

Applied linguistics in the face of the challenges of a changing world

Book of abstracts

24-26.09.2025

**Institute of Applied Linguistics,
Adam Mickiewicz University in Poznań, Poland**

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„Flexibler Unterricht, der sich an den Bedürfnissen der Teilnehmer orientiert“ –Erwartungen und Wünsche angehender Rettungskräfte in deutsch-polnischen Tandem-Fachsprachenkursen in Grenzregionen

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Veränderungen in Bezug auf sprachliche Zustände, z. B. im öffentlichen Raum oder bei fachsprachlicher medizinischer Kommunikation, finden täglich statt. Eine allmähliche Veränderung scheint sich ebenso in der medizinischen Fremdfachsprachendidaktik des Deutschen und des Polnischen als Fachsprache abzuzeichnen, wo sich erste Autor:innen (Ganczar/ Rogowska 2011, Lisek 2021) mit der Vermittlung des notfallmedizinischen Wortschatzes für Rettungskräfte beschäftigen. Keine Publikation thematisiert allerdings umfassend das fachsprachliche Tandemlernen für Notfälle in Grenzregionen. Um den besonderen Anforderungen der Zielgruppe der im deutsch-polnischen Grenzraum arbeitenden Rettungskräfte gerecht zu werden, bedarf es eines neuen didaktisch-methodischen Ansatzes, der auf Tandem-Übungen in beiden Nachbarsprachen mit realitätsnahen Handlungsszenarien für medizinisches Fachpersonal auf beiden Seiten der Oder beruht und dabei neben der Förderung von

fachsprachlichen Kompetenzen wie interaktives Sprechen und Zuhören unterschiedliche Bedürfnisse, Erwartungen und Wünsche der Lernenden mit ihren individuellen sprachbiographischen Hintergründen und häufig heterogenen Vorkenntnissen berücksichtigt. Um eine qualitätsvolle Patientenversorgung in der Grenznähe zu gewährleisten, wurde von dem Autor:innenteam im Jahr 2024 unter Berücksichtigung von Besonderheiten der Notfallkommunikation ein innovatives Tandemsprachkursmodell entwickelt, das Theorie des Tandemlernens im Allgemeinen (vgl. Adamczak-Krysztofowicz 2018) und Praxis der Entwicklung der notfallmedizinischen Kommunikationskompetenz der am nachbarsprachlichen Tandemlernen beteiligten Akteur: innen eng verzahnen soll. In dem Referat werden zuerst die wichtigsten Bestandteile des von uns konzipierten Bottom-up-Modells für einen deutsch-polnischen Nachbarsprachlerntandemkurs präsentiert. Danach wird auf unterschiedliche Bedürfnisse der Deutsch und Polnisch lernenden Rettungskräfte eingegangen. Der Vortrag rundet mit Forschungsdesiderata ab, in denen Schlussfolgerungen aus der qualitativ orientierten Befragung vom angehenden medizinischen Fachpersonal in deutsch-polnischen Grenzregionen eine Beachtung finden.

Tanja Anstatt, PhD, habil, Professor

Keynote

Ruhr-Universität Bochum

Characteristics and Challenges of Heritage Languages: Insights from the Comparison of Upper Sorbian and Polish in Germany

Heritage languages face unique challenges, as they are constantly under pressure from their respective majority languages. However, the specific conditions they encounter can vary significantly depending on their sociolinguistic context. In my presentation, I will compare Upper Sorbian and Polish in Germany as two distinct types of heritage languages: an autochthonous language and a migration-based one.

First, I aim to provide a broader overview of the framework conditions for these two heritage languages. Next, my focus turns to speakers' perceptions and attitudes toward their respective languages. Finally, I examine examples of linguistic structures to discuss if and how different conditions may influence linguistic changes.

Drawing on initial findings from the research project “Comparing Types of Heritage Languages: Upper Sorbian and Polish in Germany (HOSPoD),” launched in 2024, I will conclude by reflecting on key factors that appear to support the preservation and vitality of heritage languages.

Camilla Badstübner-Kizik, Phd, habil., Professor

Adam Mickiewicz University, Poznań

The language of objects - Insights into the Material Culture of Multilingualism

Session: Communication and Cultures in Contact in the Age of Globalization

Abstract: Drawing on the theoretical framework of the material culture of multilingualism, an emerging field of research into multilingualism (Aronin & O Laoire 2013; Aronin 2018), the paper will provide an insight into the multilingual world of material objects. Focusing on selected everyday objects such as clothing, food or household items, various levels of information will be identified that are conveyed via different sign systems and languages - either directly or indirectly and either on the packaging, on additional materials or directly on the object itself. The author presents some of the results of her study on the multilingual shopping mall and provides an insight into a corresponding project that was carried out with students and which opens up promising didactic perspectives.

Anna Bąk-Średnicka, PhD

Jan Kochanowski University of Kielce

Preservice teachers' involvement with parents in school placements: An intervention study

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

This paper focuses on the role of parents in the practicum of prospective teachers of English as a foreign language. Ongoing research in the field highlights that preservice teachers who establish direct, active, and diverse forms of contact with parents during their school placements demonstrate an understanding of the theory of overlapping spheres of influence and empathy. In contrast, a more stereotypical view limits their perception of parents to distant supporters assisting children with learning activities at home. Joyce L. Epstein's (2001, 2011) model of family-school partnerships, however, identifies six types of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating. This paper presents a linguistic analysis of 29 teaching trainees' statements, as documented in 455 observation sheets. The trainees were tasked with identifying and analysing the behaviour of a student during a lesson and establishing connections between the observed behaviour and parental involvement, based on both classroom observation and a follow-up discussion with the teacher. The study aims to assess the trainees' preparedness for collaboration with parents and evaluate how effectively they can engage in such partnerships.

Jose Belda-Medina, PhD

University of Alicante (Spain)

Attitudes Toward Language Testing for Migration: A Cross-Cultural Study of Pre-Service Teachers in Europe

(online)

Session: Communication and Cultures in Contact in the Age of Globalization

In a context of globalization due to increasing migration and international conflicts, linguistic and cultural intersections are reshaping language policies and educational frameworks, influencing identity and intercultural communication. Language testing for citizenship and migration has become a complex issue in this setting, requiring educators to address the linguistic and cultural dimensions of integration (Shohamy, 2009; Edele et al., 2015). This study aimed to examine pre-service teachers' knowledge and attitudes toward language accreditation policies, addressing a significant gap in research on how future educators view language requirements for migrants. Using the ad-hoc Language Accreditation for Migration Attitudes Scale (LAMAS), perspectives of 395 pre-service teachers from Poland, Spain, and the Czech Republic on language policies in migration contexts were assessed. A mixed-methods approach was employed, including quantitative surveys, qualitative reflections, and an intervention with migrant testimonies. Quantitative data were analyzed using SPSS software, while qualitative data were examined with QDA Miner. The LAMAS scale, validated for internal consistency through Cronbach's alpha ($\alpha = 0.82$ overall), consists of three dimensions—Language Test Requirement ($\alpha = 0.78$), Language Learning Support ($\alpha = 0.85$), and Civics Test Requirement ($\alpha = 0.83$). Exploratory Factor Analysis (EFA) confirmed the three-factor structure. Findings revealed notable shifts in attitudes: Spanish participants leaned toward flexible policies accommodating individual migrant needs, while Polish and Czech participants initially favored stricter policies, later showing increased empathy and openness to adaptation post-intervention (Rocca et al., 2020). Qualitative data highlight the importance of teacher training frameworks that prepare educators to support multilingual classrooms and confront misconceptions surrounding migration, language policy, and cultural integration (Haim & Tannenbaum, 2022). These results underscore the need to embed intercultural competencies within teacher training programs, fostering inclusivity and adaptability in language education policies across the European Union (Favell, 2022).

Małgorzata Bielicka, Elżbieta Dziurewicz (organizer)

Adam Mickiewicz University, Poznań

Herausforderungen beim Gebrauch der Fremdsprache Deutsch als Unterrichtssprache: Unterrichtspraxis und Perspektiven der Lehrkräfte

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Das Ziel des Vortrages ist es, die Meinungen von Deutschlehrerinnen und Deutschlehrern zur Verwendung der Unterrichtssprache Deutsch (L2) in ihrem

Unterricht darzustellen. Die neuesten Studien aus Polen und auch weltweit zeigen, dass ein großer Teil der Kommunikation im Fremdsprachenunterricht in der Erstsprache der Lernenden (L1) erfolgt. Dies hat die Notwendigkeit aufgezeigt, die Gründe für den übermäßigen Gebrauch der Erstsprache (L1) näher zu untersuchen. Die Studie umfasst die Auswertung von 13 Interviews, die mit Deutschlehrerinnen auf verschiedenen Bildungsniveaus durchgeführt wurden. Die Fragen betrafen unter anderem das Verständnis des Begriffs „Unterrichtssprache“, das Identifizieren der Situationen, in denen im Unterricht L1 und L2 verwendet werden, sowie die Gründe für die Wahl der jeweiligen Sprache und die Frage der Bewertung der eigenen Sprachkompetenzen. Ein zentrales Ergebnis der Studie zeigt erhebliche Unterschiede im Ansatz zur Verwendung der Fremdsprache zwischen Lehrkräften im bilingualen und im traditionellen Unterricht. In letzterem berichtete die Mehrheit der Befragten von einer geringen Motivation der Lernenden, Deutsch zu lernen, sowie von Problemen mit dem stereotypen Bild der deutschen Sprache als schwierig, hart klingend und von einer belasteten Geschichte geprägt. Was den Input betrifft, betonten die Befragten stets ihre Sorgfalt, den Lernenden möglichst viel L2-Input bereitzustellen. In sich wiederholenden Situationen wie Begrüßungen, Anwesenheitskontrollen, Aufwärmübungen oder der Vergabe von Hausaufgaben wird konsequent die deutsche Sprache (L2) verwendet. Als gerechtfertigt wird der Gebrauch des Polnischen (L1) insbesondere bei der Erklärung von Grammatik oder disziplinarischen Maßnahmen angesehen.

Agnieszka Błażek, Phd, habil., Professor

Adam Mickiewicz University, Poznań

Fachliche Mehrsprachigkeit im Tennisbereich – eine Untersuchung mit biographischem Ansatz

Session: Linguistic Approaches to the Multilingual World

In der Forschung zur fachlichen Mehrsprachigkeit wird aus typologischen Gründen häufig von einer Trennung zwischen fachlicher und allgemeiner Kommunikation ausgegangen. Diese Dualität ist aus forschungsorientierter Sicht legitim und gerechtfertigt, verstellt aber den wissenschaftlichen und damit z.B. auch den fachsprachendidaktischen oder translationsdidaktischen Blick auf den tatsächlichen Verlauf von (Fach-)Kommunikation und die tatsächliche Entwicklung von (fachlicher) Sprachkompetenz, was vielmehr als ein Ineinandergreifen unterschiedlicher berufsinterner und -externer Sprachhandlungen und -erfahrungen aufzufassen ist. Es erscheint daher notwendig, diese typologische Perspektive aufzubrechen bzw. durch weitere Forschungsimpulse anzureichern. Anhand von Daten aus der Autobiographie der deutschen Spitztennisspielerin Andrea Petkovi? versucht der Beitrag mit Hilfe des biographischen Ansatzes, insbesondere unter Anwendung der von Lalak (2010) für die erziehungswissenschaftliche Forschung vorgeschlagenen biographischen Interpretationsebenen, der Frage nachzugehen, ob sich die erlebte Mehrsprachigkeit aus der subjektiven individuellen Sprecherperspektive in berufliche und allgemeine Mehrsprachigkeit unterteilt.

Hanka Błaszowska, PhD, habil., Professor

Adam Mickiewicz University, Poznań

Diana Prodanovic Stankić, PhD

University of Novi Sad, Serbia

Transcreative vs. translational competence from the practitioner's perspective in view of the training of professional transcreators

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

As the demand for transcreation services grows in the global translation industry, it has become necessary to adapt translation education to prepare university graduates better to meet new market needs. This paper will take the discussion of transcreation from industry to Translation Studies, as an academic discipline, by analyzing statements obtained from transcreators through a survey, in order to integrate their conceptualization of transcreation into the context of teaching translation at the tertiary level. As follows, it is crucial to identify specific transcreation competencies and develop models that can guide the creation of new courses in the education of future translators, thereby adding value to current educational programs. Based on and supplementing existing research and models, the authors of this article conducted a survey to examine the concept of transcreation as represented by industry experts in Poland and Serbia. By comparing this with the current competency model of academic translation education, the Competence Framework 2022 (European Master's in Translation (EMT)), the authors aimed to identify specific transcreation competencies that could be integrated into extended curricula for translation specializations in philological studies in both countries. Keywords: language services industry, transcreation, translation/transcreation training, higher education, Poland, Serbi.

