings suggest that Moroccan cinema frames teaching as a socially and politically engaged practice, shaped by entrenched inequalities and contested language policy rather than as a neutral technical task. At the same time, the paper raises a critical caveat: these films tend to valorize individual teacher heroism, sidelining the need for structural and institutional reform within Morocco's education system. The study argues that this tension, between celebrating transformative teachers and obscuring systemic failure, deserves closer scrutiny from scholars and educators alike. It concludes by proposing these films as pedagogical resources: tools for ELT practitioners, curriculum designers engaging with cinematic representations of education, and especially for Moroccan pre-service teacher education, where they can prompt future educators to critically examine the social and political dimensions of their profession before entering the classroom.

Keywords: *transformative intellectuals, critical pedagogy, teacher representation, Moroccan cinema, pre-service teacher education*

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Moving Across Languages and Cultures: Student-Led Intercultural Learning in Teacher Education

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Abstract

In culturally diverse societies, higher education plays a central role in preparing future educators to engage with linguistic, cultural, and identity-based differences. Israeli society reflects this complexity, encompassing a wide range of pluricultural and plurilingual communities. Despite shared institutional settings, meaningful interaction across groups, particularly those in conflict, often remains limited. This study-in-progress examines how a student-led program fosters intercultural citizenship and a professional identity as social agents among teacher education students, and how structured collaboration in intercultural working groups supports meaningful intergroup engagement. The Roaming Course is a 12-week elective in a Physical Education Teacher Education (PETE) program. It brings together a diverse plurilinguistic cohort comprising Muslim, Christian, and Druze Arabs alongside Sephardic and Ashkenazi Jews, including immigrants and students spanning the spectrum of religiosity from Orthodox to secular, and L1S include Hebrew, Arabic, Russian, and Amharic. Participants work in mixed groups to design and implement field-based learning experiences, including two one-day tours and one two-day overnight tour in diverse communities. The course integrates campus sessions with experiential learning and draws on the Contact Hypothesis (Allport, 1954), Byram's Model of Intercultural Citizenship (2008), and the Sport for Development and Peace framework (UN, 2003). Data include reflective journals, group artifacts, observations, and a pre-post questionnaire. Sustained, student-led engagement is expected to foster intercultural citizenship, enhance agency, and support educators' development as agents of social cohesion. The study demonstrates how action-oriented pedagogy can transform contact into meaningful collaboration and proposes a scalable model for plurilingual teacher education, highlighting experiential, multilingual, place-based learning as a means to bridge social divides.

Keywords*:* *intercultural citizenship, contact hypothesis, sport for development and peace, intergroup contact, plurilingualism*

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Research Competence of Pre-Service Language Teachers Built through Action Research

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Abstract

Pre-service language teaching is a highly dynamic learning environment shaped by technological, social, and policy developments (Ograjšek & Cugmas, 2024; Kostoulas et al., 2025; Tao & Gao, 2021; Burns and Dikilitaş, 2024). In order to improve the pedagogical practice of pre-service teachers, this study aims to answer the research question of how action research (AR) contributes to building research competence among pre-service language teachers. The analysis of 27 AR reports produced during teaching internships in real school settings is presented. The results show that teachers with a strong foundation of research competence are able to integrate research findings into their teaching practice, adapt more quickly to the changing educational environment, and thus continuously improve their teaching practices, which has a direct impact on student achievement and effective learning (Pedaste et al., 2019). In addition, the results of the reflections of teachers present in the reports, in which they analyze the effectiveness of the AR in the context of internship, identify potential areas for improvement, and assess the change in competencies influenced by the implementation of AR. These findings highlight the value of integrating AR into pre-service education and argue that strengthening of the research competence can support future teachers' professional development.

Keywords: *language teachers, pre-service, action research, pedagogical internship, research competence*

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Script Robustness in Low-Resource Wolof Machine Translation: An Evaluation of Latin, Noisy, and Wolofal Inputs

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Abstract

Machine translation generally focuses on language with rule-based, statistical, and neural working at the translation level. These systems tend to lack support for writing systems in the same language and hide inequalities within these systems. This is evident in Wolof, which is written in both Latin orthography and in Wolofal, an Arabic-derived Ajami script. Generally, Wolofal is used in deeply religious and educational contexts, finding use in Sufi Poetry and Qur'anic schools in Senegal (Ngom, 2010; Le et al., 2025). This study investigates whether a multilingual machine translation system that nominally supports Wolof preserves translation quality when the meaning is the same across different scripts and orthographic forms. The novelty is an evaluation framework that isolates script rather than language. Our human-reviewed benchmark aligns 500 meanings across these forms with French and English references; a group-constrained 350/75/75 split prevents detected exact, template, and near-duplicate leakage. We compare direct NLLB-200 translation (NLLB Team, 2024), four normalization controls, and three target-separated LoRA adaptations (Hu et al., 2022). On 75 test meanings, French BLEU falls from 22.82 (Latin) to 9.25 (noisy Latin) and 0.67 (Wolofal); English falls from 21.77 to 13.05 and 0.14. Paired bootstrap tests support both gaps in both targets (Koehn, 2004). Oracle Latin substitution recovers the Latin baseline, whereas the implemented rule-and-lexicon normalization does not. Augmentation adaptation (M3-A) descriptively raises clean-Latin BLEU by 1.81 in French and 5.45 in English, but this contrast was absent from the frozen paired-testing plan. These findings show that low-resource machine translation needs explicit documentation on when certain scripts are covered and to evaluate whether meaning is preserved across multiple orthographic variants in the same language. Machine translation systems need to ensure these benchmarks are hit before claiming support for low-resource languages.

Keywords: *Wolof, Wolofal, machine translation, low-resource machine translation, script sensitivity*

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Oil Pollution and the Decentering of the Human: Eco-Literature and Posthumanism in *How Beautiful We Were*, by Imbolo Mbue

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Abstract

This paper analyzes Imbolo Mbue's *How Beautiful We Were* through ecocriticism, posthumanism, and postcolonial environmental studies. It argues that the novel presents environmental destruction not simply as a social or political issue, but as a force that challenges human-centered ways of thinking. Set in the fictional village of Kosawa, the narrative shows how oil pollution shapes every aspect of life: it contaminates land and water, enters human bodies, alters memory, and damages social relations. In this way, petroleum is not treated as a passive backdrop or a mere symbol of exploitation; instead, it emerges as a material presence that actively transforms both the environment and the community. This reading highlights how the novel blurs the boundary between the human and the nonhuman, revealing the limits of anthropocentric approaches to ecological violence. Drawing on the work of Jane Bennett, Karen Barad, Rosi Braidotti, and Donna Haraway, the paper shows that Mbue's novel both engages with and questions posthumanist theory. More specifically, it suggests that in a postcolonial context marked by extractive capitalism, the decentering of the human is not experienced as freedom, but as dispossession, vulnerability, and loss. Methodologically, the study combines close reading, narrative temporality analysis, and postcolonial discourse analysis to examine how the novel represents slow violence, generational trauma, and collective resistance. Ultimately, the paper argues that *How Beautiful We Were* offers a powerful critique of fossil-fuel extraction by linking ecological devastation to colonial power and by rethinking agency, ethics, and narrative voice beyond traditional humanism.

Keywords: *Imbolo Mbue; posthumanism; ecocriticism; oil pollution; extractive capitalism*

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The Stylistics of Sports Journalism: Research Object, Aims, and Methodological Assumptions. An Introduction to the Discussion

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Abstract

The main aim of the presentation is to discuss conclusions drawn from reflections on the nature of contemporary sports journalism, supported by an analysis of selected media messages. In view of the dynamic changes taking place in twenty-first-century media communication, including communication within sports media, the media-linguistic tools proposed by Danuta Kępa-Figura appear particularly useful for capturing the essence of this form of communication. This applies especially to media stylistics, which provides an effective framework not only for analyzing individual media messages in sports journalism but also for describing sports media communication as a stylistically heterogeneous discourse. The research material consists of selected texts by well-known sports journalists published in both the traditional press and online media. The inspiration and methodological basis are provided by Danuta Kępa-Figura's concept of open media linguistics, which develops the fundamental assumptions of media linguistics formulated by Bogusław Skowronek and published in 2013. The presentation also draws on Maria Wojtak's theory of genre (2004, 2019), which distinguishes four aspects of genre patterns: structural, pragmatic, cognitive, and stylistic. Building on these assumptions, Kępa-Figura argues that understanding the nature of media communication requires attention to the mode of existence of media utterances within particular genres. Within the framework of open media linguistics, she therefore distinguishes four complementary branches: media syntactics, media pragmatics, media epistemology, and media stylistics. Previous analyses of sports journalism reveal a stylistic tendency toward colloquiality, tabloidization, and sensationalism, while also demonstrating originality, heterogeneity, and lexical and terminological richness. It is expected that the former features will predominate in most media messages, whereas the latter will characterize texts aspiring to the status of specialized commentary and addressed to a demanding, relatively limited audience.

Keywords: *sports journalism, style, genre, media linguistics, open media linguistics*

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Multiple Headlines in Online Journalistic Publications: An Attempt to Systematize the Phenomenon

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Abstract

The headline is an important element of every written journalistic text, classified in the literature as a strategic location or position in a press publication. Its primary function is to encourage the reader to engage with the content of the publication. In the case of online content, and in an era dominated by algorithms that determine how it is presented to audiences, it turns out that texts have more than one title and, importantly, that headlines are constantly changing. What mechanisms influence the creation of headlines in online journalistic publications today? Who creates headlines for websites, and how do those responsible for various stages of preparing texts for online publication perceive them? How does the need to provide articles with several titles affect the organization of editorial work? Are content consumers aware of these mechanisms? In my presentation, these and several other questions will be addressed. The subject of this presentation fits within research on media discourse, specifically the discourse of general news portals, which is largely shaped by the algorithms of content aggregators and search engines. Since headlines constitute a specific paratextual genre, the analysis undertaken can also be classified as research on journalistic genres. Data from the CMS used by the editorial team of *rp.pl* and the publisher's internal training materials will be used to describe the mechanisms involved in assigning multiple headlines to online publications. To investigate how internet users evaluate these practices, a survey will be conducted. Among other things, respondents will be asked whether they notice variations in article headlines and whether they are aware of the purpose of this editorial practice. The expected findings will reveal the significant impact of new technologies on contemporary journalistic practices.

Keywords: *media linguistics, online journalism, e-press, online discourse, press title*

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South African Indian Englishes – The Complexity of Identity

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Abstract

This paper investigates the relationship between language, identity, and social differentiation among South African Indian learners in three secondary schools in the eThekwini region of South Africa. Focusing on learners aged 15 to 18, it examines how varieties of English, particularly South African Indian English (SAIE), are mobilised as linguistic resources in the construction and negotiation of social identities across contrasting socio-economic contexts. While SAIE has been recognised as a distinct local variety of English (Mesthrie, 1988), its role in the lives of South African Indian youth remains underexplored. The study draws on the concept of linguistic repertoires, which views language practices as shaped by individuals' social histories, trajectories, and lived experiences (Blommaert, 2008; Schensul & Heller, 2011; Busch, 2015). Adopting a sequential mixed-methods design (Creswell, 2003), data were collected through questionnaires administered to 100 learners, followed by focus group discussions and semi-structured interviews with 64 participants across the three schools. This approach enabled an examination of both language attitudes and language practices in relation to identity construction. The findings reveal that the meanings and functions of SAIE vary significantly across school contexts. In the school situated within an Indian township, SAIE emerged as a valued marker of belonging, familiarity, and community affiliation. In the two more affluent schools, Standard English was more strongly associated with educational and social mobility; however, SAIE continued to function as an important resource for signaling solidarity, authenticity, and cultural identity. The study further demonstrates that learners construct social boundaries through language, religion, class, residential location, and skin tone, with linguistic varieties often serving as markers of status, inclusion, and exclusion. By foregrounding the heterogeneity of South African Indian youth, the paper challenges essentialist notions of a singular "Indian identity" and highlights the fluid, contested, and context-dependent nature of identity construction in contemporary South Africa.

Keywords: *language, identity, English, varieties, South Africa*

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From “Foreign” to Heritage: Rethinking Serbian, Croatian and Bosnian in Slovenian Education

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Abstract

This paper examines the position of Serbian, Croatian and Bosnian as heritage languages in Slovenian primary education, focusing on the gap between the formal recognition of multilingualism and students’ and teachers’ lived experiences. It asks how these languages are positioned within Slovenian schools and what everyday educational practices reveal about their recognition, marginalisation and relationship to students’ linguistic and cultural identities. The paper draws on theories of heritage-language education, plurilingualism, intercultural competence and linguistic justice. Heritage-language knowledge can be understood as a learning resource rather than a deficit (Cummins, 2005), while linguistic diversity is closely connected to inequality, recognition and social justice (Piller, 2016). Intercultural competence further highlights the role of teachers and educational institutions in engaging with different linguistic and cultural identities (Byram, 2021). The aim is to explore how institutional and curricular practices shape the status of heritage languages in Slovenian schools and to identify implications for more inclusive language education. Methodologically, the paper adopts a reflective case-study approach based on the author’s professional experience as a teacher in Slovenian primary education, complemented by reflection on curricular and institutional practices concerning heritage languages. The case includes participation in the development of a curriculum for an elective subject and the institutional barriers encountered in its implementation. Particular attention is given to the affective dimension of language marginalisation, including situations in which students may feel ashamed or reluctant to use their heritage languages in the school environment. The paper argues that formal support for multilingualism is insufficient without corresponding changes in everyday school practices. It concludes by considering how Slovenian schools can move towards linguistic inclusion, intercultural competence and greater recognition of heritage-language identities.

Keywords: *heritage languages; multilingual education; linguistic justice; intercultural competence; Slovenia*

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Der Superhit – Contemporary German-Language Music as a Didactic Tool in DaF Classrooms

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Abstract

The ability to comprehend and produce both language and music is uniquely human. Because these two domains share structural and cognitive features, strong parallels can be identified between musical, linguistic, and cultural processing. This connection offers considerable potential for foreign language education. Since 2023, we have been running the project *Der Superhit* in collaboration with The Language Teachers' Association of Sweden. The project introduces learners aged 12 to 18 to the diversity of contemporary German-language music and culture while providing teachers of German with a motivating and practice-oriented didactic tool. At its core is the systematic integration of current authentic German-language songs into classroom teaching. For each selected song, we develop comprehensive teaching materials covering grammar, vocabulary, cultural aspects, and geographical contexts. The materials are adaptable, flexible, and suitable for different proficiency levels. Over the course of the project, we have developed a distinctive approach that is more video-centred than lyrics-centred. Visual comprehension plays a key role in meaning-making, and our experience shows that linguistic barriers are often lower than expected. As a result, differentiation is less complex than many teachers assume when working with authentic material. In this interactive workshop (held in German), participants will be introduced to our methodological framework and will explore concrete classroom applications. Through collaborative activities and discussion, we aim to foster professional exchange and reflection on how contemporary music can enhance motivation, intercultural learning, listening, and reading comprehension, pronunciation, and vocabulary acquisition in DaF contexts.

Keywords: *German as a Foreign Language, Motivation and Engagement in Language Teaching, Music-Based Language Learning, Authentic Materials in Language Teaching, Classroom Practice*

One thing about pragmatics: Some uses of *thing* in the BNC

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Abstract

This study investigates uses of *thing* in spoken English, drawing on the older British National Corpus (BNC1994) and its more recent counterpart (BNC2014). The analysis combines qualitative annotation with corpus-based frequency, collocation, and cluster analysis to examine how *thing* operates as a referential expression, a (grammaticalized or "pragmaticalized", Diewald, 2011) pragmatic marker, and a vague placeholder across different speech contexts, as attested in English and cross-linguistically (e.g., Aijmer, 2002; van der Auwera & Krasnoukhova, 2021; Belmar Viernes & Salazar, 2025; Hsieh, 2018; Shibasaki, 2015). The contexts are narrowed to the comparison of scripted speeches with unscripted ones in BNC1994, and to the upcoming comparison of the spoken components of BNC1994 and BNC2014 to examine whether pragmatic uses of *thing* show any diachronic developments. Some of the pragmatic uses found include emphasis marking, discourse organization, hedging, enumeration and filler functions. The findings demonstrate that pragmatic uses of thing outnumber referential ones in both scripted and unscripted speeches in BNC1994. Unscripted speeches show a greater tendency towards using *thing* as a vague reference and filler functions, whereas scripted speech more frequently employs *thing* for emphasis. Collocational patterns further indicate that recurrent formulaic expressions (such as *sort of thing, one thing,* and *(the) thing is*) play a central role in the pragmatic interpretation of *thing*. From the frameworks of Gricean pragmatics, politeness theory, and speech-act theory, *thing* seems to function as a versatile discourse resource that enables speakers to manage indirectness, mitigate face-threatening acts, facilitate inference, and maintain cooperative interaction. By integrating functional and phraseological perspectives, the study offers an account of how a seemingly ordinary lexical item contributes to discourse organization, interpersonal meaning, and communicative efficiency in spoken English.

Keywords: *pragmatics, corpus linguistics, pragmaticalization, speeches, English*

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Integrating AI Tools into Slovak Language Education for International Medical Students

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Abstract

The increasing availability of artificial intelligence (AI) tools is influencing teaching and learning practices across higher education, including language education Chan & Zary, 2019; Preiksaitis & Rose, 2023). For international medical students studying in Slovakia, learning Slovak is essential for effective communication with patients and healthcare professionals during clinical training. This study examines the use of AI-assisted learning tools in Slovak language courses for international medical students at the Institute of Medical Terminology and Foreign Languages, Faculty of Medicine, Comenius University Bratislava. The research explores how AI tools influence students' engagement, motivation, and confidence in developing language skills relevant to healthcare communication. The study is grounded in communicative language teaching and current research on AI-assisted learning in higher education (Chan & Zary, 2019; Preiksaitis & Rose, 2023; Jurišová, 2024; Jurišová, 2025). Its aim is to explore the potential of AI tools to support the learning of Slovak as a foreign language and to examine students' perceptions of their educational value. During the courses, students worked with various AI-based applications, including generative AI tools and tailor-made chatbots. Data were collected through questionnaires and qualitative feedback from 62 students enrolled in Slovak language courses. The analysis focused on students' perceptions of learning effectiveness, communication confidence, and the relevance of AI-supported activities to future clinical practice. The findings suggest that AI tools can enhance student engagement and provide additional opportunities for language practice and personalised feedback, which corresponds with recent findings in AI-assisted medical and language education (Preiksaitis & Rose, 2023; Hamilton, 2024). Overall, 91% of respondents reported that AI-generated feedback contributed positively to their learning experience. Students also reported increased confidence in communication and considered the activities relevant to real-life healthcare situations. At the same time, the findings highlight the importance of thoughtful pedagogical integration and careful consideration of ethical and methodological issues associated with AI use in education. (Chan & Zary, 2019; Hamilton, 2024). The study demonstrates the potential of AI to support Slovak language education in medical training and provides practical insights for integrating AI tools into language curricula for future healthcare professionals.

Keywords: *artificial intelligence, digital learning, medical education, AI-assisted learning, professional communication*

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Self-Efficacy and Adaptation Strategies Among Pre-Service Early Childhood Education Students Facing a New Professional Obligation: A Mixed-Methods Study

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Abstract

The paper explores how pre-service early childhood education students cope with a newly introduced professional obligation: teaching English in early primary education (Sarbiewska & Kacprowska, 2025a). Although this task has formally become part of the teacher's professional role, it is frequently perceived by students as demanding, externally imposed, and insufficiently supported by their current professional preparation (Stępkowski et al., 2025). The aim of the study is to examine how students interpret and adapt to this new responsibility, with particular attention to the role of self-efficacy in shaping their strategies of action, sense of agency, and emerging professional identity (cf. Kacprowska, 2025). The study is grounded in the concept of self-efficacy understood as a psychological resource influencing motivation and professional functioning. Self-efficacy is treated as a key factor mediating between institutional expectations, perceived competence, and students' interpretations of their professional role within teacher education (Sarbiewska & Kacprowska, 2025b). The research is designed as a diagnostic survey study conducted among pre-service early childhood education students at different stages of study (second-year and fifth-year students) at Cardinal Stefan Wyszynski University in Warsaw. The quantitative component employs two instruments: the General Self-Efficacy Scale developed by M. Chomczyńska-Rubacha and K. Rubacha (2013), and an author-designed questionnaire capturing students' perceptions of the new professional obligation and their declared coping strategies. In addition, focus group interviews are conducted within each institutional group to deepen and contextualize the survey data. The study is currently ongoing. Although results are not yet available, the study is expected to provide insight into how pre-service teachers at different stages of education adapt to expanded professional demands and how self-efficacy may differentiate their strategies of coping and professional self-concept. The anticipated findings may inform teacher education programmes by highlighting the importance of psychological resources and targeted developmental support when new professional obligations are introduced.

Keywords: *self-efficacy, pre-service teachers, professional adaptation, early childhood education, foreign language teaching*

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Teachers' Competencies for Environmental Education in the Anthropocene: from Knowledge to Experiences and Relationships

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Abstract

How should education respond to changing human-environment relationships in the Anthropocene? Dominant approaches to environmental, sustainability, and science education position humans as agents responsible for understanding, managing, and responding to environmental change. Posthumanist and post-anthropocentric perspectives, however, challenge human exceptionalism from a theoretical perspective and invite more relational understandings of living with non-human beings and within changing ecological systems (Verlie, 2022; Gough, 2021; Kouppanou, 2020; Snaza, 2018, Malone, 2018). These perspectives also raise questions about what teachers and educators need to know and can do with pupils in response to contemporary environmental challenges. Therefore, this paper examines different paradigms and asks: what competencies do teachers and educators need for environmental education in times of polycrisis, and how are these competencies reflected in the educational practice? The paper presents preliminary findings from the ongoing ENVOLEARN research project (*No. EDU-23-18, Research Council of Lithuania)*, which investigates how teachers and educators respond to the challenges of the Anthropocene through educational practice, continuous professional learning, and the development of new competencies. Drawing on a multisite qualitative study (Jenkins et al., 2018) of educational practices across six countries, this presentation focuses on cases from Borneo (Indonesia) and Lithuania, involving 18 participants. The data comprise individual and group interviews, observations of activities, and visual materials generated and collected in specific settings. Preliminary findings suggest that competencies for environmental education cannot be reduced to environmental knowledge, pedagogical techniques, or teachers' capacity to facilitate environmental action. Teachers' capacity to develop their own relationships with nature, create conditions for pupils' direct and situated experiences, and foster awareness of ecological interdependence emerges as an important dimension of professional competence. The paper, therefore, proposes reconsidering teacher competencies for environmental education through a more relational and experiential perspective, in which learning to live with changing environments becomes as important as learning about or acting upon them.

Keywords: *the Anthropocene, teacher, competencies, relation, experience*

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Children with foreign backgrounds in the Hungarian public education system: Challenges and best practices

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Abstract

The aim of the presentation is to provide an overall picture about the situation of children with foreign backgrounds in the Hungarian public education system. Over the last ten years, Hungary has experienced a growing number of immigrant arrivals (HCSO, 2022). Since the majority of these families choose public education over private schooling, this situation rasises new challenges for the Hungarian education system (Füredi, 2023). First, the presentation defines the concept of children with foreign backgrounds from the perspectives of nationality, legal status and mother tongue(s). Then, the legislative acts related to children with foreign backgrounds from the nurseries until the graduation exam are analysed. The main hypothesis is that in spite of the legal framework public institutions require more resources to support the inclusion and language development of these children (EC, 2019). A quantitative survey was conducted among teachers from each level of the education system who work with migrant children and similar needs were reported e.g., guidenance, training, human resources, teaching materials and infrastructure. In the absence of an official, mandatory integration plan developed by the Ministry, some institutions exercised their autonomy and developed their own best practises (Kajdi, 2025). Five interviews were recorded with five teachers working at different levels of the education system (nursery, pre-school, primary school lower grades, primary school upper grades and secondary school) in which they presented the actions taken for the integration of migrant children and their families. Even though these instituions represent a minority, several of their measures could be adopted to other institutions facing similar challenges with the integration of children with foreign backgrounds.

Keywords: *migrant children, public education, multicultural education, Hungarian as L2*

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Synergy Between Intercultural Competence and Emotional Intelligence Among International Students: Experiences, Challenges, and Opportunities at Vilnius University Business School

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Abstract

The increasing internationalization of higher education is a widespread phenomenon, encompassing diverse learning environments in which students develop intercultural competence and emotional intelligence. The elements such as respect, openness, curiosity, as well as skills including observation, active listening, critical evaluation and interpretation are essential for academic success and social integration (Deardoff, 2006). International students encounter challenges related to cultural adaptation and relationship building; thus, understanding students' adjustment appears to be beneficial for ensuring their mental health and academic success (Malay et al., 2023). This study aims to analyze the role of intercultural competence and emotional intelligence among international students at Vilnius University Business School and identify the experiences, challenges, and opportunities associated with studying in a multicultural academic environment. 76 first-year International Business students were given a questionnaire consisting of 15 questions examining students' perceptions of their intercultural interactions, emotional awareness, communication skills, and adaptation to academic and social life in Lithuania. The results revealed that more than 65% of respondents emphasized the importance of cultural openness, empathy, and emotional self-regulation in overcoming adaptation challenges. However, 16% of respondents reported experiencing anxiety in unfamiliar academic and social settings, 12% indicated difficulties in understanding and interpreting cultural norms and expectations, while a smaller proportion of students reported challenges in expressing and interpreting emotions in intercultural interactions. This highlights the need for a more structured institutional response from Vilnius University Business School. Integrating intercultural communication and emotional intelligence training into the curriculum and expanding culturally sensitive psychological and well-being services would provide more opportunities to create a more inclusive, supportive, and globally oriented learning environment (Zhang et al., 2025).

Keywords: *intercultural competence, emotional intelligence, international business, multicultural settings, global context*

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Exploring the Experiences and Beliefs of University Modern Foreign Language Teachers in Scotland on Multilingualism, Professional Identity and Language Pedagogy

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Abstract

This paper examines the lived experiences and beliefs of university language teachers in Scotland in relation to multilingualism, professional identity, and language teaching and learning. The study is guided by two research questions: How do university language teachers in Scotland conceptualise their professional identity? And what beliefs do teachers of French, German, Spanish, and other languages hold about multilingualism and language learning? Phenomenology serves both as the conceptual foundation and as the analytical framework for exploring teachers' experiences and perspectives. The qualitative dataset consists of rich, in-depth interviews with nine university language teachers. Participants articulate their professional identities through their roles as mediators between languages and cultures, and they enact these identities in their pedagogical practices by promoting multilingual approaches to teaching. Their narratives reveal polyphonic and heteroglossic perspectives shaped by both personal development and classroom practice. These findings suggest that concepts such as multilingualism, multilingual identity, and language learning are experienced and interpreted in diverse ways, even within the broader context of the emerging 'multilingual turn' in language education.

Keywords: *university language teachers, multilingualism, professional identity, lived experiences, language pedagogy*

Language strategies in business negotiation simulations: Evidence from multilingual university students

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Abstract

This paper reports on an ongoing study examining strategic language use in written business negotiation simulations produced by multilingual university students. As English increasingly functions as a lingua franca in international business environments, higher education institutions face growing pressure to equip students with the competences needed for effective professional communication in multilingual contexts (Kankaanranta & Louhiala-Salminen, 2013). While Bargiela-Chiappini et al. (2007) have substantially advanced our understanding of business discourse, relatively little attention has been paid to the strategic language multilingual students employ in negotiation-oriented classroom tasks. In particular, the interplay of hedging (Hyland, 1998), questioning techniques, and persuasive language across different simulation contexts remains underexplored (Bjørge, 2010, 2012). The study addresses three research questions: (1) How do multilingual students employ hedging, questioning techniques, and persuasive language in written business negotiation simulations? (2) What recurring linguistic patterns emerge across different negotiation contexts and task types? (3) What pedagogical implications can be derived for business communication teaching in English-medium higher education? The corpus consists of written negotiation assignments produced by 62 undergraduate students enrolled in a Business Negotiations course at the Bratislava University of Economics and Business. Four task types form the basis of analysis: Questioning Techniques, Powers of Persuasion, Bargaining: Buyer versus Seller, and Bargaining: Celebrity Endorsement. Following Kapráliková and Novák (2025), students were permitted to use generative AI tools for brainstorming and language refinement during task preparation; however, all texts required student-driven adaptation to specific negotiation scenarios. Situated within ESP and business discourse research, and drawing on the pragmatic framework of Kaur and Birlik (2021), the study employs qualitative discourse analysis supported by descriptive frequency counts to examine how students use language to obtain information, manage disagreement, reduce communicative risk, and influence negotiation outcomes. As Planken (2005) demonstrated in comparable lingua franca negotiation contexts, such strategies carry significant communicative weight. Findings are expected to inform curriculum design and task development in business English courses within multilingual higher education settings (Peltonen & Hu, 2025).

Keywords: *strategic language use; business negotiation simulations; English as a lingua franca; hedging; multilingual higher education*

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The Conceptions of Audiovisual Communication and Media Literacy in the Research-Informed Pedagogies of Pre-Service Foreign Language Teachers

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Abstract

This study investigates pre-service foreign language (FL) teachers' conceptions of media literacy and audiovisual communication within research-informed English language pedagogy. It is positioned at the intersection of three theoretical domains: Foreign Language Pedagogy, drawing on multimodal literacy, intertextuality and communicative approaches; Intercultural Communication, informed by Byram's *Intercultural Communicative Competence model (1997), which treats media as cultural* texts shaping identities, values and power dynamics; and Media Literacy theory (Hobbs 2011, Mc Luhan et.al), which provides a framework for analyzing media's cognitive and educational functions. These are all framed within Teacher Professional *Development research field.* Despite the recognized role of media literacy in cultural narratives and FL education, little is known about how digitally native pre-service teachers conceptualize its pedagogical integration within their own research-driven discoveries at the university. Their generational profile predestines them to use media massively for many social, educational and entertainment purposes. However, the central research question is*: **how do pre-service FL teachers construct their awareness and intended pedagogical practices through engagement with academic research in methodology and audiovisual communication courses?*** Using qualitative narrative analysis, the study examines two types of student-produced texts: reflective essays/presentations on multiple aspects of audiovisual communication in FL teaching, and materials from student-led research projects in FL methodology course. Thematic analysis identifies evidence of theoretical understanding, practical application, critical stance, and perceived challenges connected with the use of media in a language classroom. Findings reveal a spectrum of awareness, from viewing media instrumentally as motivational supplements in a FL classroom to understanding it as a core object of critical literacy and intercultural deconstruction. While some narratives show research-driven intent to develop communicative skills via audiovisuals, others highlight needs for source evaluation, representational diversity, and algorithmic awareness. Tensions between media modalities and generational gaps emerge as barriers in technology assisted FL education. Implications are twofold. For teacher education, curricula must explicitly integrate media literacy with intercultural and pedagogical theory. For FL pedagogy, effective integration requires frameworks for designing tasks that concurrently develop language skills, intercultural criticality, and media analysis, in this way transforming the FL classroom into a vital arena for cultivating digitally fluent and critically engaged global citizens.

Keywords: *research-informed pedagogy, pre-service teachers, audiovisual communication, media literacy*

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Personal Forms in Video Game Strategy Guides

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Abstract

Advice-giving is one of the oldest and most important strands of media discourse on video games. While it originally occupied considerable space in print magazines, its primary environment is now the internet. Among the principal genres of this discourse are various types of strategy guides. Numerous examples can be found online, often extensive and highly detailed, in both textual and audiovisual forms. Such guides may take the form either of commercial products prepared by professional publishers or of voluntary, non-commercial work undertaken by amateur enthusiasts and communities centred around particular games or game series. Video game strategy guides constitute a particularly interesting object of research because of their distinctive nature. Among other things, they concern a cultural work – since there are no guides explaining how to read books or watch films – as well as activities taking place in two worlds: the real and the fictional. The aim of this presentation is to examine the use of personal categories (e.g. **YOU**, **WE**) in textual video game strategy guides, with particular attention to their functions, their relationship to different game genres, and their specificity in comparison with guides concerning other areas of life. The material is drawn from Polish-language websites devoted to video games. The study lies at the intersection of genre studies, semantics, and pragmatics. It draws on previous research on the guide as a genre (e.g. Ficek 2012, 2013) and on approaches to the rhetoric of personal forms in different communicative situations (Lalewicz 1983; Kłosińska 2004; Sitkowska 2013). The analysis is expected to reveal differences in the use of personal forms across guides for different game genres, including adventure and strategy games. It is also anticipated that these forms frequently blur the boundary between the player in the real world and the avatar in the fictional world, a phenomenon absent from other types of guides studied to date.

Keywords: *personal forms, you, we, guide, genre, video game*

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Integrating Career-Focused Practices into Business English: A Pedagogical Approach for Future-Proofing Employability

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Abstract

In the current landscape of higher education, language proficiency is no longer a standalone asset; it is the cornerstone of transnational collaboration. As such, Business English courses now function as interdisciplinary platforms where linguistic competence acts as the 'common denominator' for the acquisition of multifaceted professional skills. In this light, rethinking current pedagogical approaches focusing on workplace-ready competencies is a transformative necessity for bridging the gap between academic learning and the demands of a digitally-driven, transnational labor market (Tomlinson, 2017). This paper presents a best-practice framework designed to align the curriculum with contemporary professional standards, providing a scalable model for integrating professional competencies into the language learning environment. This framework focuses on transforming today's students into tomorrow's professionals, equipping them to navigate the contemporary workplace and develop a selection of skills and competencies required for employability (Robles, 2012). Through their focus on English for professional purposes and interdisciplinary expertise, Business English educators are well-placed to support students' employability development (Nghia et al., 2023). To illustrate this impact, the paper showcases specific classroom and course activities implemented by the author, demonstrating how targeted, employability-focused tools - such as digital portfolios (Mitchell et al., 2021), mock job interviews, and Collaborative Online International Learning (COIL) / virtual exchange (O'Dowd, 2023) - empower students to articulate their transferable skills to a multinational labor market. Far from being mere classroom exercises, these tools position Business English as a vital lingua franca that fosters long-term professional sustainability and enables future business collaboration. By cultivating this synergy, the language classroom becomes a springboard for students to pursue employment opportunities in the international labor market. Ultimately, this approach establishes Business English as a durable, future-proof platform, equipping students with the adaptability and resilience to thrive in an increasingly interconnected professional world.

Keywords: *Business English, employability-focused pedagogy, transferable skills, higher education*

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Workshop: Futures-Thinking and the Language Education in an AI-Transformed World

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Abstract

This workshop is a 45-minute interactive session **aimed at** developing participants' abilities to critically anticipate and evaluate possible AI-assisted futures for foreign language education and to construct original, grounded scenarios. The future of foreign language education is a range of possible worlds shaped by decisions being made right now. This workshop invites participants to inhabit those worlds before debating them. Drawing on critical uncertainties mapping (Dator, 2019; Schwartz, 1991; Schoemaker, 1995) and the European Commission's *Future Learner 2040* scenarios, the session opens with four vivid first-person accounts of a language teacher's Monday morning in 2040. Participants read these accounts not as observers but as the teachers writing them, attending to what has been gained, what has been lost, and what remains irreducibly human. From that affective and intellectual starting point, participants work in groups to place the four accounts on a two-axis matrix – AI adoption (selective vs. comprehensive) against the purpose of language learning (functional/communicative vs. relational/meaning-making). Then they name the quadrant they would least and most want to inhabit professionally. The closing activity anchors futures thinking in immediate practice: participants identify one concrete thing they will do differently next Monday morning. The workshop is grounded in applied futures methodology and designed for genuine productive disagreement rather than consensus. It raises questions that are urgent for multilingual education contexts: what does AI adoption mean for intercultural competence, for teacher professional identity, and for what language learning is ultimately *for*? Participants leave with an analytical framework and a clearer sense of where their own values locate them on the map of possible futures.

Keywords: *futures-thinking, foreign language learning, AI-adoption, applied futures methodology, A two-axis matrix*

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Pre-service English Teachers' Adaptation During the Erasmus+ Learning Mobility Experience

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Abstract

The Erasmus+ Learning Mobility Program brings together students from diverse cultures around the world, offering them the opportunity to study abroad, interact with people from different cultures, and gain new skills and perspectives. However, even a short experience can be more complex and adaptive than it seems. Sociocultural and psychological adaptation, perceived cultural distance, and acculturation orientation are all factors that influence adaptation experience, and they also influence each other (Demes & Geereart, 2014). Therefore, in this study we tracked four pre-service English teachers during their learning mobility in Spain and Poland and examined if and how their sociocultural and psychological adaptation besides perceived cultural distance and acculturation orientations changed. Students more likely to adapt places where they feel socially and culturally close and comfortable (Gutema et al., 2023), so it was important to closely track their experience. We interviewed them every 15 days around such key issues as their experiences and adaptation regarding social life, academic life, interaction with people in the host country. We analyzed the data using thematic codes. The results showed that participants initially had more difficulty in adapting to life in the host country, but their adaptation became easier over time. Factors that facilitated the adaptation included increased social interaction with locals and foreigners, the competences to establish a new routine in the host country, the ability to ask for help when needed, and the ability to do things independently. While the findings revealed similar patterns of adaptation, how well and quickly they adapt is closely determined by individual experiences and attitudes. Therefore, it is worth emphasizing that learning mobility is a unique opportunity for both professional and personal development from such angles as gaining cultural awareness and self-confidence, acquiring diverse academic experiences, practicing languages, problem-solving, and taking responsibility.

