

MS2025

8TH INTERNATIONAL CONFERENCE
SUSTAINABLE MULTILINGUALISM 2025

BOOK OF ABSTRACTS

NEMIRA MAČIANSKIENĖ, TERESĖ RINGAILIENĖ (EDS.)



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SUSTAINABLE MULTILINGUALISM INTERNATIONAL CONFERENCE
MAY 29-31, KAUNAS, LITHUANIA

The 8th International Conference

Sustainable Multilingualism 2025

Book of Abstracts

Nemira Mačianskienė, Teresė Ringailienė (Eds.)

Kaunas, 2025



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SUSTAINABLE MULTILINGUALISM INTERNATIONAL CONFERENCE
MAY 29-31, KAUNAS, LITHUANIA

Description

The 8th International Scientific Conference *Sustainable Multilingualism 2025* (SM25) was organized by the Institute of Foreign Languages at Vytautas Magnus University, Lithuania, and the Language Teachers' Association of Lithuania. It was held in Kaunas, Lithuania, May 29-31, 2025. The main aim of SM25 is to provide a common platform for researchers, language policy makers, language teachers, students, and anyone interested in discussing and sharing their expertise in the key issues of multilingualism, plurilingual competence development and language education.

Keywords: Language policy implementation; language preservation, revitalization, revival; plurilingual competence development and assessment, AI in applied linguistics; innovative and technology-based approaches, language teacher professional competence development; multilingual issues in translation and interpreting; multilingual issues in literature; contemporary Lithuanian language studies.

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Presentation session languages: English, French, German, Latvian, Lithuanian, Spanish, and Ukrainian

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PREFACE

The biennial International Conference *Sustainable Multilingualism*, organized by the Institute of Foreign Languages at Vytautas Magnus University together with the Language Teachers' Association of Lithuania in Kaunas, Lithuania, was held on May 29-31, 2025.

The aim of the conference was to provide a common platform for researchers, language policy makers, language teachers, students, and anyone interested in discussing and sharing their expertise in the key issues of multilingualism.

For three days, the attendants had an opportunity to discuss topics such as language policy implementation; language preservation, revitalization, and revival; plurilingual competence development and assessment, AI in applied linguistics; innovative and technology-based approaches, language teacher professional competence development; multilingual issues in translation and interpreting; multilingual issues in literature. Parallel sections of Contemporary language studies rallied teachers and speakers of French, German, Latvian, Lithuanian, Spanish, and Ukrainian languages to discuss their research in the respective languages.

The program was organized in two plenary sessions and 21 pannel sessions with a total of 62 oral presentations and 14 poster presentations and a round table discussion *From Policy to Practice: University Alliances and Plurilingualism*. Five keynote speakers were scheduled on two days of the conference: prof. dr. dr. Ghil'ad Zuckermann, doc. dr. Karina Firkavičiūtė and Johan Sandberg McGuinne presented their keynote speeches on May 29, and prof. dr. Jūratė Ruzaitė and prof. dr. John W. Schwieter – on May 30, 2025.

Around 120 conference presenters from 17 countries all over the world and 15 non-presenting participants participated in discussions, ensuring a multidisciplinary, multilingual, and multicultural approach to sustainable multilingualism.



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A great social program was also offered to strengthen the links between the participants and/or established new collaborations: coffee breaks, a reception on the first day of the conference with traditional Lithuanian delicacies and folk dances led by the folk group “Žilvitis” and joined by conference participants; a guided tour in Kaunas on the second day, May 30, and a trip to Dzūkija “A Feast for the Senses”, one of four main regions of Lithuania on the last day of the conference, May 31.

We want to express our gratitude to all the keynote speakers, presenters, conference participants, and members of the Scientific and Organizing committees for contributing to the success of the conference. We look forward to continuing the conversations started here and hope to see you at our future events.

Prof. dr. Nemira Mačianskienė and dr. Teresė Ringailienė

Chairs of SM25 Conference



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PLENARY PRESENTATIONS



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KARAIM LANGUAGE. CHALLENGES TO SURVIVE

Karina Firkavičiūtė

Lithuanian Karaim Association of Culture
The EU Research Executive Agency

Karaim is a Turkic West Kipchak group language that reached Lithuania together with the Karaim community in the 14th century and ever since was preserved, used by the Karaims and still is spoken today exclusively in Lithuania by approximately 30 people in the community of about 200 persons. The native speakers are aging (the youngest is 25 now), and so all kind of questions arise – what is next? What can be done about it? Is a feeling of worry productive enough for now or for later? The presentation is offering an overview of the Karaim language' state-of-the-art, its research, and reflects on it from its usage perspectives in a context of the general history of Karaim community in Lithuania. Activities for the language retention will also be presented here, as well as examples of Karaim language in various formats (speaking, writing, singing). Karaims in Lithuania themselves have always been very conscious about their native language and its challenges and have greatly contributed to preserving the language for future generations. Even if the Karaim language is listed on the UNESCO Atlas of the World's Languages in Danger and is, actually, on the verge of extinction, the author is confident there is still hope for Karaim to survive and continue to be used in its various, written and oral, forms. As the Karaim proverb says – 'Az ajtma, kieriakli kylma' (Talking is not enough, action is needed).



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FROM STOERE VAERIE TO UBMEJEN JÄNNUO - TRADITIONAL YOIKING AS A TOOL IN SAAMI LANGUAGE REVITALISATION

Johan Sandberg McGuinne

Likssjuo (Lycksele), Swedish Sápmi
Tjállegoahte, Saami Writers' Centre, Sweden

This presentation will give a brief introduction into Saami culture, and the Saami people, before moving on to talking primarily about Saami traditional singing, known as yoiking. Yoiking constitutes the oldest musical tradition in all of Europe and was described by the first Saami writer Juhan Tuuri as an "embodied way of remembering". In addition, yoiks continue to preserve both Saami epistemologies, as well as to strengthen the language in our communities as well as our classrooms and have thus come to be seen as one of the most important methods for language and culture revitalisation. In this presentation, I posit that the use of yoiking can function both as a uniting, decolonial force for young and old Saami alike, as well as a powerful tool in the ongoing language revitalisation process within the Saami homelands. I aim to show this by drawing on examples from both the classroom and the contemporary music scene in Sápmi.



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THE BILINGUAL MENTAL LEXICON, LANGUAGE SWITCHING, AND COGNITIVE EFFECTS

John W. Schwieter

Wilfrid Laurier University, Canada
McMaster University, Canada

In this talk, we first explore how bilinguals manage their mental lexicon—a dynamic network encompassing words, meanings, and their grammatical properties. Because bilinguals can often name an object in more than one language (e.g., a Spanish-Czech speaker may call a cat either a gato or kočka), this multiple-word-to-one-concept mapping, along with the consistent finding that bilinguals' languages are constantly mentally active, appear to have important implications for cognition and the brain. We will then look at how “managing” the bilingual mental lexicon relies on executive functions (EFs), i.e., the set of mental processes (e.g., working memory, cognitive flexibility, attention, and inhibition control) that help to regulate thoughts, behaviors, actions, and goals. Language control is an EF which helps bilinguals to choose the right word in the right language, to organize linguistic processes, and to switch between their languages. We then transition to the notion that because of the parallel activation and ongoing mental competition between languages, bilinguals may demonstrate advantages in some EFs that are not observed among monolinguals. However, other studies fail to find advantages. Although the debate is ongoing, it is clear that the spectrum of individual differences, bilingual experiences, language practices, among other factors, make it challenging to have a full understanding. As a case in point, we will look at some recent behavioral, EEG, and fMRI studies by colleagues and I which reveal how language switching, emotional priming, and genetic markers influence two specific EFs in bilinguals: cognitive control and decision-making. In all, the talk offers insights into how bilingualism and the unique language practice of switching between languages has implications that extend into other cognitive domains.



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THESE ARE NOT JUST WORDS: HATE SPEECH, PROPAGANDA, AND NOVEL WORDS FOR OLD PREJUDICES

Jūratė Ruzaitė

Vytautas Magnus University, Lithuania

As internet discourse becomes increasingly global, understanding how foreign language resources contribute to offensive language and discriminatory discourses can help in understanding the dynamic interplay between language, culture, and social attitudes towards minority groups. This talk explores a rarely studied intersection: the role of neologisms formed from foreign language elements in online abusive content, local discriminatory practices, and the global influence of propaganda. The presentation focuses on how linguistic diversity – often viewed as a marker of inclusivity and cultural exchange – can be weaponized to reinforce intolerance. By examining neologisms made from foreign language elements, this study reveals how language evolves in response to societal changes and how it perpetuates power structures through new linguistic forms. It uncovers how foreign-language borrowings are used in xenophobic, homophobic, or otherwise discriminatory narratives, intensifying the impact of discriminatory narratives in online discourse. Drawing on a corpus of internet comments from Lithuanian news platforms, this talk analyses how neologisms are coined using foreign language resources, which foreign languages are used, and how these forms are integrated into hostile discourses targeting groups protected under Lithuanian hate speech laws. It explores how such novel forms serve as rhetorical strategies to increase emotional or derogatory impact, invoke stereotypes tied to specific sociocultural backgrounds, and reinforce group solidarity among commenters, beyond simply conveying aggression. It is argued that pejorative neologisms reveal underlying societal tensions regarding minority groups. Novel terms such as ‘gayropa’ are not only linguistic innovations but also cultural markers of resistance against marginalised groups, delegitimizing their identities and reflecting reactionary attitudes towards human rights movements in Europe.



LANGUAGE RECLAMATION AND CROSS-FERTILIZATION: THE EMERGENCE OF A "REVIVAL LANGUAGE" CALLED ISRAELI

Ghil'ad Zuckermann

Flinders University (Adelaide), Australia
Australian Catholic University (Sydney), Australia

Hebrew was spoken after the conquest of Canaan (c. thirteenth century BC) and was the language of the Iron Age kingdoms of Israel and Judah during in c.1200-586 BC. It was a continuation of Canaanite, a Northwest Semitic language. The oldest documented Canaanite Sentence, found on an elephant ivory comb, in Lachish, Israel, is from 3,700 years ago: יתש חט ז לקמל שער וזקת (cf. שיסלק שנהב זה את-). (כינוי השיער והזקן), i.e. "May this ivory get rid of the lice of the hair and beard!". Following a gradual decline (for example, Jesus was a native speaker of Aramaic rather than Hebrew), Hebrew ceased to be spoken by the second century AD. The Bar-Kokhba Revolt against the Romans in Judaea in AD 132-5 marks the symbolic end of the period of spoken Hebrew. For more than 1700 years thereafter, Hebrew was a *sleeping beauty*. It served as a liturgical and literary language, and occasionally a *lingua franca* for Jews of the Diaspora, but not as a mother tongue. The formation of the "Revival Language" known as "Modern Hebrew" (henceforth "Israeli") was facilitated at the end of the nineteenth century by native Yiddish speaker Eliezer Ben-Yehuda (1858-1922), born in Luzhki in the Vilna Governorate (Russian Empire, now Vitebsk Oblast, Belarus) to Yehuda Leib and Tzipora Perlman, who were Chabad hasidim. Ben-Yehuda, school teachers, authors and other intellectuals understood the "trinity" of modern nation-statehood (langue-land-lens, i.e. language, territory, heritage) and sought to further the Zionist cause. Earlier, during the *Haskalah* (enlightenment) period of the 1770s-1880s, writers such as Méndele Móykher-Sfórim (originally Shalom Abramowitsch) produced works and neologisms which eventually contributed to Israeli. However, it was not until the beginning of the twentieth century that the language was first spoken. Israeli is currently the only *de jure* official language of the State of Israel (established in 1948), with Arabic being recognized as having a special status and with English as *de facto* in landscape (linguistic landscape). Israeli is spoken to varying degrees of fluency by approximately 10 million Israeli citizens; it is a mother tongue for most Israeli Jews (whose total number is over 7 million), and a second language for Israeli Muslims (Arabic-speakers), Christians (e.g. Russian and Arabic-speakers) and Druze (Arabic-speakers). This accessible keynote will focus on the survival of Yiddish, the revivalists' mother tongue, beneath Israeli. It will argue that Israeli is a phoenicuckoo cross: on the one hand it is a phoenix, rising triumphant from the ashes (i.e. Hebrew revival) but on the other hand it is a cuckoo, laying its eggs in the nest of another bird (Yiddish), tricking it into the role of foster parent at the expense of the original offspring (i.e. Yiddish survival).



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LANGUAGE POLICY IMPLEMENTATION



MULTILINGUALISM IN LATVIAN ACADEMIC LIFE - REQUIREMENTS AND CHALLENGES

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The expectation to be multilingual is by default if an academic wishes to climb the career ladder and share their research. Every country has their own regulations regarding to academic career, in Latvia this is regulated by Cabinet Regulation No. 129 (2021), where the requirements for a person wishing to gain and hold the position of professor or associate professor are laid out in detail. Thus, according to the requirements, an academician needs at least 3 publications in a SCOPUS or WoS Core Collection indexed scientific journal or conference proceedings. Most of the publications that meet these indexation requirements will likely be in English, which impacts the scholar's practices of research and knowledge production (Curry&Lillis 2024). Issues of multilingualism are gaining more attention, describing various aspects of the challenges faced (Sudhoff& ten Thije 2024), but in an English centric world the potential difficulties and learning curve of representatives of so-called smaller languages is often not explored. The present paper intends to explore multilingual practices of researchers working at the RTU Liepaja Academy Centre for Humanities and Arts, where scholars from different disciplines face the challenge of being multilingual, but at the same time, share their research with their target audience. It will look at ways how they prepare their English-language publications – whether they have the English skills to write advanced texts or need to seek translation. The assistance institutions do and could give to their staff to reach evaluation goals will also be evaluated.

Keywords *Academic career, legal requirements, academic performance evaluation, knowledge production, English language skills*

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MEETING THE DEMANDS: LANGUAGE POLICY AND THE DEVELOPMENT OF CRISIS COMMUNICATION SKILLS IN EMERGENCY DISPATCHERS

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Effective crisis communication relies on language proficiency, especially in multilingual contexts like Estonia. This paper examines language policy and training for crisis communication at the Rescue College of the Estonian Academy of Security Sciences, focusing on simulation-based and intercultural training. The academy has extensive experience in language training, including Estonian, English, and Russian, as well as CLIL since 2010. Russian language skills are critical in crisis communication, as highlighted by studies like Luht-Kallas et al. (2023). Analysis of 112 emergency calls in Estonia (2021–2022) revealed that Russian speakers were overrepresented among callers but not in calls about social problems. Of 868 such calls, 67.2% were in Estonian, 32.3% in Russian, and 0.6% in other languages—closely matching Estonia's linguistic distribution. This suggests Russian speakers may call 112 for different reasons, such as information requests. The overrepresentation of Russian speakers in 112 calls, even if not specifically for social problems, underscores the need for robust Russian language skills for emergency dispatchers and the importance of the specialized training program analysed in this paper.

The Estonian Standard for Emergency Dispatchers requires B1-level Russian proficiency, reinforcing the need for specialized training. To meet this demand, the Academy offers an intensive eight-month vocational program, including “Handling Emergency Calls in Russian” (5 ECTS) and “Russian for Specific Purposes” (2 ECTS). Practical training in a simulated Emergency Response Center includes realistic call-handling exercises and intercultural communication modules. This paper provides insights into Russian language training for crisis communication and offers practical recommendations for LSP teachers.

Keywords *Crisis communication, language proficiency, emergency calls, Russian language training, intercultural communication, simulation-based training.*

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DEVELOPMENT OF CRITICAL THINKING IN ACTION-ORIENTED APPROACH-BASED ESP COURSES AT UNIVERSITIES

Roma Kriauciūnienė

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University education plays a crucial role in developing students' critical thinking (CT) skills, which are essential for their future professional success. Employers increasingly seek graduates who can think critically and solve complex work-related and societal problems. Therefore, higher education institutions are expected to nurture not only discipline-specific competencies but also general competencies, such as CT. The process of foreign language teaching and learning—particularly within English for Specific Purposes (ESP)—offers favorable conditions for fostering CT, especially when guided by an action-oriented approach (AoA). According to B. North and E. Piccardo (2019), the AoA situates language learning in meaningful, real-life contexts, where learners engage in tasks that require the integration of multiple competencies. These include not only communicative language competencies (linguistic, sociolinguistic, pragmatic) but also broader general competencies (CEFR Companion Volume, 2018, 2020). Recognizing the potential of AoA to support the development of CT, Vilnius University undertook a comprehensive reform of its ESP courses in 2019. This presentation focuses on one such course—*English for Academic Purposes and Research*—designed for students in the *Childhood Pedagogy* programme. It describes the course design based on AoA principles and shares insights into students' perceptions of the course. The findings suggest that the AoA-based ESP course not only enhanced students' English language proficiency but also effectively contributed to the development of their CT skills. Overall, student feedback was positive, supporting the conclusion that integrating AoA into ESP teaching is a successful strategy for promoting both language and critical thinking development.

Keywords *Action-oriented approach; critical thinking; language teaching; university.*

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LANGUAGE POLICY IMPLEMENTATION: THE ROLE OF APPLIED LINGUISTICS IN KNOWLEDGE TRANSFER

Claudia Polzin-Haumann

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Since the 1990s, multi- and plurilingualism, i.e. language diversity at the societal and the individual level, are in many different respects in the focus of European (language) policies (Polzin-Haumann, 2025, p. 73). However, despite the numerous political efforts to promote linguistic diversity and language learning and teaching – as both the aim and core concept of language education (Polzin-Haumann & Reissner, 2020, p. 114) – the implementation is advancing only slowly. According to the most recent European survey, not even a third of Europeans can have a conversation in at least two other languages than their mother tongue (European Commission, 2024, p. 7). The study shows significant differences between different countries, as well as with regard to parameters such as generation and level of education. My contribution deals with the question of the implementation of language policy in society beyond the narrow academic field and examines the role of Applied Linguistics in this context. Admitting that the implementation of the supranational European guidelines takes place at the national level, and that it must fit into the respective society, I will discuss an example of (academic) communication (Lipphardt & Ludwig, 2011) on languages, language learning, multi- and plurilingualism in dialogue with society within the project 'French and more'. This project, conducted at Saarland University since 2022, aims at promoting plurilingualism in the German federal state of Saarland that has defined – within the European policy guidelines – a language policy with a special focus on French as the neighbouring language (Polzin-Haumann, 2017).

Keywords *Language policy implementation; plurilingualism; multilingualism; language learning; academic communication; knowledge transfer; applied linguistics.*

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LANGUAGE POLICY AS A TOOL FOR DECOLONIZATION: INSIGHTS FROM WEST AFRICA AND INDIA

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Linguistic pluralism and official multilingualism are increasingly recognized as democratic approaches to decolonizing language policies in post-colonial societies. These frameworks promote equitable opportunities for the development and use of diverse languages, countering the legacies of linguistic imperialism and endangerment. This study examines the role of language policy in decolonization, with a focus on current political developments in West Africa and historical parallels in India. In West Africa, nations like Mali and Burkina Faso are shifting away from French, reflecting broader anti-Western. Similarly, India's post-independence efforts to elevate regional languages along with English provide valuable insights into the challenges and outcomes of such policies. The analysis draws on qualitative methods, including policy reviews, case studies (e.g., Eritrea's nine-language policy and South Africa's 11 official languages), and interviews with educators and policymakers. It explores the economic and sociopolitical dimensions of linguistic pluralism. By highlighting how multilingualism can serve as a tool for resisting neocolonial influences, this presentation contributes to broader discussions on language policy, revitalization, and decolonization in the Global South.

Keywords *Linguistic pluralism, language decolonization, multilingualism, West Africa, India, language policy, cultural identity*

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LANGUAGE PRESERVATION, REVITALIZATION, AND REVIVAL



TRANSLATING ORNAMENTS: THE TRANSLATIONS OF DIEVTURI WORKS IN LITHUANIAN AND THEIR INFLUENCE

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Dievturība is a religious movement formed in Latvia in the 1920s. Drawing from the local autochthonous pre-Christian beliefs, it was supposed to be seen as a continuation of the old native religion (Muktupāvels, 2005, p. 762). It has significantly shaped Latvian national identity embodying “true Latvian-ness”. A key element of this image is the local traditional ornament, which Dievturi (adepts of Dievturība) consider a visual representation of the belief system and the worldview (Celms, 2010, p. 22) and individual graphic elements are linked to deities in the Latvian pre-Christian pantheon. Several influential works by Valdis Celms – a Latvian artist and honorary chairman of the Dievturi organization – have been translated into Lithuanian (Celms, 2010, 2016) and received positive public reception. While both Latvian and Lithuanian traditional ornaments share many common elements, Dievturi have systematically reinterpreted and codified these symbols in their own ways, and these interpretations are now influencing Lithuanian perspectives. Through translation, Latvian interpretations of symbols such as *Māra's cross*, and *Jumis* have entered Lithuanian cultural and religious spaces (Ambrazijienė, 2015, p. 310), sometimes reinforcing existing meanings but also reshaping or introducing new associations. This paper explores how translations containing the Dievturi interpretations of traditional Latvian ornament and Latvian deities, have introduced new terms and concepts into the Lithuanian Neopagan discourse. Through discourse analysis, and the use of comparative and semiotic methods it also considers broader implications of translation in the shaping of cross-cultural identity and the evolving new relationship between the ornament and mythology in the Baltic region.

Keywords *Baltic neopagan movements; cultural transmission; discourse analysis; pan-Baltism; traditional ornament; invented tradition.*

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LANGUAGES ON THE EDGE: SILESIAN AND CATALAN IN THE STRUGGLE FOR IDENTITY

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The aim of this presentation is to compare the Silesian and Catalan ethnolects in terms of their role in regional autonomy and cultural heritage preservation. While both exist within nation-states, their historical trajectories differ significantly. Catalan, an official language in Catalonia, is widely used in administration, education, and media. In contrast, Silesian lacks official recognition and remains primarily a domestic language, often classified as a dialect (Tambor, 2008). However, both communities actively promote their linguistic heritage. Our analysis examines the legal status of these ethnolects, their social functions, and their relationship with official state languages (Kurcz, 2005). We also explore linguistic differences between Silesian and Catalan in relation to Polish and Spanish, highlighting their role in local identity formation. Social research conducted in both regions provides insights into speakers' attachment to their ethnolects and perceptions of their functions (Giddens, 2008). Perspectives from linguists and activists offer potential developmental paths for both languages. This study contributes to broader discussions on ethnolect protection and institutionalization models. In our study, we will use the term 'ethnolect', which in its meaning includes both a regional language and a dialect (Majewicz, 1989; Pérez Alonso, 2015), so it is possible to apply it to Catalan (a regional language which is the official language of Catalonia) and Silesian (currently a dialect). We are keen to compare concepts within a single term. This is particularly important given that the Silesian community is taking active steps to change the status of Silesian and to define it as a regional language.

Keywords *Ethnolect; Silesian; Catalan; regional language; regional identity.*

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IN-FAMILY TRANSMISSION OF NAHUATL AND TOTONAC IN THE SIERRA NORTE DE PUEBLA: IS THERE A WAY OUT OF THE DEADLOCK?

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The Sierra Norte de Puebla is a multiethnic and multilingual region in Central Mexico populated by the Indigenous peoples of Nahuatl, Totonac, and Otomí ethnolinguistic groups. Until the end of the last century, this region remained economically underdeveloped and relatively isolated from the major urban centers. Although industrialization and the spread of school education in Sierra Norte delayed a language shift towards Spanish, the census data from the last two decades shows a rapid decline in the number of speakers of Indigenous languages (INEGI, 2015; INEGI, 2023). Intergenerational transmission is particularly affected: while in many cases, for the vast majority of elderly community members, an Indigenous language is the main one, very few children learn that language from their parents (Beck & Lam, 2008; Haimovich, 2022, pp. 123–126). In a survey conducted in municipalities where more than one Indigenous language is spoken, we interviewed many persons from the ‘middle’ generation who grew up speaking Nahuatl or Totonac but have not transmitted these languages to their children. As a rule, these persons expressed positive attitudes towards Indigenous languages, stressing their value and lamenting their decline. However, these declarative attitudes sharply contrast with their choice not to teach or even speak a language to the children. In this presentation, I will provide insights, based on our team’s collaborative work in the Nahuatl- and Totonac-speaking communities of the Sierra Norte de Puebla, into what factors hinder the transmission of Indigenous languages in families and what could be done to support it.

Keywords *Nahuatl; Totonac; intergenerational transmission; language decline; language attitudes; language revitalization; family language policy.*

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“INDIGENOUS’ EUROPEAN LANGUAGES: APPLICABILITY OF A MARKED TERM FOR SPEAKERS’ EMPOWERMENT AND SUSTAINABLE MULTILINGUALISM

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Issues of power relations affect communities of speakers around the globe and are a challenge for a sustainable type of multilingualism. The term ‘indigenous’ has been used to refer to communities that are different in a cultural, ethnic, social and economic sense from dominant societies, (‘Indigenous peoples, indigenous voices’, United Nations). This term although usually found in post-colonial contexts has also been used to discuss European languages, especially in language revitalisation frameworks (Sallabank, 2024; Meighan 2022). Although the indigeneity of some population in Europe is attested (the Sami people), for other minoritised communities which have long lived over a territory, the use of the term leads to some friction based on claims of western recentring and appropriation of a decolonising terminology, and an activism, that has developed and thrived outside of Europe (Ndhlovu, 2022). Thus, this paper reflects on the appropriateness of the term when referring to several minoritised language communities in Europe and strives to investigate the implications of applying a terminology that has strong links to postcolonial settings. By focusing on the use of the term ‘indigenous’ in Chile and Canada in constitutions and acts, and on its use for the Basque, Frisian and Saami communities in Europe, the comparative analysis allows us to understand better the processes of empowerment through claims of indigeneity. Through a literature review of recent publications and an analysis of internet data usage, the analysis sheds light on the discursive structures that serve to (re)legitimise languages, empower speakers and raise a critical awareness that come into play when aiming for equality of rights and linguistic social justice.

Keywords *Minoritisation; power; indigenous languages; decolonising; language right; identity*

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DO LANGUAGES HAVE RIGHTS?

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With André Martinet (1960), language can rightly be characterised as a human institution that essentially serves the purpose of communication. In order to fulfil this purpose, its use is subject to special rules aimed at facilitating understanding. In this respect, we can regard language as a repertoire of linguistic signs that can be combined with each other according to certain rules on the phonological, syntactic and semantic levels. So far, this is common knowledge in linguistics. But what kind of rules are these? We can distinguish between contingent rules, which are set by the linguistic community in free decision, such as the rules of orthography, and the rules of semantics and syntax, for example, which are not subject to the free disposal of the linguistic community. The latter can be understood in different ways, often in the sense of rules of the game (e.g., Stockhammer, 2014). In my paper, however, I would like to argue in favour of understanding the non-contingent rules as the rights of a language (langue), which the language has a right to respect. The concept of a right that I use in this context follows the already classic definition by Hart (1994), according to which general rules, standards and principles are the main means of social organization. Such a conception can facilitate the legitimisation of many fields of applied linguistics, from the teaching of grammar in the mother tongue at school to the maintenance and revival of (almost) extinct languages (e.g., Zuckermann, 2020).

Keywords *General linguistics; grammar; language games; rules; revivalistics.*

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PLURILINGUAL COMPETENCE DEVELOPMENT AND ASSESSMENT



HAS RUSSIA'S FULL-SCALE INVASION IN UKRAINE TRIGGERED CHANGES IN PLURILINGUAL COMPETENCE DEVELOPMENT IN LITHUANIAN GENERAL EDUCATION? SCHOOL LEADERS' PERSPECTIVES

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Since the start of Russia's full-scale invasion in Ukraine in 2022, Lithuania has resolutely opted for considerable transformations to increase its national security and defense capacity as well as to strengthen societal resilience to disinformation and other hostile actions in the cyberspace. Among other things, the threats to national security have activated a public discussion on a dormant problem of Russian as the second foreign language (FL2) dominance in Lithuanian General Education (GE) raising not only questions about the disproportionately high percentage of Russian FL2 learners (over 80%, Bijekienė & Meškauskienė, 2020; EMIS, 2025), but also the lack of quality in didactics or study resources. Moreover, this situation has also disclosed a disparity of GE foreign language policy with the EU language policy and the commitment Lithuania endorsed by signing the Treaty on the Functioning of the EU which stipulates that the "Union action shall be aimed at developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States" (Consolidated Versions, 2012). The present paper will deliver part of the ongoing study on how the development of learner plurilingual competence in Lithuanian GE has evolved over the period of 2009-2025 by particularly aiming to examine the perspectives of GE school administration on the current practices and recent transformations in the development of plurilingual competence in the schools they represent. Methodologically, it is a small-scale qualitative analysis based on a semi-structured interview with 10 representatives of different GE school administrations. The study has, on the one hand, revealed schools' increasing agency in determining their language policy and, on the other hand, numerous challenges in its implementation, as for instance, lack of financial and human resources, inadequate municipal engagement, and others. The study has also disclosed directions for further analysis.

Keywords *Plurilingual competence, general education, language policy, transformation, Russian as a foreign language.*

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TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE THROUGH TRANSLANGUAGING: ATTITUDES, EXPERIENCES AND PRACTICES OF LITHUANIAN EFL TEACHERS AND UKRAINIAN STUDENTS

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As universities become increasingly multilingual, it is essential to move away from monolingual teaching to approaches like translanguaging, which better address students' needs and enhance learning. Translanguaging, a complex yet flexible practice with "multi-modal nature" (Mazak & Herbas-Donoso, 2015), occurs in multilingual classrooms through various teacher- or student-initiated strategies (Lewis et al., 2012, Wang, 2019) that can be planned (Ngcobo et al., 2016) or spontaneous (Canagarajah, 2011). This paper presents the findings of a qualitative and quantitative study that utilised two online questionnaires to research Lithuanian EFL teachers' (N=19) and Ukrainian students' (N=48) translanguaging-related attitudes, experiences and practices while teaching and learning English as a foreign language at university level. It addressed the topic through the following research questions: 1) what is Ukrainian students' attitude towards and experience of the use of other languages in the English classroom? 2) what is English teachers' attitude towards and experience of the use of other languages in the English classroom? The results suggest that EFL teachers translanguage for pedagogical purposes in multilingual classes, as they indicated having used Lithuanian, Russian, Spanish, Italian, and other languages when English was not sufficient. In addition, they saw their students' linguistic repertoires (consisting of such languages as French, Italian, German, Lithuanian, Polish, Russian, and Ukrainian) as a valuable asset and thus included them as well. Both teachers and students agreed that the use of these languages in EFL classes had numerous advantages in vocabulary and grammar teaching and learning. It helped the teachers to provide examples, make inter-linguistic comparisons and present course materials in an understandable way. Moreover, it ensured a better student understanding of course activities, encouraged student collaboration and engaged students.

Keywords EFL; higher education; multilingualism; translanguaging; Ukrainian students

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ENGLISH TEACHERS' PERCEPTION OF STUDENTS' PLURILINGUAL STRATEGIES IN A FL CLASSROOM – A PILOT STUDY

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The present paper is an empirical, data-oriented account of the phenomenon of plurilingual strategies observed in second-language learners. The primary objective of the study was to examine the instances of plurilingual behaviour by students and the rationale behind their linguistic strategies observed during English classes, particularly from the perspective of learner code-switching functions distinguished by Eldridge (1996) and Zentella (1997). Additionally, the study aimed to identify both the positive and negative aspects of this phenomenon. In the introductory part of the paper, we present an overview of the existing research on plurilingual strategies, defined as the alternating use of multiple linguistic codes by any of the classroom participants for various purposes (Garcia, 2009; Grosjean, 2010, p. 51). The study includes an investigation into the use of the mother tongue versus the target language by Polish learners of English in a FL classroom. The data under analysis were obtained from the self-perception questionnaire distributed to 10 English language teachers from three bilingual secondary schools in Upper Silesia, Poland. The results of the study indicate that the students switch into Polish most often making use of the reiteration function (asking for clarification and explanation), and equivalence (looking for English equivalents). In trying to find the reasons for this, the teachers provide the examples of language difficulties the students' experience both in speaking and writing during English lessons.

Keywords *Plurilingual strategies, code-switching, language difficulties, Polish learners of English, FL classroom.*

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A PLURILINGUAL APPROACH TO LANGUAGE TEACHING FOR ENGINEERING STUDENTS

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In today's globalized world, engineering education must prepare students to navigate multilingual and multicultural contexts effectively. While traditional engineering curricula emphasize technical expertise, there is growing recognition of the need to integrate essential skills like multilingualism into higher education. Multilingual competence enhances students' ability to communicate, collaborate, and solve problems in diverse professional settings, making it an invaluable asset for future engineers. To address this need, we have designed a plurilingual course for engineering students at the Royal Institute of Technology (KTH) in Stockholm, Sweden. The course builds on students' existing language skills and develops additional linguistic competencies relevant to professional contexts. With a focus on real-world applications, it employs a plurilingual approach focusing on intercomprehension, code-switching, cross-cultural communication and mediation. We want to explore the role of plurilingualism in engineering education by addressing the following research questions: (1) How does a plurilingual approach enhance engineering students' communication and problem-solving skills? (2) How do students perceive the value of multilingual competencies in their academic and professional development? (3) How can plurilingual education be effectively incorporated into technical university curricula? To investigate those questions, we will present an initial evaluation of the course (first run during spring 2025), based on qualitative data collected through student interviews and feedback, providing insights into the course's impact on both students and instructors. In addition, we will examine how students recognize and value plurilingualism in their education and future careers. We will also discuss how such a course fits into the language unit of a technical university and how it can be used for future course development. By embedding plurilingual education into engineering studies, we aim to set a new standard for integrating essential skills into STEM education.

Keywords *Plurilingualism; engineering education; language skills; language teaching; plurilingual course*

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“MULTILINGUALISM” OF 16TH CENTURY NETHERLANDISH PRINTS: THE CASE STUDY OF THE HIERONYMUS COCK’S PRINTING HOUSE

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Hieronymus Cock's printing house *Aux quatre vents*, founded in 1548 in Antwerp (Netherlands), was one of the absolute leaders of the European printed products market. Linguistic and quantitative analysis of the inscriptions on the engravings printed by Cock allows to identify certain trends in the use of different languages in the inscriptions, depending on the genre, purpose of creation, or authorship of the work. In the 16th-century European art, the tradition of applying inscriptions to works of fine art remained constant (only 17.6% of the analysed engravings do not contain inscriptions), and for this purpose Latin was mainly used. This is also reflected in Cock's prints: 70.1% of them have inscriptions exclusively in Latin. The turbulent historical events, socio-political changes, and general cultural trends associated with the Northern Renaissance in the 16th-century Netherlands led to the emergence of multilingualism and gradual displacement of Latin from all spheres of life, including art. Among the main factors that determined the “multilingualism” of Cock's prints, in particular, are: (1) the relative cheapness of engravings, which made them accessible to representatives of different social strata, (2) Cock's collaboration with authors from different countries, (3) the formation and development of national languages in Europe. The combined effect of all these factors was that Latin inscriptions are used alongside Dutch, Spanish, and French on about 7.9% of prints, and 4.4% of the analysed works have inscriptions in Dutch, French, Spanish, or several of them, but not in Latin.

Keywords *Hieronymus Cock; inscriptions; Latin; multilingualism; Northern Renaissance; 16th-century prints.*

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BEYOND THE HYPE: EXAMINING THE THEORETICAL FOUNDATIONS AND CONTROVERSIES OF TRANSLANGUAGING

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The role of learners' first languages (L1s) in foreign language education has historically been viewed with scepticism and often associated with linguistic and/or cognitive limitations (e.g., García & Li, 2014). However, recent research highlights the benefits of leveraging one's L1 and other linguistic resources in the development of bilingual and multilingual competence (e.g., Gort & Sembiante, 2015; Lasagabaster & García; Li, 2018). As a result, translanguaging has emerged as a transformative approach to language teaching, challenging traditional monolingual norms (e.g., Van den Branden, 2022). Notably, scholars emphasize the need to explore how multilingual writers draw on diverse linguistic repertoires in academic contexts and how their linguistic backgrounds shape meaning-making strategies (e.g., Kaufhold, 2018). This presentation will examine the concept of translanguaging, identifying key theoretical intersections, areas of divergence, and the primary critiques it has faced. Additionally, we will introduce Moment Analysis (Li, 2011; Li, 2022) as a framework for studying translanguaging practices and discuss its application in evaluating perceived writing fluency (Segalowitz, 2010, 2016) in a selection of texts produced by university students. By incorporating a dynamic perspective on language use, we aim to highlight how translanguaging can function as a communicative resource in academic writing. The discussion will also address pedagogical implications, particularly how instructors can support multilingual students in developing metalinguistic awareness and adaptive writing strategies. Finally, we will reflect on the broader significance of translanguaging in shaping inclusive and equitable language education policies.

Keywords *Translanguaging; multilingual competence; foreign language education; written production; writing fluency; higher education.*

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UŽSIENIO KALBŲ MOKYMASIS ORIENTUOJANTIS Į DALYKINĖS INTEGRACIJOS STRATEGIJAS: MOKINIŲ POŽIŪRIŲ VERTINIMAI

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Ugdymo programos yra fragmentiškos, daugelis mokytojų vis dar vengia įtraukti integralias praktikas į ugdymo turinį, todėl mokinių žinios nėra paremtos visa apimančiu suvokimu (Burgess et al., 2010). Taip pat išsivysčiusių šalių švietimo politikai pripažino, kad pokyčiai visuomenėje, naujosios technologijos, naujas supratimas apie mokymąsi, globalizacijos poveikis ir visuomenės poreikiai skatina reformuoti ir pertvarkyti ugdymo programas (Steers, 2010). Remiantis kitu požiūriu galima išskirti, kad kartu su naujais ugdymo poreikiais, nauju turiniu neišvengiamai keičiasi ugdymo strategijos, mokymo metodai, kyla nauji iššūkiai mokytojams (Musneckienė, 2014). *Tyrimo klausimas.* Kaip mokiniai vertina integruoto užsienio kalbų ir dalykų turinį, jo pritaikymą išskiriant skirtingus požiūrių vertinimus. *Tyrimo tikslas.* Išanalizuoti integruoto užsienio kalbų ir dalykų mokymosi perspektyvas mokinių požiūrių vertinimo kontekste. *Tyrimo metodai.* Siekiant išsiaiškinti integruoto ugdymo sampratą bei suformuoti teorinius rėmus, atliekama mokslinės literatūros analizė. Vertinant integruoto dalyko ir užsienio kalbų ugdymo galimybes atliekama kiekybinė anketinė apklausa, kurios metu apklausiami mokiniai norint įvertinti jų požiūrius apie integruotas ugdymo strategijas ir modelius. *Tyrimo rezultatai.* Integruotas dalyko ir užsienio kalbų mokymas pritaiko teminę medžiagą ir kalbos mokymąsi vienoje pamokoje. Norint sukurti efektyvią integruoto pobūdžio pamoką reikia atsižvelgti į mokymo turinį, kuris turi būti susijęs su teminiu dalyku. Taip pat mokiniai turi turėti galimybę taikyti kalbines įgūdžius įvairiose situacijose, panaudojant įgytas žinias apie teminį dalyką. Mokytojai turi sukurti sąlygas mokiniams aktyviai dalyvauti pamokoje ir skatinti juos taikyti kalbos įgūdžius, tam naudojant įvairius mokymo metodus, tokius kaip grupinės diskusijos, projektinio darbo užduotys, žaidimai ir kitos aktyvios mokymo formos. Tokio tipo strategija skatina kalbų mokymąsi ir tuo pačiu metu plėtoja žinių įsisavinimą konkrečiame dalyke.

Keywords

Integruotas ugdymas; užsienio kalbos; mokinių požiūriai; ugdymo strategijos.

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AUTONOMOUS LOTE TANDEM LANGUAGE EXCHANGE AS A SPACE TO FOSTER PLURILINGUALISM IN HIGHER EDUCATION

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As universities worldwide embrace multilingualism, fostering linguistic diversity beyond English remains a challenge. This study examines the tandem language learning model (Vassalo & Telles, 2011) as a means to promote plurilingualism in a Czech university setting, particularly focusing on languages other than English (LOTEs), including less-commonly taught languages (Czech, Swedish, Japanese). In the tandem model, learners are paired to support each other in practicing their respective mother tongues, creating an interactive and reciprocal learning experience. Conducted over one semester, the study involved 14 students (7 tandem pairs), each consisting of one Czech and one international student. The international students learned Czech as their target language, while the Czech students learned their partners' native languages, all of which were LOTEs. Using learner diaries (Arndt & Rose, 2022) and open-ended questionnaires as data collection tools, the study investigated how participants engaged in reflexive practices, activated their plurilingual knowledge, and employed plurilingual strategies while acquiring additional languages, moving beyond traditional monolingual approaches. Findings highlight the fluidity and adaptability of plurilingual learners. This research contributes to the current discourse on plurilingual approach to tandem language learning (Grasz, 2021; McAllister et al., 2019; Satar et al., 2024), demonstrating how learners naturally employed plurilingual strategies. The findings suggest that structured support, such as integrating plurilingual practices into mainstream language education, could further enhance plurilingual speakers' linguistic and intercultural competencies.

Keywords LOTEs; learner autonomy; plurilingualism; higher education; language learning; diary study.

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MEDIATION STRATEGIES IN THE ENGLISH LANGUAGE CLASSROOM TO BUILD STUDENTS' SEL COMPETENCES

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Recent innovations in language teaching strategies have focused on socio-emotionally enhanced language learning, moving from four language skills model (listening, reading, speaking and writing) to the four modes of communication model (reception, production, interaction and mediation) (Pundziuvienė et al., 2023; Pundziuvienė, 2023). Social and emotional learning (SEL) addresses five broad and interrelated areas of competence: self-awareness, self-management, social awareness, relationship skills and responsible decision-making, which can be taught in lessons of different subjects, with students of different age and across diverse cultural contexts (Durlak et al., 2024). Aiming at investigating how mediation strategies during English language lessons can establish the conditions for socio-emotionally enhanced language learning, the present paper first focuses on the analysis of previous research on SEL involved in the process of language learning. To explore Vytautas Magnus University Institute of Foreign Languages students' (N=58) needs to act as a mediator in academic settings and analyse their attitudes to introducing mediation as a new method in the English language classroom to improve their SEL competences, a study was conducted. The total sample consisted of 58 students, 20 of whom were the students of General English B1 and 38 were studying Academic English C1/C2 according to the *CEFR*. The current research also presents the analysis of the students' self-evaluation of their mediation and SEL competences before and after mediated English lessons. To explore the needs, experiences and attitudes of the research participants, a quantitative research methodology was applied, and short semi-structured interviews were conducted. A positive correlation was found between mediated lessons and improved students' SEL competences. The majority of the research participants reported that their mediation and SEL competences had improved after mediated English lessons.

Keywords *Social and emotional learning (SEL); mediation in English lessons; mediating communication; emotional intelligence; soft skills.*

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‘IMAGINING’ THE MULTILINGUAL UNIVERSITY: A REVIEW OF LANGUAGE PRACTICES IN INDIA’S PRIVATE UNIVERSITIES

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The burgeoning growth of private universities over the last two decades in India has introduced a complex and qualitatively new scenario where language policy in higher education is increasingly the (explicit or tacit) prerogative of individual institutions. Against this backdrop, it is pertinent to analyse how these universities engage with the idea of multilingualism and the sensemaking it provokes as a process. Drawing on Berger and Luckmann’s studies on institutionalised behaviours (1966), the present paper attempts to answer the following questions: i. How do private universities in India make sense of multilingualism? ii. How is this understanding reflected in discourse and practice? The research employs a conceptual framework backed by studies on the intersections of language, superdiversity, and education (King and Bigelow, 2018). It investigates the ‘narrative sensemaking’ (Taylor and Lerner, 2007) of the idea of the ‘multilingual university’ (Bhat et al., 2022; Madiba, 2018). Five private universities in India, representative in terms of size, geographical location, and institutional age were chosen. A total of ten experts from language departments across these universities were interviewed to obtain data on articulations and perceptions of language studies, programme outlay of language courses, pedagogical practices (for example, translanguaging), and institutional attitudes and approaches towards linguistic diversity. Discourse analysis was performed on this data alongside information available on university websites to interpret organisational narratives on multilingualism. The findings suggest that while universities are sensitive to multilingualism and linguistic equity, there is no systematic evaluation of the linguistic repertoires of its stakeholders that inform policy and practice towards multilingualism.

Keywords *Multilingualism; multilingual university; private universities; superdiversity; language practices; India.*

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TOWARDS LINGUISTICALLY RESPONSIVE ASSESSMENT FOR LEARNING: A SCOPING REVIEW AND CO-DESIGNING A MULTILINGUAL READING ASSESSMENT FRAMEWORK THROUGH TEACHER-RESEARCHER COLLABORATION

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Linguistically responsive assessment practices, such as simplifying test language, can help tackle educational inequity (Melo-Pfeifer & Ollivier, 2023). There is, however, limited research on linguistically responsive assessment *for* learning (AfL), particularly in primary education, where teachers report lacking expertise and time (Robinson-Jones & Duarte, 2023). Most studies focus on assessment *of* learning (e.g. standardised tests), in secondary education and beyond (Yang, 2020). To address this gap, I present key findings of a scoping review on linguistically responsive content AfL in primary education, which examined 8 studies from an initial 697 articles to which inclusion and exclusion criteria were applied (Arksey & O'Malley, 2005). These studies, categorised by (a) pupils' and (b) teachers' perspectives, highlight that translanguaging spaces created through pedagogical translanguaging strategies (e.g. allowing pupils to explain reading mistakes in their home language; Cenoz & Gorter, 2021) can foster asset-based AfL (i.e. focus on pupils' strengths). While pupils perceived such practices positively, concerns about fairness were also expressed. Building on the scoping review, I further present the initial results of a teacher-researcher collaboration conducted in the Netherlands and Australia, which integrates translanguaging into reading AfL to address declining reading proficiency and motivation levels and inadequate teacher preparation for dealing with linguistic diversity. Findings suggest that the co-designed AfL framework can enhance teacher-pupil interaction, as demonstrated in deeper reflections by pupils and teachers' dialogic multilingual interaction practices. Challenges remain, however, in creating equitable translanguaging spaces, such as pupils' hesitance to use home languages, thus indicating future research and professional development avenues.

Keywords *Assessment for learning; content knowledge assessment; linguistic responsiveness; multilingual assessment; pedagogical translanguaging; teacher-researcher collaboration.*

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THE ROLE OF GRIT AND PROFICIENCY IN ACQUIRING THE SPANISH COPULAS *SER* AND *ESTAR*: A STUDY OF IRISH AND LITHUANIAN LEARNERS

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This study explores how grit and proficiency affect the acquisition of Spanish copulas *ser* and *estar* in Irish (English L1, Spanish L2) and Lithuanian (Lithuanian L1, English L2, Spanish L3) learners. We hypothesize that higher grit and proficiency in both English and Spanish will lead to more accurate use of these copulas, offering insights into their role in Spanish as a foreign language (Alamer, 2021; Tremblay, 2016). To our knowledge, the interaction of grit and proficiency in learning Spanish has not been studied extensively. The research questions are: (1) Does grit and proficiency correlate with more accurate use of *ser* and *estar* in multilingual learners? (2) How does proficiency in English and Spanish influence the accuracy of *ser* and *estar* usage? This study will involve approximately 80 participants who will complete a language background questionnaire, proficiency tasks in both English and Spanish, an acceptability judgment task in Spanish, and a grit assessment. Quantitative analysis will be conducted using a mixed-effects model in RStudio to assess how L2 and L3 proficiency, as well as grit, influence the accurate use of *ser* and *estar*. The results are expected to show a positive correlation between higher grit levels and more accurate copula usage, with proficiency in Spanish and English potentially moderating this effect. This research aims to enhance our understanding of how non-cognitive factors like grit, alongside cognitive factors such as proficiency, contribute to language learning success, particularly in multilingual learners.

Keywords *Grit; proficiency; Ser/Estar; second language acquisition; third language acquisition; multilingualism.*

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ARABIC AS A FOREIGN LANGUAGE AT VMU: STUDENT MOTIVATIONS AND EXPERIENCES

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The Institute of Foreign Languages at Vytautas Magnus University (VMU) offers its students to study around thirty languages. Such languages as Spanish, German or French are chosen very frequently. Arabic, however, is chosen less often by VMU students despite its increasing usefulness and global significance. Arabic is one of the six official languages of the United Nations, and it ranked fourth in the list of languages by number of native speakers in the early 2020, with over 370 million speakers worldwide (Zeidan, 2023). It can even be considered one of the “major minority languages in Europe” (Nielsen & Carlsen, 2003, p. 96). This paper aims at researching student motivations and experiences while studying Arabic as a foreign language (AFL) at VMU in the online environment through English as a medium of instruction. An anonymous online questionnaire with open-ended and closed-ended questions was distributed to students (N=27) to collect data. The preliminary research findings reveal that the students usually choose to study AFL because of cultural, personal, and academic interests and find it moderately difficult to study this language. Pronunciation, speaking, writing and reading seem to be the most challenging. On the other hand, it is possible to conclude that intrinsic student motivation and teacher support helps to overcome these challenges. Since currently there are very few studies on AFL (Park & Nassif, 2013), this small-scale research attempts to provide some insight in the field.

Keywords *Arabic as a Foreign Language; challenges; experiences; motivation; university students.*

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INNOVATIVE AND TECHNOLOGY-BASED APPROACHES TO LANGUAGE EDUCATION



EFFECTIVENESS AND CHALLENGES OF AI IN LANGUAGE LEARNING THROUGH STUDENT PERSPECTIVE

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The integration of generative artificial intelligence (AI) has become a buzzword in education, directly shaping student learning experiences. Numerous studies investigate the benefits and drawbacks of AI tools in classrooms and highlight the changing nature of how students approach language learning in formal education settings (Al Zaidy, 2024; Alsaedi, 2024; Nguyen et al., 2024). The Digital Education Council's 2024 Global AI Student Survey revealed that 86% of over 3800 students across 16 countries use AI tools for academic purposes weekly, with 72% expressing a need for AI literacy (Digital Education Council, 2024). Since this survey did not analyse language learners, it is imperative to understand AI use in multilingual language classrooms. However, no studies exist about Lithuanian students' use of AI in language classrooms. In our study, we analyse how Lithuanian university students utilise AI tools outside language classrooms on a daily basis for grammar, speaking, writing, reading, and vocabulary. To gather data, we employ a questionnaire designed to assess the frequency and purposes of AI tool usage among students. Specifically, the goal is to analyse how frequently and for what purposes students use these tools (grammar explanations, content generation, writing help, summarising, etc.). Tutton and Cohen (2025) propose a reconceptualisation of the teacher's role, emphasising the need to leverage AI tools to maximise learners' potential. The secondary goal is to bring awareness to teachers on how to reshape instruction and eliminate potential inequalities that AI use may bring to the language classroom. These insights contribute to the ongoing discussion on AI's role in multilingual education, emphasising the importance of AI literacy programs in language classrooms.

Keywords Artificial intelligence, language learning, higher education, multilingual education

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AI AND STUDENTS' PRESENTATIONS IN EFL CLASSROOMS: OPPORTUNITIES AND CHALLENGES

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Artificial intelligence is seen as central to the digital transformation of society and it has become an EU priority ("What is artificial intelligence and how is it used?", 2023). As artificial intelligence (AI) continues to evolve, its impact on various sectors is undeniable. AI has become a major challenge in the era of rapid and transparent technological progress (Kenchakkanavar, 2023). A systematic examination of the scientific publications on the use of AI in higher education performed by Crompton and Burke (2023) revealed that the number of such studies in 2021 – 2022 rose nearly two to three times the number of previous years (Crompton and Burke, 2023). Such findings highlight an extremely rapid growth of interest in how AI is used in higher education. Currently, it is widely noticeable that AI contributes to research by facilitating self-directed learning, assisting teachers and students in locating and accessing information more effectively, and streamlining repetitive tasks like information retrieval. One area where AI is increasingly being integrated is in student presentations. This study explores the role of AI tools in enhancing the quality and effectiveness of student presentations. It will be discussed how AI can assist with research, content generation, data analysis, and presentation design, offering students innovative ways to engage their audience and streamline their workflow. Additionally, the ethical considerations and challenges that come with the use of AI in educational settings will be examined. Through case studies and examples, this analysis aims to provide insights into how AI can empower students to elevate their presentation skills while fostering creativity and critical thinking. The session will conclude by reflecting on the potential of AI in shaping students' presentations.

Keywords *Artificial Intelligence; higher education; presentations; university students.*

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TIME MANAGEMENT AND INFORMATION SEEKING STRATEGIES: A STUDY OF SELF-REGULATION IN LITHUANIAN STUDENTS

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There is a shared belief that students' self-regulation of learning is a key factor leading to academic success (Zimmerman, 2002; Chen, 2002; Nicol & Macfarlane-Dick, 2006; Abar & Loken, 2010; Cassidy, 2011; Kostons et al., 2012; Burkšaitienė, 2013; Beaumont et al., 2016). Even though research into the use of self-regulation processes has been extensive abroad, in Lithuania, this field is under-researched yet. The present qualitative research attempted to fill in this gap by addressing the main research question: "Which processes of self-regulation do the students use in their studies?". The data for the research were drawn from 309 undergraduate students' responses to open-ended questions: "How do you manage your time while learning?", "What strategies do you use when you do not have all the necessary information for accomplishing given assignments?". To analyse the data, inductive content analysis was used. The analysis of the results revealed that while some students incorporate planning, complexity or importance of tasks into their time management, the dominant strategy is to prioritise tasks according to deadlines, with an emphasis on getting tasks done as early as possible. It was also established that most students used three types of learning-oriented strategies and that a small minority of students did not use any strategies. The latter finding suggests that these students' awareness regarding the possibilities that the process of seeking help and or information entails should be raised. To this end, it is recommended that peer and teacher support and guidance be employed.

Keywords Processes of self-regulation; seeking help or information; time management.

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STUDENT VOICES IN INTERCULTURAL EDUCATION: A DIARY-BASED APPROACH TO ICC DEVELOPMENT

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Although numerous theoretical models have been developed to support the development of Intercultural Communicative Competence (ICC), scholars (Pulverness, 2003; Young & Sachdev, 2011; Bickley et al., 2014) have identified a lack of practical, contextually-appropriate teaching materials. In response, educators are constantly encouraged to move beyond traditional curricula and integrate experiential and reflective dimensions into intercultural education (Beacco et al., 2016). This paper addresses that gap by exploring the pedagogical potential of student-recorded reflective diaries. The study draws on a corpus of 112 reflective diaries written by international students from 22 countries, collected over a twelve-year period (2012–2024) at Vilnius University, Lithuania. As part of an Intercultural Communication course, these students were given a task to document their intercultural encounters and socio-cultural observations in the host country. Their reflections offer a comparative lens through which perceptions of “otherness” emerge in a natural way. A thematic analysis of the narratives reveals five recurrent areas of intercultural challenge: ethnocentrism, nonverbal communication, diverse communication styles, stereotyping and prejudice, and individual vulnerability. These themes represent common points of breakdown in intercultural interaction, yet also provide background for critical reflection. The findings demonstrate that reflective diaries serve a dual function: they support international students’ ICC development and offer valuable teaching material for local students. When integrated into the classroom, these narratives enhance learners’ critical thinking, mediation skills, and cultural self-awareness, thereby contributing to a more dialogue-based model of intercultural education.

Keywords *Intercultural education; Intercultural Communicative Competence; international students; reflective diary; critical thinking; mediation.*

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THE ASSESSMENT OF METHODS AND TOOLS IN TEACHING A FOREIGN LANGUAGE: STUDENTS' OPINION

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Knowledge of a foreign language leads to a better understanding of the world, greater opportunities for career and international development. Wisely chosen methods of teaching are of great importance and directly affect how well students learn a foreign language (Kuznetsova, 2015). The aim of the study is to analyse and assess methods and tools used in foreign language teaching and how they influence learning efficiency. Research questions: What modes and methods of foreign language teaching can maximise students' learning efficiency? What are the main necessary qualities of a teacher as the most important supplier of knowledge and skills? Does creating a friendly classroom environment facilitate in teaching a foreign language? To find answers to the raised questions, a questionnaire with close- and open-ended questions has been compiled and distributed among Klaipėda University students. The obtained data was analysed qualitatively. Survey results revealed that despite of living in a predominantly digital age, students strongly believe that the most effective mode of learning a foreign language is the traditional contact mode of learning it in a classroom (93%). Since the teacher-learner interaction is crucial in education (Benzerroug, 2021), students also noted that the efficiency of learning depends on the teachers' active communication with each of them. Accordingly, the teacher should not only be the provider of knowledge but a professional who is able to listen and understand learners' needs, be the creator of a friendly environment with humour being one of the integral elements of teaching a foreign language (Botwine, 2016).

Keywords *Foreign language teaching; foreign language learning; multilingualism; competences; teaching/learning methods; creativity.*

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THE DEVELOPMENT OF SPEAKING ENGLISH SKILLS THROUGH SCENARIOS OF EDUCATIONAL CREATIVE PROVOCATION PRACTICES IN MULTILINGUAL PRIMARY SCHOOL CLASSROOMS

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The big 4Cs (critical thinking, communication, collaboration, creativity), that are clearly defined in the vision of future education, encourage the investigators to look for the ways of a successful development of them in the current classrooms, where the complex phenomenon of multiculturalism and multilingualism is getting more and more evident. (Binkley et al., 2011; Thornhill-Miller et al. 2023; Ciuciulkiene, Tandzegolskiene-Bielaglove & Culadiene, 2023). The presented research concentrates on the investigation of the relations between creativity development didactics (Alabbasi et al., 2022) and the development of speaking English skills while realizing creative provocation scenarios. This implies a research question: how does the educational method of creative provocations affect the development of speaking English skills of 4th-grade students in a multilingual classroom? Participants of the research are primary school teachers (n=12) who have used Emilio Reggio scenarios for English language teaching in a multilingual classroom. Participatory action research was organized to diagnose the impact of creative provocations on the development of speaking English skills. Observation diaries and other documents, semi-structured interviews with the teachers served as data collection methods. Received data were analysed while conducting an inductive qualitative content analysis (Mayring, 2015). The findings were grouped in 4 qualitative themes: "Preparation", "Participation", "Presentation", "Production". The content of the themes (categories, and subcategories) allowed to state that creative provocation activities stimulated the development of speaking English skills. Moreover, there were created conditions for the students' self-expression, linguistic authenticity, which was demonstrated through students' original ideas, quite free conversation, and even argumentative reasoning.

Keywords Multilingualism; creativity; Emilio Reggio scenarios; communicative skills; action research.

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THE USE OF TECHNOLOGIES FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE OUTSIDE THE CLASSROOM

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Teachers integrate technologies, such as AI tools, in their language classes to reduce their workload while preparing tasks, increase students' linguistic competence and motivation (Mahmoud, 2022), and provide real-time immediate targeted feedback and assessment (Jiang, 2022; Vera 2023), among other reasons. However, to what extent students use technologies outside the classroom to study further (if they do it at all) is unclear. This study aimed to investigate Lithuanian university students' experiences of the use of technologies while studying English as a foreign language (EFL) outside the classroom. It examined the students' (N=42) relationship to technology through the following questions: which technologies and how the students use them to study EFL outside the classroom; and how their relationship to technology to study EFL has changed over the last several years. The students of general English at the upper-intermediate level wrote paragraphs on Moodle to answer them. Because of the adopted qualitative research design, the data received from the paragraphs (a corpus of 21,500 characters) were processed using thematic analysis to identify patterns and themes in their writing. Thematic grouping allowed for obtaining some quantitative results (through manual annotations) as well. The findings revealed that almost 80% of the students used technologies to learn English outside the classroom, and 78.5% changed the use of such technologies in the past several years, i.e. the use became more frequent. Only 21% of them noted that the increased frequency of technology use for EFL was related to the pandemic of 2020-2022. For the majority, it was caused by the availability of a great variety of applications, interactive websites and similar tools (e.g. Duolingo, Quizlet, DeepL, FluenU, etc.) and their functionalities.

Keywords EFL; learning outside the classroom; technologies; university students.

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ADDITIONAL RESOURCES IN FOREIGN LANGUAGE TEACHING AT UNIVERSITY LEVEL

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Multimodality can be seen as an integral part of contemporary classrooms (Brossek & Downes, 2024), including language-related ones. This presentation will report on the findings of a small-scale case study that aimed to research what resources university foreign language teachers use in addition to coursebooks. Semi-structured interviews with six language teachers were used to obtain data. The data was analysed through thematic analysis. The preliminary findings suggest that the teachers choose additional resources based on the following criteria: teaching objectives, level appropriateness, relevance, language and culture sensitivity, practical application of grammar or vocabulary, legitimacy of the source, and approval of other teachers who already utilize such resources. The mode of classes (face-to-face or online) has a significant impact on the choice of resources in most cases, and the teachers claim their use of digital resources is more frequent when/if they teach online. The main benefits of additional resources include the following: student engagement, differentiated learning, currency of themes, authenticity, and source variety. They also save teachers' time and bring more creativity and positive atmosphere in class as well as broaden students' horizons. However, some drawbacks were also identified, such as a very limited availability of multimodal tools to teach specific linguistic skills of less widely taught languages. Also, the age of students may be a factor that inhibits the use of some resources, or students may become overly absorbed in technology. The most frequently used additional multimodal resources vary depending on the language that is taught.

Keywords *Foreign language teaching; multimodality; resources; university.*

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ENHANCING SPOKEN LANGUAGE COMPETENCES THROUGH CRITICAL THINKING AT ENGLISH C1 LEVEL

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Lecturers at Vytautas Magnus University, teaching English at the C1 level, have focused on achieving excellence in all aspects of language teaching - grammar, vocabulary, and spoken English, with an emphasis on the latter. Recognizing challenges faced by students when speaking in unprepared situations, the lecturers sought to explore ways to enhance spoken language competence. Over time, it became evident that C1-level students struggle when asked to speak spontaneously, which negatively impacts their spoken proficiency. It was concluded that all language components should align with the C1 level to ensure effective learning. To gain insight into the factors influencing spoken language competence, 280 students from the 2024/2025 academic year were surveyed. They were asked to identify reasons for their struggles and suggest teaching methods to improve their spoken language skills in real-life, unprepared situations. The results highlighted both personal and common factors affecting students' performance. Based on this analysis, it was concluded that classroom activities should focus on spontaneous discussions, debates, dialogues, and the creation of real-life speaking scenarios. By incorporating these methods into daily lessons, it is believed that students' spoken language competence will meet C1 level requirements in various life situations.

Keywords *Spoken English; English proficiency; spoken language competence.*

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LANGUAGE- AND CULTURE-SENSITIVE LITHUANIAN LANGUAGE TEACHING: AN ONLINE TOOL FOR LEARNING LITHUANIAN AT A1-A2 LEVELS FOR UKRAINIANS

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The poster will present an online tool of learning Lithuanian at levels A1-A2 aimed at adult Ukrainians. It is based on a communicative approach to foreign language teaching. The tool, which consists of ten chapters, is distinctive in that it aims to teach everyday, real-life Lithuanian, with Ukrainian as an intermediate language. Another distinctive feature is that it teaches both formal and informal language: the vocabulary presented and especially the dialogues simulate both formal and informal language situations. The tool is enriched with playful and witty colour pictures to illustrate the exercises and new vocabulary. The tool will not only help learners to learn the language, but also prepare them for the Lithuanian language state exam, as some of the exercises are the same type of reading, writing, listening and speaking tasks used in the state exam. In addition to the typical exercises, comic strips with tasks are incorporated at the end of the practical part of each chapter. Besides, this tool also provides a rich introduction to Lithuanian culture: each chapter includes a section, which wittily and imaginatively tells the learners about the Lithuanian culture, traditions, history and the features of modern Lithuanian life, as well as introduces the learners to informal everyday vocabulary and language variation. The tool was developed within the framework of the project "Lithuanian language courses for people who have fled Ukraine due to Russia's war of aggression against Ukraine." The project is funded by the Fund for Bilateral Relations under the EEA and Norway Grants 2014-2021.

Keywords

Language teaching; the Lithuanian language; communicative method; formal style; informal style; the Ukrainian language.



CREATING IDENTITY SAFE LEARNING ENVIRONMENTS IN HIGHER EDUCATION: A PROPOSAL FOR INCLUSION AND WELLBEING

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University students' sense of belonging is critical to student success in higher education, while lacking this sense can hinder student achievement and retention (Strayhorn, 2012). However, within the Lithuanian context, scholarly investigation remains bifurcated such as on the study experiences of international students (Bagdonavičiūtė & Lasauskienė, 2018) or minority students (Dabašinskienė, 2023) instead of viewing individual differences as an asset to increasingly diversifying classrooms. Responding to this, the project proposes "identity safe classroom" (Cohn-Vargas et al., 2020) strategies in higher education that can be applied in the Lithuanian context. The main purpose is to offer teachers a narrative toolkit to build inclusive learning environments across subjects and formats. We apply the strategy to language courses, where student identity is concerned within language learning as a social practice (Norton, 2013). Allowing students to feel their identity accepted and valued regardless of their background, we hope to enhance classroom participation without fear of being judged. Over a semester, four classes and thirty students have been included in the project. Pre and post surveys have been distributed for each intervention. The tools were presented as both an intervention with pedagogical implications (enhancing learning and teaching experiences for all participants) while also being a research strategy (allows data extraction). Preliminary findings for this pilot study indicated that this proposal can be applied at two levels: as practical activities that help to recognise and welcome diversity of student identities, and for creating collaborative learning opportunities hence inclusive community-building.

Keywords *Identity safe classroom; belonging; inclusion; wellbeing; higher education.*

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EVALUATING THE EFFECTIVENESS OF ENGLISH PLACEMENT TESTS IN IDENTIFYING LANGUAGE SKILL GAPS AND ENHANCING STUDENT DEVELOPMENT AT VYTAUTAS MAGNUS UNIVERSITY

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In today's globalized world, learning foreign languages is a must to stay up-to-date with information and newest trends and to communicate effectively. Each year, hundreds of young people travel to other countries as exchange students or as graduates because companies are expanding to foreign countries to cut labour costs, expand into new markets, etc. (Farxodovna, 2024). There are many reasons to learn languages, however, in order to make the learning process effective, Placements Tests can be used as they are great tools that help understand the gaps in knowledge (Goetz, 2019). As global education evolves, Language Placement Tests must adapt to meet the needs of increasingly diverse and multilingual student populations (Cephe & Toprak, 2014). Vytautas Magnus University Institute of Foreign Languages (hereafter – VMU IFL) has used the Placement test evaluation combined with the score of the English state matriculation exam over the last 10 years to accurately place students into groups aligned with CEFR levels (Common European Framework of Reference for Languages). The purpose of this study is to assess the efficiency of the English Placement Test to identify language skill gaps as well as to identify the dynamics of mistakes made by the enrolled students. Trends in students' strengths and weaknesses have been identified through task performance analysis, providing information on possible areas of students' skills development.

Keywords *Placement testing; Language assessment; Multilingual education; English proficiency; students.*

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INTEGRATING CHATGPT INTO UNIVERSITY ENGLISH CLASSES TO ENHANCE WRITING PROFICIENCY

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The integration of artificial intelligence (AI) in education is reshaping language learning practices (Bazelais et al. 2024; Chan & Hu, 2023). This study explores the impact of ChatGPT as a tool to support university students in developing their academic writing skills in English (Santiago-Ruiz, 2023). Conducted at the Complutense University of Madrid (UCM), the research examines whether guided AI-assisted writing can improve text quality, foster learner autonomy, and enhance research skills. The study is guided by two key research questions: (1) How does ChatGPT, when used in a structured learning environment, contribute to improving students' written expression in English? (2) Can ChatGPT strengthen students' research skills and academic writing strategies? Using a mixed-methods approach, the study involved undergraduate students in a several-session intervention where ChatGPT was incorporated into structured writing activities. Data collection included pre- and post-writing assessments, surveys, observation logs, and interviews, ensuring a comprehensive analysis. Findings indicate that students demonstrated notable improvements in coherence, grammar, and lexical variety. Additionally, their motivation and engagement in writing tasks increased. However, some participants expressed concerns about potential over-reliance on AI and its impact on originality. The study emphasizes the importance of structured guidance to maximize ChatGPT's pedagogical benefits while mitigating risks (Abbas et al., 2024). These findings contribute to discussions on AI in language education, highlighting ChatGPT's potential as a valuable writing support tool. Future research should explore its application in oral skills development and compare its effectiveness with other AI-driven learning technologies.

Keywords *ChatGPT; Artificial Intelligence (AI) in education; Second Language Acquisition (SLA); Motivation in L2 Learning; academic writing; Higher Education*

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LANGUAGE TEACHER PROFESSIONAL COMPETENCE DEVELOPMENT



DEVELOPMENT OF PRIMARY TEACHERS' COMMUNICATIVE COMPETENCES IN PRE-SERVICE TRAINING

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Currently the initial teacher education strives to pay sufficient attention to multilingualism (Esteban-Núñez, 2021). Lithuania is not an exception. As Lithuania becomes a more multilingual and multicultural society, it is important for primary teachers to have the communicative competences to communicate with a variety of stakeholders, including children and parents whose home language is not Lithuanian. These types of communicative competences involve both linguistic and cultural aspects and allow teachers to facilitate communication by being able to mediate within and between languages in multilingual and multicultural situations (Eren, 2024; European center for modern languages, 2024). Inside the classroom, primary teachers' communicative competence is related to their ability to teach a foreign language (Dagarin-Fojkar et al., 2022). The first foreign language program for primary education students in Lithuania emphasises foreign language learning as a means of communication in real-life situations and contexts, meaning that teachers need to be able to foster a classroom environment focused on communicative and cultural competences (Esteban-Núñez, 2021; Hartono et al., 2023). This presentation will focus on the development of pre-service primary teachers' communicative competences in the context of a university communications course while presenting the analysis of the subject curriculum, highlighting the task design (based on intercultural communication activities and multimodalities) and students' written reflections about their experiences while working on the tasks. The written reflections of the students (n=20), revealing students' experiences and achievements were analysed using qualitative content analysis (Mayring, 2014). The revealed main themes of "Preparation", "Presentation", "Participation" with their system of qualitative categories and subcategories proved to support theoretical academic model of 4P (Sweeney-Marsh et al., 2019).

Keywords *Multilingualism; multiculturalism; communicative competences; teacher education; intercultural communication.*

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AN APPRECIATIVE INQUIRY INTO SUPPORTING PUPIL CROSS-CULTURE TRANSITION: - LANGUAGE IDENTITY AND BELONGING AS INCLUSION IN SCHOOLS

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Since 2017, Lithuania has seen a significant rise in classroom diversity, yet there remains a need to view and research this diversity as an asset (Čiuladienė, 2024). This case study of Vilniaus Lietuvių Namai situated at a public gymnasium in Vilnius, established post-re-independence, which focuses on accelerating Lithuanian language learning and integrating students into the national social and cultural life. The study utilises episodic narrative interviews with educators to explore cross-cultural pupils' needs and challenges, as addressed by teachers and school administration. It employs Appreciative Inquiry to capture stories of resilience and explore how cross-cultural interactions affect teachers' perceptions of students' identities and sense of belonging within educational settings. Results showed that as educators employ Culturally Responsive Teaching (Gay, 2018), they adopt a humanistic, ethical pedagogical approach (Forrester et al., 2020) to promote inclusive education for all students. Sustainable multilingualism addresses classroom diversity concerning human rights, language needs, and cultural identity disputes (Skutnabb-Kangas, 2000). The findings revealed that recognising students' language profiles encourages teachers to incorporate multilingual resources (e.g. literature curriculum redesigned to include contents that mirror the student demographic), validating and empowering students' linguistic identities (Sleeter & May, 2024)- fostering an appreciation of global perspectives. However, tensions persist due to the lack of space for creating a whole-school multilingual environment or within on-site residential facilities, given the explicit institutional focus on Lithuanian language and culture assimilation. Implications underscore the significance of considering the socio-political contexts in addressing school inclusion concerning language, well-being, and more.

Keywords *Cross-culture kids, culturally responsive teaching, identity, belonging, inclusion, episodic narrative interviews, appreciative inquiry.*

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ISPANŲ KALBOS MOKYTOJŲ IR DĖSTYTOJŲ ASOCIACIJOS (ALPE) STEIGIMAS LIETUVOJE: POREIKIAI, IŠŠŪKIAI IR LŪKESČIAI

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Lietuvos ispanų kalbos mokytojų ir dėstytojų asociacija (ALPE) (isp. Asociación lituana de profesores de español) įsteigta 2025 metais. Šios organizacijos tikslas – burti ir vienyti ispanų kalbos mokytojus ir dėstytojus, mokančius ispanų kalbos visose Lietuvos formaliojo ir neformaliojo švietimo, skirtingų pakopų ugdymo ir kitose įstaigose. Iki šiol dažniausiai ispanų kalba mokyklose buvo siūloma kaip trečioji užsienio kalba, šios kalbos mokytojų bendruomenė veikė gana fragmentuotai, nebuvo mokytojus vienijančios organizacijos, tik pavienės iniciatyvos suburdavo dalį bendruomenės įvairioms profesinėms veikloms, susijusioms su ispanų kalbos mokymu. Dėl 2022 m. prasidėjusio Rusijos ir Ukrainos karo staigiai sumažėjo rusų kalbos populiarumas, o ispanų kalba pamažu pradėta įtraukti į siūlomų antrųjų užsienio kalbų tinklėlį. Nuo 2026 m. šios kalbos bus galima mokytis kaip pirmosios užsienio kalbos bendrojo lavinimo mokyklose. Vilniaus ir Vytauto Didžiojo universitetuose šalia jau vykdomų ispanų kalbos specialistų rengimo bakalauro studijų pradėtos mokytojų perkvalifikavimo programos. Sparčiai auganti bendruomenė, kurią sudaro tiek gimtakalbiai dėstytojai, atvykę iš įvairių ispanakalbių šalių, tiek lietuviai, susiduria su daugybe iššūkių: trūksta informacijos apie mokomąją medžiagą, metodinių seminarų, kvalifikacijos tobulinimo kursų. Atlikta ispanų kalbos mokytojų apklausa atskleidė, kad dauguma respondentų pasigenda metodinės pagalbos, dalijimosi gerąja praktika, nuolatinio profesinio augimo galimybių bei glaudesnio bendravimo su kolegomis. Daugelis apklaustųjų išreiškė viltį, kad naujai kuriama asociacija padės spręsti šiuos klausimus ir taps erdve, kurioje mokytojai galės dalytis, bendradarbiauti ir jaustis bendruomenės dalimi. Stendiniame pranešime pristatytos galimos tolesnės asociacijos veiklos kryptys ir kviečiama prisidėti prie šios iniciatyvos.

Raktiniai žodžiai Lietuvos ispanų kalbos mokytojų ir dėstytojų asociacija, bendradarbiavimas, ispanų kalbos sklaida.

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MULTILINGUAL ISSUES IN TRANSLATION AND INTERPRETING



COGNITIVE AND PRAGMATIC ASPECTS OF SURTITLING: OPTIMISING COMPREHENSION IN MULTIMODAL ENVIRONMENTS

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The development of surtitles as a multimodal construct requires an intricate balance between linguistic accuracy, synchronisation and audience cognition. This study examines the cognitive and pragmatic aspects of surtitling, focusing on strategies that optimise comprehension in diverse multimodal environments such as opera, theatre and musical performances. Surtitles must be concise yet informative, adhering to principles of readability while maintaining synchronisation with spoken dialogue and visual elements. Audience processing speed, segmentation techniques, and the impact of cultural and linguistic nuances all play a crucial role in ensuring accessibility and engagement. By integrating insights from cognitive psychology, translation studies, and multimodal discourse analysis, this research explores how surtitles shape audience perception and influence reception. Furthermore, the study highlights the role of technology in surtitling, considering automated translation tools, adaptive display techniques, and real-time audience feedback mechanisms. The findings contribute to a deeper understanding of how surtitles function as a communicative bridge, not only translating verbal content but also mediating cultural and performative nuances. Ultimately, this research underscores the importance of a user-centred approach in surtitling, ensuring that text placement, segmentation, and synchronisation align with audience expectations and cognitive constraints. By refining these elements, surtitling can enhance the accessibility and inclusivity of live performances, fostering a more immersive and engaging audience experience.

Keywords *Surtitling; multimodal translation; audience cognition; synchronisation; accessibility.*

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TRANSLATION OF HUMOUR IN FILM SUBTITLES

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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 translations. It will aim to analyse and compare how native Lithuanian 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 and Lithuanian are presented and compared, highlighting the results from a native Lithuanian speaker survey. Data is gathered from over 20 participants from the target language. It is noticed that successful transfer to the target language 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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STRATEGIES IN TRANSLATING EU FINANCIAL TERMS

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With the recent developments in science, technology, and economics, the English language has become an essential factor in communication worldwide. It influences terminology, especially through the translation of texts in specific fields. Recently, the volume of translations has been quite large. This effect is particularly evident in the translation of European Union documents. These translations are complex and require not only accuracy and excellent language skills but also knowledge of the subject area. Translators face translation challenges. To overcome them, they follow specific procedures and principles to achieve clarity, accuracy, coherence, and high-quality translations. Thus, various translation strategies are employed to ensure this. This study analyses the concepts of terminology and translation, translation theories, and strategies for translating EU financial terms. After analysing the translation of fifty-seven terms from English to Lithuanian, it was found that the most commonly used translation strategy is word-for-word translation, applied to seventeen terms. The next most frequently used strategy was structural change, utilized thirteen times. The recognised translation strategy was used for nine terms, while the paraphrase was employed seven times. The results showed that the less frequently used strategies were transference and couplets, each applied four times. Cultural equivalence and transposition strategies were the least used, with two and one occurrences, respectively.

Keywords *Tterm; EU financial terms; translation process; translation strategies; terminology.*

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RENDERING SOCIOLINGUISTIC DISCOURSE INTO LATVIAN: SEMANTIC AND TERMINOLOGICAL CHALLENGES

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Over the past decades, sociolinguistics has become one of the most prominent subfields of linguistics in Latvia, successfully integrating global theoretical insights with national research. In addition to original publications, translations of books and articles—primarily from English—have played a crucial role in introducing new concepts and terminology. Effective translation requires not only grasping the essence of a concept but also finding the most appropriate linguistic expression in Latvian. Drawing on the author's experience translating scholarly works by C. Baker, B. Spolsky, J. Aitchison, D. Crystal, D. Everett, N. Enfield, and others, this study highlights the conceptual and terminological challenges involved in translating sociolinguistic discourse from English to Latvian. These challenges stem from cultural differences, contextual accuracy, and terminological traditions. The presentation explores various translation strategies aimed at ensuring clarity and precision, focusing on the adaptation of new concepts and terms in Latvian sociolinguistics and cognitive linguistics. Examples include *motherese* 'aukļu valoda', adoptive language 'personiskās izvēles valoda', language of wider communication 'pārvalstu valoda', *pivot language* 'starpniekvaloda', *language shift* 'valodas nomaiņa', *speech event* 'runas fakts', *speech community* 'runas kolektīvs', *verbal overshadowing* 'verbālā virsēnošana', *priming* 'programmēšana'. By examining these challenges through a case study-based qualitative approach, this study aims to enhance best practices in translating specialized academic discourse from English into Latvian, thereby facilitating the broader dissemination of sociolinguistic scholarship.

Keywords *Sociolinguistics; translation; terminology; concept; semantics; terms.*

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MULTILINGUAL ISSUES IN LITERATURE



EXPLORING FEMINISM, MAGICAL REALISM, AND WOMEN'S IDENTITY RECONSTRUCTION IN 20TH-CENTURY ARAB LITERATURE

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The study examines the intersection of feminism, magical realism, and identity reconstruction in 20th-century Arab literature, focusing on the religious context. The aim is to analyse how these elements contribute to the portrayal of women's identities and challenge traditional boundaries between the real and the magical, as well as between religious and cultural identities. The research questions are: How do feminism, magical realism, and religion interact in 20th-century Arab literature? How is magical realism used to reconstruct women's identities and challenge religious norms? How do these literary works offer new perspectives on identity and the voices of marginalized women? The study analyzes key works of 20th-century Arab literature that integrate elements of magical realism and explore feminist themes. Qualitative analysis methods are employed in interpreting texts, highlighting the functions of magical realism, feminist theory, and religious context. The findings reveal that magical realism enables the breaking of traditional boundaries, providing a space where women's experiences are reconstructed, contesting social and religious norms. Furthermore, these works emphasize the emergence of marginalized voices and openness to dialogue about identity, culture, and religion. The study demonstrates that the integration of feminism, magical realism, and religion in 20th-century Arab literature serves as a powerful tool for reshaping women's identities and questioning traditions. Magical realism expands traditional literary genres, offering new opportunities for exploring the experiences and identities of marginalized women.

Keywords *Feminism, magical realism, womens identity, 20th-century Arab literature, religious context, marginalized voices, cultural identity, women's experience.*

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DAUGIAKALBYSTĖ VĖLYVOJO SOVIETMEČIO LIETUVIŲ AUTORIŲ ROMANUOSE: JURGOS IVANAUSKAITĖS „MĖNULIO VAIKUOSE“ IR RIČARDO GAVELIO „VILNIAUS POKERYJE“

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Lietuvos istorinis, kultūrinis ir geopolitinis kontekstai lemia literatūros kūriniuose naudojamas užuominas į kitas šalis, tautas, jų kalbą ir kultūrą, ypač, jei kūriniuose veiksmas vyksta tam tikrais istoriniais periodais, pavyzdžiui, okupacijos laikotarpiu. Kultūriškai ir kalbiškai turtinga lietuvių literatūra yra puikus daugiakalbystės literatūroje (angl. *literary multilingualism*) tyrinėjimo objektas. Tačiau Lietuvoje ši tema dar mažai paliesta, todėl, siekiant plėsti lietuvių autorių kūrinių tyrimus daugiakalbystės literatūroje aspektu, šiame darbe tyrinėjamos daugiakalbystės apraiškos dviejuose vėlyvojo sovietmečio lietuvių autorių kūriniuose: Jurgos Ivanauskaitės romane „Mėnulio vaikai“ (1988) ir Ričardo Gavelio romane „Vilniaus pokeris“ (1989). Svarbiausi tyrimo klausimai: kokios romanuose randamų akivaizdžios ir latentinės (reikšmingos užuominos į kitų kalbų vartojimą) daugiakalbystės apraiškų formos ir funkcijos, koks yra autorius veikęs sociokultūrinis kontekstas, kokia šių kūrinių specifika, kokią įtaką daugiakalbystė turi romanams ir jų perskaitymui. Pasirinkti romanai tiriami remiantis Helmich (2016, iš Eidukevičienė ir Aurylaitė 2023) išskirtais aštuoniais daugiakalbystės literatūroje tyrimo kriterijais, taip pat Dembeck (2017), Deganutti (2022), Grutman (2024) ir kitų mokslininkų įžvalgomis. Abiejuose romanuose kitakalbiai (daugiausia rusų ir anglų, taip pat vokiečių, lenkų, lotynų ir kt. kalbų) intarpai nėra išverčiami išnašose, ir dažniausiai išvis niekaip nepaaiškinami skaitytojui, taigi idealus šių romanų skaitytojas turėtų mokėti bent jau rusų ir anglų kalbas. Kiekvienas kitos kalbos panaudojimas romanuose turi reikšmę ir autoriaus tikslą: dažniausiai suteikiamos papildomos prasmės ir reikšmės vienai ar kitai scenai, įvykiui, o siužetui ir veikėjų charakteriams pridedama gylio. Daugiakalbystė šiuose vėlyvojo sovietmečio romanuose ne tik leidžia skaitytojui „įsijausti“ į tų laikų kasdienybę ir kultūrinį foną, bet ir geriau suprasti veikėjus, jų poelgius ir vidinę būseną.

Keywords *Daugiakalbystė literatūroje, intratekstinė daugiakalbystė, kodų kaita, lietuvių literatūra, vėlyvasis sovietmetis.*

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THE IMPACT OF LANGUAGE ON GENDER EXPRESSION: A CROSS-LINGUISTIC ANALYSIS OF LITHUANIAN AND SWEDISH IN LITERARY FAIRY TALES

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According to gender studies theorist Butler (1990; 2004), language plays a crucial role in constructing social gender. In Lithuanian, one of the primary difficulties lies in the lack of clear and widely accepted terminology. Philosopher Kaziliūnaitė (2018) observes that Lithuanian is a highly gendered language, lacking the linguistic tools necessary for discussing gender. These linguistic constraints extend to literary translation, particularly in the representation of gender. Lithuanian requires explicit grammatical gender, influencing character perception and translation strategies, whereas Swedish allows for greater gender ambiguity. This presentation examines **how linguistic structures shape gender expression in translations of Swedish literary fairy tales into Lithuanian**. Literary fairy tales, which merge traditional and contemporary perspectives, provide an insightful lens for analysing how gender is expressed and reinterpreted across languages. For instance, in the Swedish fairy tale “Prinsen och Pojken”, the term *hjärtevän* (“friend of the heart”) appears at the beginning as a gender-neutral expression, leaving the character’s gender ambiguous. In Lithuanian, however, the translator must choose between *širdies draugas* (masculine) or *širdies draugė* (feminine), thereby imposing a specific gender onto the character. This example underscores the importance of translators’ awareness of gender performativity, as their choices actively shape how gender is represented in different linguistic contexts. By addressing these issues, this study encourages broader discussions on future translations and possibilities for adapting non-gender-neutral language to express gender in a way that avoids reinforcing normative gender assumptions.

Keywords *Gender expression, translations, literary fairy tales, Swedish, Lithuanian.*

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CONTEMPORARY FRENCH LANGUAGE STUDIES



LE PROJET SERAFIN, OU COMMENT ENSEIGNER LE FLE POUR LES REFUGIES AU NIVEAU UNIVERSITAIRE

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Un grand nombre de demandeurs d'asile et de réfugiés laissent derrière eux non seulement leurs pays, mais aussi leurs ambitions. En 2020, en Allemagne, par exemple, seulement 5 % des réfugiés (25 000 sur 1,2 million) étaient étudiants. Le Projet Serafin, en cours depuis 2022, vise à développer différentes approches pédagogiques pour aider les réfugiés vivant dans des pays francophones (France, Belgique, Luxembourg, Maroc et Canada) à maîtriser les littéracies académiques. Notre recherche questionne les spécificités de l'enseignement aux demandeurs d'asile et aux réfugiés, et les modifications nécessaires des approches pédagogiques des enseignants pour mieux aider les demandeurs d'asile à obtenir des diplômes académiques (Meunier, 2023). Notre approche méthodologique a été typique des méthodes qualitatives (Silvermann, 2000) : entretiens avec des demandeurs d'asile et des enseignants de français, *data triangulation* entre les 6 pays, diagnostics, proposition de modifications des approches pédagogiques et test de ces modifications en offrant une formation à un petit nombre d'enseignants de français. Nos résultats ont montré à quel point les sujets liés aux traumatismes étaient vastes. Mais contrairement à ce que suggère une grande partie de la recherche (par exemple Degée, 2021), les différences entre les individus sont si grandes que les modifications proposées dépendent toujours des participants à la classe - des résultats plus détaillés peuvent être lus dans le rapport du Projet Serafin (Meunier, 2023).

Keywords *Littéracies académiques, demandeurs d'asile, migration, traumatismes, didactique.*

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L'INTELLIGENCE ARTIFICIELLE DANS L'ENSEIGNEMENT DES LANGUES A L'UNIVERSITE DES SCIENCES DE LA SANTE DE LITUANIE

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De nos jours, l'intelligence artificielle (IA) évolue rapidement et s'étend également au domaine de l'éducation. Bien que des études montrent que l'IA peut améliorer l'efficacité des programmes éducatifs, son intégration reste lente (Batuchina et al., 2022). Les chercheurs tentent de classer les différentes manières dont ces solutions peuvent être intégrées dans l'enseignement des langues (Jaleniauskiene et al., 2023). Les outils d'IA offrent la possibilité de personnaliser l'enseignement, de le rendre plus interactif et efficace, tout en réduisant la charge de travail des enseignants. Les enseignants peuvent mieux interpréter les données scientifiques et adapter leur approche pédagogique pour renforcer l'engagement des élèves (Komilova, 2023). Alors, la question se pose : quels sont les défis et les challenges rencontrés par les étudiants et les enseignants dans l'intégration des outils d'IA dans l'enseignement des langues? Le but de ce travail est d'analyser les particularités de l'intégration de l'IA dans l'enseignement des langues à l'Université des sciences de la santé de Lituanie. Cette étude repose sur une approche empirique combinant des méthodes qualitatives et quantitatives. Les données ont été collectées en 2024 à travers : des questionnaires pour 156 étudiants et des entretiens semi-directifs menés avec 5 enseignants. Les résultats de l'analyse montrent que la majorité des étudiants perçoivent positivement l'intégration de l'IA dans l'enseignement des langues. Leur motivation est renforcée et leurs compétences linguistiques se développent activement. L'IA favorise également l'épanouissement personnel des apprenants. Les problèmes qui troublent le plus souvent les étudiants sont l'insuffisance de la responsabilité. Les enseignants manquent de compétences pratiques, notamment en matière d'évaluation des étudiants.

Keywords *Enseignement, étudiant, enseignant, intelligence artificielle, langues étrangères.*

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LA TRADITION FRANCOPHONE COMME INSTRUMENT DE DECOUVERTE DES CULTURES ET DES CONNAISSANCES DANS LE MONDE ACADEMIQUE : L'EXPERIENCE LITUANIENNE

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Dans le monde contemporain, les pays, les nations et les peuples sont confrontés à de nombreux défis: des crises économiques, des conflits politiques et des guerres impitoyables. Face à ces changements dramatiques, la tradition francophone, qui nous invite à établir une relation vivante avec des communautés, des institutions et des créateurs multiples, devient encore plus importante. En Lituanie, nous avons créé une tradition forte de diffusion de la langue française. Avant la Seconde Guerre mondiale, la culture francophone était vue comme un modèle positif pour les intellectuels lituaniens, qui étaient attachés aux grands idéaux européens de liberté, de tolérance et de démocratie. Plus tard, les cinq décennies d'occupation soviétique sont devenues un obstacle presque insurmontable aux contacts avec les pays francophones, mais même à cette époque, l'enseignement du français était perçu comme une forme importante de résistance intellectuelle lituanienne. Après la restauration de l'Etat indépendant de Lituanie en 1990, des chercheurs ont commencé à soutenir activement la tradition francophone à nouveau. La coopération entre la Lituanie, la France et le Canada s'est progressivement intensifiée dans de nombreux domaines d'activité académique. La collaboration scientifique avec des collègues francophones se poursuit et se développe avec succès dans divers domaines: de la formation de traducteurs professionnels à la diffusion de l'art cinématographique. La création du Centre des Pays Francophones à l'Université Vytautas Magnus en 2016, a donné un nouvel élan aux échanges académiques avec les universités francophones y compris la coopération fructueuse avec l'Agence Universitaire de la Francophonie (AUF). Dans ce contexte, il est nécessaire et utile d'analyser en détail la meilleure expérience lituanienne de promotion de la tradition francophone.

Mots clés *Francophonie, échanges académiques, Lituanie, France, coopération, culture.*

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DUOLINGO ET DONALD TRUMP LANGUES, CULTURES ET NOUVELLES REALITES

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Notre monde est actuellement marqué par deux grands courants disruptifs. D'une part il y a la percée ubiquitaire de l'intelligence artificielle. L'AI, désormais omniprésente et accessible à tous, offre de nouvelles possibilités d'interaction avec les ordinateurs mais aussi entre les êtres humains dans des sociétés de tout genre, qui pendant longtemps devaient se contenter de leurs « cerveaux à base de carbone pour traiter de l'information » (Harari). Par conséquent, de nouvelles options pour l'usage et l'apprentissage des langues se présentent qui semblaient relever de la science-fiction il y a juste quelques années. L'autre grand mouvement de notre temps, les bouleversements politiques que nous observons surtout mais pas uniquement aux Etats Unis et la mise en question d'idées et d'objectifs jusqu'ici perçues comme universellement partagées, semble moins pertinent ici. Mais l'impact des nouveaux courants conservateurs sur l'éducation ainsi que sur les pratiques langagières et multiculturelles est déjà réel et visible. Il est fort possible que nous n'ayons pas encore réalisé toute l'ampleur des maintes réformes mises en place ou proposées. Ces développements disruptifs soulèvent des questions simples mais centrales : Comment l'enseignement et l'apprentissage des langues étrangères sont-ils affectés ? Quels changements se dessinent déjà à l'horizon auxquels nous devons faire face à l'avenir ? Comment devons-nous relever ces défis – et est-ce que nous en serons capables ?

Keywords *Artificial Intelligence; culture; disruption; languages; learning; politics; teaching.*

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SUSTAINABLE MULTILINGUALISM INTERNATIONAL CONFERENCE
MAY 29-31, KAUNAS, LITHUANIA

CONTEMPORARY GERMAN LANGUAGE STUDIES



EYE-TRACKING UND DIE AUDIOVISUELLE ÜBERSETZUNG: DER FALL DER UNTERTITELUNG

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Eye-Tracking als eine Methode der Blickerfassung wurde ursprünglich zur Beobachtung des menschlichen Leseverhaltens eingesetzt. Schon Ende des 19. Jahrhunderts gab es erste Versuche, Augenbewegungen beim Lesen zu verfolgen, wenn auch ohne technische Ausstattung (vgl. Płużyczka 2018, 102). Heutzutage bedient man sich dieser Methode in vielen Bereichen: im Marketing, in der Medizin, in der Psychologie, bei der Steuerung von Maschinen etc. Im Bereich der audiovisuellen Übersetzung hat sich Eye-Tracking im Zusammenhang mit der Bearbeitung von Untertiteln etabliert, und zwar sogar noch bevor die Untertitelung in den späten 1990er Jahren in der Übersetzungswissenschaft an Bedeutung gewonnen hat (vgl. Kruger 2019, 351). Laut Ed-Dali (2024, 13) konzentrieren sich solche Studien hauptsächlich auf den Lese- und Bildbereiche auf dem Bildschirm sowie Lese- und Sehverhalten von Personen aus verschiedenen Altersgruppen und Bildungsniveaus. In diesem Beitrag wird angestrebt, die Entwicklung der Eye-Tracking-Forschungen innerhalb des Untertitelungsmodus zu präsentieren und am Beispiel einer Pilotstudie vorzuführen, wie litauische Zuschauer auf die unterschiedlichen Untertitelungsmethoden reagieren, und zwar insbesondere dann, wenn mehrsprachige Filme Untertitelt werden müssen. Dabei bedient man sich eines Remote-Eye-Trackers – eines Systems, das unterhalb eines Monitors installiert ist, und der Proband kann frei, ohne jegliche Geräte auf dem Kopf sich einen audiovisuellen Inhalt anschauen. Das Untersuchungskorpus bilden Auszüge aus ausgewählten Spielfilmen, Dokumentarfilmen und Serien, die die relevante Problematik hervorheben sollen.

Keywords *Eye-Tracking, Blickerfassung, audiovisuelle Übersetzung, Untertitelung, Pilotstudie.*

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MEHRSPRACHIGKEITSDIDAKTIK IM SCHULISCHEN FREMDSPRACHENUNTERRICHT: EINSTELLUNGEN UND ERFAHRUNGEN LITAUISCHER DAF- UND FRANZÖSISCHLEHRKRÄFTE

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Spätestens seit Erscheinen des Begleitbandes des Gemeinsamen europäischen Referenzrahmens für Sprachen werden plurilinguale und plurikulturelle Kompetenzen als zentrale Komponenten fremdsprachlicher Handlungsfähigkeit gewürdigt. Ihre Förderung rückt somit zunehmend in den Fokus methodisch-didaktischer Ansätze im Fremdsprachenunterricht. Der vorliegende Beitrag präsentiert die Ergebnisse einer Umfrage, die 2024 bis 2025 unter Lehrkräften für Deutsch und Französisch als Fremdsprache an litauischen Schulen durchgeführt wurde. Der Beitrag gibt zunächst einen Überblick über die wichtigsten Konzepte der Mehrsprachigkeitsdidaktik sowie über bisherige Studien zu Einstellungen und Erfahrungen von Lehrkräften in diesem Bereich. Anschließend werden das Erkenntnisinteresse, Forschungsdesign und Ergebnisse der Umfrage vorgestellt. Die erhobenen Daten repräsentieren die Einstellungen und Erfahrungen der Befragten hinsichtlich der Förderung individueller Mehrsprachigkeit und Plurikulturalität sowie zu konkreten mehrsprachigkeitsbezogenen Verfahren im Deutsch- und Französischunterricht. Der Beitrag trägt zur Diskussion über die Umsetzung plurilingualer und plurikultureller Kompetenzen sowie deren didaktische Implikationen im schulischen Fremdsprachenunterricht bei.

Keywords *Fremdsprachenunterricht, Mehrsprachigkeitsdidaktik, Plurilingualität, Plurikulturalität.*

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„SUDURTINIS GYVENIMAS – EIN ZUSAMMENGESETZTESLEBEN“: HYBRIDIDENTITÄT UND TEXTINTERNE MEHRSPRACHIGKEIT IM ROMAN „PETITIO“ (2012) VON JUTTA NOAK

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Die Schriftstellerin Jutta Noak (Vaitkienė, geb. 1942) hat Litauen sofort nach der Wende verlassen und wohnt seitdem in Hamburg. Sie ist Autorin von mehreren Romanen, so z.B. *Petitio* (Lt. 2013, Dt. 2017) oder *Raudonos pelytės / Rote Mäuschen* (2017), Erzählbänden und Gedichtsammlungen. Ihre Romane verfasst Noak auf Litauisch, kürzere Prosatexte und Gedichte auch auf Deutsch (zu erwähnen ist hier der zweisprachige Gedichtband *Minčių dvikova = Duell der Gedanken*, 2006). Im Vortrag soll näher auf den Roman *Petitio* eingegangen werden, in dem Noak die traumatischen Selbstkonstruktionen einer Frau mit deutschen Wurzeln im sowjetischen Litauen sowie ihre späteren Zugehörigkeitsbestrebungen in Deutschland beschreibt. Anhand der aktuellen Erkenntnisse der literarischen Mehrsprachigkeitsforschung (Helmich, Dembeck, Grutman, Deganutti, u.A.) widmet sich Vortrag der Analyse von komplexen Identitätskrisen im gewählten Roman, wobei auch die Frage nach dem Beitrag des künstlerischen Schaffens zur Überwindung dieser Krisen diskutiert wird. Von Interesse ist hierbei die Bedeutung der textinternen Mehrsprachigkeit, denn in das litauische Narrativ drängen explizit deutschsprachige Begriffe und Phrasen ein oder die Mehrsprachigkeit wird auf der Inhaltsebene reflektiert (latente Mehrsprachigkeit). In dem Vortrag sollen nicht nur verschiedene Erscheinungsformen des Sprachwechsels, sondern vor allem ihre Funktionen, so etwa der Ausdruck von Hybrididentität durch explizite sprachliche Polyphonie, das Aufzeigen des soziokulturellen Status der verwendeten Sprachen oder die ästhetische Gestaltung des Textes, diskutiert werden.

Keywords *Jutta Noak; Hybrididentität; textinterne Mehrsprachigkeit; deutsch-litauische Literaturkontakte.*

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DIE ROLLE DER MEHRSPRACHIGKEIT IN DEUTSCH-LITAUISCHEN GESCHÄFTSVERHANDLUNGEN

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Da es in Litauen viele deutsche Investoren (UAB „Lidl Lietuva“ (2016), UAB „Hella Lithuania“ (2017), UAB „Continental Lithuania“ (2017), GOD Lithuania (2022)) gibt und litauische Unternehmen mit deutschen Unternehmen zusammenarbeiten, sind Geschäftsverhandlungen zwischen ihnen ein wesentlicher Bestandteil ihrer Kommunikation (G. Gelūnaitė-Malinauskienė 2024: 11). Deutsch-litauische Geschäftsverhandlungen stellen eine komplexe kommunikative Herausforderung dar, bei der kulturelle und sprachliche Manifestationen nicht nur als neutrales Kommunikationsmittel dienen, sondern auch ein strategisches Instrument sind. Seit den Neunzigern spielt Mehrsprachigkeit zunehmend eine wichtige Rolle in der Arbeitswelt (Kniffka 2022) und kann auch als ein Instrument bei Geschäftsverhandlungen genutzt werden. Im Kontext der Geschäftsverhandlungen zwischen den Beteiligten der deutschen und litauischen Unternehmen spielt Mehrsprachigkeit eine entscheidende Rolle, da sie sowohl die Kommunikation erleichtern kann als auch zu Missverständnissen führen kann. Im Vortrag sollen Geschäftsverhandlungen am Beispiel ausgewählter mehrsprachiger authentischer Gespräche zwischen deutschen und litauischen Unternehmen analysiert werden. Diese Gespräche finden auf Englisch, Deutsch und Litauisch statt. Zentral sind dabei Fragen zur Rolle der Mehrsprachigkeit in der sprachlichen Interaktion der Beteiligten. Es soll gezeigt werden, wie sich die Mehrsprachigkeit gesprächslokal manifestiert und welche sprachlichen und kommunikativen Strategien bestehen. Die exemplarische Analyse bezieht sich auf die theoretisch-methodologischen Ansätze von Apfelbaum und Mayer (2010), Gumperz (1970, 2001), Reuter (2011, 2023) u.A., wobei eine besondere Bedeutung den Studien zukommt, die sich mit der Interaktionalen Soziolinguistik und Mehrsprachigkeit speziell aus der Sicht der Gesprächsanalyse beschäftigen.

Keywords *Geschäftsverhandlungen; Mehrsprachigkeit; sprachliche Interaktion; interkulturelle Kommunikation.*

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INTERAKTIVE ÜBUNGEN ZUR ENTWICKLUNG DER SCHREIBKOMPETENZ IM DAF-UNTERRICHT

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Die Förderung der Schreibkompetenz stellt eine zentrale Herausforderung im Unterricht Deutsch als Fremdsprache (DaF) dar. Interaktive Übungen bieten hier neue didaktische Möglichkeiten, die Lernenden aktiv in den Schreibprozess einzubeziehen (Funk et al., 2022; Kovbasyuk, 2022). Darüber hinaus haben sie in der Sprachvermittlung einen hohen Stellenwert erlangt und sind aus der heutigen Bildungslandschaft nicht mehr wegzudenken. Die vorliegende Studie geht der Frage nach, inwieweit interaktive Übungen die Schreibkompetenz im DaF-Unterricht verbessern können. In diesem Vortrag werden die Ergebnisse der Studie zur Entwicklung der Schreibkompetenz im DaF-Unterricht an der Kherson State University (Ukraine) vorgestellt. Methodisch basiert die Studie auf einer Kombination von offener Beobachtung der Schreibprozesse in der Einzel- und Gruppenarbeit der Studierenden im DaF-Unterricht, Erstellung der Feldnotizen, Befragung mittels eines mit Google-Form erstellten Fragebogens, qualitativer Textanalyse und Datenauswertung (vgl. Albert & Marx, 2014). Die Ergebnisse zeigen, dass interaktive Übungen signifikant zur Verbesserung der Schreibkompetenz beitragen. Insbesondere strukturiertes Feedback und spielerische Elemente führen zu höherer Motivation, Lernautonomie und besserer Textqualität. Darüber hinaus erleichterten digitale Werkzeuge den Überarbeitungsprozess, wodurch die Schreibgenauigkeit der Lernenden erhöht wurde. Zusammenfassend lässt sich sagen, dass interaktive Übungen ein effektives Mittel zur Förderung der Schreibkompetenz im DaF-Unterricht sind. Sie fördern nicht nur die sprachliche Genauigkeit, sondern auch die Selbstständigkeit und Kreativität der Lernenden. Die Ergebnisse dieser Studie unterstreichen die Notwendigkeit, digitale und interaktive Methoden stärker in den Schreibunterricht zu integrieren.

Keywords *Deutsch; Schreibkompetenz; Lernautonomie; Motivation; interaktive Übungen.*

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HERAUSFORDERUNGEN IM DAF-UNTERRICHT MIT DEM ÜBERGANG VOM PROGYMNASIUM ZUM GYMNASIUM

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Vielen Lernenden des Deutschen als Fremdsprache (DaF) in den litauischen Schulen ist gemeinsam, dass Deutsch nicht ihre erste Fremdsprache ist. Es wird in den letzten Jahren, dass die Deutschkenntnisse der SchülerInnen in den litauischen Schulen nicht ausreichend sind, und dass ihre Motivation, Deutsch zu lernen, gering ist (Eidukevičienė, Garnytė, 2020). Der Übergang vom Progymnasium zum Gymnasium stellt für SchülerInnen, die DaF lernen, noch eine zusätzliche Herausforderung dar (Schneider, Schlachzig, Metzner, 2019). Der Wechsel der Schule ist geprägt von erhöhten akademischen Anforderungen, einer größeren Selbstständigkeit und der Notwendigkeit, sich in einer neuen Schulumgebung zurechtzufinden (im Brahm, 2020; Reimann-Höhn, o. J.). Zudem erfordert der DaF-Unterricht im Gymnasium fortgeschrittene Sprachkenntnisse, die über das bisher Erlernte hinausgehen. Dies führt oft dazu, dass die Noten der SchülerInnen im Fach DaF in der 9. Klasse auch sinken. Um herauszufinden, welche Schwierigkeiten der Übergang vom Progymnasium zum Gymnasium für das Lernen des DaF bringen, wurden an einem Gymnasium in Vilnius eine Untersuchung gemacht. Drei Fokusgruppen mit den SchülerInnen der 9. Klasse, die DaF lernen, wurden durchgeführt. Danach wurde die Auswertung von Fokusgruppen anhand von Protokollen gemacht. Die Untersuchung hat erwiesen, dass eine der zentralen Schwierigkeiten im gesteigerten Lerntempo und den höheren Leistungsanforderungen des Gymnasiums liegt. Die SchülerInnen betonten, dass sie sich mit komplexeren Inhalten in kürzerer Zeit auseinandersetzen müssen, was insbesondere für DaF-Lernende eine erhebliche Belastung darstellen kann. Auch größere Mengen von neuen Vokabeln bringen den SchülerInnen viele Schwierigkeiten. Die Mehrsprachigkeitsdidaktik, wobei Aktivitäten und Übungen eingesetzt werden, die auf andere Sprachen zurückgreifen und so das Erlernen einer anderen Sprache erleichtern könnten, sind den Lernenden auch kaum bekannt. Die SchülerInnen sind nicht fähig, Kenntnisse englischer Sprache beim Lernen der deutschen Sprache zu nutzen. Es wird festgestellt, dass die Lehrkräfte für die spezifischen Bedürfnisse von DaF-Lernenden sensibilisiert sein und entsprechende didaktische Maßnahmen ergreifen sollten.

Keywords *Deutsch als Fremdsprache; Fokusgruppe; Sprachkenntnisse; schulischer Übergang; Herausforderungen.*

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CONTEMPORARY LATVIAN LANGUAGE STUDIES



LĪDZĪGAIS UN ATŠKIRĪGAIS IZGLĪTĪBAS TERMINU VĀRDNĪCU JOMĀ: LATVIJAS UN LIETUVAS SITUĀCIJAS RAKSTUROJUMS

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Izglītības zinātņu terminoloģija 21. gadsimtā piedzīvo strauju attīstību, jo Eiropas izglītības politikā notiek būtiskas pārmaiņas gan izglītības saturā, gan izglītības apguves un organizācijas jautājumos. Nozares attīstība cieši saistīta ar nozarē lietotās valodas attīstību, kur jūtamas globalizācijas, multilingvisma un daudzas citas mūsdienu pasaulei raksturīgas iezīmes, tātad izglītības terminoloģijā notikušās pārmaiņas aizvadītajās divās desmitgadēs ir svarīgs katras nacionālās terminoloģijas jautājums. Pētījumu motivējusi nepieciešamība pārskatīt esošos terminoloģijas resursus, veikt inventarizāciju terminu vārdnīcu jomā, lai veidotu atjaunotu terminu apkopojumu un analizētu, kā tā iekļaujas terminoloģijas kopainā. Pētījuma mērķis ir sniegt situācijas raksturojumu izglītības terminu vārdnīcu jomā, veicot sastatījumu gan makrostrukturā, gan mikrostrukturā līmenī. Īpašu vērība pievērsta tādiem aspektiem kā šķirkļa vārdam izvēlētais valodas, jaunterminu ieviešanas process, vārdnīcu veidotāji, adresāts u. c. Par pētījuma priekšmetu izvēlētas jaunākās izglītības terminu vārdnīcas latviešu (Laiveniece, 2023) un lietuviešu (Jovaiša, 2007) valodā. Teorētiskajam pamatojumam izmantotas gan latviešu (Baltiņš, 2013; Helviga, Peina, 2016; Peina, Helviga, 2022), gan lietuviešu (Gaivenis, 2002; Gaivenytė-Butler, 2009; Kvašite, 2024) terminogrāfijas pētnieku atziņas, gan arī Rietumeiropā (Béjoint, 2000; Ferrett, Dollinger, 2021) un citur pasaulē (Williams, 2016) publicētajos pētījumos. Sabiedrības gaidas par terminu vārdnīcām, tostarp – izglītības terminu, ir saistāmas ar šķietami nesavienojamo, no vienas puses, lai tā nodrošinātu ticamību, stabilitāti un ilgtspējību, no otras puses, lai tā būtu atjaunota, aktualizēta, mūsdienīga. Pētījuma rezultātā iegūtie secinājumi ļauj identificēt stiprās un vājās puses, aktualitāti un nepieciešamību, kā arī steidzami veicamos darbus katrā no abām nacionālās terminogrāfijas nozarēm.

Keywords *Latvijas terminogrāfija, Lietuvas terminogrāfija, izglītības zinātņu terminoloģija, terminu vārdnīcas, situācijas raksturojums, sastatījuma aspekts.*

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AUTENTISKU TEKSTU VEIDI LATVIEŠU VALODAS KĀ SVEŠVALODAS APGUVĒ: IZMANTOJUMA IESPĒJAS UN EKSPERTU VIEDOKLIS

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Autentisku tekstu izmantojums izglītībā, tostarp valodu apguvē, ir problematizēts jau 19. gadsimta beigās un īpaši 20. gadsimta 70. gados (sk. Berra 2020), taču autentisku sarunvalodas tekstu izmantojums latviešu valodas kā svešvalodas apguvē līdz šim teorētiski nav pētīts, lai gan mācību procesā ir praktizēts. Ar terminu *autentisks teksts* šajā pētījumā tiek saprasts teksts mutvārdu vai rakstveida formā, kas nav paredzēts valodas mācībām, taču nemainītā veidā ir izmantojams mācību nodarbībā kā valodas materiāls (sk. arī Little, Singleton 1988; Gilmore 2007 u. c.). Savukārt autentisks sarunvalodas teksts ir spontāni veidots mutvārdu teksts vai tā atveidojums rakstveidā neformālā vai daļēji neformālā runas situācijā ikdienas saziņā, kas nemainītā veidā ir izmantojams valodas mācībām. Pētījuma jautājums: kāda ir latviešu valodas kā svešvalodas ekspertu praktiskā pieredze un attieksme pret autentisku, tostarp sarunvalodas, tekstu izmantošanu darbā ar pieaugušajiem? Pētījuma mērķa sasniegšanai tika izveidota aptaujas anketa ar 17 jautājumiem un nosūtīta latviešu valodas kā svešvalodas docētājiem Latvijā un ārvalstīs, vēršoties pie katra personiski. Rezultātā tika iegūts 34 ekspertu viedoklis. Konstatēts, ka 76,5 % aptaujāto ir desmit un vairāk gadu pieredze latviešu valodas kā svešvalodas mācīšanā pieaugušajiem; gandrīz puse respondentu (47,1 %) bieži paredz darbu ar autentiskiem tekstiem un izmanto tos gan drukātā veidā, gan audio un video formātā, bet 50 % ekspertu tos lieto reti. Jāsecina, ka ekspertu attieksme pret autentiskiem sarunvalodas tekstiem ir pozitīva vai neitrāla, taču viņi nereti šaubās par sarunvalodas tekstu izmantošanu svešvalodas apguvē, baidoties, ka tādējādi valodas apguvējiem tiks iemācīta kļūdaina valoda.

Atslēgvārdi Valodas apguve; autentisks teksts; sarunvaloda; latviešu valoda kā svešvaloda; ekspertu aptauja.

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„AKMUO, POPIERIUS, ŽIRKLĖS“ IŠSISKAIČIAVIMO KALBINIAI ASPEKTAI LIETUVOS VAIKŲ KIEMO ŽAIDIMUOSE

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„Akmuo, popierius, žirklys“ – visame pasaulyje gerai žinomas išsiskaičiavimo žaidimas, kurio istorija siekia III mūsų eros amžių. Šis paprastas, tačiau universalus žaidimas rado kelią ir į XX a. antros pusės Lietuvos kiemus, kur tapo vienu pagrindinių būdų vaikams greitai pasiskirstyti komandomis ar priimti spontaniškus sprendimus. Nors Lietuvoje išsiskaičiavimas pradėtas naudoti palyginti neseniai, per kelias dešimtis metų buvo sukurta nemažai lingvistinių jo variantų. 2023–2024 metais buvo atliktas etnografinis tyrimas, kurio metu suaugusieji iš įvairių Lietuvos regionų buvo apklausti apie jų naudotus išsiskaičiavimus kieme bei išanalizuotos internetinės diskusijos apie šio žaidimo skanduotes visame pasaulyje. Išanalizavus gautus rezultatus buvo pastebėta, kad išsiskaičiavimas „Akmuo, popierius, žirklys“ turi ne tik kelis skandavimo variantus (*vas-ki-či* ar *pamarskomu*), bet ir tai, kad vieninteliai lietuviai visame pasaulyje tipinį „akmens“ ženklą rodo ir vadina „šuliniu“. Šie rezultatai atskleidžia, kad „Akmuo, popierius, žirklys“ žaidimo variantiškumas Lietuvoje yra ne tik fonetinis, bet ir semantinis. Skirtingos skanduočių atspindi vietinius kalbinius ypatumus ir vaikų žaidimų folklorą, o unikalus „šulinio“ simbolis rodo, kaip globalūs žaidimai gali būti transformuojami pagal vietos kultūrinį kontekstą. Tai leidžia manyti, kad lietuviški išsiskaičiavimo variantai formavosi tiek per tiesiogines kalbines adaptacijas, tiek per spontanišką vaikų kūrybiškumą. Šis tyrimas parodo, kaip tradiciniai žaidimai tampa kalbos ir kultūros perteikimo priemone, o jų lingvistinė analizė padeda suprasti platesnius sociokultūrinius procesus.

Raktiniai žodžiai

Žaidimai; išsiskaičiavimai; skaičiuotės; kiemo žaidimai; akmuo popierius žirklys.

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INTERNETINĖ LIETUVIŲ KALBOS MOKYMO PRIEMONĖ UKRAINIEČIAMS: KAIP MOKOME GRAMATIKOS?

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Pranešimo metu bus pristatoma nauja lietuvių kalbos mokymo priemonė, skirta tikslinei suaugusiųjų ukrainiečių, norinčių mokytis lietuvių kalbos A1 ir A2 lygiu, grupei. Ši internetinė priemonė išsiskiria žaismingomis ir patraukliomis žodyno plėtojimo užduotimis, sisteminiu požiūriu į gramatiką, kalbėjimo užduotimis, siejamomis su nuotaikingais paveikslais, natūraliais formalią ir neformalią vartoseną atskleidžiančiais dialogais, netradicinėmis užduotimis, pavyzdžiui, komiksais, taip pat dėmesiu sociokultūriniam kontekstui. Pranešimo metu didžiausias dėmesys bus skiriamas gramatikos pateikimo mokomojoje priemonėje metodikai. Gramatinės sistemos išmanymas suprantamas kaip priemonė siekiant pagrindinio besimokančiojo tikslo – įgyti komunikacijos įgūdžių, todėl pateikiant gramatikos temas remiamasi psicholingvistine prieiga ir natūraliosios morfologijos teorija (angl. *theory of natural morphology*, Dressler 2019) bei vartojimu grindžiamu modeliu (angl. *usage-based model*, Tomasselo 2003). Gramatikos kategorijos ir jų elementai pateikiami atsižvelgiant į jų natūralumą – dažnumą, panašumą, skaidrumą, pradedant nuo natūralių gramatikos elementų aiškinimo ir pereinant prie ne tokių natūralių vėlesniuose mokomosios priemonės skyriuose. Visa tai bus iliustruojama demonstruojant mokymo priemonę ir aptariant jos struktūrą bei skyrius. Taip pat bus pristatomos gramatikos mokymo užduotys, aptariama, kaip gramatikos mokymas siejamas su kalbėjimo, skaitymo, klausymo ir kalbos supratimo užduotimis. Tikimasi, kad šis pranešimas ne tik supažindins su pranešimo autorių parengta internetine lietuvių kalbos mokymo priemone, bet ir suteiks naudingų įžvalgų visiems lietuvių kalbos, kaip svetimosios, bei kitų kalbų mokytojams bei dėstytojams. Priemonė sukurta įgyvendinant Europos socialinio fondo agentūros projektą „Lietuvių kalbos mokymai nuo Rusijos agresijos karo prieš Ukrainą pasitraukusiems Ukrainos pabėgėliams“. Projektas finansuojamas 2014–2021 m. Europos ekonominės erdvės ir Norvegijos finansinių mechanizmų dvišalio bendradarbiavimo fondo lėšomis.

Raktiniai žodžiai

Kalbos mokymas; gramatika; natūralioji morfologija; lietuvių kalba.

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SĄVOKOS IŠVYKIMO KREPŠYS PAVADINIMŲ VARIACIJOS: SEMANTINIŲ YPATUMŲ ANALIZĖ PER TURINIO IR PASKIRTIES PRIZMĘ

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Po karo Ukrainoje pradžios, Lietuvoje pradėta naudoti sąvoka - *išvykimo krepšys*. Ja apibūdinamas daiktamaišis skirtas ekstremaliosios situacijos metu, autonomiškai išgyventi 72 valandas. Nepaisant to, kad sąvoka, oficialiuose šaltiniuose naudota ir seniau, visuomenei ji yra naujas darinys, tad žiniasklaidoje, o ir kasdienėje kalboje, pradėti naudoti kiti *išvykimo krepšio* pavadinimo analogai, dažniausiai *evakuacinė* arba *išgyvenimo kuprinė*. Tyrimo metu, įvertinant daiktamaišio turinį, siekta išsiaiškinti kuris pavadinimas geriausiai atitinka žodžio semantiką. *Tyrimo klausimai*: Kuris pavadinimas labiau atspindi daiktamaišio paskirtį ir turinį? Kas keičiasi jei naudojame netikslių pavadinimą? *Metodologija*: lyginamosios analizės metodas. Juo siekiama išanalizuoti aptariamų daiktamaišių skirtumus ir per turinio bei paskirties palyginimą, apibrėžti generuojamą semantinę krūvį. *Rezultatai ir išvados*: Tyrimo metu paaiškėjo, kad tinkamiausias pavadinimas yra *išvykimo krepšys*, nes jis savo prasme kuria pozityvų požiūrį – išvykimas siejasi su kelione. Tuo tarpu sąvoka *evakuacinė kuprinė* kelia negatyvias asociacijas ir reiškia nelaimę. Šie du pavadinimai yra sinoniminiai, tačiau dėl semantinio krūvio geresnis pasirinkimas būtų *išvykimo krepšys*. Gretinant *išvykimo krepšio* ir *išgyvenimo kuprinės* turinį bei paskirtį, paaiškėjo, kad pirmasis skirtas 72 valandoms apsirūpinti reikiamu inventoriumi komplektuojamu atsižvelgiant į tikimybę nebesugrįžti; antrasis skirtas neribotam laikui ir su kitokios paskirties turinio elementais, orientuotais į tai, kad asmuo bus išgelbėtas ir sugrįš. Lyginant pavadinimus su kitų šalių patirtimi, sąvoka *išvykimo krepšys* atitiktų tai kas anglakalbėse šalyse vadinama *Disaster Supplies Kit*, o sąvoka *išgyvenimo kuprinė* - *Survival Kit*. Tai visiškai skirtingos komplektacijos kuprinės, kurios skiriasi ne tik turiniu bei pavadinimu, bet ir savo paskirtimi.

Raktiniai žodžiai	<i>Išvykimo krepšys; Evakuacinė kuprinė; Išgyvenimo kuprinė; Pasirengimas ekstremalioms situacijoms; Išvykimo krepšio pavadinimas.</i>
Literatūros sąrašas	Baniulienė, R., Monkeliūnienė, J., Paškevičiūtė, A., Jakavonis, D., Misiūnas, A., Dumčienė M., & Vilkėlienė, D. (2014), <i>Civilinė sauga</i>. Kopa. Daugirdas, A. (2020). <i>Išgyvenimo atmintinė</i>. Lietuvos Respublikos krašto apsaugos ministerija. Said, N., Khin, T.A., & Nurizzati, A. (2019). Development of A Disaster Kit Based on A Cultural Context for Flood Disaster Relief and Preparedness. <i>IIUM Medical Journal Malaysia</i>, 18(1), 89-96



TARP TARMĖS IR MIŠRIOS KALBOS: DZŪKŲ POLILINGVISTINĖ LEKSIKA

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Tarmės kalbiniai ištekliai bent iš dalies ne visada susiję su bendra tautos teritorija, nacionaline kultūra ar ta pačia kalba. Tarmė, kaip ir kalba, būdama gyvas organizmas iš kaimyninių kalbų adstrato, substrato ar superstrato būdu adaptuoja įvairiarūšius išteklius, įgalinančius sėkmingesnę kalbos funkcijų visuomenėje realizaciją, nepaisant, kad tam galima rasti ir savos kalbos priemonių. Iš lietuvių kalbos tarmių labiausiai polilingvizmo paveikta pietinė pietų aukštaičių tarmė. Riamiantis neseniai išleistu fundamentaliu *Pietinių pietų aukštaičių šnektų žodynu* (sudarė A. Leskauskaitė, V. Ragaišienė, t. 1–2 Vilnius 2016–2019) bei pasitelkiant išlikusios gyvosios tradicijos Varėnos savivaldybės kaimuose (Danavos, Perlojos, Žiūrų, Trakiškių ir kt.) pavyzdžius, atlikta mišrios kalbos arba daugiakalbių išteklių naudojimo semantinių arealų analizė, įvertintas svetimybų arba skolinių intensyvumas, jų pritaikymo prie gimtosios kalbos sistemos variantai. Rezultatai atskleidžia ilgalaikio translingvistinio proceso padarinius pietinių pietų aukštaičių tarmėje. Gudų, lenkų ir rusų kalbų paskolinta leksika būdinga daugeliui dzūkų viešo (ir privataus) gyvenimo sričių, atskirais atvejais kai kuriose netgi dominuojanti. Polilingvizmo poveikis, jo intensyvumas įgalina kalbėti jau ne apie tarmę, bet mišrią kalbą, vartotą siekiant geriausiai realizuoti kalbėtojo komunikacinius tikslus. Regimas poveikis taip pat ir mentalinei etnoso raiškai. Ir čia konvencinė sąvoka „kalba“ integruoja sąvoką „daugiakalbystė“. Bendrinės kalbos poveikio stiprėjimas XX a. antroje pusėje šalindamas iš tarmės svetimybes iš esmės sunaikino ir dzūkų tarmę.

Raktiniai žodžiai

Tarmės; Dzūkija; polilingvizmas; skoliniai; daugiakalbystė.

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HIDDEN CODES: CHILDREN'S SECRET LANGUAGE GAMES IN LITHUANIA

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This paper examines the phenomenon of children's secret language games, or ludlings, in Lithuania. These linguistic games, sometimes referred to as *reverse* language (Lith. *adverniška / atvirkštinė kalba*), are used by children and adolescents as a means of communication that modifies the structure of language—such as reversing syllables or inserting additional sounds before each syllable—thereby making it difficult for outsiders to understand. Ludlings reflect the rebellious nature of adolescence when the desire to stand out from others through unique styles, interests, and language is strong. Such language games constitute a significant part of youth and children's culture across the world, as exemplified by *Gibberish* in English, *Alibi* in Australian English, *Verlan* in French, *Õ-keel* in Estonian, the Latvian *Pupiņvaloda* ("bean language"), and *Löffelsprache* ("spoon language") in German. Despite the presence of similar linguistic phenomena in Lithuanian children's folklore, the topic has not yet been extensively examined by Lithuanian scholars. As far as we know, this is the first attempt to undertake a comprehensive analysis. The following are the main research questions that the present study aims to investigate: What are the structural patterns and linguistic features of secret language games in Lithuania? What functions do ludlings serve? Who employs them, and in what contexts? The analysis is based on data collected from various sources, including folklore archives, online discussion forums, media articles, and a questionnaire specifically designed to gather targeted information on secret language games in Lithuania.

Keywords *Secret language; ludlings; language games; children's folklore; youth folklore; Lithuanian folklore*

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BEYOND LANGUAGE: CREATING MEANING THROUGH THE USAGE OF NATIONAL SYMBOLS

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Though it is widely recognized that meaning in texts is constructed through linguistic means, in many cases, language alone is not sufficient. Instead, Björkvall (2004) notes, elements such as images, illustrations, and information graphics play a crucial role in meaning-making. Texts that incorporate multiple semiotic resources beyond verbal language are known as multimodal texts (Jancsary et al. 2016), where communication extends beyond just speech or writing. Focusing solely on linguistic elements in such texts risks overlooking meanings conveyed through other modes, such as imagery or national symbols, which are often used to unify individuals by visually representing national identity, values, culture, and history (Kolstø 2006, Wiltgren 2014).

This paper moves beyond a purely linguistic analysis of text and employs Multimodal Discourse Analysis to examine how meaning and ideologies are constructed using Lithuanian and German national symbols in *Vasario 16-osios Gymnasium's* Yearbook. The study analyses the use of national symbols in both the Lithuanian and German versions of a Yearbook, investigating how these symbols contribute to meaning-making and ideological construction.

Keywords *Multimodality; semiotics; visuals; visual discourse; meaning making.*

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LIETUVOS KALBŲ PEDAGOGŲ ASOCIACIJOS VAIDMUO FORMUOJANT IR ĮGYVENDINANT KALBŲ POLITIKĄ: PRAKTIKA IR BENDRADARBIAVIMAS

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Lietuvos kalbų pedagogų asociacija (LKPA), įkurta 2006 metais, vienija įvairias institucijas, kurios siekia tobulinti kalbų mokymo praktiką bei stiprinti kalbų pedagogų bendruomenę Lietuvoje. Tarp Asociacijos steigėjų ir narių – žymios Lietuvos aukštosios mokyklos ir institucijos: Vytauto Didžiojo universiteto Užsienio kalbų institutas (VDU UKI), Vilniaus universiteto Užsienio kalbų institutas (VU UKI), VŠĮ Valstybės institucijų kalbų centras (VIKC) ir Vilniaus kolegija (VIKO). Šių organizacijų dėstytojai-praktikai ir tyrėjai yra aktyvūs Asociacijos nariai ir vykdo įvairią veiklą, atsižvelgdami į visuomenės poreikius, švietimo sektoriaus iššūkius bei tarptautines kalbų politikos tendencijas. Pranešimo tikslas – aptarti Lietuvos kalbų pedagogų asociacijos vaidmenį formuojant ir įgyvendinant kalbų politiką, pabrėžiant organizuojamų renginių reikšmę skatinant daugiakalbystės vystymąsi, kalbų mokymą ir tarpusavio bendradarbiavimą. Viena iš Asociacijos veiklų – konferencijų ir seminarų, skirtų pedagogams, taip pat Europos kalbų dienų ir kitų renginių, skirtų visiems besidomintiems, organizavimas. LKPA nariai teikia pastabas ir siūlymus švietimo politikos formuotojams, dalyvauja diskusijose ir siekia užtikrinti, kad kalbų mokymo metodikos atitiktų šiuolaikiniams reikalavimams. 2024–2025 m. m. įvyko 4 konferencijos: „Daugiakalbystės kompetencijų tobulinimas: tyrimai ir patirtys“ (Kauno Juozo Urbšio progimnazija ir VDU UKI), „Kalbų studijos aukštojoje mokykloje 24: Daugiakalbystės realijos (VIKO ir LSMU), „Lingvistiniai, švietimo ir tarpkultūriniai tyrimai 2024“ (VU UKI). Konferencija „Kalbų sinergija: Lietuvos užsienio kalbų bendrystė ir vizija“ buvo organizuota bendradarbiaujant Lietuvos anglų kalbos mokytojų, Lietuvos prancūzų kalbos mokytojų ir dėstytojų, Lietuvos vokiečių kalbos mokytojų bei Lietuvos kalbų pedagogų asociacijoms. Tarptautinė konferencija „Darnioji daugiakalbystė“ sukviečia akademinę bendruomenę bendrai diskusijai ir naujausių daugiakalbystės politikos bei švietimo tendencijų aptarimui. Asociacijos narius vienija ne tik bendri tikslai, bet noras bendradarbiauti bei dalintis patirtimi.

Raktiniai žodžiai *Lietuvos kalbų pedagogų asociacija, kalbų politika, daugiakalbystė, praktika, bendradarbiavimas*

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ATVIROSIOS PRIEIGOS LIETUVIŲ KALBOS IŠTEKLIAI: MOKYMU(SI) IR VERTIMO STUDIJOMS

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Lietuvių kalbai kuriama ir yra sukurta nemažai vertingų išteklių tokių, kaip tekstynai, žodynai, kalbos analizės įrankiai, prieinami per institucines ar kitokias atvirosios prieigos talpyklas. FAIR duomenų principai (Wilkinson et al., 2016) kviečia tyrėjus užtikrinti, kad jų kuriami duomenys būtų lengvai surandami, pasiekiami, galėtų sąveikauti su įvairia programine įranga ir pakartotinai būti naudojami kitiems tyrimams. Kita vertus, tyrėjams ir dėstytojams gali trūkti žinių apie specializuotas talpyklas ir jose saugomus duomenis, kaip moksliniuose tyrimuose ar rengiant mokomąją medžiagą efektyviai perpanaudoti jau parengtus išteklius. Taigi, dalis išteklių lieka nepanaudotų ne dėl netinkamos kokybės, bet dėl informacijos ar prieinamumo stokos. Tam, kad duomenys būtų lengvai surandami, jie turi būti nuosekliai aprašyti su metaduomenimis ir turėti priskirtą nekintantį skaitmeninį objekto identifikatorių (FAIR duomenų principai, 1) – šią informaciją galima rasti patikimose duomenų saugyklose. Pavyzdžiui, tarptautinė mokslinių tyrimų infrastruktūra CLARIN ERIC žinių apie išteklius fragmentaciją siekia sumažinti nuosekliomis išteklių grupių apžvalgomis ir jų sisteminimu (Fišer et al., 2018; Resource Families). Todėl šiuo stendiniu pranešimu siekiame pristatyti lietuvių kalbos mokymui(si) ir vertimo studijoms skirtus išteklius, saugomus atvirosios prieigos (pvz., Zenodo) ir sertifikuotose duomenų saugyklose (pvz., CLARIN-LT), užtikrinančiose ilgalaikį duomenų prieinamumą. Ištekliai bus apžvelgti pagal tokius kriterijus: bendrą informaciją, prieinamumą, anotavimą, dydį, licenciją.

Raktiniai žodžiai

Atvirosios prieigos ištekliai; duomenų saugykla CLARIN-LT; lietuvių kalba; kalbos mokymas(is); vertimų studijos; mokslinių tyrimų infrastruktūra.

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MORFOLOGINIŲ ANOTATORIŲ NEATPAŽINTI ŽODŽIAI

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Šiuolaikiniai kalbos tyrimuose dažnai taikomi tekstynų lingvistikos ir kompiuterinės lingvistikos metodai. Pavyzdžiui, kompiuterinėmis programomis galima atlikti morfologinę, sintaksinę analizę, kurti anotuosius bei neanotuosius tekstynus, garsynus ir t. t. Vienas iš lietuvių kalbos kompiuterizavimo etapų – automatinė morfologinė analizė. Specialiomis programomis – morfologiniais anotatoriais – automatiškai galima nustatyti žodžių lemą, gramatines pažymas (Žemrietė 2023). Morfologinių anotatorių leksinių duomenų bazių sandara ir dydis lemia morfologinės analizės tikslumą. Iš to kyla viena automatinės morfologinės analizės problema – neatpažintos žodžių formos. Programai neatpažinus žodžių, negalima jų tolimesnė morfologinė analizė, o jeigu negalima analizuoti morfologiškai, vadinasi, negalima anotuoti kitais kalbos lygmenimis, pavyzdžiui, sintaksiškai (Rimkutė 2006). Morfologinio anotatoriaus tikslumą lemia gebėjimas atpažinti kuo daugiau žodžių, todėl svarbu ištirti, kokių žodžių jis neatpažįsta, ir svarstyti, kodėl (Paikens 2007). Pranešime pristatoma lietuvių kalbos morfologinio anotatoriaus „Morfuoklis“ (<https://sitti.vdu.lt/morfuoklis/>) neatpažintų žodžių analizė. Ištirta, kokių žodžių iš naujai Vytauto Didžiojo universiteto rengiamo morfologiškai anotuoto tekstyno (žr. <https://sitti.vdu.lt/morfologiskai-ir-sintaksiskai-anotuotu-tekstynu-modeliai-dirbtinio-intelektu-apmokymui/>) programa neatpažįsta: iš daugiau nei 44 mln. žodžių neatpažinta 3,35 proc. žodžių. Analizuotas neatpažintų žodžių pasiskirstymas skirtingų stilių tekstuose: didžiausias neatpažintų žodžių procentas – iš įvairių teisinių dokumentų (programa dažnai neatpažįsta akronimų, pavyzdžiui, KRL, PSŠ, terminų, pavyzdžiui, *kriptoturtas*, *taikmenys*, užsienietiškių žodžių, pavyzdžiui, *radius*, *inter*, *limited*) mažiausias – iš grožinės literatūros (neatpažįstami iš užsienio kalbos versti ar išgalvoti žmonių vardai, pavyzdžiui, *Helė*, *Olė*, kitų kalbų vardų sudedamosios dalys, pavyzdžiui, *fon*, *de*, ne tokios įprastos žodžių formos, pavyzdžiui, *tėvužis*, tarmiški žodžiai, pavyzdžiui, *šunes*). Šie rezultatai leidžia ne tik geriau suprasti lietuvių kalbos morfologinio anotavimo ribas, bet ir siūlo kryptis tolesniems morfologinės analizės metodų tobulinimo tyrimams.

Raktiniai žodžiai

Automatinis morfologinis anotavimas; morfologinis anotatorius; neatpažinti žodžiai; tekstynas; morfologija; lietuvių kalba.

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MINIFICCIÓN Y MULTILINGÜISMO EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS: ESCRITURA CREATIVA Y DESARROLLO LINGÜÍSTICO

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La minificción, con sus características como brevedad, relectura inmediata, final abierto e intertextualidad, se ha convertido en una herramienta didáctica útil en la enseñanza de lenguas, incluido el español como lengua extranjera (ELE). Los docentes estructuran sus métodos de enseñanza según objetivos lingüísticos y comunicativos, pero también es importante permitir que los estudiantes se expresen de manera libre para evaluar sus capacidades naturales en el idioma. El uso de microtextos como inicio para la escritura creativa promueve el desarrollo de habilidades como el léxico, la comprensión lectora, la expresión oral y la destreza intercultural, como se ha evidenciado en aulas de español en Letonia, Lituania e Italia. El presente estudio parte del ejercicio basado en la ampliación de un microrrelato de Luisa Valenzuela realizado en las aulas de español de tres universidades en Letonia, Lituania e Italia. Los resultados muestran que los estudiantes, en su mayoría, desarrollaron relatos descriptivos, centrados en detalles como el aspecto del protagonista y la descripción del café, mientras que las profesiones del protagonista variaron ampliamente según la interpretación de los estudiantes. El estudio analiza los ejemplos de léxico, sintaxis y morfología utilizados por los estudiantes de los tres países. Este tipo de ejercicios permite a los docentes conocer mejor a su alumnado, evaluar su compromiso con el aprendizaje, su atención a los detalles lingüísticos y su habilidad para usar el idioma de manera creativa y coherente. También les ofrece información sobre las perspectivas culturales y la aplicación realista de la lengua por parte de los estudiantes.

Keywords *Enseñanza de lenguas; expresión escrita; comprensión lectora; escritura creativa; microficción; destreza intercultural.*

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LO EXPLÍCITO Y LO IMPLÍCITO EN LOS DICCIONARIOS DIDÁCTICOS: MONOLINGÜES Y BILINGÜES

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Los diccionarios son obras de referencia donde el usuario debería encontrar una información exhaustiva sobre la palabra o las combinaciones de palabras de la lengua que aprende. Cada entrada constituye una pequeña “monografía” de la expresión lematizada que sintetiza su(s) significado(s) o equivalente(s), los datos morfológicos (categoría, formas flexivas), implicaciones sintácticas, de combinatoria léxica y pragmáticas. Los diccionarios learner’s y los bilingües de inglés han alcanzado un alto grado de calidad, entre otras cosas, porque presentan la información de un modo exhaustivo (aportan mucha información sobre el uso de una palabra) y explícito. Explícito significa que los datos lingüísticos se presentan en forma canónica o metalingüística, convenientemente ilustrada por los ejemplos. La lexicografía española se ha enriquecido con varios diccionarios de aprendizaje de español, pero en ellos buena parte de la información está implícita en la definición (el llamado contorno) y en los ejemplos. Se presenta un formato de entrada del diccionario bilingüe lituano-español en línea (en construcción, con 3.800 entradas por ahora), donde se despliegan los contenidos morfológicos, sintácticos y combinatorios de ambos idiomas de modo explícito y se ilustra con ejemplos que aportan además una información implícita adicional de la que en principio un diccionario no debería dar cuenta (uso de artículos, de pronombres personales átonos, de formas pasivas...). Este recurso está dirigido principalmente a lituanos que aprenden español, porque muestra cómo las expresiones básicas lituanas se dicen en español.

Keywords *Diccionarios didácticos; enseñanza explícita; información grammatical; información combinatorial; diccionario lituano-español en línea.*

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LA TRADUCCIÓN MULTILINGÜE DE LAS PAREMIAS: DESAFÍOS Y OPORTUNIDADES

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La traducción multilingüe de las paremias es un tema fascinante y desafiante dentro del campo de la traducción y de la interpretación, que involucra diversos aspectos culturales, lingüísticos y semánticos. Las paremias son expresiones breves y cargadas de sabiduría popular que reflejan valores, creencias y normas culturales profundamente arraigadas. Traducirlas en un contexto multilingüe presenta una serie de retos tanto para traductores como para investigadores. Sin embargo, a pesar de las diferencias culturales, muchas paremias comparten ideas universales sobre la vida, el trabajo, la moralidad y las relaciones humanas. De hecho, algunas frases coinciden en forma y contenido en varias lenguas (como italiano, español y francés), lo que sugiere la existencia de universales fraseológicos basados en la experiencia humana compartida. Este patrimonio lingüístico enriquece cualquier experiencia traductiva y, por supuesto, debería contar con herramientas lexicográficas especializadas, que representen soluciones multilingües refinadas y completas para facilitar una comunicación intercultural eficaz. En este contexto, nuestro objetivo es analizar un corpus de paremias dentro del marco de la traducción multilingüe, utilizando como punto de referencia algunos recursos lexicográficos actuales, tanto impresos como en línea, e investigando también si confiar en ellos puede arrojar resultados satisfactorios, especialmente cuando se trata de expresiones altamente idiomáticas o culturalmente ricas.

Keywords *Paremias, traducción, interpretación, contexto multilingüístico, recursos lexicográficos.*

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LA CORTESÍA VERBAL VALORIZANTE: LOS CUMPLIDOS EN LA CLASE DE ESPAÑOL COMO LENGUA EXTRANJERA

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La cortesía, según Albelda y Barros (2018) hace referencia a los códigos de conducta en las relaciones sociales que regulan el trato adecuado entre las personas. Como señala Bartol Martín (2017), estos códigos no pueden ser considerados innatos, sino que se adquieren. Su enseñanza en el aprendizaje de una lengua extranjera es fundamental, ya que su desconocimiento puede derivar en fallos pragmáticos que afecten la comunicación intercultural y generar malentendidos (De Pablos Ortega, 2005). La cortesía verbal constituye un elemento clave dentro de la competencia pragmática, especialmente en su dimensión valorizante, la cual abarca la formulación y respuesta a los cumplidos (Bartol Martín, 2017). Para analizar la adquisición de este sistema en español por parte de estudiantes, se llevó a cabo un estudio cualitativo con 18 alumnos basado en una encuesta donde se trataban los aspectos deseados sobre la cortesía en general y sobre los cumplidos en concreto. La encuesta incluía preguntas abiertas, orientadas a explorar el conocimiento y uso de las normas de cortesía en español por parte de los participantes. Fue diseñada por la investigadora y validada por expertos. Los resultados muestran las dificultades que enfrentan los estudiantes en este ámbito, lo que resalta la necesidad de diseñar actividades didácticas específicas. En respuesta a esto, el estudio analiza distintas actividades dirigidas a la interiorización de la formulación y respuesta a los cumplidos en la cultura española peninsular, con el objetivo de que los alumnos sean más competentes desde el punto de vista intercultural.

Keywords *Adquisición del artículo en español; corpus de aprendientes; diferencias individuales; enfoque longitudinal; influencia interlingüística; plurilingüismo.*

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EL ESPAÑOL COMO LENGUA DE HERENCIA EN LETONIA

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Visibilizar a los hablantes de lenguas de herencia (LH) en Europa es el primer paso para la posterior demanda de políticas educativas que respondan a sus necesidades específicas y contribuyan al fomento del multilingüismo (Moreno-Fernández et al., 2025). En este marco, la presente investigación cuantifica y caracteriza a los hablantes de español como LH en Letonia, un país en el que la migración procedente de España y de la Iberoamérica hispanohablante no ha dejado de crecer en las tres últimas décadas. Aunque los registros estadísticos letones no aportan información sobre la(s) lengua(s) materna(s), fuentes auxiliares han permitido reconstruir las cifras de los hablantes de español entre la población con trasfondo migratorio a partir de una metodología demolingüística (Moreno-Fernández, 2023); no obstante, se ha flexibilizado el concepto de hablante de herencia. En este sentido, además de a los descendientes de migrantes de países hispanohablantes que nacieron en Letonia (segunda y tercera generación), se ha tenido en cuenta a los nacidos en países hispanohablantes que comenzaron su experiencia migratoria en la república báltica siendo menores de edad, ya que, si bien forman parte de la primera generación de migrantes, suelen tener un nivel de competencia en español que les asemeja a la segunda (Rumbaut, 1997, 950). De hecho, la aplicación de los parámetros establecidos por Loureda Lamas et al. (2023) evidencia que Letonia no es un espacio proclive a la conservación del español como LH, y que apenas uno de cada diez hablantes logrará desarrollarla hasta alcanzar un dominio nativo.

Keywords *Español como lengua de herencia; hablante de herencia; demografía lingüística; Letonia; países hispanohablantes; política lingüística; política educativa; multilingüismo..*

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LA INTELIGENCIA ARTIFICIAL Y LA TRADUCCIÓN DE LA FRASEOLOGÍA TAURINA: EL ROL DE LA COMPETENCIA CULTURAL EN LA PRECISIÓN TRADUCTORA

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Este trabajo aborda el complejo desafío de traducir la fraseología taurina del español al italiano, un par lingüístico caracterizado por profundas diferencias culturales en este ámbito fraseológico. La traducción de expresiones cargadas de un significado cultural taurino a una lengua que no comparte esa herencia plantea un desafío significativo, dado que genera una asimetría lingüística y cultural que impacta en la traducción de frases como "estocada por cornada". Examinamos las teorías sobre la traducción de fraseología, con un enfoque particular en el papel de la inteligencia artificial (IA), y su capacidad (o limitaciones), para abordar la complejidad cultural en la traducción. Este análisis teórico incluye la definición de la competencia cultural. La metodología empleada consiste en un análisis de un corpus de expresiones fraseológicas propias de la tauromaquia, utilizando herramientas de IA en el proceso de traducción del español al italiano, con el fin de evaluar su efectividad en este contexto especializado. Los resultados indican que, aunque la IA puede traducir términos aislados de manera eficiente, aún no logra captar los matices culturales propios de la fraseología taurina. Las conclusiones sugieren que la intervención del traductor humano sigue siendo esencial. Aunque la IA muestra potencial como herramienta de apoyo en el proceso de traducción, aún no alcanza el nivel necesario para satisfacer las demandas culturales de este tipo de traducción. A largo plazo, el estudio destaca que el avance de la IA será fundamental, pero que la sensibilidad cultural sigue siendo un reto difícil de abordar con las tecnologías actuales.

Keywords *IA; tauromaquia; traducción; fraseología; cultura.*

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ESTUDIO LONGITUDINAL DE CORPUS SOBRE DIFERENCIAS INDIVIDUALES E INFLUENCIA INTERLINGÜÍSTICA EN LA ADQUISICIÓN DEL ARTÍCULO EN ESPAÑOL POR ESTUDIANTES ESTONIAS PLURILINGÜES

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La investigación sobre el aprendizaje de una segunda o tercera lengua (L2/3) ha tendido a centrarse en estudios grupales, asumiendo que sus hallazgos son extrapolables a cada individuo (Lowie y Verspoor, 2019, p. 1); sin embargo, este estudio sostiene que, para comprender de manera integral el desarrollo de la L2/3, es imprescindible complementar estos estudios con análisis de casos individuales. La adquisición del sistema de artículos en español representa un desafío significativo, particularmente para aprendientes cuya primera lengua carece de este elemento, como es el caso de los estudiantes estonios (Kruse, 2018; Kruse y Rapún Mombiela, 2024; Rapún Mombiela, 2023; Rapún Mombiela y Tramallino, 2023). En este contexto, la ausencia de una instrucción formal explícita en la enseñanza del español como lengua extranjera, junto con materiales de aprendizaje que no siempre abordan este aspecto gramatical de manera sistemática, conduce a los estudiantes a recurrir a los sistemas de (in)determinación de las lenguas de su repertorio lingüístico para suplir dicha carencia. Mediante un enfoque longitudinal, este estudio analiza, a través de un corpus de aprendientes y herramientas especializadas, los patrones de aprendizaje tanto a nivel global como individual, con el objetivo de identificar estrategias recurrentes, dificultades comunes y particularidades individuales en la adquisición del sistema de artículos en español, así como la influencia de las lenguas del repertorio lingüístico de los aprendices que influyen en este proceso. Los resultados de este análisis contribuirán al desarrollo de enfoques pedagógicos más eficaces y al diseño de materiales didácticos específicos que respondan a las necesidades de los aprendientes estonios plurilingües.

Keywords *Adquisición del artículo en español; corpus de aprendientes; diferencias individuales; enfoque longitudinal; influencia interlingüística; plurilingüismo.*

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LA PERSONALIZACIÓN EN EL APRENDIZAJE DEL ESPAÑOL COMO LENGUA EXTRANJERA

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La personalización del aprendizaje implica otorgar voz a los estudiantes y permitirles elegir qué, cuándo y cómo aprenden, conectando el conocimiento con sus intereses y experiencias (Coll, 2015). Sin embargo, en el contexto lituano, se percibe que las estrategias de personalización en el aprendizaje del español como lengua extranjera son poco conocidas y aplicadas entre los estudiantes. La investigación sobre la personalización en la educación sugiere que una buena gestión del proceso de aprendizaje requiere la participación activa tanto de los profesores como de los alumnos (Chocarro et al., 2007; Deed et al., 2014; Coll, 2015; Walkington & Bernacki, 2020). Respecto al papel del profesor, la didáctica personalizada se caracteriza por la relación entre el docente y el alumno, en la que el profesor guía y facilita los contenidos de estudio, permitiendo que el estudiante, como protagonista y dueño de este proceso, los asimile de manera individualizada (Daura, 2017). Por tanto, para fomentar un aprendizaje significativo, es fundamental acompañar a los alumnos en el desarrollo de habilidades de autorregulación, permitiéndoles enriquecer su conocimiento del idioma y aumentar su implicación en el estudio de la lengua. Para esto, es clave proporcionar herramientas y estrategias de forma didáctica (Bernardo Carrasco et al., 2010), para que el alumno “aprenda a aprender” (Daura, 2017). De esta manera, el presente estudio explora diversas propuestas de actividades diseñadas, para que los estudiantes adapten los métodos de estudio del español a sus intereses individuales, promoviendo así, un aprendizaje personalizado y eficaz de la lengua.

Keywords *Personalización del aprendizaje; habilidades de autorregulación; aprendizaje de lenguas extranjera; personalización didáctica; español como lengua extranjera.*

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LA RELEVANCIA DEL CONCEPTO DE LA HISPANIDAD EN LA ENSEÑANZA DE ELE: PERSPECTIVAS Y DESAFÍOS CONTEMPORÁNEOS

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Dado que el español es la lengua oficial en 21 países, su enseñanza como lengua extranjera (ELE) implica desafíos tanto gramaticales como culturales. La diversidad lingüística y sociocultural del mundo hispanohablante exige un enfoque didáctico que vaya más allá de la norma estándar y permita a los estudiantes comprender la variedad de acentos, expresiones y realidades sociopolíticas de cada región. En este contexto, el concepto de la Hispanidad, popularizado en el siglo XX por el filósofo Ramiro de Maeztu, adquiere un papel fundamental. Maeztu la concebía como una unidad cultural y espiritual basada en una herencia histórica, lingüística y religiosa común, que vinculaba a España, América Latina y otros territorios influenciados por la civilización española. Sin embargo, esta visión ha sido objeto de debate y reinterpretación desde perspectivas históricas y sociológicas (Aranda, Escribano and Riquelme, 2020; Baños, 2024), que han cuestionado su alcance, limitaciones e implicaciones ideológicas. Esta propuesta busca demostrar que el concepto de la Hispanidad sigue siendo relevante y viable en el mundo moderno y puede integrarse en la enseñanza de ELE a través del abordaje de la identidad cultural, los estereotipos, la historia compartida y los fenómenos socioculturales actuales. Para analizar su aplicación en el aula, este estudio incorpora datos cuantitativos sobre las percepciones de los profesores de ELE acerca del uso del concepto de la Hispanidad en sus clases. Los resultados indican que, los profesores reconocen claramente la utilidad del concepto, ya que al abordar esta temática, no solo se trabaja el léxico y la gramática, sino también dimensiones históricas, políticas, identitarias y sociales, lo que enriquece la experiencia de aprendizaje del español.

Keywords *Hispanidad; interculturalidad; enseñanza de ELE; diversidad lingüística.*

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ЕКОЛОГІЯ УКРАЇНСЬКОГО МЕДІАПРОСТОРУ: СОЦІОЛІНГВІСТИЧНИЙ СКРИНІНГ

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Ecology of Ukrainian media space: Sociolinguistic screening

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Дослідження присвячене аналізу результатів соціолінгвістичного скринінгу українського медіапростору для з'ясування екологічності динамічних процесів у мовному ландшафті, зокрема й в аспекті сталого мультилінгвізму (багатомовності). Відповідний експериментальний ракурс вивчення мовної й комунікативної свідомості представників української лінгвокультури дозволяє визначити ступінь впливу медіаресурсів різних типів на формування як індивідуальної, так і колективної когнітивно-дискурсивної екосистеми реципієнтів (Ruotsalainen & Heinonen, 2015). Матеріалом дослідження слугували дані, зібрані шляхом онлайн-анкетування, опитування та лінгвістичного інтерв'ювання, що були проведені групою дослідників у межах проекту «Еколінгвістичні модуси дискурсивного простору України в європейському мультикультурному континуумі / Ecolinguistic Modes of Discursive Space of Ukraine in the European Multicultural Continuum» у 2020–2022 рр. Особливу увагу зосереджено на нормативно-правовому статусі української мови в національному публічному просторі, що не лише впливає на еволюцію інформаційного контенту, але й формує екологічні принципи мовної політики в Україні (Korolyov & Grytsenko, 2022). Опрацювання експериментального модулю з медіаекологічної проблематики продемонструвало думку респондентів про тенденції у виборі медіаресурсів як джерел отримання інформації, зокрема й за параметрами (не)довіри до них і мовної приналежності. Екстралінгвальні компоненти дискурсивного простору України (пандемія COVID-19, військові дії на території України, соціальна криза, хакерські атаки на інформаційні ресурси та ін.) корелюють з явищем «загальної кривизни медіапростору» («the general curvature of media space») (Strate, 2017), що впливає на мовну свідомість і комунікативну поведінку реципієнтів. Соціолінгвістичний скринінг дозволив визначити позитивну тенденцію у споживанні українськомовного медіапродукту в комунікативному просторі України (і ця динаміка особливо відчутна з лютого 2022 р.), що пов'язано, на нашу думку, з «мейнстримністю» України на геополітичній арені, соціальною кризою біженців з України, інтересом до української мови і культури у європейському й світовому континуумі та іншими факторами, що спричинені процесами подальшого формування когнітивно-дискурсивної екосистеми українців через їхню індивідуальну та колективну самоідентифікацію у загальносвітовому масштабі.

Keywords

Еколінгвістика; медіапростір; мовна політика; когнітивно-дискурсивна екосистема; мовна свідомість; соціолінгвістичний скринінг; українська мова.

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СЕМАНТИКО-СТИЛІСТИЧНІ ОСОБЛИВОСТІ УКРАЇНСЬКОГО ВІЙСЬКОВОГО СОЦІОЛЕКТУ

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У зв'язку з російсько-українською війною, лексикон української мови зазнав ряду суттєвих модифікацій, які, зокрема, проявляються у вживанні евфемізмів, пов'язаних з війною, що триває (Halasa, 2023). З огляду на глобальний інтерес до російсько-української війни, евфемізми, пов'язані війною, знайшли свій шлях до ряду інших мов, наприклад, до англійської та німецької. Ці евфемізми проникають в сучасні європейські мови і сприяють розширенню творчого потенціалу їхніх військових соціолектів. Саме цей шар лексики, який демонструє стійкість мовців у перманентному стресі, взято за основу дослідження. У роботі використано метод теоретичного аналізу (характеристика специфіки явища евфемізації), методи систематизації та класифікації (групування евфемізмів військового соціолекту), інтерпретаційний метод (для характеристики семантичних модифікацій, яких зазнають аналізовані лексеми). Відповідно до семантико-стилістичних ознак і типу зв'язку з лексемою, яка зазнає евфемізації, виявлено такі розряди евфемізмів: 1) дотепні вирази без семантичних зв'язків з номінованим поняттям, але з чіткою емоційною асоціацією: бавовна, аналоговнет, затридні; 2) метафоризовані загальновживані лексеми: дискотека, мопед, пташка; 3) лексеми, похідні від імен кіногероїв: кіборги, аватар, орки; 4) умовні позначення військового сленгу: мінусувати, нуль, піксель; 5) лексеми, похідні від власних назв: джевелінити, чорнобаїти, макронити; 6) словосполучки, в основі яких фразеологізм або відомий вислів, перефразований відповідно до актуальних асоціацій: клієти шольца, привид Києва, бандерівське смузі; 7) слова, утворені внаслідок контамінації двох лексем: русня, рашисти, путлер; 8) лексеми, які мають в основі запозичені морфеми, що знижує експресивні конотації: сепари, мультит. З'ясовано, що евфемізація українського військового соціолекту засвідчує сталість розвитку лексичної системи, яка численно продукує нейтральні або дотепно переосмислені лексеми замість насичених негативною конотацією. Іншими словами, використання нових евфемізмів, пов'язаних з війною, в українській мові протягом трьох років (тобто тривалості війни) свідчить про стійку мовну тенденцію, яку ми трактуємо крізь призму стійких мовних практик.

Keywords Українська мова; комунікація; лексика; евфемізм; військовий соціолект; семантика.

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“MULTILINGUALISM” OF 16TH-CENTURY NETHERLANDISH PRINTS: THE CASE STUDY OF THE HIERONYMUS COCK’S PRINTING HOUSE

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Hieronymus Cock's printing house *Aux quatre vents*, founded in 1548 in Antwerp (Netherlands), was one of the absolute leaders of the European printed products market. Linguistic and quantitative analysis of the inscriptions on the engravings printed by Cock allows to identify certain trends in the use of different languages in the inscriptions, depending on the genre, purpose of creation, or authorship of the work. In the 16th-century European art, the tradition of applying inscriptions to works of fine art remained constant (only 17.6% of the analysed engravings do not contain inscriptions), and for this purpose Latin was mainly used. This is also reflected in Cock's prints: 70.1% of them have inscriptions exclusively in Latin. The turbulent historical events, socio-political changes, and general cultural trends associated with the Northern Renaissance in the 16th-century Netherlands led to the emergence of multilingualism and gradual displacement of Latin from all spheres of life, including art. Among the main factors that determined the “multilingualism” of Cock's prints, in particular, are: (1) the relative cheapness of engravings, which made them accessible to representatives of different social strata, (2) Cock's collaboration with authors from different countries, (3) the formation and development of national languages in Europe. The combined effect of all these factors was that Latin inscriptions are used alongside Dutch, Spanish, and French on about 7.9% of prints, and 4.4% of the analysed works have inscriptions in Dutch, French, Spanish, or several of them, but not in Latin.

Keywords *Hieronymus Cock; inscriptions; Latin; multilingualism; Northern Renaissance; 16th-century prints.*

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