Danijela Segedin Borovina

Mirjana Semren

Faculty of Humanities and Social Sciences, University of Split

English as a Foreign Language teachers' beliefs regarding second language pragmatics teaching

(online)

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Pragmatic competence has long been recognised as a key component of second language (L2) learners' communicative competence. In the past decades the role of the foreign language (FL) teacher has been recognised as that of a "bridge" between L2 pragmatic practices and the ways to teach these practices within the FL classroom.

Many authors thus emphasize the need to include pragmatics in foreign language teacher education programs (Savvidou and Economidou-Kogetsidis, 2019). Most FL teachers, however, often feel that their pragmatic competence is weaker than their grammatical competence. They feel less knowledgeable and less comfortable about L2 pragmatics teaching (Cohen, 2018). Whether FL teachers decide to teach L2 pragmatics thus depends on their beliefs regarding the topic. The present study aimed to investigate EFL teachers' beliefs regarding L2 pragmatics and L2 pragmatics teaching in their classrooms. The following research questions were addressed: 1. What do EFL teachers believe about L2 pragmatics and L2 pragmatics teaching? 2. Which strategies do EFL teachers use to teach L2 pragmatics? Twelve teachers participated in semi-structured interviews which were subsequently transcribed verbatim. Inductive content analysis was used to analyse the data. Each interview was read repeatedly by two researchers, after which initial themes and concepts were identified. Similar codes were grouped into categories. The analysis showed that teachers did not have a strong theoretical knowledge of pragmatics. However, their intuitive knowledge of pragmatics was much stronger. Teachers believed in the value of L2 pragmatics teaching but were unsure about how to approach pragmatic topics or which teaching strategies to use. Teaching pragmatics was not something teachers planned but rather something they dealt with if the opportunity arose. These results point to a possibility that pragmatic competence is still a "conceptually 'empty' catchword that is difficult to translate into concrete classroom activities (Glaser, 2023). The results imply that more effort should be invested into including L2 pragmatics in teacher education programs. Key words: L2 pragmatic competence, teaching pragmatics, EFL teachers' beliefs and practices.

Elouise Botes, Phd

University of Luxembourg

***Effect Size Guidelines for Individual Differences in L2 Learning Studies:
A Second-Order Synthesis***

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Previous research has determined that effect sizes differ across disciplines, with discipline-specific effect size benchmarks providing researchers with tools to accurately describe effect sizes. Research into individual differences in second language (L2) learning is flourishing, however effect sizes guidelines are lacking. Using the established methodologies of previous benchmarking studies in psychology, this second-order synthesis study presents empirically derived effect size benchmarks for correlation coefficients of individual differences in L2 learning. The analysis of 1,719 effect sizes from 23 meta-analyses resulted in an overall 25th percentile of $r = \pm.20$, a 50th percentile of $r = \pm.35$, and a 75th percentile of $r = \pm.50$. In addition, using a taxonomy of individual differences categories, we distinguished between cognitive-, conative-, affective-, and personality differences. A one-way ANOVA showed significant differences between categories, with conative differences displaying the largest effect sizes, followed by affective and cognitive differences, and personality differences having the smallest. Based on the quartiles, effect size guidelines were developed for each category as well as for L2 individual differences research in general.

The findings highlight the importance of context in establishing effect size guidelines for and the relevance of researchers' familiarity with reporting and interpreting them.

Maciej Buczowski, PhD

Stanisław Staszic State University of Applied Sciences in Piła

Evaluating AI-Generated Legal Translation Quality: An Assessment of Grok AI's Translation of Selected Polish Acts of Parliament

Session: Linguistic Approaches to Multilingual World

Abstract: This study critically examines the accuracy and quality of Grok AI's translations of selected Polish Acts of Parliament, including legislation on social insurance amendments and related areas. The primary objective of this research is to verify Grok AI's ability to accurately convey legal concepts, norms, and culturally specific terminology across linguistic and legal boundaries from Polish to English. Employing a three-pronged methodological framework, this paper integrates Translation Quality Assessment Chesterman (2016) to examine core criteria such as accuracy, terminology consistency, and readability and Descriptive Translation Studies Toury (1995) to analyse adherence to source and target norms. Finally, Pym's (1992) Error-Based Assessment is utilised in order to identify and categorise specific translation errors. By applying these methodologies, the present study identifies strengths and limitations within Grok AI's legal translation performance. The focus is put on fidelity to legal language conventions and accuracy in transferring complex legal terminology and structural norms, as well as the reflection of any culturally relevant elements in the source text. The results add to the continuing discussion on the function and dependability of machine translation in high-stakes legal contexts by highlighting the effectiveness and errors of AI in legal translation.

Anna Cetnarowska, Ms

Akademia Nauk Stosowanych w Nowym Sączu

Grammar interference in Second Language Acquisition

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Grammatical interference, where the structures of a learner's first language (L1) influence the acquisition of a second language (L2), poses significant challenges in second language acquisition. This presentation explores grammatical interference among Polish learners of English, focusing on how Polish grammar affects the mastery of English grammar. Due to substantial grammatical differences—such as in word order, tense usage and articles —Polish learners often transfer elements of Polish grammar into their English usage, which can result in persistent errors and hinder fluency. The study analyses data from a group of Polish learners of English. Through a series of written tasks, frequent interference patterns were identified and discussed. This presentation will discuss these findings with a focus on how teachers can better support Polish learners by addressing L1-specific challenges in order to develop greater

grammatical accuracy and fluency. It also highlights the need for cross-linguistic awareness and understanding L1-specific interference patterns to support more effective English language acquisition among Polish learners.

Kangsok Cho, Professor

Keynote

Yonsei University, Department of Korean Language and Literature

Three Core Perspectives For Reading Han Kang's Novel

Session: Languages and literature in Fareast Asia

This presentation analyzes Han Kang's literature through three core perspectives: image-thought, characters on the edge, and literature as a question. Han Kang, who debuted as a poet before becoming a novelist, is acclaimed for her "intensely poetic prose" and experimental style that redefined contemporary Korean fiction. The first perspective, image-thought, explores how Han's narratives are anchored in vivid, recurring images—often emerging through dreams or visions—that serve as central agents of narrative and reflection. These images create an anachronistic effect, blending past and present, and sustaining emotional intensity throughout her works. The second perspective examines Han's protagonists, who are less traditional characters and more symbolic figures poised at existential and ethical thresholds. Rather than embodying typical social roles, these characters, such as Yeong-hye in *The Vegetarian*, pursue obsessive experiences and attitudes to their limits, standing precariously "on the edge." The third perspective considers Han Kang's literature as fundamentally interrogative. Her works, especially *The Vegetarian*, are structured as a series of unresolved questions—about violence, aesthetics, guilt, and innocence—rather than providing clear answers. Ultimately, Han Kang's fiction does not offer consolation or resolution; instead, it foregrounds symptoms and questions, compelling readers to confront the ambiguities and contradictions of human existence. Through these approaches, Han Kang's literature challenges conventional boundaries of narrative, character, and meaning, inviting readers to engage in profound reflection and inquiry.

Luiza Ciepielewska Kaczmarek, PhD

Gabriela Gorąca-Sawczyk, PhD

Adam Mickiewicz University, Poznań

***Internationale Lehrer*innenbildung am Beispiel der Projektseminare
und studentischer Schnupperpraktika***

Session: Foreign language teaching from the Perspective of (Inter)cultural studies

Die komplexen und anspruchsvollen Rollenanforderungen der Fremdsprachenlehrkraft, neben allgemein-pädagogischen Aufgaben auch als Mittler zwischen den in den Unterrichtssprachen repräsentierten Kulturen aufzutreten,

machen für die universitäre Lehrkräftebildung interkulturelle Erfahrungen unabdingbar. Die vom DAAD geförderte Germanistische Institutspartnerschaft (GIP) zwischen der Adam-Mickiewicz-Universität Poznań, der Radboud Universität Nijmegen und der Philipps-Universität Marburg baut auf eine seit vielen Jahren gepflegte Kooperation der drei Standorte in Forschung und Lehre im Fach Deutsch als Fremdsprache (DaF) auf. Zu den in den Jahren 2022-2024 im Rahmen der GIP durchgeführten Maßnahmen gehören u.a. trilaterale Projektseminare mit anschließenden Studienreisen sowie studentische Schnupperpraktika. In diesem Beitrag sollen beide Maßnahmen im Hinblick auf den Kompetenzerwerb polnischer angehender Lehrkräfte vorgestellt werden.

Kata Csizér, PhD, Professor

Keynote

Eötvös Loránd University

Teaching and Learning Languages in the Digital Era: A Framework for Autonomous Use of Technology

This presentation introduces a theoretical framework designed to explore students' autonomous use of technology in foreign language learning. The need for this framework is grounded in two key factors. First, language proficiency levels in many countries still remain lower than desired, emphasizing the need for research that can improve the effectiveness of language teaching in diverse educational contexts. Second, while previous studies (e.g., Csizér et al., 2024) have addressed students' autonomous use of technology, they often provide a simplistic view, mainly focusing on language learning within the classroom setting. To address this gap, the first step involves analyzing educational documents that inform language teaching across various educational levels. This analysis investigates instances of autonomy and technology use in both formal and informal learning environments, considering aspects such as teacher roles, individual versus collaborative learning, and the methods and tools utilized. The second approach involves exploring language teachers' perspectives. Data could be gathered through interviews and questionnaires to assess their openness, knowledge, and willingness to foster autonomy and integrate technology. Teachers could also share insights about contextual factors such as school culture, curriculum flexibility, and initiatives that support students' autonomous use of technology. Classroom observations represent the third approach, focusing on how technology is utilized in teaching, how students engage with it, and how autonomy is encouraged both individually and collaboratively. Observing classroom dynamics provides valuable insight into the interactions that promote autonomous behavior. Finally, data could be collected from learners themselves, exploring their technological competence, motivation, and autonomy-related behaviors. This includes examining whether autonomy is intentional or inherent, and how it is influenced by personal traits, social context, and available resources. The presentation concludes by discussing the theoretical and pedagogical implications of this framework, aiming to enhance language education through autonomous, technology-supported learning practices

Julia Davydova, PhD, Professor

Pädagogische Hochschule Vorarlberg, Austria

Affective engagement with mass media texts and perceived acquisition of English as a foreign language: Evidence from Austrian Vorarlberg
(online)

Session: Foreign language teaching from the Perspective of (Inter)cultural studies

The study sets out to explore German-speaking adolescents' emotional engagement with mass media products and in so doing, to determine if the practice of watching films and series in English has any discernible impact on adolescents' perceptions of their own L2 proficiency. Targeting 630 high-school students from Austrian Vorarlberg, a survey pinpoints high levels of affective involvement with online streaming products on the part of those individuals who watch their favourite entertainment shows in English. These individuals report higher levels of L2 English proficiency in comparison to their peers consuming similar content in German. Crucially, the multiple linear regression returns emotional engagement and English-language viewing practices as two important factors shaping learners' perceived proficiency in English. The implications of the study are discussed within the framework of sociopsychological organismic integration theory (Ryan & Deci 2007, 2008) and against the backdrop offered by the construct of integrative orientation (Gardner 1985, 2010).

