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SUSTAINABLE MULTILINGUALISM

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BOOK OF ABSTRACTS



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JUNE 9-10, KAUNAS,
LITHUANIA

The 7th International Conference

SUSTAINABLE MULTILINGUALISM 2023

Book of Abstracts

Nemira Mačianskienė and Vigilija Žiūraitė (Editors)



Kaunas, 2023

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INFORMATION DISRUPTIONS AND THE IMPORTANCE OF EPISTEMIC AGENCY: THE ROLE OF UNIVERSITIES IN CONTEMPORARY EUROPE

Auksė Balčytienė

Vytautas Magnus University, Lithuania

The current crises are caused by complex and multiple phenomena, such as the enduring climate changes and environmental threats, followed by economic challenges and global migration, health risks and the pandemic, Russian aggression and war in Ukraine and related geopolitical challenges to security in Europe. Most recently, there is a growing feeling of a rapidly approaching revolutionary epistemic shift that arises from accelerated digitalization and technological AI innovations.

All these crises give rise to a myriad of social challenges, which in turn provide a new impetus for researchers from the Social Sciences and Humanities (SSH) to address them. Focusing on complex issues and their implications also requires interdisciplinary efforts and collaborations with practitioners, policy makers, stakeholders, and citizens, creating new opportunities for researchers from different disciplinary fields.

How do contemporary sciences view the changed overall social order? What role must universities, as cherishers of the ideals of the classical epistemic commons, play in the time of persisting and continuous uncertainty? Which classical concepts are employed from the previous academic repertoire, and which new metaphors are being anticipated to describe communication and everyday meaning-making specifics in high-choice, “fluid”, and manipulative media environments?

I will begin my journey in search for answers by taking a broad view of epistemic commons, a concept that refers to the institutions of shared knowledge and information resources that are necessary for the health and resilience of society.

In this talk, I interchangeably will refer to a few spheres – namely journalistic and scientific – since these refer to significance of verified sources and informed decision-making, namely processes which are critically affected by the current crisis of trust that has emerged in contemporary societies.

Furthermore, I will use the example of tackling information disorders and disruptions such as disinformation and information manipulations. The concept of disinformation appears as a valid focus of analysis here since it resembles all the complexity, “fluidity”, and multi-levelness of the risks created in contemporary Europe. To keep things geographically focused, in media examples provided I will refer to experience from the Baltic countries’ region.

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MULTILINGUALISM, CREATIVITY AND ECONOMIC VALUE

François Grin University of Geneva,
Switzerland

In the perennial debate over the reasons societies may have to protect, cultivate and promote multilingualism, the idea of a positive relationship between multilingualism and economic benefits is often put forward. However, much of the public debate on the matter remains relatively unfocused, with occasional lapses from the “positive” to the “normative”—unfortunately, claiming that the virtues of multilingualism should be acknowledged is not the same as showing that they exist. This presentation proposes to do three things: first, to clarify some essential notions, in particular with reference to the concept of “value”; second, to typologize the ways in which linguistic diversity is related to value in the economic sense; third, to focus on the role of creativity as a conduit through which this relationship may emerge.

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ACTION RATHER THAN ‘PERFECTION’: DYNAMIC LEARNING THROUGH PLURILINGUAL ACTION-ORIENTED SCENARIOS

Enrica Piccardo
University of Toronto, Canada

Language education is poised to play a crucial role in our increasingly diverse societies characterized by ever evolving linguistic and cultural diversity. It is called upon to consider all the implications of concepts such as ‘life trajectory’ and ‘plurilingual repertoire’, including the idea that all languages are always active in our brain and that all cultures we encounter leave a mark on our linguistic and cultural identity. Both applied linguistics and psychology increasingly stress the dynamic nature of language learning with the increasing use of the term ‘languaging’ to capture a never-ending process which constantly requires individuals’ agency. Language learning and teaching is conceptualized as a complex phenomenon, which involves not only the individual but the whole community at the micro and macro level, requiring a continuous process of mediation, with diverse types of mediation – linguistic, cultural, interpersonal, textual, pedagogical – coming into play in different combinations at different times.

This vision calls for a new conceptualization of language education that recognizes the mediated nature of all language learning and use (Piccardo 2021; Larsen-Freeman & Todeva, 2021) and that provides space and ways for learners and teachers alike to embrace complexity rather than seeking simplification yet paradoxically expecting ‘native-speaker’-like perfection.

The talk will discuss innovative pedagogical practices that respond to the need for such complexity and provide the necessary scaffolding to deal with it. In particular, it will introduce the concept of action-oriented scenarios (Piccardo & North, 2019) and explain the way these scenarios support a shift from learning a language as an object to learning language as an activity implying mediation (Council of Europe, 2020) and plurilanguaging (Lüdi, 2015; Piccardo, 2017) to different degrees at different times. The talk will then report data from two studies conducted among primary and secondary school teachers: 85 teachers in the first study and 150 in the second. These teachers used in their English, French, German, Spanish and Italian classes – both in presence and online – action-oriented scenarios that were previously developed in the Linguistic and Cultural Diversity (LINCDIRE) research project (Piccardo et al., 2022). The talk will conclude with a reflection on the implications of aligning language education with the dynamic nature of languages themselves.

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INCLUSIVE AND EQUITABLE MULTILINGUALISM IN HIGHER EDUCATION (HE) IN THE THIRD MILLENIUM

Maria Teresa Zanola

Catholic University of Sacred Heart, Italy

HE is a particularly important area of real or potential applications for inclusive and equitable multilingualism. These applications raise questions that range from fundamental issues related to the role of different languages in HE governance and internationalisation strategies up to some very practical organisational and pedagogical issues.

Policies promoting multilingualism are not a commodity of immediate consumption, nor are they easy to develop: the wide-ranging benefits are measurable in terms of inclusiveness, respect for diversity, and understanding between peoples and cultures. This is the reason why the relation between multilingualism and both knowledge creation and knowledge transmission, and the role of HE institutions in society and their organisation should take into account institutional, cultural, and educational aspects of languages. Our contribution is aimed at highlighting the issues at stake in adopting inclusive and equitable multilingualism in HE.

Multilingualism in HE is a multiple and complex challenge due to several factors, which will be illustrated and analysed as follows. Firstly, multilingualism is important in light of the increasingly frequent encounter between the many different languages characterising today's globalised world between mobility and integration, as well as the linguistic rights of minorities and majorities: the subtle investigation developed into the communicative practices among users in the multilingual interaction that takes place in a university setting, together with the associated implications for student integration and mobility, provides a very effective and clear descriptive framework.

Secondly, multilingualism is fundamental to the transfer of knowledge and public engagement in knowledge: it is interesting to analyse the role of language – and the choice of language – in the creation and sharing of knowledge, along with a critical examination of practices in (international) scientific communication. Multilingualism enhances creativity; it respects scientific traditions and practices, disciplinary and cultural issues; it promotes equity by reducing the advantages between speakers of languages of power and speakers of other languages.

Finally, it is important to underpin the role of multilingualism in the dynamics of translation and interpreting, so as the use of varieties of the *lingua franca* and the developmental competencies closely linked to one's first language. The implications of the potential of machine translation and language technologies are also present today in the context in which our interconnected communities live.

All these aspects highlight the fact that multilingualism can have an effective impact at all levels (from local to global) of HE activity: multilingual development in HE language policies is an asset in itself, and the promotion of multilingualism in HE can be a legitimate goal.

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UŽSIENIO KALBŲ MOKYMO(SI) DINAMIKA VDU UKI 2012–2022: IŠŠŪKIAI IR PERSPEKTYVOS

Jurgita Cviliukaitė-Mačiulskienė & Rima Sabaliauskienė

Vytauto Didžiojo universitetas, Lietuva

SANTRAUKA

Šiuolaikiniame pasaulyje, kuriame informacinių ir komunikacinių technologijų progresas leido sukurti dar iki šiol neregėtą globalią erdvę, kalbų mokėjimas ir tarpkultūrinė kompetencija yra vieni iš reikalingiausių gebėjimų. Gimtosios ir pakankamas dar bent dvielė oficialių Europos Sąjungos kalbų mokėjimas – Europos Sąjungos dokumentuose įtvirtinta siekiamybė. Daugiakalbystės kompetencija yra viena iš aštuonių pagrindinių šiuolaikiniam žmogui būtinų kompetencijų, o šio tikslą įgyvendinimu kiekvienoje ES šalyje narėje rūpinasi tų šalių institucijos. VDU šioje srityje yra vienas pažangiausių universitetų Lietuvoje, nuo pat atkūrimo 1989 m. sudarantis galimybes studentams ir darbuotojams įgyti ne tik šiandien reikalingiausios – anglų, bet ir kitų kalbų kompetencijas. Daugiakalbystės puoselėjimas yra vienas iš Vytauto Didžiojo universiteto 2021–2027 m. strategijos tikslų. Universitetas taip pat turi patvirtintęs Kalbų politikos gaires, kuriose aprašomos kalbų mokymosi ir kalbinės paramos galimybės Universiteto darbuotojams ir studentams. VDU Studijų reguliamine numatyta, kad kalbų studijoms gali būti skiriama iki 24 ECTS kreditų, kurie gali būti panaudojami pasiekti privalomam anglų kalbos C1 (arba B2, Universitete pradėjus mokytis nuo A1 lygio) lygiui, pagilinti turimoms antrosios kalbos žinioms arba mokytis naujos iš Užsienio kalbų instituto siūlomų 35 kalbų. Pranešime analizuojamos pastarųjų 10 metų kalbų mokymo(si) VDU tendencijos Europos Sąjungos daugiakalbystės skatinimo kontekste. 2017 m. įvedus Studijų reguliamino pataisą dėl privalomos anglų kalbos C1 lygio kompetencijos, per šį laikotarpį dvigubai išaugo studentų skaičius C1, C1/C2 lygiuose, išplėsta specializuotą anglų kalbos C1 lygio dalykų pasiūla. VDU įgyvendinama kalbų politika užtikrina, kad visi studentai pasiektų aukštą bent vienos (anglų) kalbos kompetenciją, tačiau duomenų analizė atskleidė, kad daugiakalbystės politikos įgyvendinimui kelia grėsmę nuoseklus kitas kalbas besimokančiųjų skaičiaus mažėjimas. Tik nedidelis procentas besimokančiųjų pasiekia sėkmingai komunikacijai būtiną pakankamą kalbos mokėjimo lygį, didžioji dalis studentų, pradėję mokytis naujos kalbos, baigia jos mokymąsi pasiekę aukštesnį lygmenį (A2).

Keywords Daugiakalbystė, kalbų politika, anglų kalbos kompetencija, kitų kalbų kompetencija.

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MULTILINGUALISM ON SOCIAL MEDIA

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ABSTRACT

According to Zailskaitė-Jakste and Kuvykaite (2012), social media helps to reflect and emphasise organisational values. With this idea in mind, through content analysis, this qualitative and quantitative case study aimed to explore how the Institute of Foreign Languages at Vytautas Magnus University (VMU) used social media to represent and promote multilingualism. Even though the institute has accounts on *Instagram* and *Facebook*, the latter one was chosen for the study, as the former one was created in 2022 and contained only four posts. All the content (over 150 posts) published on *Facebook* in 2022 was included in the sample. The analysis focused on both social media strategies used to communicate and particular languages that were represented. The study findings revealed that 28 languages (including the Lithuanian sign language) were represented in one way or another. The most frequent types of posts were the following: advertisements to study languages, language events organised by the institute for VMU students or schools, events and causes to support Ukraine, job/internship advertisements related to foreign languages, exhibitions and film screenings at VMU, holidays, and visits of teachers from various foreign institutions of higher education. The most frequent content format was *text* (in Lithuanian) + *picture/ photograph*. At times, the posts included texts in both Lithuanian and English. Other languages were rarely used. However, there were several posts in which Lithuanian + French or Ukrainian + Lithuanian + English were used.

Keywords *Foreign languages, multilingualism, representation, social media, VMU.*

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LATVIAN LANGUAGE ATTITUDES IN THE ERA OF MULTILINGUALISM: IMPLICATIONS FOR CHANGES IN PUBLIC OPINION AND LANGUAGE STANDARDIZATION

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ABSTRACT

In today's increasingly interconnected world, linguistic diversity has acquired a new dimension, with multiple languages coexisting and intersecting in unprecedented ways. Consequently, it is necessary to adopt a new approach to describe and evaluate these processes. Therefore within the framework of the National Research Programme "Letonika — Fostering a Latvian and European Society" (2022–2024) investigation of language attitudes towards language as a core identity element for Latvians in the context of cultural contacts and historical developments has been carried out. Until a few decades ago, disregarding the boundaries of languages and their varieties had been considered socially undesirable and evaluated mainly from a normative point of view. Nowadays the perception has changed. Through the media and social networks, episodes of parallel use of languages or language varieties within one conversation and code-switching are public and, in most cases, socially accepted, thus contributing to their spread among all social groups. Present reality of *superdiversity* has significant implications for everyday communication as well as for perception of language situation and language policy in all its aspects. It challenges conventional views of linguistic identity and stereotypes of "proper" language in a wider society. By understanding the complex characteristics of language attitudes it is possible to improve and implement an appropriate language policy at a national level. The traditional concepts and terms are insufficient for the analysis of present language situation and language use therefore the research focuses on the adaptation of new concepts and the development of terminology in Latvian, too.

Keywords *Language diversity, multilingualism, language policy, language attitudes, language standardization.*

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UNIVERSITY LANGUAGE POLICY IN SLOVENIA: DIGITAL SUSTAINABLE UNIVERSITY MULTILINGUALISM

Vojko Gorjanc

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ABSTRACT

The review of university language policy in Slovenia is placed in the context of the language policy and language planning of the Republic of Slovenia. In the sections dealing with language in higher education, we have analysed the legal framework and the specific language policy documents of the Republic of Slovenia. Since the legislation on the use of languages in Slovenian universities is very restrictive and requires that study programmes be conducted entirely in Slovenian, we examined how the central Slovenian university, the University of Ljubljana, operates in the context of increasing internationalisation. We analysed the documents on the use of languages at the University of Ljubljana as well as the solutions developed by the university for the languages of instruction. At the University of Ljubljana, specific language policies are mentioned only sporadically, at the same time, the analysis of the language of instruction solutions at the university shows a working process of language regulation, navigating between language status and actual language use in an increasingly international university environment, where digital solutions will play a key role in the future.

The analysis has shown that the development of a system for automatic translation of lectures in real time has been the preferred solution recently. Therefore, we present the basic idea and the first evaluation of the system, as well as the results of the survey on the satisfaction of foreign students with the first version of the application.

Keywords *Language policy, language planning, higher education, language use, language status.*

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SOCIAL AND LINGUISTIC INTEGRATION EXPERIENCES OF ARABIC SPEAKERS RESIDING IN LITHUANIA

Ebtehal Mohamed Hasan Ahmed

Vytautas Magnus University, Lithuania

ABSTRACT

This conference paper presents the findings of a study that examines the social and linguistic integration experiences of Arab immigrants in Lithuania. The research highlights the importance of shedding light on immigrant and refugee communities in countries where they are new, and how this type of research can help the state to improve and facilitate the integration procedures for this segment. Ten participants were interviewed to gain insight into the facilitations and challenges they faced during their integration process, as well as the reasons that led them to choose Lithuania as their new home. The presenter, an Arabic speaker with experience working with refugees in Egypt, utilized their language skills to conduct the study. The paper provides a comprehensive analysis of the integration process of Arab immigrants in Lithuania and offers practical recommendations for improving the integration procedures to make the country more welcoming to immigrants and refugees. This study contributes to the growing body of literature on immigrant and refugee integration and provides valuable insights for policymakers, academics, and practitioners working in the field.

Keywords *Social integration, linguistic integration, Arab immigrants, Lithuania, integration procedures, facilitations, challenges, comprehensive analysis, practical recommendations, policymakers.*

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HIGHER EDUCATION LANGUAGE POLICY IN LITHUANIA

Nemira Mačianskiė

Vytautas Magnus University, Lithuania

ABSTRACT

The state language policy or decisions accepted by the official government on the use of language in all public domain areas: educational, governmental, law courts, health care, etc. (UNESCO, 2006) as well as the language policy of a higher education (HE) institution (written as guidelines or official procedures and approved by the governing bodies of a higher education institution or unwritten but followed as commonly accepted rules) reflect the prevailing ideology of a country or institution. Lithuania, as well as other Baltic states, creates and implements its language policy with the view to both, its imperial past experience and present globalisation processes (Rozenvalde, Klaas-Lang, & Macianskiene, 2023). Although the Lithuanian population is rather homogenous (in 2022, 86% of the residents were Lithuanians), the aim to protect our language and culture is still very important for the country and the aim to manage the increasing societal multilingualism and ubiquitous dominance of the English language in particular, which are seen as contradictory and even treacherous to the preservation and maintenance of the local language and its variaties, call for the employment of plurilingual approaches to cohere and balance the process of achieving both.

This contribution will delve into language policy documents issued on the macro and mezzo levels, narrowing the focus to societal and individual multilingualism development. The language policy guidelines approved in two universities will be used as examples of institutional language policy formation; whereas practical HE language policy implementation results will be presented on the basis of its practical implementation at Vytautas Magnus University.

Keywords *Traditional Baltic signs, traditional Baltic culture, semiotics, comparative method, phenomenology of Language.*

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LANGUAGE PRESERVATION, REVITALISATION AND REVIVAL

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THE NOMENCLATURE OF TRADITIONAL ORNAMENTS IN LATVIAN AND LITHUANIAN

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ABSTRACT

The traditional ornaments, characteristic for the Latvian and Lithuanian ethnographic regions, are an essential part of traditional Baltic culture. Since the 19th century researchers have studied the technical aspects of producing ornaments and the visual semiotics of their form (Brastiņš, 1923; Dzērvīts, 1925; Celms, 2007), but little attention has been paid to empirical terminology. The name is an integral part of the sign as it often carries semantic information that helps to reveal its usage and significance. In Latvia, the names of traditional signs have been influenced by the work of Brastiņš (1923) who attributed the names of Latvian mythological deities to different signs, and they are still widely used in Latvia; whereas in Lithuania, where many similar ornaments can be found, such a process did not happen. Not only most of the Latvian names are not recognized in Lithuania but the same signs also often differ in meaning. This research focuses on collecting and analysing names used to describe the Baltic ornaments from field expeditions and research articles of the first half of the 20th century in Latvia and Lithuania. Using the comparative, descriptive, and semiotic methods, names are organized into semiotic groups to highlight the parallels and differences in both languages. It is concluded that the array of names used to describe signs is very wide, many of them being geometric descriptions with little semiotic meaning. But associative names including natural realia while sounding different in each language, still carry similar semiotics.

Keywords *Traditional Baltic signs, traditional Baltic culture, semiotics, comparative method, phenomenology of language.*

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MULTILINGUALISM AND MULTICULTURALISM IN LITHUANIAN CHILDREN'S FOLKLORE

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ABSTRACT

Multilingualism and multiculturalism have always been phenomena present in folklore. Since the last decades of the 20th century, due to changes in lifestyle influenced by factors such as globalization, development of social media, information technologies, folklorists can observe different manifestations of multilingualism and multiculturalism. As a further matter, they are becoming more and more frequent and, in consequence, shape contemporary folkloric creation. The aim of this presentation is to present and discuss manifestations of multilingualism and multiculturalism in Lithuanian children's folklore. We will focus on a few children's folklore genres, namely, counting-out rhymes, riddle questions, horror stories and horror verses. The following are the main research questions that the present study aims to investigate: How do multilingualism and multiculturalism manifest themselves in children's folklore? Which genres are more open to multilingualism and multiculturalism and why? Which foreign languages and cultures have major impact on Lithuanian children's folklore? The methodology of the research consists of analytical descriptive and comparative analyses.

The research has shown that Lithuanian children's folklore is dynamic and open to other languages and cultures. Children have always been attracted by linguistic play and feel comfortable with texts containing foreign or unknown words. In Lithuanian folklore, two major influences, namely, from Russian (especially from WW2 until the 21st c.) and English-speaking countries (from 1990s until now) can be traced. Children translate folklore, sometimes word for word, adapt foreign texts, plots, traditions, take over certain genres, or integrate separate words or phrases from other languages into Lithuanian folklore.

Keywords *Children's folklore, contemporary Lithuanian folklore, multilingualism, multiculturalism, foreign languages, cultures.*

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MULTILINGUALISM IN THE TIMES OF LINGUISTIC JUSTICE, REVIVALISTICS AND POST-COLONIALISM

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ABSTRACT

The United Nations has declared a Decade of Indigenous Languages for the years 2022 to 2032. The Decade aims to stop the great death of indigenous languages, to preserve endangered languages and to revive extinct languages. Parallel to this, a debate on the reception of the colonial past and its heritage is currently taking place in Western societies and their former colonies under the keyword “post-colonialism”. It is also interesting for the idea of multilingualism that there is still a colonially conditioned power relationship between different languages. In my paper, I would like to show the first consequences of these debates for the idea of sustainable multilingualism. To do this, I start from the question of which languages are taught in language centers at universities and similar institutions. In a second step, I will show what consequences the predominance of the languages of the (former) colonial powers, primarily English, French, Spanish, Portuguese and Russian, but also Chinese, has for the self-consciousness and identity of many post-colonial societies. In a third step, I will try to make the idea of multilingualism strong against the currently frequently used theorem of “cultural appropriation”, especially when it comes to the issue of revitalizing indigenous languages. My thesis guiding all these considerations is that linguistic justice also means giving languages like Wolof a chance in transregional communication.

Keywords

Language policy, linguistic justice, post-colonialism, indigenous language, revivalistics.

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TRANSLANGUAGING – A BIRTH OF NEW LANGUAGES OR A THREAT TO LANGUAGE LOSS? THE ANALYSIS OF IN-MIGRANT AND OUT-MIGRANT CONTEXTS

Tamilla Mammadova

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ABSTRACT

Recently, reinforced social, political, economic, and other pull and push factors have encouraged extensive global migration. Human mobility also assumes the displacement of languages from their original geographic locations to new locations and language ecologies. One of the critical linguistic outcomes of migration is the translanguaging process that takes place through the mixture of a simplified version of two or more languages without strictly following the established language rules. While some research has revealed the phenomenon of translanguaging, more is needed to apprehend its impact on the formation of new languages and variations. Even less research has studied the fate of migrant languages under the pressure of translanguaging. This paper investigates whether migration triggers the development of new languages or leads to the fade of migrants' native languages or the languages of local citizens. A systematic review chosen for this study will reveal the phenomenon of translanguaging in the sense of in-migration and out-migration processes. The key focus of the study is to convey a message to the governments and educational institutions to take care of both local and migrant-native languages so that it does not negatively affect communication within the teaching and learning process, as well as in peoples' everyday life.

Keywords Ethnolects, in-migrants, language emergence, language loss, migration, out-migrants, translanguaging.

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LESS-WIDELY SPOKEN AND TAUGHT LANGUAGES/MINORITY AND REGIONAL LANGUAGES

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THE MULTILINGUALISM IN ESTONIAN NATIONAL MINORITIES

Elvira Küün

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ABSTRACT

There are ethnic minorities in Estonia whose language usage practices and cultural adaptation have been relatively little researched. One of them is the Gypsies living in Estonia, or Roma, as this ethnic group calls itself (Tali et al. 2007). According to the data of the population register (on January 1, 2021), 665 persons of Roma nationality live in Estonia, who make up 0.05% of the Estonian population (Estonian Population and Housing Census 2021; see also Estonian Roma 2022). For comparison, according to the earlier Population Census (2011), 542 people lived in Estonia, so the number of representatives of this ethnic group in Estonia has increased. Although the Roma live in different regions of Estonia, in the Gypsy settlement, one can observe a frequent concentration of the community in one settlement or city (Ross 2013). At the same time, they are concentrated in smaller cities, e.g. only 16.4% of all Gypsies live in Tallinn (cf. Ross 2017). The aim of this theoretical overview is to discuss this ethnic group of Estonia, which often remains unnoticed in the general picture, more precisely the knowledge of their mother tongue (including dialects) and other languages. In the long term, the goal is to conduct a study of Roma multilingualism through semi-structured interviews.

Keywords *Roma community in Estonia, language policy, Romas, multilingualism, minority languages, Gypsy language (Roma), Estonian.*

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MAPPING MESOAMERICAN MULTILINGUALISM – RECONSTRUCTING PATTERNS OF MULTILINGUAL ECOLOGIES

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ABSTRACT

Supposedly 80% of data has a spatial component and this is certainly not far off the mark for linguistics. The MULTLING-HIST project funded by the European Research Council explores the historical trajectories of multilingual hotspots, the mechanisms behind the stability of long-term Indigenous multilingualism, and the factors contributing to its emergence, continuity and loss.

One of the hotspots that the project focuses on is Mesoamerica. It constituted a linguistic area or Sprachbund (Campbell, Kaufman, & Smith-Stark, 1986) wherein Nahuatl was widely used as a sort of lingua franca (Dakin, 2010; Parodi, 2010) and as the language of politically dominant groups in the Aztec empire, with possible forms of multiple diglossia (Flores Farfán, 2010). It is estimated that the Aztec empire included speakers of at least 40 languages, but the state of research is restricted to the compilation of languages used in specific imperial provinces (Hill, 2016; cf. Suárez, 1983). A recent pioneering study brings to surface the existence of urban indigenous multilingualism in colonial times (Corbeil, 2018), but studies on contact between Indigenous languages are rare (e.g. Kaufman, 2001). In the cadre of this project we analyze historical sources triangulating them with contemporary data to map historical mentions of distinct language use in Mesoamerica in as minute detail as the sources allow and to subsequently conduct analyses taking the spatial component into account. This presentation will showcase both the process of mapping and the preliminary results underscoring the richness which hitherto went unnoticed on Indigenous language maps of the region.

Keywords

Mapping, Mesoamerica, Nahuatl, historical linguistics, multilingual ecologies.

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PERCEIVED POSITIVE LANGUAGE INTERACTION: PLURILINGUAL STUDENTS LEARNING CZECH

Silvie Převrátiloá

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ABSTRACT

Students in the Czech Republic have learned at least two foreign languages before they enter university. Although Czech universities' primary and official language is Czech, students are encouraged to learn and use other languages, and universities offer programs in other languages (Sherman, 2020), making universities multilingual environments. Multilingual speakers may perceive positive language interaction (PPLI, Thompson, 2016) among the languages they have learned, with a clear link to the motivation to learn an additional language (Thompson, 2020; Thompson & Aslan, 2014). This paper presents a study among 50+ multilingual university students who either took a Czech language course organized by the university or participated in a language exchange course (tandem) consisting of a Czech native speaker and an international student. Written reflections and questionnaires provide data to investigate whether the students perceived positive language interaction and, if so, in what specific language areas (grammar, vocabulary, pronunciation, or other). The second question explored the interaction of Czech with other languages among the international students in the sample. The results demonstrate a significant level of PPLI in various language areas and portray the position of the Czech language among the learners of Czech. The findings show that PPLI is a relevant aspect of language learning and suggest implications for multilingual pedagogy, still a new and understudied direction in language classrooms.

Keywords

Czech, multilingualism, perceived positive language interaction, plurilingualism, PPLI, tandem, tertiary education.

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LITHUANIAN AS A HERITAGE LANGUAGE: ATTITUDES AND MOTIVATION TO DEVELOP ITS COMPETENCES

Teresė Ringailienė

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ABSTRACT

A heritage language is a relatively new term, which refers to ethnic minority languages spoken around the world (Benmamoun, Montrul, & Polinsky, 2010), while the phenomenon itself has received increasing scholars' attention from the perspectives of language policy and identity, education or sociolinguistics. In the present research, a broad definition of heritage language speakers has been employed, referring to anybody with a distant cultural and affective connection to a language minority group, even if the person has no proficiency in the language (Montrul, 2011). Due to the fact that Lithuania has faced various waves of emigration, Lithuanian has been used in other countries (e.g. the USA, Brasil, Columbia, the UK, etc.) as a heritage language. The aim of the research is to discuss the attitudes towards Lithuanian as a heritage language and the motives to develop its competences. The data of the research consist of 5 in-depth interviews with speakers of Lithuanian as a heritage language. The research has revealed a considerable variation in Lithuanian language competences, ranging from a very limited to fairly proficient knowledge. Nevertheless, all research participants view Lithuanian as a part of their identity, as the language of their ancestors and as a thread that connects them to their past and personal history. They have not only participated in various Lithuanian language courses but also express willingness to further improve their Lithuanian language competences.

Keywords *Heritage language, language attitudes, motivation, identity, language development, language attrition.*

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COMMODIFYING LOW GERMAN ON INSTAGRAM: FROM MOIN TO INDIVIDUAL WORDINGS

Frederike Schram

University of Turku, Finland

ABSTRACT

This paper focuses on the use of the endangered regional language Low German in commercial posts on the social media platform Instagram. Today, new domains are emerging for the use of regional or minority languages. Apart from their use online, they are also commodified in various ways (e.g., Brennan & O'Rourke, 2019). This also applies Low German (Jürgens, 2016; Reershemius, 2017). Since e-commerce is a part of our daily lives, this paper combines the online and commercial use of Low German. It aims at providing insights into how commercial Instagrammers employ Low German for marketing purposes in their posts' captions and answering the questions: 1) What kind of texts, linguistic structures, and lexical items are used in the captions? 2) In what kind of linguistic context is Low German used? 3) Is it the sole language of the caption or rather used in combination with others? Using a corpus of 1157 captions, the analysis of the captions is based on language choice, distribution, and usage, and follows a mixed-methods approach of qualitative and quantitative data analysis. The study indicates that Low German is in the majority of cases used in bilingual captions with High German. While High German serves as the language of communication in most cases, the Instagrammers employ Low German for specific functions, such as eye-catching, to differentiate their products, and to construct and express a shared regional group identity. Thus, Low German makes the products special and stand out in competitive global markets.

Keywords *Regional or minority Languages, commodification, social media, Internet, Instagram, low German references.*

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CULTURAL ISSUES IN LANGUAGE LEARNING AND TEACHING

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METHODOLOGIES IN ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION

Neuza Costa, Manuel Célio Conceição, & Pedro Quintino de Sousa

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ABSTRACT

The English language is commonly used as a vehicle in the race to internationalize higher education (HE). In doing so, HE has adapted monolingualistic methodologies that focus on language structures, which do not meet today's need to prepare teachers and students to use English across a variety of contexts, while respecting multicultural and multilingual differences. Since teaching English has moved beyond the need to acquire the nuances of the language, it is essential for academia to rethink the methodologies in use, as well as the education of in and pre-service English teachers. HE institutions should provide today's students with a *glocal* education that prepares them to become culturally aware, and participatory citizens of the world. Due to the existing reality, TE-Con3, an international project funded by the Erasmus+ Program of the European Commission, aims to redesign methodologies for teaching General English in HE, and understand and analyze the national reality of partner institutions, by conducting a survey in partner countries. In addition, lesson units were developed, within the realm of specific academic disciplines to mirror the realities and meet the needs of today's Europe, a mobile, multilingual, and multicultural society. In this paper we intend to provide the reader with an understanding of the current situation in Portugal and of the compulsory alterations to syllabi in use, so that English language teaching in Portugal may meet the educational and professional demands of today.

Keywords

TE-Con3, teaching English, multicultural awareness, internationalization, higher education.

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JUNE 9-10, KAUNAS,
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STUDENTS' ATTITUDES TOWARDS TELECOLLABORATION AS A PEDAGOGICAL APPROACH

Loreta Chodzkienė

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ABSTRACT

Collaborative online activities bring students together from geographically distant countries and provide them with semi-authentic learning contexts. Task-orientated interactions create unforgettable moments of cooperation as well as estimate students' competences in a natural way. Further to the development of linguistic skills, students are exposed to cross-cultural discoveries, and, in such a way, enhance their intercultural competence. The performance of collaborative online tasks also requires high level of digital, organizational, time management and other skills. The benefits of telecollaboration as a pedagogical approach have been recognized for over 25 years (Warschauer, 1996). The researchers (O'Dowd & Waire, 2009; O'Dowd, 2013, 2016; Garcés & O'Dowd, 2020; Luo & Young, 2018; Berti, 2020, etc.) advocate the potential of telecollaboration for the development of students' professional, interpersonal and strategic competences.

This paper delves into the analysis of the reflective reports completed by the language students of Vilnius University. 25 students attended the course of Intercultural Communication which syllabus encompassed a 10-week telecollaboration project. The course intertwined theoretical background with activities meant to be performed together with the project partners. In total, the project united 50 students from Vilnius University (Lithuania), Los Lagos University (Chile), and the University of Austral (Chile) and was coordinated by three lecturers of the mentioned universities. The paper reviews the students' reflections on the advances in their personal development due to participation in the project, challenges they were exposed to as well as moments of satisfaction brought by the virtual exchanges. Consequently, light is shed on the syllabus of the project, nature of the team tasks, organizational issues, and pros and cons of telecollaboration as a pedagogical approach.

Keywords *Telecollaboration, competence enhancement, reflection, pedagogical approach.*

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TANDEM LANGUAGE LEARNING AS A TOOL FOR CONNECTING PEOPLE, LANGUAGES AND CULTURES

Jurgita Cvlikaitė-Mačiulskienė & Daiva Pundziuvienė

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ABSTRACT

With changes in the global geopolitical situation, new migration directions and the emergence of advanced learning platforms, language learners rediscover tandem learning – a non-formal, flexible learning method where usually two people teach each other their language. Such free and negotiable form of learning as well as content relevant to all language learners ensure the main principles of tandem learning emphasized in the scientific literature: autonomy and reciprocity (Stickler, 2008; Vassallo & Telles, 2006; Appel & Mullen, 2000). At Vytautas Magnus University Institute of Foreign Languages (VMU IFL), this learning method began to be applied after participation in the SEAGULL project (2012–2015), during which learning materials with pedagogical support for each topic were prepared in 15 different languages (including Lithuanian) for A1–B2 levels, and a medium for finding a tandem partner was created. After the project, tandem learning was organized at the university and engaged international and Lithuanian students whose overall tandem experience at VMU IFL is presented in this paper. The arrival of Ukrainian war refugees in Lithuania in the spring of 2022 highlighted the necessity of providing them with opportunities to facilitate their integration into the local community. The present research investigates the experiences of language learners (N=14) who participated in Lithuanian-Ukrainian tandem language learning activities at VMU IFL. First, it analyses their attitudes towards these linguistically and culturally engaging language learning practises as the means of building bridges between the local community and ‘newcomers’. It further evaluates the viewpoints of tandem learners regarding their improvement of non-linguistic competences and how such skills have helped them overcome emotional and social barriers. Finally, a larger-scale analysis of VMU IFL language students (N=256) is provided to offer further insight into the need and potential for non-formal tandem language learning activities to be organised in the future.

Keywords

Tandem language learning, autonomy, reciprocity, linguistic and cultural diversity, non-formal language learning, non-linguistic competences.

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EXPLORING CULTURAL DIVERSITY IN ENGLISH LANGUAGE TEACHING (ELT) COURSEBOOKS: A CONTENT ANALYSIS OF ELEMENTARY SCHOOL COURSEBOOKS IN TÜRKİYE

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ABSTRACT

Language and culture are inseparable concepts that mutually influence each other. Teaching language through education presents an excellent opportunity to promote intercultural competence and understanding. In Türkiye, English Language Teaching (ELT) is an integral part of the educational curriculum (Çelik, 2021), and coursebooks are the primary method of instruction (Kırkgöz, 2011). However, there is limited research investigating how culture-specific elements are represented in the ELT coursebooks used in elementary schools in Türkiye (Kırkgöz, 2011). This research proposal aims to investigate the frequency of culture-specific elements in ELT coursebooks used in elementary schools in Türkiye. These elements include cultural references, images, and activities that relate to the source (Turkish) culture, the target (British/American) culture, and the international target culture. The study will focus on ELT coursebooks used in 2nd, 3rd, and 4th grades of elementary education, as these grades are critical for developing learners' foundational language skills. Data will be collected through content analysis of the coursebooks. The analysis will identify the frequency and types of culture-specific elements present in the ELT coursebooks and explore how these elements are presented. The data will be collected from a sample of ELT coursebooks currently in use in elementary schools in Türkiye for 2nd, 3rd, and 4th grades of elementary education. The study's results provide insights into the current state of ELT coursebooks in Türkiye and inform ELT professionals and curriculum designers of the need to increase cultural diversity and authenticity in ELT coursebooks.

Keywords

Culture-specific elements, English language teaching, intercultural competence, elementary schools, Türkiye.

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THE SPECIFICS OF TEACHING ENGLISH AS A SECOND LANGUAGE TO FOREIGN STUDENTS IN LITHUANIA

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ABSTRACT

The number of students from foreign countries is increasing in Lithuanian higher education institutions. They, like Lithuanian students, often have English for specific purposes in their curricula. However, is it always possible to teach English to foreign students the same way we teach Lithuanian students? Can one automatically transfer the experience of working with students from one culture to working with students from another culture? When working with foreign students, a foreign language teacher must always take into account the cultural specifics of the students' countries of origin, for the teaching to be adequate. However, to what extent does it affect the teaching of specifically English? After all, English is spread all over the world and has a different status and history in different countries. This presentation reviews these specifics and possible challenges for the teacher.

Keywords

English for specific purposes, foreign students, status of English in various countries, specifics of teaching English.

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A CRITICAL DISCOURSE ANALYSIS OF ISLAMIC CARTOON SERIES “OMAR & HANA”

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ABSTRACT

This study aims to investigate the construct of a model identity for Muslim children in culturally diverse contexts as portrayed by the popular Islamic YouTube channel “Omar & Hana”. A qualitative research approach and textual analysis were employed to uncover hidden ideologies and to understand how they shape the identities of young Muslims and their families. The research questions were focused on examining what family and religious ideologies were being reproduced, transmitted, or challenged in “Omar & Hana”, as well as how the show created a Muslim male and female child identity in a multicultural environment. To answer these questions, we conducted a case study approach, focusing on the YouTube show as a cultural artifact that reflects and shapes societal attitudes and beliefs, specifically analyzing the “Mufti Menk x Omar and Hana” playlist transcripts. The results indicate that the show strives to create a modern, moderate Muslim identity that is both conscious of its identity and heritage but at the same time accepting of others. The show challenges certain stereotypes and presents a positive, inclusive representation of Islam and Muslims. It also constructs a gendered identity for Muslim children, with the female identity portrayed as nurturing and caring, while the male identity is portrayed as brave and strong. The family values promoted in the show are in line with Islamic teachings, such as respect for parents and elders, kindness, and responsibility. This study highlights the importance of media representation in shaping identity, particularly for young Muslims growing up in diverse environments.