Keywords: *adaptation, Erasmus+, Learning Mobility, Pre-service English teachers*

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Exploring the Role of Intercultural Competence in Collaboration: Implications for Teacher Education

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Abstract

Growing cultural and linguistic diversity in early childhood education and care (hereinafter - ECEC) places new demands on teachers' intercultural competence. While ECEC increasingly involves multicultural families, most research on teacher-parent collaboration has been conducted from the teacher's perspective, leaving the experiences and expectations of parents from multicultural families underexplored – particularly regarding how language and cultural identity shape their interactions with teachers (Li et al., 2023). Drawing on Bronfenbrenner's (1994) ecological systems theory and frameworks of culturally responsive teaching (Abacioglu et al., 2020; Aronson & Laughter, 2016), this study examined parents' experiences of collaboration with preschool teachers, with attention to the intercultural and linguistic dimensions of that relationship. Research problem. Teacher education in ECEC rarely draws on the perspectives of multicultural families when defining what competences teachers need — meaning professional development priorities may be based on institutional or teacher-centered assumptions rather than on the practices parents actually identify as necessary for effective collaboration. The aim was to identify what collaborative practices support children's well-being and learning, and what parents expect from teachers in this regard. Our qualitative study included semi-structured interviews with 12 multicultural families whose children attend Lithuanian preschools. The data were analyzed using inductive latent content analysis. Language barriers emerged as the most significant obstacle, limiting parents' ability to understand institutional expectations and to engage in deeper dialogue with teachers, while a lack of proactive outreach from teachers compounded this exclusion. The study suggests that teachers' intercultural competence — their capacity to communicate across language differences, recognize diverse cultural norms, and initiate inclusive dialogue — is central to equitable collaboration. These findings point to concrete implications for teacher education: professional development programs should explicitly build intercultural communication skills and culturally responsive practices to prepare ECEC teachers for increasingly diverse classrooms.

Keywords: *intercultural competence, teacher professional development, early childhood education, language barriers, multicultural families*

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Media-Linguistic Foundations for Understanding Media: An Outline of the Problem

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Abstract

The presentation will outline the research potential of media linguistics as a subdiscipline of linguistics and media studies whose aim is not only to identify the properties of the media text, including its generic and discursive potential, but also to understand media as complex communicative spaces. Identifying this potential is, on the one hand, a distinctive research feature of the discipline and, on the other, a justification of the social and educational relevance of media linguistics within media education. The adopted methodological perspective combines linguistic, textological, genological, discourse-oriented, and media-studies approaches. It makes it possible to view a media message not as an isolated text, but as a multimodal, genre-conditioned, and pragmatically situated element of a specific communicative space. The presentation will address, among other issues, research on the textuality of the media message, which substantiates the inherent multimodality of media texts, as well as questions concerning the genre formation of the media text and the generic structuring/genericity of communicative spaces. The presentation will also discuss the potential of distinguishing four perspectives for examining the media text and the communicative spaces in which such texts function, based on the division of media linguistics into four branches: media syntactics, media pragmatics, media stylistics, and media epistemology. This approach is assumed to systematize reflection on the relations between the structure of the message, its social functioning, its stylistic properties, and the ways in which knowledge about the world is produced and legitimized in the media. The presentation will conclude by indicating that media linguistics can perform an integrative function in relation to research on text, discourse, and media, while also providing tools useful in media education. Its significance lies particularly in enabling the critical identification of the mechanisms through which media images of reality are constructed and in fostering more conscious participation in media communication.

Keywords: *media linguistics, media text, multimodality, media genericity, media education*

From Skills to Sustainability: Reimagining Language Teacher Education for Lifelong Professional Growth

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Abstract

In today's rapidly evolving educational landscape, teachers are required to be adaptive and resilient learners committed to ongoing professional development. In turn, language teacher education (LTE) must also evolve from merely equipping pre- and in-service teachers with discrete skill sets to developing an adaptive mindset rooted in reflective practice, teacher autonomy, and collaborative life-long learning. This requirement is epitomised in the concept of *sustainability in language teacher education* (Reed et al., 2024). This presentation reports on an empirical study that explored how an English language teacher education programme in Australia fostered teacher education sustainability and continued engagement with the profession. It examined how elements of sustainability in LTE – adaptive mindset, autonomy and collaborative reflection – can be systematically embedded in a postgraduate TESOL education programme. Data was collected via course participant survey and semi-structured interviews, complemented by an audit of online and in-person teaching materials and an analysis of lecture recordings. The findings demonstrate, first, that elements of sustainability in LTE can be purposefully incorporated into the course design and made visible in the teaching delivery. Secondly, the student teachers' perceptions of the sustainability elements demonstrate the value of making tacit knowledge and principles behind professional learning explicit in the teaching and learning process. The study argues that the proposed sustainability framework is a new way to conceptualise LTE and to prepare teaching graduates for change and uncertainty by equipping them with the ability to assess and understand their contexts, to work effectively with others, and to take charge of their life-long learning.

Keywords: *language teacher education, sustainability, adaptive mindset, teacher autonomy, life-long learning*

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Bilingual Identity and Linguistic Creativity in Code-Switching and Interference among Russian-Speaking Migrants in Israel

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Abstract

This study analyzes the linguistic creativity of Russian-speaking immigrants to Israel, who develop innovative hybrid forms and forge a "dual" identity. Previous research on this community has focused primarily on language maintenance, language contact phenomena, and sociolinguistic integration (Naiditch, 2004; Remennick, 2003). However, bilingual word formation, playful intervention, and humorous hybridization, along with their creative aspects, remain understudied. Linguistic creativity, characteristic of the Russian cultural tradition, manifests itself when speakers encounter a new language system and navigate the sociolinguistic pressures of a Hebrew-dominant environment (Remennick, 2003). The empirical data include a survey of 425 Russian-speaking respondents describing their linguistic creativity practices in Israel, supplemented by semi-structured interviews. The study utilizes a mixed-method approach, integrating quantitative survey data with qualitative discourse analysis. The analysis focuses on morphological fusion, phonetic similarity, semantic shifts, and humorous reinterpretations—features that often characterize the unique emergent contact language popularly known as "HebRush" (Remennick, 2003). Particular attention is given to hybrid forms combining Russian or Hebrew roots with the morphology of another language (Naiditch, 2004). This includes the creative application of diminutive suffixes, changes in gender marking, and the use of Hebrew dual endings applied to Russian stems in children's speech. In the area of verbs, structural interference and synthesis are highly prominent; infinitives derived from a Hebrew root with a Russian infinitive ending are widely used, as are verbs with Russian roots conjugated according to Hebrew verb patterns (Naiditch, 2004). Humorous effects arise from the coincidental similarity between Hebrew lexemes and Russian colloquial or obscene vocabulary, from the combination of plural endings from both languages, the duplication of words and prepositions across the two systems, and from the structural declension or conjugation of Hebrew words according to Russian patterns (Remennick, 2003). The results show that hybrid word formation and bilingual humor promote integration by enhancing intercultural competence and emotional adaptation.

Keywords: *linguistic creativity, Code-switching, Language contact (HebRush), Russian-speaking migrants, Israel*

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Reading identity. How texts shape national identity in Ukrainian language classrooms

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Abstract

Language education plays a central role not only in developing linguistic competence but also in shaping learners' understanding of identity, culture, and belonging. This is particularly relevant in contemporary Ukraine, where language has become an important marker of national self-identification and cultural continuity. Ukrainian language education, therefore, offers opportunities to foster critical engagement with identity through meaningful work with texts. While much attention has been paid to language learning outcomes, less research has explored how text-centred pedagogy contributes to learners' understanding of national identity. This paper examines how a text-centred approach to Ukrainian language education supports the development of national identity among upper-secondary school students. Drawing on sociocultural and identity-oriented perspectives on language education (Byram, 2021; Norton, 2013), it conceptualises texts as cultural artefacts connecting language learning with historical memory, shared values and personal reflection. The study asks how selected literary, journalistic and publicistic texts encourage learners to interpret language as a source of identity, dialogue and belonging. The paper presents findings from an empirical study conducted in Grade 11 Ukrainian language classes as part of the author's master's research (Kisilevych, 2026). The instructional model combined linguistic analysis with interpretative and reflective activities, encouraging students to discuss cultural meanings, compare perspectives, and relate textual experiences to their understanding of citizenship and national belonging. Classroom observations and students' reflective responses indicate that this approach deepens engagement with language as a cultural practice while strengthening critical thinking, interpretative skills and reflective awareness of identity. The findings demonstrate that language education can create spaces where students actively negotiate identity through dialogue with texts rather than reproduce fixed narratives. The Ukrainian experience highlights the potential of text-centred pedagogy to support inclusive, reflective and culturally responsive language education in multilingual settings.

Keywords: *national identity, language and identity, text-centered language education, Ukrainian language education, and intercultural competence*

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Peculiarities of Linguistic and Cultural Integration of Three Migrant Groups in Lithuania

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Abstract

This presentation focuses on a comparative analysis of linguistic integration and identity negotiation among three distinct migrant groups in Lithuania: Soviet-era, mostly Russian-speaking settlers; contemporary refugees and migrants from post-Soviet states (notably Ukraine, Belarus, and Central Asia); and recent arrivals from non-European regions. Rather than addressing migration in general terms, we examine how different historical, political, cultural, and even technological contexts shape language practices and perceptions of belonging to Lithuanian society. Soviet-era migration was embedded in a system in which Russian served as the dominant lingua franca. In contrast, present-day migrants from post-Soviet countries arrive in a context where Lithuanian is institutionally consolidated, yet Russian still operates as a pragmatic bridge language in certain domains. In the case of migration from non-European regions, these groups do not carry the same historical or political associations, yet they face different challenges related to linguistic distance, cultural and religious differences, and integration pathways. By comparing these groups, the presentation explores how language choice, Lithuanian, Russian, English, or other languages, functions as a marker of alignment, adaptation, or resistance. It also considers how host-society attitudes vary with the perceived historical and geopolitical connotations of each group. The paper argues that intercultural competence in Lithuania cannot be treated as a uniform framework but must account for historically conditioned sensitivities and asymmetries between migrant groups.

Keywords: *linguistic integration, cultural identity negotiation, Soviet-era migrants, current migration wave from ex-Soviet space, non-European immigration*

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An Insider Researcher's Perspective on the Impact of Mindfulness-Based Interventions on School Teachers

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Abstract

The teacher's job involves a lot of stress, anxiety and burnout. Empirical research suggests that mindfulness practice is a possible solution to alleviate these problems. Although the effects of mindfulness-based interventions (MBIs) on teachers' stress and burnout have been widely investigated, little research has explored the experiences of researchers who have themselves participated in such interventions. This paper presents insider researchers' perspectives from the P-EDU-23-23 *Breakthrough in Educational Research* Project No. 10-044-P-0001, *To Aid the Teacher: The Use of Mindfulness-Based Interventions to Mitigate Stress and Burnout and Enhance Work Performance in School Teachers*. The study utilised a modified version of the emotional touchpoints method (Dewar et al., 2009) in individual semi-structured interviews to explore the experiences of thirteen teachers who took part in a *16-week* mindfulness-based intervention. The interviews were conducted by two researchers who also took part in the intervention. The researchers' insider perspective constitutes an important methodological feature of the study as their own experiences are interwoven with those of the participants while reducing the risk of the hidden yet omniscient researcher (Sweeney et al., 2009; Robinson, Rose, & Salkovskis, 2017; Walker & Tobbell, 2015). The findings suggest that the mindfulness intervention had a potentially transformative impact on the teachers by enhancing their ability to live in the present moment and encouraging the use of various spiritual hygiene practices, such as mindful breathing, humour and healthy procrastination in response to stressful situations. At the same time, the study acknowledges the methodological challenges associated with insider research, including the risk of assuming automatic understanding or similarity between researchers and participants, and reflects on how these issues were recognised and addressed.

Keywords: *mindfulness, teacher stress, teacher burnout, insider research, emotional touchpoints*

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Translation of the continuative and discontinuative complex prefixes *tebe-* and *nebe-* in the Polish-Lithuanian Parallel Corpus "2"

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Abstract

Two Lithuanian compound prefixes, *tebe-* and *nebe-*, formed from the restrictive *te-*, the negative *ne-* and the controversially analysed *be-*, are traditionally described as marking events as continuing or no longer continuing, respectively. Their interpretation is predominantly associated with Ostrowski's (2011a, 2011b, 2016) diachronic analyses, while their synchronic discourse-semantic and pragmatic functionality remains underexplored. The present study adopts a contrastive perspective and examines translation strategies for *tebe-* and *nebe-* constructions in the Polish-Lithuanian Parallel Corpus "2" (Roszko & Roszko 2018). Building on an initial manually selected sample, the investigation has been extended through systematic corpus searches and the extraction of aligned Lithuanian–Polish segments. The study pursues two objectives: a) to identify recurrent translation patterns in order to clarify the degree of grammaticalization of *nebe-/ tebe-* and b) to consider the contribution of their constituent parts, including *be-*. The expanded corpus search initially yielded 1,274 aligned Lithuanian–Polish records. After excluding identifiable false matches, the dataset comprised 838 concordance lines (714 with *nebe-* and 124 with *tebe-*), subject to further linguistic validation and classification. An initial purposively selected sample of 116 examples (60 with *nebe-* and 56 with *tebe-*) provides the basis for the preliminary qualitative analysis. The study combines descriptive statistics with qualitative examination of translation correspondences. Preliminary analysis of the initial sample reveals a range of Polish translation strategies for *nebe-*, including combinations with the particle *już*, such as *już nie*, *nie … już*, or *już* combined with a lexically negative verb (19/60 examples, approximately 32%). Other strategies include verbs of cessation or deontic constructions. Meanwhile, *tebe-* may be rendered through lexical forms *jeszcze* (n=12 / 21.4%), *nadal* (n=9 / 16%), *w dalszym ciągu* (n=5 / ~9%), *ciągle* and *wciąż* (n=3, 5.3% each). The idea of continuity may also be encoded in the predicate, constructionally, or implicitly. The study hopes to contribute to the discussions on the semantics and functions of the two Lithuanian prefixal complexes as well as their simplexes.

Keywords: *Lithuanian prefixes, tebe-, nebe-, continuative constructions, discontinuative constructions*

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Preparing Students for Academic Life and Beyond: The Action-Oriented Approach in University ESP Courses

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Abstract

Although first-year university students typically enter higher education with a B2 level of English, this level is often insufficient to meet the linguistic and academic demands of university studies. In response to this challenge, Vilnius University redesigned its English for Specific Purposes (ESP) courses in 2019 to better prepare students for academic life and to foster not only communicative language competence, but also broader competences required in the 21st century, including critical thinking, mediation, collaboration, and autonomous learning. The redesign was guided by the Action-Oriented Approach (AoA), as outlined in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume* (Council of Europe, 2020). According to North and Piccardo (2019), the AoA situates language learning within meaningful, real-life contexts in which learners act as social agents and engage in authentic tasks requiring the integration of multiple competences. These include communicative language competences as well as broader general competences that enable learners to participate effectively in academic and professional contexts. This presentation focuses on the *English for Academic Purposes and Research* course designed for students in the *Childhood Pedagogy* programme. It examines the course design from an AoA perspective and presents students' perceptions of their learning experiences. The study used the WWW (What I Know, What I Have Learned, and What I Still Want to Learn) framework to explore students' prior knowledge, perceived learning outcomes, and future learning needs. The findings suggest that the AoA-based ESP course supported students' development of academic competence, disciplinary knowledge, mediation skills, and critical thinking, alongside their language development. Overall, students evaluated the course positively, indicating that integrating the Action-Oriented Approach into ESP teaching can support both language development and the acquisition of broader academic and professional competences relevant to students' future careers.

Keywords: *Action-Oriented Approach, English for Specific Purposes, students' perceptions, academic competence, higher education.*

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Shaping Pre-Service Language Teachers' Identity Through a Profession-Oriented English Course

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Abstract

This paper presents the findings of a small-scale mixed-methods investigation into pre-service foreign language teachers' identity development through learning profession-oriented English at a classical university in Ukraine. Theoretically, the study is underpinned by Beijaard's (2019) reconceptualisation of teacher learning as teacher identity making, viewing teacher identity as an emergent, complex, contextualised, and dynamic system (Garner and Caplan, 2018), and acknowledging the critical role of language socialisation experience – learning a foreign language – in the development of language teachers' professional identity (Sang, 2022). The primary purpose of the study was to establish the impact of learning in a profession-oriented English course on the evolution of pre-service teachers' identity. The investigation addressed three research areas: the key aspects of teacher identity development as perceived by trainees, the instructional activities with the greatest impact on identity formation, and the alignment between trainees' perceived identities and effective university foreign language teacher profiles. Three instruments – reflective essays collected at pre- and post-course stages, an impact questionnaire, and a self-efficacy scale – were employed to examine teacher identity development from multiple perspectives. Quantitative patterns were systematically compared with qualitative themes to identify convergent and divergent findings across data sources, thereby enhancing the validity of the interpretations through methodological triangulation. The findings revealed trainees' enhanced awareness of professional competence as a combination of subject-matter knowledge, research capability, and commitment to continuous lifelong learning. Alongside high self-efficacy in both language proficiency and pedagogy, pre-service teachers demonstrated substantial development in personal qualities, as well as pedagogical knowledge and skills. These findings suggest that profession-oriented language courses may significantly contribute to teacher identity formation by fostering reflective practice capabilities that are essential for higher education language instruction. Further research should replicate the study on a broader scale and in diverse contexts to enhance the generalisability of the findings.

Keywords: *teacher professional identity, pre-service foreign language teachers, profession-oriented English course, self-efficacy scale, reflective practice*

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Global Wine Language and Local Identity: Metaphorical Communication in Export-Oriented Wine Discourse

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Abstract

This study explores how export-oriented wine discourse negotiates cultural identity within increasingly globalized systems of wine communication. As international wine markets rely on globally recognizable evaluative terminology and promotional conventions, wineries simultaneously seek symbolic differentiation through metaphor, narrative, and culturally embedded discourse. The study argues that metaphor is one of the principal mechanisms by which wine-producing cultures linguistically construct localized identity while remaining internationally legible. The research adopts a corpus-based discourse-analytical approach and examines a developing corpus of English-language export-oriented wine communication, including winery website content, promotional materials, tasting notes, and related commercial discourse from different wine-producing cultures, with particular attention to Georgian wine discourse in comparative perspective. The theoretical framework draws on Adrienne Lehrer's (2009) work on wine language and sensory discourse, George Lakoff and Mark Johnson's (1980) conceptual metaphor theory, Norman Fairclough's (1995) approach to discourse and globalization, Pierre Bourdieu's (1984) concept of cultural capital and symbolic distinction, as well as Martin and White's (2005) appraisal framework for evaluative language. Preliminary observations suggest that export-oriented wine discourse combines globally recognizable evaluative terminology with culturally specific metaphorical systems related to ancestry, spirituality, landscape, authenticity, heritage, and collective identity. While certain metaphorical patterns appear highly conventionalized across international wine communication, others function as culturally localized symbolic resources that differentiate wine identities within competitive global markets. The study aims to demonstrate that metaphor in wine discourse is not merely decorative but constitutive of intercultural identity negotiation within contemporary global communication.

Keywords: *wine discourse, metaphor, cultural identity, globalization, discourse analysis*

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Simulation-Based Learning in Higher Education: Evidence from Finance Studies on the Development of Professional Competencies

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Abstract

The rapidly changing financial sector environment and the growing demand for practical competencies are encouraging higher education institutions to seek innovative teaching methods that enable a more effective integration of theoretical knowledge into professional competencies. The implementation of active learning approaches in higher education has become an increasingly important topic of academic discussion, stimulating the search for innovative pedagogical solutions that bridge the gap between theoretical knowledge and practical application (Montero-Benavides et al., 2025; Gaviria et al., 2024). One such approach is simulation-based learning, which provides students with opportunities to make decisions in environments that replicate real-world professional situations and to learn from the consequences of those decisions (Campos et al., 2024). The researches highlight that simulations foster active learning, enhance student engagement and motivation, and contribute to the development of professional competencies (Novaes, 2026; Sitilonga et al., 2024). Given the increasing importance of digital technologies in higher education and the growing competency requirements for finance professionals, research on the effectiveness of simulation-based learning has become a significant area of inquiry in contemporary educational sciences and finance education (Nicolini & Haupt, 2025). The aim of this study is to evaluate the effectiveness of simulation-based learning in the finance education process by analyzing students' experiences and perceptions of its application, integrating theoretical knowledge and practical skills. The study involved students enrolled in a finance study program who completed practical tasks during their studies using a simulation-based method in a financial decision-making environment. Data were collected through a questionnaire survey designed to assess students' perceptions of the method's contribution to the learning process, competency development, and the practical application of theoretical knowledge. The findings revealed that simulation-based learning was evaluated very positively by the participants. The majority of students reported that the simulation helped them gain a deeper understanding of financial management principles, strengthened their financial decision-making skills, and provided opportunities to apply theoretical knowledge in practice. Respondents also highlighted increased engagement in the learning process, higher learning motivation, and improved preparedness for real-world professional situations. The results confirm previous research findings (Silitonga et al., 2024; Novaes, 2026) that simulation-based learning is an effective pedagogical innovative method that can contribute to improving the quality of finance education and fostering the development of professional competencies.

Keywords: *simulation-based learning; higher education; finance education; professional competencies, Lithuania*

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Silence And Asymmetry in Conflict-Sensitive Language Pedagogy: Teaching What Isn't Said

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Abstract

Conflict-sensitive language pedagogy has long treated balance as its core value, designing educational materials around structured dialogue and neutral framing that positions all perspectives as equally deserving of analytical attention. This paper argues that in asymmetric conflicts, where one party bears documented responsibility for violence, this commitment to balance does not produce fairness. It produces silence. This contradiction is identified as the field's most consequential unexamined problem. The research addresses two questions: how can English language teacher account for moral asymmetry between conflicting parties, and how can silence (the omissions, euphemisms, and agent erasures through which language normalizes violence) become a teachable object of study rather than an invisible default? Drawing on critical discourse analysis and practitioner research methodology, the paper proposes a two-concept framework. *Silence literacy* gives students structured tools to read, audit, and revise what conflict texts deliberately leave out. *Asymmetry literacy* draws a distinction the field has rarely made explicit: between intellectual humility, and false balance, which treats an aggressor and its target as symmetrical analytical objects. In asymmetric conflicts, that framing is not neutral but a choice, and students need the tools to recognize it as one. The framework is grounded in practitioner experience teaching English within the Virtual Exchange on Critical Media Literacy and Peacebuilding, where discourse and classroom data, including student revision decisions, linguistic field notes, and practitioner memos, form the empirical basis of the analysis. Findings suggest that integrating these two literacies produces measurable shifts in students' critical text analysis and revision ethics. The implications extend beyond Ukraine to any context where English language teachers work with students navigating politically asymmetric realities, challenging the field to treat accuracy about power as a core language skill.

Keywords: *conflict-sensitive English language teaching, 2. silence literacy, 3. asymmetric conflict, 4. false balance, 5. critical discourse analysis*

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Enhancing Students' Intercultural Communicative Competence in Higher Education Settings across Five European Countries

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Abstract

The global expansion of higher education, remote work, and multilingual collaboration underscores the need for sustained research on how intercultural communicative competence is developing in university settings. Culture and language are intrinsically linked, and both undergo continuous change. As Byram (1989) indicates, language learning entails the development of cultural awareness, while language use further enables learners to interact with members of other cultures. Recent research (Mootoosamy, Aryadoust, 2024) singles out two distinct directions: intercultural communicative competence, focusing on intercultural interaction, cross-cultural understanding, multiculturalism, and cultural awareness (Wang & Day, 2024; Deardorff, 2020; Illie, 2019), and multimodal communicative competence, which interprets and produces meaning across different modes (Rosyada & Wahyuni, 2025), and it is grounded in social semiotic theory (Flewitt, Price, & Korkiangas, 2019). The current research conducted in five EU countries - Latvia, Slovenia, Poland, Romania, and Czechia - analyses the development of students' intercultural communicative competence by applying a CLIL-based blended-learning approach, i.e., learning a language while simultaneously acquiring cultural knowledge of the target country. 229 students were surveyed applying a questionnaire form after the course acquisition to evaluate the study course and learners' intercultural communicative competence development. The data were analysed employing SPSS software, descriptive and inferential statistics tests. Additionally, nine semi-structured interviews with course teachers were conducted to track the students' progress. Thematic analysis was applied to the analysis of the interview texts. According to the findings, students generally evaluated the course positively and acknowledged their competence development. Teachers reported development of students' intercultural communicative competence, while also noting challenges such as tasks requiring language skills beyond students' level, unclear instructions for interactive activities, and limited participation in group discussions by some learners. To conclude, engaging with educational, informative, vocation-oriented and creative course content can expand learners' cultural awareness and support the development of their intercultural communicative competence.

Keywords: *communicative competence, intercultural competence, intercultural communicative competence, higher education institutions*

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From Tool Training to Teacher Development: A CPD Framework for AI, Inclusion, and Student-Centred Language Teaching

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Abstract

As artificial intelligence becomes increasingly visible in education, teacher professional development needs to move beyond tool familiarisation towards pedagogically meaningful, reflective and context-sensitive engagement. This presentation introduces a practice-informed continuing professional development (CPD) framework for integrating AI and digital tools into inclusive and student-centred teaching, with particular relevance to language education. The framework emerged through the design of a five-day international professional development programme involving educators from different subject areas, including language teachers, primary teachers, science teachers and history teachers. Its structure was informed by principles of Universal Design for Learning (UDL), formative assessment, learner autonomy, reflective teacher development and current discussions surrounding AI integration in education. Rather than concentrating primarily on technical skills, the framework positions AI within broader discussions of teacher agency, digital literacy, accessibility, differentiation and responsible innovation. It proposes a progression from foundational AI awareness to pedagogical application, ethical reflection, collaborative task design and consideration of transfer to diverse classroom contexts. The presentation examines the rationale, structure and pedagogical logic of the framework, alongside initial post-programme questionnaire responses concerning participants' perceived value of the programme and self-reported capabilities. These responses offer an initial picture of participants' perceptions but do not establish changes in teaching practice or programme effectiveness. The presentation contributes a practice-informed perspective to discussions of how professional development can support educators in engaging with emerging technologies in ways that remain human-centred, critical and educationally purposeful. It also identifies questions for further investigation, particularly regarding the transfer of professional learning into sustained classroom practice.

Keywords: *artificial intelligence, continuing professional development, inclusive pedagogy, teacher education, student-centred learning, Universal Design for Learning*

From Therapeutic Closeness to the Rhetoric of Success: Oppressive Aspects of Pop Psychology in Motivational Posts

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Abstract

The presentation will be based on an analysis of motivational posts published on Instagram. The research material will consist of one hundred Polish-language posts from 2025–2026 selected using hashtags such as #rozwój, #samorozwój, #sukces, #dobrostan, and others. The analysis will be conducted using the assumptions of critical discourse analysis. This perspective makes it possible to identify hidden assumptions present in media communication. Particular attention will be paid to linguistic devices used by senders to promote specific values and attitudes. The main research question, namely how motivational posts published on Instagram use the language of support and care to promote values characteristic of the rhetoric of success, will be expanded through more specific questions, including how such values as success and well-being are defined, how responsibility for personal failure is represented, what persuasive devices support the belief in the necessity of constant self-development, and, finally, how the generic features of motivational posts support the reproduction of this rhetoric. The aim of the analysis is therefore to capture the tension between the declared therapeutic function of the posts and their actual embeddedness in the rhetoric of success. Preliminary findings suggest that language implying support and closeness often serves to reproduce beliefs in full control over reality and in the necessity of constant self-development as guarantees of success identified with happiness.

Keywords: *pop psychology, therapeutic discourse, motivational posts, rhetoric of success, Instagram*

Data-driven learning: Using Learner Corpus in academic ESP journalistic writing

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Abstract

Language teaching is about more than furnishing learners with language, since we can never give students all the language needed for every future situation. It is also important to equip them with the cognitive and technological tools to face the unpredictable range of language situations they may encounter in their professional and social lives (Ellis & Larsen-Freeman, 2006, p. 577). The present study addresses a research gap in English for Specific Purposes (ESP): the limited availability of corpus-informed materials for teaching pragmatic features in journalistic and academic writing, especially in under-resourced multilingual contexts such as Georgia. Drawing on usage-based and constructivist theories of language learning (Granger & Paquot, 2010)**,** this paper presents the development of a web-based Data-Driven Learning (DDL) resource. The aim is to help Georgian EFL learners improve their control over key pragmatic features through systematic corpus comparison and guided writing practice. The methodology combines learner corpus research with DDL principles. The resource is based on a representative 2-million-token sub-corpus of GLEAN (Georgian Learner English Newspaper corpus), which has been POS-tagged and semantically annotated (Makhatadze, 2022). Learner production is systematically contrasted with the Michigan Corpus of Upper-level Student Papers (MICUSP).

The pedagogical value of the resource is illustrated through three representative DDL activities focused on academic writing:

- T001: Learners rewrite excerpts from their own GLEAN texts using a wider range of academic reporting verbs from MICUSP and reflect on changes in perceived stance.
- T002: Learners write a 120–180-word academic-style paragraph incorporating target lexical bundles and stance markers from MICUSP.
- T003: Learners revise their own academic paragraph using guided checklists derived from GLEAN and MICUSP findings and reflect on improvements in academic appropriateness.

This research offers transferable principles for other ESP genres and multilingual settings, demonstrating how data-informed materials can develop linguistic accuracy in the global journalistic landscape.

Keywords: *data-driven learning, interlanguage, corpus linguistics, ESP*

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Teacher Perspectives on Sustainability-Integrated EcoLingua Materials in EFL: The Lithuanian Case

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Abstract

Environmental issues may appear in EFL materials as isolated reading passages or vocabulary sets rather than as opportunities for sustained inquiry and action, a concern identified in research on ecological content in ELT coursebooks (Jacobs & Goatly, 2000). Sustainability-oriented language education can instead connect language development with critical literacies and eco-ethical engagement (Goulah, 2017). This presentation explores Lithuanian EFL teachers' perspectives on the relevance, usability and potential classroom application of sustainability-integrated materials developed within the Erasmus+ EcoLingua project. The presentation reports on an exploratory qualitative case study informed by a review of the Lithuanian educational context, a 30-item questionnaire completed by 40 English teachers, and feedback collected during four online professional-development seminars held between December 2025 and March 2026. The qualitative material included structured activity evaluations, moderator summaries and facilitator observations. The CEFR Companion Volume and GreenComp served as sensitising frameworks for interpreting teachers' comments about language proficiency, communicative action, mediation, learner agency and action for sustainability (Bianchi et al., 2022; Council of Europe, 2020). The presentation will also incorporate a follow-up evaluation conducted in October 2026. Teachers will select a gamified EcoLingua activity, trial it with their learners where possible—or review it online—and complete an evaluation questionnaire. Their responses and subsequent active-learning discussions will provide further practice-oriented perspectives on the materials. Feedback based on classroom trials and online reviews will be distinguished in the interpretation. Recurring perspectives are organised into four themes: purposeful integration of sustainability and language learning; local relevance and learner agency; the value of interactive, digital and gamified work; and the need for adaptation, scaffolding and teacher support. The study does not assess learner outcomes or compare the effectiveness of individual activities. Instead, it highlights teachers' role in adapting sustainability-oriented materials to particular learners, curricula and teaching contexts.

Keywords: *sustainability-integrated EFL, EcoLingua, teacher perspectives, materials evaluation, learner agency*

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The Ecoliteracy Content Analysis Framework (ECAF): A Theoretical Model for Evaluating Environmental Content in EFL Textbooks

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Abstract

This presentation introduces the Ecoliteracy Content Analysis Framework (ECAF) as a comprehensive theoretical model for the systematic selection, evaluation, and adaptation of ecological content in English as a Foreign Language (EFL) textbooks (Suwandi, 2024). Rooted in foundational scholarship on environmental literacy, education for sustainable development (ESD), and critical language pedagogy, ECAF provides educators, curriculum designers, and materials developers with a structured lens to assess how sustainability themes are embedded within language learning materials. The framework operationalises environmental education across four interconnected dimensions. First, knowledge encompasses three subcategories: ecological knowledge about the principles of ecosystem organisation; socio-political knowledge regarding the environmental values of diverse cultures; and awareness of local and global environmental issues. Second, affective tendency refers to learners' capacity for personal reflection, empathy, and ethical engagement with ecological challenges, fostering a sense of connection to the natural world. Third, behaviour includes both the recognition of personal responsibility toward environmental issues and the development of active participation skills, such as problem-solving and collective action. Fourth, cognitive skills involve higher-order thinking abilities, including the analysis, synthesis, and evaluation of complex environmental problems from multiple perspectives. The presentation argues that many existing EFL materials treat ecological themes incidentally or superficially, often reducing them to vocabulary lists, reading passages with no critical follow-up, or linguistic examples devoid of meaningful engagement (Barros-Del Río & Mediavilla-Martínez, 2025; Chnais & Morales, 2023; Kazazoglu, 2025; McBride et al., 2013; Scott & Hussain, 2021). ECAF addresses this gap by offering a diagnostic tool that distinguishes between superficial references and genuinely transformative content. The framework emphasises the need for deliberate, explicit, and pedagogically progressive integration of sustainability as a core thematic axis, moving beyond affective engagement alone toward action-oriented, cognitively demanding, and interdisciplinary learning outcomes (Fairclough, 1990). Theoretical implications for curriculum design, teacher mediation, materials adaptation, and the alignment of language instruction with the broader goals of ecological transition are discussed, positioning ecoliteracy as an essential component of contemporary EFL pedagogy.

Keywords: *EFL; Ecoliteracy framework; EFL textbooks; content selection; sustainability education*

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Trends in terminology formation within energy industry discourse

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Abstract

Today, energy industry is an area of engineering practice that is rapidly developing due to technological advances and a global transition to renewable energy generation. The present study investigates the neologisms that have come into play in the field of energy industry over the recent decades. As is known, neologisms introduce new ways of thinking by embodying novel conceptual knowledge and this is certain to be of socio-political significance (Storjohann, 2025). By analyzing contemporary lexicographical sources this research intends to map current trends in neological formation of energy industry terminology. First, it has been shown that there are new terms used in the energy industry that are actually synonyms, being variants of British and American English (e.g., renewable energy (BrE) vs. soft energy (AmE)). This obviously reflects the dominant market influence of the United States (Maslova, 2025a). Second, among the trends in morphological formation of neologisms, the prefix bio- stands out as the number of "bioderivatives" is quite impressive (e.g., bioconversion, bioeconomy, biopower, bioproduct, etc.). In fact, the Wikipedia web-page on biorefinery, which is seen last updated in February 2026, states that the term itself was first used in June 2014. Thus, we may conclude that bioenergy is the area of energy industry that keeps growing on and on (Maslova, 2025c). Finally, abbreviated terms are reported to contribute to the pragmatic integrity of the energy industry discourse (Maslova, 2025b). For instance, the abbreviation EV (electric vehicle) functions as a highly productive root in numerous word combinations registered in the IATE terminology database (e.g., PHEV, EV battery, heavy-duty EV, light-duty EV, EV charging hub, etc.). In summary, this paper demonstrates how terminological shifts reveal the evolving trends in the energy industry discourse, including industrial, ecological, and even geopolitical changes in the field.

Keywords: *neologisms, terminology, energy industry, word formation, prefixes*

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AI-Assisted Lesson Planning for Media Literacy Instruction in the English Language Classroom

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Abstract

This presentation explores the use of Artificial Intelligence (AI) - assisted lesson planning as a tool for helping teachers design language-learning activities that foster media literacy, specifically the ability to detect, analyze and reply to stories and posts that contain disinformation. Integrating media literacy instruction with English language teaching has become increasingly urgent due to the growing volume and accessibility of disinformation, its role in deepening ideological divisions, and its potential to contribute to real-world violence. Research suggests that AI can effectively support teachers in lesson planning and creating activities tailored to specific contexts and learning objectives (Kohnke & Zou, 2025) and assist in providing, "examples, analogies and hypothetical scenarios to provoke discussion and critical reasoning in the classroom" (Van den Berg & Du Plessis, 2023), thus lowering barriers to innovation when creating and integrating activities focused on the detection and analysis of disinformation. Building on these developments, the presentation discusses qualitative data collected from a group of English language teachers in Lithuania participating in a professional development course on integrating media literacy instruction in the language classroom. The research identifies the challenges educators face when implementing media literacy teaching, how AI lesson planning helped teachers in overcoming these challenges and the overall impact of AI lesson planning on pedagogical practices.