Natalia Dawidczyk

University of Warmia and Mazury, Olsztyn

Assessing AI vs. Human Performance in Translation of Push by Sapphire: Linguistic, Legal, and Ethical Perspectives
(online)

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

The rise of artificial intelligence in translation studies has led to significant debates regarding its accuracy, efficiency as well as ethical implications. This presentation will examine the limitations of translation made using AI, by analyzing the English to Polish translation of Push by Sapphire, a novel that presents a unique challenge for the translator due to its non-standard grammar and emotional depth. By comparing AI-generated translations with human translation, the analysis will highlight the inadequacies of AI in handling cultural nuances, idiomatic expressions and linguistic creativity. The presentation is going to focus on demonstrating that while machine translation has made substantial progress in recent years it still falls short in preserving the emotional aspect of a text. Drawing on findings from Hanji Li and Haiqing Chen (2019), which indicate that human translation outperforms AI in complex linguistic scenarios, it will be argued that AI does not handle the linguistic layer of Push satisfactorily. Furthermore, as presented by Jenna Ng (2021), AI's decision-making processes make it not reliable in literary translation. The study shall also touch upon

the legal and moral aspects of AI translation, including intellectual property concerns and ethical dilemmas associated with dehumanization. Elizabeth A. Wilson (2010) discusses the limitations of AI in replicating human emotions, proving the argument that AI translations lack the human skills to convey the depth of literary works.

Kamil Długosz, PhD

A. Skalba

M. Sobkowiak

Anna Olszewska, MA

Adam Mickiewicz University, Poznań

The acquisition of L3 Scandinavian impacts word order in advanced L2 English: Regressive cross-linguistic influence in verb-particle constructions

Session: Linguistic Approaches to the Multilingual World

Despite the agreement that cross-linguistic influence is not unidirectional, scarce attention has been given to how the addition of an L3 impacts the languages known prior (e.g., Cabrelli, 2023). Therefore, the present study explores how learning a Scandinavian language as L3 affects word order in advanced L2 English depending on L3 proficiency. The targeted verb-particle constructions are absent in Polish (L1) and present in both English (L2) and Scandinavian (L3), but their placement varies across these languages. In English and Norwegian, the particle can both precede (preNP) and follow (postNP) the object. In Swedish, the particle is fixed in the preNP position, while in Danish it is always placed in the postNP position. Capitalizing on these differences, we examined three groups of L1 Polish L2 English learners (C1 level), acquiring either L3 Norwegian (n=65), Swedish (n=52) or Danish (n=46) from beginning to advanced levels (A2-C1). Since Norwegian patterns alike English, it served as a control group, while Swedish and Danish acted as two experimental groups. All learners were tested with an acceptability judgement task (AJT) and a self-paced reading task (SPRT) in both L2 and L3. An analysis using linear mixed-effects models revealed regressive cross-linguistic influence in participants' judgments and reading times in L2 English, reflected mainly in the post-posed particle being preferred by L3 Danish learners and strongly dispreferred by L3 Swedish learners. Notably, the occurrence of the effect was modulated by L3 proficiency. Our study is the first to show that (i) L3 impacts word order in L2, thereby extending the observation of regressive cross-linguistic influence to syntax, and that (ii) this effect is modulated by L3 proficiency.

Kamil Długosz, PhD

Anna Skalba

Mikołaj Sobkowiak

Anna Olszewska

Adam Mickiewicz University, Poznań

Grammatical gender processing in Polish-German and Polish-Danish bilinguals: A visual world eye-tracking study

Session: Linguistic Approaches to the Multilingual World

Previous studies have examined either symmetric gender systems with the same type and number of genders, such as Spanish and Italian (e.g. Morales et al., 2016), or asymmetric systems with differing numbers of genders, such as German and Spanish (e.g. Klassen, 2016). However, less is known about the interaction between asymmetric and dissimilar gender systems, particularly in relation to L2 proficiency. This study addresses these gaps by examining the representation of grammatical gender in adult Polish-German versus Polish-Danish bilinguals. Polish has three genders (masculine, feminine, neuter), while Danish distinguishes between two (common, neuter). Using a visual world eye-tracking task, we monitored participants' eye movements as they viewed object pairs on a screen and followed instructions in German or Danish. The grammatical gender of object names was manipulated: object pairs were either congruent or incongruent in Polish, while always congruent in German/Danish. We are currently collecting data from adult Polish-German and Polish-Danish bilinguals majoring in German/Danish at Polish universities. To investigate the role of L2 proficiency, we recruited participants at intermediate to advanced levels of L2 proficiency. Apart from the visual world eye-tracking task, each testing session also includes a background questionnaire, a control gender assignment task, and the placement test, Dialang. Based on our preliminary results, we predict interactions between the L1 and L2 gender systems for Polish-German, but not for Polish-Danish bilinguals. We will discuss the findings in terms of the temporal dynamics of gender processing and the impact of cross-linguistic similarities and differences on cross-language activation in bilinguals.

Kamil Długosz, PhD

Adam Mickiewicz University, Poznań

Natalia Mitrofanova

Oleksandra Hrebenshchykova

Serge Minor

M. Westergaard

UiT The Arctic University of Norway

The effect of structural similarity in bidirectional cross-linguistic influence: Case and gender in Ukrainian-Polish bilingual children

Session: Linguistic Approaches to the Multilingual World

A recent model of multilingual language acquisition, the Linguistic Proximity Model (Westergaard, 2021) argues that cross-linguistic influence (CLI) is due to co-activation of the previously acquired languages and that the major factor involved is structural

similarity. The current study extends this theoretical approach to attrition contexts. Having to learn new languages is the current reality for millions of Ukrainian children. The new languages to be learned are in some cases structurally very similar to their first language(s), e.g. Polish. The current study investigates the effects of bidirectional CLI by Ukrainian children (n=76) aged 6-12 (mean age 9 yrs.), who have been living in Poland for 4-20 months and acquiring Polish as their L2. A comparison is made with groups of Ukrainian and Polish monolinguals. We investigate crosslinguistic effects of structural similarity across two domains: gender and case, in which Slavic languages generally display formal/functional similarity. Concurrently, there are certain differences, e.g. in the marking of animate direct objects in the plural, ACC=NOM in Polish but not Ukrainian, and the gender of nouns ending in a palatal consonant, more likely to be masculine in Polish and feminine in Ukrainian. We developed two elicitation experiments: CASE: Children were asked to name animate objects shown on a computer screen, which elicits ACC case forms of both sg and pl nouns, cognates and non-cognates (Ukrainian-Polish) GENDER: Children were asked to produce [color adjective+noun] combinations with a set of nonce nouns ending in palatal consonants (which elicit a gender-marked adjective). We found that 1) the language of Ukrainian children underwent attrition in contact with Polish, visible in the attrition of Ukrainian forms where the two languages differ, 2) attrition was not stronger with cognates compared to non-cognates, and 3) the effects of reverse CLI (L2 to L1) were more pronounced in younger children.

Michał Ejankowski, BA

Adam Mickiewicz University, Poznan, Poland

Idiom learning on a digital platform on the example of the Treedioms website

(online)

Session: Language Corpora and Databases: Design, Data Collection, Annotation, Management, and Applications

The state-of-the-art technologies of the XXI century have completely revolutionized our understanding of what language is and how it is to be taught. Society must move towards the direction of digital education in the upcoming years. The presentation will focus on a preliminary study examining the functionality of the educational platform "Treedioms – online idiom dictionary" for learning English idioms. The project analyzes the platform's impact on participants' passive phraseological competence, their interaction with the platform, as well as the effectiveness and attractiveness of various activities available with the main research objective to measure the process of idiom acquisition. The research serves as the basis for further improvements to the tool, with plans for subsequent replication in both test and reference groups to assess the effectiveness of idiom learning in an online environment. The study involves developing exercises, implementing activities within the platform, conducting pre- and post-study surveys, analyzing quantitative data, and conducting interviews with selected participants. The course of exercises were based on the Kuhn methodology:

discover, recognize, utilize (Kuhn, P. (1992)). The lecture will outline the entire project and highlight its results, providing insights into the platform's potential in enhancing idiomatic competence and learning engagement.

Melanie Ellis, PhD, habil., Professor

Silesian University of Technology, Poland

First Encounters in an intercultural telecollaboration: L3 users of English from Poland and Kyrgystan
(online)

Session: Linguistic Approaches to the Multilingual World

Telecollaboration projects have been found to offer affordances for development of intercultural understanding (Godwin-Jones, 2019). Students from Poland and Kyrgystan, with English as a third language took part in an online project which aimed to build intercultural awareness and communication skills. The study included in-class synchronous online encounters, followed by asynchronous tasks in small international groups. This talk explores the initial synchronous meeting, designed to help the students open intercultural conversations, through comparing language learning experiences. Reactions of the Polish participants to this first encounter in the “third space” (Kramsch, 1993) are investigated, on the basis of analysis of group discussions (n=11, n=12) recorded immediately after the online meeting, and written reflections given in response to guided prompts. Computer assisted analysis of the transcripts was used to identify themes and initiate qualitative content analysis (Krippendorff, 2013). Analysis of the pronouns was also conducted. These initial impressions of the Polish students were then compared with contents of the materials produced in the international groups in the following two weeks. Findings indicate that despite initial apprehension, concerns about how they were being perceived and technical challenges, the students successfully negotiated the third space, achieving task goals. It was found they made use of multimodal and plurilingual strategies to facilitate communication. Changes in use of pronouns used suggest that “othering” (Dervin, 2012) reduced as the groups began to work together. Participants in both settings reported positive attitudes to the experience.

Durk Gorter, Professor

Keynote

University of the Basque Country EHU/UPV

Multilingualism on Display: Developments in Linguistic Landscape Studies

Over recent decades, linguistic landscapes have become an area of importance for applied linguistics. This paper will give a selective account of the development of Linguistic Landscape Studies, concerning their development as part of applied

linguistics and sociolinguistics. Linguistic landscape studies explore the representation of language in public places, including a diversity of elements such as street signs, advertisements, storefronts, graffiti, and other forms of signage. By analyzing these visible texts in public spaces, researchers gain a richer insight into how different languages coexist, compete, and interact in a given area. This presentation will focus on some important theoretical frameworks and research methods that have shaped the field. At the beginning, researchers concentrated on documenting and detailing the linguistic diversity in different urban contexts, but the field has considerably expanded over time. Some of the theoretical approaches and research methods that influenced the field will be illustrated in this presentation. These include: - Theoretical perspectives: Analyzing how various theoretical frameworks have given shape to research designs, including geosemiotics, ethnolinguistic vitality, frame analysis, contact linguistics, and others. - Methodological progress: Reviewing the range of methods used in Linguistic Landscape studies, such as photography and walking interviews. - The influence of technology: The increasing significance technological aspects, mainly through digitized mapping tools, and the relationship of the offline world with the online. Special attention is paid to multilingualism, seeing how linguistic landscapes mirror and shape linguistic diversity. The intention is to show how studies on linguistic landscapes enrich applied linguistics, for instance, for language learning strategies. The presentation will conclude by looking at possible future directions for linguistic landscape studies, in terms of how it can be used to inform us about globalization, social identities, and social change in a highly diverse and interconnected world.

Martin Henzelmann, PhD, habil.

University of Greifswald

Die Sprachenlandschaft in polnischen Nationalparks

Session: Communication and Cultures in Contact

Die Erforschung der Sprachenlandschaft (oder engl. Linguistic Landscapes) hinterfragt das Vorkommen von Sprachen, die im öffentlichen Raum in Schriftform wahrnehmbar sind. Neben der empirischen Dokumentation unterschiedlicher Schriftsprachen geht es unter anderem um quantitative und qualitative Analysen sowie um eine funktionale Klassifizierung der beobachteten Phänomene. Für eine Studie bieten sich vor allem urbane Zentren an, da man dort eine Vielzahl von unterschiedlichen Sprachen beobachten kann. Im Unterschied dazu stehen dünn besiedelte Regionen wie Kleinstädte oder Dörfer nur selten im Fokus (so etwa in einer Studie bei Makowska (2022), die die Sprachenlandschaft in der Kleinstadt Olecko in den Masuren analysiert). Noch weniger erforscht ist die Rolle von Sprachen Nationalparks: Sie unterliegen strengen gesetzlichen Regulierungen und Kontrollen, der Zutritt zu ihnen ist eingeschränkt, die Verwendung von Sprachen wird gezielt an den Bedürfnissen der Besucher ausgerichtet und man findet generell deutlich weniger Aufschriften als in urbanen Zentren. Aus diesen Gründen ist es schwieriger, aussagekräftiges Material für Korpora zur Sprachenlandschaft in Gebirgsregionen zu sammeln als beispielsweise in Großstädten. Ungeachtet dessen kann man beobachten,

dass die Sprache in einem Naturschutzgebiet sehr sorgsam und bedacht eingesetzt wird und deshalb wichtige Funktionen erfüllt. Im Vortrag wird dies am Beispiel polnischer Nationalparks gezeigt. Im Fokus stehen das Riesengebirge und die Hohe Tatra, deren sprachliche Infrastruktur sich in den vergangenen zehn Jahren sehr dynamisch entwickelt hat. In beiden Fällen haben wir es mit Grenzregionen zu tun, die für die Mehrsprachigkeitsforschung öffentlicher Räume ohnehin wichtige Gebiete darstellen (so etwa exemplarisch dokumentiert bei Lisek 2020). Neben Auszügen aus den Datenkorpora, die im Riesengebirge und in der Hohen Tatra empirisch zusammengetragen wurden, geht es im Beitrag um das Verhältnis von Sprache und Raumstrukturen, die Bedeutung von Mehrsprachigkeit in Nationalparks und die domänenspezifische Konzeptualisierung der unikalen Sprachenlandschaft in Polen.