Keywords

Critical discourse analysis, religious discourse, family discourse, lexical analysis, identity and language, multiculturalism, gender discourse, gender identity.

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SEEKING INTEGRATION THROUGH LITHUANIAN: LANGUAGE ATTITUDES AND IDENTITY TRANSFORMATION IN FOREIGN WOMEN

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ABSTRACT

Migrants living in Lithuania have been the object of numerous studies, mostly about their socioeconomical motivations for both arriving and staying in the country, and there is considerable literature on Lithuanian as a foreign language and the learners' challenges during the early learning process (Hogan-Brun & Ramoniene, 2005; Kubs & Michalowska-Kubs, 2020; Ramonaitė, 2019; Zygmantas, 2011). Despite that, an analysis on the experience of Lithuanian speaking adult migrants after their language learning process is currently missing. It is assumed that adult migrants' stories may expand the discourse on language learning and stress the focus on its role in identity transformation in migration. This paper aims at investigating language attitudes and identity constructions in migrants living in Lithuania. A questionnaire designed to gather both qualitative and quantitative data is submitted to a focus group of female migrants. Four sections are analyzed: biography, language repertoire, Lithuanian language learning, and identity in transformation. The respondents consist of women between their 20s and 60s, who moved to the country in the last decades. Results show that, in seeking integration through Lithuanian, migrants are aware of social norms in the country and perceive national and linguistic identity as a matter to be learnt. This paper belongs to a larger study about adult migrants' language attitudes, whose analysis would contribute to research on their language learning journey, language management policies adopted individually or within their family, solutions in dealing with bilingualism/multilingualism at home and work, view on what it means "being Lithuanian" and living their hybrid evolutions.

Keywords

Migration, identity, language attitudes, Lithuanian language to foreigners, gender studies.

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JAPANESE LANGUAGE LEARNER IDENTITY AND WEEABOO: CASE STUDY OF LEARNERS IN LITHUANIA

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ABSTRACT

Undoubtedly, *manga* (Japanese comics) and *anime* (Japanese animations) are some of the biggest triggers and motivations to begin to learn the Japanese language, as lots of previous research indicated. There is a tendency to actively utilize those materials as more attractive pedagogy for the learners. On the other hand, there are concerns about easily connecting Japanese learners and *anime* and *manga* culture. Although each learner has their own unique motivation toward learning this language, and it can be developed deeper and broader in the process of study, such an easy association between learning the Japanese language and its learners can foster a firm stereotypical image to the learners. Additionally, prejudice against people who love anime and manga remains strong. There is an example of a negative representation of the people who are blindly fond of Japanese culture, which is called "Weeaboo" or "Weeb" as contemptuous slang. This research focuses on Japanese language learners in Lithuania, and first of all, it clarifies the relationship between Japanese language learning and identity as a Japanese learner. Secondly, it will disclose how the negative representation of fandom in Japanese culture influences the learners' identity. In order to get learners to fully explain their own identity as learners of Japanese, individual interviews are conducted, and the results are analyzed.

Keywords

Japanese language, language education, learner identity, Japanese culture, anime, manga, Weeaboo.

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ISSUES IN TRANSLATION AND INTERPRETING

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HOW MANY LANGUAGES CAN AN ACTOR SPEAK: MULTILINGUALISM AND TRANSLATION AT THE CINEMA

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ABSTRACT

Multilingualism in films has recently become a common trend, catering to global audiences with diverse linguistic backgrounds. Audiovisual translation (AVT) plays a crucial role in making these films accessible and understandable to viewers who do not understand the language spoken in the films. Thus, AVT is the process of translating audio and visual content into another language to provide subtitles, dubbing or voice-over, and sign language interpretation. In the context of multilingual films, AVT is essential to create a seamless and enjoyable experience for the viewers.

Multilingualism in films can pose challenges for AVT professionals. For instance, specific languages may have more words or syllables than others, requiring adjustments to fit the available screen space. Moreover, cultural differences and regional accents can affect the translation process. Hence, AVT professionals must be proficient in source and target languages, cultural nuances, and film-making techniques to produce accurate and effective translations via subtitles, which are crucial in multilingual films, as they allow viewers to understand and follow the dialogue in languages that they may not speak fluently. Therefore, this presentation focuses on multilingualism in films as a global trend, the ways of making these films accessible to a diverse audience as well as the challenges posed by multilingualism requiring specialized skills and expertise from AVT professionals.

Keywords

Accessibility, audiovisual, film, multilingualism, subtitles, translation.

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FORMULAIC LANGUAGE IN MACHINE TRANSLATION: THE CASE OF LEXICAL BUNDLES IN A LEGAL CONTEXT

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ABSTRACT

The use of machine translation has become increasingly prevalent in today's globalised society. However, despite its growing popularity, machine translation still faces many challenges, including the need to accurately convey the meaning of formulaic language, which has been identified as one of the characteristic features of legal discourse (Breeze 2013; Biel 2017). The present paper focuses on the machine translation of lexical bundles, which are considered to be "recurrent discourse building blocks" and, together with phrasal verbs, idioms and collocations, are constituents of formulaic language (Biber et al. 1999). Drawing on a corpus-driven principle to identify lexical bundles in the court judgments of the European Court of Justice in the compiled corpus and the manual evaluation of the machine translation of 30 selected prepositional lexical bundles from English into Lithuanian, the study aims to analyse translation patterns prevalent in the translation of lexical bundles as provided by the two machine translation engines, namely *Google Translate* and *DeepL*, and to evaluate the accuracy and acceptability of such patterns. The study sheds light on the corresponding lexical bundles provided by the two machine translation engines when the English lexical bundles are entered into the engines without any context and in contextualised sentences. The research findings reveal certain limitations of current machine translation engines and highlight the importance of manual post-editing for ensuring the accuracy of machine-translated texts.

Keywords

Lexical bundles, machine translation, court judgments, manual translation evaluation, translation equivalents.

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HUMOUR TRANSLATION AND RETENTION IN FILM SUBTITLES: A SURVEY ANALYSIS

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ABSTRACT

Humour is a frequently used and well-known phenomenon that can be found in many different fields. Due to its complexity, humour poses a number of translation problems when trying to convey it from one language to another. This poster presentation aims to analyse and compare the translation of humour in film's subtitles, comparing the original English subtitles with their Lithuanian and German translations. It will aim to analyse and compare how native Lithuanian and German speakers evaluate retention of translated humour to their native languages while noting the main problems of linguistic and culture-based humour translation, the strategies chosen, and the reasons for the specific selected solutions. Examples in English, Lithuanian, and German are presented and compared, highlighting the results from a native German and Lithuanian speaker survey. Data is gathered from over 20 participants from both of the target languages. It is noticed that successful transfer to both target languages is seen in the translator's choice to use an appropriate translation strategy which in most cases is substitution or reproduction. The analysis depicts that in order to identify the humour of individual instances of linguistic or cultural humour, it is necessary to relate the subtitle text to the images, context and intonation, as this helps us to comprehend the situation of the particular case better.

Keywords

Culture-based humour, film, linguistic humour, survey, translation strategy.

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THE USE OF WEB-BASED TECHNOLOGIES IN TRANSLATION STUDIES: UNDERGRADUATE STUDENTS' PERSPECTIVE

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ABSTRACT

The use of web-based technologies for learning has been investigated in many fields of study using different approaches, however, little known research has been conducted in the field of Translation studies. To address this gap, the present small-scale study aims to expand the existing knowledge in the field by investigating translation students' views of the use of web-based technologies in their studies. To this end, qualitative research was carried out at a university in Lithuania. The data were collected from 34 undergraduate translation students' essays and analysed using the inductive content analysis. The research resulted in the identification and description of the categories and subcategories reflecting the students' views, which includes positive effects that web-based technologies had on their studies as well as the challenges resulting from their use. Since the present study was conducted on a small scale, its conclusions do not allow for wide generalisations. Yet they are important as they contribute to the relevant literature in that they expand our understanding of the undergraduate translation students' views of the impacts of web-based technologies on their university studies.

Keywords

Web-based technologies, translation studies, students' perspective, higher education.

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TRANSLATING THE MENU: A COMPARATIVE ANALYSIS OF CULTURE-SPECIFIC ITEM TRANSLATION IN ITALIAN AND LITHUANIAN DUBBING

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ABSTRACT

The translation of culture-specific items (CSIs) in dubbing is a complex undertaking that demands a nuanced understanding of the intricate relationship between language and culture, as well as a mastery of the art of audiovisual translation. Films are multimodal products that rely on various types of synchronies, such as lip synchrony, isochrony, and kinetic synchrony, to create a coherent and immersive audiovisual experience. This study aims at comparing the rendering of food-related CSIs in the Italian and Lithuanian dubbed versions of the animated film *The Princess and the Frog* (2009). Qualitative and quantitative research of CSIs is based on the translation procedures proposed by Davies (2003) and the typology of synchronies offered by Chaume (2012). The research findings suggest that translating CSIs in both dubbed versions results in a delicate balance between maintaining the synchronies mentioned above and conveying the message of the original dialogue in a natural and believable manner despite the difference in the distribution of the adopted translation procedures. The most prevailing translation procedure in the Italian-dubbed film is globalization as opposed to the preservation of form in the Lithuanian version, which indicates the tendency towards foreignization. Moreover, the research data prove that, in certain cases, the preservation of different types of synchronies in the Italian dubbed film is prioritized over the coherence between verbal and visual codes of the film. Finally, the choice of translation techniques reveals a connection between Italian and Creole culture through French cuisine, which influenced not only Italian but also Creole cuisine thoroughly portrayed in the film.

Keywords

Dubbing, culture-specific items, translation procedures, Italian, Lithuanian, lip synchrony, kinetic synchrony, isochrony.

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MEETING OF CULTURES: HOW TO DEAL WITH CULTURE-SPECIFIC ITEMS IN AUDIOVISUAL TRANSLATION THROUGH DESIGN THINKING

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ABSTRACT

Audiovisual texts play an important role in communication. Due to their polimodal and polisemiotic nature and the intersection of different ways of communication, such texts enable humans to transfer various information (Nardi, 2016). The multifaceted complexity of the audiovisual production, the combination and use of different modes to reveal the message, the use of various culture-specific items and their rendering in different languages trigger many challenges in translation practices for both experienced and novice translators. Competences and skills how to solve such challenges have become one of the core elements and requirements in translator training (Hennecke, 2015); therefore, they cannot be ignored and need to be focused upon in professional translator development. Moreover, teachers are encouraged to use interactive student-oriented teaching/learning methods that are engaging in learning environments with students-translators (Kasperavičienė, Maumevičienė, & Motiejūnienė, 2018). This article aims to discuss and focuses on how design thinking as a method might be applied to perceive and render culture-specific items that are used in audiovisual texts. Design thinking as a student-oriented approach to teach professional translators is presented after having carried out an experiment with students-translators. The results of the experiment and discussion of didactic perspectives are presented alongside linguistic, textual and technical aspects of subtitling methods. Design thinking as a teaching/learning method is rarely applied in translator training, yet it offers interesting possibilities in translator training and aids while trying to develop translation practice-related skills as well as helps to develop creativity, critical thinking, interpersonal and other “must-have” skills for translators.

Keywords *Audiovisual translation, design thinking, translator training, culture-specific items, transfer.*

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“BENVENUTI A PORTOROSSO!” TRANSLATION OF ITALIANISMS IN THE LITHUANIAN-DUBBED FILM “LUCA” (2021)

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ABSTRACT

In recent years, a number of animated films have been produced by film companies (e.g., Pixar, Disney) that employ various semiotic modes to clearly portray specific cultures. One such film is "Luca," an animated film directed by Enrico Casarosa in 2021. The multilingual film reflects Italian culture visually, acoustically, and linguistically. The purpose of this study is to examine the use of Italianisms in the original version of the film and their translation in the Lithuanian-dubbed version, "Lukas." The study is conducted in several steps: firstly, the phonological, prosodic, and lexical means that create Italianness are analysed based on Sara Ramos Pinto's (2018) classification of L3-functions; secondly, translation procedures for rendering L3 as proposed by Vincenza Minutella (2021) are applied to investigate the translation of Italianisms; and finally, the comprehensibility of Italianisms is evaluated considering the multimodal context of the analysed material. The research findings reveal that the primary function of Italianisms in "Luca" is to create a sense of spatial localization. Additionally, linguistic means contribute to character depiction and humour. In terms of translation procedures, preservation dominates when rendering Italianisms in the Lithuanian-dubbed version of the film. It was also noted that Italian insults were translated differently by applying neutralisation and quantitative reduction procedures. The comprehensibility of Italianisms is partially achieved through the use of images, linguistic means, and the overall multimodal context.

Keywords

Multilingualism, Italianisms, dubbing, animated films, L3 functions, translation procedures, comprehensibility, multimodality.

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READINESS OF ELT PRE-SERVICE TEACHERS TO TEACH IN MULTILINGUAL ENVIRONMENTS

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ABSTRACT

Türkiye hosts different nationalities, such as Kurds, Syrians, Arabs, Afghans, and Pakistanis. The population of these minorities is almost 20 million. These ethnic groups preserve their mother tongues and acquire the Turkish language as a second language (SL). Most children from different ethnic backgrounds learn Turkish as a second language in a school environment. It takes a few years to have enough knowledge of SL for proper communication. Newly attained English teachers are usually appointed to the regions where these minorities inhabit. As a result of this combination, new teachers try to survive in an environment where they encounter various problems based on multilingualism. Not only the experienced teachers but also the new teachers who work with those minorities encounter problems related to multilingualism and cultural differences. When the current curriculums of the English Language Teaching (ELT) Departments in Türkiye are analyzed, it is evident that there needs to be specific training to manage such issues. Thus, this study aims to research the readiness of ELT pre-service teachers through semi-structured interviews. Participants were chosen randomly from the students of Trabzon University ELT Department. Twenty-one males and twenty-seven females were interviewed, and the oral data were transcribed. The results were analyzed through the content analysis method, which showed that pre-service English teachers are unaware of the possible difficulties of teaching in multilingual classrooms. It is also revealed that there is no specific course to manage possible difficulties. In addition, it was understood that they are not ready to teach in a multilingual environment.

Keywords

Teaching, readiness, pre-service teachers, bilingual classroom, multilingual classroom.

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UNDERSTANDING THE INFLUENCE OF MULTICULTURAL IDENTITIES ON EFL TEACHING: A STUDY OF MULTILINGUAL TEACHERS

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ABSTRACT

While there are universal principles and approaches to teaching English, the role and preferences of the teacher in a particular culture can lead to diversity in the teaching process. As teachers work with more multilingual and multicultural students their work has become more complex in order to meet the needs of their institution and the students (Molina, 2013). To that end it is important to explore how a teacher's cultural background and identity can impact their teacher identity, and how they can utilize their unique perspectives to create a more intercultural learning environment in their classrooms. Multilingual individuals are influenced by at least two different languages and cultures, and this duality can have a significant impact on their identity. Therefore, it is crucial to better understand the impact of multiple languages and cultures on teachers' identities. To this end, this study was conducted to investigate the impact of culture on multilingual EFL teachers. Interviews were conducted with five multilingual English language teachers from various backgrounds to gather data. Through the interviews, the researchers aimed to better understand how the teachers' backgrounds and personal experiences influence their teaching processes, and how they use cultural resources to create a more intercultural learning environment. The study's findings were analysed using a qualitative content analysis technique. The results of this study will contribute to our understanding of the impact of culture on multilingual EFL teachers and provide different perspectives for developing policies that can support teacher training programs in their professional development.

Keywords

Multilingual, EFL teaching, cultural background, teacher identity, multiculturalism.

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PLURILINGUAL LANGUAGE TEACHING IN HIGHER EDUCATION: LITHUANIAN CASE

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ABSTRACT

Higher education institutions (HEIs) are increasingly becoming multilingual due to incoming and outgoing student and teacher cohorts, reflecting the composition of contemporary societies of today's globalized world. Are HEI teachers prepared to handle the challenges created by higher institution internationalisation? Do they have enough competences to foster and develop a multilingual, multicultural ethos in their classrooms, as a prerequisite for the EU's diversity and inclusion policies? The contribution will focus on the importance of acquiring competences to be able to use plurilingual approaches that value all languages and language varieties students know in the class (native, local, learnt) in teaching any subject at a HEI. The study will also employ part of the research findings (responses by 65 Lithuanian HE teachers), obtained through a European-wide survey, conducted in the Erasmus+ project APATCHE (Adding Plurilingual Competences to language Teacher Competences in Higher Education). Teacher plurilingual profiles, their awareness of plurilingual methodology and its application in their classes, teacher beliefs about the use of plurilingual approach are discussed drawing conclusions on the importance of being sensitive to all languages students possess in the class not only for increased student cognitive and intellectual development, emotional well-being, subject matter acquisition enhancement, broadening student plurilingual competences, but also for the social inclusion and linguistic diversity appreciation.

Keywords APATCHE, teacher plurilingual profiles, linguistically sensitive teaching, plurilingual approach, survey report.

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PLURILINGUAL LANGUAGE TEACHING IN HIGHER EDUCATION: PORTUGUESE CASE

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ABSTRACT

Higher Education (HE) institutions aim to increase multilingual practices to attract international student audiences, promote staff and student mobility, establish transnational cooperation and challenge the dominant Anglo-American monolingual view on science. Despite the plurilingual advantages of learning efficiency, student autonomy, motivation and cognitive enhancement, classrooms remain vastly monolingual. This paper demonstrates that implementing plurilingual approaches in European HE requires promoting multilingualism and language policy in HE, proficiency in learning and teaching methodologies (e.g., CEFR), understanding the impact of multilingual, diverse and inclusive science communication, and the importance of cultural and linguistic diversity in HE. The plurilingual paradigm must articulate linguistic strategies (e.g., translanguaging) and resist educational and societal monolingualism by supporting plurilingual and pluricultural course design. The research methodology includes the uses of information extracted from the survey report conducted in the APATCHE project (Adding Plurilingual Approaches to language Teacher Competences in Higher Education). To collect, provide and disseminate knowledge on plurilingual approaches in HE and to raise awareness of the advantages of plurilingual learning and scientific knowledge development in local and national languages, APATCHE designed a survey to profile and give voice to HE teachers. The ongoing survey analysis informs on work profiles (experienced university teachers at the BA and MA levels), familiarity with course design and testing, awareness and support about plurilingual skills and intercultural competence. Survey findings evidence teachers' familiarity with plurilingual practices and methodology despite questions concerning its application in the classroom.

Keywords

APATCHE, plurilingualism, multilingualism, Higher Education, language perceptions, survey report.

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MINDFULNESS SKILLS OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS: ARE THEY MINDFUL OF MINDFULNESS?

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ABSTRACT

Today's teachers and students appear to be under a high level of pressure, stress, and anxiety due to various challenges such as technological singularity, lack of physical activity, inadequate nutrition, economic crises, various forms of discrimination, natural disasters, wars, as well as the recent pandemic and the subsequent changes and disruptions. The situation gets even more complicated in the case of foreign language education. While language learners try their best to put their daily worries aside and keep their morale and spirits up, they have to confront numerous obstacles to learning a foreign language. Feeling like they have too much on their plates is overwhelming and may negatively affect their classroom behavior, performance, and learning outcomes. This condition naturally contributes to lowered teacher motivation and increases the already intense pressure and burnout on teachers due to poor pay, lack of support from leadership, too many obligations, emotional exhaustion, and limited chances to recharge. Given this depressing but genuine illustration, teachers must know themselves, their students, and their classroom well to feel some control over their students' learning. It is equally essential for teachers to develop and practice mindfulness, as emotionally aware and strong teachers focus on what truly happens in their classrooms and can better address any real-time issues to promote a classroom environment conducive to learning. Accordingly, the present study explored the mindfulness levels of pre-service teachers in a Turkish university's English language teacher education program. The data were gathered through the Kentucky Inventory of Mindfulness Skills (Baer et al., 2004), covering 39 self-report items under four skills: observing, describing, acting with awareness, and accepting without judgment. The data from the self-report inventory were analysed and descriptive statistics were calculated to depict the profile of the participants. It is anticipated that pedagogical implications based on this depiction could suggest self-awareness pathways to various parties, including language teachers, teacher trainers, learners, material designers, and policymakers.

Keywords

Mindfulness, wellbeing, wellness, awareness, EFL teachers.

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WHY AND HOW MULTILINGUAL STUDENTS MAKE ERRORS IN ENGLISH WRITING

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ABSTRACT

This study aims to find answers to what type of errors multilingual students (speaking Kurdish and Turkish and learning English as a target language) make in their writings, what the sources of these errors are, how they can be classified, and what potential reasons lie behind these errors. 16 Turkish-Kurdish speaking learners of English were selected from preparatory class, English Department, Hakkari University. They come from different parts of Türkiye, where they acquired Kurdish as their mother tongue and Turkish as a second language (SL) in the academic life. Besides the written task, a questionnaire was given to assess the source language levels one and two. It also identified the skill levels in detail and assessed the participants' attitude to source languages in the learning process. The data collection procedure of this study took approximately five months. The first drafts of paragraphs and essays were chosen to analyze. Corder's algorithm was used here to identify errors. It has shown that even though Kurdish is the mother tongue of all students, Turkish, their second language, affects their errors and learning process more. It was foreseen before the study that SL1 could have more effect on errors and the learning process. However, the research findings revealed that SL has a higher effect on errors and the learning process.

Keywords

Writing, error analysis, bilingual, multilingual, Turkish, Kurdish.

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IS THE ENGLISH PROFICIENCY LEVEL ALWAYS REFLECTED IN PLACEMENT TESTS?

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ABSTRACT

English placement test is a threshold that must be taken by every newcomer - a freshman, an exchange student, or a candidate for a certain position; the need for this test is relevant in many companies. There is a variety of placement tests available (Oxford, Versant, Cambridge, etc.); and almost every university offers its own one. While the tests have been developed with a lot of work and cost, freshmen are not always satisfied with their results. Students at the same level can have difficulty cooperating due to different language competences. Thus, this paper raises a question of whether English placement tests are truly indicative of real knowledge of the language. It also discusses what other factors, not related to language competences, determine students' access to the appropriate English language level. The research analyzed State English Exam and VMU placement tests' results, as well as English progress throughout 200 students' academic careers during 2017–2022. The research methods employed in the study are quantitative and qualitative analyses of the results of a semi-structured survey in which the respondents (VMU students) were asked about their motivations for learning the language, as well as about their previous English learning experience. They were also asked about their opinion of their level of English and their university placement test results. Based on the results of the study, recommendations are given for the improvement of the VMU English placement test.

Keywords

Placement test, testing, proficiency level, language competence.

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PROVIDING FEEDBACK ON STUDENTS' WRITING IN EFL CLASSES WITH #LANCSBOX

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ABSTRACT

Teacher workloads, time constraints and high numbers of students in EFL classes do not always allow EFL teachers to be the only feedback providers, even though students expect such feedback to be frequent. Consequently, there is a great need for teachers to search for ways or innovative tools, such as applications (Rosmalen et al., 2013), to facilitate the process of feedback provision on students' writing. Corpus-driven analysis of written texts might also serve as one of such tools in order to provide indirect feedback to higher proficiency (EFL or other foreign language) students and foster their ability to correct errors independently. Since data can be loaded and imported into #LancsBox, a software package developed at Lancaster University, it is a useful tool for a variety of purposes. In this study, 53 "memorable trip" posts, written by Lithuanian students of upper-intermediate English, were taken from Moodle to form a mini-corpus and then imported into #LancsBox. Its concordance tool KWIC allows to search for words, phrases, and grammatical patterns. The tool was used with the aim to see what kind of information could be received and then provided to EFL students based on their written texts placed in the corpus. The search revealed certain spelling variations, common collocations and patterns. These and other findings can be used for positive and negative feedback, as a combination of both is highly supported by numerous previous studies (e.g. Zaman & Azad, 2012).

Keywords

EFL, corpus linguistics, feedback, university students, writing.

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CO-TEACHING IN MIDDLE SCHOOL ENGLISH CLASSES: WORTH A TRY?

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ABSTRACT

The growing importance of English as an international language in the increasingly multilingual world has urged researchers and educators to look for alternative ways and strategies to teach languages more effectively and devise novel ideas to engage language learners better. While it is prevalent in education, particularly with special education teachers, *co-teaching* or *team teaching*—sharing the responsibility of planning and instructing a lesson between two teachers—can be considered one of these innovative choices for language practitioners that has yet to be tried and scrutinized. This study will report the preliminary findings of an ongoing research project funded by the Scientific and Technological Research Council of Türkiye that explores the potential benefits and challenges and overall feasibility of co-teaching in middle school English classes in Türkiye. Data in this small-scale research will come from several classrooms in varying grade levels co-taught by two teacher candidates (Authors 1 and 2) at a public school as part of a semester-long practicum assignment and an accompanying teacher supervision course in their senior year in an English language teaching program. The teacher candidates will implement the six different models of co-teaching suggested by Friend (2020) one at a time each week, perform participant observations, and write weekly reflective journals. The classes will also be video-recorded through consent from the Provincial Directorate of the Ministry of National Education and students' parents or legal guardians. The recorded classes will be subject to further review by the faculty supervisors (Authors 3 and 4) and evaluation of the implementation and viability of each co-teaching model in the Turkish context will be negotiated through consultation using a checklist prepared by the research team. Collective analysis of data from various sources will emphasize the anticipated pros and cons of utilizing co-teaching, and help resolve whether co-teaching is worthwhile and can be adopted in English classes in Türkiye.

Keywords

Teacher collaboration, co-teaching, team-teaching, EFL classes.

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JUNE 9-10, KAUNAS,
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ARTIFICIAL INTELLIGENCE IN LANGUAGE EDUCATION: A BIBLIOMETRIC ANALYSIS

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ABSTRACT

Artificial intelligence (AI) occupies a transforming role in education, including language teaching and learning. Using bibliometric analysis, this study aims to overview the most recent research related to the use of AI in language education. Specifically, it reviews the existing body of research, productivity in this field in terms of authors and countries, co-authorship, most cited references and most popular journals that publish on this topic. Furthermore, the study also analyses the most common keywords and extracts relevant terms that reveal trending topics. For the period between 2018 and 2022, 2,609 documents were retrieved from the Web of Science database. The results showed that each year a consistent number of publications on the application of AI in language education appears. Scholars from China and the USA have been revealed to be most productive. Computer Assisted Language Learning contains the highest number of publications. Within the research on the use of AI in language education, the most targeted language learning aspects were acquisition, motivation, performance, vocabulary, instruction, feedback and impact. The analysis of the most common keywords related to AI-based solutions showed that mobile-assisted learning through the use of handheld mobile devices, the use of virtual reality, augmented reality, gamification elements, games, social robots, machine translation, intelligent tutoring systems, chatbots, machine learning, neural networks, automatic speech recognition, big data and deep learning were most popular. By providing an overview of the latest research with a focus on the application of AI in language education we expect this study to increase language educators' awareness regarding this phenomenon as well as accelerate research within the field.

Keywords

Artificial intelligence, language education, language teaching, language learning, bibliometric analysis.

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MACHINE TRANSLATION IN CLASSROOM SETTINGS

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ABSTRACT

Smart technology in the context of education can be viewed as a subject of debate, from a very positive experience that promotes learning to a very negative one that prohibits the use of smart devices. The problem is how to find a balance between the two positions and how to encourage teachers to introduce possibilities of smart technologies to benefit the general education process. Technologies play a significant part in the lives of children; nevertheless, little research has been done on how children view and use machine translation (MT). According to recent literature, there are various benefits of using MT in teaching/learning foreign languages, such as more fluent writing, more effective communication, and fewer errors (Garcia & Pena, 2011; Lee, 2020). Nevertheless, the use of MT in classroom settings is often viewed as problematic by language teachers. Despite the fact that a vast number of children have used MT for various purposes or have tried experimenting with MT for certain academic or entertainment purposes, they seem to have mixed feelings about it (Lee, 2021). This study, based on empirical findings of a survey of teachers, aims to provide a broader picture of the inclusion of smart technologies, including machine translation, in the educational process. We seek to explore the role of the teacher as a facilitator in developing children's machine translation literacy. The results indicate that the occasional use of MT by children correlates with their teachers' more negative rather than positive attitudes towards MT.

Keywords

Educational process, teachers, machine translation, machine translation literacy.

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ROLE OF THE COMPUTER-ASSISTED TEACHER FEEDBACK IN WRITING SKILLS DEVELOPMENT

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ABSTRACT

In university language courses, the aim is for all students to acquire an appropriate level of language competence in preparation for the language colloquium and the professional language exam. Developing writing skills is a significant challenge in this context, as passive vocabulary is insufficient to produce a text independently. There is often a short time to practise writing tasks thoroughly. At the same time, teachers also face the challenge of developing literacy skills, as revising texts is time-consuming, and this type of task is often not given sufficient attention in language classes. However, with the recent emergence and increasing availability of online tools, language teachers can benefit from considerable support in analysing texts. Students can also benefit from this, as several academic studies have shown that teacher feedback can facilitate language learners' acquisition of literacy skills (Kellogg & Raulerson, 2007; Plaindaren & Shah, 2019; Wulandari, 2022). The project's aim, which started in the autumn semester of 2022/23, was to use an innovative text analysis tool developed in Germany to make teacher feedback more grounded and objective, allowing students to develop their literacy skills effectively. The student responses ($n=32$) show that the students positively received the broad and accurate assessment. Although the technology is imperfect, it can help the teacher provide objective feedback (John & Woll, 2020). At the same time, students are most optimistic about teacher feedback provided in a face-to-face format.

Keywords

Writing skills, skill development, online tools, text analysis, language level evaluation, teacher feedback.

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THE EFFECTIVENESS OF COOPERATIVE ESP LEARNING IN SPANISH AND LITHUANIAN UNIVERSITIES

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ABSTRACT

Teaching of English for Specific Purposes (ESP) at university level is oriented towards a foreign language specific to a subject and containing context bound items expressing curricular concepts and phenomena of a subject. Cooperative learning method provides more opportunities for communication, and this has influence on academic, cognitive and social students' development. The paper analyzes the attitude of Spanish and Lithuanian students towards cooperative language learning and highlights relations and expressions of cooperative learning and both language and social competences. The study results show that the implementation of cooperative learning method promotes the development of students' linguistic and social competences during the studies of ESP. According to the survey conducted with Lithuanian and Spanish students, the majority of the students identified that cooperative environment creates a better opportunity for learning, helps them understand culturally different students, increases their desire to excell, helps students to be more marketable in the workforce, develops better communication skills. Despite some drawbacks of cooperative learning, such as relying too much on particular group members, offering a lack of the opportunities to demonstrate personal abilities or having fewer chances to solve problems individually, cooperative learning is still a beneficial tool to teach foreign languages, develop students' communication skills in ESP classes.

Keywords

Cooperative learning, ESP, university studies, critical thinking.

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CREATIVE ENGLISH VERSUS ACADEMIC ENGLISH: AN EXPLORATION OF THE IMPACT OF GAMES AND CREATIVE ACTIVITIES IN ADULT LANGUAGE LEARNING

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ABSTRACT

'Creative English' uses a drama-based language learning methodology in the UK, which developed through a participant-led research process. It focuses on accelerating the development of confidence in speaking English and broader communication skills for adults from migrant backgrounds living in the UK, whilst also encouraging social interaction and belonging (Smith, 2016). This paper focuses on a research study conducted with adults enrolled on English for Speakers of Other Languages (ESOL) programmes at Boston English Academy in the UK, exploring preferred learning styles via a quantitative questionnaire and semi-structured interviews, addressing the question: 'What is the impact of fun, creative activities in the learning of English for adults in comparison to traditional academic approaches?'

Krashen's (1982) affective filter hypothesis identified motivation, self-confidence and anxiety as having a significant impact on language acquisition. Despite this, adult education often fails to utilize the potential of games and creativity to lower the affective filter. This paper argues for a wider use of these approaches, finding fun in learning through games and creative activities, combined with an improvisation – based approach to role-play focused on everyday activities relevant to participants' lives, significantly lowers the affective filter. It argues for the benefits of a blended approach to adult language learning to increase student engagement and to most effectively support progression in all areas of language development from speaking to writing for a variety of levels, as participants also indicated that they found grammar rules and grammar exercises beneficial.

Keywords

Pedagogy, ESOL, innovation, creativity, improvisation, adult learning, affective filter.

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ACQUISITION OF SPANISH TIME ADVERBIALS

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ABSTRACT

This presentation will focus on Spanish time adverbials learnt by multilingual Estonian students. These structures include articles and prepositions, two elements that previous research has shown to be challenging for Estonian students. This comes as no surprise, since articles do not exist in Estonian and, although the language has prepositions, cases or postpositions are preferred (Kruse, 2018, 126–127). The main objective of this research is to determine whether these structures pose a real difficulty for students due to the typological differences between their first language (L1) and their target language or, on the contrary, they only represent a problem due to low L3 proficiency. To that purpose, first, a qualitative analysis of interlanguage structures will be carried out. Second, these structures will be automated using the NooJ tool. Third, a quantitative analysis will be conducted. Finally, the results obtained from the interlanguage of A1 students will be compared with the interlanguage of A2 students, and conclusions will be drawn. Data will be extracted from the *Corpus Longitudinal de Español de Aprendientes Estonios* (Longitudinal Corpus of Estonian Learners of Spanish), which is currently being compiled with samples from the same students over the three years of their studies.

Keywords Time adverbials; learner corpus research; Spanish acquisition; cross-linguistic influence; third language acquisition; multilingualism.

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JUNE 9-10, KAUNAS,
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PEDAGOGICAL IMPLEMENTATION IN THE DIGITAL SPACE DURING REMOTE EMERGENCY TEACHING IN TRANSLATION COURSES

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ABSTRACT

Although the lack of a coherent set of pedagogical principles for translation teaching had already been identified in the mid 1990s¹ and translator competence is permanently redefined², instruction in this field has enjoyed attention during the latest two decades from a handful of viewpoints. Additionally, didactics are normally discussed from actual on-site lessons; however, many higher education institutions went for Remote Emergency Teaching³ in 2020 as a solution in order to avoid a complete halt. Since teachers' application of pedagogical tools in the digital space may differ from place to place, observations of translation classroom implementation were carried out in Finland, Lithuania and Sweden; and a comparison of Learning Management Systems (LMS) content was completed. This allowed for valuable insights into teachers' approaches to the usage of these tools across different locales. Thus, this study presents a comparison from a content-analysis point of view that covers how learning management platforms and videoconference software have been used in three universities during the recent global health crisis. The findings show that learning platform usage diverts greatly as regards practical exercises, but is very similar as far as content management is concerned. Furthermore, the observed implementation of digital tools for classroom development is diversified as far as each teacher's pedagogical vision goes about what the virtual lesson is supposed to replicate, bearing in mind what the actual in-situ equivalent's learning objectives would or could have been.

Keywords *Translation pedagogy, digital spaces, remote emergency teaching, digital tools, didactics and LMS content.*

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JUNE 9-10, KAUNAS,
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THE USES OF MULTILINGUAL SCHOOLU.UW.EDU.PL: ELECTRONIC TRANSLATION TOOL FOR LEARNERS, TEACHERS, TEACHER TRAINERS AND TRAINEES

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ABSTRACT

SchoolU is a didactic tool in form of a website devoted to school mediation and communication. *SchoolU* contains a cross-language translation device. The words and expressions are mediated by teachers, school employees, and teacher trainers together with student teachers. It already contains over 1000 entries in English, Polish, Ukrainian, Belarusian, Italian, and French. In further process, the scope and breadth of communication items will increase by adding languages (German, Czech, Lithuanian, and more) and subject areas. The translanguaging potential of the IT dictionary – translating to and from any language in the tool – makes it appropriate for different language contexts across Europe. The presentation will frame *SchoolU* in the multilingual and plurilingual perspectives on education, together with approaches and policies placing languages at the heart of learning, integrating communication through languages with all subjects and school activities. As an ultimate goal, the presentation will show how the tool can support school communication in various countries by facilitating learning and teaching, as well as will help develop social competences and integrate the school environment. Importantly, the presentation will refer to promoting inclusivity and accessibility by specialist mediation of content via *SchoolU* to specific target groups, diverse modes of communication (spoken, written, visual), accessible form (under construction), and breadth of language channels. A variety of sample practical activities employing *SchoolU* will be included in the presentation.

Keywords Innovation, FLT, education, IT, multilingualism.

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JUNE 9-10, KAUNAS,
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PLACEMENT TEST. ITS DEVELOPMENT AT VMU IFL IN A DECADE

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ABSTRACT

Languages are ever-evolving mechanisms; they change according to how people use the languages in different registers. Experts believe that the way languages are taught and learnt should evolve over time, due to the accuracy and rate at which people use a language. The evolution of a language leads to the evolution of placement tests of that language. The aim of the presentation is to overview the change of the English Placement Test offered at Institute of Foreign Languages over the last decade and make suggestions on how the current test could be updated to meet today's student needs. The Testing Centre of Institute of Foreign Languages at Vytautas Magnus University was established in 2012. The main mission of the Testing Centre has been to test the proficiency of the first-year students' English and other languages and suggest them to choose an appropriate language level to study according to their competencies at that time. Over the 11-year period, the Placement Tests have evolved and were adapted following the guidelines of the Common European Framework of Reference for Languages 2001; (2020).

Keywords

English language placement, evolvement of a language, placement test.

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MULTILINGUALISM IN LITERATURE

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"WOR(L)D": EXPERIENCED AND AESTHETIC MULTILINGUALISM IN AKVILINA CICÉNAITĖ'S NOVEL "ANGLŲ KALBOS ŽODYNAS" / "A DICTIONARY OF ENGLISH" (2022)

Kristina Aurylaitė & Rūta Eidukevičienė

Vytautas Magnus University, Lithuania

ABSTRACT

This paper proposes a discussion of Akvilina Cicénaitė's critically acclaimed novel *Anglų kalbos žodynas* [A Dictionary of English] (2022) whose each chapter uses an English word as its title. In the text itself, foreign (mostly English, but also French) words and phrases intrude into the Lithuanian text in various ways. The novel focuses on the figure of a Lithuanian immigrant and her French-Canadian husband in Australia, finding themselves in the state of constant translation between languages, different realities, and cultures. They both are "nomadic citizens," i.e. "polyglots travelling in between languages, in a permanent stage of (self-)translation" (Meylaerts 2013: 522). While in the last years, literary texts exploring the issues of mobility and employing various forms of multilingualism have received significant attention, in the context of Lithuanian literature, this aspect has not been analyzed much (e.g. Eidukevičienė 2020). Drawing on theoretical propositions about multilingualism by Werner Helmich (2016), Till Dembeck (2020) and others, this paper seeks to discuss not only the manifestations of multilingualism in the selected novel, particularly, explicit multilingualism (how it is marked, placed, integrated, etc.) and various forms of latent multilingualism (Deganutti 2022), but also the functions multilingual structures perform in the text. Multilingualism in the novel foregrounds both the characters' experiences while they are exploring and adjusting to Australian realia ("experienced" multilingualism) and the linguistic play the writer engages to convey them, introducing "aesthetic or rhetoric patterns" into the text ("aesthetic" multilingualism) (Dembeck & Uhrmacher 2016).

Keywords

Migration, mobility literature, code-switching, latent multilingualism, Akvilina Cicénaitė.

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ATTITUDES TOWARDS PLURILINGUALISM AND FOREIGN LANGUAGE PROFICIENCY IN OLD NORSE SOURCES

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ABSTRACT

I start my paper with an overview of episodes in a variety of Old Norse sources showing the importance of plurilingualism and foreign language proficiency both in lives of fictitious saga heroes, and real-life people, first and foremost royalty, nobility and learned men, but also merchants and others. To quote Kalinke, “fluency in foreign languages is perceived in Icelandic romance as the mark both of the learned man and of the ideal hero” (1983, p. 856). In this connection, the distinction between elite bilingualism and folk bilingualism is discussed. In addition to episodes explicitly describing people’s bi- or plurilingual competences and their ability to communicate efficiently in various languages, I also draw attention to cases where such bi- or plurilingual communication is not commented upon even though the literary context and historical evidence strongly suggest it must have taken place. Historical linguistics and language contact studies seem to support the assumption that particularly Saami-Norwegian bilingualism must have been a widespread phenomenon. As Classen concludes, “[t]he silence in many literary texts regarding multilingual conditions probably reveals more about the lower hurdles which foreign languages represented at that time than any explicit discussion of linguistic issues” (2013, p. 143). I conclude my paper with a reference to one Eddic poem, suggesting that the knowledge of other languages was also a sign of wisdom in Old Norse mythology.

Keywords Attitudes, multilingualism, plurilingualism, foreign language proficiency, Old Norse.

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"WORD-FORMATION PATTERNS OF PLACE NOUNS (NOMINA LOCI) IN ENGLISH AND LITHUANIAN: A CASE STUDY OF A NOVEL "FALL COMES FROM THE FOREST"

Danguolė Straižytė & Justė Ganusauskaitė

Vilnius University, Lithuania

ABSTRACT

This presentation will analyse derived place nouns (hereinafter – Nomina Loci) collected from the Lithuanian novel “Fall Comes from the Forest” by M. Katiliškis, and their respective derivational equivalents found in the English translation of the book.

Although this noun category is productive and is often used in everyday speech, little research has been done to define the word-formation properties of place nouns (Nomina Loci) in Lithuanian and English languages with a special focus on a base word and its derivations. Both Lithuanian and English languages have productive word-formation processes such as suffixation, prefixation, and formation of compound words, but there are significant differences in these two target languages. The aim of this study is to find out similarities and differences in word-formation processes of these two languages.

The novel “Miškais ateina rudo” by Marius Katiliškis and its translation in the English language “The fall comes from the forest” was not selected by accident. This novel is one of the most important and famous representatives of Lithuanian literature of the 20th century and it has not been analysed from the word-formation perspective of place nouns. The study will categorize the collected Nomina Loci by word-formation process in each language, design a possible framework helping to systematize questionable and peripheral cases of Nomina Loci and draw parallels between the Germanic and the Baltic languages.

Keywords Place nouns (Nomina Loci), word-formation, nominal compounds, derivatives, equivalents.

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PLURILINGUAL APPROACHES TO LANGUAGE LEARNING AND TEACHING

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ATTITUDES TOWARDS PLURILINGUALISM AMONG ENGLISH LANGUAGE STUDENTS

Asta Balčiūnaitienė, Aurelija Čėglytė, & Vaida Misevičiūtė

Vytautas Magnus University, Lithuania

ABSTRACT

Since the beginning of the 21st century, the Council of Europe has been promoting pluriculturalism and plurilingualism focusing on language learning as a priority for Europe's competitiveness. The Council of Europe's language policy calls for mastery of two other languages in addition to the first language (L1). Furthermore, the Common European Framework of Languages (CEFR) continues to promote methodological innovations and new approaches to teaching languages due to the growing need for plurilingual and pluricultural perspective. Yet even these political decisions are not enough to combat the status of English as a global lingua franca, and more measures need to be taken to give equal status to minority languages. Higher education institutions are those places where such awareness needs to be raised. Therefore, the authors of this presentation aim to identify student attitudes towards plurilingualism and pluriculturalism in an English classroom. Specifically, student attitudes about English curriculum, textbooks, teaching strategies used in the classroom are examined through a plurilingual lense. In this context, student attitudes towards plurilingual practices are analyzed based on the student answers to a questionnaire that addresses the features of multicultural curriculum. The results reveal that students are very open to different cultures and languages, and they positively value the pluriculturalism in the English classroom, yet the motivation to learn English is much higher than the motivation to learn other languages.

Keywords Multilingualism, plurilingualism, perception, language, classroom, English.

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VILNIAUS KOLEGIOS STUDENTŲ UŽSIENIO KALBŲ ŽINIŲ IR ĮGŪDŽIŲ PRAKTINIS PRITAIKYMAS STUDIJOMS, PRAKTIKAI IR ASMENINIAME GYVENIME

Danutė Belazarienė, Halina Klupšienė, Violeta Žemaitienė & Jūratė Patackaitė

Vilniaus kolegija, Lietuva

SANTRAUKA

„Kalbinė kompetencija – Europos švietimo erdvės kūrimo pagrindas. Ji būtina norint judėti iš vienos valstybės į kitą, bendradarbiauti ir suprasti vieniems kitus. Daugelio kalbų sambūvis Europoje – galingas Europos Sajungos siekio suvienyti jvairovę simbolis ir vienas iš kertinių Europos projekto akmenų. Kalbos – ne tik asmens tapatybės, bet ir bendro paveldo dalis. ES ilgą laiką skatina kalbų mokymasi visoje Europoje. Argumentų, pagrindžiančių su kalbų mokymusi susijusią platus užmojo švietimo politiką, yra daugybė: asmenims kalbų mokymasis suteikia asmeninių ir profesinių galimybių, visuomenėje jis padeda puoselėti kultūrinį sąmoningumą, tarpusavio supratimą ir socialinę sanglaudą, kalbas mokantys ir tarpkultūrių kompetencijų turintys darbuotojai yra gyvybiškai svarbūs įmonių ištekliai, padedantys joms sėkmingai veikti ir augti pasaulio rinkose.“

Vilniaus kolegijos akademinė bendruomenė visuomet laikėsi nuomonės, kad užsienio kalbų komunikacinės kompetencijos yra svarbios didinant įsidarbinamumą, judumą bei konkurencingumą ir yra viena iš bendruų kompetencijų, reikalingų XXI amžiaus globalios žinių visuomenės piliečiui. Todėl Kolegijos kalbininkai užsienio kalbos moduliais siekia ugdyti specialybės, profesinės ar verslo ir tobulinti bendrąsias užsienio kalbos komunikacines kompetencijas, o antrujų užsienio kalbų modulių tikslas: formuoti gebėjimus ir įgūdžius pagal asmeninius interesus ir poreikius bei ugdyti bendruosius komunikacinius užsienio kalbų įgūdžius.

Šiame pranešime pateikiama Vilniaus kolegijos 2022–2023 m. m. laidos studentų užsienio kalbų žinių ir įgūdžių pritaikymo studijuojant, atliekant praktikas analizė, pristatomas užsienio kalbų vartojimas darbo ar asmeninėje aplinkoje. Remiantis kokybinio tyrimo grupinės apklausos ir analizės rezultatais, beveik visi respondentai yra įsitikinę užsienio kalbų reikalingumu tiek studijuojant, dirbant, tiek keliaujant ar bendraujant su draugais ir kolegomis. Studijuojant ir atliekant praktiką daugiausia reikalinga anglų kalba. Anglų kalbos žinių ir įgūdžių studentams reikėjo, ruošiantis specialybės dalykų paskaitoms, seminarams, rašant baigiamuosius darbus, bendraujant su klientais ar kolegomis. Per pastaruosius metus pastebimi ryškūs pokyčiai, pritaikant ne tik anglų, bet ir lenkų, vokiečių, rusų kalbų gebėjimus. Jų svarba ir aktualumas pastebimas ypač dalinantis informacija ir naudojantis šiuolaikinėmis technologijomis.

Pagrindinės sąvokos Užsienio kalbos, kalbinė kompetencija, tarpkultūrinis bendravimas, informacijos šaltiniai, šiuolaikinės technologijos.

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PLURILINGUAL AND PLURICULTURAL APPROACHES IN TEACHING EAP TO ERASMUS STUDENTS

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ABSTRACT

In view of continuous enhancement of the European Higher Education Area, Erasmus mobility has become a regular university experience and, in fact, extended beyond Europe. Arriving students are frequently interested in bettering their Academic English proficiency and choose courses of English for Academic Purposes (EAP). With significant differences in proficiency levels and, to a lesser extent, in academic cultures, approaches valuing and building on students' full linguistic repertoire have proven their effectiveness (Cummins, 2021; Heugh et al., 2017). Although plurilingual pedagogy has been sufficiently described (e.g., Galante et al., 2022), the mobility students' initial motivation and views on plurilingualism are rarely taken into account. Thus, the study raises the following research questions: Which approaches drawing on students' existing knowledge and skills in other languages are favoured by Erasmus students? Which techniques may lessen motivation?

To establish the students' attitude regarding research-found pedagogical plurilingualism techniques, a purpose-designed survey was performed among Erasmus students taking English for Academic Purposes (EAP) courses. Early results show that students tend to appreciate the vocabulary-related techniques, text translation and communicative/culture-related approaches and see less value in machine translations and comparative exploration of morphology and syntax. Additionally, there is a noticeable difference between interest and usefulness as recognized by the respondents. Despite the effectiveness of plurilingual approaches, their implementation requires careful consideration of students' pre-existing views, and an initial questionnaire may not only help with a background picture, but also provide for better students' plurilingual awareness.

Keywords EAP, Erasmus mobility, linguistic repertoire, plurilingual awareness, plurilingual pedagogy, student motivation.

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DEVELOPMENT OF MULTILINGUALISM IN LANGUAGE TEACHING AND LEARNING IN HIGHER EDUCATION

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ABSTRACT

Language learning is a priority in European and Slovenian education, as it promotes the development of intercultural competence and raises awareness of the importance of multilingualism and linguistic diversity. Covering several other key competences for lifelong learning (e.g. digital literacy, information literacy and collaborative learning), it equips students with the skills they need for professional success. This paper presents the design, results and findings of a thematic workshop on language, multilingualism and intercultural awareness conducted with a group of undergraduate students from the Intercultural Linguistic Mediation programme at the University of Primorska, Faculty of Humanities, Slovenia, in 2023. Through individual and collaborative tasks students (learners of at least two foreign languages, and speakers of different first languages) were asked to research, critically evaluate and share authentic information about multilingualism in European countries (EU and non-EU) in different European languages they spoke. They were then asked to identify common features of a text of the same topic, register and genre, but written in an unfamiliar (European) language and to discuss the possible common origins of the elements identified. Students worked together to compile a glossary of false friends among the detected words of Latin origin in three European languages. This workshop helped students to recognise the importance of multilingualism for mutual understanding and intercultural communication, while developing their information and digital literacy skills. The paper presents the results of a student survey on the perceived benefits of such and similar collaborative activities.

Keywords

Multilingualism, linguistic diversity, lifelong learning, digital literacy, collaborative learning.

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INTERCOMPREHENSION: CONNECTING ROMANCE AND GERMANIC LANGUAGES

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ABSTRACT

The pluralistic approach of intercomprehension figures among the approaches promoted by the European Union's and the European Councils' initiatives promoting plurilingualism. However, and despite all the activities and initiatives, plurilingual practices are not easily integrated into European educational systems and international work habits. Pluralistic approaches are still little present in language tuition at schools and universities or professional language teaching contexts. However, many experiences exist in the Romance and Germanic languages, which should be put to good use for moving forward on the path of European plurilingualism. Propositions for coherent and innovative materials are still lacking, despite first attempts for practicing plurilingualism through intercomprehension in the two language families at the same time, e. g. by using English as a bridge to Romance languages (cf. Hemming et al., 2011; McCann et al., 2003) or within recent projects such as the European universities' network EUNIWELL. But there is still a need of pooling existing research and successes achieved in the two linguistic areas, federating them in a shared spirit of promoting plurilingual communication competences.

The contribution will outline some reflections of bringing together the existing experiences within the Romance and Germanic language families, to complement the didactics of plurilingualism and language teaching practices in an innovative way.

Keywords

Language education, Intercomprehension, Plurilingual competence, Plurilingual Approaches, Transfer-based approaches, Plurilingual didactics, Romance Languages, Germanic Languages.

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CONTENT AND LANGUAGE INTEGRATED LEARNING

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ENHANCING CROSS BORDER VOCATIONAL TRAINING IN LITHUANIA

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ABSTRACT

The EU language policy calls for two other languages besides native language in order to promote competitiveness and cooperation in Europe. It would seem that open borders and support for multilingualism mean much easier migration and integration of daily life activities and education in cross-border regions. However, while such integration is more natural in some neighboring countries others do not see cross-border cooperation as a desirable or important process, especially when talking about the use of neighboring languages. The aim of the presentation is to report on the work accomplished through the participation in the ECML project "Enhancing cross border vocational training." During the first stage of the project, a survey was launched to analyze the needs and experiences of teachers, learners, political and economic stakeholders in the cross border-environment. The survey analysis revealed that the language situation in cross border regions is complex: even though survey participants strongly agreed that knowledge of neighboring languages and culture were more advantageous for professional success, neighboring languages were not the first choice of learning or teaching. Lithuania is not alone in the need to enhance neighboring language education. Strategies and teaching models to combat such barriers as attitudes, teaching policies, lack of motivation will be presented, as well as the experience of the Zarasai Professional School will be explored.

Keywords

Multilingualism, language teaching, neighboring language, cross border regions, vocational education.

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THE REPRESENTATION OF CLIMATE CHANGE AND SUSTAINABILITY IN EFL TEXTBOOKS IN PRIMARY AND SECONDARY SCHOOLS IN UKRAINE

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ABSTRACT

The issues of climate change and sustainability are complex, interrelated, and topical (Maggino & Alaimo, 2022). The former is operationalised as changes in climate over time as a result of human activity, whereas the latter is defined as environmental quality and well-being (Pielke Jr, 2004). The issues of climate change and sustainability have found their way into the teaching and learning of English as a Foreign Language, or EFL (Kapranov, 2021). However, fairly little is known about how climate change and sustainability are represented in EFL textbooks (Ali, 2017; Jodoin, 2023). Seeking to address the gap in the literature, this conference contribution introduces and discusses a qualitative study that looks into how the issues of climate change and sustainability are represented in EFL textbooks that are used in primary and secondary schools in Ukraine. The study involves a corpus of EFL textbooks that are recommended by the Ministry of Education of Ukraine for the EFL teaching and learning in Years 1–11. The corpus was investigated qualitatively in order to identify and systematise the representations of sustainability and climate change. The results of the qualitative analysis revealed that the representations of sustainability were multimodal and combined a description of nature with the respective picture or pictures. The representations of climate change, however, were not characterised by multimodality and involved textual references only. Additionally, the representations of climate change in the corpus were scanty and limited to the topics taught in secondary school. These findings will be further discussed at the conference.

Keywords

English as a Foreign Language (EFL), EFL textbooks, climate change, sustainability.

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SECOND LANGUAGE LEARNING THROUGH PRACTICAL WORK TRAINING

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ABSTRACT

Migration is a global phenomenon. Almost 260 million people are first generation migrants (Kumpikaité- Valiūnienė, Liubinienė, Žičkutė, Duobienė, Mockaitis & Mihi-Ramirez, 2021, p. 1). Some of these migrants live in Sweden and are in various types of integration education. Learning a second language is important for integration (Carlson, 2013, p. 818). This is a study of low-educated migrants' second language development through practical work training. The material consists of 15 semi-structured interviews of migrants with short formal education and low literacy skills. The interviews were recorded and transcribed. The analysis method is qualitative phenomenographic (see Patel & Davidson, 2017). Our research questions are following. How do the migrants develop: communicative readiness, use of mobile phone and digital literacy, and second language in the practical work training? Our results show that the practical work training enhanced migrants' communicative readiness and digital competence. However, only marginal development of the second language itself can be observed. This applies to language comprehension, grammar and pronunciation. Our conclusion is that even if practical training has positive effects on the communicative readiness, the use of the mobile phone for oral communication and the development of digital literacy. The linguistic ability in form of language comprehension and grammatical correctness did not develop accordingly. The practical work training alone is not enough for optimal language development but needs to be combined with traditional language teaching regarding language comprehension, grammar and pronunciation training.

Keywords

Migration, work training, communicative readiness, second language learning and digital literacy.

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SIMULATION OF A JOB INTERVIEW AS TEACHING STRATEGY OF THE INTEGRATED LECTURES

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ABSTRACT

Simulation has been widely used as teaching strategy in various disciplines. The aim of this presentation is to introduce the usage of simulation strategy in the integrated lectures of academic and technical communication, tourism and recreation, technical translation and law. Two open lectures based on a simulation method were introduced at Kaunas University of Technology and University of Applied Sciences. Students of various majors participated in the integrated lectures. Furthermore, simulations of job interviews were conducted by the teachers. Some of the students participated in the simulations in the roles of employers and employees. At the same time, the rest of the students were asked to monitor the simulation and prepare questions for the participants. Finally, all the students were asked to describe their experience writing the individual reflections. The detailed process of the simulated lectures and students' reflections will be analysed and discussed in this presentation. The analysis of students' reflections showed the high interest of such teaching strategies. The main advantages identified by the students were the improvement of soft skills, practical recommendations for future job interviews, practice of public speaking, etc. The main flaw specified by the students was the lack of possibility for the students to try both roles of an employer and an employee. Moreover, the primary knowledge of the students differed. Various stages of a simulation were described as innovative by some of the students. However, particular parts of a simulation were already known to a small group of the participants.

Keywords

Simulation strategy, innovative education, integrated education, soft skills, reflection method.

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LANGUAGE STUDIES: ACADEMIC, CORPORATE, PUBLIC AND PRIVATE DISCOURSE

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MULTILINGUALS IN BED: SEX TALK BETWEEN PARTNERS WITH DIFFERENT FIRST LANGUAGES

Negin Arabi

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ABSTRACT

This study analyzes the conversational exchanges between non-monolingual couples during their sexual intercourse from a sociolinguistics perspective. The study also aims to define sex talk and its perception among the specified partners to put the spotlight on this taboo, uncommon topic in a globalized world where having a different race, ethnicity, background, and mother tongue does not necessarily prevent people to couple up. Partners who do not share the same first language are the main subject of this research. Their intentional or unintentional use of specific phrases, language preferences, and cultural backgrounds is investigated through sets of narrative interviews with one or both members of a relationship. Due to the novelty of this study, the interviewees do not belong to any specific type of linguistic and cultural background. However, there have been criteria set for choosing the participants based on the length and monogamy of their relationship. The general purpose is to find out if their different languages have different capacities for expressing sexual communication among them and how two parties in a long-term, monogamous relationship view their sexual relationship through their common language(s). The results of this study may not be able to be generalized to all non-monolingual couples. A wide variety of relationships integrating with specific sexual orientations, interracial, and multilingual features are addressed briefly and brought up as a possibility for further inspection.

Keywords

Sex talk, multilingualism, intercultural relationship, multilingual couples, erotic talk.

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JUNE 9-10, KAUNAS,
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BRAND-RELATED FAKE NEWS PERCEPTION AND CONSUMER DECISIONS

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ABSTRACT

Different brands and products related texts and information are published in channels of social media due to possibilities of the Internet and the need of consumers to search for information about products or services and purchase them via the Internet easier and faster in comparison to face-to-face purchases. Yet, at the same time consumers face the challenge of identifying and perceiving various fake-news and false information that might be published in various channels of communication. Social media and networks allow spreading and sharing the news about companies, products and services very quickly but because of various technological solutions it becomes more difficult to identify false information due to the fact that humans are eager to believe that what corresponds to their values or opinion. Fake news is frequently used in political discourse, yet advertising texts fall into the scope of fake news related research as well (Berthon, Pitt 2018; Dalkir, Katz, 2020; Mills, Robson, 2020). This article aims to examine how consumers linguistically perceive multimodal brand related advertising texts and recognize brand related fake news that have impact on further purchasing decisions. The article employs descriptive and content related analysis methods as well as describes an experiment during which a false text about a specific brand name was created with a purpose to examine consumers perception and reaction to the fake text. Internet based survey method was also applied to collect quantitative data of 333 respondents in terms of finding out their perception of the text as well as further brand related purchasing actions.

Keywords *Fake news, linguistic perception, brand name, impact, decision, advertising, consumer.*

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JUNE 9-10, KAUNAS,
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DISCOURSES IN VASARIO 16-OSIOS GYMNASIUM'S YEARBOOKS

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ABSTRACT

Fairclough (1989, 2003, 2015) argues that language is a process, conditioned by non-linguistic parts of society, and, therefore, is a part of it. People's beliefs and ideologies guide their linguistic choices, whether it is speaking, writing, or translating from one language to another. This project aims to shed light on how Critical Discourse Analysis can help determine discourses and ideologies embedded in Yearbooks of a bilingual German – Lithuanian gymnasium. *Vasario 16-osios gimnazija (Lithuanian High School / Privates Litauisches Gymnasium)* presents itself as a “living bridge that connects Lithuania and the Western world” (*Metraštis*, 2018), therefore, implying that it is equally Lithuanian as it is German, presenting equal values and beliefs. However, as analysis has shown, German and Lithuanian texts of the Yearbook tend to distance themselves from each other. They elicit a ‘movement of meanings’ (Silverstone, 1999) when the information in the Lithuanian and German texts is presented differently and different values are expressed.

Aiming to answer questions, such as *how do meaning-making processes differ in Lithuanian and German texts, how is the representation of values and believes shifted in the Yearbooks and what discourses are embedded in the texts*, this project is a first step towards an extensive scholarly investigation of how the school's Yearbooks can disclose the status of Lithuanian and German languages and inconspicuous language ideologies prevalent in the school.

Keywords

Critical Discourse Analysis, language ideologies, Vasario 16-osios gimnazija, linguistic choices, Lithuanian language, German language.

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IDENTIFICATION OF IDEOLOGICALLY LOADED LINGUISTIC ITEMS IN LITHUANIAN DISCOURSE: A COMPARATIVE PERSPECTIVE

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ABSTRACT

Ideology has become a popular subject of linguistic studies in recent years. Ideology is described as a system of ideas used in communication as means to establish and keep relations of power (Fairclough, 1989; Van Dijk, 1998). With the use of corpus linguistics and methods of computational linguistics, researchers have discovered that some linguistic items, such as conceptual metaphors, certain keywords, collocates, word clusters, and modality can point to ideology in discourse (Islentyeva, 2020; Rheault & Cochrane, 2020, Kapočiūtė-Dzikienė et al., 2014). Since language and ideology are closely interconnected and amounts of texts read per day are larger than ever before, it is important to prepare a comprehensive taxonomy of linguistic items that can point ideology in Lithuanian discourse. However, different discourses can vary greatly; thus, a comparative approach is necessary to develop at least a somewhat generalized view of this subject. Thus, the aim of this contribution is to present the existing and challenging views and classifications of ideologically marked language. The overviewed taxonomies will later be applied in doctoral studies research to create a computer assisted model of identifying ideology in texts. The identification of ideologically loaded linguistic items is important in building a critical view of everyday texts. This identification may also be relevant in various academic fields such as computational and traditional linguistics, political sciences, and the development of language technologies and neural networks.

Keywords

Identification of ideology, corpus linguistics, critical discourse analysis, political discourse, computational linguistics.

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ŠIUOLAIKINĖS LIETUVIŲ KALBOS TYRIMAI

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DVIEJŲ DĒMENŲ VEIKSMAŽODINIAI MODELIAI „MOKOMAJAME LIETUVIŲ KALBOS VARTOSENOS LEKSIKONE”

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SANTRAUKA

Pranešime pristatomi Vytauto Didžiojo universitete parengto „Mokomojo lietuvių kalbos vartosenos leksikono” (toliau – leksikonas) (<https://kalbu.vdu.lt/mokymosi-priemones/leksikonas/>) dviejų dēmenų veiksmažodiniai modeliai ir jų struktūra. Leksikonas – viena iš „Užsienio baltistikos centrų ir Lietuvos mokslo ir studijų institucijų bendradarbiavimo skatinimas” (Nr. 09.3.1-ESFA-V-709-01-0002) projekto metu parengtų mokomujų priemonių, skirtų besimokantiesiems lietuvių kalbos. Leksikone aprašyta 3 700 leksinių vienetų: 700 dažniausiai tekstyne vartojamų žodžių ir 3 000 su dažniausiais žodžiais susietų darinių ir pastoviuju žodžių junginių. Leksikone antraštinių žodžių leksiniai ir gramatiniai dėsninumai aprašomi vartosenos modeliais, kurie sudaryti remiantis specialiai sukurto „Mokomojo tekstyno“ (<https://kalbu.vdu.lt/mokymosi-priemones/mokomasis-tekstynas/>) vartosenos kontekstais (Kovalevskaitė et al., 2022a). Pranešimo tikslas – pristatyti dviejų dēmenų veiksmažodinius vartosenos modelius iš leksikono ir juose užfiksuotą leksinę gramatinę informaciją. Naudojama tekstynų lingvistikos tyrimų metodologija – tekstynų inspiruota kalbos analizė, paremta vartosenos modeliais (Hanks, 2004, cituota iš Kovalevskaitė et al., 2022b), kuriuose užfiksujamos tiek gramatinės, tiek leksinės ypatybės (plačiau apie kitų kalbos dalį modelius žr. Bielinskienė et al., 2021). Dviejų dēmenų veiksmažodiniai modeliai skirtini prie vidutiniškai dažnų veiksmažodžių modelių. Kadangi veiksmažodžių modeliai pasižymi struktūros įvairove, jie skirstyti į pagrindinius arba apibendrinamuosius modelius ir modelių variantus, kuriuose nurodomos papildomos gramatinės pažymos arba pateikiami leksiniai įsiterpimai. Modelių skirstymo pagrindas buvo ne tik dēmenų skaičius, bet ir subjekto buvimas arba nebuvimas modelyje, todėl modeliai suskirstyti į asmeninius ir beasmeninius. Dviejų dēmenų asmeninių modelių predikatas prisijungia tik subjektus, beasmenių – objektus ir aplinkybinius dēmenis. Modelių variantišumas išryškėja dėl skirtingos predikato struktūros ir jo gramatinės formos, leksikono veiksmažodžio pozicijos predikato struktūroje (veiksmažodis gali būti jungties pozicijoje) ir prisijungiančio dēmens (subjekto, objekto, aplinkybinio dēmens) gramatinį variantą.

Pagrindinės sąvokos

Vartosenos modeliai, variantišumas, leksikonas, tekstynas, kalbos mokymas(is).

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JUNE 9-10, KAUNAS,
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LIETUVIŲ KALBOS BŪDVARDŽIŲ IR SUBŪDVARDĖJUSIŲ DALYVIŲ LEKSINIO IR GRAMATINIO KONTEKSTO PANAŠUMAI BEI SKIRTUMAI

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SANTRAUKA

Dalyviai įprastai laikomi veiksmažodžio forma, bet kartais jie funkcionuoja kaip būdvardžiai, pavyzdžiu, žodis *patenkintas* turi dalyvio formą, bet gali būti vartojamas kaip būdvardžio *laimingas* sinonimas. Šie dalyviai vadinami subūdvardėjusiais dalyviais (plg. Paulauskienė, 1994, p. 41). Vis dėlto atpažinti juos ne visada lengva – įprastai šie dalyviai kaip atskiros leksemos aprašomi žodynuose, bet tai daroma nenuosekliai, pavyzdžiu, žodis *patenkintas* laikomas būdvardžiu *Lietuvių kalbos žodyne*, o *Dabartinės lietuvių kalbos žodyne* – veiksmažodžio *patenkinti* forma. Žodžio reikšmę ir funkciją atpažįstame pagal jo vartosenos kontekstą (plg. Hunston ir Francis, 2000), taigi, norint atpažinti subūdvardėjusius dalyvius, svarbu analizuoti leksinį ir gramatinį būdvardžių bei dalyvių vartosenos kontekstą. Kaip minima *Dabartinės lietuvių kalbos gramatikoje* (2006, p. 354), dalyviai, kaip ir veiksmažodžiai, valdo linksnius, prie jų jungiami prieveiksmiai ir prielinksničios konstrukcijos. Tačiau būdvardžių kalbos dalis taip pat nevienalytė, kai kuriais atvejais jie irgi gali valdyti linksnius (pavyzdžiu, *vertas*, *gausus*). Šio pranešimo tikslas – palyginti būdvardžių ir subūdvardėjusiu dalyvių vartosenos ypatybes. Tam analizuoti 78 būdvardžių vartosenos modeliai iš *Mokomojo lietuvių kalbos vartosenos leksikono* (2021); 185 dažniausiu *Mokomojo lietuvių kalbos vartosenos leksikono* (2021) veiksmažodžių dažniausiai vartojamų dalyviai, jų vartosenos modeliai, remiantis *Mokomojo lietuvių kalbos tekstyno* informacija. Atlikus analizę, paaiškėjo, kad tiek būdvardžiai, tiek subūdvardėję dalyviai gali: neprisijungti žodžių (pavyzdžiu, *nuodingasis* ir *valgomasis grybas*); prisijungti intensyvumą, ypatybės kiekį žyminčius prieveiksmius (pavyzdžiu, *labai geras* ir *labai tinkamas*); prisijungti linksnius (pavyzdžiu, *uodegos skirtos / reikalingos gyvūnų patogumui*; *mégstamiausias / populiariausias alus Vokietijoje*), kai kuriuos kitus prieveiksmius (pavyzdžiu, *savaime aišku* – *savaime suprantama*) ir kt. Paaiškėjo ir skirtumų – pavyzdžiu, kai kurie subūdvardėję dalyviai gali prisijungti prieveiksmius, kurių nelinkę prisijungti būdvardžiai (*lengvai prieinamas*, *gerai žinomas*). Taip pat nustatyta, kad kai kuriais atvejais pagal vartosenos kontekstą sudėtinga atskirti, ar dalyvis – paprastas dalyvis (t. y. laikytinas veiksmažodžio forma), ar subūdvardėjęs (t. y. laikytinas savarankišku žodžiu), tam patikrinti gali prireikti ir kitų kriterijų, pavyzdžiu, statistinių, darybinių, išsamesnių semantinių.

Pagrindinės savorokos

Būdvardžiai, dalyviai, subūdvardėję dalyviai, vartosenos modeliai, leksika, gramatika, lietuvių kalba, tekstynų lingvistika.

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JUNE 9-10, KAUNAS,
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TARP SCILĖS IR CHARIBDĖS: DAUGIAKALBYSTĖ LIETUVOJE IR LIETUVIŠKŲ VARDAŽODŽIŲ FORMAVIMASIS XX A. PRADŽIOJE

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SANTRAUKA

Daugiakalbystė – neatsiejama Lietuvos valstybės raidos ypatybė. Kiekvienas Lietuvos istorijos tarpsnis yra pažymėtas kelių kalbų sąveika, įtako jusia kultūrinius, religinius ir tam tikra dalimi politinius procesus. Tai būdinga ir XX amžiui, kurio pradžia Lietuvoje pažymėta kalbinės politikos permainų, lėmusių po šimtmečius trukusio kitų kalbų dominavimo dabartinės lietuvių kalbos tapsmą. Pranešime analizuojant purizmą, t. y. svetimžodžių lietuvinimą, praeito šimtmečio pradžioje remiamasi dinaminės synchronijos požiūriu į naujos leksikos formavimosi procesą: apžvelgiamas vieno pasirinkto laikotarpio ribotoje teritorijoje svetimos leksikos lituanizavimas ir kartu išryškinami pirminiai raidos rezultatai – variantiškumo plitimas antroponomijoje. Vykdyma kalbos politika nagrinėjama taikomosios sociologijos požiūriu, apžvelgiama tuometiniai kalbinės konvergencijos ir divergencijos procesai. Kaip tiriamoji medžiaga pasitelkti archyviniai dokumentai: Inventorinės Perlojos rymo-katalikų bažnyčios ir jai prigulinčių turų aprašas (MAB 318-25599) ir Perlojos RKB aukų bažnyčios statybų rinkimo apskaitos knyga. 1909–1927 m. (LVIA). Taip pat J. Čapliko ir I. Šoparos lituanistiniai darbai bei projekto Atminties knyga sutelkti duomenys. Dėmesys fokusuoja į translingvistinį procesą, kuris neretai vyksta lydimas tam tikro metakalbinio komentaro. Medžiagos analizė įgalina ir daugiakalbystės substrato atskleidimą lietuvių asmenvardžiuose, ypač pavardėse, taip pat signalizuoją sudėtingą moterų pavardžių tapatybės nustatymą pereinant iš vienos kalbos (ir tradicijos) į kitą, būtent į lietuvių. Asmenvardžiai, būdami kultūros paveldo dalimi, kaip kalbos, o ne asmens savastis, ryškiausiai ir ilgiausiai išsaugo daugiakalbystės koherencijos rezultatus.

Pagrindinės savykos Daugiakalbystė, purizmas, svetimžodžiai, antroponimija, vardažodžiai.

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„PANOS PARODYKIT SAVO LIVING ROOM TRUKSTA IDEJU”: KALBINIS HIBRIDIŠKUMAS LIETUVIŲ EMIGRANTŲ FACEBOOKO GRUPĖSE

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SANTRAUKA

Kalbinis hibridiškumas – jvairiakalbių elementų vartojimas kalboje – ir jam artimas kodų kaitos reiškinys dažniau tyrinėtas šnekamojoje kalboje, tačiau pastaruuoju metu išaugęs socialinių medijų populiarumas ir jose dominuojanti neformali komunikacija paskatino didelį kalbinio hibridiškumo rašytinėje kalboje pagausėjimą. Pristatyme nagrinėjamas kalbinis hibridiškumas ir jo funkcijos lietuvių emigrantų *Facebook* (FB) grupėse. Emigrantai, gyvendami svečioje visuomenėje, kurioje turi kalbėti jos naudojama kalba, lietuvius jungiančiose grupėse gali rasti ne tik visokeriopą paramą jvairiausiais klausimais (plg. Nevinskaitė, 2023), bet ir lingvistinę priebebę, nes gali rašyti savo gimtaja kalba. Iš kitos pusės, kalbant apie gyvenimą svečioje šalyje, neišvengiamai tenka jvardinti jos realijas ar ten vykstančias interakcijas, todėl FB jrašuose bei komentaruose atsiranda ir kitų kalbų elementų. Tyrimas paremtas kokybine kodų kaitos atvejų emigrantų FB grupėse analize. Analizuojamos dvi FB grupės: bene didžiausia emigrantų FB grupė „Britankės“ ir mažesnė FB grupė „Normalūs Norvegijos lietuviai“. Kodų kaitos atvejai analizuojami pragmatiniu požiūriu, pagal jrašų kontekstą siekiant identifikuoti kitų kalbų intarpų funkcijas. Preliminarūs rezultatai rodo, kad kalbinis hibridiškumas emigrantų grupėse, be labiausiai tikėtinos referentinės funkcijos, gali atliliki ir kitas funkcijas; kartu matyti, kad išsami funkcijų analizė reikalauja ieškoti ir papildomų funkcijų kategorijų apibrėžimų, išeinančių iš tradicinės kalbos funkcijomis paremtos klasifikacijos ribų. Nustatyti skirtumai tarp kodų kaitos grupėse, jungiančiose Jungtinės Karalystės ir Norvegijos lietuvius. Pristatyme remiamasi įžvalgomis iš literatūros, nagrinėjančios kalbinio hibridiškumo ir polilingualizmo sąvokas (Jørgensen & Møller, 2014), kodų kaitos funkcijas (Appel & Muysken, 2005, ir kt.), kodų kaitą ir polilingualizmą migracijos kontekstuose (Tseng & Hinrichs, 2021, ir kt.) bei kalbinį hibridiškumą bei kodų kaitą socialinėse medijose.

Pagrindinės sąvokos

Kalbinis hibridiškumas, kodų kaita, socialinės medijos, Feisbukas, emigrantai.

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JUNE 9-10, KAUNAS,
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MOKOMŲJŲ PRIEMONIŲ LIETUVIŲ KALBAI KAIP SVETIMAJAI MOKYTI(S) RENGIMO AKTUALIJOS: RAŠYTINĖS IR SAKYTINĖS KALBOS SKIRTUMAI

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SANTRAUKA

Lietuvių kalbos kaip svetimosios mokymas(is) dar neturi tokią ilgaamžių tradiciją, kokias turi anglų, prancūzų, vokiečių ar ispanų kalbos. Tyrimų, skirtų lietuvių kalbos kaip užsienio kalbos mokymo(si) problemoms analizuoti, pasirodė tik pastaraisiais dešimtmečiais. Viena iš svarstytinų lietuvių kalbos kaip svetimosios mokymo(si) problemų – mokomosios medžiagos rengimo keblumai. Tyrimai rodo, kad lietuvių sakytinė ir rašytinė kalba leksine ir morfologine sandara skiriasi, be to, dabartinei lietuvių kalbai būdinga buitinio stiliaus invazija į kitus lietuvių kalbos funkcinius stilius. Dėl šių priežasčių mokant lietuvių kalbos kaip svetimosios ir atrenkant pavyzdžius mokomajai medžiagai turėtų būti atsižvelgta į šiuos dabartinės lietuvių kalbos poslinkius. Bendruosiuose Europos kalbų metmenyse (BEKM, 2020) laikomasi nuostatos, kad kalbos vartotojas / besimokantysis yra „socialinis agentas“, veikiantis socialiniame pasaulyje, todėl į kalbą turėtų būti žvelgiama ne kaip į studijuojamą dalyką, o kaip į bendravimo priemonę. Pagal BEKM rekomendacijas, kalbinių priemonių, būdingų sakybinei kalbos formai (ypač šnekamajai), reikėtų pradėti mokytis tik nuo B2 kalbos mokymo(si) lygio, o žemesniuose lygiuose koncentruotis į stilistiskai neutralią rašytinės kalbos formą. Tačiau ši forma tik iš dalies atitinka šnekamają kalbą, todėl tai gali tapti komunikaciui trukdžiu besimokančiam. Pranešime aptariamos ne tik šnekamojoje, bet ir kitose sakytinės kalbos atmainose paplitusios leksinės ir gramatinės priemonės, kurias, nepaisant jų dažnumo, vengiama traukti į mokomuosius leidinius dėl nenorminio pobūdžio; taip pat pateikiami kokybinio tyrimo rezultatai, kuriuose matyti besimokančiųjų patirtis dėl juos gluminančių rašytinės ir sakytinės kalbos skirtumų. Parodoma, kad tam tikrais atvejais, rengiant mokomąją medžiagą ir nekreipiant dėmesio į kalbinių priemonių stilistinius ir emocinius atspalvius, šie besimokančiojo gali būti palaikyti neutraliais ir taip tapti komunikacioniais trukdžiais.

Pagrindinės sąvokos

Lietuvių kalba kaip svetimoji, sakytinė kalba, kalbos normos, stilistiniai atspalviai, komunikaciniai trukdžiai.

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CATEGORIZATION OF LITHUANIAN PODCASTS

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ABSTRACT

Over the past decade, podcasts have become a worldwide phenomenon, attracting much attention not only of the general public, but also researchers in various fields (Berry, 2016; Llinares et al., 2018). Despite their widespread popularity, podcasts are relatively under-researched. While most research on podcasts focuses on their application in language teaching and learning (see Drew, 2017; Nurmukhamedov & Sharakhimov, 2021) as well as motivation for their consumption (see Chan-Olmsted & Wang, 2022; Tobin & Guadagno, 2022), little has been done in the field of linguistics. The poster proposes a categorization of Lithuanian podcasts, aiming to depict the complex landscape of the podcast genre. Such categorization is one of the first steps in the ongoing linguistic research, which includes collection of data for a spoken Lithuanian corpus of podcasts. A corpus containing transcripts of Lithuanian podcasts would be a new addition to and would contribute to the already existing spoken language sources for Lithuanian. Moreover, it would open up new possibilities for spoken language analysis, including comparison of language used in podcasts and other contexts, such as private conversations, public talk, TV and radio, and other media, sociolinguistic analyses, exploration of linguistic register in different types of podcasts, analyses of neologisms, discourse markers, and other aspects characteristic of spoken Lithuanian, among many other possibilities. The proposed categorization is based on publicly available sources and should not be seen as final due to the evergrowing number of podcasts, which may also represent new and different genres. The poster may be of particular interest to linguists working in the field of spoken language analysis as well as register analysis.

Keywords Spoken discourse, spoken corpus, spoken Lithuanian, podcasts, register.

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VILNIAUS KOLEGIOS UŽSIENIO KALBŲ IR SPECIALYBĖS DALYKŲ DĘSTYTOJŲ BEI STUDENTŲ BENDRADARBIAVIMO YPATYBĖS IR GALIMYBĖS, SIEKIANT KALBOS IR DALYKO INTEGRALUMO

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Vilniaus kolegija, Lietuva

SANTRAUKA

Ugdymo turinio integravimas yra vienas iš svarbiausių reiškinių šiandieniniame švietimo sistemos kaitos procese. Vilniaus kolegijos Verslo vadybos fakultete daugiau nei dešimt metų yra taikoma modulinė sistema. Modulinis mokymas – studijų procesas, kuris vykdomas moduliais, susidedančiais iš kelių ar daugiau savarankiškų ir tarpusavyje suderintų specialybės dalykų. Šiuos modulius vienija tikslai, rezultatai, mokymo ir mokymosi turinys, studijų metodai bei įvertinimas. Moduline sistema siekiama ir integruoto požiūrio į teoriją ir praktiką. Tačiau integruotas specialybės dalyko ir užsienio kalbos mokymas aukštajame moksle, taip pat ir Vilniaus kolegijoje, dar nepakankamai ištyrinėtas reiškinys, reikalaujantis glaudaus specialybės dalykų, užsienio kalbos dėstytojų ir studentų bendradarbiavimo, jų vaidmenų apibrėžimo, tinkamo dalykų tarpusavio ryšių suradimo ir praktinio užsienio kalbos žinių ir gebėjimų pritaikymo. Šio pranešimo tikslas – išanalizuoti įvairių autorių pateiktus integravimo būdus, jų ypatybes ir pritaikymo galimybes, ištirti Vilniaus kolegijos specialybės dalykų ir užsienio kalbos dėstytojų bei studentų požiūrį į integralumą, pasirengimą jam ir pasiūlyti rekomendacijas. Tyrimo metodai – mokslinės literatūros studijos, analizė ir kokybinio tyrimo grupinės apklausos. Specialybės dalyku ir specialybės (profesinės, verslo) užsienio kalbos (anglų – daugumos respondentų pasirinkimu) integracija gali būti įgyvendinama įvairiais būdais: dalykiniu, paraleliniu, tarpdalykiniu, tarpdalykiniu paraleliniu integravimu, integruotomis užduotimis, paskaitomis ir seminarais bei integruota diena. Dėstytojai pirmenybę teikia tarpdalykiniam integravimui ir integruotoms užduotims, studentai – integruotoms paskaitoms ir integruotai dienai. Mokant šiuo būdu susilieja studento, besimokančio specialybės užsienio kalbos ir studento, studijuojančio specialybės dalyką, vaidmenys, lavinami gebėjimai tų besimokančiujų, kuriems nelabai sekési užsienio kalbos ar specialybės dalykai. Dėstytojus šis metodas skatina bendrauti ir bendradarbiauti, dirbt komandomis, leidžia pritaikyti užduotis pagal studentų poreikius ir pažvelgti į studijuojamą programą kaip į visumą.

Pagrindinės sąvokos Užsienio kalba, specialybės dalykas, integralumas, tarpdalykinis integravimas, bendradarbiavimas.

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DARYBINIŲ RYŠIŲ NUSTATYMAS MOKOMAJAME LIETUVIŲ KALBOS VARTOSENOS LEKSIKONE

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ABSTRACT

Mokomasis lietuvių kalbos vartosenos leksikonas (toliau – leksikonas) – vienas iš nedaugelio lietuvių kalbos leksikografinių resursų, parengtų tekstyno pagrindu. Leksikonui parengti naudotas *Mokomasis lietuvių kalbos tekstyNAS*. Abu šie ištekliai prieinami portale <https://kalbu.vdu.lt/>. Informacija apie darybą svarbi besimokantiems lietuvių kalbos, ypač svetimkalbiams, todėl, rengiant leksikoną, buvo stengiamasi kuo išsamiau atspindėti darybinius ryšius. Pranešime bus pristatyta, kokių principų leksikone nustatyti darybiniai ryšiai, kokių rasta darinių, kokiems žodžiams būdingi dariniai. Nors leksikonas néra didelis leksikografinis išteklius (jame yra apie 3 000 vienažodžių ir apie 700 keliažodžių antraštinių vienetų (pastariesiems darybiniai ryšiai neaktualūs), bet nustatyti net 3 069 darybiniai ryšiai, t. y. arba antraštinis žodis susietas su kokia nora pamatiniu žodžiu, arba (ir) turi darinių. 2 454 leksikono antraštiniams žodžiams nurodyti pamatiniai žodžiai. Vadinas, didžioji dalis (apie 82 proc.) vienažodžių leksikone pateiktų leksinių vienetų yra dariniai. Iš jų vedinių yra 2 231 (90,91 proc.), dūrinių – 223 (9,09 proc.). 1 081 antraštinis žodis (arba kelios to paties žodžio reikšmės) turi darinių (64,78 proc. visų antraštinių žodžių). Iš viso rasti 2 485 dariniai. Prie vieno antraštinio žodžio (arba jo reikšmės) gali būti nuo 1 iki 22 darinių (vidutiniškai 2,3 darinio). Palyginti su kitais bendro pobūdžio lietuvių kalbos žodynais (plg. *Dabartinės lietuvių kalbos*, *Bendrinės lietuvių kalbos žodynus*) leksikone pateikiamų darinių mažiau, tačiau, atspindint darybinę informaciją, yra naujų leksikografinių sprendimų, kurie pateikia tikslesnį darybinių ryšių vaizdą (pvz., dariniai susieti su konkrečiomis daugiareikšmio žodžio reikšmėmis), o tarp pačių darinių vyrauja realiai vartojami, o ne tokie, kurie gali būti reguliariai išvesti (pvz., iš pamatinų veiksmažodžių – daiktavardžiai, sudarantys veiksmų (su priesaga *-imas* arba *-ymas*) ir veikėjų (su priesagomis *-éjas*, *-a* arba *-tojas* ir kt.) pavadinimus).

Pagrindinės
sąvokos

Lietuvių kalbos mokymas(is), Mokomasis lietuvių kalbos vartosenos leksikonas, Mokomasis lietuvių kalbos tekstyNAS, žodžių daryba.

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BESIMOKANČIŲJŲ VERTIMO STUDENTŲ TEKSTYNAS MUST-LT: KOLOKACIJŲ VERTIMO ATVEJO ANALIZĖ

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SANTRAUKA

Kolokacijų vertimas – mažai nagrinėta tema vertimo studijų darbuose; daugiau dėmesio tenka profesionalių vertėjų darbų tyrimams, o besimokančiųjų vertėjų tekstai ligi šiol plačiau netyrinėti (Granger ir Lefer 2018, 2020). Kita vertus, kaip teigia S. Granger (2018), besimokančiųjų vertėjų darbų analizė, gali suteikti daug žinių tiek pedagoginiams, tiek tyrimų tikslams. Šio pranešimo tikslas – pristatyti tarptautinį MUST projekto Lietuvos vertimo studijų tyrėjų auditorijai ir parodyti tame kaupiamo MUST-LT tekstyno pritaikymo galimybes kaip atvejo analizę pasitelkus kolokacijų vertimų tyrimą. Tekstynas, kaupiamas specialioje Hypal4MUST aplinkoje, kurią išvystė čekų tyrėjas Adamas Obrusnikas (2014), pasižymi ypač turtingais kelių pakopų metaduomenimis (žr. Granger ir Lefer, 2020, pp. 1188–1192). Medžiaga, 32 publicistinio žanro teksto vertimai, tyrimui ištraukta iš anglų–lietuvių kalbų MUST-LT patekstynio (46 299 žodžiai). Tyrimui atrinktos 6 kolokacijos (iš viso 192 vertimai), po dvi kiekvienai iš sekančių vertimo kategorijų, kai vertimas (1) gali būti arba (2) neturėtū būti pažodinis dėl konteksto, jprastinės lietuvių kalbos vartosenos arba (3) tarpkalbinės raiškos skirtumų. Paaiškėjo, kad, kaip ir ankstesniuose kolokacijų vertimo tyrimuose, studentų išverstose kolokacijose, kurių dėmenims neturėtū būti taikomas pažodinis vertimas, gali būti jaučiama originalo kalbos įtaka, stilistinės raiškos paprastinimas, o vertimo sprendimai, palyginti su kolokacijomis, kurioms pažodinis vertimas tinkta, mažiau sėkmingi. Tokie tyrimai gali padėti formuojant vertėjams skirtų kursų, juose aptariamų aspektų ar atliekamų užduočių spektrą, pateikti duomenys gali būti panaudoti kitiemis ir kitų klaidų tyrimams, pratimams generuoti, o pristatyta klaidų tipologija – anotuoti pasirinktiems vertimo aspektams.

Pagrindinės
sąvokos

MUST, MUST-LT, Hypal4MUST, besimokančiųjų versti tekstynas, kolokacijų vertimas.

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ВИВЧЕННЯ СУЧАСНОЇ УКРАЇНСЬКОЇ МОВИ

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УКРАЇНСЬКІ БІЖЕНЦІ У ЛИТОВСЬКІЙ РЕСПУБЛІЦІ: МОВНІ ПОТРЕБИ ТА МОЖЛИВОСТІ ДЛЯ ЇХНЬОГО ЗАДОВОЛЕННЯ

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АННОТАЦІЯ

Людство постійно стає свідком геополітичних турбулентностей у різних частинах світу, які, як правило, викликають збільшення людських страждань, поневірянь, пошуків притулку та міграції. Це, у свою чергу, призводить до виникнення різноманітних проблем для мовної та культурної інтеграції нових спільнот, а також для стійкості місцевих громад, сприяючи потребі в програмах вивчення мови та іншій допомозі біженцям (пор. Beacco, J-C., et al., 2017). У 2022 році Європа стала свідком безпрецедентного спалаху війни у 21-ому столітті: повномасштабного нападу росії на Україну. Це змусило понад 8 мільйонів українців (UNHCR, 2023) тікати від російського державного тероризму, який чиниться проти цивільного населення та інфраструктури. З початку повномасштабної війни Литовська Республіка надала притулок понад 76 тисячам українців (SDA), частина яких була опитана в окремих регіонах. За результатами проведеного дослідження сформульовано певний «мовний репертуар», метою якого є відображення наявного відчуття українських біженців щодо того, що вони прийняті в місцевих громадах і на ринку праці. Тому у цій статті висвітлюються поточні навички та потреби українських біженців з оволодінням литовською мовою, а також можливі шляхи для подальшого розвитку лінгвістичних навичок з метою покращення їхньої мовної інклузивності. Також досліджується роль такої унікальної інституції, як «Український центр», у вирішенні цих питань на території Литви. «Український центр» створений у 2022 році за спільної ініціативи двох президентських інституцій Литовської Республіки та України, до якої долучилося Посольство України в Литві, а його патронами стали перші леді України та Литви. Український центр та його активності базуються на території Університету Вітовта Великого, який у співпраці з вищеперерахованими партнерами активно сприяє задоволенню культурних та освітніх потреб українських біженців.

Ключові слова

Лінгвістична інклузія, багатомовність, вивчення мови, українські біженці.

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ФЕНОМЕН ПОЕТИЧНОГО БІЛІНГВІЗMU (УКРАЇНСЬКИЙ ТЕКСТ У СВІТОВОМУ КОНТЕКСТІ)

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АНОТАЦІЯ

Будь-яке не-мононаціональне середовище породжує соціальну ієархію мов, яка відбувається у літературному процесі. Використання нерідного каналу комунікації як засобу створення певної художньої дійсності призводить до формування іншої творчої свідомості. У переважній більшості перехід на іншу мову легше відбувається під час написання епічних текстів, тому що специфікою цього роду літератури є використання «чужого слова»: опису зовнішніх явищ, мовлення персонажів. Авторська самосвідомість ховається за шаблонами епічного дискурсу або персоніфікацією індивідуального мовлення, не потребуючи самовиявлення. Тому прозаїки-білінгви Володимир Набоков, Мілан Кундера, Андрій Макін, Чингіз Айтматов, Василь Биков, володіючи другою мовою від народження, застосовували її без труднощів адаптації, оскільки прозаїчний текст не потребує інтимно-особистісного втручання, яке вимагає абсолютноного володіння мовою. Двомовність поетична є в історії світової літератури винятком. Легенда про літератора XV століття Алішера, який чагатайською мовою писав такі ж досконалі ліричні вірші, як і мовою фарсі, не підлягає верифікації через велику темпоральну відстань. У літературі новітнього часу Набоков провів експеримент, видавши декілька віршів англійською, але безуспішно, Йосип Бродський, пишучи есе англійською, не ризикнув перейти на неї у поезії. Тарас Шевченко писав російською повісті, але в історії літератури залишився українським поетом. Євген Гребінка, український романтик, досягнув певного результату в російській псевдо-сентиментальній ліриці. Марко Вовчок, будучи росіянкою, прославилася українською прозою, однак у прозі російській не набула такої популярності. Юний поет Леонід Кисельов нездовго до смерті встиг перейти з російської на українську у своїй ліриці, створивши прецедент, але не встигнувши досягти значного естетичного рівня. Також посмертно став відомим російсько-український поет Сергій Черняєв. Сергій Лазо, почавши як російський лірик, прославився як автор музики і слів багатьох українських пісень.

Ключові слова

Білінгвізм, поезія, світова література, українська література.

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СПЕЦИФІКА УКЛАДАННЯ „ЛИТОВСЬКО-УКРАЇНСЬКОГО СЛОВНИКА“ В КОНТЕКСТІ УКРАЇНСЬКОГО ПРАВОПИСУ 2019 РОКУ

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ABSTRACT

У кінці ХХ – на початку ХХІ століття простежується активізація українсько-литовських відносин не тільки в політичній та економічній сферах, але й у культурній і академічній. У багатосторонніх міждержавних литовсько-українських відносинах існує певна лакуна, пов’язана з відсутністю лексикографічних джерел, зокрема перекладних словників, необхідних передусім для підготовки майбутніх фахівців, орієнтованих на взаємовигідну багатовекторну співпрацю між Литвою та Україною. Перекладний «Литовсько-український словник» є першою працею такого типу у світовій лексикографічній практиці, що зумовлює його актуальність, пов’язану з активізацією широкої взаємодії України і Литви, зокрема в соціогуманітарній площині (Pacholok, Koroliovas, Griténienė, 2021). За останні 30 років в Україні та Литві були підготовлені та опубліковані два розмовники „З України до Литви: Українсько-литовський розмовник. Iš Ukrainos į Lietuvą: ukrainiečių-lietuvių pokalbių knygelė“ (2004), „Литовська мова в діалогах. Lietuvių kalba dialoguose“ (2019), „Малий українсько-литовський словник“ (2022), що стали популярними для вивчення литовської мови українцями, як і для опанування української мови литовцями. Метою роботи є висвітлення специфіки укладання першого перекладного литовсько-українського словника в контексті правописних змін в українській мові, затверджених у 2019 році. При укладанні Словника автори враховують відповідні зміни української мови: 1) у запозиченнях із давньогрецької мови, що мають стійку традицію передачі -αι- шляхом транслітерації як -au-, допускаються орфографічні варіанти: *аудитóря / аудитóря, лауреáт / лауреáт, пáуза / пáвза*; 2) у словах грецького походження із поєднанням -th допускається орфографічна варіативність -ф/m: *дифíрамб / димірамб, ефíр / емéр, кáфедра / катéдра, мiф, мiфолóгія / мiм, мiмолóгія*; 3) врахування тенденції до вживання фемінітивів за допомогою суфіксів -к, -иц(я), -ин(я) та інших від іменників чоловічого роду: *директор-ка, фiолог-иня, верстальн-иця* тощо.

Ключові слова

Литовсько-український словник; Український правопис; лексикографія; литовська мова; українська мова; фемінітив; орфографічний варіант.

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LAPSUS LINGuae IN LATIN INSCRIPTIONS ON WORKS OF FINE ART OF THE RENAISSANCE PERIOD

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ABSTRACT

Ever wider spread of the Latin language in Europe during the Renaissance period resulted in de-facto bilingual society. The Latin language grew into a cultural code to understanding the ancient high culture heritage though in everyday life people kept using local dialects. Classical Latin was also used as the language of education and by the 15th century most of the aristocratic elites had achieved a high-level proficiency in Latin. The desire to become a part of the elite class pushed artists, their customers, friends or relatives to place Latin inscriptions on works of fine art. Occasionally they even hired experts to make the Latin inscriptions. However, they were not always well-educated humanists and connoisseurs of the classical Latin, therefore the inscriptions contain numerous errors both in the original, custom-made texts and in quotations from ancient works. The analysis of the Latin inscriptions on paintings and engravings of the Renaissance period shows that the most common errors are phonetic and orthographic. This reflects the peculiarities of the pronunciation of Latin letters and letter combinations in this period: use of digraphs (*ae*, *oe*), alternation of letters *e-a*, *o-e*, *o-u*, *a-o*, replacement of *y* with *i*, simplification in writing doubled consonants, interchange of *ti* and *ci*, parallel use of letters *k* / *c*, substitution of Greek aspirates with single-grapheme counterparts etc. Fewer are the errors of the morphological (declension) and syntactic (use of syntactic constructions, agreement, etc.) levels. Even rarer are the lexical deviations from the norms of classical Latin: most of the vocabulary of the inscriptions comes from the classical period.

Keywords *Renaissance, imitation of antiquity, art, Latin inscriptions, phonetic and orthographic features, morphological features, syntactic features, lexical features.*

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EL PAPEL DE LA ENSEÑANZA NO REGLADA EN LA EVOLUCIÓN Y SITUACIÓN ACTUAL DEL ESPAÑOL COMO LENGUA EXTRANJERA EN ESTONIA

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RESUMEN

Cuando una lengua extranjera carece de una tradición docente consolidada en un país, como históricamente ha sido el caso del español en Estonia (Talvet 1996; Santos & Peral 2017), la enseñanza no reglada suele ser el principal espacio formativo para esa incipiente demanda y el motor para su expansión hacia otros niveles (Rodríguez-Lifante 2017: 228). Si bien las academias privadas constituyen una pieza fundamental en el nacimiento y evolución de la enseñanza de idiomas en nuevos entornos, apenas existen investigaciones al respecto: a la relativa inestabilidad de su oferta y su enorme fragmentación, hay que añadir la inexistencia de estadísticas oficiales sobre su alumnado. De hecho, los trabajos de corte demolingüístico se ven abocados a realizar estimaciones someras sobre los estudiantes de español en la enseñanza no reglada (Loureda et al. 2020: 137; Santos & Serrano 2023: 125). Ahora bien, el caso de Estonia es excepcional, pues existen registros oficiales sobre los estudiantes de buena parte de las academias privadas con cursos de español. El objetivo de esta comunicación es presentar un análisis cuantitativo-cualitativo del ELE en Estonia en la enseñanza no reglada, con especial atención a su evolución conforme el español va alcanzando otras etapas educativas, basado en una metodología demolingüística (Loureda et al. 2020). Como se mostrará, el aumento de las oportunidades de aprendizaje de español en la educación primaria, secundaria y terciaria ha transformado la oferta de la enseñanza no reglada, que ha ido reduciendo su peso en academias generales y ha originado instituciones especializadas en ELE.

Palabras claves *ELE en Estonia, demolingüística, enseñanza no reglada, academias privadas, evolución del ELE en los países bálticos.*

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LOS HABLANTES DE ESPAÑOL CON DOMINIO NATIVO EN LETONIA DESDE UNA PERSPECTIVA DEMOLINGÜÍSTICA

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RESUMEN

Esta investigación se inserta en el proyecto internacional *El español en Europa*, cuyo objetivo es cuantificar, definir y clasificar a los hablantes de español del viejo continente a partir de los fundamentos de la demografía lingüística (Moreno Fernández y Otero Roth, 2006). La división de los hablantes potenciales de español en tres grupos –dominio nativo, competencia limitada y aprendices de español como lengua extranjera– garantiza la comparabilidad de los datos entre países, como muestran recientes publicaciones adscritas al proyecto (Loureda Lamas et al., 2020; Kabatek et al., 2022; Santos Rovira y Serrano Lucas, 2022). El presente trabajo ofrece una descripción cuantitativa y cualitativa de los hablantes de español pertenecientes al grupo de dominio nativo (GDN) en Letonia entre 2011 y 2021. En el marco metodológico del análisis microdemolingüístico (Moreno Fernández, 2020) y siguiendo el modelo de Loureda et al. (2020) se estudian cuatro subgrupos: inmigrantes procedentes de países hispanohablantes (GDN1), hablantes de herencia de segunda generación (GDN2), hispanohablantes nacionalizados letones (GDN3) y aprendices de español que han adquirido competencia nativa (GDN4). Los resultados de la investigación son de especial interés para GDN1, puesto que revelan la presencia ininterrumpida en Letonia de nacionales de nueve países hispanohablantes a lo largo de la década de referencia, así como un incremento significativo en el número de españoles. Se puede concluir que la verdadera dimensión de las cifras solo podrá ser correctamente interpretada a la luz de las dinámicas migratorias (tanto históricas como contemporáneas) que se han manifestado en las tres repúblicas bálticas.

Palabras claves *Español, demolingüística, Letonia, lengua nativa, lengua de herencia, migraciones, ELE.*

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JUNE 9-10, KAUNAS,
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MEDIACIÓN DIDÁCTICA DIGITAL PARA LA EVALUACIÓN FORMATIVA

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RESUMEN

La enseñanza de lenguas, como cualquier otra didáctica, está sujeta a una amplia variedad metodológica y didáctica en aras de conseguir que cada alumno alcance los objetivos de la asignatura. Evaluar estos aprendizajes trasciende la evaluación sumativa, sino que ha de facilitar un aprendizaje en todas las fases del proceso de adquisición de conocimientos: antes, durante y después de su tratamiento en el aula. Las herramientas y recursos digitales para la evaluación de contenidos permiten abordar no solo procesos sumativos, sino también formativos merced a la ubicuidad de los dispositivos móviles como también por el cuidado entorno que presentan (Hernández-Ortega et al., 2021; León & Hernández-Ortega, 2020, Hernández-Ortega & Rayón-Rumayor, 2021). En la presente propuesta se ha analizado la perspectiva de uso de Socrative como herramienta formativa en una muestra de 257 estudiantes de Lengua Castellana de Educación Secundaria Obligatoria. Los aspectos curriculares que han centrado el uso de esta aplicación han sido la morfología, la sintaxis y el léxico. Aspectos como la accesibilidad, la interfaz o la disposición de la información son aspectos que se valoran conscientemente por parte de la muestra. Pero, los resultados nos muestran cómo se produce una valoración fundamental por parte del alumnado sobre la capacidad de acompañamiento y didáctica empleados por el profesorado durante el proceso, como también en la calidad de la retroalimentación ofrecida por los docentes, sin las cuales, deja de ser una herramienta con un enorme potencial formativo para convertirse en otra herramienta lúdica sin un poso epistemológico. (Rovira-Collado et al., 2019).

Palabras claves Didáctica de la Lengua, TIC, Gramática, Evaluación Formativa, Metacognición.

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VARIEDADES DEL ESPAÑOL EN EL PLAN CURRICULAR DEL INSTITUTO CERVANTES. PASOS HACIA LA PANHISPANIDAD EN ELE

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RESUMEN

Desde hace algunos años, el Instituto Cervantes ha comenzado, al igual que otras instituciones de la lengua española, su camino hacia la consideración panhispánica de nuestra lengua. Después de tantos siglos de olvido y desprecio hacia las variedades del español no correspondientes con la variedad centro-norte peninsular española, la institución cervantina se encuentra con un gran reto ante sí. En esta comunicación se muestra someramente cómo se ven atendidas y representadas las diferentes variedades del español dentro de las Nociones específicas del Plan curricular del Instituto Cervantes. Así pues, se presenta la necesidad de revisión de los inventario léxico y de la delimitación geográfica de las unidades léxicas recogidas en ellos, con la consiguiente catalogación como españolismo o panhispanismo y la posterior búsqueda de opciones panhispánicas para los españolismos y geosinónimos si los hubiera desde un punto de vista sincrónico. Como muestra de la materialización de la investigación llevada a cabo en colaboración entre el Instituto Cervantes y la Universidad Nacional de Educación a Distancia, se presenta la herramienta digital Geolexi cuyo objetivo es la recolección de los resultados del estudio y la marcación geolectal del léxico propuesto en el PCIC en sus Nociones específicas para poner a la disposición del público la consulta del léxico panhispánico y geosinonímico. Con todo ello, se presentan colaborar en la motivación de las competencias interculturales, concienciar de que el español responde a una realidad plurinformativa y facilitar las tareas docentes ayudando a la elaboración de materiales en la elección léxica que resulte más apropiada para las necesidades de los aprendientes.

Palabras claves *Variedades del español, españolismo, panhispanismo, Plan curricular del Instituto Cervantes, Nociones específicas, Interculturalidad, Realidad plurinformativa.*

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LA SITUACIÓN ACTUAL DEL ESPAÑOL EN LA EDUCACIÓN PRIMARIA Y SECUNDARIA EN LITUANIA

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RESUMEN

En Lituania se puede estudiar español como lengua extranjera (ELE) tanto en el marco de la educación primaria, como secundaria general y secundaria superior. En la enseñanza secundaria, la normativa oficial para la enseñanza de lenguas extranjeras da como prioridad el aprendizaje de alemán, francés, inglés y ruso, designándolas como asignaturas obligatorias. Sin embargo, el conflicto bélico desencadenado por Rusia en Ucrania en el año 2022 y el clima de amenaza que se cierne sobre Lituania y otros países bálticos, ha derivado en una disminución del interés por el estudio del ruso en las escuelas lituanas. El Ministerio de Educación, Ciencia y Deporte de Lituania se ha propuesto elaborar una nueva estrategia para el aprendizaje de lenguas extranjeras, promocionando así el multilingüismo y las lenguas de la Unión Europea como el español o el polaco. En este contexto, es imprescindible analizar la situación actual del español en la educación primaria y secundaria en Lituania. La presente investigación incluye datos estadísticos de las escuelas lituanas que imparten las clases de español y un análisis cualitativo. Este último consiste en diez entrevistas semiestructuradas a profesores de ELE de escuelas lituanas. El análisis de los datos cuantitativos revela que el español es la quinta lengua más estudiada en los colegios de Lituania, y por delante de ella solo se posicionan las cuatro lenguas anteriormente promocionadas como principales por el Ministerio: inglés, ruso, alemán y francés. Las entrevistas hechas a los profesores de ELE muestran que la situación del español en la educación primaria y secundaria en Lituania no cuenta con ningún apoyo institucional, por lo cual, no solo faltan profesionales de enseñanza de ELE, sino también material para enseñar, programas de estudio o exámenes estatales que ayuden al español a formar parte del plan curricular en las escuelas lituanas.

Palabras clave

Enseñanza de ELE, educación primaria, educación secundaria, Lituania, multilingüismo.

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STUDIEN ZUM GEGENWARTSDEUTSCHEN

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CODE-SWITCHING ALS PLURILINGUALE AKTIVITÄT IM DAF-UNTERRICHT (GESCHÄFTSKOMMUNIKATION)

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ZUSAMMENFASSUNG

Deutschland ist einer der wichtigsten Außenhandelspartner Litauens. Trotz der Unsicherheit im globalen Kontext wächst das Interesse von Investoren in Litauen und die deutschen Unternehmen bauen ihr Engagement in Litauen weiter aus (GTAI¹, 2022). Das Unterrichten des DaF's erfordert daher die Beachtung der Geschäftskommunikation. Die neuesten Erkenntnisse der Sprach- und Kommunikationswissenschaften zeigen, dass die Geschäftskommunikation innovativ und mit dem Schwerpunkt auf Praxis gelehrt (Hanxing, 2017; Jiang, 2022) und plurilinguale Aktivitäten einbezogen werden sollen. Das Erlernen von Sprachen ist eine interaktive und soziale Aktivität, deshalb sollte man Sprachenlernenden als plurikulturelle Wesen, die eine kommunikative Sprachkompetenz in einer anderen Sprache anstreben, betrachten (Grein, 2022).

In einer plurilingualistischen Vision wird das Mischen, Mixen und Shiften von Sprachen nicht mehr stigmatisiert, sondern als eine natürliche Strategie in der realen Kommunikation anerkannt. Sobald eine solche konzeptionelle Verschiebung in Richtung Pluralität stattfindet, ist die Tür für die Menschen offen, die Plurilingualität nicht nur zu akzeptieren, sondern auch stolz auf ihr Fremdsprachenkapital zu sein und es aktiv nutzen (Piccardo, 2018). Laut Schlabach (2017) können die sprachlichen Situationen am Arbeitsplatz recht vielfältig sein. Englisch als *lingua franca* reicht nicht aus und mehrsprachige Mitarbeiter:innen stellen ihre sprachlichen Ressourcen und Kompetenzen in den Dienst der effizienten Kommunikation. In dem Vortrag werden mögliche Materialien für DaF (Geschäftskommunikation) am Beispiel der plurilingualen Aktivität (das Code-Switching) während der Geschäftsverhandlungen zwischen Deutschen und Litauischen Unternehmen vorgestellt. Die Analyse bezieht sich auf die theoretisch-methodologischen Ansätze von Auer, Gumperz, Grein, Schlabach, Hanxing, Jiang, Piccardo.

Schlüsselbegriffe *Geschäftskommunikation, multilinguale Geschäftsverhandlungen, Code-Switching, Plurilingualität, DaF.*

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VON SPRACHMITTLUNG ZUR INTERKULTURELLEN VERMITTLUNG? BILANZ NACH EINEM JAHR SPRACHMITTLUNG UKRAINE AN SCHULEN IN MAGDEBURG UND UMLAND

Aleš Janoušek

Auslandsgesellschaft Sachsen-Anhalt e.V., Deutschland

ZUSAMMENFASSUNG

Vor dem Hintergrund des Krieges in der Ukraine wurde zum Schuljahresbeginn 2022/23 ein einzigartiges Sprachmittlungsprojekt in Sachsen-Anhalt ins Leben gerufen. Sprachmittlung bedeutet in diesem Kontext, informelles kommunikationsermöglichtendes Übersetzen und Dolmetschen. Dadurch konnten die ukrainischen Schüler:innen, Eltern und das Schulpersonal durch Sprachmittler:innen für Deutsch <-> Ukrainisch im Schulalltag und darüber hinaus unterstützt werden. Der vorliegende Beitrag stellt einerseits das Berufsfeld der Sprachmittlung in Anlehnung an die Grundsätze der Sprachmittlung nach Stoelzel (2021) vor. Andererseits schildert er exemplarisch Erfahrungen, Herausforderungen, Chancen sowie akute Handlungsbedarfe der deutsch-ukrainischen Sprachmittlung an Schulen in Sachsen-Anhalt, konkret in Magdeburg sowie in den umliegenden Landkreisen Jerichower Land und Börde. Obwohl die Sprachmittlung eine bedeutende Entlastung für den Schulbetrieb darstellt, so zeigt der Projektverlauf, dass umfassendere Maßnahmen zur Interkulturellen Öffnung notwendig sind. Einige Schulen in diesen Regionen verzeichnen seit mehreren Jahren einen Zuwachs an beschulten Kindern und Jugendlichen mit Migrationserfahrung und diversen Erstsprachen. Somit erscheint neben der Erweiterung der Sprachmittlung um andere Sprachen auch ein bewusster Umgang mit kulturellen Unterschieden und dem entstehenden interkulturellen Raum als ein Desiderat. Den hohen Stellenwert der Interkulturellen Öffnungsprozesse betont auch das Landesintegrationskonzept des Landes Sachsen-Anhalt 2020. Eine konkrete Ausgestaltung dieser Maßnahmen erweist sich dabei allerdings im Vergleich zur Sprachmittlung als eine Herausforderung. Mit welchem Zugang nähert man sich der interkulturellen Aushandlung an Schulen mit Kindern und Jugendlichen? Wie operationalisiert man den Kulturbegriff? Welche Rolle sollen die landeskundlichen Alltagsrealien Sachsen-Anhalts spielen? Basierend auf den Erfahrungen des laufenden Projekts werden solche und weitere Fragen kritisch diskutiert und von mehreren Standpunkten beleuchtet.

Schlüsselbegriffe

Sprachmittlung, Kulturvermittlung, Interkulturelle Öffnung, Ukrainisch, Sachsen-Anhalt, Mehrsprachigkeit in der Schule, Language Mediation.

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TRANSFER DER FILMINHALTE VIA UNTERTITEL

Jūratė Maksvytė

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ZUSAMMENFASSUNG

Ein Produkt der Filmbranche stellt meistens der gewählten Logik nach eine gewollte Abfolge von bewegten Bildern, Szenen, Abläufen dar. Ein Spiel- oder Dokumentarfilm als kollektiv entwickeltes und durchgeführtes Projekt entsteht im Kontext einer bestimmten Kultur und charakterisiert die Schaffenden in ihrem Licht. Es konstruiert facettenreiche, offene und evtl. versteckte Bedeutungen sowie präsentiert bewusst die eigene Wirklichkeit. Der Zuschauer bekommt Tatsachen erzählt, die reale Orte, Geschichten bzw. Personen betreffen. Zusammen mit ihnen ist der Zuschauer ein vollwertiger Teilnehmer der Vorstellung, die sowohl auditiv als auch visuell abläuft. Wie das Verstehen der Originalsprache und Aufdecken ihrer vielschichtigen Inhalte via interlinguistischer Untertitelung zu konstruieren gelingt, bestimmt den Rezeptionserfolg und folglich Bekanntheit des fremdsprachigen Films sowie seiner Schöpfer. Die übersetzende Person ist eine der Teilnehmenden daran. Man kann nicht nur von mehr oder weniger eingehaltenen Entsprechungen und Normen bzw. Standards der Übertragung sprechen, sondern auch möglicherweise an Details der Handhabung den Stil des Übersetzers bzw. Untertitlers bestimmen oder bemerken können. Dies betrifft nicht nur das Layout selbst oder/und das Untertitel -Design. Es ist von Bedeutung wie Informationen der Filminhalte übermittelt werden und wie bei ihrer Umsetzung gehandhabt wird. Im Vortrag werden litauische Untertitel von einem aktuellen ukrainischen Dokumentarfilm analysiert und in bezug auf die Realisierung seiner semantischen Inhalte verdeutlicht.

Schlüsselbegriffe

Dokumentarfilm, Untertitel, Übertragung, Semantik, Kulturinformationen.

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