Keywords: *Language Teaching Pedagogy, Media Literacy, Disinformation, Artificial Intelligence, Lesson Planning*

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SITUATIONSHIP as a Conceptual Category. A Corpus and AI-assisted Cognitive Linguistic Analysis

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Abstract

The study addresses the research question of how the concept SITUATIONSHIP can be systematically modelled as a conceptual category and how its linguistic realisation reflects broader social changes in relational practices, particularly in light of the increasing ambiguity and flexibility of romantic relationship patterns in contemporary society. The theoretical background is provided by Cognitive Linguistics, especially prototype theory (Rosch, 1975, 1978), frame semantics (Fillmore, 1982), conceptual metaphor theory (Lakoff & Johnson, 1980), conceptual integration (blending) theory (Fauconnier & Turner, 2002), image schemas theory (Johnson, 1987, Lakoff, 1987) and Cognitive Grammar including conceptualisation processes (Langacker, 1987, 2008). The aim of the paper is to establish SITUATIONSHIP as a coherent conceptual category including its prototype structure and the central and peripheral senses, as well as the conceptual mechanisms underlying the senses. The frame-semantic approach is employed to identify the core and variable frame elements within the conceptual structure under investigation. Methodologically, the study combines corpus-based analysis using Sketch Engine with exploratory AI-assisted analysis using ChatGPT and Claude to examine large-scale patterns of usage, meaning variation and discourse contexts. The analysis is expected to demonstrate that the meaning of SITUATIONSHIP is not fixed but dynamically shaped by language use and cultural practices. The study concludes that SITUATIONSHIP reflects broader processes of social and relational change in contemporary society, illustrating how new conceptual categories emerge and stabilise through language use and socio-cultural practices.

Keywords: *Conceptual Category, Prototype, SITUATIONSHIP, Metaphor, Blending*

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Academic English Writing by Croatian Scholars: A Corpus-Based Analysis of the Modal Verbs *May* and *Can* in Research Articles

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Abstract

This paper investigates how non-native speakers (NNS) of English, specifically Croatian scholars, use the modal verbs *may* and *can* when writing and publishing research articles in English. In academic discourse, these modal verbs function not only as semantic tools for expressing objective possibility, but also as vital rhetorical strategies for managing tentativeness, caution, and epistemic stance—commonly known as hedging. However, first-language interference and distinct contrastive linguistic features often make it difficult for non-native writers to use these modals appropriately. Using a corpus-based approach, this study contrasts the frequency and rhetorical distributions of *may* and *can* in a specialized corpus of research articles authored by Croatian scholars against native-speaker (NS) benchmarks. The quantitative and qualitative analysis aims to identify distinct patterns of overuse or underuse of these modal verbs when presenting scientific arguments. Additionally, it focuses on the use of *may* as a hedging mechanism to evaluate its level of stylistic flexibility compared to a reliance on fixed, formulaic expressions. By analysing these specific linguistic choices, the study uncovers critical rhetorical variations between Croatian and native English academic writers. Lastly, the paper demonstrates how choices in tentative modality directly impact the perceived authority, credibility, and persuasiveness of scientific claims, emphasizing the necessity of pragmatic competence for international publishing success. It concludes by outlining the concrete pedagogical implications of these findings for English for Specific Purposes (ESP) and English for Academic Purposes (EAP) curricula. Specifically, it addresses the urgent need for tailored instructional design that emphasizes the nuanced, pragmatic functions of modal verbs to effectively bridge the gap between basic grammatical accuracy and professional rhetorical effectiveness.

Keywords: *modal verbs, can, may, research articles, academic writing*

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AI-Driven Analysis of Written Language Proficiency

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Abstract

The use of technology to measure learners' foreign language proficiency has been explored extensively. Lexical density has been widely used to analyse written samples of language learners. Numerous studies have established positive correlations between lexical density measurements and learners' quality of written discourse and linguistic proficiency (Crossley & McNamara, 2010; Nasseri & Thompson, 2021). Bulté & Housen (2012) and Lu (2012) assert that lexical density measurement remains one of the most reliable methods for assessing lexical proficiency in academic writing. A previous study by the author (in the process of publication) analysed lexical density in spoken samples. Upon enrolment in a C1 English intensive class, students underwent baseline measurements of random spoken samples using tools such as Analyze My Writing (for lexical density) and GSE Teacher Toolkit (for CEFR level determination). The purpose of this study is to contrast the results of the spoken measurements with the written samples. Under the same conditions and using the same AI measures, the students were asked to handwrite a response to Ken Johnson's video about creativity during the class (to prevent AI-generated answers). The hypothesis is that students should display higher proficiency during writing tasks compared to the spoken samples, as suggested by the pioneer of lexical density research, Ure (1971). The study seeks to identify how written language proficiency differs from spoken measurements. The results contribute to the scholarly discussion on the role of AI tools in providing individualized language measurements to help learners enhance language proficiency.

Keywords: *AI-powered language apps, lexical density, spoken and written language, CEFR level, foreign language acquisition*

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Language Shift and Loss of Traditional Ecological Knowledge in the Mising Community of Northeast India

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Abstract

This paper examines the relationship between language shift and the erosion of Traditional Ecological Knowledge (TEK) within the Mising community of Assam in Northeast India. As the use of the Mising language is increasingly replaced by Assamese in everyday and institutional domains (Doley & Mittal, 2026), significant changes are also observed in the transmission of ecological knowledge, cultural practices, and local environmental understanding. The study is based on ethnographic fieldwork and focuses on intergenerational patterns of language use and knowledge transmission. Using semi-structured interviews and conversations with community elders and younger speakers, the research compares how different generations identify, describe, and relate to local flora, medicinal plants, agricultural practices, food traditions, and environmental practices embedded within everyday life. The findings show a noticeable decline in the use and recognition of Mising-specific terminology and ecological knowledge among younger speakers. This linguistic attrition is not merely the loss of vocabulary, but also the gradual weakening of environmental knowledge systems and traditional practices associated with the language (Maffi, 2001). The paper further explores how traditional rituals, kinship customs, and everyday cultural practices expressed through the Mising language reflect locally grounded relationships with land, ecology, and community life. As many of these practices are changing under dominant socio-cultural influences, the continuity of indigenous ecological knowledge is increasingly challenged. By linking language shift with the erosion of bio-cultural knowledge, the study highlights how the Mising language functions as a repository of ecological understanding, cultural memory, and community knowledge (Haugen, 1972; Harrison, 2007). The paper argues for greater attention to indigenous knowledge systems within language documentation, revitalization efforts, and multilingual educational frameworks. In doing so, it contributes to broader discussions on linguistic justice, sustainability, and the preservation of bio-cultural diversity.

Keywords: *Mising, ecolinguistics, Traditional Ecological Knowledge (TEK), language shift, linguistic justice*

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Beyond Possession: Teacher Readiness as Enacted Regulatory Practice in Mobile-Assisted Language Learning

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Abstract

Teacher readiness in language education is commonly conceptualised as a body of knowledge, competence, or disposition that precedes practice. While informing research on teacher preparation and cognition, it offers limited explanatory power for how readiness is enacted when pedagogical activity must be sustained under constraint. This limitation becomes particularly visible in low-resource mobile-assisted language learning (MALL) environments, where teachers must maintain formative assessment practices without access to purpose-built systems. A teacher who understands the principles of formative assessment but cannot enact them through available means is not yet ready in any practically meaningful sense. This paper reconceptualises teacher readiness as an enacted, metacognitive regulatory practice observable through teachers' planning, monitoring, and adjustment of activity. Framed within formative assessment as a process-oriented domain requiring continuous generation and use of evidence to support learning, the paper argues that coherence depends not on tool availability but on how teachers organise and adapt available resources. Existing perspectives, including technological pedagogical knowledge and affordance-based accounts, explain what teachers know and what digital environments make possible, but do not fully account for how these elements are translated into sustained pedagogical action. To address this gap, the paper proposes repurposing as the mechanism through which teachers reorganise general-purpose digital affordances into structured formative assessment practices. The argument develops a conceptual model linking regulatory processes, technological knowledge, and contextual constraints, positioning teacher readiness not as a pre-existing state but as the observable outcome of situated pedagogical action, thereby clarifying how coherence can be sustained under constraint through regulatory enactment.

Keywords: *teacher readiness, formative assessment, digital affordances, metacognitive self-regulation, MALL*

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A Corpus-Based Study of Verb–Noun Collocations in Writing by Bangladeshi Higher-Secondary EFL Learners

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Abstract

Bangladeshi EFL learners' ability to demonstrate collocational competence may be constrained by their tendency to rely on word-for-word translation from Bengali. This study used a corpus-based approach to examine Bangladeshi higher-secondary EFL learners' production of verb–noun collocations in writing. The study had two aims: first, to develop a small-scale learner corpus from handwritten paragraphs collected from 35 students at a higher-secondary institution in Dhaka, Bangladesh; and second, drawing on Henriksen's (1999) conceptualisation of depth of lexical knowledge, to examine learners' collocational production as evidence of lexical competence. Prior research on higher-secondary Bangladeshi learners' EFL writing focused on error analysis (Hasan & Mizan, 2024), and corpus-informed vocabulary instruction was investigated with tertiary-level learners (Sweet et al., 2026), making learner corpus research in higher-secondary level relatively underexplored. The learners were instructed to write approximately 200-word paragraphs during a regular classroom session. The handwritten scripts were digitised keeping the originality of the language and compiled into a learner corpus. The learner corpus was analysed using AntConc 4.4.2 to identify verb–noun collocations produced by the learners. Given the large size of the British English (BE) component in GloWbE, it was impractical to search the exact verb–noun collocations. Therefore, each noun derived from the learner corpus was searched in the GloWbE- BE component to identify the most collocating verbs based on frequency. The study asked: (1) What verb–noun collocations did the learners produce? (2) How did these correspond to the BE patterns in GloWbE? and (3) Did any divergence potentially reflect L1 (Bengali) transfer? The study contributed to learner corpus research by providing an empirical account of collocation production and lexical competence among an understudied population. It called for incorporating collocation teaching and Data-Driven Learning (DDL) in Bangladeshi higher-secondary EFL context.

Keywords: *learner corpus research, verb–noun collocations, Bangladeshi higher-secondary learners, EFL writing, GloWbE*

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What Counts as Evidence of Students' Writing Competence in the Age of AI: Rethinking Writing Pedagogy and Assessment

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Abstract

The rapid adoption of generative artificial intelligence (GenAI) has transformed writing practices in higher education and challenged traditional approaches to writing assessment. Much of the current discussion centres on plagiarism, academic integrity, and AI detection. While these issues are important, they often overshadow a more fundamental educational question: What counts as evidence of students' writing competence in the age of AI? This conceptual paper argues that the widespread use of GenAI requires educators to reconsider the relationship between writing pedagogy, intended learning outcomes, and assessment. Drawing on theories of constructive alignment (Biggs & Tang, 2011), assessment validity (Messick, 1989; Kane, 2013), and writing pedagogy (Flower & Hayes, 1981), the paper examines whether the final written product can still be considered valid evidence of students' writing competence when AI tools are capable of producing increasingly sophisticated texts. Rather than viewing writing ability solely as the production of an original text, the paper proposes understanding it as a multidimensional construct encompassing critical thinking, rhetorical awareness, idea development, ethical decision-making, and the ability to critically evaluate and responsibly use AI throughout the writing process. From this perspective, the emergence of GenAI does not diminish the importance of writing instruction but instead invites educators to reconsider what writing is intended to teach and how student learning should be evidenced. The paper contributes to current debates on AI in higher education by shifting the focus from AI detection towards the educational purposes of writing and the validity of writing assessment. It concludes by outlining principles for designing writing instruction and assessment that remain aligned with intended learning outcomes in AI-rich learning environments.

Keywords: *writing pedagogy; writing assessment; assessment validity; constructive alignment; generative artificial intelligence*

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Actionality and Suppletion in Homeric Greek: A Lexical-Typological Account of Motion Verbs

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Abstract

This paper investigates verbal suppletion in Homeric Greek from the perspective of the lexical typology of motion verbs (Talmy, 2000), focusing on verbal actionality, namely (a)telicity as an inherent actional feature of verbal roots. Telicity characterizes actions and events entailing an endpoint (Vendler, 1967). Although telicity has traditionally been treated as a compositional property of the event, root-inherent telicity has been reassessed as a crucial feature of the Ancient Indo-European verbal system. From this perspective, the aspectual opposition between present and aorist stems reflects an earlier actional opposition based on (a)telicity (Bartolotta, 2016; García Ramón, 2002; Napoli, 2006). Homeric suppletive paradigms preserve traces of this earlier system, with telic and atelic roots occurring in actionally complementary distribution. As for the typology of motion event encoding, Homeric Greek is generally classified as a Satellite-Framed language (Baldi, 2006; Nikitina, 2013; Talmy, 2000), since Path tends to be encoded through satellites, including spatial adverbs, case markers, and particles functioning as adpositions and preverbs (e.g. *Il*. 17.691 θέων ἐπὶ νῆας 'running to the ships'; *Il*. 16.254 κλισίην εἰσ-ᾖλθε '(he) went into the tent'). These particles reflect different stages of grammaticalization, traces of which coexist in Homeric Greek because of its linguistic stratification (Chantraine, 1953; Meillet, 1912; Pompei, 2014). The textual analysis of the *Iliad* and the *Odyssey* considers the distribution and contexts of use of two classes of motion verbs, i.e. manner-of-motion verbs for 'run' (namely atelic θέω and τρέχω vs. telic ἔδραμον) and self-propelled motion verbs for 'go' (namely atelic ἔρχομαι vs. telic ἦλθον), along with all their co-occurring Path satellites, distinguishing between those prototypically goal-oriented (directional), e.g. ἐπί 'to', and those non-goal-oriented (non-directional), e.g. περί 'around'. The analysis focuses on the semantic and morphosyntactic behavior of Path satellites, especially particles, and the attainment of the motion endpoint. Using a selection of representative examples, the analysis shows that root-inherent (a)telicity interacts with Path encoding: it affects both the semantic interpretation of co-occurring satellites and the actual attainment of the motion endpoint. Furthermore, the distribution of spatial particles across telic and atelic verbal roots is non-random. Different degrees of morphosyntactic cohesion between specific particles and verbs appear to correlate with different stages in the grammaticalization of Homeric particles, with this correlation depending on verbal (a)telicity. These findings suggest that lexical (a)telicity provides a crucial link between verbal suppletion, motion-event encoding, and the diachronic development of Homeric spatial particles.

Keywords: *suppletion, Grammaticalization, Telicity, Motion verbs, Homeric Greek*

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Politeness and Social Hierarchy in Nineteenth-Century Georgian: Forms of Address and Deferential Expressions

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Abstract

The aim of this study is to examine the pragmatic functions of forms of address and deferential expressions in nineteenth-century Georgian literary language and their relationship with social hierarchy and interpersonal relations. Historical forms of Georgian linguistic etiquette reveal how linguistic choices reflect social status, social distance, and the nature of interpersonal relations (Kikvidze, 1999; Zekalashvili, 2010; Ninidze, 2021). The main research question is: How does the choice of forms of address and deferential expressions contribute to the construction of politeness and social relations in nineteenth-century Georgian? The study is based on literary prose by Aleksandre Orbeliani, Grigol Rcheulishvili, and Lavrenti Ardaziani. The theoretical framework draws on historical pragmatics and linguistic politeness research, particularly studies of address forms and their role in constructing social relations (Jucker & Taavitsainen, 2003; Nevala, 2004; Taavitsainen & Jucker, 2016). A qualitative, context-oriented pragmatic analysis is employed. The linguistic units are classified as forms of address indicating status and social position (*tkveno didebulebav*, *chemo khelmtsipeo*, *batonishvilo*, *kneinav*, *kalbatono*, *mepev*); conventional deferential expressions (*tkvenis motsqalebit*, *shenis motsqalebit*); and culturally specific relational formulae (*sheni chirime* and *sheinchime*). Each occurrence is analysed with reference to its communicative context, the relative social status of the speaker and addressee, social distance, and their relationship. Preliminary analysis indicates that these forms are closely associated with social hierarchy, although their functions extend beyond marking status. Depending on context, they may express respect, distance, dependence, or relational closeness. These findings contribute to the historical pragmatics of Georgian by demonstrating how culturally specific forms of address and deferential expressions encode the relationship between politeness, social hierarchy, and interpersonal relations.

Keywords: *historical pragmatics; politeness; forms of address; social hierarchy; Georgian language*

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The Didactic Treatment of Literary Texts in Czech Russian-Language Textbooks: Implications for the Development of Intercultural Competence

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Abstract

Literature is an important means of conveying cultural meanings and developing intercultural competence in foreign language education; however, its role is often marginalized in modern textbooks in favour of communicative-oriented activities (Průcha, 1998; Maňák et al., 2006). This paper therefore focuses on analysing the representation and didactic treatment of Russian literature in Czech-produced textbooks used at universities, specifically *Твой шанс* A1, A2, and B1 (2018, 2019, 2022), *Učebnice současné ruštiny* (2019, 2022), *Ruština nejen pro samouky* (2022), and *Ruština pro samouky a věčné začátečníky* (2016). We have examined the *Твой шанс* and *Я люблю русский язык textbooks* in terms of their use in Russian language education at the University of Defence (Odehnalová, 2025). Furthermore, we draw on research addressing the use of literary texts in foreign language instruction (Kyloušková, 2007; Skopečková, 2011; Lazar, 2015; Zbudilová, 2017). The research is conducted using qualitative content analysis supplemented by elements of a comparative approach (Průcha, 1996; Sikorová, 2007; Nálepová, 2011). The paper examines the frequency of literary texts, their typology (excerpts from classical and contemporary literature, adapted versus authentic texts), and the methods used to teach them. Particular attention is paid to the types of tasks accompanying these texts (reproductive, linguistic-analytical, interpretive, and discussion-based) and their potential to develop not only language skills but also students' cultural and interpretive competencies. The analysis also includes an evaluation of the contribution of literary excerpts to the development of intercultural competence, particularly in terms of whether they foster a deeper understanding of Russian culture or remain at the level of factual information. Furthermore, the study examines whether the presentation of Russian culture exhibits a pluralistic character or, conversely, reproduces stereotypical images, as well as which cultural values and identities are conveyed through the texts. This paper contributes to the discussion on the role of literature in contemporary foreign language teaching and suggests possibilities for its more effective integration into tertiary-level instruction.

Keywords: *foreign language teaching, textbook analysis, Russian literature, intercultural competence, cultural representations*

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Do students write better essays when AI-assisted? It is complicated

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Abstract

As Curry & colleagues (2025, 315) point out, "AI [is] able to produce coherent text in response to prompts and (…) access to AI has never been more widespread, nor has it been so readily repurposed", its use as a tool or enemy of learning in the classroom is under intense scrutiny. This investigation looks at two sets of short essays, which have been produced by university students as part of their academic writing in Pakistan. Set one consists of traditional human written essays, in the second set students used AI tools to assist with their writing. The two corpora consist of 56 files each, with identical sources and tasks. Consequently, over 20,000 of the tokens are identical, showing that the shared vocabulary is extensive. Using concordancing (Scott, 2025) and part-of-speech (POS) tagging tools (Rayson, 2025), the two sets were analysed in order to observe similarities and differences in order to evaluate the respective advantages. While AI tools may lead to better grades (cf. BBC, 2025), this research indicates a more differentiated picture. On the one hand, the AI-assisted writing produced essays with almost no wording or typographical errors, the choice of words is more technical and abstract and they were clearly structured. On the other hand, traditionally written 400-word essays, which use internal structural markers rather than headers; which present wider personal variation; and which can show greater focus on details rather than general statements might be seen as preferable.

Keywords: *Academic writing, AI, learner corpora, proficiency, tool-assisted writing*

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What a Nano-GPT can (not) tell us about Spoken Language

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Abstract

Going back just five years ago, few linguists, even those who work with empirical methods, showed much interest in *Large Language Models*. After the launch of ChatGPT in autumn 2022, a lot of research has focussed on the quality and near-naturalness Large Language Model (LLM)-based tools present in the texts they produce. While one area of research has focussed on the similarities and differences between machine-produced and human-produced output (e.g. Berber Sardinha, 2024), others have explored in how far such tools could process more complex tasks (e.g. Valmeekam et al., 2023; Curry et al., 2024). While it can be assumed that ChatGPT makes use of written-to-be-spoken training material, there has been no investigation, as yet, into how far a Generative Pre-trained Transformer (GPT) algorithm is able to be trained on and process (transcribed) natural, colloquial language. For this investigation a small corpus of transcribed spoken Liverpool English (Pace-Sigge, 2013) is employed to train Karpathy's (2024) *nano-GPT*. The aim of this investigation is threefold This research aims to find out whether spoken language transcripts lead to processing difficulties; whether such generated language can be seen as a suitable reflection of natural speech; and whether machine produced texts offer new insights into the workings of language. The research has not shown anything that corpus linguistics methodology could not otherwise demonstrate; however, it gives an important insight with regards to the structure of the training data and how that affects the GPT algorithm.

Keywords: *Generative Pre-trained Transformer (GPT), Large Language Model, nano-GPT, spoken Liverpool English, word clusters*

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The Image of the Swedes in the *Dictionary of the Lithuanian Language*: Definitions, Illustrative Examples, and Cultural Memory

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Abstract

This paper examines how the Swedish people, their culture, and historical relations with Lithuania are represented in the *Dictionary of the Lithuanian Language* (*Lietuvių kalbos žodynas*). The dictionary is approached not merely as a lexical repository but as a source for reconstructing the Lithuanian linguistic worldview and cultural memory related to the images of foreigners, in the given case, Swedes. Drawing on the dictionary definitions, illustrative examples, and derived lexical items, the paper explores how the ethnonym *Swede* and its historical variants (*žuvėdas*, *žvėdas*) function across different semantic domains. Particular attention is paid to the historical memory (wars, famine, plague, and the so-called *Swedish period*), cultural landscape terminology (e.g., *švedkapiai* 'Swedish graves', *švedkalniai* 'Swedish hills'), phraseology, and the names of plants, fungi, animals, and other common entities associated with Sweden. The research analysis demonstrates that the image of the Swedes preserved in the *Dictionary of the Lithuanian Language* is multifaceted, combining collective historical memory, elements of material culture, and everyday language that reflect long-standing cultural contacts between Lithuania and Sweden.

Keywords: *corpus, semantics, meaning, illustrative example, Swede*

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Cognitive Engagement in L2 Writing Across AI-Mediated Conditions

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Abstract

Writing in L2 is one of the most challenging language learning activities requiring cognitive, linguistic and metacognitive skills (Kormos, 2023). Its permanence and slower pace compared to speaking allow learners to control their attention, to notice their gaps and to solve their communication problems by consulting material, experts or drawing on their explicit knowledge (Williams, 2012). The growing adoption of artificial intelligence (AI) tools transforms the traditional writing process: depending on the level of intervention, AI tools can not only check grammatical accuracy but also help to generate ideas and draft text. Such delegation of cognitive tasks to external aids, a phenomenon known as cognitive offloading, may reduce learners' cognitive engagement in ways that remain empirically underinvestigated (Gerlich, 2025). The present study aims to explore the potential effects of different writing conditions – unaided, machine translation-assisted and generative AI-assisted – on perceived cognitive engagement in L2 French writing. Intermediate-level L2 French learners complete three writing tasks, one under each condition, in a within-subjects design. A self-report questionnaire adapted from the Cognitive Load Scale for AI-assisted L2 writing (Yao & Fan, 2025) is administered after each writing task to measure individual cognitive demands across different writing conditions. It is hypothesized that increased AI intervention will reduce cognitive engagement in language-related processes while shifting it toward evaluation and integration of AI-generated content. The findings are expected to contribute to a broader reflection on the role of writing in L2 acquisition and on what it means to teach writing in the era of AI.

Keywords: *cognitive engagement, L2 writing, AI-assisted writing, cognitive offloading, second language acquisition*

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Intercultural aspects of politeness in Hungarian and Italian language use

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Abstract

Linguistic politeness encompasses more than just specific linguistic forms and communicative rules. As part of social interaction, it shapes communicative situations, and its realization is determined by the social and cultural norms of a given community (cfr Leech, 1983; Watts, 2003; Pap, 2026). Expressions that imply politeness in everyday communication, such as greetings, forms of address and politeness formulae, can therefore be interpreted as both linguistic devices and culturally determined signals. Given the close relationship between language and culture, the study of these phenomena is particularly important in the context of foreign language teaching and the development of intercultural competence (Byram, 1997). This presentation examines the intercultural features of politeness in an Italian–Hungarian linguistic context. It focuses on everyday communicative phenomena such as greetings, forms of address (*Mr., Mrs., how are you?, Excuse me!*), and the use of informal versus formal language (you/formal you), as well as the realization of certain speech acts. Drawing on previous studies, the analysis (1) explores similarities and differences in Hungarian and Italian language use that are determined by culture. Additionally, (2) by analysing older and more recent Hungarian language textbooks, including materials designed for Italian native speakers, it investigates how pragmatic and intercultural content related to politeness is represented in these teaching materials. The study (3) also highlights the importance of intercultural competence in language teaching. Successful communication requires not only grammatical and lexical knowledge, but also the ability to recognise and interpret the cultural norms and communicative expectations conveyed by particular linguistic forms. The findings highlight the culturally determined nature of polite language use and emphasise the importance of developing intercultural competence in language education.

Keywords: *politeness, Hungarian and Italian, culture, intercultural competence, language teaching (cortesia, ungherese e italiano, cultura, competenza interculturale, insegnamento delle lingue)*

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Stylistic and Pragmatic Determinants of Shockvertising in Health-Related Messages: A Media-Linguistic Perspective

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Abstract

The aim of the presentation is to examine the phenomenon of shockvertising on the basis of selected health-related media messages. Shockvertising is designed to violate socially accepted boundaries in order to attract the recipient's attention to the message. By fulfilling the phatic function, it opens the way to persuading recipients to adopt particular attitudes, beliefs, or patterns of behaviour. In the context of health communication, this constitutes an important persuasive mechanism, despite the risk that such messages may be rejected by their audiences. Drawing on selected health-related social campaigns conducted in Poland, I will carry out a media-linguistic analysis of the messages, focusing primarily on their stylistic construction. Using a multiple case study approach and desk research, I will reconstruct the communicative strategies adopted by campaign creators and examine the linguistic and non-linguistic devices employed to violate socially accepted norms. I will also consider the sender's intended communicative goals and the possible or actual effects of these strategies, taking into account media discourse surrounding particular campaigns and audience responses in online comment sections. Since this topic has received relatively little attention in Polish scholarship, the study aims to help fill this gap. It is also expected to contribute to an updated understanding of shockvertising by taking cultural factors into account and by identifying changes in the ways shocking campaigns are designed and implemented. In the longer term, the findings may provide a basis for comparative analyses of similar campaigns in other countries.

Keywords: *shockvertising, health communication, media linguistics, persuasion, social campaigns*

Presenting in a Language That Is Not Your Own: English-Medium Academic Presentations of Slovak Medical Students

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Abstract

This study investigates how second-year medical students at a Slovak university perceive their performance when delivering academic presentations in English and how these self-perceptions align with observed communicative behavior. Despite the growing prevalence of English as a medium of instruction in European medical education, relatively little is known about how L2-related anxiety interacts with presentation performance in this context or how accurately students evaluate their own communicative competence. The theoretical framework draws on research on L2 speaking anxiety, communication apprehension (Kho & Ting, 2023; Wu, 2024), spoken academic discourse (Hyland, 2009), presentation skills in health professional education (Sharif et al., 2025), and self-regulation in public speaking (Barrett & Liu, 2016). A qualitative pilot study was conducted with 12 second-year medical students across three seminars (March–May 2026). Data were generated through three complementary instruments: unstructured researcher observation of live presentations, immediate post-presentation written reflections using open prompts, and a purposively sampled focus group (n = 6) (Hatch, 2002). The sequential design enabled triangulation of presentation behavior, individual self-assessment, and collective reflection. Analysis revealed five recurring tensions. Students frequently displayed visible signs of anxiety despite generally successful linguistic performance, and self-evaluations often underestimated observed fluency and communicative effectiveness (Al-khresheh et al., 2025; Ranjbar et al., 2025). Presentations were also characterized by limited use of signposting and discourse markers and by predominantly static spatial behavior during delivery. In addition, source attribution was absent from all presentations yet went entirely unnoticed in student reflections, suggesting a significant gap in awareness of academic presentation conventions (Hyland, 2009). Variation in metacognitive accuracy, ranging from critical blind spots to productive reframing of stress, emerged as a further dimension of interest. These findings suggest that communication training in English-medium medical programmes should address not only language proficiency but also presentation conventions, source-use practices, and students' capacity to evaluate their own performance accurately. The study contributes to ongoing discussions of communication competence and learner self-awareness in multilingual higher education contexts.

Keywords: *L2 presenting skills, academic presentations, L2 speaking anxiety, medical education, self-assessment accuracy*

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Beyond English: The Past, Present and Future of Teaching B-Foreign Languages

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Abstract

Estonia's foreign-language education is entering a new phase. For decades, English has been the overwhelmingly dominant first foreign language, while Russian has largely dominated as the second (B) foreign language. Since 2023/2024, basic schools have been required to offer at least two B-foreign language options, signalling a shift from a system of limited provision towards greater linguistic diversity (Peekmann 2024). What is changing in the teaching of B-foreign languages in Estonia, why is this change necessary, and what might it mean for the future of multilingual education? The analysis of the Ministry of Education and Research report draws on national language and education strategies, curriculum documents, B-foreign language provision school survey data, and recent developments in teacher education and digital learning (Republic of Estonia Ministry of Education and Science, 2024a). The presentation examines the present situation, focusing on the growing interest in German, Spanish and Finnish, regional differences, and the central challenge of securing qualified teachers (Peekmann, 2026). The transition to Estonian-medium education adds another important dimension: language-proficiency requirements for teachers create both opportunities and pressures for schools (Republic of Estonia Ministry of Education and Science, 2024b, 2024c, Peekmann 2026). Finally, the presentation explores possible future scenarios: stronger cooperation between schools, flexible teacher-training and retraining pathways, digital and hybrid learning, and closer integration of formal and non-formal language learning. The key argument is that widening B-foreign language provision is not simply a curriculum reform. It is an opportunity to rethink multilingualism, student choice and the role of languages in Estonia's future. The success of the reform will depend on whether policy ambitions are matched by sufficient teachers, resources and sustainable learning pathways.

Keywords: *B-foreign languages; multilingualism; language policy; teacher supply; student choice*

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Linguistic Diversity in the Workplace: Language Practices in a Multilingual Bioscience Lab

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Abstract

As workplaces are becoming increasingly multilingual, with monolingualism an exception rather than the norm, both international business (IB) research and sociolinguistics have recently become concerned with the use of language in multilingual workplaces (Angouri & Piekkari 2018). Research on multilingual workplace practices remains scarce in Lithuania and the Baltic States. From a theoretical perspective, the understanding of linguistic diversity in the workplace as an object of enquiry has shifted from a focus on distinct (primarily national) languages towards language users, the linguistic resources available to them, and their corresponding linguistic practices (Auer & Wei 2007). This shift is reflected in terms such as transnational heterogeneity, workplace translanguaging, and truncated repertoires (Faudree & Schulthies 2015). Against this theoretical background, the paper examines how employees make situated and context-dependent choices about which language to use in a multinational bioscience workplace in Lithuania. The data consist of audio-recorded interactions collected in a bioscience laboratory in Vilnius, supplemented by prior ethnographic knowledge of the participants and the context. The interactional data are analysed using interactional sociolinguistics (IS), a discourse-analytical framework grounded in the work of Gumperz (1982; 2001). The analysis shows that language practices in this small workplace community are constructed as flexible, with both employees and managers typically taking a 'what works' approach to language use. Alongside productivity and problem-solving, multilingual interaction also supports collaboration and identity construction while reinforcing social ties. English and Russian both function as *lingua francas*, although English is used more frequently. In addition, instances of receptive multilingualism (*lingua receptiva*), as defined by Rehbein et al. (2012), have been observed. These emergent, bottom-up practices are not determined solely by the multilingual composition of the workplace or by individual language preferences. Rather, language choice is locally negotiated and sensitive to the interactional context.

Keywords: *linguistic diversity, multilingual workplaces, language practices, interactional sociolinguistics*

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Sustainability and Language training in the cleaning sector

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Abstract

Environmental issues have become a major concern in today's societies. In France, within companies, sustainability is becoming an essential aspect of corporate social responsibility (CSR). It is no longer enough for a company to simply declare that it is committed to sustainability; it must demonstrate the measures it is implementing within its teams. The professional cleaning sector is France's largest employer, with more than 600,000 employees (OC Propreté, 2025). This shortage sector employs many immigrants, some of whom have limited literacy skills and often struggle with the French language. However, over the past several years, the sector has evolved its practices to make them more environmentally friendly: using fewer chemicals, employing manual waterless cleaning techniques, sorting waste, and so on. These practices remain difficult for cleaning staff to understand, not only because of the French language but also because of the environmental and sustainability issues (what we call "green skills") that are unfamiliar to an untrained audience. As part of this conference, we aim to present the initial findings of the BRICK (Erasmus+) project, which concludes in February 2027, in which we have focused on sustainability and "green skills" in conjunction with French Language for Work (Grünhage-Monetti, et al., 2019; Grunhage-Monetti,, et al., 2003) training for cleaning staff. Through surveys conducted with cleaning companies, cleaning staff, and trainers, as well as following several exploratory training sessions with approximately fifty cleaning staff members, we will attempt to answer the following questions. What andragogical approaches need to be developed to train cleaning staff in green skills and workplace language (Boutet, 2001; Adami, & Leclercq, 2012)? How should trainers and instructors be trained to address these issues (Mourlhon-Dallies, 2008)? How can these vocational training programs be transformed so that they become vehicles not only for skill development (OCDE, 2016) but also for democratic empowerment, by giving trainees the ability to make their own informed choices and to articulate them effectively?

Keywords: *sustainability, green skills, literacies, vocational training, language for work*

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Fostering Intercultural Citizenship in the Language Classroom Through Virtual Exchange: Lessons from Primary and Higher Education Projects

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Abstract

This presentation examines the integration of intercultural citizenship education in language classrooms through international virtual exchanges. Grounded in Byram's theoretical framework (Byram, 2008; Byram et al., 2017), intercultural citizenship synthesizes the critical and civic dimensions of world language education in addition to the usual linguistic, communicative and intercultural focus. Two distinct telecollaborative projects will be described: *Green Kidz* (a cross-cultural environmental project between primary school learners in Argentina and Denmark) and *Murals & Graffiti* (involving university undergraduates in Argentina and Italy). Drawing on a range of data sources—including student-generated artifacts, reflection logs, the *Autobiography of Intercultural Encounters* (Byram et al., 2009), recorded online dialogues, and group interviews— the presentation shows that virtual exchange facilitated key intercultural competencies, such as perspective-taking, critical reflexivity, and transnational identification. Findings indicate that engaging with peers across geographical and cultural divides enabled learners to combine language learning with meaningful, localized civic action on shared global issues (e.g., environmental sustainability and art expression). The presentation discusses critical pedagogical, technological, and institutional challenges faced by teachers and students, highlighting the need for sustained collaborative planning and flexible curricular design. The presentation emphasizes the transformative potential of virtual exchange as a catalyst for social responsibility and global citizenship in language education.

Keywords: *Intercultural Citizenship Education; Virtual Exchange; Language Education; Civic Engagement; Global Citizenship*

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The Use of AI in Foreign Language Learning and Teaching

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Abstract

This paper examines the use of artificial intelligence in foreign language learning and teaching, focusing on its use, impact, effectiveness and attitudes towards it. Among other aims, it answers the need for more studies to examine its effect (Lo et al. 2024, 20). Based on the questionnaire filled out by 58 respondents, the study has found that AI is effective in the development of writing skills, vocabulary acquisition, and, to a smaller extent, reading skills, as well as learner autonomy because of its accessibility and immediate feedback. On the other hand, its impact on speaking, listening and pronunciation is perceived as limited. In addition, there are risks such as inaccuracies, reduced critical thinking and overreliance on AI, that may negatively affect the learning process. The analysis of students' and teachers' attitudes showed generally cautious but positive opinions about the use of AI in foreign language learning. Many participants see AI as a helpful tool for independent practice, explanations, feedback, and homework support, but respondents also point out limitations such as overreliance on AI, reduced critical thinking, and the risk of cheating. Teachers report using AI mainly for lesson planning, generating exercises and preparing materials. The main challenges mentioned are reliability issues, ethical concerns, and the importance of maintaining human interaction. Overall, the findings show that AI has both advantages and disadvantages. Its main strengths are accessibility, personalization and time efficiency, while its limitations include inaccuracies and limited support for speaking skills. The conclusion of this research is that AI is most effective when used as a supportive tool together with traditional foreign language methods. Overall, the study highlights the importance of thoughtful and balanced integration of AI into foreign language learning and teaching.

Keywords: *artificial intelligence, foreign language learning, foreign language teaching, AI tools, ChatGPT*

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Talking about Fanfiction: Reader–Writer Interaction on AO3

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Abstract

Fanfiction has attracted considerable scholarly attention over the last three decades (Jenkins, 1992, 2006; Hellekson & Busse, 2014). While research has examined fanfiction production, genres, tropes, and distribution, reader–writer interaction surrounding fanfiction remains comparatively understudied (Black, 2008; Pudo, 2023). Yet on international archives such as AO3, comments constitute a central form of engagement, allowing readers to negotiate meanings, emotions and evaluations. As personal responses communicated directly to fan authors by fellow fans, often while works are still being published, these comments differ from other fandom communication (e.g. websites, groups, and forums devoted to the source text rather than fanworks) as well as from other online reader response, such as critique-oriented platforms like Goodreads. This study examines the distinctive characteristics of reader–writer interaction on AO3. In her study of fanfiction comments, Black (2008) proposes a typology of reader feedback comprising four categories: the OMG Standard, Gentle Critique, Focused Critique and Editorialized Gossip (pp. 107–115). Taking this typology as a point of departure, the present study analyzes a larger corpus from a pragmatic and discourse-analytic perspective, asking not only what communicative functions reader comments perform but also how these functions are linguistically and pragmatically realized. It explores: the distribution of discursive goals in reader comments, particularly evaluative feedback and critique alongside other communicative purposes, such as emotional reactions, requests, thanks and personal experiences; the discursive, linguistic and politeness strategies used to achieve these goals; how readers position themselves towards the fanfiction text (analytical vs. immersive reading, affective involvement, engagement with the fanfiction alone or in relation to its source text); writers' reactions. By examining how readers negotiate literary experience with fan authors through online interaction, the study contributes to research on fandom, online discourse, participatory culture and digital literary practices.