Marina Jajić Novogradec, Professor

Faculty of Humanities and Social Science, University of Zagreb

***Ethnopsycholinguistic approaches to second language studies in
Croatian bilingual/multilingual education system***

(online)

Session: Linguistic Approaches to the Multilingual World

Ethnopsycholinguistics is a rather new interdisciplinary scientific field in the studies of the processes of second language acquisition (SLA), the beginnings of which can be found in the 1970s, primarily in the works of Russian psycholinguists. According to Leontiev (1997), it is the area of psycholinguistics that deals with communication processes in ethnic and cultural aspects. Those aspects are seen in the studies of speech acts, language consciousness and in external and internal organization of communication processes. Although ethnopsycholinguistics has still not been recognized as an independent discipline, the research approaches it deals with suggest that it is an area which is extremely important for the SLA studies, especially within the framework of individual bilingualism/multilingualism. In the Croatian education system individual bilingualism/multilingualism has been rapidly developing so far, especially due to language diversity and number of languages being learned. Learners may learn a wide range of foreign and minority languages, starting with one foreign language as a compulsory subject in Grade 1 of the primary school, and then with other foreign and minority languages as optional subjects throughout later stages of education. In our paper the focus will be on learning minority languages and cultures in Croatian Submersion bilingual education model and what opportunities such diversity in language learning may give to the use of ethnopsycholinguistic approaches to the studies of individual bilingualism/multilingualism in the Croatian context. First, theoretical background of ethnopsycholinguistics and its approaches will be presented as well as some recent ethnopsycholinguistic studies (e. g. Dyakova et al., 2019; Sverdlova, 2022) that might serve as a basis for bi/multilingual studies in Submersion bilingual education model in the Republic of Croatia. Based on some previous studies that deal with Croatian multilingual learners in various contexts, some theoretical and

practical implications for ethnopsycholinguistic approaches to SLA studies will be proposed.

Marta Janachowska-Budych, PhD

Adam Mickiewicz University, Poznań

***Zum Begriff des Diskurses und der Diskursbewusstheit unter
angehenden DaF-Lehrkräften: Ergebnisse einer Pilotstudie***

Session: Foreign Language Teaching from the Perspective of (Inter)cultural Studies

Das Hauptthema der Konferenz, nämlich der Wandel mit all seinen Ursachen und Folgen (u.a. Migration, Globalisierung, Klimawandel) stellt (auch) den Fremdsprachenunterricht vor neue Herausforderungen. Eine davon ist es, Sprachlernende mit sprachlichen Ressourcen und kommunikativen Strategien auszustatten, damit diese ihre Diskurskompetenz entwickeln. Die aktive Beteiligung an fremdsprachlichen Diskursen, d.h. auch an Gesprächen über und für den Wandel, gilt als übergreifendes Ziel des Fremdsprachenunterrichts (vgl. Hille / Schiedermaier 2021). Ziel des Beitrags ist es, die Ergebnisse einer Pilotstudie vorzustellen, die unter angehenden Lehrkräften für Deutsch als Fremdsprache in Polen und Deutschland durchgeführt wurde, zu ihrem Wissen über Definitionen des Diskurses sowie zur Diskursbewusstheit und die didaktischen Implikationen der Ergebnisse zu reflektieren.

Seong Ho Jang, PhD Candidate

Yonsei University

***Sense of Death in Korean Post-war Poetry – Focusing on Gunpowder
Smoke In Anthology of Korean Post-war Poetry (한국전후문제시집, 1961)***

Session: Languages and literature in Fareast Asia

Published in 1961, Anthology of Korean Post-war Poetry is an important resource that provides a multilayered look at the development of contemporary Korean poetry from the 1950s to the early 1960s. As its name suggests, the works in this anthology have the Korean War, which broke out in 1950, as one of their main themes. Discussions of the ways in which the devastation of the Korean War is represented in poetry have been conducted through studies of the loss of place due to war, and studies of vision or gaze as the primary sense of perceiving the appearance of war. However, these studies leave something to be desired in that they lean heavily on the representational aspect of war. As we know, war is an inscrutable event that exceeds the cognitive capacities of individual subjects, and it is not something that can be fully reproduced or imitated, but rather transformed by affecting subjects in various ways. From this perspective, this study aims to analyze the impact of the event of war on individual subjects by focusing on the invisible sense of smell that subjects sense beyond the visible aspect of representation, especially the smell of gunpowder smoke in Korean postwar poetry of the 1950s and 1960s. To this end, Chapter 2 will discuss the perception of war by the poets of the time by examining the keyword of war in the short prose of the poems

included in Anthology of Korean Post-war Poetry. Chapters 3 and 4 will build on the discussions in the previous chapters to examine Korean post-war poetry, focusing on the keyword of gunpowder smoke in the poems in Anthology of Korean Post-war Poetry.

Barbara Alicja Jańczak, PhD, habil., Professor (organizer)

Adam Mickiewicz University, Poznań

When Languages Intertwine: Exploring Pattern Replications Among German-Polish Bilinguals

Session: Linguistic Approaches to the Multilingual World

As bilingual individuals often blur the boundaries between the languages they use, their language repertoire is best understood as an integrated whole (cf. Busch 2013: 47). This presentation draws on language biographies of German-Polish bilinguals, recorded by the author and others, transcribed, and annotated to identify morphosyntactic changes stemming from German-Polish language contact. Emphasis is placed on the interaction within the bilingual language repertoire, focusing on pattern replications (PATs) and sociolinguistic variables such as regional background, language policies, and the age of onset of bilingualism.

Pattern replications are examined as structures in which “only the patterns of the other language are replicated, i.e. the organization, distribution and mapping of grammatical or semantic meaning,” while “morphological material and its phonological shape” remain unaffected (Sakel 2007: 15).

The interviewees are Germans who, after World War II, remained in the newly integrated Polish territories and experienced a language shift from German to Polish. This presentation utilizes statistical analysis and examples of pattern replications from the corpus to explore sociolinguistic factors contributing to morphosyntactic changes in their language repertoire.

Anna Jorroch, PhD

Faculty of Modern Languages Warsaw University

***Das digitale Korpus der deutsch-polnischen Zweisprachigkeit
LangGener. Grammatische und soziolinguistische Fragen***

*Session: Language Corpora and Databases: Design, Data Collection, Annotation,
Management, and Applications*

Das Thema des Referates fokussiert die soziolinguistischen Umstände der deutsch-polnischen Zweisprachigkeit in Anlehnung an Sprachbiographien der deutsch-polnischen Bilingualen, die von Franceschini (2006: 32) als Erzählungen, die sich um den Erwerb der eigenen Sprache drehen und in narrative Interviews eingebettet sind, verstanden werden. Sie stellen die Perspektive des mehrsprachigen Sprechers auf

Spracherwerb und Sprachverlust, Sprachgebrauch in verschiedenen Situationen sowie emotionale Einstellungen zur Sprache dar (Zielińska 2018: 106). Das Material wurde während einer Feldforschung in den Jahren 2018 bis 2019 im Rahmen des von der Deutschen Forschungsgemeinschaft und von dem Nationalen Forschungszentrum (NCN) finanzierten Forschungsprogramms Beethoven 2 in Zusammenarbeit des Instituts für Slavistik der Polnischen Akademie der Wissenschaften und der Universität Regensburg gesammelt. Im Rahmen des Projektes: »Generationsbedingte Differenzierung der Sprache: morphosyntaktische Veränderungen durch deutsch-polnischen Sprachkontakt in der Sprache zweisprachiger Personen« ist ein digitales deutsch-polnisches Korpus mit linguistischer und soziolinguistischer Annotation entstanden und der Band „Soziolinguistik trifft Korpuslinguistik“ veröffentlicht worden. Gegenstand der Untersuchung ist das Verhältnis zwischen der Sprachbiographie und dem Sprachgebrauch bei Vertretern zweier Generationen der Zweisprachigen in Polen und in Deutschland. Im Referat werden Originalaussagen der Bilingualen präsentiert, die zwischen 1932 und 1944 in den früheren deutschen Gebieten geboren wurden und bis heute leben, ihre L1 ist Deutsch. Die anderen Proband*innen wurden zwischen 1951 und 1998 in den gleichen Gebieten, allerdings schon in Polen, geboren. Ihre L1 ist Polnisch und sie sind nach Deutschland emigriert. Bei den Sprachbiographien wird auf Entwicklungsphasen, Sprachdomänen nach Fishman (1964) sowie Konzeptualisierungen der Sprache eingegangen, die mit Sprachideologien (Silverstein 1979: 193), mit dem Spracherleben (Busch 2017: 350) und mit dem Sprachmanagement (Nekvapil/Sherman 2015: 6) zusammenhängen.

Magdalena Jurewicz, PhD, habil., Professor

Adam Mickiewicz University, Poznań

Remediation im Sprachenpaar Deutsch-Polnisch und ihre Auswirkungen auf die Arbeit des Konsekutivdolmetschers

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

Der Begriff der Remediation (Canepari, Mansfield, Poppi 2017: 9) kann sich auf eine Reihe von sprachlichen, kulturellen und psychologischen Prozessen beziehen, durch die Sprache und Diskurs in neue Formen umgewandelt und umgestaltet werden. Remediation funktioniert über Sprache, das heißt, das System, durch das wir unser Verständnis der Realität interpretieren und konstruieren, und sie funktioniert gleichzeitig über das Selbstverständnis, das wir wahrnehmen und auf andere projizieren. Daher kann sich Remediation auf die Ausarbeitung neuer und hybrider Texttypen sowie auf die Darstellung von Identität beziehen. Remediation kann aber auch die Form von Rekontextualisierung (Calsamiglia, van Dijk 2004), Rekonzeptualisierung und intralingualistischer Übersetzung von exklusivem Fachwissen in Wissen annehmen, das dem Hintergrundwissen des Adressaten entspricht. In diesen Fällen findet eine Verschiebung von der Objektorientierung zur Hörerorientierung statt, der an der kommunikativen Situation teilnimmt, und von der Objektivierung, die sich aus der Verwendung einer mentalen lexikalischen Ressource ergibt, zur Subjektivierung, die sich aus der Beobachtung der für eine gesprochene Sprache typischen Reaktionen des Empfängers ergibt. Dies impliziert eine Verlagerung

von den typischen Merkmalen von Fachsprachen, wie lexikalische Präzision (Sager, Dungworth, McDonald 1980) oder Monoreferentialität im Kontext (Gotti 2008), textuelle Präzision (Merlini Barbaresi 1988), Ökonomie (Sager, Dungworth, McDonald 1980) oder Prägnanz (Gotti 2008) zu Erklärungen, die die Rezeption (u.a. auch in Form von Mimik, Gestik, d.h. Merkmalen der gesprochenen Sprache) kontroverser Inhalte berücksichtigen. In dem Beitrag werden Analyseergebnisse eines modifizierten retrospektiven Protokolls (Piccini 2003; Englund Dimitrova /Tiselius 2014; Gumul 2020) einer Hochschullehrerin vorgestellt, die das Dolmetschen in dem deutsch-polnischen Sprachenpaar unterrichtet. Im Protokoll weist die Lehrerin auf potenzielle Schwierigkeiten der Studierenden während des Dolmetschens hin, die aus unterschiedlichen Einstellungen der Studierenden zu zeitgenössischen Ideen (z.B. dem Green Deal) sowohl in Bezug auf die kognitive als auch auf die affektive Komponente des präsentierten Themas resultieren können.

Victoria Kamasa, PhD

Antoni Milek, BA

Adam Mickiewicz University, Poznań

I Am Proud to Be a Fag! A Corpus-Assisted Analysis of the Linguistic Reclamation of Peda? in 21st-Century Polish

Session: Language Corpora and Databases: Design, Data Collection, Annotation, Management, and Applications

Linguistic reclamation (also known as resignification or reappropriation) is a process in which a pejorative term used to marginalize or discriminate against a social group is reappropriated by that group in a positive or oppositional sense (Chen, 1998). Well-known examples in English include queer (Brontsema, 2004) and nigger/nigga (Jeshion, 2003). This study investigates whether such a phenomenon occurs in contemporary Polish with regard to the term *peda?*, a derogatory word used to refer to homosexual individuals. The research is based on two reference corpora of Polish: the Polish Web Corpus 2012 (plTenTen12) and the Polish Web Corpus 2019 (plTenTen19) (Jakubi?ek et al., 2013). We analyzed all instances of the phrase *by? ** peda?em*, yielding a total of 3,127 concordances. The extracted data underwent multiple levels of qualitative annotation. The findings reveal instances of reclaimed usage and the specific contexts in which they appear. Furthermore, we situate these findings within existing typologies of linguistic reclamation (Brontsema, 2004; Jeshion, 2020), providing evidence for its presence in Polish.

Maciej Karpiński, PhD, habil., Professor

Ewa Jarmołowicz-Nowikow, PhD., habil.

Adam Mickiewicz University, Poznań

Bridging and patching. Corpus-based chronicles of the fight for speech continuity

Session: Language Corpora and Databases: Design, Data Collection, Annotation, Management, and Applications

Speech is often described as acoustically continuous because pauses are not obligatory markers of any linguistic units (phones, syllables, words or even phrases). In monologues and conversations, speakers make efforts to maintain the continuity of their contributions. While pauses or interjections may occur as intentional stylistic features [1], they often result from speech production issues or interaction context [2]. When perceived as unintended by the addressees, they may contribute to the impression of disfluency or become tempting cues to turn-stealing in conversation [3, 4]. To avoid this, speakers may employ a range of techniques to preserve utterance continuity: filling pauses with non-linguistic sounds, words or fixed phrases, using speech melody and rhythm to suggest intended continuation -- "bridging" and "patching" utterances for the listeners. These efforts may be extended to the usage gesture and facial expression. In the present study, we elaborate on our approach to corpus-based exploration of the means of maintaining continuity in conversational speech. We explore task-oriented dialogues from the MultiCo multimodal corpus [6] and analyse prosody and body movement of the interlocutors to provide a preliminary overview of multimodal continuity maintaining strategies.

Jiyoung Kim, Professor

Sookmyung Research Institute of Humanities, Sookmyung Women's University

Transformations in Romantic Practices and the Search for New Intimacies in Contemporary Japanese and Korean Fiction: Focusing on Ji Hyoung Min and Ao Omae

Session: Languages and literature in Fareast Asia

Since the mid-2010s, South Korea has witnessed the popularization of the feminist movement, often referred to as the "Feminism Reboot," which has mounted sharp critiques against misogyny and sexual violence. Campaigns such as #MeToo, "Escape the Corset," and the "4B Movement" have publicly exposed gender-based violence while challenging normative femininity and the heteronormative practices that sustain patriarchy. Meanwhile, post-2000s Japan has experienced a resurgence of gender conservatism under a postfeminist climate; however, recent years have also seen increased engagement with global feminist currents, particularly through the medium of literature.

This presentation examines how contemporary fiction from both countries reflects resistance to socially imposed gender norms and explores alternatives to traditional romantic and sexual relationships. Ji Hyoungh Min's *My Crazy Feminist Girlfriend* (2019), labeled as "hyperrealist fiction," portrays conflicts arising from gender roles within Korean dating culture through characters identified as Han-nam (a pejorative term for patriarchal Korean men) and Megalia (a term associated with radical feminists). Similarly, Ao Omae's *People Who Talk to Stuffed Animals Are Nice* (2020) follows a male college student grappling with misogyny and toxic masculinity, highlighting his struggles with contemporary romantic expectations. Notably, both authors explore polyamory as a form of alternative intimacy in their subsequent works, challenging conventional romantic scripts. Through close readings of these texts, this study aims to illuminate contemporary gender dynamics in South Korea and Japan and highlight the search for new forms of relationality.

Katarzyna Klessa, PhD, habil., Professor

Anita Lorenc

Łukasz Mik

Daniel Król

Agnieszka Borowiec

Adam Mickiewicz University, Poznań

***The development of an annotated multimodal and EMA corpus for
speech therapy and diagnostics applications***

*Session: Language Corpora and Databases: Design, Data Collection, Annotation,
Management, and Applications*

In a rapidly changing world, applied linguistics addresses social needs, including those of individuals with speech disorders. Linguistic instrumental techniques offer opportunities for precise diagnosis and therapy monitoring for articulation disorders rooted in primary functions (e.g. the tongue resting position and the oral phase of swallowing, [1,2,3]). However, corpus-based studies depicting these interrelationships are scarce. With a view to support the analysis and visualisation of the dependencies, we propose a comprehensive resource described below. Data collection and processing The corpus comprises data from audio recorders, high-speed video cameras, CARSTENS AG501 electromagnetic articulograph (EMA), and a custom-built non-invasive portable system for multi-channel acquisition of acoustic field distribution data (AFDA INIA) built specifically for the present project. Altogether, 32 Polish adults were recorded in two laboratory set-ups: with/without EMA (15 speakers with functional speech articulation disorders, 15 speakers with hypernasality or hyponasality, 2 representing articulatory, anatomical, and functional norms; EMA was utilized with 8 speakers). The recording scenarios included elicited utterances, quasi-spontaneous speech, as well as the acquisition of physiological swallowing and tongue resting position parameters. Data storage and annotation were managed via a client–

server database system [4] with a NAS storage, integrated with annotation tools such as Praat [5] or Annotation Pro [6] that were used for speech segmentation and transcription. EMA data processing employed phonEMAtool [7]. Importantly, all data and metadata files within a session were organized into unified data bundles, ensuring integration of information from various devices and software. Conclusions The corpus was used to inspect the relationships between primary functions and speech articulation, and to test AFDA INIA for visualizing speech disorders, also in the context of wider clinical applications. Post-project, the resources will be shared via the University of Warsaw's research data portal, adhering to participant consent and ethics committee guidelines.

Marcel Knorn, MA

Adam Mickiewicz University, Poznań /DAAD

Why still do it manually? Reflections on the use of non-professional AI and LLM tools in translator education

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

As Artificial Intelligence (AI) and Large Language Models (LLMs) increasingly influence education, their role in the translation classroom warrants critical examination. With digital tools now ubiquitous in both personal and professional life, it seems increasingly difficult to justify relying mainly on manual, paper-based tasks. This presentation draws on practical experience from a course on translating non-literary texts from Polish into German, conducted with BA students in Applied Linguistics at AMU Poznań.

Through hands-on tasks, case studies and discussions, students investigated key challenges associated with popular AI tools such as ChatGPT and DeepL, including difficulties in capturing cultural nuance, context and stylistic precision. By comparing computer outputs with human translations, engaging in post-editing, and discussing ethical, cultural and practical considerations, they developed a nuanced understanding of how to critically engage with these tools.

This presentation will draw on experiences, feedback, examples and challenges, demonstrating how AI can enhance both practical skills and critical thinking in translation education. In this context, careful guidance and thoughtful interaction are essential for developing expertise and raising awareness for the limitations of automated tools.

Monika Kowalonek Janczarek, PhD

Adam Mickiewicz University, Poznań

Michael Kretzer, PhD

RWTH Aachen University

***(Ungenutzte) Potenziale der Mehrsprachigkeit an weiterführenden
Schulen in Deutschland und Polen***

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Schulen gehören zu den wichtigsten Institutionen für das Erlernen von Sprachen und beeinflussen Sprachenpolitik weitreichend und nachhaltig. Die sozialen und soziokulturellen Auswirkungen der Schulen erfassen nahezu alle Bereiche der Gesellschaft. Innerhalb der Europäischen Union (EU) mit ihren offenen Grenzen, zunehmender Migration und Globalisierung nimmt die Mehrsprachigkeit in den Bildungssystemen zu. Das Projekt „MEhrSprachigkeit an Schulen in Europa: Einblicke in Sprachlandschaften in Hessen und Großpolen (MESSAGE)“ konzentriert sich auf die Untersuchung von Schullandschaften (Schoolscapes) ausgewählter weiterführenden Schulen in Deutschland und Polen. Die Studie verfolgt einen ganzheitlichen Ansatz, indem sie die nachfolgend genannten Forschungsfragen berücksichtigt: 1. Wie wird Mehrsprachigkeit in ausgewählten Curricula konzeptualisiert? 2. Inwieweit spiegeln Schulen und Klassenzimmer die mehrsprachige Realität wider? 3. Wie gehen Lehrkräfte mit der Mehrsprachigkeit an Schulen um? In diesem Projekt wurde ein dreidimensionaler Ansatz verwendet: Analyse der Curricula ausgewählter Fächer, Fotodokumentation von Schoolscapes und semi-strukturierte Interviews mit Fachlehrern. Zunächst wurden in den Curricula die relevanten Textpassagen zum Thema Mehrsprachigkeit anhand ausgesuchter Schlüsselwörter analysiert. Die anschließende Untersuchungsphase beinhaltete eine vertiefte Lektüre, die über die semantische Ebene hinausging und sich auf die kontextuellen Bedeutungen konzentrierte. Zweitens erfolgte eine auf einem induktiven Ansatz basierende Fotodokumentation der vorhandenen Schoolscapes, d. h. welche Sprachen in den ausgewählten Schulen sichtbar sind. Abschließend wurden semistrukturierte Interviews mit Fachlehrern auf Deutsch und Polnisch geführt. Die vorläufigen Ergebnisse zeigen, dass Mehrsprachigkeit als Konzept in den ausgewählten Curricula beider Länder präsent ist. Was die Sichtbarkeit der Mehrsprachigkeit an Schulen betrifft, ist eine deutliche Dominanz von Deutsch und Polnisch zu beobachten. Es lagen jedoch auch Fälle anderer Sprachen, z. B. zwei- oder mehrsprachige und multimodale Schoolscapes vor. Die Interviews offenbarten vielfältige Herausforderungen, Hindernisse und ungenutzte Potenziale. Daher nimmt diese vergleichende Studie eine mehrdimensionale Perspektive auf die aktuelle Schulsituation in Großpolen und Hessen ein.

Maria Kozan, MA

University of Wrocław

Is there any relationship between interpreter musicality and interpreting quality?

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

Interpreting and music share key similarities. Both require multitasking, a high cognitive load (Loiseau 2023), and sight-reading—interpreters read texts, while musicians read scores (Roderick 2014). Public performance is another common aspect, exposing both to audiences and psycho-affective factors (Tryuk 2006, Walczyk 2019). Applied linguists have explored links between musicality and language learning. Research suggests musical individuals acquire languages more efficiently (Besson 2001, Mithen 2005, Patel 2010). However, no studies have examined how an interpreter's musicality affects consecutive interpreting quality, revealing a gap in Translation and Interpreting Studies (TIS). This presentation reviews research on music's role in developing interpreting skills, which involve auditory reception, cognitive processing, and oral production. It also introduces a planned study investigating the correlation between musicality and interpreting quality. The study will use tests to assess musicality and consecutive interpreting skills, aiming to answer three questions: (1) Is there a correlation between musicality and interpreting skills? (2) What aspects of musicality support interpreting? (3) Do more musical interpreters produce better interpretations? This interdisciplinary research, combining music studies and TIS, seeks to deepen understanding of how musical ability influences interpreting performance.

Lucyna Krenz-Brzozowska, PhD

Adam Mickiewicz University, Poznań

Bedarf nach Sprachmittlung angesichts der Zuwanderung von Flüchtlingen aus der Ukraine und anderen Migranten aus der Sicht der Mitarbeiter polnischer Institutionen und Behörden

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

Der Beitrag thematisiert die Herausforderungen, denen sich die Mitarbeiter verschiedener Institutionen und Behörden in Polen im Umgang mit Flüchtlingen aus der Ukraine und anderen Migranten im Hinblick auf die Sprachmittlung gegenübersehen. Das Interesse des Beitrags erwächst der Reflexion, dass die Problematik der Sprachmittlung für Flüchtlinge und Migranten wird oft aus der Perspektive dieser zwei Gruppen betrachtet. Es wird dabei verkannt, dass nicht nur sie, sondern auch Mitarbeiter der Verwaltung auf verschiedenen Ebenen, des Gesundheits-, Bildungs- und Justizwesens vom Bedarf nach Sprachmittlung betroffen sind. So bleibt die Perspektive der Vertreter dieser Bereiche unberücksichtigt. Ihre Verantwortung für die ordnungsgemäße Erfüllung ihrer Aufgaben wird dabei nicht ausreichend wahrgenommen. Infolge mangelnder Sprachmittlung werden sie vor erhebliche Herausforderungen gestellt, die sowohl inhaltlicher als auch ethischer

Natur sind, wenn sie im Kontakt mit Flüchtlingen und Migranten mit Sprachbarrieren konfrontiert sind. Dass der polnische Staat in der Bereitstellung professioneller Dolmetscherunterstützung für Beamte und Angestellte über begrenzte Erfahrung verfügt, kann nach einigen Jahren Präsenz dieser Gruppen in Polen nicht mehr als Entschuldigung gelten. Die Grundlage für die Überlegungen stellen Ergebnisse zweier Untersuchungen dar: Interviewstudie und Befragung. Die Untersuchungsergebnisse zeigen, dass es unerlässlich ist, in professionelle Dolmetsch- und Übersetzungsdienste zu investieren sowie entsprechende Schulungen für das Personal anzubieten, um so Beamten und Angestellten entsprechende Arbeitsbedingungen zu gewährleisten und zugleich die Integration von Flüchtlingen und Migranten zu fördern. Nur so können die Herausforderungen, die mit der Sprachmittlung in diesem Kontext verbunden sind, wirksam angegangen werden.

Paweł Kubiak, PhD

Adam Mickiewicz University, Poznań

***Über das Warum und Wie der Beschäftigung mit historischen Begriffen
in der universitären DaF-Didaktik***

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Die Einsicht, dass historische Kommunikation in einem großen Maße durch Sprache determiniert ist, hat in der Geschichtswissenschaft bereits Wurzeln geschlagen, vor allem durch die sog. linguistische Wende. Wie Jürgen Trabant (2005, X) präzisierend einwirft, erfolgte damit jedoch keine intensive Zuwendung zur Sprachwissenschaft, sondern es brach sich „lediglich“ eine tiefe Reflexion über die konstitutive Rolle von Sprache in der Geschichtsschreibung Bahn. So ist es zu einem breiten Konsens geworden, dass die Geschichte verstanden als *res gestae*, also Vergangenheit, die schon „unwiederbringlich vorbei [ist]“ (Schöner 2013, 102), das Medium Sprache braucht, um als *historia* bzw. *memoria rerum gestarum* verschiedenartig – beispielhalber integrativ bzw. distinktiv oder gar desintegrativ – instrumentiert zu werden. Freilich ist sie nicht nur auf Sprache angewiesen, um sich mitteilbar zu machen, sondern ist ebenso über alternative (komplementäre) Zeichensysteme zugänglich (relevant ist das insbesondere für die *vestigia rerum gestarum*), bzw. kann durch den Staat oder die jeweilige Nation auch ohne den wirkmächtigen Zugriff auf Sprache in Beschlag genommen werden. Doch an dieser führen grosso modo nicht gerade viele Wege vorbei: „Die Spur zur Geschichte ist eine Spur der Sprache, führt durch die Sprache“ (Steber 2017, 2), d.h. „auch über die Sprache historischer Darstellung“ selbst (Steber 2017, 3), in der Begriffe gleichsam das Herzstück des historischen (Meta)Denkens darstellen (Schöner 2013, 113).

Anna Kurzaj, PhD

Adam Mickiewicz University, Poznań

***Wahrnehmung der KI-gestützten Übersetzung literarischer Texten von
Studierenden***

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

In dem vorgeschlagenen Beitrag wird auf die Wahrnehmung der Übersetzung angesichts der modernen, durch die künstliche Intelligenz gestützten Übersetzungstools eingegangen. Die Maschinenübersetzung erlebt heutzutage aufgrund der dynamischen Entwicklung der künstlichen Intelligenz einen wesentlichen Fortschritt. Außerdem sind die Übersetzungstools heutzutage durch die von den bedeutenden Software-Konzernen unterstützten Entwicklungen allgemein zugänglich, was die Übersetzungstätigkeit erleichtern (Cui et al. 2023: 13). Trotz ihrer Beschränkungen (Manapbayeva et al. 2024: 530–531) werden sie auch von Schülern und Studierenden gebraucht. Für die Studierenden der Fremdsprachen und Translationswissenschaft kann es sich besonders zum einen als Hindernisfaktor erweisen, denn sie sehen die vom Tool vorgeschlagene Übersetzung als ideale Lösung an, ohne sie kritisch zu hinterfragen. Zum anderen werden sie nicht mehr auf sprachliche Nuancen sensibilisiert, was die Anwendung der bestimmten Phrasen und Konstruktionen nicht nur in Fremd-, sondern auch in Muttersprache beeinflussen kann. In der vorgeschlagenen Untersuchung wird versucht, die Frage zu beantworten, wie die Studierenden der Fremdsprachen und Translationswissenschaften diese Zieltexte bewerten und ob sie die KI-gestützten Übersetzungen von jenen, die von Menschen erfasst wurden, unterscheiden können. Zum Zweck der Analyse wird eine Umfrage durchgeführt, in der die Probanden Übersetzungen von demselben literarischen Text zu bewerten und zu korrigieren haben. Anschließend sollten sie auf die ihrer Meinung nach von Übersetzungstools ausgefertigten Übersetzungen hinweisen. Zudem mag die Untersuchung auf die Tendenzen bei der Textformulierung von Studierenden verweisen, die bei der Fremdsprachen- und Übersetzungsdidaktik berücksichtigt werden können.

Maciej Laskowski, PhD

Adam Mickiewicz University, Poznań

Drunk as a Pole: The Role of Alcohol Consumption in Noble Communication in 17th- and 18th-Century Poland from Memoirists' Perspective

Session: Communication and Cultures in Contact in the Age of Globalization

Drawing on Paul Watzlawick's axiom that every behaviour is a form of communication and that "one cannot not communicate" (Watzlawick 2011: 30), this paper investigates how alcohol consumption influenced communication and social interaction among the Polish nobility in the late 17th and early 18th centuries. It provides an in-depth analysis of the customs, trends, and practices of excessive drinking within this social class, while also examining the broader reasons behind these habits and their far-reaching consequences, including their potential contribution to Poland's national decline. The study juxtaposes Polish drinking customs with those of other societies, utilizing both expert and lay observations of contemporary and historical alcohol consumption. A qualitative approach is employed in this study, focusing on the extraction and content analysis of primary sources such as diaries, memoirs, and correspondence written by

both Polish nobles and foreign visitors to Poland. This diverse body of texts includes works by scholars and historians, as well as writings by more casual observers, offering a comprehensive view of the role of alcohol in noble communication during this period.

Seongah Lee, PhD Candidate

Yonsei University

***The authenticity in the 1990s and (im)possibility of subject formation
revealed in Kim Young-ha's 『호출』***

Session: Languages and literature in Far East Asia

The 1990s of Korean society is said to be a barren land. This is because the metadiscourse of ‘ideology’ and ‘revolution’, which dominated the 1980s, lost its validity, so generalization of special experiences has become impossible. Therefore, literature texts in the 1990s are an important subject of study in grasping new things that have emerged in the barren land. As the first attempt, this presentation will discuss the (im)possibility of forming a subject in the 1990s, which is revealed in Kim Young-ha’s novel collection, “호출(The Call)”. The concept of ‘authenticity’ used in literary criticism in 1990s does not refer to anything inherent within an individual. It is based on the understanding that the inside is in a state of tension with society. Therefore, the attempt to build authenticity was to discover individual’s inner side as a political territory through the contradictions and confusion occurring inside the individual. In literature, this is revealed through divided subjects who deny the apriority of ‘true me’ and accept the manifestation of life. The characters in Kim Young-ha’s “호출” dismantle the modern subject’s form based on the sensual body. This can be meaningful in relation to authenticity in the 1990s. In discussing this, the key point of view of this presentation is not to use the literature texts of the 1990s as a tool to prove the times. Literature text is the process itself of forming a sense of the times that has not been verbalized. Through this point of view, it will be revealed that a text does not stop at reflecting the original, but has the driving force of production.

Grzegorz Lisek, PhD

Universität Greifswald

***Linguistic Landscapes and Language Attitudes. Ukrainian and Russian
from the Perspective of Students***

Session: Communication and Cultures in Contact in the Age of Globalization

Linguistic landscapes as a linguistic presence in public space (cf. Landry / Bourhis 1997:25) in the form of multilingual and multimodal cityscapes is not an unknown topic for Slavic and Slavic-language research. This includes, for example, domain-related (cf. Pavlenko 2008), ecolinguistic (cf. Grze?kowiak 2010), language-historical (cf. Marterior / Nübler 2016) or language-political (cf. Lisek 2017) perspectives on the

phenomenon. The general foreign language didactic perspective is also not new (see Wiśniewska 2021, Schiedermaier 2015, Walinski 2013, Cenoz / Gorter 2008). This article is intended to show the linguistic and, above all, sociolinguistic perspective, which has taken on a new dimension since Russia's attack on Ukraine in 2022. During the war refugees are coming to Poland and with them, the languages that are then present in public spaces and have an impact on other people. Attitudes towards language are the focus of my presentation. These were surveyed among students in Poland. The results of the survey form the main part of the presentation. These will be contextualized and outlined in an outlook on possible further approaches.

Szymon Machowski, PhD

Anna Godzich, PhD

Adam Mickiewicz University, Poznań

Italian and American English pragmatic culturemes of warding off bad luck and propitiating good fortune in glottodidactics. A qualitative and quantitative analysis (co-authored by Anna Godzich)

(online)

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

The aim of the paper is to present the results of a study on the cultural and pragmatic competence of students of Italian Philology and Applied Linguistics in the comprehension and usage of Italian and American English pragmatic culturemes of warding off bad luck and propitiating good fortune. The analysis expands and deepens the authors' own considerations on verbal methods of warding off misfortune in Italy and the United States of America (2025). In the first part of the paper, the concept of a pragmatic cultureme will be defined with reference to the recent studies on English, Italian and Polish cultural linguistics and phraseology (Nagórko et alii 2004, Jucker & Taavitsainen 2008, Rak 2015, Krzyżanowska, Grossman & Kwapisz-Osadnik 2021, Sułkowska 2023, Krzyżanowska & Sułkowska 2023). The research material embraces 30 Italian and 33 American English lexical units in the form of naturalistic exclamations which are considered to be reproducible conversational formulas (pragmatic culturemes) of warding off bad luck and propitiating good fortune. These pragmatic culturemes were given to 70 students of Italian Studies and 70 students of Applied Linguistics to be translated into Polish. Then the students' responses are analyzed with respect to the quantitative data gained from the number of correctly and incorrectly given equivalent pragmatic culturemes. In addition to the aforementioned quantitative analysis, a qualitative analysis is conducted: the study has showed different mechanisms of the selection of a given equivalent might be conditioned by one of two factors: the global meaning or the literal sense of a given pragmatic cultureme. Moreover, the research confirms that significant difficulties in translating the pragmatic culturemes of warding bad luck and propitiating good fortune such as the use of such lexical units depend on pragmatic restrictions and the situational context. In turn, this unambiguously indicates the appurtenance of the study to

glottodidactics as anthropocommunication is inherent part of applied glottodidactics (cf. Bańcerowski 1972: 129).

Ekaterina Matveeva, PhD (h.c.)

Laszlo Institute

Language Alter Ego: building blocks and stages of development
(online)

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

The Language Alter Ego (LAE) framework introduces a multifaceted approach to language learning that emphasizes the integration of linguistic, cultural, emotional, spiritual, psychological, cognitive and other dimensions within bilingual and multilingual education. LAE is conceived as a dynamic construct that evolves as learners engage with different languages and cultures, embodying a distinct personality that reflects their intercultural competence and communicative abilities. This presentation delves into the foundational building blocks of LAE, offering insights into how educators can nurture these components to foster a holistic language learning experience.

Central to LAE development is the recognition of the interplay between affective, cognitive, and behavioral aspects of language learning. These dimensions are supported by various educational practices, including the incorporation of intercultural competence, critical cultural awareness, and media literacy. The session explores how LAE can be systematically developed through targeted interventions in the classroom, such as language-sensitive teaching, contrastive analysis of languages, and the integration of cultural narratives that resonate with learners' experiences.

One of the features of this approach is the alignment of LAE development with the Common European Framework of Reference for Languages (CEFR), which provides a structured pathway for assessing learners' progress across different stages of LAE. The presentation will also introduce innovative self-assessment tools that allow learners to track their growth in specific LAE building blocks, thereby enhancing their ability to navigate multilingual and multicultural environments.

By focusing on the multifaceted nature of LAE, this presentation aims to provide educators with practical strategies for creating immersive and transformative language learning experiences that cultivate intercultural competence and support the development of learners' unique linguistic personalities.

Marcin Michalski, PhD, habil., Professor

Adam Mickiewicz University, Poznań

***Deciphering the names of Slavic tribes in the Meadows of Gold and
Mines of Precious Stones by 10th-century Arab historian al-Mas'udi:
New possibilities, new perspectives?***

Session: Linguistic Approaches to the Multilingual World

The Meadows of Gold and Mines of Precious Stones is an abridged version of a more voluminous universal history by a 10th century Arab historian al-Masʿudi in which the author presents general information about various peoples with whom Arabs had come into contact. One of them are Slavs, to whom Chapter 34 is devoted. Apart from some more general remarks, al-Masʿudi gives eleven names of Slavic tribes, five names—or titles—of their rulers, and three more ambiguous terms. This passage is of outstanding relevance to the history of the Slavs because al-Masʿudi's data are unique among his contemporaries. Unfortunately, since Arabs at that time were little familiar with this part of the world and because of linguistic factors, all these names come in distorted forms, which make it difficult, if not impossible, to link them to tribal entities known historically. Various readings of all these terms have been proposed by different scholars since the early 19th century, with the most recent being Lewicki (1948, 1951), Pellat (Masʿudi 1962-1997), Michalski & Stephan (2013) and Khalidi (Masʿudi 2020). In the present study, a new reading of this passage is proposed and the question of the extent to which AI tools can be helpful in this task is raised.

Nikolina Miletic, Doz.

Universität Zadar

Vom Gamification-Ansatz zur KI-Unterstützung: Digitale Tools im DaF-Unterricht

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Die KI bietet Fremdsprachenlehrenden und -lernenden die Möglichkeit den Fremdsprachenunterricht und den Lernprozess zu strukturieren und zu steuern. Sie unterstützt Lernende bei der Erweiterung ihrer Sprachkenntnisse, der Förderung ihres kritischen Denkens, der Entwicklung von Problemlösungsfähigkeiten sowie bei der Teilnahme an Gruppendiskussionen (vgl. Gruber 2023: 157). Zudem gewinnt der Einsatz von Computerspielen in formellen und informellen Lernkontexten zunehmend an Bedeutung (vgl. Pihkala-Posti 2015: 106). Der Begriff Gamification oder Gamifizierung wird als die Anwendung von Spielmechaniken in nicht primär unterhaltungsorientierten Kontexten definiert (vgl. Roche/Suner 2019). Hierbei werden spieltypische Elemente wie Punktesysteme, Belohnungen, Zielsetzungen und dynamische Prozesse mit realen Aktivitäten verknüpft, um das Verhalten der Spielenden zu beeinflussen. In diesem Beitrag werden innovative Möglichkeiten zur Nutzung der KI-gestützten App Sylby sowie des nicht KI-basierten Tools Actionbound zur Förderung der Handlungsorientierung, Authentizität und Lernerautonomie im DaF-Unterricht eingehend untersucht. Die genannten Tools kommen im Rahmen des Studiums von Germanistikstudierenden an der Universität Zadar zum Einsatz und werden dort systematisch evaluiert. Die App Sylby dient als Ergänzung des Fachs Phonetik und Phonologie um die Ausspracheschulung zu intensivieren und die Lernerautonomie der Studierenden zu fördern. Das Tool Actionbound wird genutzt, um die Handlungsorientierung und Authentizität durch eine spielerische Stadtführung durch Zadar zu unterstützen. Zur Analyse der Auswirkungen auf den

Fremdsprachenerwerb der Studierenden werden Umfragen sowie Gruppendiskussionen durchgeführt. Abschließend werden die Potenziale und Herausforderungen der Integration dieser Tools in den Fremdsprachenunterricht skizziert und aus fachdidaktischer Perspektive reflektiert.

Mateusz Moszczyński

Adam Mickiewicz University, Poznań

Falconry Traditions and Language – Asian Roots

Session: Languages and literature in Fareast Asia

Falconry, the ancient practice of training birds of prey for hunting, has deep cultural and linguistic roots across Asia, where it first emerged more than four millennia ago. This paper explores the origins and transmission of falconry traditions from Central and East Asia into the Middle East and Europe, highlighting how the practice shaped not only elite hunting cultures but also the development of specialized vocabularies. By examining historical records, linguistic borrowings, and oral traditions, the study traces how terms for raptors, equipment, and techniques moved across languages such as Mongolic, Turkic, Persian, and Arabic, often retaining their Asian etymologies in medieval European falconry lexicons. The research underscores falconry's role as both a cultural and linguistic bridge, demonstrating how a practical art of the hunt evolved into a shared heritage that transcended geography and class. Ultimately, the study situates falconry within the broader history of cultural exchange, showing how its Asian roots continue to echo in the languages and traditions of falconers.

Shakhnoza Mustanova

Samarkand International University of Technology

Simultaneous translation from English into Uzbek: challenges and strategies

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

Simultaneous, or instantaneous interpretation as it is often called, is one of the most complex forms of human activities. It requires not only the knowledge of two languages, but also good memory, and the ability to do up to four cognitive actions simultaneously. In such language combinations as English and Uzbek cause additional difficulties for interpreters when they work simultaneously. These two languages are different to such an extent that to interpret from English into Uzbek, one needs to know what challenges they might have and what strategies they should apply to do it successfully. One of the biggest challenges in interpreting from English into Uzbek instantaneously is the syntax. English is a language which has a strict word order. Whereas Uzbek syntax allows all the words freedom in terms of their position in the sentence. The only fixed position is held by the verb, which must finalize every sentence. In addition the system of cases in Uzbek is distinguished with the presence of six cases, while English has only two. Another problematic area of syntax is the rules

for forming word combinations. This is another challenge that requires a lot of effort from interpreters. The article will discuss all the above challenges and propose strategies that can help to overcome them.

Andrzej Narloch, PhD, habil., Professor

Adam Mickiewicz University, Poznań

Linguistic landscape of the underground world

Session: Communication and Cultures in Contact in the Age of Globalization

The objective of this article is to present a unique corpus of wall inscriptions documented within one of Europe's largest underground fortification systems, located in western Poland. This space, abandoned for decades, has evolved into a locus for human creative expression. Over the years, artists, poets, scouts, and tourists have inscribed poems, aphorisms, and reflective thoughts in a number of different languages on the walls. The most significant concentration of inscriptions originates from the 1980s and the early 21st century. This article seeks to analyse and contextualize the linguistic characteristics of these underground texts. The emerging linguistic picture of the underground world reflects perceptions of reality, human attitudes, life choices, and philosophical reflections. The authors of the article attempt to systematize the collected material, describe the semantic dominants identified within the content of the texts, and characterize this unique fragment of the underground linguistic landscape. The study underscores that the linguistic landscape of the underground inscriptions is both diverse and influenced by the environment of the labyrinthine corridors, which leaves its mark on the textual content. The authors demonstrate how individuals conceptualize their preferences, dilemmas, and existential reflections, thus constructing a specific and subjective worldview. Today, these inscriptions serve as an intriguing example of Poland's cultural heritage and national identity. This research holds significance from linguistic, literary, cultural, sociological, and historical perspectives. Besides, the study's integrative approach allows for the inclusion of this material into the broader field of linguistic landscape research.

Joanna Nijakowska

Agnieszka Kaldonek-Crnjaković, PhD

University of Warsaw

Lecturers' language use: The Reflexive Thematic Analysis of architecture EMI students' experiences and perceptions

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

English Medium Instruction (EMI) facilitates the internationalization of higher education. However, meeting the diverse needs of students in multilingual and multicultural EMI settings remains challenging. This study, part of a broader research project on inclusive EMI instruction at the Faculty of Architecture (FoA) at a major

higher education institution in Poland, explores how FoA lecturers currently recognize and adapt to learner variability, using the Universal Design for Learning (UDL) framework. Using interview data from 11 students, we performed Reflexive Thematic Analysis to explore EMI students' experiences and perceptions of their lecturers' language practices. This presentation focuses on the accessibility and inclusivity of EMI lecturers' language use, a key theme identified in the data. The main findings show that EMI lecturers' language practices do not align with UDL principles. Some FoA lecturers demonstrate limited proficiency in the language of instruction, creating barriers to knowledge accessibility. Lecturers also provide inadequate support in clarifying vocabulary or language structures, hindering students' ability to decode spoken and written texts. Because the majority of students speak Polish, teachers frequently and arbitrarily switch to Polish during lectures. This practice excludes international students who do not understand Polish. The use of Polish, both in and out of the classroom, during lectures, breaks and faculty events, by both teachers and Polish students, leaves international students feeling frustrated and contributes to a sense of not belonging. Student participants reported applying various compensatory strategies, including translation devices. These findings underscore the need for FoA lecturers to improve their language practices to better meet the learning needs of all students in EMI programs.

Joanna Nowak-Michalska, PhD

Adam Mickiewicz University, Poznań

The translation of non-binary language as a new challenge: A case study of the Polish and Spanish translations of Bernardine Evaristo's novel Girl, Woman, Other

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

Due to sociocultural changes and growing social awareness, previously marginalized social groups, such as non-binary individuals who do not conform to the binary gender system, are gaining a voice and advocating for their right to self-reference and self-expression in accordance with their gender identity. Their representation in literature, the media, and audiovisual productions is steadily increasing and growing emphasis is placed on the use of inclusive non-binary language. However, it is not always clear which linguistic strategies should be employed to achieve this. As a result, such developments pose challenges for authors and translators across various languages, such as Polish and Spanish. Currently, various strategies are used to neutralize binary gender distinctions in these languages. Some of them align with the extant linguistic system, while others are completely innovative. The aim of this study is to analyse the non-binary language strategies adopted by translators in Polish and Spanish versions of Bernardine Evaristo's novel *Girl, Woman, Other* published in 2019. The Spanish translation, *Niña, mujer, otras*, by Julia Osuna Aguilar was published in 2020, and the Polish version of the novel, *Dziewczyna, kobieta, inna*, translated by Aga Zano, appeared one year later in 2021.

Kyong-geun Oh, Professor

Aleksandra Matulewska, PhD, habil., Professor

Keynote

Adam Mickiewicz University, Poznań

Translation of BOOK IV of Master Thaddeus by Adam Mickiewicz into Korean: Challenges of Symbolism and Cultural Transfers

Session: Languages and literature in Fareast Asia

In this keynote presentation, Kyong-geun Oh and A. Matulewska explore the complex process of translating *Book IV of Master Thaddeus* by Adam Mickiewicz into Korean, focusing particularly on the intricate challenges posed by symbolism and cultural transfer. *Master Thaddeus*, a cornerstone of Polish Romantic literature, is rich in nationalistic themes, historical references, and poetic devices that are deeply rooted in Polish culture and language. The presentation examines how symbolic meanings—such as those related to Polish identity, folklore, and political sentiment—are negotiated in a Korean linguistic and cultural framework. It also addresses the limitations of direct equivalence, the need for adaptive strategies, and the role of the translator as a cultural mediator. By analyzing specific excerpts and translation choices, the speakers highlight the dynamic interplay between fidelity to the source text and accessibility for the target audience. This study contributes to broader discussions on literary translation, intercultural communication, and the transposition of national epics into culturally distant contexts.

Dorota Owczarek, PhD

Adam Mickiewicz University, Poznań

The role of popcultre in managing public space and discourse

Session: Communication and Cultures in Contact in the Age of Globalization

The presentation will focus on the use of popular cultural icons by anonymous creators as a form of participation in managing public space. Special attention will be given to the transformation of American culture into new contexts and the creation of new meanings.

Mirosław Pawlak, PhD, habil., Professor

Adam Mickiewicz University, Poznań
University of Applied Sciences, Konin

Exploring engagement with and response to grammar learning strategy instruction: The case of English majors

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

A number of studies have investigated the use of language learning strategies and they have produced an impressive amount of empirical evidence (e.g., Oxford, 2017; Pawlak, 2022). While such research is invaluable, empirical investigations that are most relevant to second and foreign language (L2) pedagogy are those that gauge the effects of strategies-based instruction (SBI) since such pedagogical interventions have been shown to be effective (Plonsky, 2019). One area where such research is almost non-existent is SBI targeting grammar learning strategies, or actions and thoughts that learners engage in to understand and gain better control over the use of grammar structures (Cohen & Pinilla-Herrera, 2009; Pawlak, 2021). Constituting part of a larger-scale research project, the study examined the effects of SBI among 120 Polish university students majoring in English and its main goal was to shed light on participants' engagement with and response to such intervention. The treatment spanned one semester and comprised eight 30-minute sessions embedded into English classes. It focused on a variety of GLS, particularly such that facilitate the use of grammar in spontaneous interactions. Data were collected through immediate reports completed after each session, comprising ratings of engagement and open-ended queries. A combination of quantitative and qualitative analysis showed that participants were overall engaged in the intervention and considered it useful. The nature of their response, however, depended on the focus of the treatment in each session as well as students' individual characteristics. The findings serve as a basis for some tentative pedagogical implications. Future research directions are also outlined.

Agnieszka Pawłowska-Balcerska, PhD, habil., Professor

Adam Mickiewicz University, Poznań

Gesichter der Freiheit im Projekt 'Freiheit im Fokus: Polens und Deutschlands kulturelles Erbe und gesellschaftliche Entwicklung am Beispiel von Pozna? und Halle an der Saale' – ein Bericht

Session: Communication and Cultures in Contact in the Age of Globalization

Verfolgt man Radio- und Fernsehnachrichten, scrollt man auf dem Smartphone News, kommt man schnell zu dem Schluss: „Wir leben in unsicheren Zeiten. Kriege, Konflikte und politische Unruhen beschatten den Alltag vieler Menschen auf der ganzen Welt. Umso mehr sollten wir die Freiheit hochschätzen, weil sie so brüchig ist“. Die Idee des Projekts „Freiheit im Fokus: Polens und Deutschlands kulturelles Erbe und gesellschaftliche Entwicklung am Beispiel von Pozna? und Halle an der Saale“ ist gerade aus diesen Gedanken heraus entstanden. Das Vorhaben wurde im Sommersemester 2023/2024 vom Institut für germanische Philologie der Adam-Mickiewicz-Universität Pozna? (Polen) und vom Seminar für Slavistik der Martin-Luther-Universität Halle-Wittenberg in Halle an der Saale (Deutschland) veranstaltet. Das Ziel des Projekts war es, Studierende mittels vorgeschlagener Aufgaben für unterschiedliche Bedeutungen und Manifestationen der Freiheit im polnischen und deutschen Kontext zu sensibilisieren, um diese zu diskutieren und miteinander zu vergleichen. Einer kurzen theoretischen Einführung folgt eine Vorstellung des Projekts (Zielsetzung, Teilnehmende, zeitlicher Rahmen, Verlauf und Auswertung). Dabei liegt

der Fokus des Vortrags auf dem Konzept der Freiheit aus der Sicht der Projektteilnehmenden.

Kacper Pelo, BA

Anna Szczepaniak-Kozak, Prof. UAM Dr. Habil.

Adam Mickiewicz University, Poznań

Navigating Algorithmic Moderation: Linguistic Innovation and Resistance on TikTok and X

Session: Communication and Cultures in Contact in the Age of Globalization

The exponential rise of social media platforms like TikTok and X has transformed global communication practices. One notable outcome of these developments is the phenomenon known as “algospeak,” which encompasses deliberate alterations such as abbreviations, misspellings, word substitutions, and the creation of new expressions to circumvent the automated content moderation systems designed to flag and suppress discussions on sensitive topics.

This emerging linguistic trend is at the core of this paper, which explores the manifestations of algospeak on TikTok and X, with a specific focus on the formation and usage of neologisms. Furthermore, the study delves into the sociolinguistic relevance of these innovations, investigating their implications for the digital landscape. Positioned within the framework of algorithmic regulation, the research highlights how users navigate and resist algorithmic oversight while preserving community engagement.

The research examines a corpus of neologisms gathered from TikTok and X, focusing on groups disproportionately impacted by platform moderation policies. Adopting a mixed-methods approach, the study analyzes textual and audiovisual data to identify recurring patterns and variations in algospeak usage. Thematic analysis was conducted to uncover prominent trends across various sensitive topics, including mental health, sexuality, and socio-political activism. Additionally, the study employs the typology of linguistic modifications outlined by Steen et al. (2023: 2) to classify these strategies.

The findings reveal that algospeak extends beyond mere algorithm evasion, serving as a creative linguistic practice shaped by the constraints of online censorship. However, it also reframes serious discussions, altering how they are perceived within digital spaces. This research adds to the growing body of work on digital communication and algorithmic culture, offering a nuanced understanding of how algospeak redefines the interplay between linguistic creativity and resistance within social media ecosystems. By addressing the complexities of algospeak, this study underscores the urgent need for moderation strategies that strike a balance between maintaining platform security and safeguarding users' expressive rights.

Lou Pepin, Mr

University of Luxembourg

Language Attitudes of Cross-border Commuters in Multilingual Luxembourg

Session: Communication and Cultures in Contact in the Age of Globalization

Around 228,000 cross-border workers from France, Germany, and Belgium commute daily to Luxembourg (STATEC, 2023). The often monolingual cross-border commuters face a complex multilingual situation arising through institutional, societal, and individual multilingualism, which mainly involve Luxembourgish, German, French, and English (De Bres & Franziskus, 2019; Mathä et al., 2022; Purschke & Gilles, 2023). To discuss possible consequences of this constellation, this project addresses two research questions: First, this study aims to identify what attitudes cross-border workers hold towards multilingualism and the individual languages used in Luxembourg. Second, this research examines the reasons that motivate these attitudes.

Investigating language attitudes is paramount to understanding social cohesion within the taxonomy of sociolinguistics and to helping developing language policies (Kircher & Zipp, 2022). Previous research in Luxembourg is mainly concerned with the diverse language ideologies of cross-border commuters, ranging from monolingual nationalist ideologies to multilingual ideologies (De Bres & Franziskus, 2019; Franziskus, 2017). These lines of research mostly employed qualitative approaches and found that cross-border workers feel discriminated against and excluded by Luxembourgers' language choice and language use (De Bres & Franziskus, 2019; Franziskus, 2017). However, the perception varies depending on the country of residence (Franziskus & De Bres, 2015).

With Purschke's (2015) constructivist REACT model, this project aims to gain insight into cross-border commuters' perception of the sociolinguistic situation in Luxembourg. Besides, the influence of social and biographical variables is investigated. As a method, language attitudes were measured and analyzed using an online questionnaire. Semi-structured interviews were conducted subsequently for a closer analysis of the elicited attitudes by inquiring about reasons motivating their attitudes and deconstructing discourses about languages and their speakers. The results mainly suggest strong attitudes towards Luxembourgish, French, and multilingualism in general. Nevertheless, the two languages compete, and negative implications of multilingualism emerge when delving deeper into the data. Additionally, a social desirability bias impacts the findings.

Marija Perić Šormaz, Professor

University of Zadar - Department of German Studies

Wahlkampf-Rhetorik inmitten einer globalen Krise

Session: Communication and Cultures in Contact in the Age of Globalization

„Sprache ist ein unvergleichliches Machtmittel“ (Nöllke 2010: 7). Mit Sprache kann man unterschiedliche Meinungen erläutern, Emotionen ausdrücken und sogar manipulieren oder verletzen (Van Dijk 2006, Finkbeiner, Meibauer, Wiese 2016, Schwarz-Friesel 2007, Martin, White 2005). Insbesondere ist die Sprache der Politik ein mächtiges Mittel, mit dem man andere von seiner Meinung überzeugen, Menschen manipulieren und seine Weltanschauung begründen kann. Diese Arbeit untersucht die Wahlkampf-Rhetorik in Deutschland, Kroatien und den USA. Die jüngsten Wahlen in Kroatien (Dezember 2024) und den USA (November 2024) sowie die bevorstehenden Wahlen in Deutschland (Februar 2025) bieten ein interessantes Forschungsfeld für den kontrastiven Vergleich politischer Diskurse. Nach Bendel Larcher (2015) konzentriert sich diese Gesprächsanalyse auf folgende Aspekte: (1) Stimme und Körper, (2) Prozessualität und Interaktivität, (3) Kontextbezug und Adressatenorientierung sowie (4) Selbst- und Fremdpositionierungen, d.h. es wird u. a. bestimmt, wie etwas gemeint ist – in Bezug auf Prosodie, Paraverbales, Körperhaltung, Blickverhalten sowie Mimik und Gestik –, wie das Gespräch gesteuert wird und wie die Interagierenden sich selbst oder andere positionieren. Zudem werden Gemeinsamkeiten und Unterschiede in der Diskurs-Rhetorik der Sprachen aufgezeigt.

Aleksandra Pilarska, PhD, habil., Professor

Jakub Przybył, Phd (organizer)

Adam Mickiewicz University, Poznań

The foreign language effect and self-referential bias: How does language influence psychological feedback acceptance?

Session: Linguistic Approaches to the Multilingual World

Our study examines the influence of foreign vs. native language on the acceptance of psychological descriptions. Building on prior research linking foreign language processing to decision-making (Keysar et al., 2012), emotion (Dewaele et al., 2021), and cognition (Cormier et al., 2022), it explores the effect of language on self-related information processing. Self-referential information is uniquely prone to emotional reactions and distortions, with self-enhancement driving individuals to seek and maintain positive self-perceptions (Sedikides & Strube, 1997). In particular, the Barnum effect drives self-enhancement motives so that they actually influence feedback evaluation (Poškus et al., 2014). Relying on cognitive dual-process theories (Kahneman, 2003), we expected that foreign language processing would facilitate analytical thinking by reducing emotional bias (Pavlenko, 2005). We tested 170 participants, speakers of L1 Polish / L2 English to analyse the effects of feedback language (L1 Polish vs. L2 English) and feedback positivity (accurate vs. enhanced) on perceived assessment accuracy. Participants' L2 English proficiency was assessed using the LexTale vocabulary test ($M = 84.18$, $SD = 10.98$, range = 58–98). A 2x2 ANCOVA controlling for LexTale scores revealed significant effects of feedback language on the Personal Orientation Inventory (POI; Shostrom, 1974) main scale of Time Competence, $F(1, 165) = 4.42$, $p = 0.04$, $\eta^2 = 0.03$. Feedback acceptance regarding Time Competence scores was higher in Polish. Feedback positivity

significantly increased the acceptance of interpretations of the POI sub-scales of Self-Actualising Value, Feeling Reactivity, Self-Regard, and Synergy scores ($\eta^2 = 0.02-0.06$), as well as the acceptance of the feedback on the POI Time and Support ratios ($\eta^2 = 0.09$ and $\eta^2 = 0.06$, respectively). No interaction effects were observed between feedback language and feedback positivity. Our findings confirm the self-serving bias as a signature of self-enhancement, but suggest that foreign language feedback does not significantly reduce this tendency.

Izabela Prokop, PhD, habil., Professor

Joanna Kic-Drgas, PhD, habil., Professor

Matulewska, PhD, habil., Professor

Uniwersytet im. Adama Mickiewicza w Poznaniu

Die Sprache der Imker. