

The 9th International Scientific Conference “Linguistic, Educational and Intercultural Research 2024”

BOOK OF ABSTRACTS

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The 9th International Scientific Conference “Linguistic, Educational, and Intercultural Research 2024”

Compiled by the members of LEIC 2024 Scientific Committee: Dagnė Beržaitė, Carmen Caro Dugo, Loreta Chodzkiėnė, Laura Černelytė, Lina Inčiuraitė-Noreikiėnė, Julija Korostenskienė, Lina Marčiulionytė

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Welcome Address: 9th International Scientific Conference on “Linguistic, Educational, and Intercultural Research 2024”

Dear Participants,

On behalf of the Organizing and Scientific Committees, we are pleased to welcome you to the 9th International Scientific Conference on “*Linguistic, Educational, and Intercultural Research 2024*” at Vilnius University, Faculty of Philology. We are delighted to host you in Lithuania’s beautiful capital, Vilnius, and offer this conference in a hybrid format to reach a global audience and accommodate those joining us virtually. This year’s conference holds special significance as we proudly celebrate the 25th anniversary of the Institute of Foreign Languages.

Since its founding in 1999, the Institute of Foreign Languages has built a robust tradition of hosting international conferences every two or three years. Over the past quarter-century, we have not only grown our academic expertise but have also expanded our research activities, curricula, and offerings to encompass a wide range of linguistic and intercultural studies. The Institute, an independent academic division of Vilnius University, has continually pursued excellence in teaching diverse languages, running Bachelor’s and Master’s degree programs, conducting impactful research, and offering open language courses to the broader community.

Our scholars’ research focused on several key areas:

Linguistics – exploring the structural and functional specifics of Germanic, Romance, Slavonic, and Lithuanian languages.

Educational Science and Language Didactics – examining language competence, teaching methodologies, and emerging trends.

Cultural and Literary Studies – researching the history and current dynamics of Germanic, Romance, and Slavonic literatures and cultures.

These efforts have laid a strong foundation for our comprehensive humanities programs and have been seamlessly integrated into our teaching practices. Since the Institute’s merger with the Faculty of Philology in 2018, our research has emphasized areas such as **Teaching and Learning Modern Languages** as a cornerstone for developing both general and subject-specific competencies, as well as advancing studies in **Diachronic and Synchronic Lexicography** and **Metalexigraphy and Linguistic Media Research**.

The themes of the 9th International Conference reflect this interdisciplinary legacy and our commitment to advancing knowledge in linguistics, education, and intercultural studies. We are pleased to offer a diverse programme, inviting researchers to share their work on topics including:

Linguistic Research – from cognitive and sociolinguistics to lexicology, meta-lexicography, and discourse studies.

Language Teaching and Learning – including methodologies for language acquisition, assessment, and teacher education.

Innovation in Language Education – covering advancements in online teaching, curriculum development, and syllabus design.

Language Policy and Multilingualism.

Intercultural education and literary studies.

This conference brings together an international community of researchers, university lecturers, teachers, and representatives from educational institutions, fostering collaboration within the Arqus European University Alliance and with universities worldwide. To further support multilingualism, we

offer panel sessions in German, Polish, Russian, and Spanish, allowing participants to present their research in their language of choice and share exemplary practices.

Organizing an event of this scale involves the dedication of many individuals and organizations. We extend our heartfelt thanks to the Language Teachers' Association of Lithuania (LKPA) and our colleagues from the Arqus Alliance Working Group¹¹ Plurilingual and Intercultural Hub for their invaluable support. We are particularly grateful to our keynote speakers for their insightful contributions, and to all participants who enrich this conference by sharing their research and engaging in vibrant discussions.

Our sincere thanks also go to Prof. Dr Mindaugas Kvietkauskas, Dean of the Faculty of Philology, for his steadfast support. Special appreciation is due to the Chair of our Organizing Committee, Assoc. Prof. Dr Loreta Chodzkienė, along with all committee members and staff who worked tirelessly and contributed to the success of this conference. Their commitment and hard work, including the support of Assoc. Prof. Dr Lina Inčiuraitė-Noreikienė, Prof. Dr Julija Korostenskienė, Assoc. Prof. Dr Lina Bikelienė, and Lecturer Laura Černelytė in organizing the abstracts and program, have been invaluable. We are equally grateful to the coordinators of the multilingual panel sessions – Assist. Prof. Dr Violeta Katinienė, Assoc. Prof. Dr Aleksej Burov, Assist. Prof. Dr Irena Snukiškienė, Assoc. Prof. Dr Anastasija Belovodskaja, Assoc. Prof. Dr Dagnė Beržaitė, and Assoc. Prof. Dr Carmen Caro Dugo – as well as our administrators, Jūratė Bikulčienė and Aistė Marija Markevičienė, other members of the Organizing Committee – Loreta Zavadskienė, Rasa Bačiulienė, Eglė Girniuvienė, Lina Marčiulionytė, Rūta Montvilienė, Eglė Sakalytė, Nora Strikauskaitė - for their diligent organizational support.

We would also like to extend our appreciation to all faculty, staff, and volunteers who have played a role, large or small, in making this conference possible; their dedication and behind-the-scenes efforts have been essential to its success.

We look forward to welcoming you to a stimulating, intellectually enriching conference, filled with engaging keynote presentations, discussions, and both in-person and online panel sessions. We hope this conference inspires meaningful exchange and that you leave with fresh perspectives and new insights to support your work.

Warm regards,

Prof. Dr Roma Kriaučiūnienė

Director, Institute of Foreign Languages

Faculty of Philology

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KEYNOTE SPEAKERS

Growing Together: How Language Policy Can Contribute to Build the Common European Area of Higher Education

Prof. Dr Olaf Bärenfänger

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One of the main objectives of European education policy has been the creation of a common European Higher Education Area. Many of the specific objectives of the Bologna Declaration (1999) have been achieved - comparable degrees, a higher education system based on two main cycles (Bachelor and Master) and a system of credit points to facilitate academic mobility (ECTS). However, the goals of greater European cooperation in quality assurance and the integration of specific European dimensions into teaching and learning at universities still need to be pursued. In my presentation I will raise the question of how language policy can be used as a means to achieve these two goals. Examples from the Arqus European University Alliance will illustrate the importance of language policy in higher education.

About the speaker



Prof. Dr Olaf Bärenfänger is the director of the Language Centre at Leipzig University. The Language Centre offers a wide range of courses in many modern foreign languages, as well as in Latin and Ancient Greek, for almost 4,000 students each year. In addition to general language courses that are open to students from all departments, the Language Centre offers modules for specific purposes.

Olaf Bärenfänger's research interests include multilingualism, language(s) for academic and specific purposes, assessment, quality management, research methodology, and foreign and second language acquisition research. Olaf Bärenfänger has published widely to these topics in international journals. He also directed a considerable number of research projects covering the topics mentioned above. Olaf Bärenfänger has lectured at many universities in Germany, in Europe, and overseas. He is also a frequent instructor in staff training. Olaf Bärenfänger is president and co-founder of the Institute for Test Research and Test Development (ITT). He is member of the academic boards of the Federal Ministry of the Interior, the Federal Ministry for Labour and Social Affairs, the German Academic Exchange Service (DAAD), and of the Goethe Institute.

Communication and Beyond - Trends in Intercultural Competence Development

Robert Gibson

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Language educators have long appreciated the importance of relevant cultural knowledge for their students. Although communication is a vital part of intercultural competence it is important to go beyond communication and look at a number of other intercultural factors. This presentation explores current trends in intercultural training, in particular how to talk meaningfully about culture while respecting multiple cultural identities, avoiding stereotypes and integrating insights from neuroscience into teaching. It aims to stimulate discussion about the way forward for research in the field.

About the speaker



Robert Gibson has over 30 years of experience in global competence development in business and education. He was responsible for intercultural training for the multinational engineering corporation, 'Siemens' AG from 2000–2018. He studied Modern History and Modern Languages at the University of Oxford and completed a Postgraduate Certificate in Education at the University of Exeter. He has taught English at the University of Munich, was an adviser on vocational education at the Bavarian State Institute for School Teaching and Educational Research (ISB) and was Head of Business Languages at the Catholic University of Eichstätt-Ingolstadt. He is currently an Adjunct Professor for Cross-Cultural Management at the University of Bologna Business School, as well as a freelance trainer and consultant. His publications include *Intercultural Business Communication* (Oxford University Press, 2002), over 70 articles on Intercultural Communication for the magazine *Business Spotlight*, and his latest book is *Bridge the Culture Gaps – a toolkit for effective collaboration in the diverse, global workplace* (Nicholas Brealey 2021). He is a former Vice-President of the Society for Intercultural Education; Training and Research (SIETAR Europa). He is based in Munich.

Language Learning Through Action-Oriented Scenarios

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The updated version of the language policy document *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion volume* (Council of Europe, 2020) includes several significant changes, such as the enrichment of “can do” descriptors, the inclusion of a new scale for online interaction, and an elaboration on the notions of mediation and plurilingualism, among others. Most importantly, the language education framework marks a methodological paradigm shift toward the action-oriented approach and positions it as the most viable approach for learning languages (Piccardo & North, 2019). Grounded in both sociocultural and socio-constructivist theories, the action-oriented approach views language learning as a set of collaborative and purposeful action-oriented learning activities or scenarios (North et al., 2022). This learning context involves both linguistic and non-linguistic goals; language learners are expected to produce some authentic learning artifacts (Piccardo & North, 2019). This type of learning is better suited to prepare learners for real-world language use as it allows to organize learning tasks in a more realistic way. Notably, the action-oriented approach is seen as more advanced than the communicative approach (Piccardo et al., 2019) and is predicted to influence language education for a long time to come. Therefore, in my talk, I intend to shed light on this language-learning approach as well as to offer a set of elements for devising and implementing action-oriented scenarios in practice. I will also share examples of scenarios that were practically tested in the context of higher education to provide learners with a more meaningful context of learning by doing. In addition, considering the sudden emergence and public availability of various AI-powered tools (e.g., chatbots powered by large language models) that have arguably enabled new ways to diversify and facilitate processes of foreign language learning, this talk will also include some ideas for integrating AI in action-oriented scenarios as an inevitable element of modern language learning that can contribute to the development of AI literacy in university students.

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About the speaker



Evelina Jaleniauskiene is Associate Professor at Kaunas University of Technology. She is a member of the research group on Language and Technologies at the Faculty of Social Sciences, Arts and Humanities. Her doctoral research focused on merging EFL teaching with the development of problem-solving skills in a university setting. Her current research interests lie in technology-enhanced language teaching, the action-oriented approach, project-based language learning, re-envisioning foreign language education and development of the 21st-century skills in higher education. Her latest research interests include the use of diversified multimodal learning artifacts and AI-powered tools in language education. Evelina Jaleniauskiene worked for the National Agency for Education in the process of modernizing the Lithuanian Language Education General Curriculum. She holds a certificate on conceptualizing, designing and assessing project-based language learning (PBLL) experiences from the National Foreign Language Center (the University of Hawaii at Manoa) and the Second Language Teaching and Research Center (the University of Utah). In addition, she actively works towards the promotion of the updated *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion volume* (Council of Europe, 2020). She has organized many international and national professional development events on designing PBLL and action-oriented language learning scenarios for university and K-12 language educators.

Empowering Educators: Cultivating Plurilingual Teacher Competences for Multilingual Higher Education

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Higher education institutions worldwide are becoming increasingly multilingual and culturally diverse. Today, both international and local students have rich plurilingual and pluricultural profiles acquired through various means, such as targeted learning, social media, personal interactions, mobility programs, and other aspects of globalized life. How can institutions take advantage of this rich potential? How can universities harness this diversity to enrich the learning experience within their classrooms? Do educators, particularly language teachers and those in other disciplines taught in multilingual settings, possess the necessary competences to leverage this diversity as a valuable educational resource? Are they actively nurturing students' plurilingual and pluricultural repertoires, and if not, should they be? How are linguistic and cultural needs of students addressed in HE courses that are provided in the official language of the country or in English, using a monolingual approach in a multilingual and multicultural classroom? In this contribution, I will search for the answers to these questions by, first, examining existing research on multilingual higher education classrooms, language policies, and strategies, with the aim of identifying possible solutions to the challenges faced by HE institutions. Subsequently, the importance of cultivating HE teachers' plurilingual competence will be discussed, drawing on empirical research from a study on language use in HE all over Europe and teacher awareness of plurilingual approaches. Finally, the outcomes of a two-year Erasmus+ project APATCHE, which aimed at adding plurilingual approaches to higher education teacher competencies, will be presented, introducing the developed descriptive scale of plurilingual teacher competences and an open online course, designed to cultivate plurilingual teacher competences, empowering educators to foster a culture of continuous learning and growth in multilingual higher education settings.

About the speaker



Nemira Mačianskienė is a full professor at the Institute of Foreign Languages at Vytautas Magnus University, Lithuania. Her research interests include language policy, multilingualism, plurilingual approaches, language education, teaching English as a foreign language, intercultural communication and learner strategies. She has taught courses in multilingualism in Europe, cross-cultural and intercultural communication, foreign language learning and teaching methodology, innovative language learning strategies, plurilingual approach in language teaching and learning. She has extensive experience in project management, content development and coordination and

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A Global Citizenship Approach to Virtual Exchange: Opportunities and Challenges

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Virtual Exchange (VE) refers to the numerous online learning initiatives and methodologies which engage learners in online collaborative learning and interaction with partners from different cultural backgrounds as part of their study programmes and under the guidance of educators.

Although VE has been employed in Foreign Language education for over 25 years, it has received much greater attention since the recent COVID-19 pandemic and many practitioners are exploring its potential to develop intercultural competence and global citizenship in their classrooms (Porto, 2018; Ramirez, 2019; Trapé, 2018). Global citizenship has itself become a key objective of international education at university level. Porto (2014) defines it as integrating “the pillar of intercultural communicative competence from foreign language education with the emphasis on civic action in the community from citizenship education” (p. 5).

In this presentation, I will use key publications from the literature to explore how VE can promote approaches to global citizenship education and I will endeavor to illustrate how VE based on Global citizenship differs to traditional approaches to telecollaborative learning. I will also reflect on the challenges educators face as we try to use this activity to deal with issues of diversity and inclusion and to establish equitable relationships with partners in the global south.

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About the speaker



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). Professor O'Dowd 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'.

Encounters of Cultural and Language Policies (The Case Study of Georgia)

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Georgia, as a multi-ethnic and consequently multilingual country, exhibits diverse demographic characteristics. According to the 2014 population census by the Georgian Statistical Service, 86.2% of the population comprises ethnic Georgians, while ethnic minorities constitute 13.14%. Among the minorities, Azerbaijani and Armenian populations constitute a significant portion (11%) with compact settlements across different regions, whereas 2% represent smaller ethnic groups with dispersed settlements (Department of Statistics of Georgia). Despite their dispersed settlement, about 96.5% of ethnic minorities are proficient in their mother tongue (Unified Official Language Program, 2021, p. 89), consequently indicating a high degree of ethnic identity and a lower risk of assimilation. However, proficiency in the official language, Georgian, is notably low, especially among compactly settled minorities (Study of Access to Quality Education of Ethnic Minorities, 2022, p. 55).

For a comprehensive integration of ethnic minorities within the titular society, approaches and strategies of cultural policy should be incorporated into the language policy. The presentation aims to explore how cultural policy strategies are incorporated into Georgia's language policy at various levels, using the EU model as a framework. The EU model encompasses Language in Education, Media and Broadcasting, Language Promotion and Preservation, Public Administration and Services, Language Planning and Legislation, Cultural Festivals and Events, Cultural Diplomacy, Support for Language Learning, Cultural and Linguistic Tourism, Digital and Media Platforms, and Intercultural Dialogue.

Various research methods, including qualitative research, surveys, questionnaires, interviews, analysis, and observation, working with sources were employed. The findings revealed the absence of an education strategy tailored to the specific needs of ethnic minorities in Georgia. In schools with submersion programs, despite active teaching strategies, the predominant culture is still emphasized over minority cultures. At the university level, the Georgian language preparatory program at TSU lacks a substantial focus on teaching culture. Additionally, the intercultural sensitivity of school teachers is reported to be low, and multicultural aspects are insufficiently incorporated into school textbooks. The elementary school multilingual teacher program inadequately addresses cultural elements and intercultural education approaches. Additionally, there is a shortage of training for both teachers and students concerning cultural competencies. In contrast, support for various events, including cultural festivals, is provided to a greater extent.

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About the speaker



Giuli Shabashvili, PhD, holds the position of Associate Professor at Ivane Javakhishvili Tbilisi State University in Sakartvelo. She teaches courses in sociolinguistics, academic writing, and sociocultural competencies. Dr Shabashvili has authored over 30 publications and contributed to the creation of 10 textbooks. She actively engages in Erasmus projects and has undertaken research initiatives at various institutions, including Jena University, Freiburg University, and Frankfurt Goethe University in Germany, as well as Elon University in the USA. Dr Shabashvili has also served as a visiting lecturer at the University of Tartu in Estonia, Leiden University in the Netherlands, and Freiburg University in Germany. Furthermore, Dr Shabashvili organizes the annual conference on Second Language Teaching/Acquisition in the Context of Multilingual Education (SeLTAME 2023). As editor-in-chief of a special issue of the *Journal of Global Sociolinguistics*, her research interests span sociolinguistics, language, and cultural policies, and include aspects of verbal semantics and pragmatics.

ABSTRACTS IN ENGLISH

Vietnamese teachers' perspectives on CLIL in primary schools – promoting lifelong learning and questioning over inclusive education and teachers' intercultural competence: A qualitative study

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Keywords: *CLIL, inclusive education, sustainable development, intercultural competence, Vietnam*

This article explores teachers' perspectives on CLIL in Vietnamese context by using a semi-structured interview with six teachers coming from two private primary schools in Hanoi, Vietnam. Findings point out both positive and negative points of CLIL in primary schools. Due to the fact that CLIL embraces culture as one of its 4Cs, it can help students to relate what they learn to the reality (i.e., meaningful learning). Hence, CLIL is a practical educational approach to facilitate students' deeper learning, which is the foundation of lifelong learning. CLIL also helps teachers to manage the tempo of the class as well as lower the anxiety of students by preparing them with enough language for the content. However, there is concern over the content to support students' pleasure of learning a foreign language. This poses a question of choosing and exploiting the content to make an inclusive CLIL classroom, which might need to be tailored to students' interest and strengths. Students can play the role as the co-structor or an active agent to create the theme and choose the content for a CLIL lesson. In addition, content and language teachers are required to have lifelong learning ability and intercultural communicative competence to collaborate with each other and apply CLIL effectively.

Biography

Tú Anh Hà is currently a doctoral researcher at Rovira i Virgili University, Spain, and is also pursuing her PhD at the University of Córdoba, Spain. She received two full scholarships from the European Commission to pursue two Master's Degrees in Education in Europe: a Master's in Teaching English as a Second language (2017) at University Rovira I Virgili, Spain, and the Erasmus Mundus Joint Master Degree in Play, Education, Toys and Languages (PETaL EMJMD), coordinated by the University of Córdoba (Spain). Her research interests include inclusive education, intercultural education, play and toys in early childhood education. She has published articles in high-quality journals, such as: *Culture and Education*, *Journal of Peace Education*, *Children Youth Services Review*, and *English Teaching: Practice and Critique*. E-mail: tuanh.ling@gmail.com or tuanh.ha@urv.cat

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Dr Gómez Parra's research areas include interculture, bilingual education, and early second language acquisition. She is the director of the Research Group HUM-1006 (Research in Bilingual and

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Hearing alternative voices: oppositions in environmental and anti-environmentalist discourse

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Keywords: *linguistic oppositions, environmentalist discourse, opposition triggers, ecolinguistics, contrastive language*

This study explores linguistic oppositions in environmentalist and anti-environmentalist discourse. Although linguistic oppositions are a ubiquitous phenomenon appearing in all types of texts, existing analyses have focused predominantly on literary and news texts (Jones, 2002; Jeffries, 2010; Davies, 2008, 2012a, 2012b). Our analysis aligns with the field of ecolinguistics, which addresses the influence of language use on human perception of the environment (Penz, 2022, Penz & Fill, 2022; Virdis, 2022). The following research question is formulated: how do opposition strategies differ between environmentalist and anti-environmentalist discourse and what specific strategies does each side employ to convey their message to the public?

The study analyzes oppositions in a manually compiled corpus of 60 articles (45,216 words), equally split between environmentalist and anti-environmentalist discourse, using an adapted opposition trigger model by Davies (2012b). The selected articles create a direct dialogue between environmentalist outlets and responses from *climaterealism.com*, a prominent anti-environmentalist website (Goldenberg, 2012; Levantesi & Corsi, 2020).

Employing both qualitative analytical and quantitative comparative methods, facilitated by Voyant Tools software (Sinclair & Rockwell, 2016), we identify 165 oppositions. Our findings reveal that oppositions are more prevalent in anti-environmentalist articles, with a preference for unconventional oppositions. Analysis of opposition triggers reveals that 35% of oppositions in anti-environmentalist articles are triggered by multiple or negated elements, as compared to just 10% in environmentalist texts. Transitional triggers (e.g., become, turn) are found to be more frequent in producing conventional opposites, while comparative triggers (e.g., more/less ... than) generate more unconventional opposites. Explicit and binarized triggers are least common in both environmentalist and anti-environmentalist discourses.

The identified patterns indicate that proponents of anti-environmentalism tend to use oppositions strategically, seeking to advance their rhetoric and reinforce their ideological views. The findings may have implications for understanding how language is used in shaping public opinion on environmental issues and for developing advocacy strategies used by decision makers.

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Biography

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Cultural Control and Translation: The Soviet Influence on Anglophone Works in Latvia

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Keywords: *Russification, Sovietisation, Soviet Latvia, literary translation, Anglophone literature*

During the Soviet era, Latvia's literary translation practices were heavily shaped by the political agenda of the Communist Party, which promoted the use of Russian as both a dominant cultural force and a key intermediary language. Despite translations from English often being performed directly from the original, Russian influence permeated every level of the translation process, shaping the presentation of Anglophone literature to align with Soviet ideological goals. Drawing on the theoretical frameworks of Soviet postcolonial studies (Annus, 2019), Genette's theory of paratexts (Genette, 1997), and Gramsci's concept of cultural hegemony (Gramsci, 1971), this talk will explore how Russification, and by extension Sovietisation, was strategically enforced in Latvia through literary translations. Based on findings from archival sources, Soviet-era periodicals, and the paratexts of Latvian editions of Anglophone authors, this presentation aims to uncover the mechanisms behind this cultural manipulation, offering insights into how Soviet ideology infiltrated translation practices.

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Biography

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Connecting Minds Across Borders: The Case of Collaborative Virtual Exchanges Run by Four World Universities

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Keywords: *virtual exchange, telecollaboration project, pros and cons, competences*

The integration of Virtual Exchange (VE) in higher education has recently experienced a revival (O'Dowd & Vinagre, 2024), engaging a significant number of students in "sustained online collaborative learning and interaction with partners from different cultural backgrounds" (O'Dowd, 2024). This initiative not only brings together students but also fosters collaboration among universities and teaching staff to achieve shared learning outcomes. By structuring meaningful, outcome-oriented activities, designing effective tasks, and providing support for participants, VE creates networks that enhance the educational process. International VE learning experiences can help students to develop language proficiency and intercultural competence as they interact with members of the target culture in real global contexts.

Previous research (O'Dowd & Waire, 2009; O'Dowd, 2013, 2016; Garcés & O'Dowd, 2020; Luo & Young, 2018; Berti, 2020; O'Dowd & Vinagre, 2024) highlights the potential benefits of telecollaboration in fostering students' professional, interpersonal, and strategic competences. This paper, likewise, examines the strengths and challenges of a 10-week telecollaboration project as a form of VE. This project, regularly updated and refined, was implemented over a three-year period (2021–2023) by Vilnius University (VU, Lithuania), the University of Latvia (UL, Latvia), Los Lagos University (ULAGOS, Chile), and the University of Austral (UACH, Chile).

Two asynchronous models of VE were employed, depending on student availability: VU, UL, and ULAGOS integrated VE into the subject syllabus, while UACH opted for a stand-alone telecollaboration project. The study's methodological approach is based on participants' reflective reports, specifically semi-structured intercultural journals completed over the course of the project. In total, the project engaged 135 participants among four universities. This paper reviews each university's students' reflections on perception of the telecollaboration experience and their personal development within the online learning community, the challenges they faced, and the satisfaction derived from interacting with international partners. The analysis highlights the development of various competences, including linguistic, intercultural, digital, organizational, and time-management skills, which VE effectively nurtures, thus distinguishing graduates in a competitive labor market.

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Biography

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Offside or On-Pitch? The Prosody of Sports Announcer Talk

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Keywords: *prosody, paralinguage, sociophonetics, sports commentary, cross-linguistic variation*

While the mass digitalisation of content has had a significant impact on consumers' habits thus drawing them away from traditional media, televised sports events seem to be less affected by this change. The idea of a live broadcast, unscripted and unpredictable, is among the most important factors preventing viewers from migrating to other platforms (Faribault County Register, 2023; Shaw, 2023; McCaskill, 2024). Sports, since as early as the first half of the 20th century, have been narrated in-real-time by commentators, now an integral figure during any match. Previous studies (see Trouvain and Barry, 2000 for horse racing, Müller, 2007, Kern, 2010, Humpolík, 2014, and Mathieson, 2016 for football) suggest that prosody, understood in the Firthian tradition, is a key component in delivering an engaging depiction of the ongoing activities. The description of paralinguistic features, especially their sociophonetic functions is mainly limited to tonetic approach or introspective generalisations. The present study therefore implements the interactional theoretical framework (Couper-Kuhlen and Selting, 2004, p. 21) to explore the prosodic variation in football commentary during the most emotionally intense stage of the game, that is, the goal. To achieve this aim, the following objectives are set: 1) to determine which analysed prosodic features are the most susceptible to variation; 2) to analyse how the identified prosodic features manifest across the investigated samples, namely English, Lithuanian, Spanish, and Turkish. The data set consists of commentaries on the goals scored during the final game between Spain and England, 2024 UEFA European Football Championship delivered in several languages from different broadcasters. Preliminary results achieved using acoustic analysis methods show a marked contrast amongst the analysed languages in terms of variation in fundamental frequency, speech rate, and extension of the nuclei during the two analysed stages of the goal.

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Biography

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Language Policy and Framework for Plurilingual and Intercultural Development in the Arqus European University Alliance

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Keywords: *Language Policy, European Higher Education, Higher Education Space, Plurilingualism, Interculturalism*

The close cooperation between universities at the European level highlights the importance of language and culture. While a source of pride, Europe's rich linguistic and cultural diversity can also create communication barriers. A key challenge for European higher education alliances is to define the role of language(s) and culture(s) in educational and administrative processes. Establishing a common European educational space requires a higher education-specific language policy, yet few alliances have developed such policies (Kriaučiūnienė & Šlikaitė, 2022). The Plurilingual and Intercultural Hub has addressed this gap by formulating an alliance-wide language policy and implementing related measures (Bärenfänger et al., 2022). This presentation will outline the steps taken in the process of formulating the **Arqus Language Policy** (Arqus European University Alliance, n.d.) and the **Arqus Framework for plurilingual and intercultural development**.

The Arqus Language Policy serves as a guideline for alliance members to develop a clear vision of language in higher education as well as a joint reflection and agreement on the role of multilingual communication in society. Five thematic areas essential to language policies in higher education were identified and questions were developed to gather information from partner universities. Based on this policy, specific measures were created and compiled in the Framework for Plurilingual and Intercultural Development. This jointly developed Framework aims to map, assess, promote and harness the plurilingual and intercultural competences of staff and students through needs analysis (Klinge & Gődke, 2022), joint programme design, innovative language teaching methods and shared accreditation practices.

In addition, the presentation will cover other activities of the Hub, including the **Handbook on Recognition of Plurilingual and Intercultural Competence**, the **Agreement for the Automatic Recognition of Language Certificates and Language Competence** and the **Multilingualism Module and Certificate**. These efforts collectively aim to harness the plurilingual potential of partner universities and strengthen European higher education through collaborative language policies and initiatives.

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Biography

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Stereotype in teaching Polish as a second language: the image of the Polish and the foreigners based on the analysis of the textbook *Językowa podróż po Polsce. Podręcznik do nauki języka polskiego jako obcego dla dzieci i młodzieży rozpoczynających naukę w polskiej szkole (wiek 11 – 15 lat)* (2019)

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Keywords: *stereotype, Polish as a second language, teaching materials, valuation, textbooks*

Foreign language courses, apart from training linguistic skills, do not omit certain issues of axiological education (see: Żuk, 2016, pp. 185–186) and often transmit stereotypes of particular nations. It is worth to examine educational materials aimed especially at children and adolescents whose axiological system is still shaping. A number of publications on various aspects of stereotype (e.g. its presence and relevance) in teaching Polish as a second language has appeared (e.g., Piekot & Żurek, 2008; Brzezowska, 2014; Rybka & Wrześniewska-Pietrzak, 2021).

The presentation focuses on the notion of stereotype understood broadly (based of the concepts from e.g., Bartmiński & Panasiuk, 1993; Piętkowa, 2007; Brzezowska, 2014) as the image of a certain fragment of reality fixed in the consciousness of a given social group. The textual layer of *Językowa podróż po Polsce...* (Szostak-Król, 2019), a handbook dedicated to the young foreigners (prior to the start of formal education in Poland) (Młynarczuk-Sokołowska & Szostak-Król, 2019, p. 7) available for free on the website of the Office for Foreigners, was analysed with contextual references to graphic material.

The aim was to characterise the autostereotype of Poles conveyed in the publication and heterostereotypes of other nations, including their valuation. The following research questions were posed: What is the image of the Poles and the foreigners? What aspects of Poland and the Poles (family, gender, professions, history, tradition, etc.) are portrayed? How are these aspects valued?

The analysis shows that the Poles are presented rather positively: as intelligent, not ugly, employed, no reference to stereotypical national vices appears. Polish holidays, traditions and legends are mentioned, the 2+1 and the 2+3 family models appear, as for work-related lexis, feminatives are selectively introduced. In conclusion, the images of both Poles and foreigners are rather positive and the autostereotypes, though discernible, do not fully reflect the extra-linguistic reality.

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Biography

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Soviet imperialism in Cuba and Eastern Europe and the postcolonial interpretation of history in 21st-century novels: a comparative analysis of *The Man Who Loved Dogs* by Leonardo Padura and *The Museum of Abandoned Secrets* by Oksana Zabuzhko

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Keywords: *Comparative Literature, Post-Soviet Literature, remembrance, reconstruction of identity*

Eastern European and Cuban post-Soviet literature, according to many researchers (e.g., Rewakowicz, 2004; Buckwalter-Arias, 2005; Spivak et al., 2006; Alburquerque, 2011; Heinrich, 2015; Huigen & Kolodziejczyk, 2023), can be employed as a space for the reconstruction of identity and the post-imperialist reinterpretation of history.

In this paper, I will conduct a parallel analysis of two historical novels: *The Man Who Loved Dogs* by the Cuban writer Leonardo Padura, and *The Museum of Abandoned Secrets* by the Ukrainian author Oksana Zabuzhko. The narratives span nearly a century of history, touching on themes such as censorship, intellectual persecution, contamination of historical truth, suppression of identity and freedom, and the value of remembrance.

The primary purpose of my research is to identify the main topics of the post-Soviet literature in Eastern Europe and in Cuba and their application in the current historical and political context, with a focus on the recovery of historical memory and the reaffirmation of identity. More specifically, I will investigate the narrative strategies through which these topics are presented in the selected novels, by conducting a qualitative comparative analysis.

Prior research on Zabuzhko's narrative has been conducted by Blacker (2010), Paoli (2015), Kazanova (2022), and Butska (2023). Respectively, the main references for the analysis of Padura's novels are De la Campa (2014), Casamayor (2015), and Garcia (2022).

Special attention will be given to the narrators' voices in the novels and to their different perspectives on past and present events, particularly those that have been silenced or denied, as well as to their interpretation of history.

Finally, my research aims to reflect on the role that literature can play as a vehicle for democratic values, as well as a means of denouncing human rights violations, promoting peace and offering a space for the expression of identity and for remembrance.

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Biography

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Implicit Language Acquisition and Intergenerational Shifts in New Zealand English: A Case Study of Te Reo Māori Loanwords

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Keywords: *implicit language acquisition, loanwords, te reo Māori, New Zealand English*

This study investigates the phenomenon of implicit language acquisition in the context of New Zealand English (NZE) speakers' exposure to the Māori language, focusing on phonological and lexical knowledge across generations (Panther et al., 2024). The research examines this issue within the broader framework of te reo Māori revitalization since the 1970s, examining the differing levels of language exposure and access to resources present in the daily lives of different generations (Benton, 2015; Calude, Miller, & Pagel, 2020). Through qualitative interviews with sixteen participants from four generations—Baby Boomers, Gen X, Millennials, and Gen Z—the study aims to examine how factors such as education, media, and social interactions influence the implicit acquisition of Māori loanwords, both in frequency of use and accuracy of pronunciation.

Preliminary findings reveal that younger generations, particularly Gen Z, demonstrate a more diverse use of Māori loanwords and exhibit more authentic pronunciation compared to older generations, who tend to prefer anglicised forms. This generational variation reflects the shifting sociolinguistic environment in New Zealand, where younger speakers benefit from both implicit exposure and explicit instruction in te reo Māori. Additionally, participants' educational backgrounds and professional contexts, particularly in educational or governmental roles, are key factors influencing the adoption of Māori pronunciation across all generations.

The findings highlight the broader implications of implicit language acquisition in multilingual contexts, suggesting that passive exposure to minority or second languages can significantly shape linguistic knowledge and usage. This has potential applications for language preservation efforts worldwide, where implicit learning can be leveraged to foster bilingualism and enhance cultural integration through media, education, and social interaction.

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Biography

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Challenges posed by the development of studies in English in a non-English speaking environment and how they can be overcome

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Keywords: *English-medium instruction, bilingual university, cross-cultural communication, organizational culture, culture development*

In today's globalized world, the deepening and development of international collaboration becomes a necessity. At the same time, competition encourages universities to introduce more and more study programs in English, which enables them to attract not only local students, but also students from other countries. In most of Europe, and in many other countries, universities offer studies in English, a practice commonly referred to as English-Medium Instruction (EMI). English-medium university courses are widespread globally and have tripled in Europe over the past decade, driven by the growing significance of English as a lingua franca (Smit, Dafouz, 2013). The growing number of international students also means increasing cultural diversity in higher education institutions.

Although much attention is paid to researching the experiences of international students and the problems they face, research is usually conducted in universities where both local and international students study the same language and operate in the same linguistic and cultural environment. Additionally, students' adaptation and related problems often become the object of research. It is important to acknowledge that research on the implementation of English-language programs in universities where English is not the primary language has gained attention only recently. Researchers have primarily focused on the use of English by both teachers and students, as well as the challenges it entails. Meanwhile, the challenges arising for the organization and organizational culture due to increasing multiculturalism have not received sufficient attention. To address this gap, we sought to answer the following question: What are the key tasks for the successful development of academic programs and the creation of an inclusive culture by the administration, and what challenges do they encounter?

Higher education institutions implementing studies in English face unique problems caused by the situation when the institution has to coordinate the organization and execution of the teaching environment and the teaching process both in the state language and in English. The study of such experiences typically involves examining three perspectives: those of students, teachers, and administrative staff (Aintzane D. et al., 2013). Our research emphasized the perspective of administration. The method of in-depth interviews with representatives of the administration of several Lithuanian universities and their departments offering study programs in English was chosen for the research.

Increasing presence of English-medium instruction in universities where English is not the native language creates specific challenges related to language and the clash of cultures (Aintzane D. et al., 2013; Li, 2016; Vazquez & Gaustad, 2013, etc.) and fosters the creation of an organizational culture that embraces high cultural sensitivity and bilingualism, where English lacks the deep-rooted presence of the local language. Establishing and maintaining such a culture is a complex and delicate matter. Although a bilingual university is more expensive than a monolingual one (Purser, 2010), the challenges of establishing this organizational culture remain significant.

Research indicates that the development of the organizational culture of higher education institutions, partly due to its conservatism on the one hand and contemporary cultural integration on the other, faces challenges caused by threefold factors: objective (or external), subjective (or internal to the organization), and arising from the interests of international students. While overcoming the aforementioned challenges is dominated by attention to the elements of visible culture, the invisible part of culture does not receive sufficient attention.

In order to achieve organizational goals, higher education institutions should create a mechanism of cultural self-regulation to overcome the challenges of organizational development, enabling the involvement of foreigners and the development of organizational culture by exploiting the potential of multiculturalism.

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Biography

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Unlocking success in pre-service teacher education: Views from future educators, mentors, and supervisors

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Keywords: *teacher education, professional development, pre-service teacher education, practicum, mentorship*

Practicum sessions are a significant aspect of the pre-service teacher education program, as they provide prospective teachers with valuable opportunities to develop the competencies needed for their future teaching careers. Previous research has predominantly focused either on the perceptions of candidate teachers or on those of mentors (Mayhall, 2023; Ranjbari et al., 2020; Şener & Umutlu, 2024). However, previous studies have overlooked the gap between the competency expectations of teacher candidates, mentors, and even supervisors, and those set of the Ministry of National Education (MoNE).

This paper intends to explore the perceptions of 12 student-teachers in the English language teaching (ELT) department, along with their mentors and supervisors regarding the preparedness of candidate teachers, their teaching mindsets, the effectiveness of the teacher education program through their practicum experience, and their awareness of the expectations of MoNE. Data were collected from semi-structured interviews following the Q Method, which combines qualitative and quantitative approaches (Li, 2022; Morea & Ghanbar, 2024). The semi-structured interview questions and statements for the Q method were derived from the assessment and evaluation criteria of the MoNE for candidate teachers. The interviews will be administered as a stimulated recall immediately after the participants ranked the Q statements into the Q Grid so that the participants' views and perceptions could be analyzed in detail. The study's results are expected to contribute to preservice teacher education and the effective implementation of practicum programs.

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Biography

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Fostering disciplinary literacy through cognitive discourse functions in the curricula of secondary education

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Keywords: *Disciplinary literacy, Cognitive Discourse Functions, Secondary Education, Curriculum, Disciplines*

Disciplinary literacy is generally understood as reading, reasoning, researching, speaking, and writing competencies required for the acquisition and construction of knowledge within a particular academic discipline (McConachie & Petrosky, 2009). Despite its importance, the correlation between academic language usage and disciplinary knowledge remains an underexplored area within scholarly research. Many scholars (Coyle & Meyer, 2021; Uribe & Prediger, 2021; Dalton-Puffer et al., 2024) argue that it is essential to cultivate students' competence to use academic language patterns in various disciplines, thus, aiming for a better knowledge construction in a particular discipline. The present study employs the Cognitive Discourse Functions (CDFs) proposed by Dalton-Puffer (2013) to analyse the learning of disciplinary content from the perspective of the recurrent linguistic patterns used to express cognitive processes. The research is centred around the question whether Lithuania's national secondary education curricula draw teachers' attention to the need to build their students' academic language or disciplinary literacies as an essential parallel process accompanying content learning. The results indicate that different elements of disciplinary literacy are present in the curricula of the disciplines under analysis (Chemistry, Mathematics, History, Lithuanian as a mother tongue, English as a foreign language), but are expressed very differently, with frequencies ranging from very low to very high mentions.

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Biography

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The Word “Tooth” in Expressive Connections (a View on Use in Journal Texts)

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Keywords: *linguistics, expressive function, stylistics, ethnolinguistic approach, tooth*

The study focuses on identifying the expressive connections containing the word ‘tooth’ or ‘teeth’ in a selected Slovak daily journal SME. The goal is to point out the linguistic forms and expressive function in journalism (established connections, phraseology, or other stylistic features, e.g., proverbs, sayings, metaphorical and metonymic images, etc.). We reveal the semantic structure of the word ‘tooth’ in somatic phrasemes based on conceptual profiles applying the ethnolinguistic approach by Wierzbicka (1985, 1996), Bartmiński (2010) and Vaňková & Vitkovskaya (2014). Our aim is to identify the cognitive structure of the word; and to compare the expressive potential of the word in the specific, thematically defined context of the war in Ukraine. We adopt the methods of corpus linguistics and pragmatic stylistics, connected with text data. We use data from the corpus of SME daily journal composed of texts from the period January 2022 to May 2023, created at the Slovak Academy of Sciences in Bratislava at the request of the authors of the article.

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Biography

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Teaching of Cultural Studies. She gained experience while participating in many international projects (with e.g. Université Rennes 2, France, Jagiellonian University in Krakow, Poland, University of L'Aquila, Italy, etc.) In 2019-2022, she led the Erasmus+ project 611357-EPP-1-2019-1-SKEPPJMO-MODULE *Jean Monnet Module: Cultural Transfer in the United Europe: differences, challenges and perspectives (CULTUrE)*, aimed at introducing new courses, organizing scientific events that develop the possibilities of cultural transfer in the EU. E-mail: jana.pecnikova@umb.sk

The derivational relationship between material borrowings in contemporary Lithuanian: The case of nouns ending in *-acija*

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Keywords: *derivational relationship, material borrowing, hybrid verb, contemporary Lithuanian*

A growing interest in the interplay between word formation and borrowing has emerged in Lithuanian linguistics over the last few years (Stundžia & Inčiuraitė-Noreikienė, 2023; Vaskelienė, 2022; Stundžia & Inčiuraitė-Noreikienė, 2022; and Inčiuraitė-Noreikienė, 2022). Urbutis (1978, p. 125; 2009, p. 149; DLKG, 2006, p. 99) was one of the first scholars to identify the derivational relationship between nouns suffixed with *-acij-a* and their corresponding base verbs, e.g., *agit-acij-a* 'agitation' ← *agit-uo-ti* 'to agitate'. However, not all scholars approach these borrowings in the same way.

Employing the principles of synchronic word formation analysis, the study aims to explore the potential establishment of derivational relationships among suffixed material borrowings ending in *-acij-a* in contemporary Lithuanian. The following research question is raised: How do derivational relationships manifest among material borrowings ending in *-acij-a* in contemporary Lithuanian? The investigation draws upon data sourced from the Dictionary of Internationalisms (Kinderys 2001).

Preliminary data suggest that material borrowings ending in *-acij-a* can be categorized into four groups based on word formation characteristics: suffixed material borrowings (77%), e.g., *deleg-acij-a* 'delegation' ← *deleg-uo-ti* 'to delegate'; simplex material borrowings (17%), e.g., *damnifikacij-a* 'damnification'; compound material borrowings (4%), e.g., *aeronavigacija* 'aeronavigation' ← *aero* + *navigacija* 'navigation'; and prefixed material borrowings (2%), e.g., *ko-edukacija* 'coeducation' ← *ko* + *edukacija* 'education'. Most material borrowings ending in *-acij-a* are integrated into the word formation system of contemporary Lithuanian, and the majority are formed as suffixed derivatives. Suffixed material borrowings predominantly derive from hybrid verbs suffixed with *-uo-ti*, while borrowings originating from nouns or verbs with the suffix *-in-ti* are rare.

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This project has received funding from the Research Council of Lithuania (LMTLT), agreement No P-PD-24-022.

Biography

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Posthumanism and Literature: A Brief Theoretical Approach

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Keywords: *posthuman, posthumanism, literature, hybridity, culture*

The paper explores the convergence of posthumanist theory and literature, presenting a brief overview of how posthumanism impacts contemporary literary studies. Posthumanism challenges the anthropocentric foundations of humanism by questioning the boundaries traditionally drawn between human and non-human, organic and inorganic, and nature and technology. This theoretical framework rethinks human identity in an age marked by rapid technological advancements, environmental crises, and shifting understandings of agency and consciousness.

Literature serves as a fertile ground for posthumanist exploration, offering imaginative spaces where these boundaries can be contested, reconfigured, or dissolved altogether. Through narratives that feature cyborgs, artificial intelligence, hybrid beings, and altered ecosystems, literature engages deeply with posthumanist themes, enabling readers to interrogate what it means to be human in a world increasingly defined by its entanglement with non-human entities.

The presentation provides a brief overview of key posthumanist theorists, including Donna Haraway, Rosi Braidotti, and Cary Wolfe, whose work critically engages with the dissolution of the humanist subject. Haraway's "Cyborg Manifesto," for example, dismantles the binaries of human/machine and nature/culture, proposing instead the figure of the cyborg as emblematic of posthumanist fluidity. Braidotti's posthuman subjectivity, meanwhile, reimagines identity as a dynamic, interconnected process rather than a fixed, autonomous self. Wolfe's contributions to animal studies further expand the posthumanist discourse by decentering the human in favour of a more inclusive ethics that accounts for non-human life.

The present paper illustrates how posthumanism reshapes literary interpretation by applying these theoretical perspectives to literary texts. Whether through speculative fiction, eco-literature, or narratives of embodiment, literature becomes a site where posthumanist questions of ethics, identity, and agency are vividly articulated. Ultimately, this presentation aims to demonstrate how posthumanism broadens the scope of literary analysis, allowing for new ways of understanding the evolving relationship between humans and the world they inhabit.

The present paper will illustrate how posthumanism reshapes literary interpretation by applying these theoretical perspectives to literary texts. Whether through speculative fiction, eco-literature, or narratives of embodiment, literature becomes a space where posthumanist questions of ethics, identity, and agency are vividly articulated. Ultimately, this presentation aims to demonstrate how posthumanism broadens the scope of literary analysis, enabling new ways of understanding the evolving relationship between humans and the world they inhabit.