Keywords: *fandom communication, fanfiction, online interaction, discourse analysis, evaluative feedback*

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Developing Professional Estonian as a Second Language and Digital Competence Through AI-Supported Language Learning

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Abstract

The transition to Estonian-medium education has increased the need to support education professionals in developing both advanced Estonian as a second language proficiency and digital competence. In response, Tallinn University developed the course Professional Estonian for Teachers, which aimed to support the development of teachers' professional language skills and the meaningful use of digital tools in language learning and teaching practice. The course was conducted in two parallel formats: face-to-face classroom instruction and an online course delivered via Zoom. While both courses shared the same topics and learning objectives, the online course systematically integrated digital tools and AI-based applications into the learning process. The course design was informed by Celik's (2023) Intelligent Technological Pedagogical Content Knowledge (I-TPACK) model and Aldemir et al.'s (2025) approach to the pedagogically purposeful use of AI in teacher education. The presentation is based on a qualitative case study conducted as part of a master's thesis focusing on learners' experiences in the Zoom-based course. Data was collected through questionnaires and semi-structured interviews and analysed using qualitative content analysis. The findings indicate that digital tools and AI supported the development of learners' academic and professional language skills, particularly in reading comprehension, text production, and linguistic accuracy. Participants also reported increased technological confidence and more conscious use of digital tools in both language learning and teaching practice. AI-based tools supported autonomous learning by providing immediate individual feedback and opportunities for self-monitoring. However, the use of AI for spoken language development remained limited, and the transfer of digital tools into teaching practice depended largely on their perceived practical value and teachers' readiness to integrate them into their work.

Keywords: *artificial intelligence, professional Estonian as a second language, digital competence, teacher education, online language learning*

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Irony and Gaslighting in EFL Teaching: When Feedback Becomes Manipulation

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Abstract

The study examines irony as a potentially manipulative discourse strategy in English as a Foreign Language (EFL) instruction, emphasising the ambiguous boundary between pedagogical guidance and psychological invalidation. The theoretical framework of the research encompasses Politeness Theory (Brown & Levinson, 1987; Goffman, 1967), Relevance Theory (Sperber & Wilson, 1986/1995), and Grice's Cooperative Principle, together with conversational maxims (Grice, 1978, 1989). The research analyses how teachers' use of irony may constitute face-threatening acts that could undermine students' emotional well-being, epistemic confidence, and participation within the classroom. The research encompassed a sample of 100 undergraduate students from diverse faculties at Tbilisi State University. Data were collected using qualitative questionnaires and discourse-based reports of classroom interactions. A cognitive-pragmatic framework was employed to analyse the mechanisms of irony, including implicature, indirectness, sarcasm, mockery, and covert evaluative meanings in EFL classroom discourse. Findings suggest that ironic utterances frequently violate Grice's maxims of relation, manner, and quality, thereby generating prominent negative implicatures. Remarks framed as humour or sarcasm often mask criticism, humiliation, or invalidation behind seemingly playful language. From the standpoint of Politeness Theory, such utterances threaten students' positive face by challenging their competence or social worth, and may consequently inhibit participation. The analysis further reveals that manipulative irony depends on cognitively unavoidable implicatures. Students infer evaluative meanings from contextual cues and prior classroom experiences, even when criticism remains indirect. Consequently, ironic discourse may contribute to embarrassment, anxiety, self-doubt, and reluctance to communicate in the target language. The study emphasises the need for greater awareness of manipulative discourse and advocates more face-sensitive, emotionally responsible, and pragmatically conscious communication in EFL teaching.

Keywords: *EFL classroom, gaslighting, irony, linguistic pragmatics, manipulative discourse*

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Audio Description for Animated Children's Cinema in a Minor Language Context: The Case of *Bamsis un Vulkāna sala*

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Abstract

Audiovisual accessibility for visually impaired audiences is still catching up in many minor language contexts. Without established standards, trained practitioners, or dedicated infrastructure, progress is slow and uneven. Latvia is a telling example: although audio description (AD) has been practised in the country since 2015, no AD for animated cinema had ever been produced or publicly screened — until now. This paper presents the creation of the first Latvian-language AD for an animated feature film, *Bamsis un Vulkāna sala* (2024), which was screened with AD at a cinema venue in Latvia on June 1, 2026. The AD grew out of a newly licensed course in cinematic audio description at the Faculty of Translation Studies, Ventspils University of Applied Sciences — the first academic programme of its kind in Latvia. Participants created the AD as part of their coursework, under the supervision of the course instructor. What began as a teaching exercise became a genuine accessibility event. The paper looks at three aspects of the production process. The first is language: how do you describe animated visuals to a child audience? Finding the right vocabulary, handling non-photorealistic imagery, and keeping the narration both accurate and engaging all required deliberate choices. The second is structure: animated films move fast, and scripting AD around dense action and rapid dialogue demands different strategies than live-action cinema. The third is technology: the paper describes the technical workflow, including the use of Video to Voice software for AD delivery during the screening. The case of *Bamsis un Vulkāna sala* shows that animated children's cinema raises challenges that existing AD guidelines do not yet fully address. It also demonstrates that even in a minor language context, with the right institutional framework, meaningful accessibility is achievable and replicable.

Keywords: *Audio Description; Accessibility; Children's Cinema; Audiovisual Translation*

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Impact of Integrated English-German Pedagogical Interventions: A Case Study of Pupil Development and Teacher Experiences

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Abstract

Even though our linguistic repertoire is plurilingual, second language acquisition (SLA) in secondary schools is still limited to treating a language as an autonomous system in many cases. Naturally, the use of multi-sensory methods, in case they are applied, let the brain to process the new information through verbal and non-verbal systems (Gkintoni et al., 2025). The present study investigates a language-teaching approach at the gymnasium level, where English and German were integrated over a series of 10 lessons using a plurilingual framework and multi-sensory methods. The primary goal was to evaluate students' perceived linguistic gains and the development of soft skills, such as cognitive collaboration and flexibility, as this plays an important role in the acquisition of multiple languages (Claussenius-Kalman et al., 20219). Additionally, the study sought to identify the pedagogical challenges faced by teachers during the creation and execution of the integrated lessons. A mixed-methods approach was employed, gathering quantitative data through questionnaires and qualitative data via open-ended reflections from students (N=25) and participating interviewed teachers (N=4). The research was grounded in the 4Cs framework of CLIL (Content, Communication, Cognition, and Culture). The conclusions can be synthesized as follows: while fostering soft skills like cognitive flexibility and intercultural collaboration through a plurilingual framework and the effective use of multi-sensory methods to reduce language anxiety, the approach presented significant pedagogical challenges, specifically regarding the high time investment required for content preparation and the necessity of seamless teacher synchronization.

Keywords: *CLIL, English-German integration, second language acquisition, plurilingualism, translanguaging*

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Language and Cultural Mediation in Emerging Multilingual Classrooms: Teachers' Changing Roles and Professional Identities

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Abstract

Lithuania, once primarily a country of emigration, has rapidly become a destination for large-scale immigration. In just a few years, immigrant children have enrolled in nearly all schools, transforming traditionally monolingual classrooms into multilingual and multicultural learning environments. In the absence of a unified national policy for immigrant integration, teachers have become key actors in mediating communication, learning, and social inclusion. This paper reports findings from a mixed-method study examining how teachers perceive their evolving roles as language and cultural mediators and how their professional identities shape mediation practices in multilingual classrooms. The study draws on survey data from 150 teachers of Lithuanian and other school subjects, complemented by focus group discussions with 33 participants. Drawing on the CEFR concept of mediation as a cognitive, interpersonal, intrapersonal, emotional, and cultural process, the analysis demonstrates that teachers increasingly move beyond the role of knowledge providers to become mediators of communication, meaning, and social participation. They adapt instruction, employ multilingual and multimodal strategies, build relationships with students and families, facilitate intercultural dialogue, and support learners in negotiating identity, belonging, and displacement. The findings reveal two complementary mediation orientations. In Lithuanian-language schools, mediation primarily supports learning participation, inclusion, and adaptation to a new linguistic environment. In national minority and Ukrainian schools, teachers more frequently mediate identity reconstruction, trauma, cultural and political tensions, and coexistence within multilingual communities. Teachers' mediation practices are shaped by their linguistic repertoires, cultural experiences, and professional identities, influencing how they negotiate communication, belonging, and intercultural understanding in multilingual classrooms. The study argues that language and cultural mediation constitute identity-based social practices rather than merely pedagogical competences, highlighting the need to prepare teachers as multilingual and intercultural mediators in increasingly diverse educational contexts.

Keywords: *language mediation, cultural mediation, teacher identity, multilingualism, migration*

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Article Systems in Contrast: Teaching Definiteness in Arabic to Romanian Learners

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Abstract

The Arabic article system, which pairs the prefixed definite marker *al-* with nunation (*tanwīn*) as its indefinite counterpart, poses recurring acquisition challenges for Romanian learners, given the typological contrast with Romanian's suffixed article paradigm. This paper offers a contrastive-pedagogical analysis of definiteness and indefiniteness in Arabic and Romanian, examining how structural differences between the two systems affect learner errors and acquisition. The Arabic language marks definiteness through a proclitic article that triggers regular phonological assimilation before "sun letters" (*al-ḥurūfu š-šamsiyyatu*) and maintains the lateral /l/ before "moon letters" (*al-ḥurūfu l-qamariyyatu*), as in "the sun" *aš-šamsu* vs. "the moon" *al-qamaru.* Indefiniteness is typically expressed through *tanwīn*, which also interacts with case in fully vocalized forms (Ryding, 2005; Holes, 2004; Zemánek, 2006). Romanian, by contrast, typically marks definiteness through a suffixed article (*casă* "house" vs. *casa* "the house"), and marks indefiniteness through separate lexical forms (*un copac* "a tree", *o carte* "a book"), without comparable morphophonological alternations (Maiden *et al.*, 2021; Nicolae, 2016). To examine how Romanian students acquire the categories of definiteness and indefiniteness in Arabic, a case study was conducted on 63 first-year Arabic students who were native speakers of Romanian and had no prior exposure to Arabic, using a controlled Romanian-to-Arabic noun phrase translation task comprising 20 items targeting obligatory contexts for both the definite and indefinite article. Error analysis, guided by a contrastive analysis framework, revealed multiple error types: omission of the definite or indefinite article, double-marking the same word (co-occurrence of *al-* and *tanwīn*), or failure to apply solar letter assimilation. Notably, L1 transfer appears to contribute to article omission errors, given Romanian's suffixation pattern, while assimilation errors seem developmental, indicating phonological processing difficulties rather than Romanian influence. These findings support more targeted sequencing of definiteness instruction in Arabic-Romanian pedagogical contexts and contribute to broader research on how typological distance shapes the acquisition of grammatical categories in L2 learning.

Keywords: *definite, indefinite, article, Romanian, teaching Arabic*

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EcoLingua Curriculum: Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching

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Abstract

This presentation introduces the EcoLingua project, a 24-month Erasmus+ KA220-SCH Cooperation Partnership coordinated by Balıkesir University and carried out between September 2024 and August 2026. The project responds to a recognised gap in foreign language education: while environmental, climate, and ecological themes appear nominally in curricula, teachers lack the structured resources, materials, and methods to address them in a sustained way. EcoLingua set out to close that gap by embedding environmental literacy into language teaching through digitally supported and gamified pedagogy. The partnership brought together six institutions across four countries: Balıkesir University (coordinator, Türkiye), Gaziantep University (Türkiye), Vilnius University (Lithuania), University of Rome Tor Vergata (Italy), University of Burgos (Spain), and Özlüce Rasim Özdenören Anatolian Imam Hatip High School (Türkiye), the latter providing a direct school-sector perspective. The work was organised around four thematic strands: curriculum analysis and integration strategies; interactive toolkit and gamified resource development; teacher professional development; and dissemination, exploitation, and sustainability. The project delivered a set of concrete outputs, including a large-scale needs analysis report on the state of environmental integration in language curricula across partner countries, comparative curriculum studies, a practical teacher's toolkit with sample lesson plans and ready-to-use materials, a pack of digitally enhanced and gamified learning activities, and guides addressed to policymakers and publishers. All outputs were produced in digital form to support open access and adaptation. Through its dissemination activities, including workshops, multiplier events, and online channels, the project reached language teachers, pre-service teachers, school leaders, teacher educators, curriculum developers, policymakers, and the wider academic community across the partner countries and beyond, contributing to a more environmentally conscious model of language education at European level.

Keywords: *environmental education, language teaching, curriculum integration, gamification, teacher professional development*

Pedagogical Translanguaging as a Bridge for Re-emigrant Children: Between Family Language, the Language of Schooling and Linguistic Identity

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Abstract

Children of Polish re-emigrant families are often described as returning to their "mother tongue". This description obscures a more complex educational problem: Polish may function as a family or heritage language transmitted across generations, while the child's previous academic development may have taken place in English, German or another language of schooling. After entering Polish schools, such learners may therefore encounter academic Polish not as a fully mastered medium of learning, but as a new institutional language requiring support (Sarbiewska, 2025). This conceptual presentation asks how school can become a pedagogical bridge for re-emigrant children rather than a place where part of their linguistic identity is left behind. The argument is developed within the framework of pedagogical translanguaging, understood as the purposeful activation of the learner's whole linguistic repertoire (Cenoz & Gorter, 2022; García & Wei, 2014), and is linked with concepts of linguistic identity, language of schooling and linguistic justice in education (Cummins, 2000). Methodologically, the presentation offers a theory-informed analysis of research on re-emigrant children in Polish schools and multilingual education, with interpretive attention to the tension between family Polish, the previous language of schooling and academic Polish. The analysis identifies a triadic challenge faced by re-emigrant learners: continuity of family language, discontinuity of schooling language, and negotiation of linguistic identity. It argues that pedagogical translanguaging can mediate this tension by allowing children to use their full linguistic resources for comprehension, participation and belonging. Practical implications include bilingual conceptual glossaries, translanguaging notebooks, identity texts and peer-mediated translation tasks. The presentation concludes that translanguaging should be seen not only as an instructional strategy but also as a justice-oriented and identity-sensitive response to return migration in contemporary European schools.

Keywords: *re-emigrant children; pedagogical translanguaging; family language; language of schooling; linguistic identity*

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Fostering translation students' reading skills through reading partnerships

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Abstract

This paper is situated at the intersection between the disciplines of Applied Linguistics, Language Learning and Teaching Research, Translation Studies, and Language Pedagogy in Higher Education. It places particular emphasis on language teachers in translation and interpreting (TI) degree programs and on their responsibility for an up-to-date language education for TI students at the undergraduate level. It argues for a deliberately TI-oriented language education, also known as TILLT, i.e. Translation- and Interpreting-oriented Language Learning and Teaching (Cerezo Herrero, 2026). Building on previous work on the critical relevance of TI students' reading skills in times of generative AI (Seidl, 2025) it reports on an innovative teaching approach to reading. The educational context of this approach is a TILLT classroom for students with German L1 and German LX, who are enrolled in the bachelor's degree program "Multilingualism, Translation and Digital Communication" at a Department of Translation Studies within the Austrian higher education sector. With its focus on reading assignments, this paper argues how important it is that contemporary higher education students are still able to enjoy reading and thinking on their own. As Bernstein et al. (2023) point out, in times of GenAI, higher education teachers should increasingly ask students to document and communicate their individual processes of text reception and text production. The teaching approach that will be presented strives to foster translation of students' reading skills through reading partnerships. Therefore, the paper presents and discusses which academic texts on legal communication students had two read in pairs (i.e., Meyer, 2023; Engberg & Meyer, 2024), which tasks they had to complete and how they engaged online when one of the authors offered a webinar for this group of students on the topic of her text.

Keywords: *Translation- and Interpreting-oriented Language Learning and Teaching (TILLT), higher education language pedagogy, generative artificial intelligence (GenAI), undergraduate students, translation studies.*

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Guidelines for English Specialised Lexis Acquisition in Distance Learning at Tertiary Level

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Abstract

The novelty of the research stems from the increased demand for flexible forms of education, resulting in the widespread adoption of distance learning (DL). Considering the relevance of this form of education nowadays, the study investigates the possibilities of specialised lexis acquisition in the digital educational context. Consequently, the study aims to develop guidelines for specialised vocabulary acquisition in Business English (BE) DL courses at the tertiary level. Theoretical perspectives on online vocabulary acquisition (Webb, S., & Nation, I. S. P., 2017), Business English (Frendo, 2011), and distance learning (Simonson, 2015, Yang, 2020) are investigated, along with the challenges this form of education presents. The empirical part of the study applies a mixed methodology approach, combining a qualitative case study with quantitative learner corpus analysis. The research participants, first- and second-year DL students enrolled in four BE DL courses, contributed to the study by completing questionnaires and e-activities designed for specialised lexis acquisition in Moodle-based courses. In addition, the students submitted recorded presentations (RPs) as part of the assessment system, which were subsequently transcribed and utilized for learner corpus compilation. The corpus was analysed using the *AntConc* software for single-word business-related terms, collocations, and idioms, which were further examined for their frequencies and dispersion (Brezina, 2018) across the collected texts. The findings reveal a notable presence of specialised lexis, represented mainly by single-word terms and collocations, following the implementation of digital materials in the BE DL courses. Based on the theoretical and empirical findings, the guidelines developed for specialised lexis acquisition in Moodle-based courses incorporate both linguistic and non-linguistic dimensions, emphasizing the importance of well-planned and structured vocabulary instruction, along with organisational and technical aspects essential for effective online course implementation. It was concluded that specialised lexis acquisition in the digital educational environment can be effective, provided it is supported by e-materials and e-activities designed with consideration of the specific characteristics of distance learning.

Keywords: *specialised lexis, business English (BE), distance learning (DL), Moodle-based course, corpus analysis*

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From Primary to Upper-Secondary: An Empirical Analysis of Ecological Content in EFL Textbooks

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Abstract

This presentation reports on a systematic empirical analysis of how environmental education is integrated into EFL textbooks across three educational levels: primary, secondary, and upper-secondary (Cambridge University Press, 2023; Grant & Edwards, 2024; Lane & Grant, 2024; Wildman & Beddal, 2022). Using the Ecoliteracy Content Analysis Framework (ECAF) as an analytical tool (Suwandi et al., 2024), the study examined textbooks from three major publishers, evaluating them across five core dimensions: ecological knowledge, socio-political knowledge, environmental issues awareness, affective tendencies, behavioural components (personal responsibility and active participation), and cognitive skills (García-González et al., 2021). Both quantitative frequency analysis and qualitative content analysis were employed to assess the depth, accuracy, context, and coherence of ecoliteracy principles as they appeared in texts, images, dialogues, exercises, and assignments. The findings reveal a marked and problematic discontinuity in the integration of sustainability content across educational stages. Secondary education materials demonstrated the strongest alignment with ecoliteracy principles, featuring explicit and comprehensive coverage of complex topics such as eco-activism, sustainable food systems, plastic pollution, overtourism, fossil fuel consumption, fair trade, and recycling processes. These materials successfully promoted critical thinking, ethical reflection, and classroom debate. Primary education materials showed coherent, age-appropriate affective engagement with nature, animals, and respect for the environment, but lacked depth in behavioural and cognitive dimensions, with no active participation opportunities and only implicit treatment of environmental issues (European Commission, 2025). In stark contrast, upper-secondary materials exhibited significant gaps: ecological themes appeared sporadically, peripherally, and were often reduced to isolated linguistic examples or sentence-level illustrations rather than developed as meaningful content for critical exploration. Personal responsibility was inconsistently mentioned, and active participation was entirely absent. The analysis concludes that no single textbook fully operationalised all ecoliteracy dimensions, and that the lack of vertical pedagogical progression from primary through upper-secondary seriously undermines the long-term development of environmental literacy and civic agency. Recommendations for targeted material improvement, teacher training, and curriculum coordination are discussed.

Keywords: *EFL textbook analysis, ecoliteracy evaluation, primary to upper-secondary, sustainability content, EFL classroom*

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Team-Based Learning in Finance Education: Opportunities and Challenges

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Santrauka

The evolving nature of the financial sector and the growing expectations of employers for graduates with analytical, communication, and collaborative skills have increased the need for more student-centered approaches in higher education. This study investigates active learning methodologies, particularly team-based learning (TBL), which is increasingly recognized as effective teaching tool that promotes deeper understanding, student engagement, and the development of professional competencies (Freeman et al., 2014; Michaelsen & Sweet, 2008). In finance education, where future professionals are expected to work collaboratively in solving complex financial and business problems, the application of TBL has become particularly relevant (Krishnan et al., 2023). Despite the growing popularity of active learning approaches, research indicates that the implementation of team-based learning in finance education remains limited (Bazani & Santos, 2023; Flores-Cohaila et al., 2024). In addition, challenges such as unequal student participation, assessment fairness, and effective team management continue to affect the successful implementation of this teaching method (Aggarwal & O'Brien, 2008; Schürmann et al., 2024). Gudjonsson and Kristinsson (2025) noted that in some cases, active learning is not necessarily more effective than traditional teaching methods, and therefore the application of active learning approaches should be considered more critically. The aim of this study is to analyze the opportunities and challenges of applying team-based learning method in finance education. The research uses a questionnaire to investigate students of finance study program experiences with team-based learning, perceived usefulness of the method, satisfaction level, and the difficulties encountered during collaborative activities. The findings suggest that team-based learning positively influences students' engagement, analytical thinking, and collaborative skills while also presenting challenges related to unequal participation, assessment fairness, and group management. The results of the study may provide valuable insights for higher education teachers seeking to improve the quality of finance education through the implementation of innovative didactic methods.

Keywords: *team-based learning, active learning, finance education, higher education*

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The Audio Series as a Media Genre: Between Storytelling and Listening Practice

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Abstract

The presentation seeks to systematize the notion of the audio series as a genre developing at the intersection of radio tradition and podcast practices. The point of departure is the observation that the category of the audio series is often used interchangeably with terms such as “narrative podcast,” “documentary series,” “true crime,” and “episodic reportage.” The study adopts a media-linguistic and genological perspective. It proceeds from the assumption that qualitative analyses of media texts provide insight into the contexts in which media function, while also enabling their description through text. The research material is *Śledztwo Pisma*, a podcast reportage series produced by the Pismo Foundation and published on the *Pismo do słuchania* platform. Six seasons have been produced to date, forming a distinctive generic collection. Methodologically, the presentation takes the form of a qualitative case study conducted from a genological perspective. The analysis focuses on the dialogic nature of contemporary media communication, examining how sound, visual elements, and investigative journalistic narration interact to construct a distinctive sender–recipient relationship and a particular model of storytelling and listening. The study examines the role of voice, editing, music, and sound effects in constructing the meaning of individual seasons, as well as the visual motifs accompanying each series. It also considers narrative organization, the role of the journalist, relationships with protagonists and listeners, and mechanisms of interaction, including episodic segmentation, publication rhythm, and strategies for sustaining audience attention. The analysis makes it possible to reconstruct the creators' generic awareness and identify recurring patterns across all seasons. The podcast reportage series, including the way in which it is promoted on *Pismo*’s website, will constitute a generic hybrid combining radio investigative reportage, the podcast, and the serial format. *Śledztwo Pisma* demonstrates how contemporary audio narratives combine strategies familiar from radio reportage with the serial storytelling format characteristic of podcast culture and contemporary television series.

Keywords: *audio series, podcast reportage, audiality, Śledztwo Pisma*

Ethnolinguistic View of Afterlife Beliefs in Lithuanian Proverbs

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Abstract

The presentation aims to present a linguo-cultural, ethnolinguistic analysis of afterlife vocabulary used in Lithuanian proverbs and sayings, collectively known as paremia. They constitute a distinct folklore genre between literary and colloquial language (Czachorowska, 2022). Paremia have a condensed structure and complex symbolism, the understanding of which requires the knowledge of old customs, ritual behaviour and folk beliefs. Since they reflect cultural elements, such as beliefs, values, and stereotypes (Mieder, 2004; Obelkevich, 1994; Lauhakangas, 2007), paremia are considered to be an especially valuable source of ethnolinguistic data (Snukiškienė 2022). The research is conducted applying qualitative aspectual analysis methodology developed by the Lublin School of Ethnolinguistics (Bartmiński, 2007; Niebrzegowska-Bartmińska, 2020), which places a particular focus on the semantic and axiological content of concepts analysed. The research data includes Lithuanian proverbs and sayings on afterlife (hell, heaven, purgatory, etc.), selected from the electronic database *eLPP*, the most comprehensive compendium of Lithuanian proverbs and sayings. Tentative results demonstrate a dual perception of afterlife beliefs reflected in proverbs, as they refer mainly to either heaven or hell, while purgatory is rarely mentioned. Also, most of the proverbs use afterlife terms in metaphorical, figurative sense when referring to earthly life, human behaviour, relationships, suffering, fortune, or social experience. It can also be observed that afterlife places are often described using sensory perceptual metaphoric. In conclusion, the research shows that proverbs reflect a highly folk and earthly worldview of the afterlife, which is highly metaphorical and slightly different from Christian beliefs.

Keywords: *ethnolinguistics, paremiology, proverbs and sayings, linguistic worldview, afterlife*

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Positive Discourse Analysis in Media-Linguistic Research: The Slovak Case

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Abstract

The presentation examines the potential of applying Positive Discourse Analysis (PDA) in media-linguistic research. The study is based on selected Slovak news portals and proceeds from the assumption that media language need not be analyzed solely through the lens of conflict, polarization, crisis, or negative emotions. Media not only reflect social tensions but can also strengthen dialogue, responsibility, and readiness to cooperate. This perspective makes it possible to identify elements of mediated communication that, although often less visible, play an important role in shaping the quality of public debate. The main research problem concerns the ways in which Slovak online media construct positive images of social life. The analysis focuses on texts addressing cooperation, reconciliation, solidarity, care for the common good, and the mobilization of citizens around issues of public importance. It seeks to identify the linguistic devices through which the media build a community-oriented perspective and represent the neutralization of conflict or the mitigation of social divisions. The theoretical framework is provided by Positive Discourse Analysis, understood as a complement to Critical Discourse Analysis rather than its alternative. The aim is not to overlook social problems but to identify communicative practices with inclusive, integrative, and constructive potential. The qualitative analysis examines evaluative vocabulary, strategies for naming participants in social life, metaphors, modes of argumentation, and other linguistic devices used to construct images of collective action. The expected findings will demonstrate the usefulness of Positive Discourse Analysis for describing media language and show how Slovak media co-construct social imaginaries of community, responsibility, and mutual understanding. More broadly, the presentation argues for expanding media discourse research, including contrastive studies, to account not only for the destructive but also for the constructive functions of media communication.

Keywords: *Positive Discourse Analysis (PDA), media linguistics, Slovak news portals, media text*

Minority Languages and Multilingual Education in Vojvodina (Serbia)

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Abstract

The presentation will, in descriptive way, focus on multilingual elements of the contemporary educational system in Vojvodina, a northern province of Serbia, with a long history of diverse ethnolinguistic coexistence (Kamusella & Nomachi, 2014). The position of minority languages (Hungarian, Slovak, Romani etc.) in the Vojvodinian educational system, which was often valued as liberal and progressive, is legally regulated in accordance with international and European conventions. However, according to the population censuses in Serbia in recent years, the number of speakers of minority languages in Vojvodina is constantly decreasing, while their level of knowledge of the Serbian language is often unsatisfactory, as is the knowledge of the "language of the social environment" (minority language) in the majority community (Mandić 2024). From a methodological point of view, the presentation is based on an analysis from the perspective of language education policy, as one of the most productive branches of language policy, which entails the creation, implementation and negotiation of language policy in the educational domain (Jaspers, 2018). Materials for the analysis were collected from the official data of the Republic of Serbia censuses as well as from the reports on education in Vojvodina, with special reference to education in the languages of national minorities. Also, in the presentation, it will be critically pointed out that in Vojvodina we have a segregative model of multiculturalism/multilingualism instead of the desired integrative one (Bašić & Pajvančić, 2015), as well as that existing linguistic models and practices, instead of strengthening social cohesion, develop parallel ethnic domains and intensify ethnic differences (Lončar & Beljinac, 2021).

Keywords: *minority languages, educational system, Vojvodina*

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Eco-Pedagogy in EFL Informed by Textbook Corpus Analysis and Learner Reflections

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Abstract

Environmental themes are increasingly present in EFL materials, yet little is known about how they are linguistically represented in textbooks or how pedagogical task design can build on such input to support ecological literacy (Melin, 2019). Drawing on ecolinguistic approaches and Stibbe's notion of the "stories we live by," (Stibbe, 2021), to language education, corpus-informed pedagogy, and task-based principles, this study examines how textbook analysis can inform sustainability-oriented EFL practice. Conducted during the academic year 2025-26 in a high school in Nicosia, Cyprus, the study involved 64 learners aged 15-16 years old and addressed three questions: how environmental issues are linguistically represented and discursively framed in B1 EFL textbooks; how corpus-identified gaps can be addressed through redesigned tasks; and how learners perceive the original and redesigned tasks in terms of engagement, relevance, ecological awareness, and language development. Methodologically, a textbook corpus was compiled from B1- B1+ EFL units addressing ecological topics. Corpus-assisted ecolinguistic analysis (Poole, 2022) examined the frequency, distribution, and collocational patterns of key environmental terms, alongside the discursive framing of climate change, pollution, and resource use. A task-type analysis of the original textbook activities was then conducted, leading to the design of new tasks intended to increase cognitive demand, broaden communicative functions, and strengthen links to ecological action and personal relevance. Finally, learner reflections were thematically and interpretatively analyzed (Braun & Clark, 2019; 2022) to compare students' responses to the original and redesigned materials. Preliminary findings suggest that although environmental themes are present in the textbooks, they are often treated superficially, with limited lexical depth and few opportunities for critical engagement. Learners reported greater engagement and relevance to their context, as well as richer language use when tasks encouraged critical thinking and personal connection to environmental issues. The study argues that corpus-informed analysis can guide evidence-based task redesign and support ecological literacy in the EFL classroom.

Keywords: *corpus-based textbook analysis; eco-pedagogy in EFL; ecological awareness; sustainability-oriented language education; learner engagement*

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Oral Interaction in Online Multiplayer Games and EFL Skills: An Exploratory Study on the Associations Between Hungarian Secondary School Students' Online Multiplayer Gaming Habits and Their Language Task Performance

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Abstract

Extramural English refers to out-of-class activities through which learners engage with English as a foreign language (EFL) in informal contexts (Sundqvist, 2009). Among these contexts, online multiplayer video games provide interaction-rich settings in which learners produce spontaneous spoken language while engaging in goal-oriented communication. EFL learners show positive attitudes and motivation toward learning in such environments (Hashim et al., 2019; Yang, 2020). The present mixed-methods study investigates the role of online multiplayer games with oral interaction in EFL learning among Hungarian secondary school students and examines how online engagement correlates with oral performance and listening skills. In the first phase, 284 students completed an online questionnaire on their extramural online engagement. 107 reported playing online multiplayer games at least monthly. The most popular games were World of Warcraft, Final Fantasy XIV, and Fortnite. These participants were then asked to rate their perceptions of explicit and implicit EFL skills development. The results indicated that students perceived online multiplayer games as implicitly supporting learning and reported moderate improvement in language skills. In the second phase, 38 grade 9-10 students completed a video-based oral narrative task and a listening task, analysed using complexity, accuracy, and fluency (CAF) measures. 13 reported playing online multiplayer games frequently. This group demonstrated significantly better performance in speech rate, oral subordination, and listening skills than non-players. Correlation analyses linking the two sub-studies revealed that engagement with English-language online multiplayer games was positively associated with lexical diversity and complexity but negatively associated with general accuracy. These findings extend existing research on extramural English by suggesting that online multiplayer games with oral interaction may shape dimensions of L2 development and indicate a fluency-accuracy trade-off. In light of emerging AI-mediated conversational environments, these results highlight the need to examine different dimensions of L2 performance across both human-human and human-AI communicative contexts.

Keywords: *extramural EFL; CAF measures; online multiplayer games; explicit and implicit learning; learner beliefs*

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Can Large Language Models Read Lithuanian Morphology? Benchmarking Automated *Nomina Loci* Extraction from Literary Corpora

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Abstract

Extracting a precisely defined class of words from large corpora is routine for English yet demanding for morphologically rich languages such as Lithuanian. This study asks whether contemporary large language models (LLMs) can identify Lithuanian *nomina loci* — derived place nouns such as **dirbtuvė** ('workshop') or **pamiškė** ('forest edge') — as reliably as a trained annotator, but faster. Because one Lithuanian noun may surface in dozens of inflected and derived forms, naive counting fails and manual extraction is prohibitively slow. The work forms part of the first author's doctoral research on the word-formation of *nomina loci* in Lithuanian and English. Four questions are pursued: the distribution of *nomina loci* across literary prose; extraction accuracy measured by precision, recall and F1-score; the linguistic phenomena — verb, adverb and adjective homonymy — that drive errors; and the pipeline best suited to a morphologically complex language. A manually annotated gold standard was built from four Lithuanian novels (Sruoga, Kunčinas, Bubnys, Katiliškis; ~328,000 words), with every place noun extracted in context and lemmatised to its nominative singular. Five commercial models — Claude Sonnet 4.6, ChatGPT 4o, DeepSeek R1, Gemini 3.1 Deep Think and Gemini Deep Research — received identical zero-shot prompts with positive examples and explicit negative constraints (cf. Wang et al., 2023), and were scored automatically against the gold standard. Average F1-scores ranged from 79% to 98%, Claude Sonnet 4.6 leading (100% precision, 97.8% F1). Error analysis traced false positives to prefix-sharing verbs, *-inė* adjectives and underived root nouns, and false negatives to metaphorical and historically derived names; several flagged "errors" were valid items missed during annotation. Leading LLMs prove viable, precise and efficient for this task, yet still require expert validation. The optimal workflow uses an LLM for a first-pass candidate list that a human expert reviews and corrects, offering a reusable methodology for morphologically rich languages.

Keywords: *large language models, nomina loci, Lithuanian morphology, corpus linguistics, automated data extraction*

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Disfluency phenomena blocking resyllabification in L2 Spanish by Hungarian, Italian and Russian speakers

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Abstract

This study investigates whether L1-specific phonetic patterns are transferred to L2 Spanish, focusing on the blocking of resyllabification through pauses or glottalization (Michnowicz & Kagan, 2016). Resyllabification, a characteristic feature of Spanish connected speech, involves the reorganization of word-final consonants as the onset of a following vowel-initial word, as in *mi**s** amigos* [mi.**s**a.mi.ɣos] 'my friends' (Civit Contra, 2018). In L2 speech, however, such processes may be hindered by L1-specific patterns. The study compares Hungarian, Italian and Russian speakers of Spanish, whose native languages differ in the reported use of glottalization: it is attested in Hungarian and Russian (Markó, 2011; Veroňková & Tolkunova, 2016), while it is only marginally reported in Italian (Sampson, 2016). Fifteen B1-C1 CEFR-level speakers from each L1 group were recorded as reading a short text. The potential linking contexts were analyzed in *Praat* for the presence of pauses and glottal stops. In the preliminary analysis, pauses and glottal stops were considered jointly, however, their individual distribution will also be addressed. As the participants had comparable levels of Spanish proficiency, differences between the groups may provide insight into the role of L1 background. Preliminary results reveal notable differences between the groups. Italian speakers show the lowest rate of resyllabification blockage, with pauses or glottal stops occurring in 5.26-64% of potential linking contexts (M = 27.02%). The corresponding value ranges between 12-92% for Hungarian speakers (M = 36.53%) and 9.09-81.48% for Russian speakers (M = 46.15%). Thus, Italian speakers tend to block resyllabification less frequently, whereas Russian speakers show the highest rate of blockage. These findings are consistent with a possible influence of L1 phonetic patterns on L2 Spanish connected speech and suggest that resyllabification may be a relevant target for explicit L2 pronunciation instruction.

Keywords: *disfluency, L2 pronunciation, L2 Spanish, linking, resyllabification*

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Metadiscursivity as a Textual Category in Polish News Websites

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Abstract

The aim of the presentation is to describe metadiscursivity as a textual and discursive category in contemporary Polish news websites and to show its role in organizing the message and guiding text interpretation. The point of departure is the assumption that online news items not only convey information but also contain numerous signals that guide the way they are received, functioning as a kind of "reading instruction" for the text. Metadiscourse is understood as a set of linguistic, textual, and technological devices that organize the process of interpretation and direct the reader's attention. The presentation is situated within media-linguistic research and draws the framework of text and discourse linguistics. The central research questions concern the markers of metadiscursivity realized at the thematic, structural, functional, intertextual, and interactional-hypertextual levels, as well as transformations in the ways information messages are organized in the digital environment. The research material consists of a corpus of online news items published on the websites Onet and Wirtualna Polska in 2016 and 2026. The analysis is qualitative and quantitative in nature and employs both corpus-based tools and media-linguistic interpretation. The methodological framework is grounded in text and discourse linguistics. The findings indicate that despite the noticeable shortening of news texts, their saturation with metadiscursive elements has not decreased. Particularly important are devices used to hierarchize content, comment on information, profile interpretation, and organize relations between texts. Navigational and operational elements are also playing an increasingly important role, including recommendation modules, hypertext links, embedded social media content, and artificial-intelligence tools used to summarize and transform texts. The adopted media-linguistic perspective makes it possible to present metadiscursivity as one of the key mechanisms of contemporary media communication. The analysis leads to the conclusion that online media not only transmit information but also actively organize the recipient's participation in discourse by defining the scope, order, and possible interpretive paths of the content presented.

Keywords: *metadiscursivity, media discourse, online news websites, hypertextuality, text interpretation*

“Just Slap Off!”: The Joy of Recognition in a Swedish Comedy of the 1970s

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Abstract

The belief that we do not know a language well enough can itself become an obstacle to communication. Film comedy, however, can demonstrate how meaning may emerge even when linguistic competence is limited. This paper explores this process in the Swedish absurdist comedy *The Adventures of Picasso* (*Picassos äventyr*, 1978), created by the Swedish creative duo Hans Alfredson and Tage Danielsson, which invites its audience to make sense of linguistic signs that may be only partly understood or entirely unfamiliar. The film combines a narrator speaking the language of each distributed version with dialogue in numerous languages, code-mixing, invented expressions, and playful transformations across languages. Yet lack of full linguistic understanding need not prevent viewers from following the communicative situation. Viewers draw on linguistic clues, recognition of words and sounds, intonation, gesture, visual context, and cultural knowledge. In an episode set in the United States, a Norwegian electrician is called in to repair an electric chair before Picasso’s execution and reassuringly tells him, “Just slap off!” The absurd situation makes the communicative intention apparent even to viewers with no knowledge of Norwegian, while those familiar with Scandinavian languages may recognize the phrase as a playful transformation of the Norwegian imperative *slapp av* (‘relax’, ‘take it easy’) and discover an additional metalinguistic joke. The paper argues that partial understanding is not simply a communicative limitation but part of the film’s comic strategy. Different linguistic and cultural repertoires provide access to different layers of humour and meaning, while new connections may lead to reinterpretation and further interpretative pleasure. It also considers the possible pedagogical value of such play: whether the joy of gradually discovering meaning can encourage linguistic curiosity, inferencing, and intercultural communicative competence.

Keywords: *partial understanding; interpretative pleasure; multilingualism; multimodal communication, intercultural communication*

Equity, Diversity and Inclusion in Turkish Language Classroom: Advantages and Pitfalls

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Abstract

Language classrooms for newcomers to the country involve students from diverse backgrounds, languages and cultures. They learn both the national language and the culture in these classrooms, which creates the need to integrate Equity, Diversity and Inclusion principles into the language courses (Hiratsuka, Nall, & Castellano, 2023). However, these principles are hardly integrated into language lessons (Camila-Villarreal & Méndez-Rivera, 2021) although language learning is a complex process itself that involves learners' psychosocial attributes, background knowledge, L1 and cognitive skills substantially and interjectionally. Turkish language courses as a part of TOMER institutes in Türkiye also involve international undergraduate students from diverse backgrounds, learning and education experiences to learn Turkish as a second language before they start Bachelor's degree. This study aims to understand the situation of equity, diversity and inclusion in TOMER classes in a public state university in Istanbul, Türkiye. The study is designed as a qualitative research involving observation of TOMER classes and interviews with both instructors and students. The analysis of these observations and interviews outline one basic requirement for EDI to be operationalized. The analysis shows planning is the fundamental requirement of EDI. Language lessons are to be designed in terms of content, methodology, and pace enabling students to have fun, make mistakes and follow their progress. Poor planning and tight follow of the book in lessons do not leave any space for EDI principles, and decrease the awareness of students in terms of equity, diversity and inclusion. Although the classes did not integrate EDI principles, no conflicts with them were observed. Negligence towards EDI did not result in inequity and polarized relationships among different ethnicities, as students expressed their interracial friendships in interviews.

Keywords: *diversity, equity, inclusion, language learning, TOMER*

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Magdalena Bigaj's Liszty z cyfrowego roju (Letters from the Digital Swarm) as a Narrative of Cognition in Digital Culture: A Media-Linguistic Perspective

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Abstract

The presentation examines Magdalena Bigaj's columns from the series *Liszty z cyfrowego (Letters from the Digital Swarm)*, published in the Polish socio-cultural monthly *Pismo*. The point of departure is the assumption that the column, as a form of critical reflection on digital culture, may exert a stronger influence on readers' attitudes than scholarly and popular-scientific texts because of its ludic function and the subjective nature of its narrative. The aim of the study is to answer the question of how the author constructs a narrative of digital experience and how she evaluates relations between humans and technology. The analysis covers the thematic layer of the columns and the linguistic strategies used to describe digital media and their users. The theoretical framework is provided by a media-linguistic perspective, including discourse analysis, supplemented by an epistemological perspective focused on questions concerning the influence of technology on ways of knowing the world, the relations between knowledge and imaginaries of new technologies, and the cognitive limitations associated with digital culture. The research method is based on qualitative discourse analysis and stylistic-rhetorical analysis of selected texts. Preliminary findings indicate that Bigaj's columns construct an ambivalent image of digital technologies: on the one hand, they present their communicative and community-building potential; on the other, they emphasize risks related to information overload, the algorithmization of experience, and the weakening of users' reflexivity. Metaphors, irony, and strategies of emotionalization play an important role in strengthening the persuasive character of the texts. The study may contribute to a better understanding of the role of the contemporary column in shaping social imaginaries of technology and of the ways meanings related to digital culture are negotiated in publicistic discourse.

Keywords: *media linguistics, digital experience, narrative, discourse, column*

Naming Identity in the Heritage-Language Classroom: Taiwanese Teachers' Use of Students' Names in Taiwanese

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Abstract

Personal names are central to linguistic identity, cultural belonging, and everyday interpersonal relations. Yet in Taiwan, even within Taiwanese-language classrooms, students' Chinese-character names are often pronounced in Mandarin. Guided by a heritage-name reclamation perspective within language revitalization, this study examines whether heritage-language education extends beyond curriculum and instruction to the culturally meaningful practice of addressing students by their names in Taiwanese, and identifies factors associated with teachers' naming practices. Questionnaire data were collected from 580 Taiwanese-language teachers in primary and secondary schools. All attitudinal and self-reported practice items were measured on six-point scales (1–6). Group differences and relevant associations were examined, as appropriate, using independent-samples t tests, one-way ANOVA, and Kruskal-Wallis H tests. Results reveal a pronounced gap between cultural identification and classroom practice. Teachers strongly endorsed the importance of students knowing their Taiwanese names ($M = 5.2$), incorporating Taiwanese name use into classroom activities ($M = 4.9$), and teachers addressing students in Taiwanese ($M = 4.7$). However, teachers' reported use of Taiwanese names was substantially lower ($M = 2.9$), while student-to-student use was lowest ($M = 1.5$); these differences were statistically significant ($p < .001$). Teaching conditions, including class load, student heterogeneity, and employment status, were not significantly related to Taiwanese naming practices. Instead, naming practices were positively associated with teachers' beliefs about Taiwanese names, their use and transmission of Taiwanese in family and everyday life, and their ability to pronounce Chinese characters in personal names in Taiwanese ($p < .001$). The findings position personal-name pronunciation as a micro-level site of heritage-language reclamation, showing how habitual Mandarin naming conventions can persist even within Taiwanese-language interaction and highlighting naming as an important dimension of linguistic, cultural, and intercultural competence.

Keywords: *heritage-name reclamation; Taiwanese name pronunciation; Taiwanese-language education; language revitalization; naming practices*

Artificial Intelligence and Young People: Student Perceptions and Use of Artificial Intelligence in Education of University Students in Slovakia

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Abstract

This paper examines the use of generative artificial intelligence (AI) in higher education, focusing on university students from Generation Z. The theoretical part outlines the current development of artificial intelligence, its potential applications in the educational process, and its benefits for personalized learning, academic writing, and the development of digital competencies (Kasneci et al., 2023; Mishra, 2024). Generative AI tools can provide students with individualized explanations, support learning activities, and facilitate access to information, potentially contributing to more flexible and personalized learning experiences (Daher & Hussein, 2024; Kasneci et al., 2023). At the same time, their increasing use raises concerns related to academic integrity, critical thinking, the reliability of AI-generated information, and the ethical use of artificial intelligence (Cotton et al., 2023; Johnston et al., 2024). Recent research suggests that students generally recognize both the educational potential of generative AI and the challenges associated with its inappropriate or excessive use (Arowosegbe et al., 2024; Johnston et al., 2024). The empirical part presents the results of a quantitative study conducted through an anonymous online questionnaire involving 73 university students. The aim of the research was to identify how students use generative AI in their studies, the most common areas of its application, the perceived benefits and risks, and students' attitudes toward integrating AI into higher education. The findings indicate that students primarily use AI to explain learning materials, solve academic tasks, and support academic writing. Most respondents perceive AI as a valuable study aid while also recognizing the importance of critically verifying AI-generated information and acknowledging the risk of reduced independent thinking resulting from excessive reliance on AI. These findings are consistent with previous research showing that students perceive generative AI as useful for learning and academic tasks, while simultaneously expressing concerns about its impact on independent thinking, academic integrity, and the quality of learning (Daher & Hussein, 2024; Johnston et al., 2024). Despite these concerns, the respondents strongly support the integration of artificial intelligence into higher education as a tool that can facilitate more effective, personalized, and flexible learning.

Keywords: Artificial Intelligence, higher education, young people, ChatGPT, AI literacy, critical thinking, personalized learning

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A *Wmatrix*-Based Study of Linguistic Expressions of National Identity in Two Latvian Diaspora Authors' Memoirs: *A Woman in Amber* (A. Nesaule) and *Among the Living and the Dead* (I. Vērzemnieks)

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Abstract

National identity in literary texts may be articulated through specific linguistic elements, including nouns denoting kinship, such as *mother*, *grandfather*, and *sister*. Ancestry and family ties have been identified as vital elements of national identity (König, 2023; McCrone & Bechhofer, 2015), while kinship terms can function as linguistic resources for constructing and negotiating identity in diasporic contexts (Fonkeu Ngencho, 2019). Research on Latvian diaspora communities further highlights the importance of family and intergenerational relationships in maintaining national identity (Elksne & Koroļeva, 2022). However, the role of kinship nouns as specific linguistic resources for expressing Latvian national identity in diaspora memoirs has not previously been examined from an intergenerational perspective. This study analyses the use of kinship nouns in selected excerpts from the memoirs of two generations of Latvian diaspora authors: A. Nesaule's *A Woman in Amber* and I. Vērzemnieks's *Among the Living and the Dead*. Conducted as part of the research project *Latvian Diaspora Identity Transformation: Text, Language, Digital Environment* at the University of Latvia, the study adopts a corpus-based approach. Kinship nouns are identified using the semantic domain categories provided by *Wmatrix 7*, while concordance analysis is employed to examine their contextual functions (Rayson, 2008). The analysis reveals notable intergenerational differences in the selection and deployment of kinship nouns for the construction of identity. In Nesaule's memoir, kinship nouns predominantly construct identity through representations of familial relationships, whereas in Vērzemnieks's memoir they are more closely associated with narratives of previous generations, foregrounding intergenerational memory and family history. The findings demonstrate that family relationships and kinship terminology constitute insightful linguistic resources for the expression of Latvian national identity, while their use also reveals distinct generational perspectives on national identity and belonging.

Keywords: *identity, Wmatrix, diaspora, family relations, semantic tags*

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Literature and language for non-natives in university curricula – Hungarian-Bulgarian (un)paralled

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Abstract

In today's dynamic world, philology (encompassing linguistics and literature as well) as a university major programme is, at first glance, a form of luxury education. Navigating the digital world that accompanies our everyday lives and confronting the emergence and presence of artificial intelligence, we, philologists and university lecturers, strive to adapt to and respond to real educational demands, while at the same time attempting to preserve the classical principles that underpin the training of specialists in a given language. To master a "small language" – in the current case study, that is, Hungarian in Bulgaria and Bulgarian in Hungary – constitutes what could be conditionally described as a "mirror tandem," an educational intersection with its own specific features and prerequisites. All that taken into consideration, we believe that so-called "small languages" nevertheless occupy a specific niche that allows them to be preserved and developed within university degree programs as well. In the present work, we address some of the particularities of teaching at BA level; taking into account the characteristics of the educational process in the major degree programme "Hungarian Philology" at Sofia University "St. Kliment Ohridski" (Bulgaria) and in the major degree programme "Slavic Studies (Bulgarian profile)" at the University of Szeged (Hungary), the applied framework outlines the overall picture of the curricula of the two programs. A deeper glimpse into the specifics is provided by focusing on descriptive grammar of the Hungarian language courses (with a methodology oriented toward Bulgarian-speaking students) and literary education (the Bulgarian literary world), along with language courses, oriented toward Hungarian-speaking students.

Keywords: *university curricula, multilingual education, Hungarian studies, Bulgarian studies, perspectives of philology*

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Both rhyme and reason, and to boot still rhythm: Translating the opening of Mickiewicz's *Pan Tadeusz* into English

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Abstract

On the wing of our recent experience with translating classical prose (the first section of Stanisław Vincenz's *Na wysokiej połoninie*), we now turn to classical poetry, aiming at a poster presentation of rendering into English the beginning of Adam Mickiewicz's *Pan Tadeusz*. Considering that the work is an epic poem written in thirteen-syllable couplets (or pairs of successive lines that rhyme and have the same metre), the research question was simple – and the implied answer hard – enough: what it would look like in English. The challenge has been taken up before in at least two cases (Biggs, 1885 and Mackenzie, 1964). The idea was of course not to consult any such works beforehand, but have a go at it oneself. Methodologically, a division of labour between us was established. He of us whose Polish is not worse than his English managed to do the first forty verses, by and by, over a week-end. Then the other, whose English is not worse than his Polish, was given the unenviable task of reading the translation to see how few times he could get away with using the word 'contrived'. To the traslator, the task seemed at first quite forbidding. Then, the first line fell into place, and already it seemed a pity not to build on it. The result, as much as the effect, is the experience. It can be summarised in the catchphrase: a translation is an equation, in this case with at least three unknowns or variables: rhyme, reason and rhythm. It can be said to be solved at least if the end version reads well. Then there is the variable of fidelity to the original. Finally the translator is left with a conundrum, curiously both perplexing and pleasurable, of how else it could have been done.

Keywords: English, translation, Mickiewicz, *Pan Tadeusz*

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Educator-led Changes in Task-based EAP and Research: A Reflective Practice Approach

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Abstract

University English for Academic Purposes (EAP) courses are expected not only to develop advanced language proficiency but also to enable students to engage meaningfully in academic discourse, research-related practices, and communication relevant to their disciplinary and prospective professional contexts (Hyland, 2006). This becomes particularly important in multidisciplinary university settings, where EAP provision needs to respond to the distinct academic and professional communication practices of different fields. The course *English for Academic Purposes and Research (C1)* is therefore adapted to the disciplinary and professional contexts of respective study programmes. Drawing on task-based and action-oriented approaches, learning is organised around realistic, discipline- and profession-relevant scenarios that engage students in purposeful academic, research-related, and professionally meaningful activities (Piccardo & North, 2019). The current research study draws on task-based language teaching (Ellis et al., 2020), the action-oriented approach (Piccardo & North, 2019), and reflective practice in language education (Farrell, 2015, 2022). While task-based learning foregrounds meaningful task completion, the action-oriented perspective extends this towards purposeful, collaborative action situated within broader scenarios, with learners acting as social agents. Reflective practice is understood as an ongoing process through which educators make sense of teaching experiences, reconsider pedagogical choices, and purposefully develop their practice. The study asks: *How does educators' reflective practice inform the adaptation and development of task- and action-oriented learning across different disciplinary and professional contexts in a university EAP and Research course?* Using a qualitative exploratory approach, the study draws on an open-ended questionnaire completed by university educators teaching the course across different study programmes. The responses are analysed using reflexive thematic analysis (Braun & Clarke, 2022) to explore patterns of meaning in how educators interpret teaching experiences and translate reflection into pedagogical adaptation and change. The envisaged findings are expected to show how reflective practice supports the adaptation of tasks and scenarios to disciplinary and professional contexts while integrating advanced academic language use, inquiry, critical engagement with sources, collaboration, and research communication. The study highlights reflective practice as a basis for context-responsive, educator-led pedagogical change in EAP and Research.

Keywords: *reflective practice, action-oriented approach, task-based language teaching, English for Academic Purposes and Research, discipline- and profession-relevant scenarios*

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Intercultural Business Communication and Marketing. Approaches and Challenges

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Abstract

The purpose of this paper is to discuss the issues associated with the connection between intercultural business communication (Bovée & Thill, 2018; Chaney & Martin, 2013) and marketing, as fields of study as well as business fields. The theoretical background will refer to definitions of main concepts (culture, intercultural communication, intercultural competency, marketing, with a focus on services marketing and social marketing) (Chaney & Martin, 2013; Wirtz & Lovelock, 2022; Lee & Kotler, 2023) and challenges of intercultural communication based on contextual differences. The focus will then shift towards the role of culture in services marketing and the challenges associated with it (Wirtz & Lovelock, 2022). Practical examples will be mentioned. The same pattern will be applied to the area of social marketing focusing on key connections between intercultural communication and social marketing (Lee & Kotler, 2023), followed by examples and a case study from specialized literature. The final part of the paper intends to present the author's personal experience in teaching intercultural communication to international students in marketing during an Erasmus teaching mobility in Portugal. It will both show students' views and approaches to intercultural communication in connection with their major field of studies as well as their personal experience as exchange students (challenges, adaptation etc.) The paper will conclude by reflecting upon the importance of intercultural communication in marketing, both as a discipline and as a business field (Chaney & Martin, 2013; Palmer-Silveira et al., 2008), as well as upon the importance of acquiring intercultural competency for students as a major part of their preparation for their future jobs.

Keywords: *culture, communication, services, social marketing, connection*

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ABSTRACTS IN FRENCH

Entre politiques éducatives et réalités scolaires: les défis de l'éducation interculturelle dans un contexte de diversité linguistique

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Résumé

L'éducation interculturelle s'inscrit aujourd'hui dans un cadre théorique qui met l'accent sur la reconnaissance de la diversité linguistique et culturelle ainsi que sur la promotion de l'égalité des chances dans les systèmes éducatifs (Dervin, 2016 ; Akkari & Radhouane, 2019). Elle vise à dépasser les approches assimilationnistes en favorisant des interactions fondées sur le respect, la compréhension et la co-construction des savoirs (Puren, 2019). Dans ce contexte, les systèmes éducatifs européens doivent adapter leurs pratiques face à l'augmentation des migrations et à la diversité linguistique. À Chypre, l'éducation interculturelle a été officiellement intégrée dans les politiques éducatives, mais son application reste insuffisante. Cette étude propose d'analyser les écarts entre les orientations institutionnelles et les réalités du terrain à partir d'une étude qualitative menée auprès de dix enseignantes d'établissements publics du primaire et du secondaire, ayant en charge un total de 220 élèves, dont 110 sont des élèves migrants. Afin de recueillir des informations sur leurs expériences et d'analyser leurs perceptions, des entretiens semi-directifs ont été réalisés. Parmi les 110 élèves migrants, 80 étaient scolarisés dans le primaire et 30 dans le secondaire (45 garçons et 65 filles). Les élèves provenaient de Syrie, de Roumanie, de Bulgarie et de Géorgie, et leurs langues maternelles respectives étaient l'arabe, le roumain, le bulgare et le russe. Les résultats montrent que les difficultés linguistiques influencent l'apprentissage et la participation en classe. Ils mettent en lumière des tensions culturelles, des attitudes parfois négatives de certaines familles chypriotes et un manque de formation interculturelle chez les enseignants. Par ailleurs, ils soulignent des insuffisances structurelles, notamment en matière de ressources pédagogiques multilingues et de dispositifs d'accompagnement linguistique. La recherche révèle également un manque de cohérence dans l'application des politiques éducatives et une coordination limitée entre les autorités éducatives, ce qui interroge l'efficacité des dispositifs interculturels.

Mots-clés : *éducation interculturelle, élèves migrants, politiques éducatives, diversité linguistique, formation des enseignants*

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Le favori, ses fonctions et conflits dans la comédie du XVIIe siècle: El Amor y el Amistad de Tirso de Molina et Le Favori de Madame de Villedieu en regard

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Résumé

Cette communication propose une étude comparatiste de deux pièces du XVIIe siècle : la comédie espagnole *El Amor y el Amistad* (1634) de Tirso de Molina et la « tragi-comédie » française *Le Favori* (1665) de Madame de Villedieu, inspirée du texte de Tirso. Si ce rapprochement a déjà été évoqué par Amstutz (2017) et Gethner (1987, 2005), notre analyse explore un aspect encore peu étudié : la comparaison de la représentation du favoritisme chez les deux auteurs, replacée dans leurs contextes historiques respectifs, l'Espagne de Philippe IV et la France absolutiste de Louis XIV. Nous montrons que le conflit dramatique se construit différemment dans chaque pièce. Chez Tirso de Molina, la tension naît d'une crise de jalousie : Don Guillén, personnage généreux mais orgueilleux, typique du *Siglo de Oro*, doute de la fidélité de sa bien-aimée et de son ami avant même d'être choisi comme favori du comte. Chez Mme de Villedieu, le conflit devient intérieur : Moncade, déjà favori du roi, s'interroge sur la sincérité des sentiments que lui porte sa dame, craignant qu'ils ne soient motivés par son pouvoir plutôt que par un amour véritable. Ce héros, conforme à l'esthétique classique, incarne l'idéal de l'*honnête homme*, mesuré et lucide. Notre réflexion s'organise autour de trois axes : la comparaison de la construction du personnage du favori dans les deux œuvres, l'examen de ce que ces représentations révèlent des cadres historiques et littéraires propres à chaque tradition, et l'analyse des dynamiques conflictuelles qui structurent l'action dramatique dans chaque pièce. Sur le plan méthodologique, l'étude s'appuie sur la littérature comparée (Pageaux, 1994 ; Guillén, 2005), ainsi que sur les travaux relatifs aux enjeux historiques et culturels de l'Europe du XVIIe siècle et sur l'histoire et la théorie du théâtre.

Mots-clés: *théatre du XVII^{e} siècle, Siglo de Oro espagnol, classicisme, favoritisme, étude comparée*

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Quand l'IA éducative parle poliment: stéréotypes, normes implicites et violence linguistique

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Résumé

L'intelligence artificielle générative facilite la production de contenus pédagogiques, mais reproduit souvent des stéréotypes issus de ses données d'entraînement. Cette communication analyse les formes de violence linguistique douce dans les productions de l'IA, considérées comme des mécanismes implicites de catégorisation et de hiérarchisation sociales relevant de la violence symbolique (Pierre Bourdieu, 1991). Adoptant une perspective discursive et sociolinguistique, cette étude examine comment l'IA reproduit des représentations stéréotypées à travers les choix lexicaux, les scénarios pédagogiques et les rôles discursifs. Ces mécanismes associent notamment certaines compétences à des figures genrées et contribuent à une normalisation linguistique et culturelle déjà observée dans les environnements numériques (Teun A. van Dijk, 2008 ; Guèvremont & Brin, 2024). D'un point de vue méthodologique, cette étude exploratoire s'appuie sur un corpus de productions d'IA générées à partir de prompts contrôlés et sur une analyse discursive comparative de supports pédagogiques institutionnels afin d'identifier les mécanismes de construction des stéréotypes sociaux. L'analyse mobilise également les travaux sur les biais et les effets normatifs de l'IA en contexte éducatif (Schroeter, 2020 ; Hamza Jamann & Molle, 2025). Les résultats suggèrent des effets sur les compétences linguistiques, sociolinguistiques et interculturelles, notamment par la réduction de la diversité socioculturelle et la limitation des processus de décentration. Ils soulignent ainsi la nécessité d'une approche didactique transformant ces biais en objets d'analyse afin de favoriser un usage réflexif de l'IA et le développement de l'esprit critique chez les enseignants et les apprenants (Romero et al., 2024).

Mots-clés : *IAG, violence linguistique, stéréotypes, DDL normes implicites*

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Le traitement de la compétence interculturelle dans Le Français dans le monde et Recherches et Applications

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Résumé

Le Français dans le monde et *Recherches et Applications* se positionnent comme des revues majeures dans l'enseignement-apprentissage et la diffusion du Français Langue Étrangère (FLE) à destination de tous ses acteurs dans le monde entier. Nous nous intéresserons, dans cette communication, à la compétence interculturelle, en mettant en lien les revues évoquées avec d'une part, quelques textes institutionnels du Conseil de l'Europe (CECRL, 2001, 2021 ; Beacco et Byram, 2007 ; Beacco et al., 2016), et d'autre part, l'histoire des méthodologies (Puren, 1988), avec, en particulier, l'approche communicative et la perspective actionnelle. Notre travail vise ainsi à mettre en lumière le discours qu'ont entretenu les spécialistes de la didactique du FLE sur la compétence interculturelle à partir des années 1990. C'est en effet la période durant laquelle nous recensons les premières occurrences de « compétence interculturelle » dans les articles sélectionnés pour notre étude : la première occurrence apparait en 1990 pour *Le Français dans le monde* et en 1991 pour *Recherches et Applications*. Par des analyses à la fois quantitative, qualitative, de contenu et de discours, dans une perspective historique, il s'agira donc d'établir des liens entre les articles de la revue *Le Français dans le monde* et de la revue *Recherches et Applications* avec les éléments politiques et didactiques mentionnés précédemment afin de mieux comprendre ce qui a été dit sur la compétence interculturelle dans ces revues. Les résultats seront discutés lors de la présentation. Cette contribution nous permet ainsi d'enrichir les travaux d'histoire de la didactique du FLE en se centrant sur la construction de la notion de compétence interculturelle au sein de deux revues reconnues en didactique du FLE.

Mots-clés: *compétence interculturelle, Le Français dans le monde, Recherches et Applications, Conseil de l'Europe, méthodologies d'enseignement-apprentissage*

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Qu'est-ce que la corédaction entre enseignant·es et chercheuses a à voir avec l'interculturel?

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Résumé

Des recherches (Natland, 2022 ; De Fina *et al*., 2023) montrent que de nouvelles modalités de production de connaissances peuvent être mises en avant par des expérimentations d'écriture bousculant les normes académiques. Le tissage des voix des différent·es acteurices, de leurs positionalités et des lieux d'énonciation permettent de mieux comprendre les logiques systémiques, les relations et représentations dans lequelles elles et ils (ré)agissent. Les dispositifs de corédaction entre enseignant·es et chercheur·es contribuent à redéfinir les contours des littéracies universitaires en permettant des interactions qui s'affranchissent de contraintes hypernormées. Ils participent à l'émergence d'un espace interculturel où interagissent des acteurs et actrices de différents métiers pour construire ensemble le savoir (Lemoine-Bresson, 2024). Dans le cadre d'une recherche collaborative en France, enseignant·es et chercheures ont choisi d'écrire ensemble pour construire des savoirs sur les pratiques plurilingues. En quoi la corédaction permet-elle de considérer autrement la production de connaissances, de revisiter le vécu des acteurices pour produire un sens nouveau aux expériences passées, d'imaginer de nouvelles pratiques d'enseignement et de recherche ? Deux cas de corédaction seront analysés par les éclairages des épistémologies féministes et des concepts de « point de vue situé » et de « ventriloquisme » (Cooren & Sandler, 2014 ; Lukala & Dervin, 2026). Les résultats montrent que cet espace interculturel crée des tensions et du dialogue dans le collectif autour des conditions pour faire science ensemble (Lemoine-Bresson, 2024 ; Monod-Ansaldi *et al*., 2022). Un retour réflexif sur les effets produits par cet espace interculturel est également proposé.

Mots-clés: *corédaction ; espace interculturel ; savoirs coconstruits ; enseignant·es et chercheur·es*

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Marques lexicographiques, ou quand une cuillère de goudron gâte un tonneau de miel

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Résumé

Cette communication propose une analyse du rôle des marques lexicographiques dans les dictionnaires de langue générale, envisagées comme un véritable « code de la route » permettant d'orienter l'utilisateur dans la diversité des usages linguistiques. Après un rappel historique retraçant l'émergence et l'évolution du marquage lexicographique depuis le XVII[e] siècle, l'étude s'inscrit dans le cadre théorique de la métalexicographie contemporaine. Elle repose sur une analyse contrastive du traitement de cinq lexies françaises dites « non conventionnelles » (*draguer, foutre, putain, merde, bordel*) et de leurs équivalents lituaniens dans plusieurs dictionnaires monolingues de référence français et lituaniens. Les résultats mettent en évidence une prédominance des marques *diaphasiques* et *diaévaluatives*, tandis que le marquage *diastratique* tend à reculer. Les dictionnaires français recourent fréquemment à des combinaisons de marques afin de rendre compte avec plus de précision de la charge expressive et de la vulgarité des termes, alors que la lexicographie lituanienne demeure plus restrictive et moins différenciée. Les divergences observées soulignent les tensions persistantes entre description des usages, normativité et évolution des normes sociolinguistiques.

Mots-clés : *marques lexicographiques, dictionnaires monolingues, marques diaphasiques, diastratiques, diaévaluatives*

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Les défis de la prononciation du français chez les apprenants non-natifs

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Résumé

Les locuteurs de divers pays rencontrent des difficultés variées, à des degrés d'importance différents, lors de l'apprentissage du français. Selon les langues d'origine des apprenants, les erreurs diffèrent largement. Celles-ci sont liées à la structure grammaticale, lexicale et phonologique de leur langue maternelle, sans oublier les interférences pouvant provenir d'une ou plusieurs langues tierces. De plus, chaque génération introduit de nouvelles particularités. La prononciation joue un rôle majeur, étant donné qu'un son mal articulé peut complètement modifier le sens d'une phrase. Notre objectif est d'identifier les difficultés de prononciation des sons français dans un contexte étranger, plus précisément lituanien, et de proposer des solutions potentielles à ce problème. Nous adopterons une méthode mixte, alliant approches théoriques et pratiques, avec une analyse comparative. Nous nous concentrerons sur deux groupes d'apprenants : les jeunes et les adultes. La question centrale est de savoir si ces deux catégories peuvent éprouver des difficultés différentes en matière de prononciation des sons français. Par ailleurs, nous nous interrogeons sur l'impact de leur langue natale sur l'apprentissage phonétique. Nous ne prétendons pas analyser l'ensemble de la théorie, une tâche déjà largement couverte par des chercheurs tels que J.-L. Tritter (1999), F. Carton (1974) et H.-D. Béchade (1992). Notre objectif se limitera à présenter, en s'appuyant sur plusieurs années d'expérience dans l'enseignement du français langue étrangère (FLE) à des niveaux variés et dans des institutions diverses, les problématiques observées, ainsi que des stratégies possibles pour améliorer l'assimilation du matériel étudié.

Mots-clés: *prononciation, langue maternelle, interférences, difficultés, stratégies*

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L'organisation institutionnelle de l'enseignement du français dans un établissement professionnel : le cas du Séminaire nautique de Palerme (1800-1860)

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Résumé

Les recherches consacrées à l'histoire de l'enseignement du français ont principalement porté sur les méthodes, les manuels, les contenus d'enseignement et les politiques éducatives. En revanche, les processus par lesquels les établissements scolaires encadrent l'enseignement d'une langue étrangère et définissent les conditions d'exercice de la fonction enseignante demeurent peu étudiés, notamment dans l'enseignement professionnel. Cette communication examine l'organisation de l'enseignement du français au Séminaire nautique de Palerme entre le début du XIX^{e} siècle et l'unification italienne. L'étude s'appuie sur deux ensembles documentaires complémentaires. Les fonds conservés à l'Archivio di Stato di Palermo permettent d'examiner les procédures qui régissent l'accès à l'enseignement du français, tandis que les archives de l'Istituto di Istruzione Secondaria Superiore « Gioeni-Trabia » documentent le fonctionnement interne du Séminaire. Le croisement de ces sources avec la réglementation scolaire de la Sicile bourbonienne permet de confronter prescriptions normatives et pratiques institutionnelles. L'analyse montre que l'organisation de cet enseignement repose sur des dispositifs qui définissent les modalités d'accès à l'enseignement, d'attribution des charges et d'accomplissement du service. En prenant le Séminaire nautique de Palerme comme observatoire, cette étude entend ainsi contribuer à une meilleure connaissance de l'histoire des enseignants de langues en déplaçant l'attention des contenus d'enseignement vers les structures institutionnelles qui organisent leur activité.

Mots-clés : *histoire de l'enseignement du français en Italie* ; *Séminaire nautique de Palerme* ; *enseignement professionnel* ; *enseignants de français* ; *fonction enseignante*

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Variation diatopique: le traitement dans les dictionnaires bilingues italien-français

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Résumé

Cette communication propose une réflexion sur la manière dont les dictionnaires bilingues italien-français rendent compte de la variation diatopique du français. Bien que le français présente une riche diversité régionale, en France comme dans l'espace francophone, les dictionnaires bilingues tendent le plus souvent à privilégier une norme standard, au détriment des usages régionaux, locaux ou dialectaux. À partir d'un corpus de dictionnaires généraux, cette étude analysera les stratégies mises en œuvre pour signaler les régionalismes français, les choix de traduction proposés ainsi que la place accordée aux variétés du français. Une attention particulière sera portée aux marques d'usage, aux notes métalinguistiques et aux éventuelles asymétries dans le traitement des variations entre les deux langues. L'objectif est d'examiner les enjeux linguistiques et culturels liés à la représentation de la diversité géographique du français dans la lexicographie bilingue. Cette contribution entend ainsi montrer que les dictionnaires italien-français ne se limitent pas à une fonction de traduction, mais participent également à la médiation entre différentes réalités sociolinguistiques du monde francophone.

Mots-clés: *diatopic variation, French–Italian bilingual dictionaries, general dictionaries, usage labels, bilingual lexicography, Francophonie*

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Les pragmatèmes de politesse: un défi linguistique pour la lexicographie et l'apprentissage des langues

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Résumé

Cette communication vise à examiner les pragmatèmes de politesse en tant qu'unités linguistiques figées ou semi-figées, étroitement dépendantes des contextes d'énonciation et des normes socioculturelles, et constituant un enjeu majeur tant pour la description lexicographique que pour l'apprentissage des langues étrangères. L'analyse menée considère les pragmatèmes de politesse comme des outils permettant d'assurer le bon déroulement des échanges verbaux. L'étude s'appuie sur une analyse contrastive du traitement des pragmatèmes de politesse dans deux dictionnaires bilingues de référence – le *Dictionnaire français–lituanien* d'Irena Janina Balaišienė (2004) et le *Dictionnaire du français* bilinguisé (2009). Elle repose également sur la liste des pragmatèmes du français établie par X. Blanco (environ 2 000 unités), à partir de laquelle un corpus de 180 pragmatèmes de politesse a été constitué selon des critères de fréquence et de représentativité. L'analyse portera sur des pragmatèmes représentatifs et fonctionnellement distinctifs, répartis en différentes catégories thématiques. Cette contribution mettra en évidence les limites des descriptions lexicographiques actuelles, notamment en matière de contextualisation pragmatique, ainsi que les difficultés rencontrées par les apprenants de langues étrangères, telles que les erreurs d'emploi, les transferts pragmatiques et les risques de malentendus interculturels. Elle soulignera enfin la nécessité d'une approche intégrée, articulant lexicographie, pragmatique et didactique des langues, afin de mieux rendre compte du fonctionnement des pragmatèmes de politesse et d'en faciliter l'enseignement et l'acquisition.

Mots-clés: *pragmatèmes, politesse, phraséologie, lexicographie bilingue, apprentissage des langues étrangères, compétence pragmatique, contexte communicatif, didactique des langues*

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Les variations prépositionnelles et discursives du verbe commencer: analyse sur corpus parallèle français-polonais-lituanien

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Résumé

La présente étude examine les propriétés morphosyntaxiques et sémantiques du verbe aspectuel *commencer* en français contemporain. La recherche se concentre sur son emploi transitif et sur ses variations prépositionnelles, notamment à travers les structures *commencer à*, *commencer de*, *commencer avec*. L'analyse fonctionnelle démontre que ces constructions possèdent des statuts sémantiques distincts. Leurs divergences syntaxiques influencent directement la sélection de l'argument (nominal ou infinitif). Elles modifient également les propriétés aspectuelles et discursives du procès. En nous appuyant sur les théories de la grammaticalisation et de la pragmaticalisation (Dostie, 2004 ; Marchello-Nizia, 2006), nous portons une attention particulière à la double valeur de la structure *commencer par + Vinf*. La forme en question oscille entre un marqueur temporel adverbial et un modalisateur de phrase. Cette étude synchronique adopte la méthodologie de la linguistique de corpus (Tognini-Bonelli, 2001). Les données proviennent du corpus parallèle bidirectionnel français-lituanien $CTL_{FR\text{-}PL\text{-}LT}$, (Corpus de Textes Littéraires). L'objectif est double : d'une part, nous voulons confirmer la polyfonctionnalité du verbe *commencer* dans le français contemporain écrit ; d'autre part, nous souhaitons enrichir les recherches contrastives entre trois langues, à savoir le français, le polonais et le lituanien. Le travail vise à évaluer ponctuellement la qualité des équivalents de *commencer* en polonais et en lituanien. Dans le cas où ces équivalents ne reflèteraient pas complètement le sens des constructions analysées, nous proposerons de nouvelles traductions.

Mots-clés: *approche contrastive, grammaticalisation, commencer, corpus parallèle bilingue, équivalents polonais, équivalents lituaniens, pragmaticalisation*

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ABSTRACTS IN GERMAN

Am Kreuzweg der Kulturen: Wenn die Identität eine andere Sprache spricht

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Abstract

Angesichts der neuesten Entwicklungen der Identitätstheorien und -Ansätzen ist eine (Re)Dynamisierung der Identitätsfrage zu merken, deren Komponente die Identitätsbildung im Bereich der Migration und insbesondere in Hinblick auf die Eignung der Sprache des Gastlandes bzw. des Gastortes einer der wichtigsten Elemente zu sein scheint. Durch die verschiedenen Identitätsverhandlungen und -Aushandlungen, die im Laufe des Lern- und Aneignungsprozesses der Sprache des Gastlandes bzw. des Gastortes stattfinden, sind eine Reorientierung, eine Adjustierung und eine Anpassung der Identitätsdebatte an die neuen Situationen und aktuellen Herausforderungen und Forderungen zu berücksichtigen, die das Erlernen einer zweiten bzw. einer anderen Sprache im Erwachsenenalter ausmachen. Sprache, Kultur und Identität zeichnen sich in einem Gewebe, das, unabhängig von seiner Spezifitäten, die Grenzen des Lernens in Bezug auf die kulturellen, sprachlichen und Identitätsprozesse, die die Lernenden kennzeichnen, „sprengen“. Hierbei sind am Beispiel von Integrationskursen ein paar Fragen herzuleiten, die unseren Beitrag steuern werden: In welcher Sprache lernen Zugewanderte, die einen Integrationskurs besuchen, die deutsche Sprache? Welche (Identität)Prozesse sind im Gange während des Erwerbs der deutschen Sprache und welche interkulturellen Prozesse treten hier ins Spiel? Anders formuliert: Welche Identitätsumwandlungen finden während des Besuchs des Integrationskurses statt? Wie werden Multilingualität und Mehrsprachigkeit in den Integrationskursen akquiriert und wie wirken sie auf die Identitätsbildung bei erwachsenen Lernenden aus? Es geht darum, die schon heikle Frage der Identität aus einer kultur- und sprachanthropologischen Sicht zu analysieren und sie an die neuen Lerndynamiken in Integrationskursen heranzubringen, um eventuelle Rückschlüsse zwischen Sprache, Kultur, Identität und Lerndynamiken zu ziehen.

Schlüsselwörter: *Identität, Spracherwerb, Migration, Ingergrationskurse*

„Die konzentrierten Formen der Heimatlichkeit". Kurt Stavenhagens Sozialphilosophie aus der Sicht der kommunikativen Kulturkompetenz und Identitätsbildung

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Abstract

Kurt Stavenhagen (1884-1951) war ein Philosoph deutschbaltischer Herkunft, in Tukkum (Kurland) geboren. Seine philosophischen Interessen gingen in der Richtung „Nation", „Volk", „Gemeinschaft", „Solidarität" als Phänomene, die er eher als ein Phänomenologe beschrieb, d. h., in ihrem Wesen und Sinngehalt betrachtete, nicht so sehr als Gegenstand der politischen Philosophie analysierte. Stavenhagen studierte in Göttingen, in 20-er und 30-er Jahren arbeitete er aber am Herder-Institut zu Riga. Sein Schicksal ist mit dieser Hochschule in Riga eng verbunden, wenn auch er nach dem Zweiten Weltkrieg in Hamburg und Göttingen lehrte. Die Geschichte des Herder-Instituts in Riga ist nicht nur die Geschichte einer Bildungseinrichtung – sie ist ein Kapitel in der Geschichte der europäischen wissenschaftlichen Vernetzungen und wissenschaftlichen Entdeckungen. Kurt Stavenhagens Tätigkeit war ein echter Eckstein dieses Netzwerkes. Aus diesen lebens- und zeitgeschichtlichen Kontexten kommend publiziert Kurt Stavenhagen 1939 das Buch "Heimat als Grundlage der menschlichen Existenz". Danach erscheint es mit dem Titel „Heimat als Lebenssinn" in der zweiten Auflage (Göttingen, 1948) – ein wenig verändert bzw. um einen Beitrag zur philosophischen Anthropologie ergänzt. Stavenhagen hat die dort gesammelte Gedanken in Riga und Dorpat/Tartu bei den Veranstaltungen der Studentenkörperschaften vorgetragen, die rhetorische Ausdruckweise ist in manchen Textstellen noch klar zu spüren. Die kommunikativen und identitätsbildenden Übergänge, die Stavenhagen im Buch intellektuell baut, sind zunächst bescheiden: sie führen von einem Familienmitglied zum anderen, von einer Gemeinschaftsgruppe zur nächsten. Es gibt jedoch keinen Grund, hier voreilig zu handeln und diese phänomenologisch minutiös deskriptiv geschilderten Beziehungen als unbedeutend abzutun; man muss sich eher zu fragen: worauf werden „größere" intellektuelle Brücken gebaut, die zur Gesellschaft, Staat und zwischenstaatlichen Beziehungen führen? Gerade diese Frage stellt Stavenhagen. Familien sind für ihn Orte, an denen diejenigen geboren werden, die in der Lage sind, umfassender zu bauen – auch die Brücke, die tragen und die ganzen Nationen im Lichte der großen Errungenschaften der Moderne (Rechtsstaat und Demokratie) geschichtliche Erbe und Zukunftsoffenheit verbinden, aber auch die großen Herausforderungen und Entzweiungen der Moderne zu überstehen helfen. Wieweit sind die Analysen von Stavenhagen heute aktueller denn je?

Schlüsselwörter: *Stavenhagen, Heimat, Identitätsbildung*

„Das geistige Amt“ von Leutnant Hans Urban: Einblicke in die *Zeitung der 10. Armee* aus Wilna (1915–1918)

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Abstract

Im Fokus des geplanten Vortrags steht das ideologische Konstituens der Entstehung der *Zeitung der 10. Armee*, die aus der imagolologischen Perspektive untersucht wird. Bekanntlich geht die Gründung der Zeitung am 9. Dezember 1915 im besetzten Wilna (Vilnius) auf die persönliche Initiative Hermann von Eichhorns (1948–1918), des Generaloberst der X. Armee des Deutschen Kaiserreiches, zurück. Für diese Zwecke wird der Vortrag von Hans Urbach, dem Schriftleiter der Zeitung, der am 3. Juli 1917 auf der Tagung der Evangelischen Feldgeistlichen in Wilna gehalten wurde und in dem Urbach die ideologischen Ziele der von ihm geleiteten Zeitung präsentiert hat, analysiert. Man setzt sich zum Ziel, der Frage nachzugehen, wie die im Vortrag von Urbach formulierten Ziele mithilfe der herausgegebenen Zeitung verfolgt wurden.

Schlüsselwörter: *Imagologie, Zeitungen der X. Armee, Wilna*

Plurilingualität als Demokratiekompetenz: Mehrsprachigkeit im Spannungsfeld von Sprachenpolitik und Unterrichtspraxis am Beispiel Brasiliens

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Abstract

Mehrsprachigkeit wird heute nicht mehr als bloßes Zusatzmerkmal betrachtet, sondern als essenzielle Demokratiekompetenz für das globale Zusammenleben. Vor diesem Hintergrund verabschiedete das Komitee der Ministerinnen und Minister des Europarats im Februar 2022 eine wegweisende Empfehlung, die mehrsprachige und interkulturelle Bildung als Schlüssel für demokratische Teilhabe hervorhebt und deren kognitive sowie soziale Potenziale explizit betont. Auch die Wiener Thesen der XVII. IDT 2022 rücken die Plurilingualität ins Zentrum: Gleich die erste These postuliert, dass das Deutschlernen in einer mehrsprachigen Gesellschaft erfolgt, in der die vielfältigen sprachlichen und kulturellen Ressourcen der Lernenden didaktisch wertgeschätzt und aktiv einbezogen werden müssen. Ergebnisse einer weltweiten FIPLV-Umfrage (2024/2025) bestätigen zudem die sprachenpolitische Verantwortung von Fremdsprachlehrverbänden für die Förderung einer demokratischen Kultur. Daran anknüpfend, fordert die FIPLV-Resolution von 2026 konsequent einen hochwertigen, für alle zugänglichen Sprachunterricht, der alle Sprachen gleichermaßen würdigt. In diesem Sinne setzen sich in Brasilien der Dachverband der Deutschlehrenden (BraDLV), Mittlerorganisationen sowie zahlreiche Schulen im Bereich Deutsch als Fremdsprache aktiv für die Implementierung solcher Maßnahmen ein. Dieser Beitrag analysiert das Spannungsfeld zwischen diesen programmatischen Zielsetzungen und der schulischen Realität am Beispiel des brasilianischen Primar- und Sekundarbereichs. Auf Basis von Praxisbeispielen werden Fortschritte, Ambivalenzen und strukturelle Herausforderungen beleuchtet, um Wege für eine nachhaltige, kontextsensibel verankerte Mehrsprachigkeitsdidaktik im brasilianischen Schulwesen und darüber hinaus aufzuzeigen.

Schlüsselwörter: *Plurilingualität, Mehrsprachigkeit, Sprachenpolitik, Demokratie, Sprachunterricht*

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Linguizismus: sprachliche Diskriminierung

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Abstract

Die letzten Jahre haben in modernen Gesellschaften bzw. in ihren aufgeschlosseneren Kompartimenten eine gewachsene Sensibilität für unterschiedliche Dimensionen von Diskriminierung mit sich gebracht. Auch wenn beispielsweise Rassismus, Sexismus, Klassismus und Ableismus keine neuen Konzepte sind, so erfahren sie doch ein gesteigertes Maß an Aufmerksamkeit. Eine Diskriminierungsdimension ist dabei bislang weitegehend unbemerkt geblieben, nämlich die Diskriminierung auf Grund von Sprache, auch Linguizismus genannt. Linguizismus kann auf unterschiedlichen Ebenen erfolgen, sei es die Bewertung von Dialekten oder (fremdsprachlichen) Akzenten als „unsympathisch" (vgl. Gärtig / Plewnia / Rothe 2010), die Be- bzw. Verurteilung von Sprachen als „primitiv" (vgl. Cyffer 2011), oder aber die Abwertung bestimmter Kommunikationsstile wie beispielsweise von Jugendsprachen als „unzureichend" (vgl. Neuland / Könning / Wessels 2018). Gemeinsam für diese Mechanismen oder Mythen (vgl. z.B. Bauer / Trudgill 1999) ist einerseits, dass sie auf stereotypen Vorstellungen bzw. Vorurteilen ohne ausreichende linguistische Sachkenntnis basieren (was den Linguizismus zu einem Thema für die Laienlinguistik macht), und andererseits, dass sie in evaluierender Weise Rückschlüsse von bestimmten sprachlichen Eigenschaften auf die gesamte sprechende Person ziehen, mit allen daraus resultierenden Problematiken. Linguizismus ist, wie die anderen -ismen auch, kein neues Konzept (vgl. z.B. Phillipson / Skutnabb-Kangas 1986), er ist aber in seiner sprachwissenschaftlichen Aufarbeitung bislang weitgehend auf den Bereich der Schule und die systematische Benachteiligung migrantischer Schüler:innen beschränkt. Mein Vortrag hat zum Ziel, die Perspektive zu erweitern und Linguizismus als potenzielles Thema für internationale Deutschstudien zu diskutieren.

Schlüsselwörter: *Linguizismus, sprachliche Diskriminierung, Dialekte, Akzente, internationale Germanistik*

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Inklusiver DaF-Unterricht: Empirische Erkenntnisse aus Georgien und Konsequenzen für die Materialentwicklung

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Abstract

Der Beitrag untersucht die Praxis der Differenzierung im inklusiven Deutsch-als-Fremdsprache-Unterricht in Georgien. Auf Basis einer empirischen Erhebung unter 49 Lehrkräften werden systemische Barrieren wie Ressourcenmangel und Zeitnot analysiert. Die Studie zeigt, dass Lehrkräfte oft als „intuitive Differenzierer" agieren, jedoch unter dem Mangel an adaptierten Materialien leiden. Um diese Lücke zwischen Theorie und Praxis zu schließen, umfasst die vorliegende Arbeit einen anwendungsorientierten Teil: die exemplarische Adaption eines DaF-Lehrwerks für Lernende mit sonderpädagogischem Förderbedarf. Das Ergebnis ist ein begleitendes Methodenheft für Lehrkräfte, das Strategien wie Textsegmentierung, Visualisierung und multisensorische Aufgabenstellungen (Scaffolding) praktisch operationalisiert. Ziel ist es, ein evidenzbasiertes Modell für die Materialentwicklung zu liefern, das die psychische Belastung der Lehrkräfte reduziert und einen barrierefreien Zugang zur deutschen Sprache ermöglicht.

Schlüsselwörter: *Inklusion, DaF-Didaktik, Materialentwicklung, Differenzierung, Georgien*

Deutsche und litauische Bezeichnungen für Körperteile, Krankheiten und Beschwerden im Sieben-Sprachen-Wörterbuch von 1918

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Abstract

Die vorliegende Untersuchung stützt sich auf das 1918 veröffentlichte Sieben-Sprachen-Wörterbuch, das deutsche Vokabeln mit ihren Entsprechungen in Polnisch, Russisch, Weißruthenisch, Litauisch, Lettisch und Jiddisch umfasst. Dabei handelt es sich um eine für die sprachhistorische Forschung bedeutende Quelle. Daher widmet sich der erste Teil des Beitrags den Entstehungshintergründen, der Struktur, der Auswahl der Lexik und den sprachlichen Eigenschaften des Vokabulars. Im Vorwort des Wörterbuchs wird darauf hingewiesen, dass es von Laien und nicht von professionellen Lexikographen zusammengestellt wurde. Daher ist es von besonderer Bedeutung zu untersuchen, inwiefern mit dem Problem fehlender lexikalischer Entsprechungen in den jeweiligen Sprachen umgegangen wurde. Darüber hinaus ist es wichtig festzustellen, welchen Beitrag die Zusammensteller der analysierten Quelle zur Standardisierung der litauischen Sprache zu Beginn des 20. Jahrhunderts geleistet haben. Im zweiten Teil des vorliegenden Vortrags werden die empirischen Daten präsentiert. Grundlage der Analyse bilden deutsche Substantive, die Körperteile, Krankheiten und Beschwerden bezeichnen, sowie die jeweiligen Übersetzungsäquivalente im Litauischen. Dabei wird untersucht, mit welchen lexikalischen Mitteln und Wortbildungsmustern die deutschen Wörter ins Litauische im mehrsprachigen Wörterbuch übertragen werden. Zudem ist zu bestimmen, welche Wortbildungstypen der litauischen Entsprechungen in der Quelle zu Beginn des 20. Jahrhunderts verwendet wurden und welche Veränderungen im Wortschatz, in der Bedeutung und im Gebrauch der gewählten Bezeichnungen zu dokumentieren sind.

Schlüsselwörter: *Sieben-Sprachen-Wörterbuch, nominale Wortbildung, Komposita, Derivata, Äquivalente*

Ein fremder Blick auf die vertraute Welt: Sprachliche Herausforderungen in Ernst Wicherts „Litauische Geschichten“, 1881 ff.

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Abstract

Der ostpreußische Schriftsteller und Berufsrichter Ernst Wichert (1831-1902), der heute weitgehend in Vergessenheit geraten ist, hat den Ausdruck „Litauische Geschichten“ Ende des 19. Jahrhunderts in die Literaturgeschichte eingeführt. Fünf Novellen Wicherts sind inzwischen als Buch erschienen (Klaipėda, Egle-Verlag, 2025, übersetzt von der Verfasserin). E. Wichert begann seine berufliche Laufbahn mit einer dreijährigen Tätigkeit als Kreisrichter in der preußisch-litauischen Stadt Prökuls. Trotz seines juristischen Berufs hinterließ er einen beeindruckenden literarischen Nachlass. In seinen typischen Dorfgeschichten gelingt es ihm, die regional- und zeittypische litauische Identität trotz stereotyper Charakterisierungen darzustellen. Dabei betrachtet der Autor „das Litauische“ durch das Medium der deutschen Sprache. Dem Übersetzer kommt demnach eine größere Aufgabe zu. Einerseits sollte der zeitgenössische litauische Leser darin die eigene Identität wiedererkennen können. Andererseits sollte ein fremder Blick auf die vertraute Welt erhalten bleiben. Bei der vorliegenden Übersetzung treten zwei Probleme hervor. Der Zeitgeist führte dazu, dass sich in diesem Werk spezifische Beschreibungen und Begriffe aus verschiedenen Bereichen begegnen. Teilweise handelt es sich dabei um regionale Gegebenheiten, deren exakte Benennung für den Autor von geringem Interesse war. Im Gegensatz dazu findet häufig juristische Fachterminologie Anwendung. Allerdings war zum Entstehungszeitpunkt der Erzählungen auf Litauisch noch keine entsprechende Terminologie entwickelt worden. Die Zielsetzung dieses Vortrags besteht in der Analyse der Probleme, die bei der Übersetzung fachsprachlicher Elemente in einem fiktionalen Text entstehen, sowie der Erarbeitung potenzieller Lösungsansätze. Wie etwa einerseits die veraltete und äquivalentlose Lexik sowie der Fachjargon des Ausgangstextes und andererseits die Erwartung der Leserschaft, im Zieltext ein regionalspezifisches Spezifikum vorzufinden. In Bezug darauf bieten Koller (1992) und Wienen (2017) einen theoretischen Ansatz. Um einen Text anbieten zu können, der den heutigen Leserinnen und Lesern zusagt, werden sowohl juristische Texte als auch fiktionale Literatur zum Vergleich herangezogen.

Schlüsselwörter: *LSP, fiction, translation, Lithuanian, German, Ernst Wichert*

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Eine vom härtesten Schlage des Schicksals niedergebeugte Witwe erfüllt diese für sie so traurige Pflicht: Sprachliche Konstruktion von Trauer in Todesanzeigen der deutschbaltischen Presse des 19. Jahrhunderts

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Todesanzeigen gelten als ein wesentlicher Bestandteil der volkstümlichen Trauerkultur, der in vielen Teilen der Welt als immaterielles Kulturerbe anerkannt ist. Sie sind ein Mittel der kollektiven Erinnerung und der sozialen Kommunikation, das die Werte, Rituale und Trauerpraktiken einer Gesellschaft widerspiegelt. In der deutschsprachigen linguistischen Forschung ist die Textsorte Todesanzeige schon seit den 1970er Jahren sowohl auf die jeweiligen textsortenspezifischen Merkmale als auch kontrastiv untersucht worden. Exemplarisch erwähnt seien hier die theoretischen Erkenntnisse von Katharina Reiß (1977/1978), Kathrin von der Lage-Müller (1995), Eva Martha Eckkrammer (1996) und Angelika Linke (2001). Dabei galt das wissenschaftliche Interesse vor allem historischen bzw. gegenwärtigen Todesanzeigen aus deutschen, österreichischen und schweizerischen Medien. Die vorliegende Studie setzt sich mit einer Varietät des Deutschen, dem baltischen Deutsch auseinander. Es wurde von der deutschen Minderheit bis zu ihrer Umsiedlung im 20. Jahrhundert auf dem Territorium der heutigen baltischen Staaten Estland und Lettland gesprochen. Dabei wird anhand der Textsorte Todesanzeige mit linguistischen Tools die deutschbaltische Mediengeschichte untersucht. Bis zum Zweiten Weltkrieg hielt die deutschbaltische Presse auf dem Territorium des heutigen Lettland stabile Position. Im Beitrag soll der Frage nachgegangen werden, wie sich die Trauer in den deutschsprachigen Zeitungen der russischen Ostseeprovinzen Liv- und Kurland (heutiges Lettland) des 19. Jahrhunderts versprachlicht wird. Das untersuchte Material stammt aus zwei Zeitungen, der „Mitauischen Zeitung“ und der „Rigaschen Zeitung“, die in Kurland (Mitau) und Livland (Riga) herausgegeben wurden. Die Studie erfolgt mittels einer qualitativen Inhaltsanalyse. Zum einen werden die einzelnen Textbausteine – Anzeige des Todes, Charakterisierung des/der Verstorbenen, Trauer der Hinterbliebenen, Kondolenzverbot – in ihrer Genese dargestellt. Zum anderen werden die zur Versprachlichung der Trauer routinemäßig feststellbaren sprachlichen Mitteln sowie eventuelle Abweichungen erörtert.

Schlüsselwörter: *Todesanzeige, Textmuster, Textbausteine, Routineformulierungen, deutschbaltische Presse des 19. Jahrhunderts*

Transformatives Fremdsprachenlernen für Global Citizenship: Vom kollektiven zum kosmopolitischen Gedächtnis im deutsch-georgischen Vergleich

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Dieses Forschungsvorhaben untersucht transformative Bildungsstrategien im Fremdsprachenlernen als Ansatz zur Förderung von Global Citizenship im Spannungsfeld zwischen Denationalisierung und Renationalisierung. Im Zentrum stehen der Übergang vom kollektiven zum kosmopolitischen Gedächtnis sowie die Frage, wie Lernende und Lehrende globale und nationale Identitäten in Bildungsprozessen aushandeln. Auf Grundlage von Theorien des transformativen Lernens (Mezirow, Peterlini), der Global Citizenship Education (UNESCO, Andreotti und Hille) sowie der Memory Studies (Halbwachs; Assmann; Levy & Sznaider) analysiert die Studie, inwiefern Fremdsprachenunterricht zur Entwicklung transkultureller Perspektiven beitragen kann. Ein komparativ-qualitativer Fokus auf Deutschland und Georgien ermöglicht es, unterschiedliche bildungspolitische und erinnerungskulturelle Kontexte systematisch zu reflektieren und zu vergleichen.

Schlüsselwörter: *transformative Bildung, Fremdsprachenlernen, Global Citizenship*

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KI-gestützte Schreibprozesse in der Geschäftskorrespondenz im Deutschunterricht aus didaktischer Perspektive

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Abstract

Die zunehmende Nutzung künstlicher Intelligenz (KI) durch Lernende in ihrer schriftlichen Textproduktion, insbesondere im Bereich der Geschäftskorrespondenz, stellt neue Herausforderungen für Lehrende dar. Der Beitrag geht der Frage nach, wie der Einsatz von KI didaktisch sinnvoll in den Schreibunterricht integriert werden kann, um die schriftliche Kompetenz der Lernenden zu fördern. Im Zentrum steht die didaktische Gestaltung von Schreibprozessen, in denen KI nicht als Ersatz, sondern als unterstützendes Instrument eingesetzt wird. Methodische Grundlage bilden das Schreibprozessmodell von Hayes und Flower (1980) sowie die Textprozeduren von H. Feilke und Sara Rezat (2025), auf deren Basis die Phasen Planung, Formulierung und Überarbeitung systematisch mit und ohne KI-Unterstützung umgesetzt werden. Prompt-basiertes Lernen und das Vergleichs- und Analyseverfahren tragen zur Verbesserung der Schreibkompetenz in der Geschäftskorrespondenz bei. Die Datenerhebung erfolgte mittels Fragebögen und Feldnotizen im Rahmen eines dreiphasigen Unterrichts mit ca. 60 Studierenden auf dem Sprachniveau B1+–B2 an der Staatlichen Universität Jerewan. In den ersten beiden Phasen verfassten die Teilnehmenden Texte ohne KI-Unterstützung auf Grundlage vorgegebener sprachlicher Mittel. In der dritten Phase wurde KI gezielt in den Schreibprozess integriert. Die Untersuchung deutet darauf hin, dass Lernende durch den reflektierten Einsatz von KI ein stärkeres Bewusstsein für Textstruktur entwickeln und ihre Texte sprachlich angemessener sowie adressatengerechter formulieren. Der Beitrag zeigt, dass KI-gestützte Schreibprozesse ein didaktisch sinnvolles Potenzial für den Deutschunterricht im Bereich der Geschäftskorrespondenz bieten.

Schlüsselwörter: *Geschäftskorrespondenz, Künstliche Intelligenz, bewusste KI-Unterstützung, Schreibprozess, Deutschunterricht*

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Zu den Beziehungen zwischen Sprache und Sport: Forschungsergebnisse und -perspektiven

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Der geplante Vortrag thematisiert ausgewählte Beziehungen zwischen Sprache und Sport und soll einen Überblick über bisherige Forschungsergebnisse sowie mögliche Untersuchungsperspektiven bieten. Im Mittelpunkt stehen zunächst die mit dem Sport verbundenen Emotionen sowie die dadurch entstehenden lexikalischen Einheiten. Den Untersuchungskontext bilden Entscheidungen von Fußballschiedsrichtern, die einen erheblichen Einfluss auf die Internetkommentare der Fans haben. Ein weiteres Analysefeld umfasst die Übersetzung der Spielregeln, die einerseits ein interessantes Forschungsobjekt der Translationswissenschaft darstellt, andererseits jedoch auch die Stimmung innerhalb der Fußballwelt beeinflusst. Anhand ausgewählter Beispiele aus den englisch-deutschen und englisch-polnischen Übersetzungen soll gezeigt werden, dass der Translationsprozess teilweise vernachlässigt wird, da fachliche Experten nicht ausreichend in die Arbeit einbezogen werden. Dies führt zu der Schlussfolgerung, dass Übersetzungsmängel die gesellschaftliche Wahrnehmung von Schiedsrichterentscheidungen beeinflussen können. Abschließend richtet sich die Aufmerksamkeit auf mögliche weitere Forschungsperspektiven, beispielsweise auf die Beziehungen zwischen Sport/Sprache und Soziologie, Kulturwissenschaft sowie Rechtswissenschaft. Dadurch soll verdeutlicht werden, dass Sport als ein mehrdimensionales Phänomen interpretiert werden kann.

Schlüsselwörter: *Sport, Sprache, Fußball, Schiedsrichterentscheidungen, Spielregeln, Emotionen*

Deutschsprachige Migrationsliteratur und dekoloniales interkulturelles Bewusstsein bei senegalesischen Germanistikstudierenden

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Abstract

Ausgehend von einem postkolonialen Ansatz untersucht dieser Beitrag die Rolle der deutschsprachigen Migrationsliteratur bei der Entwicklung eines kritischen interkulturellen Bewusstseins bei senegalesischen Deutschlernenden. In einem von kolonialem Erbe, sprachlichen Hierarchien und identitären Spannungen im Zusammenhang mit der Globalisierung geprägten Kontext beschränkt sich die Germanistik in Senegal nicht auf den Erwerb sprachlicher Kompetenzen. Vielmehr wird sie zu einem Raum der kulturellen Vermittlung und der kritischen Reflexion über die Machtverhältnisse zwischen Afrika und Europa. In dieser Perspektive bilden die Werke von André Ekama und Fatou Diome einen bevorzugten Korpus zur Analyse von Darstellungen der Andersartigkeit, hybriden Identitäten und Migrationserfahrungen im zeitgenössischen deutschsprachigen Raum. Diese Erzählungen ermöglichen es, eurozentrische Vorstellungswelten und aus der kolonialen Vergangenheit geerbte Stereotypen zu dekonstruieren und gleichzeitig denjenigen eine Stimme zu geben, die im deutschen Literaturkanon lange Zeit marginalisiert waren. Die Studie untersucht, wie Migrantenliteratur aus postkolonialer Perspektive zur Entwicklung eines kritischen und dekolonialen interkulturellen Bewusstseins bei senegalesischen Germanistikstudierenden beitragen kann. Dies soll insbesondere durch die Förderung von kritischem Denken, interkultureller Empathie und einer dekolonialen Pädagogik im Germanistikstudium erfolgen. Die Studie verfolgt einen qualitativen Ansatz, der auf der diskursiven und interkulturellen Analyse der Texte sowie auf der Beobachtung und Einordnung der Reaktionen und Interpretationen senegalesischer Studierender basiert, die mit diesen Werken konfrontiert werden. Die Reflexion zielt somit darauf ab, zur Erneuerung der didaktischen Praktiken des Deutschunterrichts in Senegal beizutragen, indem postkoloniale und afrodeutsche Perspektiven stärker in die universitäre Ausbildung integriert werden.

Schlüsselwörter: *Hybridität, Migrantenliteratur, Interkulturalität, DaF, Postkolonialität*

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Die Bedeutung von Übersetzungstheorien für den Fremdsprachenerwerb (DaF) und die sprachliche Mediation

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Im modernen Fremdsprachenunterricht wird Übersetzung zunehmend nicht mehr als rein traditionelle Methode verstanden, sondern als Teil sprachlicher Mediation, plurilingualer Kompetenz und professioneller Kommunikation. Besonders im Bereich Deutsch als Fremdsprache (DaF) begegnen Lernende Situationen, in denen Informationen zwischen Sprachen, Kulturen und Kommunikationskontexten vermittelt werden müssen. Dabei gewinnt die Sensibilisierung für grundlegende Übersetzungstheorien und translatorische Prozesse zunehmend an Bedeutung. Der Beitrag untersucht die Rolle von Übersetzungstheorien im Fremdsprachenerwerb sowie deren ihre Relevanz für sprachliche Mediation im DaF-Unterricht. Im Mittelpunkt stehen funktionale Übersetzungsansätze, translatorische Entscheidungsprozesse sowie die Frage, inwiefern grundlegende translatorische Kompetenzen Studierende bei der erfolgreichen beruflichen und interkulturellen Kommunikation unterstützen können. Ziel ist nicht die Ausbildung professioneller Übersetzer:innen, sondern die Förderung eines reflektierten Umgangs mit Mehrsprachigkeit, Textfunktion, Adressatenorientierung und kulturellem Kontext. Theoretisch stützt sich der Beitrag auf den Begleitband des Gemeinsamen europäischen Referenzrahmens für Sprachen (Council of Europe, 2020), in dem sprachliche Mediation als zentrale kommunikative Kompetenz beschrieben wird. Darüber hinaus werden aktuelle Ansätze berücksichtigt, die Fremdsprachenlernen als translatorische Praxis verstehen (Inal, 2025) und Mediation als Bestandteil multilingualer Kommunikation hervorheben (Goethe-Institut, 2021). Im translatologischen Fokus stehen funktionale Übersetzungsansätze und die Skopostheorie nach Vermeer und Nord, die die kommunikative Funktion und Zielorientierung von Übersetzungen betonen. Ergänzend werden Kussmauls Überlegungen zur kreativen Problemlösung im Übersetzungsprozess sowie Wygotskis soziokulturelle Lerntheorie berücksichtigt. Der Beitrag plädiert dafür, Übersetzung im DaF-Unterricht nicht als veraltete Methode, sondern als zeitgemäßen Bestandteil der multilingualen Kommunikationskompetenz zu betrachten. Eine grundlegende Sensibilisierung für Übersetzungstheorien kann Studierenden helfen, mediative und kommunikative Prozesse bewusster, kritischer und erfolgreicher zu gestalten.

Schlüsselwörter: *Fremdsprachenerwerb; Deutsch als Fremdsprache (DaF); Übersetzungstheorien; sprachliche Mediation; Mehrsprachigkeit; translatorische Kompetenz; Skopostheorie*

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Plurilinguales Bolivien = plurilingualer Fremdsprachenunterricht?

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Die Verfassung von 2009 definiert Bolivien als plurinationalen Staat mit 36 gleichberechtigten Nationalsprachen und verankert damit ein explizit plurinationales und plurilinguales Selbstverständnis des Staates. Auch im Schulsystem ist die Mehrsprachigkeit verankert und es muss neben der lokal gesprochenen indigenen Sprache auch eine „ausländische Sprache" unterrichtet werden, was bei öffentlichen Schulen nahezu ausschließlich Englisch ist. Forderungen nach mehr Sprachbildung, beispielsweise mit dem Blick auf das Deutsche, bedeuten dabei fast implizit immer auch eine Konkurrenz mit den indigenen Sprachen. Vor diesem Hintergrund gewinnt die Frage an Bedeutung, wie der Unterricht sogenannter ausländischer Fremdsprachen – insbesondere Deutsch – sprachenpolitisch so gestaltet werden kann, dass er nicht nur die Zielsprache vermittelt, sondern aktiv zu mehr sprachlicher Gerechtigkeit beitragen kann. Der Beitrag untersucht, inwiefern plurilinguale Ansätze im Deutschunterricht genutzt werden können, um die historisch marginalisierte Stellung indigener Sprachen zu stärken und gleichzeitig die Lernenden in ihrer gesamten sprachlichen Repertoirekompetenz zu fördern. Ausgehend von aktuellen Konzepten der translanguaging-Didaktik (Dietrich-Grappin 2017), der interkulturellen Mehrsprachigkeitsforschung und der bolivianischen Sprachenpolitik (Catacora Larrea 2012,Yapu et al. 2023) wird argumentiert, dass plurilinguale Unterrichtsmodelle eine doppelte Funktion erfüllen können: vorhandene sprachliche Ressourcen – beispielsweise Quechua, Aymara oder Guaraní – systematisch in den Lernprozess zu integrieren und den Deutschunterricht als Raum zu positionieren, in dem die Gleichwertigkeit aller Sprachen sichtbar und erfahrbar wird. Damit kann der Fremdsprachenunterricht zu einem Ort werden, an dem koloniale Sprachhierarchien kritisch reflektiert und alternative, gerechtere Sprachordnungen erprobt werden. Der Beitrag präsentiert empirisch fundierte Beispiele aus der Unterrichtspraxis, die zeigen, wie plurilinguale Aufgabenformate, metasprachliche Reflexion (Cerrón-Palomino 2008, Crevels & Muysken 2009-2014, Soto Ruiz 2010) und sprachpolitische Bewusstseinsbildung (Howard 2007, Navarro 2017) ineinandergreifen können. Abschließend wird diskutiert, welche strukturellen Voraussetzungen – etwa in der Lehrkräftebildung, Materialentwicklung und Schulpolitik (Gustafson 2015) – notwendig sind, um plurilinguale Ansätze nachhaltig im Deutschunterricht zu verankern und damit einen Beitrag zu sprachlicher Gerechtigkeit der Fremdsprachendidaktik zu leisten.

Schlüsselwörter: *indigenous/native languages, linguistic justice, multilingualism, language teaching*

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Von kanonischen zu nicht-kanonischen Fragen: Zum inquisitiven Gebrauch von Konnektoren

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Abstract

Grammatische Phänomene gelten in der germanistischen Linguistik häufig erst dann als beschreibungswürdig, wenn sie sich klar kategorisieren, systematisch erfassen und in Korpora als stabile Muster belegen lassen. Gerade nicht-kanonische Strukturen entziehen sich jedoch solchen Voraussetzungen und bleiben dadurch „grammatisch unsichtbar". Dies zeigt sich exemplarisch an kausalen Fragen: Während kanonische Interrogativa wie *warum, wieso* und *weshalb* in jeder Grammatik des Deutschen als solche geführt werden, bleiben satz- bzw. turnfinale Vorkommen von *weil* mit Nuklearakzent und steigendem Grenzton (z. B. *Und Sie sind hier, weil?*) entweder unbeachtet oder werden eher als Abbruch- bzw. Performanzphänomene denn als eigenständige grammatische Muster erfasst.

Der Beitrag nimmt solche bislang kaum beachteten Fragestrukturen zum Ausgangspunkt, um nicht-kanonische inquisitive Verwendung von Konnektoren im Deutschen zu untersuchen.

Für den Vortrag ergeben sich folgende Leitfragen:

– Welche strukturellen, prosodischen und pragmatischen Eigenschaften ermöglichen es Konnektoren, an der Turngrenze eine Fragefunktion zu übernehmen?
– Welche strukturellen Muster lassen sich für die Fragen mit „inquisitivem *weil*" unterscheiden?
– Weisen vergleichbare Verwendungen anderer Konnektoren (etwa *und?* oder *obwohl?*) andere Muster auf als Fragen mit „inquisitivem *weil*"?
– Welchen kommunikativen Mehrwert haben solche nicht-kanonischen Fragen gegenüber kanonischen W-Fragen?

Die Untersuchung basiert auf der komplementären Auswertung medial heterogener und unterschiedlich annotierter Korpora (FOLK, DeReKo, DWDS-Kernkorpus), die eine systematische Erfassung bislang wenig sichtbarer Muster ermöglicht. Die Fälle reichen von dialogischen Ko-Konstruktionen bis zu syntaktisch autonomen Fragen. Sprachvergleichend stellt sich darüber hinaus die Frage, inwieweit entsprechende Muster neben dem Englischen (*because?*) auch in anderen Sprachen belegt sind.

Schlüsselwörter: *inquisitive Konnektoren, nicht-kanonische Fragen, Konstruktionalisierung, korpusbasierte Linguistik*

ABSTRACTS IN ITALIAN

Una nuova, e forse la più antica, attestazione di un etnonimo baltico in lingua italiana

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Abstract

Come ha dimostrato Pietro U. Dini (2010, 2023) in *Aliletoescvr*, ricognizione sistematica e fondamentale sull'argomento, prima dell'affermazione della linguistica storico-comparativa, il Cinquecento fu il secolo in cui si manifestò con particolare intensità l'interesse per l'origine delle lingue baltiche e per i loro rapporti genealogici con le altre lingue. Tale interesse, che emerge frequentemente in opere dedicate alle popolazioni che parlavano queste lingue o ai territori in cui esse erano diffuse, è tuttavia documentato anche in testi più antichi, non di rado composti da autori italiani, sebbene generalmente in latino. Particolarmente significative sono, a questo riguardo, le osservazioni sulla lingua lituana contenute nel *De Europa* di Enea Silvio Piccolomini, futuro papa Pio II (1405–1464), nonché le due glosse autografe sulla Lituania vergate da Francesco Petrarca (1304–1374) nel *Vergilius Ambrosianus* (cfr. Rowell 1992 e Woolcock 2016). Non meno significativo è un passo del *Dittamondo* di Fazio degli Uberti (1305?–*post* 1368), poeta contemporaneo di Petrarca, che offre una testimonianza in volgare di particolare interesse, già segnalata (Schweickard 2006), ma non ancora sufficientemente approfondita. Nel descrivere la Prussia, l'autore vi colloca infatti i *Lettan* (che «senza fé son, quanto mai gente fu»), fornendo una testimonianza che, allo stato attuale delle conoscenze, potrebbe costituire la più antica attestazione in lingua italiana di un etnonimo baltico. La relazione si propone di presentare e discutere filologicamente questo *locus criticus*, esaminandone le implicazioni interpretative e soffermandosi in particolare sull'alternanza, nella tradizione testuale, tra le lezioni *Lettan* e *Teuton*.

Parole chiave: *onomastica baltica, Italia e Baltico orientale, paleocomparativismo, filologia baltica, storia della linguistica*

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Lo studio della lingua italiana in Lituania tra le due guerre mondiali

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Abstract

Dopo la dichiarazione d'indipendenza della Lituania nel 1918 e il riconoscimento *de jure* dello Stato baltico da parte dell'Italia nel dicembre 1922, le relazioni tra Roma e Kaunas si svilupparono progressivamente attraverso iniziative culturali, accademiche e artistiche volte a promuovere l'immagine dell'Italia fascista come modello di modernizzazione nazionale, stabilità politica e rinascita culturale.L'avvio di queste relazioni coincise significativamente con la fase immediatamente successiva alla Marcia su Roma, svoltasi appena otto settimane prima del riconoscimento italiano. Da quel momento, Italia e Lituania intensificarono progressivamente le loro relazioni diplomatiche, commerciali e culturali. Nel quadro della diplomazia culturale, una delle prime iniziative concrete fu l'attivazione di corsi di lingua italiana, inaugurati a Kaunas nell'anno accademico 1926–1927 e successivamente estesi a Šiauliai verso la fine degli anni Trenta. Il presente contributo intende ricostruire lo sviluppo dell'insegnamento della lingua italiana in Lituania negli anni Venti e Trenta del Novecento, con particolare attenzione al profilo degli insegnanti, ai materiali didattici impiegati e alla partecipazione ai corsi.

Parole chiave: *Baltico orientale, Lituania indipendente, lingua e cultura italiana, diplomazia culturale*

I segnali discorsivi nelle traduzioni lituane de "Il barone rampante": un'analisi comparativa fra traduttori e apprendenti

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Abstract

Nel 1975 Edvardas Viskanta pubblicò la prima traduzione lituana de "Il barone rampante". Il romanzo fu tradotto nuovamente nel 2009 da Valdas V. Petrauskas e inserito nel volume *Mūsų protėviai* 'I nostri antenati'. Le due versioni lituane costituiscono il punto di partenza per un confronto volto a esaminare come i segnali discorsivi siano stati tradotti in due epoche diverse. La loro interpretazione dipende strettamente dal contesto e dalle funzioni pragmatiche svolte, riconducibili principalmente all'organizzazione del discorso e alla gestione delle relazioni interpersonali. Per questo motivo, lo stesso segnale discorsivo può essere interpretato e tradotto in modi diversi. L'analisi prende avvio dall'individuazione dei segnali discorsivi nel testo originale italiano, per poi confrontarli con le rispettive soluzioni traduttive adottate nelle due versioni lituane. Successivamente, l'analisi si concentra sulle traduzioni realizzate da trenta apprendenti avanzati di italiano, con un livello minimo B2, provenienti dall'Università di Vilnius e dall'Istituto Italiano di Cultura di Vilnius. Agli studenti viene chiesto di tradurre venti estratti selezionati del romanzo senza consultare le traduzioni già pubblicate. Le loro proposte vengono successivamente confrontate con le soluzioni adottate da Viskanta e Petrauskas, al fine di individuare eventuali pattern traduttivi. Le osservazioni preliminari suggeriscono che alcuni segnali discorsivi tendono a essere tradotti mediante soluzioni relativamente stabili, mentre altri mostrano una maggiore variabilità, sia nelle traduzioni pubblicate sia in quelle prodotte dagli apprendenti. Lo studio esamina alcune possibili spiegazioni di tali differenze, tenendo conto anche delle diverse condizioni operative che caratterizzano il lavoro dei traduttori professionisti e degli apprendenti. Attraverso un'analisi quantitativa e qualitativa dei dati, lo studio mira a individuare le soluzioni traduttive più appropriate e a utilizzare i risultati ottenuti per favorire il miglioramento del processo di apprendimento.

Parole chiave: *segnali discorsivi; traduzione letteraria; pragmatica; traduzioni di studenti; traduzione italiano-lituano*

Quale Italia entra in classe? Immagine del Paese, aspettative degli apprendenti e materiali autentici nell'insegnamento dell'italiano come lingua seconda (LS)

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Abstract

L'immagine del Paese contribuisce a orientare le motivazioni di chi apprende una lingua e le sue aspettative rispetto ai contenuti culturali affrontati in classe. Rimane tuttavia poco indagato il rapporto tra le rappresentazioni dell'Italia elaborate dagli apprendenti e le scelte culturali dei docenti, nonché il ruolo delle pratiche didattiche nel consolidare rappresentazioni familiari o nel promuovere prospettive interculturali. Muovendo dagli studi sul rapporto tra lingua e cultura, sulla competenza interculturale e sull'impiego di materiali autentici, lo studio si interroga su quale immagine dell'Italia venga veicolata in classe. Il *Made in Italy* è inteso non come semplice *country brand*, ma come un quadro culturale e didattico che mette in relazione l'immagine dell'Italia con le pratiche quotidiane, gli stili di vita e i settori emblematici delle "4F": *Fashion, Food, Furniture* e Ferrari. Lo studio adotta un disegno qualitativo di ricerca-azione. Tra luglio 2025 e gennaio 2026 sono state realizzate 36 interviste semistrutturate: 16 con apprendenti estoni di italiano di livello A1–A2 a Tallinn, 10 con apprendenti internazionali dello stesso livello a Napoli e 10 con docenti di italiano come lingua straniera (LS). I dati sono stati analizzati attraverso l'analisi tematica. I risultati mostrano che l'immagine dell'Italia è associata prevalentemente allo stile di vita e alla gastronomia, ma include anche la storia, l'arte, l'architettura, il design e le pratiche sociali della quotidianità. Gli apprendenti estoni tendono a elaborare una rappresentazione più idealizzata dell'Italia, incentrata sulla dimensione relazionale, mentre gli apprendenti internazionali sviluppano visioni maggiormente legate alle esperienze vissute e agli aspetti socioculturali del Paese. I docenti riconoscono questi interessi e li valorizzano attraverso l'impiego di canzoni, materiali audiovisivi, articoli, attività di *role-play*, momenti conviviali e visite culturali. Tuttavia, senza un'adeguata contestualizzazione critica, anche i temi più familiari rischiano di consolidare rappresentazioni parziali e stereotipate dell'Italia. Il *Made in Italy* si configura, pertanto, come una risorsa didattica efficace quando la sua esplorazione supera i prodotti iconici e si estende alla diversità regionale, ai comportamenti sociali, alle trasformazioni della società contemporanea e alle molteplici espressioni della cultura vissuta. I materiali autentici dovrebbero quindi prendere le mosse dalle rappresentazioni dell'Italia già presenti nell'immaginario degli apprendenti, per sottoporle a riflessione critica, ampliarle e approfondirle. Questo approccio può contribuire a rafforzare la motivazione, promuovere lo sviluppo della competenza interculturale e favorire, fin dai livelli iniziali, un'integrazione significativa delle dimensioni linguistiche e culturali dell'apprendimento.

Parole chiave: *immagine del Paese; italiano come lingua straniera (LS); Made in Italy; competenza interculturale*

ABSTRACTS IN LITHUANIAN

Metaforinis reikšmių perkėlimas naujadarų vartosenoje

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Santrauka

Kognityvinės lingvistikos atstovai parodė, kad metafora yra pamatinė žmogaus pasaulio pažinimo strategija, kitaip tariant, „mūsų mąstymas, patirtis ir kasdienė veikla iš esmės yra metaforiški“ (Lakoff, Johnson 2003: 17). Dėl šios priežasties „metaforinis perkėlimas plačiai pripažįstamas kaip viena pagrindinių semantinės kaitos priežasčių“ (Haser 2003: 174). Tyrimo objektą sudaro 230 semantinių naujadarų, atsiradusių metaforinio reikšmės perkėlimo būdu ir užfiksuotų Lietuvių kalbos naujažodžių duomenyne (toliau – ND). Tradiciškai metafora grindžiama skirtingų dalykų panašumu (Murphy 2010: 96), taip pat atsiranda ir metaforiniai naujadarai – vieno dalyko pavadinimas perkeliamas kitam, įžvelgus jų panašumą. Šio pranešimo tikslas – semantiniu ir stilistiniu aspektu ištirti ND pateiktus metaforinio reikšmės perkėlimo būdu atsiradusių naujadarų kūrybos ir vartosenos ypatumus. Tyrime derinami keli metodai: semantinė komponentinė, lyginamoji, konceptualiųjų metaforų ir stilistinė analizės, analitinis aprašomasis ir matematinio skaičiavimo metodai. Išanalizavus ND fiksuotus, metaforinio reikšmės perkėlimo būdu atsiradusius naujadarus, nustatyta, kad dažniausiai metaforinio perkėlimo atvejais imami įspūdžio (27,4 %), būsenos ir veiksmo (21,8 %), funkcijos ir paskirties (20,9 %) bei išvaizdos ir formos (15,6 %) motyvuojamieji požymiai. Didžiąją dalį duomenyne pateiktų metaforinių naujadarų sudaro stilistiškai neutralūs žodžiai (85,2 %). Gauti rezultatai leidžia daryti išvadą, kad šiuo metu lietuvių kalboje metaforinis reikšmių perkėlimas daugiausia grindžiamas nominacijos, o ne vertinimo poreikiu. Metaforiniai naujadarai sudaro nemažą dalį visų ND pateiktų semantinių naujadarų (38 %), o tai pagrindžia teiginį, kad metaforinis reikšmės perkėlimas, daugelio tyrėjų vertinimu, yra pagrindinis semantinių pokyčių veiksnys.

Raktiniai žodžiai: *naujadarai, metafora, reikšmių perkėlimas, duomenynas*

Šaltiniai

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Veiksmažodinių priesagos -imas daiktavardžių valentingumo ypatybės

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Santrauka

Šio pranešimo tikslas – pristatyti septynių semantiškai skirtingų daiktavardžių, padarytų iš veiksmažodžių su priesaga *-imas*, sintaksinį valentingumą. Valentingumas suprantamas, kaip žodžio reikšmės lemiama ypatybė atverti tam tikrą skaičių laisvų vietų, kurias sakinyje arba žodžių junginyje užima tam tikros reikšmės žodžiai bei jų formos arba jų atitikmenys. Manoma, kad vienų veiksmažodinių daiktavardžių sintaksinis valentingumas sutampa su atitinkamų veiksmažodžių valentingumu (pvz., *ieškoti / ieškojimas ko, priešintis / priešinimasis kam, susižavėti / susižavėjimas kuo*), o kitų – skiriasi (pvz., *gauti ką – gavimas ko, domėtis kuo – dėmesys kam, neapkęsti ko – neapykanta kam*). Bet ar taip yra iš tikrųjų, nėra tirta. Minėti pavyzdžiai rodo tik kai kurių būtinųjų papildinių padėtį. Tačiau paprastai sakinį sudaro daugiau narių, pvz.: subjektas, subjektas ir dar vienas papildinys, subjektas ir aplinkybė. Be to, papildinys ir aplinkybė reiškiami įvairiai, pvz.: daiktavardžio linksniu, prielinksnine konstrukcija. Kas vyksta su visais veiksmažodžio palydovais nominalizacijos atveju, nėra aišku. Šio pranešimo metu bus parodyta, ar iš veiksmažodžių padaryti priesagos *-imas* daiktavardžiai paveldi visus palydovus, esančius jų pamatinių veiksmažodžių valentingumo struktūroje, ar ne; ar šie daiktavardžiai gali prijungti kitus, nesančius jų pamatinių veiksmažodžių valentingumo struktūroje, valentinius palydovus; kurie daiktavardžių valentiniai palydovai keičia savo formą, o kurie išlaiko. Kad gautume visą sintaksinio valentingumo realizavimo vaizdą, turime remtis pakankama medžiaga, iliustruojančia atskirų žodžių vartoseną, kurią galime gauti iš tekstynų. Todėl tyrimas remiasi empirine medžiaga, surinkta iš Kauno Vytauto Didžiojo universiteto Kompiuterinės lingvistikos centro sudaryto Dabartinės lietuvių kalbos tekstyno, bei papildyta medžiaga, gauta iš „Sketch Engine“ programinės įrangos, kurioje yra 1,7 milijardo žodžių lietuviškas tekstynas.

Raktiniai žodžiai: *veiksmažodiniai daiktavardžiai, nominalizacija, junglumas, daiktavardžio palydovų poslinkiai*

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Kalbinė integracija Lietuvoje: padėtis, iššūkiai ir pagalba mokytojui

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Santrauka

Pranešime pristatoma esama kalbinė padėtis Lietuvoje. Atkreipiamas dėmesys į lūžį, kai dėl geopolitinių sukrėtimų teko susidurti su staiga išaugusiu imigrantų skaičiumi. Šis imigracijos srautas sukėlė virtinę kitų sunkumų – uždarų bendruomenių formavimasis, jų pažeidžiamumas ekonominiu ir sociopolitiniu aspektu, lietuvių bendruomenės nepasitenkinimas dėl vis besiplečiančio paslaugų ne lietuvių kalba kiekio ir pan. Siekiant mažinti visuomenės susipriešinimą, imta akcentuoti kalbinės ir kultūrinės integracijos būtinybė ir įstatymais apibrėžti minimalūs kalbos reikalavimai. Atkreiptinas dėmesys, kad iki šiol, kalbant apie kalbinės integracijos iššūkius, pagrindinis dėmesys skiriamas imigrantui ir jo poreikiams. Kalbama apie kursų ir mokomųjų priemonių poreikį, būtinybę turėti susistemintą ir imigrantų kalbomis prieinamą informaciją apie jiems keliamus kalbinius reikalavimus, konstatuojamas pedagogų stygius. Šiame pranešime pasirinktas kitas atskaitos taškas – analizuojama, kokių kompetencijų, priemonių ir galimybių reikia mokytojui, kad jis galėtų kvalifikuotai mokyti lietuvių kalbos kaip negimtosios. Aptariama, kokių priemonių šiuo metu esama, ko stinga, kad būtų galima užtikrinti nuoseklų visų lygmenų lietuvių kalbos kaip negimtosios dėstymą.

Raktiniai žodžiai: *kalbinė Lietuvos situacija, kalbinė integracija, kultūrinė integracija, mokomosios priemonės, mokytojų rengimas*

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Santrauka

Pastaraisiais metais mokant užsienio kalbų sparčiai diegiamos skaitmeninės technologijos, mobiliosios programėlės ir įvairūs žaidybinimo sprendimai, tačiau kartu vis dažniau pabrėžiama, kad technologijų taikymas savaime neužtikrina efektyvesnio mokymosi. Šiuolaikinėje užsienio kalbų didaktikoje daugiau dėmesio imama skirti patirtinio mokymosi (*learning by doing*), aktyvaus mokymosi (*active learning*) ir užduotimis grįsto kalbų mokymo (*task-based language teaching*) principams, akcentuojantiems aktyvų besimokančiojo dalyvavimą, bendradarbiavimą ir kalbos vartojimą atliekant prasmingas užduotis. Pastarosios teorijos paremtos idėja, kad kalbos išmokstama ne tik įsimenant informaciją, bet ir aktyviai ją naudojant įvairiose mokymosi situacijose. Nepaisant augančio susidomėjimo šiomis kryptimis, lietuvių kaip užsienio kalbos mokymo kontekste fizinių mokymo priemonių taikymas universitetinėse studijose nagrinėtas palyginti nedaug. Straipsnio tikslas – išanalizuoti veikla grįsto mokymosi principų taikymo galimybes mokant lietuvių kaip užsienio kalbos universitete ir aptarti fizinių mokymo priemonių vaidmenį šiuolaikiniame mokymo procese. Tyrimas grindžiamas mokslinės literatūros analize, apimančia užsienio kalbų didaktikos, edukologijos ir aukštojo mokslo pedagogikos šaltinius bei autorės pedagoginės praktikos refleksija. Analizuojant literatūrą siekiama atskleisti, kaip aktyvaus mokymosi metodai gali prisidėti prie efektyvesnio kalbos mokymo(si) universiteto auditorijoje. Straipsnyje aptariami šie veiklų pavyzdžiai: žodžių konstravimas iš iškarpytų raidžių, sakinių ir dialogų dėlionės, kortelių, stalo žaidimų taikymas, kalbinės užduotys autentiškoje aplinkoje bei kitos studentų įsitraukimą skatinančios veiklos. Analizuojama, kaip pastarieji metodai padeda ugdyti žodyną, gramatinius gebėjimus, komunikacinę kompetenciją ir motyvaciją mokytis. Literatūros analizė ir praktinė patirtis leidžia teigti, kad fizinės mokymo(si) priemonės nėra alternatyva skaitmeninėms technologijoms, bet gali jas veiksmingai papildyti. Tikslingai derinant tradicines ir skaitmenines ugdymo(si) priemones sudaromos palankesnės sąlygos aktyviam studentų dalyvavimui, prasmingam kalbos vartojimui ir efektyvesniam lietuvių kaip užsienio kalbos mokymui(si) aukštojo mokslo aplinkoje. Tikimasi, kad straipsnyje aptariami metodai ir pateikti praktiniai pavyzdžiai bus naudingi lietuvių kaip užsienio kalbos dėstytojams, ieškantiems būdų įvairinti studijų procesą ir didinti studentų įsitraukimą.

Raktiniai žodžiai: *lietuvių kaip užsienio kalba; patirtinis mokymasis (Learning by Doing); aktyvus mokymasis; užduotimis grįstas kalbų mokymas; fizinės mokymo(si) priemonės*

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LKPA augimo galimybės: narių įsitraukimo įžvalgos ir NBR šalių asociacijų patirtis

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Santrauka

Šiuolaikinės profesinės asociacijos susiduria su iššūkiu užtikrinti nuolatinį narių įsitraukimą ir ilgalaikį organizacinį tvarumą kintančioje aukštojo mokslo aplinkoje. Pranešimo tikslas – pristatyti Lietuvos kalbų pedagogų asociacijos (LKPA) bendruomenės įžvalgas apie Asociacijos veiklos tobulinimo galimybes ir aptarti jos stiprinimo kryptis. Narių nuomonė ir įtrauktis visuomet buvo svarbi Asociacijos veiklos dalis, o minint 20-ąjį LKPA jubiliejų apibendrinamos bendruomenės įžvalgos bei patirtys, taip pat apžvelgiamos NBR regiono asociacijų praktikos, skatinančios narių įsitraukimą ir bendradarbiavimą. Atvirų klausimų apklausos metu surinktos ir teminės analizės metodu apdorotos LKPA bendruomenės narių įžvalgos atskleidė kelias pagrindines asociacijos veiklos stiprinimo kryptis. Pirmiausia išryškėjo poreikis stiprinti bendradarbiavimą vykdant bendrus projektus ir tyrimus, organizuojant kūrybines stovyklas, edukacines išvykas bei renginius ir plėtojant tarpinstitucines iniciatyvas kalbų dėstymo srityje. Taip pat akcentuotas aktyvesnis įsitraukimas į projektinę veiklą ir bendros užsienio kalbų dėstymo aukštosiose mokyklose strategijos poreikis. Antra kryptis – profesinis tobulėjimas. Nariai palankiai vertina seminarus ir temines dirbtuves, ypač nuotoliniu formatu, tačiau siūlo jas plėsti ir pritaikyti skirtingoms tikslinėms grupėms bei pabrėžia mokymų poreikį skirtingų užsienio kalbų dėstytojams. Trečia kryptis – aktyvesnis narių įsitraukimas į LKPA veiklas, renginius ir iniciatyvas, stiprinantis bendruomeniškumą ir bendradarbiavimą. Ketvirta – informacijos sklaidos ir komunikacijos tobulinimo poreikis, siekiant aiškesnės ir platesnės komunikacijos apie renginius, mokymosi ir tobulėjimo galimybes. NBR (*Nordic and Baltic Region*) apima Šiaurės šalis – Norvegiją, Švediją, Daniją, Suomiją ir Islandiją – bei Baltijos šalis – Lietuvą, Latviją ir Estiją, kurios bendradarbiauja per akademines ir profesines asociacijas. Šios asociacijų praktikos yra reikšmingos LKPA kontekste, nes atskleidžia galimas organizacijos stiprinimo kryptis ir narių įsitraukimo didinimo galimybes. Kai kurios NBR asociacijos taiko mentorystės modelius, įtraukdamos jaunus dėstytojus ir skatindamos jų profesinį augimą, taip pat plėtoja skaitmenines bendradarbiavimo formas, stiprinančias profesinius ryšius ir kompetencijų tobulinimą. Apibendrinant tiek LKPA įžvalgos, tiek NBR patirtys rodo poreikį stiprinti bendradarbiavimą ir narių įsitraukimą, plėtojant matomą ir tvarią profesinę asociaciją nacionaliniu bei tarptautiniu lygmeniu. LKPA turi potencialą tapti regionine profesine platforma, jungiančia kalbų pedagogus tarptautiniu mastu.

Raktiniai žodžiai: *kalbų pedagogų asociacijos, profesinis tobulėjimas, tarpinstitucinis bendradarbiavimas, NBR regionas, bendruomeniškumas*

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Lietuvių kalbos prestižo stiprinimas užsieniečių integracijos kontekste: Vilniaus kolegijos patirtis

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Santrauka

Didėjantis užsieniečių skaičius Lietuvoje kelia naujus iššūkius socialinės integracijos, kultūrinio dialogo ir valstybinės kalbos vartojimo srityse. 2025 m. sausio 1 d. duomenimis, Lietuvoje gyveno beveik 218 tūkst. užsieniečių, sudarančių daugiau nei 7,5 proc. visų šalies gyventojų. Šiame kontekste lietuvių kalbos mokėjimas tampa vienu svarbiausių veiksnių, lemiančių sėkmingą įsitraukimą į visuomenės gyvenimą, pilietinį aktyvumą ir socialinę sanglaudą. Pranešime pristatomas Vilniaus kolegijos kalbininkų įgyvendinamas projektas „Aš gyvenu Lietuvoje – ir kalbu lietuviškai“, finansuojamas Lietuvos Respublikos valstybės biudžeto lėšomis. Projekto tikslas – skatinti Lietuvoje gyvenančių užsieniečių domėjimąsi lietuvių kalba, stiprinti teigiamas visuomenės nuostatas jos atžvilgiu bei plėtoti dialogą tarp akademinės bendruomenės ir visuomenės. Projektas tiesiogiai prisideda prie Valstybinės lietuvių kalbos komisijos programos „Lietuvių kalbos prestižo stiprinimas“ tikslų įgyvendinimo. Projekto veiklos apima individualias ir grupines lietuvių kalbos konsultacijas, seminarą-diskusiją bei skaitmeninį leidinį, kuriame pristatomos užsieniečių patirtys mokantis ir vartojant lietuvių kalbą. Šios veiklos orientuotos ne tik į kalbinių kompetencijų stiprinimą, bet ir į socialinės integracijos, kultūrinio dialogo bei aktyvesnio dalyvavimo bendruomenės gyvenime skatinimą. Projekte dalyvauja Lietuvoje gyvenantys užsieniečiai, turintys ne trumpesnę nei šešių mėnesių gyvenimo šalyje patirtį ir ne žemesnį nei A2 lietuvių kalbos lygį. Atrenkami dalyviai, kurie aktyviai vartoja lietuvių kalbą kasdienėse situacijose ir yra motyvuoti dalintis savo kalbinės integracijos patirtimi bei tobulinti lietuvių kalbos įgūdžius. Pranešime taip pat apžvelgiama Vilniaus kolegijos tarptautinė patirtis: jau daugiau nei dešimtmetį čia studijuoja užsienio studentai, o tarptautinė akademinė aplinka sudaro palankias sąlygas kalbinės integracijos iniciatyvoms. Ypatingas dėmesys pranešime skiriamas Vokietijos integracijos kursų ir Švedija valstybinės kalbos mokymo migrantams programos patirtims, siekiant išryškinti bendras kryptis, gerąsias praktikas ir galimus įkvėpimo šaltinius Lietuvos kontekstui. Pranešimas atskleidžia, kaip kalbos mokymas gali tapti veiksminga socialinės integracijos ir kalbos prestižo stiprinimo priemone daugiakultūrėje visuomenėje.

Raktiniai žodžiai: *lietuvių kalbos mokymas, socialinė integracija, užsieniečiai Lietuvoje, kalbos prestižas, Vokietijos ir Švedijos patirtys*

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Imigrantų mokinių kalbinės integracijos politika daugiakalbio bendrojo ugdymo sistemoje: Lietuvos atvejis

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Santrauka

Didėjanti migracija kelia naujų iššūkių Europos Sąjungos valstybių švietimo sistemoms (*European Commission*, 2023). Kalbų politikos tyrimuose plačiai nagrinėjami valstybinės kalbos mokymo ir daugiakalbystės klausimai, tačiau atvykusių į priimančią šalį mokyklinio amžiaus imigrantų vaikų kalbinės integracijos politikai skiriama palyginti mažai dėmesio. Lietuvai būdinga daugiakalbio bendrojo ugdymo sistema, kuri sudaro skirtingas galimybes imigrantams mokiniams mokykloje mokytis valstybinės kalbos. Pranešimo tikslas – atskleisti imigrantų mokinių kalbinės integracijos Lietuvos politikos ypatumus ir, remiantis tyrimo rezultatais, aptarti Lietuvos švietimo politikai būdingą imigrantų mokinių kalbinės integracijos modelį, jį palyginti su imigrantų mokinių kalbinės integracijos švietimo politikos modeliais, taikomais Šiaurės ir kitose Baltijos valstybėse. Teorinis tyrimo pagrindas – Bernardo Spolsky kalbų politikos teorija (Spolsky, 2021), daugiausia dėmesio skiriant kalbų politikos reguliavimo (*language management*) dimensijai. Tyrime taikoma kalbų politiką Lietuvoje reglamentuojančių dokumentų analizė ir pedagogų, mokyklų vadovų bei švietimo politikos formuotojų fokus grupių diskusijų teminė analizė. Remiantis tyrimo duomenimis išskirti pagrindiniai kriterijai, kuriais remiantis galima identifikuoti imigrantų mokinių kalbinės integracijos politikos modelį: institucinė parama šalies kalbai išmokti, kalbos mokėjimo reikalavimai formaliojo ugdymo sistemoje ir nacionaliniu lygmeniu prisiimama atsakomybė už imigrantų mokinių kalbinę integraciją. Tyrimo rezultatai atskleidė, kad Lietuvos švietimo politika sudaro prielaidas skirtingoms imigrantų mokinių kalbinės integracijos trajektorijoms: kalbinės integracijos proceso organizavimas decentralizuotas, paliekamas mokyklų, savivaldybių, šeimų sprendimams, tačiau valstybė nenustato vienodų valstybinės kalbos mokėjimo reikalavimų ar vienodo šalies kalbos mokymo intensyvumo visiems mokiniams. o tai leidžia išskirti savireguliacinės kalbinės integracijos politikos modelį. Pranešime bus aptariama, kaip imigrantų mokinių integracijos Lietuvoje modelio įgyvendinimo patirtys prisideda prie diskusijų apie kalbų politiką ir daugiakalbį švietimą.

Raktiniai žodžiai: *imigrantai mokiniai; kalbinė integracija; kalbų politika; daugiakalbis švietimas; švietimo politika*

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Kitų autorių integravimo kalbiniai modeliai lietuviškuose akademiniuose tekstuose

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Santrauka

Akademinis rašymas grindžiamas dialogu su ankstesniais tyrimais, todėl gebėjimas kalbiškai integruoti kitų autorių idėjas laikomas viena svarbiausių akademinio rašymo kompetencijų. Šiam tikslui akademiniame diskurse pasitelkiami pasikartojantys kalbiniai modeliai, kurie padeda pristatyti, interpretuoti ir vertinti kitų autorių teiginius bei pagrįsti savąją argumentaciją. Akademinio diskurso teorijoje pabrėžiama, kad šaltinių integravimas yra neatsiejamas akademinio žanro požymis (Swales, 1990; Hyland, 2004), o pasikartojančios daugiažodės konstrukcijos laikomos svarbia akademinio fraziškumo (*academic phraseology*) dalimi (Wray, 2002; Biber, Conrad ir Cortes, 2004; Hyland, 2008). Nors tarptautiniuose tyrimuose analizuojami disciplininiai akademinio diskurso skirtumai, lietuvių studentų akademiniuose tekstuose kitų autorių integravimo kalbiniai modeliai iki šiol sistemiškai netirti. Šio tyrimo tikslas – nustatyti, kokiais pasikartojančiais kalbiniais modeliais lietuvių studentai integruoja kitų autorių idėjas į akademinius tekstus ir kaip šių modelių vartojimas skiriasi skirtingose mokslo srityse. Tyrimas remiasi akademinio diskurso (Swales, 1990; Hyland, 2004), metadiskurso (Hyland, 2005), akademinio fraziškumo (Wray, 2002; Biber, Conrad ir Cortes, 2004; Hyland, 2008) bei citavimo strategijų (Hyland, 1999; Hyland, Jiang 2019; Thompson ir Ye, 1991) teorinėmis nuostatomis. Empirinę tyrimo medžiagą sudaro Pirmosios pakopos Lietuvos aukštųjų mokyklų studentų darbų tekstynas, apimantis skirtingų mokslo sričių baigiamuosius darbus (Volungevičienė et al.). Tyrime taikoma tekstynų lingvistikos metodologija, atliekama kiekybinė ir kokybinė analizė. Analizuojami pasikartojančios daugiažodės frazės, kuriomis į tekstą integruojamos kitų autorių idėjos (pvz., *kaip teigia X, X teigimu, pasak X, remiantis X, kaip nurodo X, X atlikto tyrimo duomenimis*). Tiriamas jų dažnumas, struktūra, funkcijos ir pasiskirstymas skirtingų mokslo sričių studentų darbuose. Tikimasi, kad tyrimas atskleis disciplininius kitų autorių integravimo ypatumus lietuvių akademiniame diskurse, papildys akademinio fraziškumo tyrimus ir suteiks empirinį pagrindą akademinio rašymo didaktikai bei akademinės lietuvių kalbos išteklių plėtrai.

Raktiniai žodžiai: *akademinis diskursas, akademinis rašymas, akademinis fraziškumas, studentų darbų tekstynas*

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Projekto „Gyvenu Lietuvoje – ir kalbu lietuviškai“ dalyvių lietuvių kalbos mokymosi ir kalbinės integracijos patirtys

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Santrauka

Pranešime analizuojamos projekto „Gyvenu Lietuvoje – ir kalbu lietuviškai“ dalyvių lietuvių kalbos mokymosi ir kalbinės integracijos patirtys. Tyrimas siejamas su didėjančia Lietuvoje gyvenančių užsieniečių bendruomene ir augančia lietuvių kalbos reikšme integracijos bei tarpkultūrinės komunikacijos procesuose. Tyrimo empirinį pagrindą sudaro projekto dalyvių – Lietuvoje gyvenančių užsieniečių, skirtingo lietuvių kalbos mokėjimo lygio – patirtys, surinktos pusiau struktūruotų interviu metu. Šis metodas pasirinktas dėl galimybės derinti iš anksto numatytas tyrimo temas su lankstumu gilintis į individualias dalyvių patirtis ir netikėtai išryškėjančius aspektus. Tai leidžia sistemingai analizuoti kalbos mokymosi procesus, kartu išlaikant dalyvių subjektyvių patirčių autentiškumą. Analizuojami jų kalbos mokymosi keliai, apimantys mokymosi pradžią, taikytus mokymosi būdus bei dabartinį lietuvių kalbos vartojimą kasdienėse situacijose. Taip pat tiriami dalyvių motyvaciniai veiksniai, kalbos mokymosi tikslai bei lietuvių kalbos funkcijos jų profesiniame, socialiniame ir kultūriniame gyvenime. Ypatingas dėmesys skiriamas dalyvių sėkmės istorijoms ir patiriamiems iššūkiams, įskaitant kalbinius sunkumus, gramatikos ir leksikos įsisavinimą bei situacijas, kuriose lietuvių kalbos mokėjimas prisidėjo prie sėkmingos socialinės integracijos. Analizuojami ir emociniai bei kultūriniai aspektai, tokie kaip kalbos vertės suvokimas, savivertės stiprėjimas ir aktyvesnis įsitraukimas į visuomeninį gyvenimą. Tyrime dalyvavo asmenys iš Ukrainos, Prancūzijos, Ispanijos, Azerbaidžano, Sakartvelo, Tadžikijos, Maroko ir kitų šalių, šiuo metu gyvenantys, dirbantys arba studijuojantys Lietuvoje nuo šešių mėnesių iki daugiau nei šešerių metų. Pranešime taip pat aptariamas lietuvių kalbos prestižo suvokimas bei dalyvių įžvalgos ir rekomendacijos, kaip tobulinti kalbos mokymosi procesą. Dalyviai pabrėžia praktinio kalbos vartojimo situacijų svarbą kasdienėje aplinkoje, didesnį dėmesį komunikaciniam mokymui bei autentiškoms kalbinėms situacijoms. Taip pat akcentuojamas poreikis stiprinti kalbos mokymosi ryšį su kultūriniu kontekstu, skatinti neformalias kalbėjimo praktikas bei daugiau integruotų veiklų, kurios padėtų natūraliai vartoti lietuvių kalbą. Rekomendacijose taip pat išryškėja poreikis aiškesnės mokymo struktūros, daugiau vizualinių ir skaitmeninių priemonių bei didesnio kalbinės drąsos skatinimo. Remiantis empiriniais duomenimis, pateikiamos įžvalgos apie kalbinės integracijos procesus daugiakultūrėje Lietuvos visuomenėje.

Raktiniai žodžiai: *lietuvių kalba, kalbinė integracija, užsieniečių patirtys, socialinė integracija, tarpkultūrinis dialogas*

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Lazdynų Pelėdos tėvo literatūrinis palikimas: spausdinti ir rankraštiniai kūriniai

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Santrauka

Pranešimo autorius yra išleidęs dvikalbę knygą „Nikodemas Erazmas Iwanowskis: korespondencija ir prisiminimai (Eliza Orzeszkowa, Maria Konopnicka)“ (Židonis ir Niewulis-Grablunas, 2024a), kurioje publikuoti Lazdynų Pelėdos tėvo, Paragių dvarelio savininko, laiškai ir prisiminimai, o remiantis archyviniais dokumentais apžvelgta giminės istorija ir pristatytas genealoginis medis (Židonis ir Niewulis-Grablunas, 2024b). Tęsdamas mokslinius tyrimus, šiame pranešime autorius aptaria N. E. Ivanauskio literatūrinius kūrinius. Nemažai jų buvo spausdinta XIX a. pabaigoje – XX a. pradžioje Varšuvos kultūrinėje spaudoje (Židonis, 2019), dar didesnė dalis išsibarsčiusi Lietuvos ir Lenkijos bibliotekose bei archyvuose. Pranešime pristatomos kūrinių parašymo aplinkybės, konkursų, kuriems jie buvo pateikti, sąlygos ir to meto kritikų atsiliepimai.

Raktiniai žodžiai: Lazdynų Pelėda, Nikodemas Erazmas Ivanauskis, XIX a. pabaigos lietuvių ir lenkų literatūra, Varšuvos spauda, Žemaitijos dvarų kultūra

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ABSTRACTS IN POLISH

Psiecko, psynek, psórka – nasze dzieci? O rozszerzeniu konceptualizacji pojęcia RODZINA we współczesnej polszczyźnie

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Abstrakt

Celem referatu jest prezentacja funkcjonujących we współczesnym dyskursie potocznym nowych jednostek leksykalnych używanych na określenie pozaludzkich członków rodzin międzygatunkowych, traktowanych przez opiekunów jak ich własne dzieci. Rodzina należy do wartości trwale i niezmiennie postrzeganych przez Polaków jako najważniejsze. Niemniej jednak pod wpływem przeobrażeń ekonomicznych i społecznych jej tradycyjny model podlega współcześnie istotnym zmianom. Przekształceniom ulegają zarówno skład, jak i struktura rodziny. Powstają rodziny *monoparentalne, patchworkowe, nomadyczne*. Więzy krwi zdecydowanie tracą na znaczeniu. Nowe tendencje w kształtowaniu związków rodzinnych w połączeniu z rozwojem myśli posthumanistycznej zadecydowały o powstaniu rodzin *międzygatunkowych*. Mówi się o modelu rodziny, w którym nie ma miejsca dla dziecka, jest jedynie dla czworonoga. Wychodząc z założenia, że dla ustanowienia rodziny zasadnicze są związki uczuciowe i więź emocjonalna między jej członkami, w centrum zainteresowania znajdą się wyrazy określające stosunek ludzi do czworonożnych podopiecznych − *psiecka, psynka* i *psórki*, przede wszystkim czasowniki emocji. Zdaniem autorki wykorzystywanie w odniesieniu do zwierząt czasowników powszechnie używanych w stosunku do ludzkich członków rodziny, osób bliskich, darzonych miłością i otoczonych troską świadczy o podniesieniu statusu zwierząt do statusu człowieka i traktowaniu ich jako pełnoprawnych członków rodziny. Materiał badawczy stanowią zarówno wpisy zamieszczane na portalach internetowych, jak i pożegnania udostępniane na wirtualnych cmentarzach. To zwykle zapisy o prywatnym charakterze, silnie nacechowane emocjonalnie, dowodzące antropomorfizacji zwierząt. Analiza zgromadzonego materiału świadczy o aktualności tendencji do rozszerzania konceptualizacji pojęcia RODZINA, do postrzegania jej jako grupy osób ludzkich i pozaludzkich połączonych silną więzią emocjonalną. Do życia powoływane są nominacje, które mają oddać zmiany zachodzące w jej składzie. Mówienie ludzi o psach (chociaż nie tylko) jako dzieciach, córkach i synach, przestało być fikcją literacką, stało się realnością.

Słowa kluczowe: *rodzina, koncept kulturowy, rozszerzenie znaczenia, neologizm, język polski*

ABSTRACTS IN RUSSIAN

Литература как средство развития критического мышления в языковом образовании

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Аннотация

В современном языковом образовании литература нередко используется для расширения словарного запаса, совершенствования навыков чтения и развития языковой компетенции, тогда как её потенциал в формировании критического мышления, аналитических навыков и культурной осведомлённости остаётся недостаточно реализованным. Литературный текст является не только языковым материалом, но и культурно-историческим источником, отражающим социальные, политические, эстетические и интеллектуальные процессы. Работа с литературными произведениями позволяет интерпретировать авторские идеи, сопоставлять точки зрения, выявлять противоречия, анализировать контекст и формулировать аргументированные суждения. Исследование рассматривает периоды Танзимата, «Сервет-и Фюнун» и «Феджр-и Ати» турецкой литературы как средство развития критического мышления и культурной осведомлённости. Теоретическую основу составляет положение о литературе как пространстве взаимодействия языка, культуры, истории и национальной идентичности. Модернизация турецкой литературы демонстрирует переход от традиционных моделей к новым художественным, интеллектуальным и мировоззренческим подходам. Влияние западноевропейской, прежде всего французской, литературы способствовало распространению представлений об индивидуализме, свободе личности, модернизации, общественных изменениях и художественном самовыражении. Изучение произведений Тевфика Фикрета и Ахмета Хашима позволяет проследить взаимосвязь литературных преобразований, языковых изменений и трансформации общественного сознания (Гулиев 2003; Köprülü 2004). Цель – обосновать роль турецкой литературы в развитии критического мышления, аналитических навыков и культурной осведомлённости обучающихся. Применяется качественный аналитический подход, основанный на интерпретации литературных материалов (Антология 2013). Осуществляется сравнительный анализ периодов и направлений, авторских позиций, тематики и художественных характеристик. Уделяется внимание способности текста стимулировать интерпретацию, сопоставление, анализ, аргументацию, оценку и формулирование позиции. Учитывается историко-культурный контекст как основа формирования межкультурной и культурной компетентности (Тагисой 2001). Результаты показывают возможности систематического использования литературных текстов для развития критического мышления. Сравнительное изучение периодов позволяет проследить изменения в литературном языке, художественных принципах, эстетических ценностях, общественных взглядах и формах индивидуального самовыражения, способствуя самостоятельной оценке информации.

Ключевые слова: *литература, образование, традиция, модернизм, поэзия*

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Мотив «после смерти» в контексте русской поэтической традиции XIX века

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Аннотация

Последняя повесть И. С. Тургенева известна читателям как «Клара Милич» (1883). Однако такое название, ставшее привычным в научной традиции, фактически отодвигает на второй план авторский подзаголовок — «После смерти», который, по-видимому, имел для писателя принципиальное значение, что подтверждается другими в то время им написанными текстами. История публикации повести «Клара Милич» также показывает, что имя главной героини было вынесено в заглавие по инициативе издателя М. М. Стасюлевича, тогда как французский перевод 1883 года, вероятно подготовленный при участии самого Тургенева, получил название *Après la mort* («После смерти»). Тем самым редакторское решение во многом определило последующую рецепцию произведения, тогда как авторский смысловой акцент оказался если и не утраченным, то каким-то второстепенным. Доклад посвящен мотиву «после смерти» как ключу к интерпретации позднего творчества Тургенева. Предполагается показать, что этот мотив занимает центральное место не только в повести «Клара Милич (После смерти)», но и в создававшихся одновременно «Стихотворениях в прозе», где мотив «после смерти» вновь и вновь возникает в различных художественных вариантах («Я встал ночью…», «Воробей», «Старуха» и др.). В более широком историко-литературном контексте данный мотив рассматривается как один из самых устойчивых в русской лирике XIX века в целом. На материале поэзии В. А. Жуковского, М. Ю. Лермонтова и А. А. Фета будет прослежено развитие этой традиции и показано, каким образом Тургенев творчески переосмысливает ее в своей поздней поэтической прозе. Такой подход позволяет прочитать данную повесть и еще раз уточнить место позднего Тургенева в русской литературной традиции XIX века.

Ключевые слова: *Тургенев, мотив, поэтическая традиция, русская литература XIX века*

Взаимодействие сборников «Измарагд» и «Пролог» в Великом княжестве Литовском и Речи Посполитой

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Аннотация

Доклад посвящен взаимодействию двух важнейших восточнославянских сборников – «Пролога» и «Измарагда» – в рукописной традиции XIV–XVII веков, особенно в Великом княжестве Литовском и Речи Посполитой. «Пролог», переводной календарный агиографический сборник, возник на основе греческого синаксаря в Киевской Руси не позднее начала XII века. Со временем он дополнялся житиями восточнославянских святых и назидательными текстами, что привело к появлению многочисленных редакций. В XIV веке распространился также «Стишной пролог», переведённый южными славянами на Балканах и позднее через сербское посредничество переработанный восточнославянскими книжниками. «Измарагд», в отличие от «Пролога», был непереводным дидактическим сборником, сформировавшимся к XIV веку из византийских, южнославянских и древнерусских поучений. Его развитие сопровождалось созданием различных редакций и вариантов, наиболее значительной из которых стала литовская редакция XVI века, включавшая 526 глав. Она представляла собой энциклопедический свод из 7 разделов, организованный по авторам. Главная идея доклада заключается в том, что «Пролог» и «Измарагд» постоянно взаимно влияли друг на друга. В луцком, музейском вариантах основной редакции и литовской редакции «Измарагда», созданных в ВКЛ и Речи Посполитой, были обнаружены многочисленные заимствования из разных редакций Пролога – как поучений, так и житий. Особенно важной оказалась киево-софийская редакция «Пролога», из которой в литовскую редакцию «Измарагда» вошло более трёхсот текстов. Одновременно происходил и обратный процесс: новогрудская редакция «Пролога» заимствовала десятки статей из «Измарагда». Таким образом, оба сборника развивались в тесном взаимодействии, которое было систематическим и многоуровневым, отражая тенденции книжной культуры ВКЛ и Речи Посполитой.

Ключевые слова: *книжное наследие, Великое княжество Литовское, Речь Посполитая, Измарагд, Пролог, взаимодействие рукописных сборников*

Идентичность в традиционном вкусе: кулинарная память как код аутентичности нации в межкультурном диалоге

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Аннотация

В докладе представлены результаты исследования грузинской гастрономической культуры сквозь призму языка, идентичности и межкультурной коммуникации. Гастрономия рассматривается в работе не только как элемент повседневного бытия, но и как «кулинарная память» и код национальной аутентичности в глобальном мире. В процессе исследования применяется комплексная методология, сочетающая качественные (глубинный анализ этнографических материалов и устных историй) и количественные (статистическая классификация 155 забытых рецептов, задокументированных в книге) методы исследования. Основную исследовательскую базу работы составляет двуязычное издание Арчила Замбахидзе и Кетеван Папава «Наследие грузинского вкуса», которое наглядно отражает процесс сохранения самобытной грузинской гастрономической культуры и традиций предков. Вместе с тем, посредством компаративного анализа динамика развития грузинской кулинарной литературы прослеживается в исторической ретроспективе — начиная с эпохи Барбаре Джорджадзе (1874 г.) через публикации советского периода (Т. Сулаквелидзе, Н. Хоперия) и вплоть до современности. Особое внимание уделяется вопросам гастролингвистики, в рамках которых роль и методология перевода текста занимают центральное место. В работе анализируется англоязычная версия книги и показывается, что названия рецептов переведены адаптивно: при наличии точного иноязычного эквивалента используется прямой перевод, тогда как для передачи безэквивалентной кулинарной лексики авторы прибегают к синтезу транслитерации и ботанико-функциональных методов. При этом основным инструментом выступает дескриптивный (описательно-пояснительный) метод, разъясняющий специфические термины непосредственно на странице с рецептом. В данном контексте возникает важный вопрос: если эти забытые названия зачастую чужды даже современному грузину, насколько легко или сложно они будут восприниматься иностранным читателем? Именно комбинация транслитерации и внутритекстовых пояснений выступает главным инструментом адаптации и передачи этих безэквивалентных кулинарных кодов, способствуя преодолению культурного барьера и обеспечивая лингвокультурологический перевод специфических терминов. В заключении отмечается, что гастрономическое наследие Грузии представляет собой живую, динамичную систему, которая при сопоставлении с другими глобальными моделями (итальянская *Cucina Povera*, французский *Terroir*) обнаруживает свою уникальность и служит универсальным языком межкультурного диалога с миром.

Ключевые слова: *кулинарная память, идентичность, межкультурный диалог, кулинарная адаптация, гастролингвистика*

От эмоций к идеологии: как хештеги создают сообщества и формируют цифровые нарративы

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Аннотация

Доклад посвящен сравнительному исследованию аффективных и дискурсивных функций хештегов в польской, американской и российской цифровых коммуникационных средах. Исследование исходит из вопроса о том, каким образом хештеги, будучи краткими и часто эфемерными языковыми единицами, участвуют в формировании цифровых сообществ, организации коллективных эмоций и конструировании политических и социальных нарративов. Анализ проводился в рамках трех дополняющих друг друга теоретических подходах: критического дискурс-анализа (Duszak & Fairclough, 2008), когнитивной лингвистики (Lakoff 1995, Lakoff & Johnson, 2010; Kövecses, 2010) и теории аффекта (Ahmed, 2004; Papacharissi, 2015), в которых язык рассматривается как инструмент производства смыслов, эмоциональной мобилизации и символической власти. Цель исследования заключается в выявлении общих и культурно обусловленных механизмов функционирования хештегов в трех различных инфосферах. Материалом послужил корпус из 60 хештегов (по 20 из каждой языковой среды), отобранных из публикаций в социальных сетях X, Facebook, Instagram, VKontakte и Pikabu за период 2020–2025 годов. Отбор осуществлялся по критериям социальной значимости, эмоциональной маркированности, репрезентативности и эфемерности. Методология включает сравнительный качественный анализ, наблюдение с участием, а также семантическую, когнитивную, аффективную и прагматическую интерпретацию данных. Результаты исследования позволили выделить три основные функциональные категории: хештеги протеста, солидарности и дискурсивно-пропагандистские. Анализ показал, что в польском цифровом пространстве доминируют хештеги идеологического конфликта и социальной мобилизации, в американском — хештеги, связанные с правами человека, равенством и гражданской солидарностью, тогда как российская инфосфера характеризуется сосуществованием официального пропагандистского дискурса и меметических форм сопротивления. Во всех случаях хештеги выступают как аффективные нарративные операторы, связывающие эмоции, идентичность и коллективное действие. Сделан вывод о том, что хештеги функционируют как семиотические конденсаты, инкапсулирующие ценности, эмоции и идеологические установки конкретных политических культур, которые остаются важным инструментом формирования цифровых сообществ и общественной мобилизации.

Ключевые слова: *аффект, хештеги, цифровой дискурс, коллективная идентичность, политическая коммуникация*

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От перевода к транскреации: трансформация новостного сообщения в разных лингвокультурных контекстах

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Аннотация

Новостное вещание идет непрерывно на сотнях языков мира. Большинство медиа не производят контент самостоятельно, а получают готовые сообщения от ведущих мировых агентств (AP, BBC, IPS). То есть передача информации фактически осуществляется посредством нескольких международных языков (языков колониальных империй XIX века и арабского), при этом высокая скорость распространения информации часто скрывает от получателя переводную природу новостей. Цель доклада – продемонстрировать на конкретных примерах механизмы трансформации одного и того же новостного сообщения при его перемещении между различными медиапространствами с учетом политических, социальных, моральных и иных особенностей принимающей культуры. В работе анализируются ключевые этапы переработки новостей: первичная селекция событий в соответствии с интересами локальной аудитории (например, геополитические сюжеты или спортивная тематика), культурная адаптация контента и преодоление межъязыковой асимметрии. Особое внимание уделено специфическим инструментам прагматической адаптации. Анализируются выбор идеологических номинаций (например, оценочная оппозиция «террорист» или «борец за свободу»), особые синтаксические структуры для смещения субъектно-объектных акцентов ответственности («X нанес удар» или «X был вынужден нанести удар»), применение пейоративных предикативных имен, а также степень необходимости культурологических справок. Рассматриваются процессы текстовой развертки и выжимки, проблема встраивания глобальных событий в локальную новостную ленту, а также соблюдения баланса между интересами новостного агентства и целевой аудитории в условиях коллективной редакторской работы. На материале разноязычных версий новостных платформ (на литовском, английском и русском языках) рассматриваются примеры языкового барьера и смысловых сдвигов при передаче информации. В докладе сопоставляются понятия «перевод», «локализация», «редактирование», «адаптация» и «творческое переписывание», докладчик приходит к выводу, что наиболее точно отражает суть работы современного журналиста термин «транскреация».

Ключевые слова: *перевод, редактирование, локализация, транскреация, новостное сообщение*

Многоязычие на экране: новые тенденции в кинематографе и их отражение в переводе

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Аннотация

Современное кино, благодаря богатству киножанров, эстетических форм и новейших технологий просмотра, служит средством передачи культурно и социально значимой информации. Мультикультурные фильмы оказываются одним из самых эффективных средств представления богатства и сложности реальной многоязычной действительности (Monti 2014: 135). Хотя признаки многоязычия появлялись в кинопроизводстве и раньше, в последнее время можно наблюдать явный количественный рост диалогов, произносимых на разных языках. Многоязычие стало настолько отличительным признаком современного кинематографа, что исследователи (например Meylaerts 2006: 2; O'Sullivan 2007: 84), говорят о «многоязычном повороте» в киноискусстве, принимающем различные формы (Berger & Komori 2010; Beseghi 2017, Bleichenbacher 2008; Gargiulo 2020). Увеличение частоты использования двух или более языков в киноповествовании позволяет создать типологию многоязычия (Mocarz-Kleindienst 2023). В первой части доклада будут представлены функции, которые выполняет введенный в кинонарратив второй и последующие языки. Основной целью данного исследования будет ответ на вопрос, передается ли и — если да, то с помощью каких техник — такая многоязычность в переводных версиях. Будет предпринята попытка ответить на следующий вопрос: в какой степени способ представления второго и последующих языков в переводе связан с их функцией. Материалом для анализа послужат современные многоязычные кинофильмы (*Вавилон, Коко, Зови меня своим именем*, *Минари, Рома*).

Ключевые слова: *многоязычный поворот, кинофильм, кинонарратив, киноперевод*

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Художественный фильм как инструмент анализа копинг-стратегий в процессе межкультурной адаптации

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Аннотация

В докладе рассматривается потенциал художественного фильма как инструмента выявления и анализа копинг-стратегий, которые применяются в процессе межкультурной адаптации. Наше внимание сосредоточено на поведении героев фильмов, на способах восприятия ими культурных различий, на преодолении коммуникативных барьеров и стресса, связанного с адаптацией. Особенно хочется подчеркнуть дидактическую ценность художественных фильмов в рамках учебных курсов по межкультурной коммуникации, направленных на развитие межкультурной компетентности словацких студентов, получающих квалификацию преподавателя русского языка и литературы. Проблема копинг-стратегий традиционно изучается в области межкультурной психологии (See & Essau, 2010). В то же время она актуальна в процессе обучения, поскольку понимание психологических механизмов, лежащих в основе адаптации, повышает способность обучающихся эффективно действовать в инокультурной среде. Междисциплинарный характер исследования позволяет интегрировать результаты межкультурной психологии в теорию и практику преподавания иностранных языков и межкультурной коммуникации. Теоретической основой исследования являются когнитивная концепция стресса и копинга (совладания), разрабатываемая Ричардом Лазарусом и Сюзан Фолкман (Lazarus & Folkman, 1984), концепция «Совладающего Интеллекта» А. В. Либиной (Либина, 2019) и т.д. В качестве методологического подхода мы выбрали анализ художественного фильма, сфокусированный на выявлении и интерпретации копинг-стратегий. Мы считаем, что предложенный подход расширит возможности использования фильмов в подготовке студентов к их будущей профессии, а также будет способствовать у них формированию культурной чувствительности, эмпатии и рефлексивного осознания собственного коммуникативного поведения. Полученные результаты могут быть использованы при разработке учебных курсов по межкультурной коммуникации, межкультурной дидактике и методике преподавания иностранных языков (Petríková, Kuprina, & Gallo, 2015).

Ключевые слова: *копинг-стратегии, межкультурная адаптация, межкультурная коммуникация, художественный фильм, межкультурная компетентность*

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Преподавание истории России в контексте современных колониальных исследований: образовательные и академические вызовы

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Аннотация

В докладе основное внимание уделяется преподаванию истории России с точки зрения современных колониальных и постколониальных исследований (Jersild, 2002; Nowak, 2025; Kowal, 2024). В последние годы всё большее внимание уделяется переосмыслению истории Российской империи и Советского Союза в контексте территориальной экспансии, политики ассимиляции и отношений «центр–периферия». Такой подход ставит новые задачи как перед научными исследованиями, так и перед преподаванием истории и культуры России. Цель доклада – рассмотреть возможности применения постколониальной перспективы в курсах, посвящённых истории России XX века (Thompson, 2019; Said, 1993), и обсудить методы преподавания, способствующие развитию критического мышления и межкультурной компетенции у студентов. Особое внимание будет уделено вопросам, связанным с национальной политикой, исторической памятью, пропагандой, а также опытом народов и этнических групп, существовавших в рамках Российской империи и СССР (Thompson, 2000). В докладе будет рассмотрено использование различных источников, включая исторические тексты, литературу, мемуары, визуальные материалы и медиаконтент, которые позволяют дать многомерную интерпретацию исторических процессов. Важной частью доклада станет размышление о роли преподавателя при работе с противоречивыми и политически чувствительными темами. Предлагаемый подход направлен не только на передачу исторических знаний, но и на развитие у студентов способности критически анализировать нарративы, связанные с историей России и её отношениями с другими народами и культурами (Kępiński, 1990).

Ключевые слова: *постколониальные исследования, преподавание истории России, национальная политика, историческая память, межкультурная компетентность*

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Украинская лексема *перемога* в современном российском медиадискурсе

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Аннотация

Украинская лексема *перемога* (рус. *победа*) стала заметным элементом современного дискурса о войне в Украине, одновременно проникнув в русскоязычное медиапространство в качестве знака со сложной семантико-прагматической нагрузкой (Kolesnik, 2021; Savchenko, 2019). В докладе рассматриваются 97 публикаций, размещенных на четырех русскоязычных интернет-порталах (aif.ru, mk.ru, gazeta.ru и news.ru), опубликованных в период с июля по декабрь 2025 года, в которых единица употребляется 120 раз. Исследование старается ответить на вопрос, каким образом данный украинизм функционирует в современном российском медиадискурсе и какие прагматические и идеологические функции он приобретает в контексте войны. В теоретическом плане исследование опирается на анализ дискурса и языка в медийной коммуникации, связанной с российско-украинским конфликтом (Hrytsenko, 2022; Lemańczyk & Troszyński, 2025; Miturska-Bojanowska, 2023). Методология сочетает качественный дискурсивный анализ с элементами количественного корпусного анализа. Материал рассматривается с трех точек зрения: во-первых, способов графического выделения лексемы в тексте (кавычки, перевод, пояснение, метатекстовые вводы и пр.), во-вторых, ее грамматической характеристики (число, падеж) и словообразовательного потенциала, и, в-третьих, семантического поведения, проявляющегося во фразах и сочетаниях, в которых она употребляется в конкретных текстах (Nasyrova, 2016; Nowożenowa & Klimkiewicz, 2018). Результаты анализа показывают, что *перемога* функционирует в российском медиадискурсе не просто как лексическое заимствование, а как маркированная дискурсивная единица с устойчивым набором прагматических функций. С точки зрения грамматики характеризуется преобладанием форм винительного и родительного падежей единственного числа, тогда как проанализированная сочетаемость демонстрирует выраженную тенденцию к оценочным и метадискурсивным конструкциям, часто помещенным в иронический, полемический или делегитимирующий контексты. Кавычки и другие графические средства подчеркивают ее статус как отчужденной и идеологически нагруженной единицы. В целом анализ позволяет утверждать, что присутствие лексемы в русскоязычных СМИ способствует конструированию конфликтных нарративов, переосмыслению украинского дискурса в российском медиапространстве и риторическому осмыслению событий войны.

Ключевые слова: *перемога, украинизм, медиадискурс, русскоязычные СМИ, российско-украинская война*

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Когнитивные механизмы вербализации кардиологических жалоб в условиях русскоязычной цифровой медицинской консультации

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Аннотация

Расшифровка, анализ и классификация субъективных описаний симптомов пациентами остаются одной из ключевых задач на ранних этапах медицинской диагностики. Этот процесс существенно усложняется тем, что пациенты часто используют образный – метафорический или метонимический – язык (Qiu et al., 2024). В клинической практике группировка таких жалоб в кластеры (физических, когнитивных или эмоциональных проявлений) способна повысить точность диагностики сердечно-сосудистых заболеваний. Цель настоящего исследования – проанализировать специфику восприятия и вербализации симптомов пациентами в цифровой среде. Материалом исследования послужил корпус текстов, сформированный из приблизительно 150 вопросов, касающихся кардиологических проблем, в разделе «Задать вопрос кардиологу» российского медицинского портала doctu.ru за период с января 2023 года по май 2025 года. Отбор и качественный анализ выражений, описывающих субъективные симптомы, проводились методом ручного кодирования с использованием компьютерной программы MAXQDA. Согласно результатам, при описании состояний пациенты транслируют личные ощущения, основанные на наивных (народных) моделях болезни (Blumhagen, 1980), избегая официальной терминологии. В качестве иллюстрации можно привести следующие примеры: *ощущаю небольшие «скачки» сердца; ночами сердце стучит, дрожит; беспокоит трепещущее сердце; кожа лопнет; если лежать на левом боку – начинает колоть; началась тахикардия, словно щелчок, как автоматная очередь*. Настоящий анализ служит основой для классификации подобных восприятий по локализации и характеру симптомов, позволяя сопоставить обыденные описания с профессиональной номенклатурой. Кардиологические жалобы вызвали наибольшее количество индивидуализированных, метафорических выражений. В рамках наивных моделей сердце концептуализируется как одушевленная или неодушевленная сущность, существующая независимо от субъекта. Метафорический язык отражает обыденные представления, которые сосуществуют с биомедицинскими моделями и формируют внутреннюю картину болезни. Признание этого взаимодействия может повысить комплаенс и существенно улучшить коммуникацию в системе «врач – пациент».

Ключевые слова: *медицинский дискурс, корпусная лингвистика, метафорическое моделирование, концептуализация болезни, интернет-коммуникация «врач – пациент»*

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Перевод как инструмент межкультурной медиации в русском деловом дискурсе. Формирование компетенции согласования смыслов посредством аутентичного профессионального дискурса в польском высшем образовании

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Аннотация

Современная методика преподавания иностранных языков все чаще переосмысливает роль перевода, отходя от его традиционного понимания как простого языкового трансфера и рассматривая его как форму межкультурной медиации. В соответствии с положениями *Общеевропейских компетенций владения иностранным языком* (Council of Europe, 2020), медиация включает не только передачу содержания, но и согласование смыслов, интерпретацию культурных контекстов и адаптацию высказываний к потребностям адресата. В данном подходе перевод становится важным инструментом развития коммуникативной компетенции на иностранном языке, особенно в профессиональных и специализированных сферах общения. Цель настоящего исследования заключается в анализе потенциала перевода как средства формирования медиативной компетенции при обучении русскому деловому языку в польском высшем образовании. Особое внимание уделяется аутентичному профессиональному дискурсу, включающему деловую корреспонденцию, корпоративные сообщения и переговорные ситуации, которые используются в качестве основы учебной деятельности. Методологической основой исследования выступает деятельностно-ориентированный подход (*action-oriented learning*) и качественный анализ учебных заданий, реализованных в рамках курса «Русская экономическая терминология» на направлении «Прикладная лингвистика» в Люблинском католическом университете Иоанна Павла II. Исследовательский материал включает аутентичные и моделируемые коммуникативные ситуации, в которых студенты выступают в роли межкультурных медиаторов, осуществляя интерпретацию и адаптацию деловых сообщений к различным культурным контекстам (ср. Janowska, 2024; Kucharczyk, 2024). Предварительные результаты показывают, что включение переводческих медиативных заданий способствует развитию не только языковой, но также прагматической и межкультурной компетентности студентов. Такой подход позволяет перейти от механического перевода к осознанному согласованию смыслов в профессиональной коммуникации, что соответствует современному пониманию перевода как процесса специализированного общения (Stec, 2019). Полученные результаты подтверждают целесообразность интеграции перевода как формы медиации в преподавание языков для специальных целей в условиях современного многоязычного академического пространства.

Ключевые слова: *перевод, медиация, русский деловой дискурс, межкультурная компетентность, профессиональный дискурс*

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Префикс *про-* в русском именном словообразовании и возможные функциональные аналоги в итальянском языке

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Аннотация

В работе рассматриваются особенности функционирования русского префикса *про-* в именном словообразовании и его итальянских соответствий в современном медийном дискурсе. Исследование исходит из наблюдения, что в русском языке префикс *про-* оказывается продуктивным в образовании существительных и прилагательных, обозначающих принадлежность к определённой сфере, ориентацию или направленность (РГ–80: § 709). В итальянском языке аналогичные значения могут передаваться различными средствами, среди которых выделяются прилагательные, образованные при помощи префиксов *pro-* и *filo-*, различающихся по степени продуктивности, распределению и семантическим ограничениям (Janni, 1994: 32–35). В ходе анализа мы рассмотрим, какие стратегии используются в итальянском языке при передаче русских прилагательных и существительных с префиксом *про-*: в каких контекстах наблюдается симметричная конструкция с префиксом *pro-*, в каких – применяется префикс *filo-*, а когда предпочтение отдаётся лексическим конструкциям. Дополнительный вопрос касается того, существуют ли контексты в итальянском языке, в которых *pro-* и *filo-* могут рассматриваться и восприниматься как функционально близкие элементы, и какие факторы могут определять выбор того или иного префикса. Теоретической основой исследования служат подходы к словообразованию (Лопатин, 1977; Dardano, 2009), сопоставительной морфологии и медиалингвистике (Кубрякова, Цурикова, 2008; Добросклонская, 2005), позволяющие анализировать приставочные образования как элементы, участвующие в структурировании значений принадлежности, ориентации и тематической классификации. Работа опирается на качественный сопоставительный анализ материалов итальянских и российских СМИ, а также на данных из итальянско-русского параллельного корпуса НКРЯ. Предполагаемые результаты связаны с описанием распределения итальянских соответствий русского префикса *про-*, выявлением факторов, влияющих на выбор между *pro-*, *filo-* и неприставочными конструкциями, а также уточнением семантических и прагматических условий их употребления. Полученные наблюдения могут способствовать более точному пониманию механизмов словообразовательной эквивалентности и функционирования приставочных элементов в современном медийном дискурсе.

Ключевые слова: *словообразование*, *русский*, *итальянский*, *префикс про-*

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ABSTRACTS IN SPANISH

Equivalente y equivalencia: la traducción de los ejemplos en los diccionarios bilingües

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Resumen

En el aprendizaje de un idioma el aprendiente está expuesto al peligro de trasladar a la L2 expresiones o estructuras de la L1. En parte por eso los diccionarios bilingües han sido muchas veces criticados porque, según dicen, sólo ofrecen el equivalente del signo lemático. Sin embargo, diccionarios bilingües bien valorados como Oxford y Collins (Haensch y Omeñaca, 2004, p. 268), aunque aportan equivalentes, muestran también muchos ejemplos cuya traducción no incluye el equivalente dado e incluso a menudo presentan una estructura sintáctica distinta a la del ejemplo. En los diccionarios bilingües de lituano (generalmente destinados a aprender la lengua no lituana) no abunda este tipo de ejemplos. Se ha realizado una investigación en los ejemplos de las entradas de la letra L de los diccionarios lituano-español/francés/inglés para determinar qué y cuántas traducciones de los ejemplos no incluyen el equivalente asignado al signo lemático. Estos ejemplos se analizan de acuerdo con los niveles de equivalencia establecidos por Admaska Sałaciak (2016, pp. 148-154) –*cognitiva, translacional y funcional*– y la clasificación de ejemplos lexicográficos bilingüe de Model (2009, pp. 131-134), basada en la inclusión o no de equivalentes asignados al signo lemático. Del estudio de estos ejemplos y su traducción se extraen, además de información explícita sobre restricción semántico-léxica, sugerencias prácticas del modo de presentar, en los diccionarios bilingües, las equivalencias no solo del signo lemático, sino también de expresiones pluriverbales frecuentes (construcciones sintácticas y combinaciones léxicas). Algunas de estas sugerencias se están llevando a la práctica en la realización del diccionario lituano-español en línea (Rascón Caballero, 2022-).

Palabras clave: *equivalente, ejemplo lexicográfico, lexicografía bilingüe, traducción*

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Colaboración entre profesorado nativo y no nativo en la enseñanza del español como lengua extranjera en Lituania: un estudio de campo

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Resumen

En los últimos años, la enseñanza del español como segunda lengua extranjera ha crecido de forma significativa en el sistema educativo lituano (León-Manzanero, Izquierdo Alegría et al. 2026) y un aspecto destacable de esta situación, es que el profesorado en las escuelas está integrado tanto por docentes nativos, como no nativos. En este contexto, la formación de los profesores de español y la didáctica de esta lengua se definen como nuevos ámbitos de investigación en la región. El presente estudio se centra, no tanto en la comparación de dichos perfiles docentes para el aprendizaje de ELE (Hunko, 2026), como por la colaboración que puede existir entre ambos como factor enriquecedor del proceso de aprendizaje (De Oliveira & Clark-Gareca2017; De la Fuente Cobas & Wei, 2020). El trabajo de colaboración de profesores nativos y no nativos y su contribución al aprendizaje del español como lengua extranjera en estudiantes de secundaria ha sido el tema de la investigación y con este objetivo, se ha realizado un estudio de campo en una institución de Lituania. En el mismo se han comparado tres situaciones didácticas distintas, con tres grupos del mismo nivel de ELE. El primero recibió clases con una profesora nativa; el segundo con una profesora no nativa; y el tercero con ambas docentes que trabajaron en colaboración de forma coordinada para enseñar los contenidos establecidos. Los resultados no sólo se basan en la experiencia del alumnado, sino también en la de los mismos profesores que han manifestado su percepción ante esta modalidad de colaboración. Las conclusiones de dicha investigación destacan los beneficios de la colaboración entre profesorado nativo y no nativo, siempre y cuando el trabajo se dé de manera coordinada y siguiendo una precisa planificación, aprovechando las fortalezas lingüísticas y pedagógicas que puede ofrecer cada perfil docente.

Palabras clave: *enseñanza de español como lengua extranjera, didáctica de lenguas, profesorado nativo y no nativo*

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Migración hispanohablante y variedades del español en Letonia

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Resumen

Las comunidades hispanohablantes establecidas en los países bálticos han recibido escasa atención en los estudios sobre migración y diversidad lingüística en Europa, a pesar del incremento de dichos flujos en las últimas décadas. Esta investigación se inscribe en el marco de la demografía lingüística y analiza en qué medida la movilidad desde los países hispanohablantes a Letonia ha contribuido al multilingüismo en este país. El objetivo es determinar cómo ha evolucionado la población hispanohablante con trasfondo migratorio a lo largo del primer cuarto del siglo XXI en Letonia, mediante un enfoque mixto que combina el análisis de estadísticas oficiales con la caracterización sociolingüística. Los resultados evidencian un crecimiento sostenido y una progresiva diversificación de la comunidad hispanohablante en Letonia a lo largo de la última década. Aunque la variedad peninsular del español sigue siendo la más representada, se ha consolidado la presencia de las variedades mexicano-centroamericanas, andinas y caribeñas. En conjunto, la investigación aporta nuevas perspectivas sobre el español en Europa al visibilizar a Letonia como espacio emergente de recepción de población hispanohablante en el marco de las dinámicas migratorias contemporáneas.

Palabras clave: *demografía lingüística, variación lingüística, migraciones, multilingüismo, países bálticos*

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La plasticidad cerebral en el bilingüismo: una revisión crítica

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Resumen

La literatura científica ha propuesto que el bilingüismo es un potente modulador de la prasticidad neuronal; sin embargo, varias voces han cuestionado esta hipótesis por la heterogeneidad metodológica en las investigaciones. El presente estudio revisa de forma crítica la evidencia estructural y funcional de la plasticidad neuronal relacionada con el bilingüismo. Para ello, siguiendo las directrices de PRISMA, se analizaron los estudios publicados entre 2015 y 2025 y se constituyó un corpus con datos de neuroimagen estructural y funcional, prestando atención a las tres grandes variables del bilingüismo: la edad de adquisición de la L2, el nivel de dominio lingüístico y la frecuencia de uso. Los resultados muestran que los bilingües tempranos muestran patrones de integridad de tractos de sustancia blanca similar a la de los monolingües -lo que sugiere períodos sensibles en la organización estructural del lenguaje-, mientras que los bilingües tardíos presentan mayor activación bilateral de redes prefrontales durante el control de lenguaje, aunque estos efectos son dependientes de las demandas de la tarea y los procesos metodológicos del estudio, como el umbral en el que se establece qué es el bilingüismo. Por tanto, se propone un marco de plasticidad dinámica basado en la alta exposición y el uso activo de la L2 y se discuten las implicaciones que los efectos del bilingüismo tienen para la neurolingüística, la neurociencia cognitiva y el diseño de los planes curriculares de las políticas educativas.

Palabras clave: *bilingüismo, plasticidad neural, adquisición de la lengua, neurolingüística*

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Inteligencia artificial y competencia intercultural en ELE: un análisis crítico de las representaciones del mundo hispanohablante generadas por IA

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Resumen

La irrupción de la inteligencia artificial (IA) generativa está transformando rápidamente la enseñanza y el aprendizaje de lenguas extranjeras. Si bien gran parte de la investigación reciente se ha centrado en el potencial de estas herramientas para desarrollar competencias lingüísticas, todavía existe un número limitado de estudios que analicen de forma crítica las representaciones culturales que la IA transmite a los estudiantes de lenguas. Esta cuestión resulta especialmente relevante en el ámbito de la enseñanza del español como lengua extranjera (ELE), donde el desarrollo de la competencia intercultural constituye uno de los objetivos fundamentales del aprendizaje. En este estudio se analizaron las representaciones culturales generadas por MARVEL y MANUS, dos herramientas de IA diseñadas para apoyar la producción escrita en español. El análisis se realizó desde la perspectiva de la enseñanza de ELE en Lituania, un contexto donde la IA puede desempeñar un papel relevante en el acceso a referentes culturales del mundo hispanohablante. A partir de un corpus de 50 respuestas relacionadas con tradiciones, celebraciones, identidad cultural y diversidad lingüística, se llevó a cabo un análisis cualitativo de contenido basado en los principios de la competencia intercultural. Los resultados muestran una representación desigual del mundo hispanohablante. Se reveló una presencia predominante de referentes asociados a España y México. Aunque las herramientas incorporaron elementos de diversidad cultural y lingüística, también reprodujeron determinadas simplificaciones y estereotipos culturales. Asimismo, se observó que las respuestas favorecen principalmente la transmisión de conocimientos culturales, mientras que el desarrollo de una reflexión intercultural crítica resulta más limitado. Los resultados obtenidos sugieren que la IA puede constituir un recurso valioso para la enseñanza de ELE siempre que su uso vaya acompañado de una mediación docente que fomente el análisis crítico de los contenidos generados. Los resultados aportan además nuevas perspectivas para el desarrollo de la competencia intercultural en contextos multilingües como el de Lituania.

Palabras clave: *inteligencia artificial, competencia intercultural, ELE, mundo hispanohablante, educación multilingüe*

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