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Biography

Ovidiu Ivancu is currently an Assist. Professor, Dr at the Institute of Foreign Languages, Faculty of Philology, Vilnius University. He is a PhD holder at the University of Alba Iulia, Romania, the Faculty of History and Philology. His thesis, titled *Cultural Identity and Collective Romanian Mentality in Post-Communism: Images, Myths, Perceptions, Repositions*, was published in 2013. Between 2009-2013 he served as a Visiting Lecturer at Delhi University, New Delhi, India, where he taught Romanian Language and Literature. From 2017 to 2018, he was a Visiting Lecturer at the State University of Comrat in the Republic of Moldova.

Currently, he teaches Romanian Language and Culture and English for Academic Purposes and Research at Vilnius University, Lithuania. He has published numerous articles on the Romanian imaginary and collective mentality as well as articles in different collective volumes accessible in Central and Eastern European Online Library. Ovidiu Ivancu's scientific interests include imagology, the theory of mentalities, literary theory, literary criticism, and history of literature.

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Croatian prepositions - from use to database

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Keywords: *Croatian language, prepositions, database, semantic description, syntactic description*

Prepositions are independent words that connect other words and create larger units. Their function can vary from contexts in which they preserve semantic and syntactic features to those in constructions in which they have only grammatical meaning and their semantics has faded (Katunar, 2021). The project *Croatian prepositions in use - Semantic and Syntactic Analysis (HRPA)*, funded by the Croatian Science Foundation and NextGenerationEU, was initiated with the main goal of building a publicly accessible database with easily searchable structures that contain prepositions. Such a database for Croatian does not exist.

The idea is to describe prepositions applying a uniform methodology so prepositions with all their semantic and syntactic features will be described in one place and in the same way. At this point, the list of morphological marks and semantic features of the governing and complement words is compiled. 36 semantic categories of prepositional meanings are singled out, and spatial and temporal meanings are subdivided into sub-categories. Based on the collected domain knowledge and data specification, a relational database is being designed, as well as a graphical user interface application through which the data will be entered.

In addition, a separate public application will be designed and released at the end of the project, that will provide a user interface for data filtering, presenting and exporting the search results. The data will be searchable by various categories (e.g. by the meaning of the governing word, by the meaning of the preposition, etc.). The goal of this presentation is to introduce the first steps in building the database, as well as some challenges encountered so far, such as classifying different types of multi-word units and designing and storing a data structure that correctly describes all observed cases, while ensuring data is easily searchable and exportable by the end users.

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Biography

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Vedran Juričić is an Associate Professor at the Department of Information and Communication Sciences, Faculty of Humanities and Social Sciences, Croatia. He was born in 1982 in Virovitica. In 2000, he enrolled in the study of computer science at the Faculty of Electrical Engineering and Computing in Zagreb, where he graduated in 2005. Until 2007, he worked at Siemens d.d. in Program and System Engineering. In August 2012, he defended his doctoral dissertation at the Department of Information Sciences, Faculty of Humanities and Social Sciences. In October 2012, he joined the Department of Information and Communication Sciences. In May 2021, he was elected as a senior research associate. Research interests: plagiarism detection, databases, IT in education, blockchain. E-mail: vjuricic@ffzg.hr

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Welcoming Refugees' and Immigrant Children to Polish Schools

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Keywords: *inclusive school, immigrant and refugee pupils, curriculum, classes, Polish schools, pedagogy*

Many countries are experiencing the challenges and difficulties associated with the arrival of large numbers of foreign students in (public) schools and are trying to create and continually review solutions that build a welcoming and developmental environment for all students. This multidimensional problem has been extensively analysed in the literature of countries undergoing similar processes (Akar, 2015; Banks, Suárez-Orozco & Ben-Perez, 2016; Guo-Brennan & Guo-Brennan, 2019; Guo, 2012; Crawford, Mann & Arar, 2024, Schleicher, 2015).

This issue has recently been experienced by Polish schools. The context for the presentation is provided by the political and economic situation in Poland, which has welcomed large numbers of refugees from Ukraine since the escalation of the war in Ukraine. The majority of these refugees plan to stay in Poland for the time being due to ongoing instability and concerns for their safety and security in Ukraine. Poland hosts one of the largest populations of school-aged refugees and youth from Ukraine, making their inclusion in the national education system a priority.

The Polish Education sector has focused on providing access to formal and non-formal education to support government's March Act of 2022, which has been revised to adapt the Polish education system to the needs of Ukrainian children.

This presentation aims to share good practices of Polish schools in welcoming refugee and immigrant children, including offering them extra classes and a variety of educational and cultural projects and events, with a focus on an example from a primary school in Wrocław.

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Biography

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For over 15 years, she has been involved in research, teaching, educational and cultural projects. She has implemented a number of research grants and educational projects devoted to outdoor and adventure education, intercultural education, childhood studies, and alternative education. E-mail: agnieszka.jani@uwr.edu.pl

History of Translation Education in Lithuania and Its Newest Trends

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Keywords: *translation history, translation education, translators, learning, Lithuania*

The aim of this study is to present an overview of the history of translation education in Lithuania and to reveal its newest trends. The study examines the history of translation education and emphasises its notable features. It focuses on the prevalent characteristics of translation education during three main historical phases of Lithuanian translation history. Also, the potential of AI in translation education is explored, offering a critical perspective on how AI affects the translation process and its education today.

The research question is: What is the history of translation education in Lithuania, and what are its newest trends? The research method is a historical overview.

Data processing methods include analysis and synthesis (Sandhiya, 2016; Tidikis, 2003). The results reveal that the science and education of translation underwent changes after The Second World War. The current state of translation education varies by country. Lithuania's efforts to develop a translation theory began during the interwar period (Leonavičienė, 2018; Malažinskaitė, 2015). However, the Soviet occupation halted most of its progress (Leonavičienė, 2018). When Lithuania regained independence, translations of works by Western authors were free of propaganda, sparking new interest in translating works by Western authors (Šalčiūtė-Čivilienė, 2011). Subsequently, translation study programmes at universities were designed and expanded over time.

This literature review study is part of the ongoing research project "ICT in Education: Applications in Natural, Social and Health Sciences" (MIS: 5162213), co-financed by Greece and the European Union (European Social Fund- ESF) through the Operational Programme "Human Resources Development, Education and Lifelong Learning 2014-2020".

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Biography

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Use of Kialo Tool in Academic Debates for University Students

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Keywords: *Kialo, academic debates, critical thinking, international business*

Kialo is a platform created for class discussions or debates which encourages students' participation and helps to provide solid arguments (<https://www.kialo-edu.com>). The emergence of new technologies as part of educational tools might facilitate a teacher's role and improve student involvement in academic discussions or debates, which sometimes seem to be a daunting issue due to a lack of previous experience in academic debates. This is part of the "Entrepreneurship Competencies" module taught at Vilnius University Business School. This study aims at analyzing the impact of the online platform *Kialo* in facilitating first-year students' involvement in academic discussions and enhancing their reading, writing and critical thinking skills (Nandi et al. 2009).

The first year international business students were given a questionnaire consisting of 12 questions about the necessity and usefulness of implementing the *Kialo* online tool during academic discussion classes. The results revealed that more than 90% of students considered the use of *Kialo* tool to be very useful during academic debate classes at the university, improving their academic debating skills, critical thinking, reading and writing skills. Some of the respondents claimed that using the *Kialo* platform also improved their organizational, time management, and computer literacy skills. The *Kialo* tool proves to be useful during academic debate classes because it improves linguistic, computer-literacy, creative and critical skills and helps to encourage students' self-confidence in providing their opinion on various business related topics (Xie et al. 2006).

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Biography

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The role of French as a foreign language in the Georgian educational system - interdependence of didactic and sociolinguistic aspects.

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Keywords: *French as foreign language, didactics, sociolinguistics aspects, role of language, language teaching practices, language policy*

The teaching of French in Georgia should be analyzed in the context of Georgian language policy, which can be envisioned from a global bipartite perspective: up until the 1990s, the period preceding the transition to the Common European Framework of Reference for Languages (CEFR), and the recent situation marked by the harmonization and adaptation of foreign language teaching to pan-European trends (cf. Coste, 2006; Labadze, Tukhashvili, 2013).

The analysis of French teaching practices in Georgia reveals a complex system evolving from individual contact to the establishment of a structured educational model. The dynamics of this system should be studied not only through didactic factors but also sociolinguistic ones (Ricento, 2000). The sociolinguistic approach allows for the analysis of the role of the French language in Georgian society, aiming to assess its impact on the evolution of educational systems and teaching practices (Giorgobiani, 2004). The position of French in Georgia must be analyzed through the lens of language policies that have managed the coexistence of the languages and cultures present in the national territory. It is through interaction with these languages and cultures that French has made its place. Its introduction in Georgia was influenced by political, economic, and cultural interests. In the absence of an organized framework, it is difficult to document the initial stages of its dissemination (Gomarteli, 1967). The position of French in Georgia must be analyzed through the lens of language policies that have managed the coexistence of the languages and cultures present in the national territory. It is through interaction with these languages and cultures that French has established its place. Its introduction in Georgia was influenced by political, economic, and cultural interests. In the absence of an organized framework, it is difficult to document the initial stages of its dissemination (Gomarteli, 1967). It is evident that French has enjoyed particular prestige from the very first exchanges. Subsequently, its status evolved in the collective imagination of the people based on the sociopolitical influences and the sociocultural stereotypes they convey (Tabagua, 1996). Due to the role it plays in intercultural exchanges, French is perceived as an undeniable cultural mediator encompassing various sectors and forms of communication (Abdallah-Pretceille, 1998). The evolution of its role and its status in today's society, influenced by linguistic and extralinguistic factors, reveals an interdependence between socio-economic and cultural extralinguistic elements and the organization and dynamics of French language teaching in Georgia (Cooper, 1989). The dominance of English is one of these factors (Calvet, 1987).

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Biography

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'Can we do it next year?' Exploring the effectiveness of the flipped classroom method in the EFL classroom

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Keywords: *Flipped classroom, EFL teaching and learning, classroom activities, learning performance*

The flipped classroom (FC) method involves an inversion of the traditional teaching approach, whereby activities that traditionally occur within the classroom now take place outside the classroom, and vice versa. Students prepare content in advance, transforming the classroom into a space for dialectical reflection and practical application of the topics they study (Ponce, Oliva & Claudio, 2022). Most studies conducted to date focus on the use and efficacy of the FC method in university settings, yet less attention has been given to language teaching and learning at the school level or the potential drawbacks of this method (see Ponce, Oliva, & Claudio, 2022; Fischer & Yang, 2022; Almassri & Zaharudin, 2023; Prieto et al., 2021; Firas et al., 2021).

This experimental study aimed to explore how the FC approach affected EFL learning performance in the 6th grade students. A 16-week, semester-long flipped approach with pre-class materials and in-class interactive activities was implemented in two groups - experimental and control – of EFL learner at a public general education school in Vilnius, Lithuania.

The study found that the experimental FC group obtained significantly higher marks on five out of nine topics covered throughout the semester and, importantly, on the final mark for the marking period. In addition, the FC group employed notably more sophisticated vocabulary and sentence structures as well as made fewer grammar mistakes. Lastly, the FC group exhibited greater engagement, exploration, explanation, elaboration and evaluation, the five phases that align with the constructivist flipped classroom approach. The FC experience is well captured by the words of one student, who stated: 'I liked it! Can we do it next year?'

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Biography

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Action-oriented approach-based language teaching curricula to foster students' critical thinking: students' viewpoints

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Keywords: *action-oriented approach, critical thinking, language teaching, students, university*

The process of teaching and learning foreign languages at universities is considered conducive to fostering students' critical thinking (CT), particularly when the syllabus is designed using the latest and most innovative methodologies, such as the action-oriented approach (AoA). According to B. North and E. Piccardo (2019), the AoA situates language learning within a social context where learners engage in real-life, action-based tasks. This method encourages learners to employ a range of competencies, including not only communicative language skills (linguistic, sociolinguistic, and pragmatic) but also broader general competencies (CEFR Companion Volume, 2018, 2020).

The suitability of the AoA for developing students' CT skills, along with the expanded framework outlined in the updated CEFR Companion Volume (2018, 2020), prompted syllabus changes at Vilnius University in 2019, leading to the revision of all ESP (English for Specific Purposes) courses.

The presentation aims to describe the newly developed AoA-based and real-life scenario-based syllabus *English for Academic Purposes and Research* at Vilnius University. It concludes that the AoA-based syllabus offers valuable opportunities for enhancing students' CT skills. Overall, students' feedback on the *English for Academic Purposes and Research* course was positive, suggesting that the implementation of the AoA not only effectively develops students' English language abilities but also successfully fosters their CT skills.

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she has delivered courses to Ph.D., Master's, and Bachelor's level students, including *English for Academic purposes and Research, Culture and Multilingualism, Text design and Presentation, English Language Didactics*, and others.

She is an Executive Board member and Vice-President of the European Language Council CEL/ELC, a member of the CEL/ELC Committee of *Outstanding Doctorate Award*, and a reviewer of research papers for the scientific journals such as *Sustainable Multilingualism, Journal of Education, Culture, and Society*, and others. Additionally, she serves on the editorial boards of research journals *Verbum, Ethics in Progress Quarterly*.

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A Critical Review of Research on Transnational Language Teacher Identities in SLA

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Keywords: *Transnational language teacher identity, identity negotiation, intercultural educational practices*

Research into language teacher identities (LTIs) has expanded significantly since the early 2000s, particularly within the field of Second Language Acquisition (SLA) (Varghese et al., 2005; Norton, 2016, 2017; Duff & Uchida, 1997; Tsui, 2007; Barkhuizen, 2016). As the field progresses, there is increasing recognition of transcultural and translinguistic identities, reflecting how LTIs evolve through complex interactions across cultural and national boundaries (Fang, 2018). This evolving understanding naturally extends to transnational language teacher identity, a relatively underexplored area within the field. Despite existing reviews on second language teacher identity research (Sadeghi & Bahari, 2022) and non-native English teacher identity research (Yuan, 2019; Calafato, 2019), there is still a gap in critical reviews focusing on transnational language teacher identities.

Against this backdrop, this critical review aims to address this gap by analyzing 15 studies published between 2012 and 2024. Given the complexity of transnational language teacher identities and the diversity of methodologies and theoretical frameworks, this review is guided by the following research questions:

1. What are the major themes of current research on transnational language teacher identities?
2. What research methodologies are predominantly used to explore transnational language teacher identities?
3. What theoretical frameworks are employed in the studies of transnational language teacher identities?

The findings reveal that transnational language teachers encounter identity conflicts and systemic inequities. Their transnational experiences significantly influence their pedagogical practices. This review critically evaluates the methodologies and theoretical frameworks used in these studies, highlighting how diverse approaches enrich our understanding of the intricate process of identity negotiation in transnational contexts. The paper emphasizes the need for inclusive educational practices and policies that support the evolving identities of transnational language teachers. It contributes to broader discussions on intercultural educational practices and identity formation in the globalized educational landscape.

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Biography

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Enemies, Friends or Allies? Researching Germans in the “Dictionary of the Lithuanian Language”

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Keywords: *dictionary, semantics, illustrative example, perception, German*

The perception of Germans in the Lithuanian culture has been a subject of interest for ethnologists, folklorists, historians, and linguists alike. While these disciplines have provided valuable insights into the matter of research, one crucial source has been largely overlooked: the *Dictionary of the Lithuanian Language*. This comprehensive linguistic work can be approached as a type of a chronicle, covering material from Lithuania’s earliest writings, dated 1547, through to 2001. By examining this *Dictionary*, we can trace the evolution of cultural perceptions embedded within the language itself.

Our research focused on a semantic analysis of approximately 650 illustrative examples within the *Dictionary* that pertain to the German people. This analysis revealed a complex and multifaceted image, reflecting the historical tensions and occasional camaraderie between the two nations. Predominantly, Germans are depicted as adversaries - an image deeply rooted in the historical conflicts between the two countries. The *Dictionary* frequently portrays Germans as aggressors, whose cohorts would raid Lithuanian lands, seizing livestock, grain, and other vital resources. Numerous references also highlight the burdensome obligations imposed by Germans on Lithuanians, including instances of forced labor, which further solidified their image as oppressors in our cultural memory.

However, the analysis also uncovered a more positive, though less prominent, portrayal of Germans. In contrast to their adversarial role, Germans are occasionally depicted as skilled craftsmen and merchants who introduced new products, practices, and ideas to the country. This positive image extends to the recognition of German efficiency, their sense of reciprocity, and even the physical attractiveness and fancy style of clothing of German women.

This presentation highlights the richness of linguistic resources like the *Dictionary of the Lithuanian Language* in understanding the intricate and evolving perceptions of national identities. By delving into these semantic layers, we gain a deeper understanding of the historical and cultural dynamics that have shaped Lithuanian views of the German people.

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Exploring Learning Styles of Adult Learners Participating in a Culture-Based Multilingual Blended-Learning Course

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Keywords: *adult learning, learning styles, experiential learning, VARK model, language teaching/learning methods and tools*

The COVID-19 crisis and the post-crisis period have emphasized the vital role of non-formal adult education highlighting the importance of basic skills, particularly language, digital and critical thinking skills (European Commission, 2020; Popović, & Nišavić, 2023). Adult learners have accumulated rich experience in the learning process, which distinguishes them from other groups of learners. Therefore, understanding their preferred learning styles is essential for developing tailored language teaching and learning materials that effectively engage them in learning.

An international study conducted in six European countries examined the learning styles of adult learners to design targeted educational programmes. This article employs Kolb's experiential learning theory (Kolb, Kolb, 2013) and Flemming's VARK model (Flemming, Bonwell, 2019) for teaching and learning foreign languages. A culture-based multilingual blended-learning course for adult learners, comprising 18 modules in ten languages, was created and implemented across the six target countries.

The aim of the research: to analyze the learning styles of course participants and their influence on the course design and implementation.

The research question: How do specific learning styles influence the course design and implementation in non-formal adult education?

The research methods: a questionnaire comprising three parts: 1) socio-demographic data of learners, 2) the course evaluation (including the LMS, modules, and learners' skill development), 3) evaluation of participants' learning styles.

The research sample: the study involved 568 adult learners, 65% female and 35% male, of various education levels, including learners facing certain barriers to learning.

The findings revealed that all participants preferred hands-on, experiential learning. Female participants, more often than males, relied on perception and feeling in their learning processes. Learners with higher education backgrounds were more likely to favour thinking and deducting while learning. Significant differences in learning preferences were found among the groups of learners with certain barriers to learning.

The research results support the principles of experiential learning, highlighting the need for non-formal adult education to incorporate reflective observation, abstract conceptualization, active experimentation and concrete experience. The research emphasizes that language teaching and learning methods and tools should align with the VARK model to address diverse learning styles effectively.

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Biography

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Thematic Content Analysis of Climate Change Discourse in the News Media: The Case of Wildfires

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Keywords: *news reporting; climate change discourse; wildfire; thematic content analysis; linguistic analysis; anthropocentrism*

This study aims to analyse how wildfires are discursively represented in the news media discourse from the perspective of Critical Discourse Studies. For this purpose, a sample of 40 news articles from state broadcasters BBC and LRT was collected and analysed using the theoretical framework of Critical Discourse Analysis (Fairclough, 1995/2013; Van Dijk, 2009, 2022; Angermuller, 2020), with a particular focus on thematic content analysis. Methodologically, inductive thematic analysis (White, 2006; Van Leeuwen, 2008) was first employed to identify recurring themes and discourse topics (van Dijk, 2022: 183) within the dataset. This was followed by deductive thematic analysis to examine how the prevalent discourse topics align with human interests and environmental perspectives. This study hypothesizes that, even though wildfires receive increasing attention in news media over time, their thematic construction will amplify and routinise anthropocentric attitudes. The findings reveal that, despite certain attempts to create a sense of urgency regarding environmental interests, a human-centered narrative is foregrounded in both media sources. This contributes to the routinisation of the climate change narrative, climate change skepticism (Sharman, 2014) and an underlying sense of uncertainty (Collins and Nerlich, 2016).

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Biography

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Linguistic Landscape and Learning Opportunities. Case Studies.

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Keywords: *Linguistic landscape, educational linguistic landscapes, free expression boards, educational contexts*

The concept of linguistic landscapes captures the multilingual and dynamic nature of the linguistic environment within a given space. In recent years, a bottom-up approach to shaping these landscapes has gained prominence, focusing on initiatives that empower communities to express themselves freely (Ben Rafael et al., 2006; Shohamy et al., 2010).

This abstract explores the fundamental aspects of linguistic landscapes, examining their significance, components, case studies, and academic contributions. By drawing on examples from diverse cities and languages, it serves as an educational resource for understanding this phenomenon in different cultural and linguistic contexts. This summary delves into the key aspects of this phenomenon, examining its significance, components, case studies, and academic contributions. Showing examples taken from different cities (Spain, Mexico, Ireland, Georgia, Latvia, France, etc.) in different languages (Spanish, Hñähñu, English, Georgian, Latvian, French, etc.).

A notable aspect of linguistic landscapes is the role of free expression boards, which can take various forms: physical bulletin boards, public walls, or digital platforms. The lack of editorial or ideological control distinguishes them from traditional media, allowing a diverse range of linguistic expressions, including graffiti, private messages, and spontaneous commentary.

Case studies illustrate the impact of these spaces (boards) on linguistic landscapes. Examples such as graffiti on public walls or handwritten messages provide rich insights. These case studies emphasize the role of individual and collective agency in shaping linguistic environments, thus reflecting cultural diversity, social dynamics, and the evolving nature of language and how might we apply these examples in the teaching and learning context.

From these case studies, several key themes emerge, informed by both the author's classification and the existing literature: language variety, cultural identity, social inclusion, and the democratization of public areas are a few of these. The genuine voices of people and communities are captured by the uncensored expressions on these boards (Pennycook, 2010; Zhao, 2021).

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Biography

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Enhancing language learning and critical thinking through gamification. Hands-on experience in higher education

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Keywords: *critical thinking, gamification, active learning, English culture and language, autonomous learning*

Even though the use of games in learning is not new, the rise of digital technologies has boosted gamification and game-based learning methodology. Over the last decade, many studies have been conducted in higher education, making this methodology innovative and more highly considered (Carvalho & Coelho, 2022, Prathyusha, 2020, Zainuddin et al, 2020). Gamification has proven to facilitate the learning-teaching process, allowing learners to communicate more effectively in a collaborative environment and, at the same time, to be creative. Critical thinking completes this set of the 4 Cs of 21st-century skills and can be enhanced through gamification. This presentation underlies two main objectives. First, it aims to introduce the “Content Game”, a card game designed to help students grasp and learn the relational structure of knowledge through game-based learning. Grounded in active learning principles, the game encourages independent learning, conceptual connections, and critical thinking. It also aids students in researching and organising specific content effectively.

Secondly, we shall demonstrate through hands-on experience the application of this methodology and the results obtained. The experience involved 37 students divided into two classes: 22 students attending the English 5 class, proficient level, of the BA degree in Languages for International Relations and another 15 students attending the English Culture III class of the BA degree in Foreign languages: English and Spanish. English 5 students were asked to focus on proficiency vocabulary whereas English Culture students had to research 17th and 18th-century Britain topics dealt with the previous year. Students supported their research using online resources. The study assessed the students' engagement and understanding of the subject matter. Overall, students enjoyed working in groups, exploring content independently, with the lecturer as a moderator. Most importantly, students had fun while improving their English language and culture skills.

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Biography

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Acquisition and teaching of adjective morphology in Norwegian L2

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Keywords: *Norwegian as a second language, L2 acquisition research, adjective morphology, processability theory, textbook practice*

Research on second language acquisition has demonstrated that the development of second language proficiency follows typical predictable stages known as learning trajectories, paths, or routes of development (see Gujord 2023, particularly chapter 3). In the context of Norwegian as a second language, studies of texts written by young learners in the *God nok i norsk?* Project have led to three key findings regarding the acquisition of adjective morphology: 1) the comparison of adjectives is easier to acquire than agreement inflection, 2) Plural forms of adjectives are acquired earlier than definiteness and gender inflection in terms of agreement inflection, and 3) Agreement inflection is acquired earlier in attributive than in predicative positions. These findings are supported by empirical evidence and can be explained by the universality of certain grammatical categories that are common across languages and their clear communicative functions (Rønning et al., 2020, pp. 213–214; Berggreen et al., 2012, pp. 81–82). This paper examines how these findings and arguments relate to the presentation of Norwegian adjective morphology in selected textbooks for foreign learners. The analysis reveals that most examined textbooks introduce agreement inflection of adjectives before comparison, while there is more variation in the order of presenting neuter forms, plural forms, and definite forms. Additionally, attributive and predicative forms of adjectives are often presented together in the same chapter. In conclusion, this paper refers to the processability theory and relates it both to the findings of the *God nok i norsk?* project and to the observed practice in Norwegian textbooks for foreign learners.

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Biography

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A Critical Analysis of the English Language Teacher Education Programme in Angola

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Keywords: *English language teacher education, curriculum development, curriculum evaluation*

A teacher preparation program is expected to guide teacher trainees in acquiring the necessary skills through a balance of theory and practice in teaching, ultimately promoting successful teaching and learning after graduation. Nonetheless, recent studies have shown that there is still a significant gap between the content found in the academic course of teacher training programs and the reality faced by beginning teachers (Farrell, 2008; Worrel et al., 2014). This presentation offers a critical analysis of the English Language Teacher Education (ELTE) programme in Angola by addressing the following questions: 1) What are the key contents and teaching approaches of the ELTE programme in Angola? 2) What are the perceptions of the programme coordinators, teacher educators, student teachers, and graduates regarding the programme's effectiveness in preparing students to teach English as a foreign language? 3) To what extent do the graduates of the programme possess the knowledge, skills, and dispositions necessary to effectively carry out their jobs in the current educational landscape? The presentation is based on research conducted in an institution of higher education in Angola. This work seeks to understand stakeholder perspectives on programme's effectiveness, highlighting areas for improvement based on stakeholder feedback and document analysis. This includes identifying recurring themes regarding the strengths and weaknesses of the programme, particularly its effectiveness in developing 21st-century skills and preparing graduates for contemporary teaching demands. A mixed-methods approach is used to analyse data from interviews, questionnaires, and curriculum documents. This work contributes to the field of education by providing insights into the strengths and weaknesses of the Angolan ELTE programme. It also offers recommendations for improving the programme to better equip teachers with the necessary skills and knowledge to meet the needs of Angolan learners.

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Biography

Sara Neves Bengui da Costa is an English lecturer who has taught English for over five years, both at the secondary and tertiary levels. She is currently pursuing a PhD in Education Sciences with a focus on Curriculum Development at the University of Minho, Portugal, and she is part of the Research Centre on Child Studies. She is also a dynamic leader within the Angolan English Language Teacher's Association (ANELTA) Women Special Interest Group and the Deputy Project and

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Language policies at the University of Minho: an overview and recommendations

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Keywords: *higher education, internationalization, language policies, plurilingualism, University of Minho*

This presentation aims at examining the evolution of language policies at the University of Minho (UMinho), which has been a pioneer in offering the academic community and the general public courses in foreign languages and cultures. We will present how UMinho has been able to promote multilingualism and interculturality and how its language policies define its internationalization and the inclusion of an ever-growing multilinguistic academic community. Our presentation will be based on a review of the literature on language policies in higher education, a documentary analysis of UMinho's regulations, and interviews with staff and faculty members involved in the implementation of these policies. We find that the University has been capable of adopting a dynamic and inclusive approach to languages, with the implementation of services and structures that promote language learning and provide support for foreign students in need, accommodating an increasingly diverse international academic community. Its participation in European projects and flexibility in language requirements and teaching practices prove an effort towards internationalization. However, it has been noticed that its offer of English-taught courses should be strengthened, and its faculty might benefit from more training in language skills and certification aimed at teaching in a foreign language. We hope that with this presentation of the UMinho case study we contribute to the debate on language policies in higher education in Europe.

Biography

Bruna Peixoto is a Vice-President of the School of Arts and Humanities; Director of the BabeliUM Language Centre; Researcher at the Humanistic Studies Centre of the University of Minho; Assistant Professor at the Department of Asian Studies, University of Minho. She holds a PhD from the Department of Asian Studies at the School of Arts and Humanities of the University of Minho (ELACH). She began her Chinese studies in 2004 during her undergraduate degree in Applied Foreign Languages and spent extended periods studying in China. She is an Assistant Professor in the Department of Asian Studies and a member of the Luso-Asian Research Group of the Research Centre of ELACH. Her research interests include the teaching of Chinese as a Foreign Language, Chinese Translation and Portuguese/Chinese Intercultural Studies. She is currently the Director of the Master's Course in Portuguese/Chinese Intercultural Studies. She is Vice-President of the School and Director of the BabeliUM Language Centre. E-mail: bpeixoto@elach.uminho.pt

Multilingual discourse strategies used by newcomers and veterans for workplace socialization and identity construction: A case study

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Keywords: *multilingualism, identity construction, workplace discourse analysis, communities of practice*

The paper takes a sociolinguistic perspective in understanding multilingual linguistic practices and language choice in the workplace. This approach sees social identities as fluid and constructed through linguistic and social interaction (Angouri, 2014, Gunarsson, 2014). Drawing on audio recordings of naturally occurring spoken discourse collected in a bioscience laboratory in Vilnius and conceptualizing the workplace as a Community of Practice (Wenger, 1998), the present qualitative case study investigates language use and identity construction in interactions between the Lithuanian local veterans and a new bilingual co-worker from abroad who faces the challenge of integration into this new workplace (Day & Wagner, 2007). The findings depict the bioscience lab as a vibrant, dynamic, and linguistically rich workplace in which Lithuanian, English, Russian and occasionally Polish languages or mixed/hybrid codes co-exist. The findings indicate that multilingual practices in Lithuanian workplace discourse are creatively used as group or individual stylistic choices to construct certain social images and to perform various functions: for instance, to express solidarity, collegiality and team spirit in the form of jokes, narratives, greetings and swearing, or to index professionalism and expertise and simply have things quickly and effectively done or explained. For the newcomer, these mutually constructed discourse strategies indicate a desire for socialization, negotiation of membership, linguistic competence, and professional abilities, and for the veterans, they reveal situated identities, interpersonal relationships, openness to the newcomer, and encouragement to him. A certain tendency to develop the group's own mixed code as a skill necessary for their internal purposes can be observed. Such patterns are linked to the employees' professional and group identities and reveal close parallels with what has been previously found by other researchers in similar contexts (Nelson, 2014; Chui et al., 2016).

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Biography

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Role of the Media in the Acquisition of American English in Childhood

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Keywords: *cartoons, YouTube, American English, childhood, SLA*

Eight years ago, a survey of Vilnius University students who spoke English with a native-like American accent (Poštić, 2015) found that they had acquired it through watching cartoons in early childhood. Those students were born in the mid-1990s and were exposed to cartoon-watching on Lithuanian cable TV before the massive proliferation of the internet. A similar survey of university students with native-like American accents born in the early 2000s, conducted last year, shows that the principal source of exposure to English has slightly shifted from *Cartoon Network* to other cartoon channels on TV, cartoons on the internet, various other shows on *Youtube* and to computer games; in other words, it has diversified. This study analyses the source, nature and quantity of exposure to the English language by thirteen such students, as well as their attitude towards American culture. The paper aims at contributing to the active, ongoing discussion about the optimal age and methods related to English-language teaching and learning.

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Biography

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The issues of cultural adjustment faced by Chinese and Japanese students of Vilnius University

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Keywords: *Chinese Culture, Japanese Culture, Cultural Studies, Cross-Cultural Adjustment, and Cultural Adaptation Problems*

The core of Chinese and Japanese cultures centred around the great groundings of Buddhism, Confucianism and Taoism, emphasising practising piety, devotion and modesty (Roger, 2002; Fang, 2014; Bond, 2010). Yet the first steps towards a cultural revolution oversaw the flourishing constitution of emerging enlightenment, which provoked an awakening sense of individualism, independence and self-awareness while praising the merits of duty, respect and patriotism. It resulted in the division between two coherently dissimilar societies: the traditional community that remains true to traditional practices embedded within their hearts and the modern community that accentuates Western models of liberalism, freedom of expression and life of one's style (Ghobti, 2015). With noticeable shifts in the contrasting dimensions between ancient ideals and current cultural trends, the growth of the secular Satori Generation and the accessibility to foreign influence, the reality of retaining an inherent identity while navigating through the cognitive contingencies of acculturation prevailed in new tangibilities. Initially, social inflexibility, predominant perceptions and deep-rooted traditionalism were ascribed to Chinese and Japanese students as common explanations to justify their inability to adhere to social norms and customs of the host culture (Sun, 2016). While the study supported previous claims of stereotypes and subjective expectations as presiding factors, new evidence concluded that most challenges occurred within academic institutions and social spaces, either due to socio-economic concerns or personal implications. On the other hand, the study pays close attention to discussions about both student-to-student and student-professor interactions. It focuses not only on the challenges faced by foreign students but also on their efforts to grasp different behavioural patterns, particularly in terms of misunderstandings and their underlying causes.

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Biography

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Actual Projects of Cognitive Ethnolinguistics

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Keywords: *cognitive ethnolinguistics, linguistic worldview, concept, comparison*

The report focuses on the Lublin ethnolinguistic school, the creator of which, Professor E. Bartmiński, called it cognitive ethnolinguistics.

Currently, two large projects are being carried out in cognitive ethnolinguistics: "Dictionary of Folk Stereotypes and Symbols" (Polish «Słownik stereotypów i symboli ludowych». Vol. 1, No. 1-4. Lublin: UMCS, 1996-2012; Vol. 2, No. 1-7. Lublin: UMCS, 2017-2022) and EUROJOS – "Linguistic and cultural worldview of the Slavs and their neighbours against a comparative background" (Polish "Językowo-kulturowy obraz świata Słowian i ich sąsiadów na tle porównawczym", since 2001, in cooperation with the Institute of Slavic Studies of the Polish Academy of Sciences), within the framework of which the "Axiological Lexicon of Slavs and Their Neighbors" is being created.

Cognitive ethnolinguistics is characterized by a detailed methodology, as described by representatives of the field (Bartmiński, 2009). The methodology of cognitive ethnolinguistics includes a number of mandatory steps: 1) a brief overview of research on the topic, 2) vocabulary data (including diverse dictionaries), 3) precedent texts, 4) corpora material and questionnaire data (in a special scheme). The results are uniformly integrated into the cognitive definition – a structured description of the concept. Then profiles are distinguished. The profiles are subjective conceptualizations, representing different points of view on an object or phenomenon. It is profiling that shows the connection between cognitive ethnolinguistics and cognitology. The unified research methodology of cognitive ethnolinguistics makes a cross-language comparison effective and provides opportunities for a rich interpretation.

In 2001-2015, the first phase of the EUROJOS project was implemented. In accordance with the methodology of cognitive ethnolinguistics, five key concepts of European culture are described using materials from 15-20 different languages: "home", "Europe", "work", "freedom", "honor". In 2015-2019, five volumes of "Axiological Lexicon of Slavs and Their Neighbors" were published, each of them is dedicated to one of these concepts.

The EUROJOS project continues with scholars from fifteen countries taking part in the EUROJOS-2 project. It involves twenty-one languages, which, in addition to the Slavic languages, include English, German, French, Danish, Greek, Hungarian, Lithuanian and others. New concepts for analysis are "family", "health", "justice", "democracy", "tolerance", "homeland", "solidarity", "soul". This year the volume about concept "democracy" appears (Dr habil., Prof. Alena Rudenka is one of the editors), for the next year "family" is being planned (Dr habil., Prof. Dorota Pazio-Wlazłowska is the editor).

The EUROJOS project is one of the forms of cooperation between the Institute of Slavic Studies of the Polish Academy of Sciences and Vilnius University. Lithuanian colleagues contributed to each volume of "Axiological Lexicon of Slavs and Their Neighbors". The report will also cover other aspects of Polish-Lithuanian academic cooperation.

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Biography

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Integrating challenge-based learning into university-level foreign language teachers' professional development

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Keywords: *challenge-based learning, professional development, foreign language teachers, university level, integration*

New societal challenges in a rapidly changing world require higher education institutions to respond with broader professional skills which go beyond the traditional responsibilities of university teachers. Generally combining research, teaching and sometimes administration, faculty are also increasingly expected to be proficiently engaged in curriculum design, new forms of assessment, multidisciplinary collaborations, international programmes and technology integration.

For these complex tasks to be completed effectively, there is a need for the reconceptualization of teacher learning and development on the basis of innovative pedagogical approaches to adult education, challenge-based learning (CBL) being one of them [van den Beemt et al., 2023]. Suggested by a multinational technology company to transform learning in schools, CBL is, in particular, characterised as a multidisciplinary, technology-rich, collaborative approach to teaching and learning which engages participants of the educational process in working with peers and experts in their communities and around the world in order to develop deeper subject matter knowledge, accept and solve challenges, take action and share their experience [Nichols & Cator, 2008].

The way CBL can be successfully integrated in university-level foreign language teachers' professional development in the context of addressing the challenge of enriching 21st century language education may be illustrated with a case of the Vilnius University initiative on the implementation of the CEFR Companion Volume in a professional development project of rethinking language teaching and testing to non-specialists [Kriauchiuniene et al, 2020]. The present study reports on the qualitative analysis of anonymous teachers' responses to a questionnaire consisting of open-ended questions, which resulted in identifying the potential of CBL to serve as an implicitly integrated framework for professional development in the process of solving a real-life educational problem.

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Biography

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Factors impacting language teacher motivation in translator and interpreter education

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Keywords: *Translation- and Interpreting-oriented Language Learning and Teaching (TILLT), higher education pedagogy, language teacher motivation, casual academics, biographical perspective*

This paper is set in the context of language learning and teaching in academic translator and interpreter (TI) education which has recently become known as TILLT, i.e. Translation and Interpreting-oriented Language Learning and Teaching, and established as a sub-discipline of Translation Studies (Schmidhofer et al., 2021). TILLT is a particularly interesting field of discipline-based educational research as it is located within the blurring boundaries of Translation Studies, Applied Linguistics, Second Language Acquisition and Higher Education (HE) Studies. As for the latter, Tight (2020) notes that HE researchers less commonly use (auto-)biographical, observational and conceptual research methods. This article, therefore, deliberately employs a biographical perspective and draws on the conceptual work on TILLT teacher identity (Seidl, 2023).

From a practitioner-researcher's point of view with 20 years of TILLT experience, the paper examines the motivation of a late-career teacher of German LX in TI education. It investigates various factors that impact teacher motivation in Austria's HE institutions. A high level of self-motivation plays a central role if HE teachers are not permanently employed but on precarious short-term job contracts. Intrinsic motivation is crucial for conducting self-initiated and self-funded practitioner research as well as for ongoing professional (self-)development. Engaging in TILLT research has been an important motivating factor for the contributor to improve her professional identity, even if precariously employed. The paper discusses whether academic leaders in TI study programs can expect casual academics with short-term job contracts to be committed to and invested in TILLT. It raises concerns about lacking (continuing) training programs for TILLT teachers to support their professional development (Seidl, 2023). Finally, the paper makes a case for the strong impact of good student-teacher relationships (Seidl, 2024) and strong academic networks based on academic friendship and academic kindness on HE language teacher motivation (Wood et al., 2023; Ploder, 2022).

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Biography

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The Role of L2 and L3 Proficiency in Acquiring the Spanish Subjunctive Mood: A Study of Multilingual Hindi Speakers

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Keywords: *Proficiency, present subjunctive, multilingualism, L3 acquisition*

Proficiency level (PL), unlike factors such as typology, recency, and L2 status (Williams & Hammarberg, 1998ab), has received comparatively less attention in third language acquisition (TLA). However, PL in both L2 (Tremblay, 2006ab) and L3 (Wrembel, 2010, 2012), along with their interaction, may significantly influence TLA outcomes. This study investigated the effects of L2 proficiency (L2PL), L3 proficiency (L3PL), and their interaction on the acquisition of the present subjunctive mood by native Hindi speakers with English as their L2 and Spanish as their L3. The participants varied in proficiency across both L2 and L3. Using a mixed-effects model, the study analysed the main effects of L2PL, L3PL, and their interaction on acquiring the Spanish present subjunctive mood.

This study employed an acceptability judgment task with two experimental conditions, both related to the obligatory use of the present subjunctive mood in Spanish relative clauses.

The study involved 47 second- and third-year students enrolled in the B.A. Spanish program at two central universities in India. Data were analysed using a Cumulative Link Mixed-effects Model (CLMM) in RStudio.

The results revealed a correlation between L2PL and L3PL, with a statistically significant effect for L3PL. Higher proficiency in L3 led to greater accuracy in the use of the subjunctive mood, compared to lower proficiency levels. This interaction demonstrates how proficiency levels in both L2 and L3 shape the development of L3 acquisition.

These findings underscore the significance of proficiency level as a crucial factor in third language acquisition. Moreover, the study broadens its scope to include underrepresented multilingual contexts, such as India, with the aim of understanding how Indian speakers acquire Spanish.

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TIME as a linguo-cultural category reflected in Lithuanian, English and Polish paremia

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Keywords: *Paremia, ethnoлингistics, concept of time, linguistic worldview*

Proverbs are repositories of a nation's wisdom, truth, morality and stereotypical views. Having guided people in their social interactions for thousands of years they affirmed cultural stereotypes and common beliefs. Proverbs and sayings are regarded as cultural tools and valued for their expression of tradition (Mieder, 2004; Obelkevich, 1994; Lauhakangas, 2007). In ethnoлингistics, proverbs and sayings are considered to be one of the most valuable sources, containing elements of the linguistic worldview and revealing a concept's connotative properties and archaic semantic aspects, vaguely reflected in other types of linguistic data (contemporary texts, spoken language, lexicographic sources, etc.) (Krzyżanowski, 1980; Bartmiński, 1990; Zaikauskienė, 2010).

The aim of this research is to reconstruct the linguo-cultural picture of the concept of TIME in Lithuanian, English and Polish paremia. The research applies qualitative analysis of proverbs and sayings selected from the most comprehensive compendia of paremia in all three languages. The study was carried out by using the methodology developed by the Ethnoлингistic School of Lublin, applied in the concept structure analysis. The concept is analysed through the distinction of semantic aspects (i.e., sets of features corresponding to some common characteristic), viewed from interpretive perspectives (i.e., the totality of the properties of the semantic structure of a word) (Bartmiński, 2007; Niebrzegowska-Bartmińska, 2020).

Preliminary results indicate that the stereotypical proverbial images of TIME in all three cultures exhibit a high degree of similarity, reflecting some universal truths about the value of time. However, some cultural differences have also been observed, mainly in the use of different metaphorical imagery, comparisons, and associations. In conclusion, the linguo-cultural picture reflected in proverbs is quite stereotypical and archaic, yet it simultaneously reflects the linguo-cultural worldview and axiology of each culture.

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Word formation properties of place nouns in the Lithuanian novels *Dievų miškas* by B. Sruoga and *Tūla* by J. Kunčinas and their equivalents in English translations

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Keywords: *Nomina Loci*, word formation, derivatives, affixes, compounds, equivalents

The research aim of this paper is to compare and to analyze word formation properties of place nouns (hereinafter - NL) extracted from the Lithuanian novels B. Sruoga's *Dievų miškas* and J. Kunčinas's *Tūla* and their respective equivalents found in the English translation of the book.

The choice of the sources for the research data was influenced by several factors. Firstly, these novels have been translated into multiple languages, including English. Secondly, the authors wrote during different periods of the last century (*Dievų miškas* was written in 1945, while *Tūla* was written in 1991), resulting in differences both in the thematic content and the linguistic means employed therein.

In order to conduct the analysis, the methodological procedure comprised three stages – first NL were classified according to the word formation patterns, second Lithuanian NL were extracted and their equivalents in the English translation of the novel were identified, lastly Lithuanian NL derivatives and their respective equivalents, including NL formations in the English translation of the novels, were analysed and compared.

The results show that Lithuanian NL are primarily formed through suffixation, while compounding and prefixation play a lesser role. In English, compounding is the main method of forming NL, with fewer suffixes and prefixes used. When translating Lithuanian NL into English, they are often rendered as simple words or compounds, with few examples of syntagmas or derivatives. This highlights the differences in word formation productivity and techniques between the two languages.

In conclusion, NL follow deverbal, denominal or deadjectival word formation patterns and typically indicate a place where activities occur. In Lithuanian NL are notably more prevalent compared to English, which has fewer place noun word formation means.

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Teaching German as a Foreign Language with Generative AI: Experiences from Vilnius University

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Keywords: *generative artificial intelligence (AI), creativity, critical thinking, communication, collaboration*

It is evident that generative AI has transformed the landscape of education, empowering educators to create new tools and teaching materials tailored to their specific classroom needs (Mollick & Mollick, 2024). This offers a unique opportunity to enhance creativity from two distinct perspectives: that of the teacher and that of the student. Creativity, defined as the capacity to use existing knowledge, resources and skills to go beyond that, along with three other key soft skills competencies – critical thinking, collaboration and communication, collectively known as the “4Cs” – are considered to be important 21st century skills (Thornhill-Miller et al., 2023). Creative thinking is identified as the most important skill with increasing importance according to the WEF (2024: 39).

The research question posed in this presentation is how generative AI can be employed by university teachers to create tasks, assignments and exercises that effectively facilitate the development of the “4Cs” of their students. The research methods include the systematic analysis of the research literature and case study analysis. The presentation encompasses materials from three courses within the curriculum of the first-cycle study programme in German Philology, namely Digital Writing, German Language and Mediation, German Phonetics and Morphology, along with the feedback from students collected through surveys.

The results of the research demonstrated the efficacy of specific types of tasks developed with the help of generative AI in engaging students and facilitating their learning. Furthermore, the research indicated that modifications to the assessment process and methods are necessary to enhance the effectiveness of the learning experience. Peer review and self-reflection are essential components of the learning and assessment process, which, when effectively implemented, can facilitate the successful development of the “4Cs”.

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Biography

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The texts and contexts by Lithuanian interwar diplomat and translator Povilas Gaučys

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Keywords: *translation from Spanish, interwar Lithuania, historical and cultural context of translation self-formation of the translator*

The research presents the development process of Povilas Gaučys, an interwar Lithuanian diplomat, as a translator, along with his diverse activities: translations, articles on culture, and reviews. The paper analyzes his contribution to the cultural life of Lithuania as a translator, examining texts and contexts, and partially reviews the reception of Gaučys' texts and the ensuing debates (Povilo Gaučio archyvas, LTSC). A new appraisal of Gaučys as the leading translator from Spanish in interwar Lithuania is discussed (Stasio Santvaro fondas, MLLM), summarizing his translation strategies and the status of certain translations from historical and cultural perspectives.

The aim of the paper is to present Povilas Gaučys' personality from a different perspective (not as a diplomat, but a translator-philologist) by examining his early translations published in interwar Lithuania between 1921 and 1940. Gaučys is the author of 83 translations and 137 articles on various topics (Abukevičienė, 2001). After the restoration of Lithuania's independence, Gaučys and his diplomatic activities have been more thoroughly researched in Lithuania, while in the Lithuanian exile community (USA), Gaučys is primarily regarded as a translator-polyglot and an active participant in the Lithuanian cultural movement. This heterogeneous presentation of his personality within different contexts, along with the lack of representation of his translations, calls for a more thorough and attentive cultural reflection (Bedier, 1931; Azorín, 1933, 1939; Baroja, 1939; Freyre, 1940).

Archival material found at the Lithuanian Research and Studies Center in Chicago allowed for the reconstruction of a more comprehensive picture of Gaučys' activities and the formation of a view on cultural relations in the exile community. This research extensively relies on autobiography-memoirs "Between Two Worlds: From My Memoirs 1915-1938" written by Gaučys (Gaučys, 1981), and his correspondence with Lithuanian representatives of culture in the USA and Latin America.

134 articles written by Gaučys in Lithuanian, covering various topics, were published, with many appearing in the periodical press of the exile community. Of these, 56 articles focused on literature, and 78 on historical, political, and cultural subjects.

Gaučys' active work as a translator began around 1921, when he started collaborating with *Švietimo darbas*, *Ateitis*, *Lietuvos žinios*, *Naujoji Romuva*, *Margutis*, *Aidai*, and *Židinys*. He often used pseudonyms such as Gylis, Gytis, P. G., Pr. G., and Stebėtojas. He mastered languages to a higher-than-average level (B2, C1, C2), including English, Spanish, French, Italian, Catalan, and Portuguese, which he further refined through translation and diplomatic work.

Examination of Gaučys' personality reveals several multidimensional trends in his activities: having completed primary administrative work, he felt an internal need to engage in various types and scopes of translation. This was a time-consuming and highly skilled task, which he was able to undertake due to his philological education and aptitude for foreign languages. Although he did not possess a poetic nature and was "faithful to the original", Gaučys is considered a key translator in interwar Lithuania from Romance languages (especially Spanish, French and Portuguese).

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Ideologies of grief in animalistic stories by Lord Dunsany "My Talks to Dean Spanley" and by Sun Mi Hwang "The Hen Who Dreamed She Could Fly"

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Keywords: *grief, ecoliterature, human and non-human species*

The approach to grief (Cholbi, 2022) and the approach to literature of grief have long-lasting reading traditions. To a large extent they are decided by the analytical theory tools, the genre of literature, the literary context and many other conditions of approach. In this short presentation I will review the paraliterary, ecoliterary and religious readings of grief in two ecoliterary works, animalistic stories, Lord Dunsany's "My Talks to Dean Spanley", 1936, and Sun Mi Hwang's "The Hen Who Dreamed She Could Fly", 2013. The two works open the spectrum of grief metamorphosis in the perspectives of ideological, religious and eco transformations. Though targeting at different groups of readers both texts draw on the material presence of grief and dealings with the absence of life. Both texts provide extensive interpretative paths in reading grievous experiences as fortifying and reinventing the characters' fate no matter where the character's place along the whole evolutionary line of animal species appears. In both literary accounts grief plays a structural role of a literary device. It connects the textual meanings of grief to its effect on human and non-human species (Herman, 2016; Yeoman, 2018; Tamošiūnienė, 2019) in life, and, also, legitimizes the stories of species transformations in after-life.

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Guidelines for Overcoming Challenges Caused by Diminutives in Latvian Source Texts: Opinions of Novice Translators and Field Experts

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Keywords: *diminutive, translation solution, survey, post-translation questionnaire, feedback*

This study is part of a doctoral thesis, one of the outcomes of which is *Guidelines* for overcoming challenges when translating Latvian source text diminutives into English, caused by different diminutive formation and usage traditions in both languages. The *Guidelines*, devised through an analysis of linguistic (Jurafsky 1996; Rūķe-Draviņa 1959; Schneider 2003 etc.) and translation theories (Chesterman 1997; Pym 2016; Schneider 2015 etc.) and contrastive analysis of Latvian prose translations (Veidenberga 2014; 2020), were piloted with novice translators in a translation experiment (Veidenberga 2023). They completed a post-translation questionnaire, reflecting on the usefulness of the *Guidelines* in their translation process. Students' feedback was used for refining a survey for experts in the translation field, namely translator trainers and professional translators (who also piloted the *Guidelines* as a control group).

The purpose of this study was to identify shared opinions between novice translators and field experts regarding the *Guidelines*, ultimately answering the research question: What revisions are required for the *Guidelines*?

Feedback was received from 15 novice and 3 professional translators, and 5 translator trainers using the *Google* online survey tool. The collected data were coded and processed anonymously.

As a result of data analysis, the structure of the *Guidelines* was revised. In the final version, the initial 1-page compact summary of linguistic means and translation solutions remained as the framework. Links to explanatory notes, examples and additional information were added to each section. Some recommendations were reworded to communicate the intended message more clearly, and more examples were added.

The development process of the *Guidelines* has led to a conclusion that a step-by-step approach, purposefully combining theoretical knowledge and practical research methods and instruments of different fields, is required to develop a meaningful support material for translators to address challenges caused by language and cultural differences.

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Investigating Figurative Language Use in Social Media: Insights on Education Service Advertising

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Virginija Tuomaitė

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Keywords: *figurative language, social media discourse, education service, advertising language, communication strategies*

Figurative language is a means of communication that involves using words, expressions, or sentence structures different from their literal interpretation (Gibbs & Turner, 1997; Kosimov, 2022). It is used to convey a more imaginative meaning, create a more impactful description, and heighten the effect (Hesti et al., 2022). Since language has a very powerful influence over people, their emotions, feelings, behavior, and consequently, choices, it inevitably plays an important role in the world of advertising on social media. Advertising on social media is a means of online communication to inform prospective customers about services or products in a verbally and visually persuasive way (Ancil, 2008; Pho-Klang, 2020). This study is aimed at exploring figurative language and its most frequently employed types in social media texts advertising education services, including mainly the advertisements for higher education services provided by Lithuanian as well as foreign institutions. It is based on the analysis of scientific research in the field by Dancygier & Sweetser (2014), Hausman (2006), Lakoff & Johnson (1980), Lakoff (2014), and McQuarrie & Mick (1992). Lexical and syntactic analysis will be conducted to investigate how figurative language is applied in social media discourse to advertise education services and to determine its functions. The sample will include examples of figurative language in education service advertising from Instagram, Facebook, LinkedIn, and similar social media platforms. The results will reveal the frequency of figurative language types employed in education service advertising, their functions and their importance in promoting education services on social media.

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Biography

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Voiceless obstruent clusters in English: A phonetic-phonological analysis exploring aspiration, assimilation, and transcription conventions

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Keywords: *acoustic measurements, *fortis+fortis, phonetic behavior, phonotactic constraint, reevaluation*

This study investigates voiceless obstruent clusters in English, focusing on a recent claim that English disallows adjacent fortis segments, a phenomenon governed by the proposed phonotactic constraint: *fortis+fortis. Building on this assumption, this study draws primarily from linguistic theory and research (Kiss 2017; Kiss & Szigetvári 2020; Szigetvári 2020), addressing topics such as the linguistic systems of voicing and aspirating languages, grouping of segments, laryngeal phenomena, features and oppositions, the potential problems posed by aspiration, syllabification, and laryngeal assimilation, while also noting our transcription conventions. This study also explores two regional varieties, Yorkshire and Durham English, which exhibit distinct laryngeal phonology.

To empirically test the phonetic behavior of voiceless obstruent clusters, the words *absolute* and *rhapsody* were chosen. Given that the *FF hypothesis predicts that both words should contain an underlying /bs/ cluster, a series of acoustic measurements was conducted using the software Praat, drawing on various randomly selected recordings from YouGlish, followed by a statistical analysis. The word *absolute* is standardly transcribed with a lenis+fortis cluster as /æbsəlʊt/; however, *rhapsody* is traditionally considered to contain a fortis+fortis cluster as /ræpsədɪ/, which may not be so. Therefore, this study explores whether *rhapsody* should be (re)analyzed with /bs/ instead of the standardly assumed /ps/, which is otherwise present in morphologically complex words, such as *knapsack* /næp#sæk/, the third experimental test item.

This study, in line with previous analyses, aims to challenge transcription conventions, which may be grounded in orthographic tradition, since the findings indicate that fortis+fortis (FF) clusters are phonologically unattested in *rhapsody*. A longer stop duration, smaller vowel-to-consonant cluster and vowel-to-occurrence ratios, and a larger proportion and ratio of voicing into the stop consonant provide statistically significant evidence to believe that /bs/ is a better underlying representation of this cluster, supporting the hypothesis that English does not permit the segmental grouping of monomorphemic fortis+fortis clusters. Thus, this study also argues for a reevaluation of how such clusters should be represented (either as fortis+lenis or lenis+fortis), while keeping in mind the reasons why pronouncing dictionaries may not follow this (potentially problematic when it comes to surface representation) practice.

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Biography

Vencel Wutka is an M.A. student specializing in theoretical linguistics at the Department of English Linguistics, Eötvös Loránd University, Hungary. His current research and interests include voice distinction, acoustic experimentation, and the phonotactics of voiceless obstruent clusters in English, particularly the *fortis+fortis phonotactic constraint in English. He is also interested in the laryngeal phonology of North Germanic languages and the applicability of the abstract GW 'glottal width' dimension to Old English, Old Norse, Modern English, and Icelandic within the framework of laryngeal realism. He aims to further explore (as a PhD dissertation) the intersection of phonological theory and acoustic analysis to better our understanding of laryngeal phonology across various Germanic languages.

Manifestation of Reflective Practice in the English for Academic Purposes and Research Course

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Keywords: *higher education, course description, manifestation, reflective practice, space for reflective practice*

The concept of reflective practice has gained a wide recognition in higher education not only for its facilitative value to contribute to personal and professional development of future professionals but also as the concept frequently addressed in attempts to solve the perennial problem related to the theory and practice gap. As the extensive research on reflective practice in higher education shows, to gain the benefits of reflective practice there should be opportunities for its proper implementation in the curricula of the subjects delivered. Guided by the research question to what extent a newly developed course in Vilnius University entitled as English for Academic Purposes and Research provides the space for reflective practice, the current research study aims to investigate the possible manifestations of reflective practice reflected in the course description. The method of document analysis was adopted. The research data were analysed via the method of qualitative content analysis looking for the possibilities emerging from the elements of the course design which enable reflective practice and its practical enactment. The research findings demonstrate that the overall design of the course, which adopts the action-oriented approach, and the activities, especially case study analysis, discussions on various discipline-related topics, preparing a persuasive argument on various discipline-related topics, and problem solving, are highly conducive to the implementation of reflective practice. In conclusion, the conducted research paves the way for university-based reflective practice to be further developed and practically applied.

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Biography

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ABSTRACTS IN GERMAN

Das Phänomen Frau Ava. Zu einigen aktuellen Fragen der modernen Ava-Forschung

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Schlüsselwörter: *Frau Ava, geistliche Dichtung des Mittelalters, apokalyptische Narrative*

Die 1127 in den Annalen des Stiftes Melk erwähnte Klausnerin Ava ist die erste namentlich bekannte Dichterin im deutschsprachigen Raum. Die moderne Forschung schreibt ihr insgesamt fünf Werke religiösen Inhalts zu: *Johannes* (445 V.), *Das Leben Jesu* (2265 V.), *Die Sieben Gaben* (150 V.), *Der Antichrist* (118) und *Das Jüngste Gericht* (406 V.). Trotz der intensiven Beschäftigung mit dem literarischen Nachlass von Ava seit der 2. Hälfte des 19. Jh. sorgen ihre Werke bis heute für eine rege wissenschaftliche Diskussion. Mit dem geplanten Vortrag wird das Ziel verfolgt, die aktuellen Fragen der Ava-Forschung zu skizzieren und dabei meine eigene Position vorzustellen. Das Spektrum der zu besprechenden Fragen reicht dabei von der Analyse der Umsetzung des Anti-These-Prinzips im Werk *Der Antichrist* über die sog. Hieronymus-Frage und die Schilderung des 13. Tages des Weltunterganges und bis zum Problem der literarischen Mehrsprachigkeit im Werk *Das Jüngste Gericht*.

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Architektur und Weltanschauung in der Reiseliteratur der Moderne

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Schlüsselwörter: *Reiseliteratur, Architektur und Text, narrative Vergegenwärtigung*

Spätestens seit Johann Wolfgang von Goethe in seinem wegweisenden Aufsatz „Von deutscher Baukunst“ (1772) das Straßburger Münster als Ausdruck wahrer Schönheit feierte, ist die Architektur in der deutschsprachigen Literatur allgegenwärtig. Insbesondere in Reiseberichten spielen Architekturbeschreibungen naturgemäß eine zentrale Rolle. Mit der zunehmenden Individualisierung der Reisepraxis seit Ende des 18. Jahrhunderts kommt es dabei immer häufiger auch zu einer subjektiven Literarisierung von Bauwerken: Nicht um eine enzyklopädische, faktenbezogene Dokumentation geht es den Autor:innen, sondern um die erzählerische Inszenierung von Wahrnehmungsprozessen, die durch die Präsenz eines Bauwerks ausgelöst werden.

Dieser Konstellation, aus der sich auch poetologische Reflexionen über mediale Differenzen ergeben, widmet sich mein Vortrag mit Blick auf ausgewählte Reisetexte der Moderne (1880-1930). Im Mittelpunkt steht dabei erstens die Frage, welche sprachlichen und narrativen Mechanismen bei der Vergegenwärtigung des Architekturerebnisses zum Einsatz kommen. Diesbezüglich wird der Vortrag das vielschichtige Verhältnis von Raum, Wahrnehmung, Erinnerung und Identität beleuchten. Zweitens gilt mein Interesse dem Zusammenhang von Architekturbeschreibung und Weltanschauung. Denn gerade der Blick auf den fremden bebauten Raum, wie ihn die Reiseliteratur praktiziert, steht im Zeichen einer Kultur- und Ideologiekritik, in der wesentliche diskursive Strukturen der Moderne reflektiert werden.

Biography

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Fremdheitsdimensionen in Uwe Timms Roman *Morenga*

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Schlüsselwörter: *Uwe Timm, Fremdheit, Hermeneutik der Fremde*

Im Zentrum des Interesses steht im Vortrag der Roman *Morenga* (1978) von Uwe Timm, in dem eine Reise in die deutsche Geschichte (Deutsch-Südwestafrika, 1904) erzählerisch reflektiert wird. Obwohl der Roman aus verschiedenen Perspektiven analysiert wurde, besteht eine vorherrschende Tendenz, das Problem nur der kulturellen Fremdheit hervorzuheben. Das Ziel dieses Vortrags ist es das Erkennen und Bewusstmachen von vielfältigen Formen und Dimensionen von Fremdheit in diesem Text. Als theoretische Grundlage dient in diesem Vortrag das Konzept zur Hermeneutik der Fremde von Andrea Leskovec. Wichtig für die Forschung ist sowohl die innertextliche bzw. die außertextliche Wirklichkeit (Hintergrund- und Kontextwissen) als auch die Inszenierung der Fremdheit auf der strukturellen Textebene, die durch Verfremdung des Materials (Fiktionale Texte werden neben authentische historische Dokumente gestellt) erzeugt wird.

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Generative KI in den Geisteswissenschaften: Möglichkeiten und Herausforderungen am Beispiel der Universität Vilnius

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Schlüsselwörter: *generative künstliche Intelligenz (GKI), Curriculum, Geisteswissenschaften, Germanistik, DaF*

Es liegt auf der Hand, dass die generative KI (GKI) die Bildungslandschaft verändert hat und Lehrkräfte in die Lage versetzt, neue Werkzeuge und Lehrmaterialien zu entwickeln, die auf ihre spezifischen Bedürfnisse im Unterricht zugeschnitten sind (Mollick & Mollick, 2024). Andererseits bringt die GKI auch viele Herausforderungen mit sich – sowohl auf der Ebene der einzelnen Kurse als auch auf der Ebene des ganzen Curriculums – und diesen Herausforderungen muss begegnet werden. Das Ziel dieses Vortrags besteht darin, die Rolle der GKI auf dem Gebiet der Geisteswissenschaften am Beispiel der Universität Vilnius zu untersuchen.

Im Vortrag wird versucht, Antworten auf folgende Forschungsfragen zu liefern: Inwiefern und auf welche Art und Weise werden die GKIs von den Lehrkräften an der VU im Bereich der Geisteswissenschaften genutzt? Welche Schwierigkeiten entstehen dabei und welche Lösungen werden gefunden?

Zu den Forschungsmethoden gehören die systematische Analyse der Forschungsliteratur und eine Umfrage der Lehrkräfte zur Nutzung der GKI. Die Umfrage richtet sich an die Lehrkräfte, die an der Philologischen Fakultät, der Historischen Fakultät, der Philosophischen Fakultät, der Fakultät Kaunas und der Akademie Šiauliai tätig sind.

Zum Schluss werden die Ideen für die Neugestaltung geisteswissenschaftlicher Curricula diskutiert, insbesondere die notwendigen Änderungen im Bereich der Studienmethoden und der Leistungsbewertung.

Biography

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Eine frame-semantische und konstruktivistische Relativierung der Kategorie der Kulturspezifik

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Schlüsselwörter: *Angewandte Linguistik, Kulturspezifik, Frame-Semantik, Kognitive Linguistik, Epistemologie*

Die Verbindung zwischen Sprache und Kultur ist nicht nur durch die diversen Auffassungen des Kulturbegriffs gekennzeichnet (Kroeber & Kluckhohn, 1963), sondern auch durch die verschiedenen von Lévi-Strauss (1958) erfassten Wechselwirkungen der beiden Phänomene. In der Angewandten Linguistik wurde die kulturelle Komponente insbesondere von Reiß und Vermeer (1984) thematisiert, die den interlingualen Translationsprozess als einen eindeutig kulturellen Transfer definierten, der heute in inter- und transkulturellen Praktiken wie der Lokalisierung und Transkreation zum Ausdruck kommt (Schreiber, 2017), aber auch in umfassenden Analysen zur Kulturspezifik innerhalb der Fachsprachenforschung (Reinart, 1993).

In diesem Zusammenhang hat sich in der germanistischen Tradition der Begriff der Kulturspezifik herausgebildet, der u. a. Praktiken und Gegenstände bezeichnet, die in anderen Systemen nicht in derselben Zusammensetzung existieren (Barmeyer, 2012; Kalverkämper, 1996). Die Etablierung dieser strukturalistischen Kategorie lässt sich im Hinblick auf die Unterscheidung zwischen der Invarianz und der Äquivalenz (Albrecht, 2013) jedoch kritisch betrachten, zumal erstere zwischen verschiedenen Sprachen generell abgelehnt wird. In diesem Beitrag wird daher für eine Relativierung dieser traditionellen Klassifizierung auf der Grundlage eines kognitiv-epistemischen Ansatzes plädiert, der auf der Frame-Semantik und der Theorie des Konstruktivismus beruht. Eine solche Betrachtungsweise, die anhand deutscher und französischer Konzepte veranschaulicht wird, kann jedes Prinzip des von Geeraerts (2006) entwickelten kognitionslinguistischen semantischen Modells beschreiben und die allgemeine Einzigartigkeit der kulturgebundenen Sprache darlegen.

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KI als Hilfsmittel für die Formulierung der Suchanfragen in Korpora

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Schlüsselwörter: *KI, Suchanfragen, Korpora, korpuslinguistische Methoden, DaF-Unterricht*

Die „Künstliche Intelligenz“ (KI) erfährt derzeit große öffentliche Aufmerksamkeit. Die rasante Entwicklung in diesem Bereich erfordert nicht nur eine Untersuchung der Bedingungen, Auswirkungen und Folgen der KI in Gesellschaft und Wirtschaft, sondern auch grundsätzliche Fragen zu ihrer Rolle.

Die Bedeutung von Korpusarbeit und korpuslinguistischen Methoden nimmt in der linguistischen Forschung und im DaF-Unterricht stets zu, da sie es ermöglichen, sprachliche Phänomene umfassend und systematisch zu analysieren. Häufig arbeiten Forscherinnen und Forscher mit einer großen Anzahl von Korpora mit unterschiedlichen Datensätzen und Strukturen. Eine Herausforderung bei dieser Arbeit ist jedoch die Vielfalt der Abfragesysteme, die in den einzelnen Korpora zum Einsatz kommen. Diese Systeme können komplex und heterogen sein, und es erfordert oft einen erheblichen Zeitaufwand, ihre Funktionsweise zu verstehen und effektiv zu nutzen. Jedes Korpus kann unterschiedliche Suchparameter, Syntaxregeln und Filteroptionen haben, die man verstehen und beherrschen muss. Diese Unterschiede erschweren auch den Einsatz von Korpora im DaF-Unterricht. Diese Vielfalt kann die Suche nach bestimmten sprachlichen Mustern oder Phänomenen sowohl für Profis als auch für Anfänger schwierig und frustrierend machen, da man viel Zeit damit verbringen muss, sich mit den Feinheiten der einzelnen Abfragesysteme vertraut zu machen. Angesichts dieser Herausforderungen kann die Integration von KI als Werkzeug zur Formulierung von Suchanfragen in Korpora eine entscheidende Rolle spielen.

Um die Leistung der KI bei der Formulierung komplexer Suchanfragen zu testen, muss sie Zugang zu verschiedenen Arten von Informationen haben. In diesem Vortrag wird diskutiert, zu welchen spezifischen Informationen die KI Zugang haben muss und wie die spezifischen Aufforderungen formuliert werden müssen, damit sie sich als nützliches Werkzeug bei der Extrahierung der Belege erweist.

Biography

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Kulturspezifika und metaphorische Redewendungen in deutschen Übersetzungen der lettischen Gegenwartsliteratur

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Schlüsselwörter: *literarische Übersetzung, Kulturspezifika, Metapher, Übersetzungsverfahren, Äquivalenz*

Die literarische Übersetzung erfordert ein Verständnis des kulturellen Kontexts: der Normen und kulturellen Werte, der Traditionen. Ebenso muss er den Stil des Schriftstellers wiedergeben. Die Übersetzung kulturspezifischer Elemente aus literarischen Texten ist daher eine sehr anspruchsvolle Aufgabe. Der vorliegende Beitrag untersucht die Übersetzungsverfahren, die in den Übersetzungen des autobiographischen Romans *Mit Ballschuhen im sibirischen Schnee: Die Geschichte meiner Familie* (2005) von Sandra Kalniete und des Romans *Warum hast du geweint* (2007) von Dace Rukšāne aus dem Lettischen ins Deutsche verwendet wurden, und konzentriert sich dabei auf die kulturspezifischen Herausforderungen der Übersetzung. Das Ziel dieses Beitrags ist es, herauszufinden, welche Übersetzungsverfahren verwendet werden, um die Realien und Kulturspezifika, einschließlich Metaphern, ins Deutsche zu übertragen, und welche Rolle sie im Kontext der interkulturellen Kommunikation spielen.

Es werden die Übersetzungen von Werken zweier lettischer Schriftstellerinnen aus verschiedenen Generationen verglichen, wobei der Schwerpunkt auf kulturellen Besonderheiten liegt. Durch die Untersuchung der Verfahren, die bei der Übersetzung von

Realien und Kulturspezifika verwendet werden, können Schlussfolgerungen darüber gezogen werden, wie der Übersetzer die Rolle von Metaphern im Ausgangstext bestimmen und die interkulturelle Kommunikation erleichtern kann. Die Romane spiegeln die sprachlichen und kulturellen Nuancen ihrer jeweiligen Epoche wider und bieten somit eine reiche Grundlage für Vergleiche. Im Rahmen der Analyse entsteht auch die Frage, ob die Schriftstellerin, die die Sowjetzeit erlebt und beschrieben hat, Metaphern verwendet, die im sozio-politischen Kontext verwurzelt sind, während die zeitgenössische Romanautorin Metaphern verwendet, die mit modernen Themen verbunden sind?

Der Beitrag setzt sich auseinander, wie der Übersetzer mit Metaphern umgeht, die durch den kulturellen Hintergrund Lettlands beeinflusst sind. Es wird analysiert, ob und wie es dem Übersetzer gelungen ist, die ursprünglichen Metaphern und kulturellen Besonderheiten effektiv zu vermitteln und die deutschsprachigen LeserInnen anzusprechen.

Biography

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ABSTRACTS IN POLISH

Język jako wartość w reportażach Studia Historii Mówionej o dawnych ziemiach wschodnich II Rzeczypospolitej

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Słowa kluczowe: *Studia Historii Mówionej, język, reportaż, II Rzeczpospolita, tożsamość*

Referat jest poświęcony wybranym reportażom red. Czesławy Borowik (Studia Historii Mówionej, Polskie Radio Lublin), których bohaterami są ludzie związani z dawnymi ziemiami wschodnimi II Rzeczypospolitej (ich obecnymi lub byłymi mieszkańcami bądź ich potomkami). Audycje mieszczą się w nurcie historii mówionej, gdyż są oparte na nagraniach ustnych relacji o przeszłości. Analizie poddane zostaną wykorzystane w programach radiowych fragmenty narracji świadków przeszłości. Na ich podstawie dokonam analizy tego, jak osoby te rozumieją język, jaką stanowi dla nich wartość i jaką rolę odgrywa w kształtowaniu ich tożsamości.

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Językowo- kulturowy obraz Bydgoszczy

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Słowa klucze: *Bydgoszcz, mem, tekst multimodalny, stereotyp, etnolingwistyka*

Referat jest poświęcony analizie językoznawczej stereotypu miasta Bydgoszczy zgodnie z założeniami lubelskiej szkoły etnolingwistycznej. Bazę materiałową stanowią memy internetowe, które traktuję jako teksty multimodalne. Dokonam analizy wartościowania w języku i obrazie. Określę, źródła żartu internetowego w stereotypowym prezentowaniu polskich miast. Celem wystąpienia referatu będzie próba odpowiedzi na pytanie, czy możliwe są zmiany w stereotypowym postrzeganiu miast?

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ABSTRACTS IN RUSSIAN

Перечитывая классику: Ф. М. Достоевский. *Нечочка Незванова*.

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Ключевые слова: *Достоевский, Нечочка Незванова, Достоевская, читатель, сиквел*

Автор доклада предлагает заново прочитать давно изученный первый многосюжетный роман Ф. М. Достоевского *Нечочка Незванова* в контексте автобиографического наследия жены писателя Анны Григорьевны Достоевской. Наряду с обсуждениями версий ранее не акцентированных причин незавершенности/назаконченности данного романа Достоевского в докладе предлагается провести параллель между первой частью романа о музыканте Ефимове и теми фрагментами *Дневников* и *Воспоминаний* жены писателя, которые в рецепции современного читателя, привыкшего к чтению по-разному сконструированных текстов, могут восприниматься как своеобразный сиквел к незаконченному/незавершенному произведению. На возможность проведения подобных параллелей указывают многие точки соприкосновения между столь разными произведениями: имена героини и второй жены писателя, модели их поведения и аналогичные жизненные ситуации, сюжетные совпадения и т.д. В докладе проводится мысль, что включение художественного текста в контекст биографии писателя является, с одной стороны, одним из способов «завершения незавершенного», с другой, расширяет возможности прочтения классики, где читатель получает больше «прав» и все больше втягивается в процесс сотворчества.

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Может ли эмигрант быть патриотом? О лирической полемике Анны Ахматовой и Гизеллы Лахман

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Ключевые слова: Анна Ахматова, Гизелла Лахман, русская эмигрантская и советская поэзия, литературная полемика, литературная коммуникация

В докладе я предпринимаю попытку сравнительного анализа двух стихотворений «Родная земля» (1961) Анны Ахматовой и «О ней стихи навзрыд не сочиняем...» (1963) Гизеллы Лахман, русской поэтессы-эмигрантки первой волны.

Стихотворение Ахматовой, написанное за пять лет до ее смерти, замыкает нить ее лирических размышлений об эмиграции, начатую еще в произведениях «Мне голос был. Он звал утешно...» (1917) и «Не с теми я, кто бросил землю...» (1922). В анализируемом тексте, как и в названных предшествующих ему стихотворениях, Ахматова заняла четкую антиэмигрантскую позицию. Она обвинила соотечественников, покинувших страну, в предательстве, отказала им в праве называть Россию своей родиной и противопоставила их тем русским, которые остались в стране и разделили ее тяжелую судьбу.

Лахман, малоизвестная представительница поэзии русской послереволюционной эмиграции, выступила в своем стихотворении от имени себя и других беженцев, опровергла обвинения Ахматовой, посчитав их необоснованными и обидными для эмигрантов. Поэтесса утверждает, что уход с родины не исключает любви к ней.

Полемика поэтесс рассматривается с помощью инструментов описательной поэтики (исследуются их стилистические манеры) и в историко-литературной перспективе, как проявление раскола русской литературы после 1917 года на метрополию и диаспору, эффект сложных отношений между двумя течениями, вплетенными в советский политико-идеологический дискурс второй половины XX века. Методологической основой анализа является теория литературной коммуникации, согласно которой стихотворения представляют собой образцы коммуникативного высказывания.

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Классика всегда вежлива?

Некоторые размышления о переводе местоименных форм обращения в итальянских изданиях романа *Анна Каренина*

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Ключевые слова: вежливость, местоименные формы обращения, практика перевода, русский язык, итальянский язык, Анна Каренина

В данном исследовании мы сосредоточимся на формах вежливости, относящихся к лексическому уровню, и, в частности, исследуем использование местоименных форм обращения в русском и итальянском языках. В эпоху Средневековья итальянский язык, как и другие романские языки, имел бинарную систему обращения на основе 'tu/Voi'. Местоимение вежливости 'Lei' распространилось через канцелярии и дворы эпохи Возрождения и позже было усилено испанской моделью. Таким образом, начиная с XVI века и включая большую часть XX века, итальянский язык имел в своем распоряжении три местоимения 'tu, Voi, Lei', которые, не находясь во взаимной связи (один обращается к другому на 'tu', а другой на 'lei', один обращается на 'lei', а другой на 'voi' и т. д.), являлись проявлением асимметрии по возрасту (различие в возрасте), социальному статусу, полу и условной эмоциональной ситуации между собеседниками. В начале 1938 года фашистский режим запретил использование обращения «Lei», так как ошибочно считалось, что оно имеет иностранное происхождение. Во второй половине XX века происходят глубокие изменения в обществе, что, соответственно, отражается на использовании форм обращения. Распространяется обращение «tu» в симметричных отношениях, типология которых значительно расширилась и, например, включила отношения между мужем и женой или между родителями и детьми, которые в первой половине века считались асимметричными и предполагали использование «tu/Voi». Как форма дистанции и уважения преобладает использование «Lei», в то время как форма «Voi» в основном характерна для центрально-южных итальянских диалектов (Molinelli 2019).

Современный итальянский язык сегодня фактически имеет только одно местоимение вежливости: 'Lei', как и русский язык имеет только местоимение 'Вы'. Целью этой работы является исследование способов перевода местоимения 'Вы' в итальянских изданиях романа Толстого «Анна Каренина» в XX веке. Контрастивный анализ частично опирается на помощь НКРЯ, в котором, к сожалению, представлен только один из рассматриваемых итальянских переводов – перевод Марии Бьянки Лупорини (1993).

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Русские стихи в еврейской графике из рукописного собрания Симона Фирковича Библиотеки Академии наук Литвы им. Врублевских: социолингвистические аспекты инографичного бытования русских текстов

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Ключевые слова: славяно-еврейские языковые контакты, еврейская графика, русский язык, караимы Литвы, межкультурная коммуникация

В собрании рукописей Симона Фирковича (1897–1982), выдающегося культурного деятеля литовской караимской общины и газзана Тракайской кенассы (F305 Библиотеки Академии наук Литвы им. Врублевских) хранится тетрадка конца XIX в., содержащая, наряду с текстами на иврите и караимском языке, несколько русских стихотворений, записанных также еврейскими буквами: среди них, например, популярный на всём протяжении XIX в. романс «Я в пустыню удаляюсь от прекрасных здешних мест...» (1791) М. В. Зубовой. По своему жанру эта тетрадка похожа на девичий альбом, хотя пол его владельца установить пока не представляется возможным. Кроме романса Зубовой, иные русские тексты, равно как ивритские и тюркские, идентифицировать пока не удалось, в частности, такие любительские стихи (правописание нормализовано): «Как время приходит по счастью тужить, // Хоть свет широкий, а мне негде жить. // Я на свете жить как стал — // Нигде счастья не сыскал». Другие русские стихотворения заставляют усомниться в том, что их автор в полной мере владел русским языком, так что можно предположить, что они были написаны кем-то из представителей литовской караимской общины.

В предлагаемом докладе будут проанализированы способы записи русской речи еврейскими буквами в сравнении с другими аналогичными случаями XIX в., прежде всего в «Триязычной молитве» луцкого караима Авраама Фирковича (Grishchenko & Shapira, 2021). На материале представленного рукописного сборника реконструирована языковая и культурная ситуация в литовской караимской общине рубежа XIX–XX вв., где важную роль начинал играть русский язык (наряду с традиционными для восточноевропейских караимов языками). Рассматриваемый случай представляется довольно важным для изучения межъязыкового, межкультурного и межконфессионального взаимодействия в истории народов Российской империи и в типологической перспективе может быть сопоставлен, например, со случаями записи русских текстов армянскими буквами: так, известна рукопись XVIII в. с такого рода записями, хранящаяся в Матенадаране (Ереван).

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Переводы и рецепции поэзии Анны Ахматовой в Независимой Литве: мировой контекст

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Литва

Ключевые слова: Литва, поэзия, Ахматова, перевод, рецепция

После восстановления Независимости издаются переводы поэзии Ахматовой известных литовских поэтов, которые не могли в открытом и полном виде появиться прежде. Они становятся объектом сопоставительных исследований в совершенно ином историческом, культурном национальном и мировом контексте, что и является основной целью данного исследования.

Вековой давности переводы Балиса Сруоги трех стихотворений Ахматовой, опубликованных в 1998 г. Институтом литовской литературы в 5 томе приуроченного к его столетию Собранию сочинений, открывали и мотивировали самые широкие возможности: прежде всего высокий, эквиритмический, стиховой уровень сценических переложений, созвучных литовской песне и вокалу, объяснимый знанием новой французской и русской поэтики, а также музыке увлеченного стихами ранней Ахматовой молодого композитора-модерниста Сергея Прокофьева (Sruoga, 1998, p. 98–100).

В 1994 г. Юдита Вайчюнайте публикует окончательный вариант перевода „Requiem“ Ахматовой, произведение, представляющее наивысший в Западной христианской культуре жанр о страданиях человечества (Vaičiūnaitė, 2007, p. 340–357).

Изучение переводов, биографических материалов, дневников поэтов Генрика Радаускаса, Альфонсаса Ника-Нилюнаса и ряда других только начинается. Благодаря именно литовской эмиграции, европейской и американской в их взаимных контактах, пишется история восприятий Ахматовой на Западе в межвоенные и послевоенные десятилетия (Nyka-Niliūnas, 1996; Radauskas, 2009).

Нуждаются в дополнениях исследования переводов, и созвучных с текстами Ахматовой произведений Томаса Венцловы. В статье рассматривается поэтический отклик Венцловы на смерть Ахматовой в обращенных к Иосифу Бродскому и их общей памяти стихотворениях (Ivinskaja, 2021, с. 55–66; Šilbajoris, 1997).

Исследование позволяет сделать вывод, что творчество Ахматовой, которое вызывало интерес в литовской культурной среде на протяжении всего XX века, продолжает быть частью культурных предпочтений и в современной Литве, однако ее творчество в условиях Независимости обретает возможности объективного исследования и нового прочтения, примером тому – включение литовских переводов стихов русской поэтессы в сборники мировой поэзии, например, *Золотая Лира: поэзия западного мира* (Aukso lyra, 1990).

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Сведения об авторе (Biography)

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Мотив дороги в новейшей русской прозе (Владимир Сорокин, Виктор Пелевин)

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Ключевые слова: *мотив дороги, солипсизм, искусственный интеллект, Виктор Пелевин, Владимир Сорокин*

Целью данного выступления является интерпретация мотива дороги в современной русской прозе на примере повести Владимира Сорокина «Метель» и романа Виктора Пелевина «Путешествие в Элевсин». Тщательный анализ выбранного контекста ведет к сугубо методологическим рассуждениям о значении и актуальности топоса дороги в технологически сверхразвитой реальности дистопических произведений. К тому же в статье обсуждается уход русских прозаиков от традиционно понимаемого пространства текста (Брайан МакХейл), так как путешествие героев в обоих случаях оказывается лишь предлогом для повествования (явный намек на литературоцентризм европейской культуры). Здесь важной методологической опорой размышлений в статье оказываются труды Жака Деррида и Михаила Берга, которые непосредственно ведут к более глубокому пониманию выбранных художественных текстов. Путешествие героя «Метели» оказывается мнимым движением, цель которого в конечном счете не может быть достигнута (ср. с поэмой «Москва-Петушки» Венедикта Ерофеева, но и с одноименными текстами Льва Толстого и Александра Пушкина). Однако повествование в тексте Сорокина не ограничивается многочисленными литературными намеками, так как задержки и финальная катастрофа тесно связаны с новыми (с точки зрения современного читателя) технологическими изобретениями. Текст Пелевина, в свою очередь, на уровне сюжета построен как травелог, создаваемый в неотличимой от материальной реальности симуляции. К тому же фиктивным автором повествования в финале романа оказывается литературный алгоритм, который охотно раскрывает свои приемы перед самим собой и читателем. Интересно, что путешествие Маркуса, помимо своей логической словесной формы, полно неожиданностей на самом базовом уровне. Например, сам герой оказывается лишь копией (или клоном, следующей реинкарнацией) не только Порфирия (фиктивного автора романа), но также его главного оппонента – Ломаса. Итак, путешественник в мире Пелевина один, а пространство, познаваемое им в рамках сюжета, – лишь мираж, очередная электромагнитная волна в Космосе человеческого сознания.

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Сведения об авторе (Biography)

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Хронотоп войны: антивоенное послание в современной русскоязычной драме.

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Ключевые слова: антивоенная драматургия, хронотоп войны, кризисное сознание, современная драма, Эхо Любимовки

Русскоязычная антивоенная драматургия 2022–2024 годов породила уникальное по своим масштабам и значению явление «бродячего» театра в изгнании под эгидой фестиваля *Эхо Любимовки*. Читки и обсуждения текстов в рамках фестиваля прошли в Израиле, в Сербии, в Германии, в Грузии, в Турции, в Казахстане, в Азербайджане, в Испании, во Франции, в Финляндии, в Эстонии, в Польше и в других странах, становясь не только важным элементом интеграции эмигрантской среды, но также позволяя авторам (как тем, кто эмигрировал из России, так и тем, кто остался и публикует тексты анонимно) представить свои тексты в публичном пространстве, вне цензуры и ограничений. Антивоенная программа *Эха Любимовки* – это не только остро актуальные тексты, выстраивающие концепцию военной реальности и существования в ней частного, конкретного человека, но также неоценимый документ эпохи, коллективное свидетельство времени. В нашем докладе мы попытаемся на основе комплексного анализа избранных антивоенных и антитоталитарных текстов из репертуара *Эха Любимовки* («Ваня жив» Н. Лизоркиной 2022, «Напало животное» Ю. Тупикиной 2024, «Common Shame» Е. Августеняк 2023, «Думскролинг и думливинг» А. Головина 2022, «Чек-лист» В. Шарапова 2022 и др.) сформулировать образ координат времени и пространства новой реальности с ее программной фрагментацией, многоголосием, обыденностью насилия и разрушения. Пользуясь концепцией М.М. Бахтина, характеризующей хронотоп как онтологическую категорию, как неразрывную систему взаимосвязанных и взаимообусловленных пространственно-временных отношений в произведении, мы попытаемся проследить основные категории хронотопа войны как воплощения кризисного времени и пространства в указанных выше драматических произведениях. Анализ и характеристика структуры драматических текстов интересующего нас периода на текстовом, надтекстовом и композиционном уровнях позволит сформулировать и обобщить принципы реализации кризисного сознания, доминирующего в современной антивоенной драматургии на русском языке.

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Память и идентичность в русской дистопии

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Ключевые слова: *память, дистопия, идентичность, Глуховский, Быков*

Моя презентация основана на предположении, что память в дистопии является формой коллективной идентичности. Это «El Camino Real», «королевская дорога», по которой авторы дистопий приближаются к идее идентичности. В литературных дистопиях различные формы тоталитаризма представлены в метафорическом формате. Они ведут к следу коллективных травм и подчеркивают множественность субъектов и личных воспоминаний. Мои работы в этой области следуют методологии А. и Я. Ассманов.

Посткоммунистическая дистопическая литература превратилась в своего рода психологическую фрейдистскую кушетку, где современные интеллектуалы изливают свои страхи и неврозы. Авторы превратили дистопию из литературного явления в метод моделирования реальности и изображения ближайшего будущего. Борьба за память и забвение лежит в основе дистопической битвы за истину и за идентичность.

Я сосредоточился на антиутопиях Дмитрия Глуховского, Дмитрия Быкова, Яны Вагнер, Дмитрия Горчева, Эдуарда Веркина и некоторых других писателей.

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Сведения об авторе (Biography)

Борис Ланин (Boris Lanin): Доктор филологических наук, профессор, Институт Восточнославянской филологии, Университет имени Адама Мицкевича в Познани, Польша. До эмиграции в 2019 году работал профессором ГИТИС в Москве, 16 лет заведовал лабораторией литературного образования в Российской академии образования. Был автором федеральных школьных учебников по литературе для 5–11 классов, учебников по литературе и по методике преподавания литературы для университетов. В качестве приглашенного профессора работал в университетах Стэнфорда, Нью-Йорка, Вашингтона, Парижа, Токио, Осаки, Саппоро, Бата, Грайфсвальда, Уппсалы и других. E-mail: borial2003@gmail.com

К проблеме определения жанра: между злой сатирой и литературной фугой (В. Шендерович, «Соло на флейте»)

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В 2015 г. издательство «Время» выпустило книгу В. Шендеровича «Соло на флейте», которую можно определить как многожанровую и интермедийную, поскольку здесь слились воедино содержательные особенности политической сатиры и трагедии, фарса и фэнтези – с одной стороны, а с другой – некоторые черты музыкальных произведений, в частности, фуги. Впервые текст появился в 2012 г. в журнале «Полдень. XXI век», редактируемом Б. Стругацким, но не вызвал тогда широкого резонанса, хотя и был поставлен в «Другом театре», определившем его жанр как «кабаре без музыки и танцев».

В сообщении подробно характеризуется сюжет, построенный как гротескное изображение действительности, и композиция, демонстрирующая, по мнению автора, соотношение вербального текста с фугой как музыкальным полифоническим произведением. Части книги именуется итальянскими терминами, обозначающими определенный темп. Если темп – это совокупность всех факторов музыкального опуса: обобщённое восприятие тематизма, ритмики, артикуляции, «дыхания», контрапункта (Epstein, 1995), то сделанное предположение соответствует избранному, но пока не описанному жанру – возможно, мы имеем сатирическую трагикомическую музыкальную пьесу, где музыкальная составляющая скрыта от непосредственного восприятия (впрочем, понятие литературная fuga сегодня не является чрезвычайно новым). Доминирующим приемом построения текста, на взгляд автора, является контрапункт: одна и та же тема ведётся разными голосами из «разных пространств», репрезентирующих структуру современного общества. И каждый срез общества представлен определенным коммуникативным регистром. Символика отдельных элементов (в частности, имена некоторых персонажей), не позволяет согласиться с предложенным некоторыми критиками определением этой книги как «отчаянно безнадежной». В тексте эксплицитно представлены интертекстуальные связи «Соло...» с классикой мировой литературы. Можно сказать, что это произведение Виктора Шендеровича вписано в мировую культурную традицию, использующую образ флейты как инструмента, обладающего магической силой с амбивалентной оценкой служить добру или мстить за зло.

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Эпилог межвоенной русской литературной жизни в Вильнюсе

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Ключевые слова: Вильнюс, Вторая мировая война, зарубежная русская литература, литературная жизнь, русское рассеяние

Вильнюс в 1920-е – 1930-е годы был довольно крупным очагом русской литературной жизни межвоенной Польши. Когда она прекратилась? – Ответ следует искать прежде всего в архивных документах, периодике 1939–1961 и последующих годов, мемуарах. Начало Второй мировой войны, когда часть участников русской литературной жизни погибла или была репрессирована при первой советской оккупации, стала очевидным рубежом, но не финалом. В условиях советизации Литвы в 1940–1941 гг. одни русские литераторы, театральные и общественные деятели (П. Каценельсон, С. Нальянч, С. Поволоцкий и другие) проявили себя участием в советских вильнюсских газетах, другие (М. Божерянов, Т. Соколова) были репрессированы. Во время немецкой оккупации С. Нальянч сотрудничал в нацистской газете «За родину», затем бежал в Германию, в 1945 г. вернулся в Вильнюс и, судя по его стихотворениям среди архивных документов Л. Гиры, пытался вернуться к литературной работе. Однако в 1947 г. он был арестован и в 1948 г. приговорен к десяти годам исправительно-трудовых лагерей. К тому времени русская литературная жизнь в Вильнюсе и литературное творчество на русском языке в прежних формах стали невозможными. Резко изменился состав участников литературной жизни и ее характер, переменам подверглись статус русской литературы и изданий на русском языке, отношениях с литературной метрополией и местной литературной средой. Впрочем, некоторым продолжением вильнюсской русской литературной жизни межвоенного периода стала деятельность С. Поволоцкого и Г. Соргонина в Лодзи: Поволоцкий в газете «Русский голос» под редакцией П. Юрьева (одно время жил в Вильнюсе, участвовал в местных изданиях) и в журнале «Звено» выступал статьями на театральные темы и мемуарными очерками, Соргонин – со стихами и переводами. Соргонин выпустил ряд сборников стихов и проводил свои поэтические вечера. Таким образом, Вторая мировая война и радикальные общественно–политические трансформации 1940–1941 гг. прекратили прежнюю русскую литературную жизнь в Вильнюсе, но ее отголоски обнаруживаются в послевоенной Польше до середины 1960-х гг.

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Особенности усвоения приставочных глаголов в контексте русского языка как иностранного

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Ключевые слова: лингводидактика, усвоение лексики, глаголы с приставками, вид глагола, способы глагольного действия

Цель данного исследования – рассмотреть основные проблемы в усвоении приставочных глаголов в стремлении оптимизировать процесс преподавания русского языка как иностранного итальянским учащимся.

Глаголы с приставками, широко распространенные в русском языке, обладают сложностью, поскольку подразумевают важную взаимосвязь между лексической, видовой и акциональной семантикой. В частности, процесс префиксации порождает три типа глаголов (Янда, 2012): а) видовые пары (например, писать – написать), в которых приставка не изменяет лексическое значение глагола; б) специализированные перфективы, в которых присоединение приставки модифицирует значение глагола (например, писать – переписать); в) способы глагольного действия, в которых приставка добавляет акциональное значение (например, звенеть – зазвенеть, см. Зализняк, Микаэлян, Шмелев, 2015). В итальянском языке, в отличие от русского, семантические категории вида и способов глагольного действия выражены при помощи других механизмов (например, через использование разных временных форм или устойчивых выражений, см. Bertinetto, 1986), что затрудняет усвоение русских глаголов с приставками итальянскими студентами.

Принимая во внимание цель исследования, нами был разработан клоуз-тест, который был проведен среди студентов итальянских университетов, владеющих русским языком на уровнях от А2 до уровня носителя.

Результаты показывают, что учащиеся активно используют приставки, но количество и правильность их употребления значительно варьируются. При образовании видовых пар префиксация в большинстве случаев была применена правильно, тогда как в специализированных перфективах и способах действия чаще встречались приставки, не соответствующие норме употребления, или переформулировки, включающие дополнительные лингвистические единицы. Такая особенность свидетельствует о творческой способности респондентов к использованию префиксации для создания новых глагольных форм. Кроме этого, согласно результатам, механизмы префиксации оказываются более сложными в контексте усвоения специализированных перфективов и способов действия, чем видовых пар. Объяснение этому результату, на наш взгляд, заключается не только в недостаточной сформированности лексической компетенции у студентов, но и в когнитивной нагрузке, связанной с обработкой структур, находящихся на пересечении между лексикой, грамматикой и прагматикой (см. Sorace, 2004).

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Процесс перераспределения сил между агентами и институтами медиатизированного литературного поля

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Ключевые слова: медиатизация литературного поля, социология литературы, П. Бурдьё

В докладе предлагается обзор современных подходов к изучению феномена аргументации и делается вывод о том, что взаимопонимание большинства исследователей, работающих в разных руслах, зиждется на представлениях о том, что, во-первых, не целесообразно рассортировывать аргументы на логические, как максимально доказательные, и лежащие вне границ логики, как второсортные. Во-вторых, тезис и аргументы часто вводятся в текст имплицитно, т.е. они не должны быть вербализованы (для того, чтобы текст был идентифицирован как аргументативный). В-третьих, средством аргументативного воздействия на получателя является текст в широком смысле: как конкретные речевые высказывания, так и совокупность текстов, как вербальный текст, так и невербальные знаки.

Во второй части доклада на примере предвыборного дискурса Литвы и Сербии показано, что классический риторический подход в когнитивной парадигме позволяет получить ответ на вопрос, каково состояние современных политических умов и ценности общества, в рамках которого осуществляется аргументация.

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К проблеме изучения феномена аргументации

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Ключевые слова: аргументация, убеждение, стиль мышления, ценности

Объектом нашего изучения станет экзистенциально-психологическая составляющая трагизма бытия личности в пьесах Я.Пулинович. Рассматривая категории художественного сознания в драматургии действия трех пьес, сосредоточим внимание на том, как представлено и какие формы драматургического воплощения приобретает преодоление травмы героем. Опыт переживания травматического прошлого как фатальной несправедливости определяет линию поведения героев в настоящем, характер конфликта и развития действия пьес. Непреодолимость трагизма бытия, осознанная героями, обуславливает построение сюжетов пьес, напоминающих мелодрамы. Драматическое действие развивается как эмоциональное преодоление: комплекса жертвы смилившейся с унижением Эльзой («Земля Эльзы»), эгоцентризма – Аллой, так и не добившейся взаимности от любимого человека, («Сомнамбулизм»), обиды и мести Настеньки, певческая карьера которой не состоялась из-за мутации голоса («Хор Харона»).

В сюжетах пьес распознаются ситуации преодоления установленных обществом границ в психологическом, культурно-социальном, физиологическом аспектах. Причем развитие действия зачастую связано с эстетизацией травмы героями. В пьесе «Хор Харона» Настенька пытается преодолеть комплекс жертвы, совершая акт возмездия. Убивая воспитавшую ее сестру, героиня разрушает себя. Трагическая случайность (потеря голоса) оборачивается фатальной неготовностью «примирения» с действительностью, вызывает деструктивное поведение героини. Можно предположить, что драматург представляет экзистенциальное состояние человека, осознавшего неизбежность конфликта с миром.

Драматургический конфликт разворачивается в связи с различными формами преодоления травмы: конструктивными и деструктивными.

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Трагизм бытия личности в драматургическом действии пьес Ярославы Пулинович

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Ключевые слова: Ярослав Пулинович, трагизм бытия, пьеса, экзистенциальное состояние, художественное сознание

Объектом нашего изучения станет экзистенциально-психологическая составляющая трагизма бытия личности в пьесах Я.Пулинович. Рассматривая категории художественного сознания в драматургии действия трех пьес, сосредоточим внимание на том, как представлено и какие формы драматургического воплощения приобретает преодоление травмы героем. Опыт переживания травматического прошлого как фатальной несправедливости определяет линию поведения героев в настоящем, характер конфликта и развития действия пьес. Непреодолимость трагизма бытия, осознанная героями, обуславливает построение сюжетов пьес, напоминающих мелодрамы. Драматическое действие развивается как эмоциональное преодоление: комплекса жертвы смилившейся с унижением Эльзой («Земля Эльзы»), эгоцентризма – Аллой, так и не добившейся взаимности от любимого человека, («Сомнамбулизм»), обиды и мести Настеньки, певческая карьера которой не состоялась из-за мутации голоса («Хор Харона»).

В сюжетах пьес распознаются ситуации преодоления установленных обществом границ в психологическом, культурно-социальном, физиологическом аспектах. Причем, развитие действия зачастую связано с эстетизацией травмы героями. В пьесе «Хор Харона» Настенька пытается преодолеть комплекс жертвы, совершая акт возмездия. Убивая воспитавшую ее сестру, героиня разрушает себя. Трагическая случайность (потеря голоса) оборачивается фатальной неготовностью «примирения» с действительностью, вызывает деструктивное поведение героини. Можно предположить, что драматург представляет экзистенциальное состояние человека, осознавшего неизбежность конфликта с миром.

Драматургический конфликт разворачивается в связи с различными формами преодоления травмы: конструктивными и деструктивными.

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Борис Пастернак как субститут Шекспира в поэзии Анны Ахматовой

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Ключевые слова: Ахматова, Шекспир, Пастернак, опосредованное обращение

Доклад включает несколько замечаний, которые имеют отношение к теме опосредованного обращения Ахматовой к творчеству Шекспира, то есть к тем эпизодам ее художественного письма, когда она ориентировалась на уже имеющийся в русской литературе шекспировский цитатный комплекс. В нашем случае – на «шекспиризм» Пастернака.

1. В одном из фрагментов «Поэмы без Героя», где «автор провозглашает себя предметом своего собственного понимания» (P. de Man), Ахматова использует шекспировскую аналогию, опираясь на образ, представленный только в одном русском переводе – в переводе «Гамлета» Пастернаком в 1939–1940 гг.
2. Исследователями отмечен и проанализирован эпиграф к книге Ахматовой «Тростник» из ранней редакции стихотворения Пастернака «Гамлет» (1946). Но отзвуки этого стихотворения есть в ее стихотворных посвящениях Пастернаку 1947 (1958) и 1960 гг.
 - 2а. «Перетекающей» цитатой («моление о чаше»), отсылающей и к интерпретации образа Гамлета Пастернаком, и к Евангелию, Ахматова подключается к русской традиции истолкования Гамлета.
 - 2б. Посредством сравнения судьбы поэта-провидца со странничеством ослепшего царя Эдипа и образа «золотого и крылатого» «пути» к «вышней воле» Ахматова скрещивает мотивы судьбы в ее христианском и античном толковании. Это коррелирует с Новозаветными аллюзиями в стихотворении «Гамлет» и выводит Ахматову к гамлетовской проблеме свободы выбора и необходимости.

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Советская повседневность периода «оттепели» в повестях Олега Ханеева «У тебя впереди жизнь»

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Ключевые слова: *быт, газета, город, повседневность, редакция*

Повседневность является предметом междисциплинарных исследований и предполагает использование инструментария различных отраслей гуманитарной науки. При этом материалом для осуществления научных изысканий становятся документальные, мемуарные, публицистические и художественные тексты. Один из таковых - текст повести Олега Ханеева «У тебя впереди жизнь», опубликованной Государственным издательством художественной литературы Литовской ССР в 1962 году. Наличие в нем «внешне второстепенной, но поэтому и достаточно достоверной информации о бытовых реалиях» (Наталья Лебина) позволяет восстановить отдаленную во времени «повседневность» конкретного урбанистического образования, а именно Вильнюса, в период так называемой «хрущевской оттепели» рубежа 1950–1960-х годов. В результате осуществления междисциплинарного подхода удалось: – с учетом урбанистических показателей и социокультурных особенностей установить авторскую идентификацию Вильнюса как «пространства Провинции», вторичного по отношению к Центру и от него зависящего (в системе координат теории ландшафтной герменевтики Владимира Каганского); - выявить специфику повседневного существования конкретного профессионального сообщества – редакции газеты «Советская Прибалтика», прообразом которой является «Советская Литва» – печатный орган Коммунистической партии Литовской ССР (компаративный метод литературоведения); - определить культурные приоритеты человека, его поведенческие модели в пространстве конкретного урбанистического локуса, спектр предоставляемых ему услуг, удовлетворяющих физические и духовные потребности, особенности организации его быта в условиях обострения конфликта между реалиями советского образа жизни и установками чуждой ему буржуазной «идеологии массового потребления» (в перспективе теории культурных приоритетов Петра Вайля и Александра Гениса).

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Многоязычная восточнославянская лексикография XVI – начала XVIII века

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Ключевые слова: история восточнославянских литературных языков, лексикография, словарь Федора Поликарпова, корпусная лингвистика

В докладе будет представлен проект, над которым в настоящее время ведется работа в Институте славистики Гейдельбергского университета. Объектом исследования в данном проекте являются многоязычные словари, составленные в Московии лексикографами, прибывшими из Речи Посполитой, а также русскими лексикографами, сформировавшимися под влиянием русинской (украинской / белорусской) лексикографической традиции XVII в., в частности, в непосредственном контакте с киевскими книжниками того времени. Цель проекта – создание цифровых ресурсов, позволяющих исследовать тенденции развития восточнославянской лексики в контексте общеевропейского языкового развития раннего Нового времени, а также проведение серии экспериментальных исследований, иллюстрирующих эти тенденции. Особое внимание будет уделено роли украинской/белорусской (русинской) книжной традиции в европеизации русской лексики в допетровскую и раннепетровскую эпоху (конец XVII – начало XVIII вв.). Существует вполне ощутимая потребность в дополнительных исследованиях восточнославянской лексикографии раннего Нового времени в контексте тесных культурных и межъязыковых контактов между Москвой и Западной Европой через посредничество польского и русинского языков в XVI – начале XVIII вв. Уникальная ситуация активной ассимиляции западноевропейского культурного и интеллектуального наследия посредством обширной переводческой и лексикографической деятельности, происходившей в тесном взаимодействии между русской церковнославянской традицией и русинской книжностью в Речи Посполитой, до сих пор остается одной из наименее изученных областей письменной культуры раннего Нового времени.

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Сведения об авторе (Biography)

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Проблемы использования приставки за- с глаголами движения в русском языке и анализ учебников для итальянских студентов

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Ключевые слова: приставка за-, глаголы движения, итальянские студенты, семантика

Использование приставки за- с глаголами движения в русском языке представляет собой одну из основных трудностей для итальянских студентов, изучающих русский как иностранный. Это связано со множеством значений, которые приставка за- может передавать: вход в замкнутое или ограниченное пространство (*зайти в дом — войти внутрь*), в том числе в переносном значении (*зайти в интернет, зайти в чей-то профиль*); кратковременное посещение или отклонение от маршрута с какой-то целью (*зайти в аптеку — сделать по пути короткую остановку, чтобы что-то купить или узнать*); переместиться за пределы чего-то и скрыться (*зайти за угол дома — перестать находиться в зоне видимости*) и т.д.

Методология предлагаемого исследования основана на сравнительном анализе учебников русского языка для итальянцев. Анализируется, как теоретические аспекты использования приставки за- объясняются в этих материалах и насколько эффективны предложенные упражнения для практического усвоения значений этой приставки. Кроме того, исследование учитывает теорию Талми, согласно которой русский язык относится к Satellite-Framed Languages: для передачи информации о движении в этом языке используется большое количество префиксов, что делает язык более гибким для выражения различных нюансов. В итальянском языке, который относится к Verb-Framed Languages, аналогичные значения чаще всего передаются через наречия. Например, кратковременность или отклонение от основного пути требуют дополнительного наречия, без которого значение может быть неясным.

Итоги исследования показывают, что существующие учебные материалы часто предлагают поверхностные объяснения и включают недостаточно примеров для усвоения значений приставки за- в комбинации с глаголами движения. Эти вопросы и примеры будут подробно рассмотрены в нашем докладе.

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методику преподавания русского языка итаоговорящим студентам и в многоязычных классах – с фокусом на семантику и употребление глаголов движения. Кроме того, я занимаюсь анализом учебных пособий по русскому языку для иностранцев, уделяя особое внимание разработке материалов, подходящих для студентов с различным уровнем языковой подготовки. Моя работа направлена на усовершенствование учебных программ и пособий по РКИ для итаоговорящих студентов. E-mail: Federico.Piccolo@unipa.it

Переводчики волею Случая

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Ключевые слова: переводчики, случайность, Первая мировая война, российский плен

Фактор случайности может играть роль в рецепции художественной литературы. В данном случае таким случайным и внелитературным событием стал российский плен венгерских военнослужащих в Первую мировую войну и превращение нескольких из них в переводчиков русской литературы по возвращении. В своём выступлении я стараюсь показать, каким образом и в какой степени они повлияли на рецепцию русской литературы, уже давно популярной в Венгрии, и, с другой стороны, как плен повлиял на творческий путь и мышление переводчиков.

На данный момент мы знаем о 7 переводчиках, вернувшихся из России, у которых вышли в свет минимум 2 серьёзных перевода с русского языка. С появлением переводчиков-военнопленных пришлось отказаться от довоенной практики перевода с русского с помощью посреднических языков (немецкого, французского). Новые переводчики в основном переводили классическую литературу и в меньшей степени советскую и эмигрантскую художественную литературу. Первый и на долгое время единственный сборник советской литературы (1936 г.) обязан своим существованием бывшему военнопленному.

С помощью критики, статей и других источников того времени я стараюсь изучать роль этих переводов в рецепции. Архивные и другие материалы о судьбе переводчиков сохранились в разном количестве. Известно, что, будучи врачом, преподавателем физики, рабочим, журналистом, ни один из них не готовился стать переводчиком; среди них был только один филолог (специализирующийся в области классических языков – единственный, кто впоследствии после Второй мировой войны стал известным переводчиком). В плену эти люди находились в разных лагерях, вернулись домой с различным опытом, их послевоенные судьбы также отличаются друг от друга. Но в какой-то момент все они пришли к переводу. В своём выступлении я стараюсь найти ответ на вопросы о том, было ли что-то общее у этих переводчиков и чем был мотивирован их приход к русской литературе в специфической ситуации плена и российской гражданской войны.

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Болото как индустриальная руина в русской культуре

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Ключевые слова: болото, руина, постапокалипсис, экология, культура

Болото, образовавшееся в результате экологической катастрофы на месте города и цивилизации, является важным мотивом в европейской литературе (например, в постапокалиптическом романе Дж. Балларда «Затонувший мир» [1962]). В русской литературе и культуре также присутствует этот мотив, например, в «Пикнике на обочине» (1972) братьев Стругацких, фильме А. Тарковского «Сталкер» (1979) или повести А. Ткаченко «Болото» (1988). Эти произведения, являющиеся материалом для доклада, интересны тем, что в них показано, как болото, долгое время вытесняемое на культурные задворки, неожиданным образом «возвращается», только теперь уже в форме «руины», бросая новый вызов человеку. М. Строганов заявлял о прямой связи болота и руины и писал, что уже в творчестве Достоевского болото выполняет функцию руины, грозя поглотить «гармоническую культуру» (Строганов 2010, 80). Однако в анализируемых произведениях на первый план выступает скорее не культурная, а индустриальная руина, частью которой является болото и функционирование которой обладает своей спецификой. Целью доклада является показать особенность функционирования болотного элемента в индустриальной руине. Для теоретического осмысления руины автор привлекает работы А. Шенле «Апология руины в философии истории: провиденциализм и его распад» (2009), а также Т. Эдensorа *Industrial Ruins. Spaces, Aesthetics, Materiality* (2005).

В докладе показывается, что для изображения постапокалиптического мира тремя авторами используются индустриальные руины (что в целом характерно для современной готики). Яркой особенностью этих руин является наличие болотного элемента.

Заболоченные руины квестионируют советский нарратив о поступательном историческом развитии и проблематизируют идею прогресса. Например, в повести Ткаченко прогресс оборачивается ядовитым в прямом смысле болотом.

Болотный аспект, с одной стороны, подчеркивает «трансгрессивную» (Edensor 2005, 15) природу руины, позволяющую нарушать социальные нормы поведения (например, у Стругацких), а с другой – позволяет героям получить новый экзистенциальный опыт (у трех авторов): именно в руинированном болотном пространстве они чувствуют себя более живыми, нежели в «цивилизованном», также там они сталкиваются со своей темной стороной, подлежащей трансформации. Разное отношение героев к влажному болотному элементу обуславливает разные траектории получения экзистенциального опыта.

В постапокалиптическом руинированном мире природное (хотя в каждом произведении несколько по-разному) доминирует над культурным.

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Имплицитные цитаты в сонетах латвийского поэта Эдварта Вирзы (1904-1907)

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Ключевые слова: Эдварт Вирза, Константин Бальмонт, «Кубок», «Пляски Смерти», «чужое» слово, цитата, сонет

Латвийские модернисты ориентировались на новые направления в европейской литературе начала XX века. Для первой книги стихов Эдварта Вирзы «Кубок» (1907) актуальна поэтика русского Серебряного века, особенно символистов: В. Брюсова, Ф. Сологуба и К. Бальмонта, чьи стихи он переводил и считал идеальными поэтическими формулами для передачи «новых смыслов». Стихи Э. Вирзы на латышском языке сочетают в содержательном плане такие смысловые опции как «чужое слово» или «забытая» цитата. Функция знаков цитирования — эпитафий, девизов, посвящений — актуализируется в его текстах: они не только расшифровывают смысл, но и создают общий язык новой мировой культуры, понятный лишь «посвящённым». Книга Э. Вирзы состоит из лирических циклов, как и многие книги стихов русских символистов. Имплицитные цитаты преобладают в цикле сонетов Э. Вирзы; они проявляются по мере того, как «естественные эмоции» превращаются в «огонь страсти». Лирические персонажи сонетов напоминают героев ранних книг Брюсова, Сологуба и Бальмонта, связанные с локусом сада и мистикой «Плясок Смерти». «Дети солнца» отворачиваются от солнечного светила, теперь замороженные «игрой кладбищенских огней». Темный Эрос побеждён Танатосом; перипетии этой борьбы отражены в нарративе сонетного цикла Э. Вирзы, где «тёмная страсть» соответствует схожим мотивам книги К. Бальмонта «Будем как солнце» и поэтический интерпретации нарратива его текста «Избирательное сродство».

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Сравнительный анализ фразеологических единиц с лексемами *воздух* и *powietrze* в русском и польском языках

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Ключевые слова: *фразеологизм, концепт, языковая картина мира, воздух, сравнительный анализ*

Целью доклада является представление результатов сравнительно-сопоставительного анализа русских и польских фразеологизмов, содержащих лексемы *воздух* и *powietrze*. Проведенный анализ является частью исследования, посвященного моделированию лингвокультурного концепта *воздух* в русской и польской языковых картинах мира. Анализ проводится с опорой на лексикографические источники (в первую очередь фразеологические и толковые словари) – как русско-, так и польскоязычные. Основное внимание уделяется единицам, существующим в современном русском и польском языках, однако выделяются также устаревшие фразеологизмы и их значения. Дополнением к словарному анализу служат элементы корпусного анализа.

В теоретической части доклада обсуждаются термины *концепт* и *языковая картина мира*, понятие *фразеологизма* и предлагаемые учеными способы их классификации (морфологически-синтаксическая, семантическая и функционально-словарная). Представленный во второй части доклада эмпирический материал разделяется на четыре категории: во-первых, единицы, сходные по форме и значению, существующие в обоих языках; во-вторых, единицы, похожие по форме, но отличающиеся хотя бы частично значением; в-третьих, единицы, функционирующие лишь в польском языке; и, в-четвертых, фразеологизмы, существующие лишь в русском языке. В итоге представляется реконструкция исследуемого фрагмента русской и польской языковых картин мира с учетом сходств и различий в области фразеологии. Среди общих для обоих языков характеристик *воздуха* выделены следующие: необходимость для жизни и функционирования человека, связь с пространством, возможность загрязнения или порчи, синонимия *пустоты*, *вакуума*, *неопределенности* и *предвестие изменений*. Дополнительно для польской языковой картины *воздуху* свойственны следующие характеристики: *невидимость*, *свежесть*, связь с энергией или ее потерей, в некоторых ситуациях – *смертельность* (что связано с одним из устаревших значений лексемы). В русском языке не были отмечены характеристики, отсутствующие в польском, однако некоторые из общих значений выделены в нем более выразительно.

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Пространственная семантика русского глагольного префикса *под-* и его вклад в лексикализацию приближения к конечной точке движения в сопоставительной перспективе (на материале русско-итальянского параллельного корпуса НКРЯ)

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Ключевые слова: *движение, конечная точка, русский, итальянский, префиксация*

В данной работе рассматривается семантический вклад русского глагольного префикса *под-* в лексикализацию продвижения в сторону конечной точки движения с сопоставительной точки зрения. Акцент делается в основном на семантических компонентах маршрута, кодируемых приставкой *под-*, и на возможных соответствующих им элементах в итальянском переводе.

Теоретическая рамка исследования опирается прежде всего на труды Л. Талми, выполненные в русле когнитивного подхода к изучению лексикализации события движения с типологической точки зрения (Talmy, 1975, 2000a, 2000b). Следуя подходу, принятому автором, можно предположить, что префикс *под-* определяет и уточняет маршрут, в частности, продвижение в сторону конечной точки и, возможно, в зависимости от языкового контекста, также пересечение границы ориентира, в то время как базовый (исходный) глагол выражает способ движения.

Данная работа состоит из двух частей, в первой из которых рассматривается описание пространственной семантики префикса *под-*, представленное в некоторых толковых словарях русского языка и в грамматике русского языка (РГ–80). Внимание уделяется также анализу семантики префикса *под-*, представленному в работах различных авторов (Talmy, 1975; Князев, 1999; Плунгян, 2001; Viimaranta, 2012, 2014; Каган, 2016). Во второй части в фокус внимания попадает роль префикса *под-*, присоединяющегося к некоторым глаголам русского языка, кодирующим определенное движение. На материале русско-итальянского параллельного корпуса Национального Корпуса Русского Языка анализируются различные контексты употребления приставочных глаголов движения с префиксом *под-*. В частности, принимаются во внимание те локативные валентности, кодирующие конечную точку движения, с которыми приставочные глаголы, образованные с префиксом *под-*, могут сочетаться. Кроме того, внимание уделяется рассмотрению стратегий передачи семантического вклада префикса *под-* при переводе на итальянский язык.

Цель исследования – определить, какие компоненты маршрута, кодируемые префиксом *под-*, могут лексически выражаться при переводе на итальянский язык. Исходя из анализа полученных данных, можно предположить, что, в зависимости от (расширенного) русского контекста, акцент в итальянском переводе может делаться как на пространственном значении префикса *под-* в целом, так и на одном из его семантических компонентов. Иными словами, в итальянском переводе ‘семантически составной характер’ префикса *под-* может в некоторых случаях кодироваться лишь частично.

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Дневник первого года войны Гжегожа Пжебинды и Прощание с Россией Тадеуша Климовича как два возможных ответа филолога на войну в Украине

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Ключевые слова: *Россия, менталитет, война, власть, инакомыслие*

Целью данного доклада является сравнительный анализ двух публикаций: *Дневника первого года войны* Гжегожа Пжебинды и *Прощания с Россией* Тадеуша Климовича, задуманных как личные ответы на войну 2022 года. Выбор данного экземплификационного материала обусловлен тремя факторами: во-первых, оба исследователя являются выдающимися знатоками русской литературы, культуры, истории и философии. Во-вторых, Климович и Пжебинда – единственные среди польских русистов, кто в виде книги заявил о своей позиции по отношению к России после 24-го февраля 2022 года. В-третьих, обе работы можно воспринимать как иллюстрацию настроений общественности польских ученых-русистов, у которых война либо отняла последнюю надежду на возможность демократических перемен в России (пример Климовича), либо, как в случае Пжебинды, стала импульсом к еще более глубокому исследованию русской истории и культуры. Автор *Дневника...* постулирует необходимость учесть ту, в меньшей степени замечаемую международным общественным мнением (в том числе и польским), свободную, независимую, антипутинскую и антивоенную Россию. Зато книга Климовича – огорчительное проявление нового эссенциализма, заверяющего читателя о существовании «единого» русского менталитета, его неизменяемой «сущности»/«целостности» как твердыни имперской и авторитарной политики государства. В *Прощании с Россией* лишь один главный герой — homo ruscicus: нуждающийся в сильном вожде-боге «счастливый раб», «homo putinus», человек с милитаризованным сознанием, лишенный способности мыслить самостоятельно, не понимающий смысла ценности свободы личности, доносчик. По мнению Климовича нынешний президент Российской Федерации верно уловил ожидания постсоветского общества – «хлеба и зрелищ». У Пжебинды героев как минимум трое: Россия путинская, Россия молчащая и Россия инакомыслящая. Если Климович позиционирует себя как пессимист, считая верными и весьма актуальными констатации де Кюстина, то Пжебинда верит в Россию, повторяя за Владимиром Кара-Мурзой, что Россия когда-то будет демократией, «это исторически неизбежно. Всеми своими действиями режим Путина пытается сопротивляться наступлению будущего, [...] но результат всё равно понятен. Остановить будущее невозможно» (Кара-Мурза).

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ABSTRACTS IN SPANISH

"Quiero que el profesorado vea que me expreso bien": expectativas y retos discursivos del alumnado de intercambio académico en España

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Palabras clave: *motivación, identidad lingüística, géneros discursivos, escritura académica, registro académico*

En esta comunicación presentamos el análisis de las necesidades socioafectivas y discursivas de ocho estudiantes universitarios alemanes que han realizado o planifican realizar un intercambio en una universidad española. A través de entrevistas semi-estructuradas, exploramos sus motivaciones, creencias y experiencias en el uso del discurso y de los géneros académicos tanto en sus estudios como durante sus estancias temporales en el extranjero. Observamos un predominio leve de la motivación intrínseca, junto a una limitada conciencia sobre el registro académico en español como lengua adicional, en contraste con sus percepciones sobre el alemán e inglés, sus primera y segunda lenguas, respectivamente. Además, el aspecto identitario desempeña un papel significativo en su desarrollo lingüístico, tanto en la expresión oral como en la escrita. Estos resultados son consistentes con investigaciones previas en contextos similares (Jahns, 2024; Minera Reyna, 2010; López-Pérez & Moler Cuiral, 2023). Asimismo, hemos identificado los géneros del ámbito universitario necesarios para llevar a cabo una estancia de intercambio, con especial atención a los géneros académicos ocultos (Swales, 1996; Hyland, 2018; Camps et al., 2022). También describimos los pasos que sigue el alumnado germanófono en la producción de estos géneros, tanto en su lengua materna como en lenguas adicionales, observando un uso moderado, pero creciente, de herramientas digitales y de inteligencia artificial para facilitar la comprensión y producción de dichos géneros académicos. Se evidencia que el alumnado percibe la necesidad de un repertorio léxico amplio y especializado para alcanzar un registro académico adecuado, y expresa el deseo de sonar más natural y fluido, como hablantes nativos; sin embargo, no identifica claramente cómo lograr este objetivo. Los resultados aportan información valiosa para el desarrollo de un currículo educativo centrado en la escritura académica en español como lengua adicional en universidades alemanas, donde actualmente se carece de muestras de estos géneros (Ainciburu, 2018; Pastor Cesteros & Ferreira Cabrera, 2018) y de aplicaciones didácticas concretas (Santiago Alonso, 2021; Pastor Cesteros, 2023).

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Comprensión lectora: de la traducción hasta el análisis del texto

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Palabras clave: *perspectiva, contrastación, gradualidad, esquema para un análisis, la expansión del contexto*

El objeto de esta comunicación es compartir algunos conceptos que se mostraron útiles durante el período de enseñanza de dos años haciendo hincapié en el papel de la perspectiva y los pasos necesarios para conseguir las metas establecidas.

El proceso de la enseñanza de un idioma está estrechamente relacionado con el conocimiento de la cultura, del modo de vida, también de la manera de pensar y expresarse. Así, para entender y aplicar la información lingüística, no es suficiente memorizar el vocabulario, sino que también hay que tomar en consideración ciertos factores psicosociales. Es importante para un profesor no solo conocer la materia de la enseñanza, sino también los conceptos arraigados en el conocimiento de los alumnos.

Empezando por la traducción y la contrastación como métodos de mayor frecuencia, los estudiantes gradualmente pasan al análisis del texto. Al principio, se les propone un esquema sencillo: 1) nombrar personajes y un acontecimiento, 2) describir el contexto, 3) especificar el valor aplicado. En la asignatura de español para fines específicos que se imparte en el 6º semestre, se utiliza una mayor diversidad de textos: se les proponen artículos de medios de comunicación. El análisis se complementa con la definición del propósito del texto: informar o entretener, y la comprensión del contexto se amplía teniendo en cuenta las particularidades del medio: su misión, visión y el posible perfil del usuario.

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La enseñanza de lenguas extranjeras en el sistema educativo letón: análisis de la presencia del español

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Palabras clave: *español como lengua extranjera, enseñanza reglada, demografía lingüística, política lingüística, Letonia*

Esta investigación analiza cómo ha evolucionado la presencia del español en Letonia a lo largo de la última década en el marco de la enseñanza reglada, e interpreta los datos obtenidos teniendo en cuenta los del resto de lenguas extranjeras con las que comparte el espacio educativo. El trabajo plantea si es posible matizar las conclusiones presentadas por el Instituto Cervantes en su último informe anual sobre el español en el mundo, que sitúa a Estonia, Letonia y Lituania entre los cinco países de la Unión Europea con menor interés por el aprendizaje de español (Fernández Vítóres, 2023, p. 73). La metodología empleada es de corte cuantitativo y cualitativo, con enfoques que se adecúan a las peculiaridades de cada contexto educativo. Así, para la enseñanza preuniversitaria se toman como punto de referencia las estadísticas oficiales sobre aprendizaje de lenguas extranjeras en Letonia y se comparan con las de otros países europeos (European Commission, 2023; Eurostat, 2024). En la enseñanza universitaria, sin embargo, se examinan en primer lugar las características de los currículos que en la actualidad tienen incorporado el español, para determinar después su evolución a partir de los panoramas trazados por estudios previos (León Manzanero, 2017; Babina, 2021). Los resultados de la investigación evidencian que en el ámbito de la enseñanza reglada preuniversitaria el español no ha dejado de crecer en Letonia a lo largo de la última década, y se ha mantenido estable en la quinta posición entre las lenguas más demandadas. Respecto al contexto universitario, las conclusiones revelan que, si bien el español ha visto mermada su área de influencia en las filologías, ha conseguido una notable consolidación en otros grados especializados en lenguas y culturas.

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Análisis de factores que influyen en la elección de la metodología de enseñanza de la gramática en la enseñanza de ELE en Lituania

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Palabras clave: Enseñanza de ELE en Lituania, creencias del profesorado, factores de influencia, metodologías de enseñanza de la gramática

Este trabajo de investigación se ha llevado a cabo con docentes de ELE en Lituania que enseñan en colegios, institutos, universidades y en centros de enseñanza no reglada. El estudio presenta dos objetivos: explorar en qué medida los factores que se estudian influyen en la elección de la metodología de enseñanza de la gramática en la enseñanza de ELE en Lituania e identificar y recoger los factores que pueden influir en la elección de la metodología de enseñanza de la gramática.

Indagar en las creencias del profesorado de ELE en Lituania, eso que Simon Borg (2003) definió como la dimensión cognitiva inobservable de la enseñanza que está constituida por lo que los profesores saben, creen y piensan, nos llevará, entre otras cosas, a mejorar las prácticas relativas a la enseñanza de la gramática, ya que su estudio es fundamental y central para las posibles innovaciones curriculares (Saraceni, 2008, citado en Uysal y Bardakci, 2014).

Los objetivos del estudio han podido ser logrados gracias a un cuestionario en *Google Forms* que fue enviado a docentes de ELE en Lituania. Finalmente, 31 informantes respondieron el cuestionario. A partir de los datos recogidos, hemos podido concluir que los factores que más influyen en la elección de la metodología de enseñanza de la gramática son las expectativas y necesidades de los estudiantes, su edad y el nivel de enseñanza en el que trabajan los informantes. Los que menos influyen son las exigencias del centro en el que trabajan los informantes, su dominio del español y la utilización de un manual.

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El incremento del infinitivo como variante innovadora del subjuntivo con el verbo “aconsejar” en español: un análisis diacrónico

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Palabras clave: *Lingüística Diacrónica, infinitivo, subjuntivo, cambio lingüístico, verbos de influencia*

Este estudio explora el uso creciente del infinitivo (ejemplo 1) en lugar del subjuntivo (ejemplo 2) en la oración subordinada del verbo *aconsejar*, cuando el objeto indirecto y el sujeto del verbo subordinado son correferenciales:

Ej. 1: **Le aconsejé *modificar* varias expresiones** (Gutiérrez, L. 1799. Corde)

Ej. 2: **Me aconsejaba *que saliera* del país** (Montúfar, L., 1898. Corde).

A principios del siglo XX, *aconsejar* se clasificaba como un verbo de influencia que rechazaba la forma no finita (Spaulding, 1933; Bouzet, 1936). Sin embargo, en los noventa, Butt y Benjamin (1994) sugirieron que el verbo estaba en un estado de transición y que el infinitivo se escuchaba con frecuencia en el habla coloquial. Más tarde, DeMello (1998) encontró un 9% de uso del infinitivo en un estudio de corpus de carácter sincrónico.

Esta investigación pretende determinar si el empleo del infinitivo ha aumentado a lo largo del tiempo. La hipótesis nula (H_0) postula que no existe una correlación positiva entre el tiempo y el porcentaje de uso del infinitivo. Se analizaron un total de 4931 ocurrencias extraídas del CORPES XXI, CREA y CORDE, cubriendo el periodo que se extiende desde el siglo XIII hasta el XXI. Se realizó un análisis correlacional bivariado utilizando *GraphPad Prism 10.3.0*.

Los resultados indican un cambio gradual del 0% al 40% en el uso del infinitivo a lo largo del arco temporal analizado, a pesar de algunas fluctuaciones. El coeficiente de correlación de Pearson (r) es de 0.9197, lo que indica una correlación positiva fuerte, con un intervalo de confianza del 95% entre 0.7994 y 0.9691, y un valor P inferior a 0.0001, lo que apoya firmemente el rechazo de H_0 .

Estos hallazgos arrojan luz sobre la evolución de la selección de modo en español, específicamente con respecto al creciente empleo del infinitivo en detrimento del subjuntivo, y sientan las bases para futuras investigaciones sobre otros verbos de influencia.

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Aportaciones desde el proyecto *Women's Legacy* a las programaciones de Lengua Castellana y Literatura

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Palabras clave: ODS, competencia comunicativa, competencia literaria, inclusión, mujeres

De acuerdo con las directrices europeas, los cambios en los modelos educativos de los últimos años responden a la necesidad de fomentar un aprendizaje competencial y vinculado a la consecución de los Objetivos de Desarrollo Sostenible (ODS).

El proyecto *Women's Legacy*, que se origina en España pero que tiene un alcance que traspasa las fronteras de la Unión Europea, tiene entre sus principales objetivos contribuir a la consecución del ODS 4, educación de calidad, dando a conocer las aportaciones que en los diferentes ámbitos del saber han realizado las mujeres e incluyéndolas en las programaciones educativas. Esta comunicación tiene como objetivo dar a conocer el proyecto y los recursos que este proporciona. Con este fin, se anota el modelo teórico en el que se sustenta y se muestran, a modo de ejemplo, los recursos que se proponen para el desarrollo de la competencia comunicativa y literaria en el área de Lengua Castellana y Literatura. Finalmente, se evidencia otra repercusión del proyecto y es la construcción de un nuevo modelo de canon literario o la revisión de las explicaciones que tradicionalmente acompañan a los movimientos.

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Una categoría lexicográfica transferible a la didáctica de LE: el cotexto

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Palabras clave: *Restricción léxico-semántica, indicador de cotexto, aprendizaje de léxico, colocación*

Enseñar el léxico de una lengua significa enseñar no palabras aisladas, sino palabras en combinación con otras palabras cuyo significado se implica mutuamente en mayor o menor grado. Sin entrar en lo que es y no es *colocación*, parece claro que hay palabras en relación sintagmática con otras que se implican semánticamente (*leer un libro, tomar un café*) y otras cuya combinación es caprichosa e impredecible desde el punto de vista de otra lengua (*dar un paseo* vr. *faire une promenade, hacer una pregunta* vs. *užduoti klausimą*). Los diccionarios bilingües modernos de calidad usan un componente, el *cotexto*, que presenta las palabras que de modo natural se combinan con la palabra lexicográfica y además sirven para discriminar los distintos equivalentes: *laikytis (įstatymo)* – *cumplir (la ley)*, *laikytis (dietos)* – *seguir (una dieta)*, *laikytis (už turėklo)* – *agarrarse (a la barandilla)*. El prof. Bosque, en la fundamentación de sus diccionarios combinatorios y la investigación que respalda la realización del diccionario lituano-español en línea, ha demostrado que cada palabra se combina con series léxicas de palabras que tienen rasgos semánticos comunes. Estas series pueden coincidir o no con las series de otra lengua: *kelti (susidomėjimą, smalsumą, jausmą)* – *despertar (interés, curiosidad, un sentimiento)*, pero *kelti skausmą* – *producir dolor*. El cotexto se puede usar fuera del diccionario como recurso didáctico para mostrar series léxicas breves de palabras vinculadas a un lexema: *poner (la televisión, la radio, una película)*; *echar (agua, azúcar, comida)*. Este recurso permite al aprendiente adquirir un léxico activo mediante redes de base semántica, teniendo en cuenta que siempre hay restricciones (*dar una vuelta, un paseo*, pero **dar / hacer una excursión*). Este recurso es un modo de reivindicar al diccionario en un momento en que la IA lo está marginando.

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La aportación del humor al desarrollo de las competencias comunicativa e intercultural en el aula ELE

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Palabras clave: *el humor, ELE, competencia comunicativa, competencia intercultural, el aprendizaje*

El humor es reconocido como una herramienta poderosa en la comunicación que facilita el aprendizaje y fomenta la interacción social, así como provoca “un cortocircuito cognitivo” (Koestler, 2002). Entre las funciones de humor se destacan la función motivadora, de diversión, intelectual, creativa, así como la función pedagógica y terapéutica (Fernández-Solís, 2002). La importancia didáctica del humor, sobre todo de la ironía, también se menciona en el Marco Común Europeo de Referencia para las lenguas (MCER, apartado 2.1.2.)

El propósito de esta ponencia es explorar la eficacia del humor como herramienta de aprendizaje en el aula de ELE para desarrollar las competencias comunicativa e intercultural en el alumnado de nivel B1+. Para este estudio ha sido utilizado el humor multimodal, como viñetas gráficas y memes disponibles en los medios de comunicación del periodo de confinamiento (marzo-mayo 2020). El método aplicado es el estudio de caso. Es importante subrayar que en el periodo de la pandemia vivimos el fenómeno de la internacionalización del humor, lo que facilita la percepción del vocabulario y de la temática. Los participantes son dos grupos de estudiantes universitarios de ELE, cada uno de 30 personas del nivel B1+, en su totalidad 60 estudiantes. Tratando los temas de la salud y de COVID, en el primer grupo hemos aplicado las viñetas sobre confinamiento, gestión política de la pandemia, relaciones personales y reacción social. El segundo grupo ha seguido la misma temática sin introducir los elementos de humor. Para evaluar los resultados ha sido elaborado el cuestionario según las recomendaciones de Jenkins (1979). Los resultados obtenidos han demostrado que el alumnado del primer grupo ha percibido mejor el vocabulario y la temática, ha aprendido nuevos dichos y expresiones; su comunicación ha adquirido más soltura en comparación con el alumnado del segundo grupo. La aplicación del humor también ha mejorado el ambiente en el aula y la motivación de los estudiantes.

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Habilidades de autorregulación para el aprendizaje del español como lengua extranjera en alumnos universitarios

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Palabras clave: *autorregulación del aprendizaje, agencia académica, aprendizaje de lenguas extranjeras*

En el contexto del aprendizaje, la autonomía está relacionada con los mecanismos de autogestión y autorregulación. La autorregulación del aprendizaje es considerada como un proceso en el que los estudiantes establecen objetivos y ejercen cierta gestión y dominio de su cognición y motivación, en función de metas personales previamente deliberadas (Pintrich, 2000). Castañeda-Figueiras et al. (2016) hablan de agencia académica como el conjunto de componentes autorregulatorios, motivacionales y atribucionales que permiten al estudiante desempeñar un papel activo en su aprendizaje. Al mismo tiempo, el papel del profesor y su tarea pedagógica son cruciales para facilitar dichos elementos, promoviendo la capacidad de desarrollar en el alumno la responsabilidad de su propio aprendizaje (Roldán-Tapia, 2000).

De la misma manera, en el proceso de aprendizaje de lenguas extranjeras, las estrategias de autorregulación son esenciales para que los estudiantes se conviertan en dueños de su conocimiento y de su progreso académico. Por tanto, este estudio se centra en las habilidades de autorregulación para el proceso de aprendizaje de lenguas extranjeras y la pregunta de investigación principal es: ¿cuál es la incidencia de las actitudes y habilidades de autorregulación en el aprendizaje de un idioma? Para responder a esta pregunta, se aplicó un cuestionario a estudiantes universitarios que estudian español como lengua extranjera, con el objetivo de analizar la correlación entre las estrategias de autorregulación y el nivel de autonomía en el aprendizaje del idioma. Los resultados indican que, aunque los estudiantes gestionan ciertas habilidades de autorregulación, existen estrategias en desuso que podrían potenciar la autonomía y favorecer el proceso de aprendizaje.

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Las TIC y la lectura en el aula ELE: Un enfoque interactivo para desarrollar competencias lingüísticas

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Palabras clave: *español como lengua extranjera, TIC, competencias lingüísticas, lectura, aprendizaje de lenguas*

La lectura constituye un componente fundamental en el proceso de aprendizaje de cualquier lengua. En el contexto de la enseñanza del español como lengua extranjera (ELE), la lectura desempeña un rol crucial en la adquisición de conocimientos y el desarrollo de las competencias lingüísticas de los estudiantes. Numerosos estudios sobre el uso de las Tecnologías de la Información y la Comunicación (TIC) han evidenciado su impacto positivo en la motivación académica y la autonomía del aprendiz (Duda, 2005), fortaleciendo así el proceso de enseñanza-aprendizaje (Benson, 2001). Por lo tanto, el empleo de las TIC puede considerarse una herramienta de gran valor tanto para la gestión del aula como para fomentar la colaboración entre docentes y estudiantes. En este sentido, la integración de las TIC en el aula de ELE permite enriquecer el proceso de lectura, haciéndolo más interactivo y dinámico. El presente estudio tiene como objetivo explorar diversas herramientas TIC con el fin de incrementar la motivación de los estudiantes a través de actividades interactivas que fomenten la práctica de las competencias de comprensión lectora de manera lúdica e innovadora.

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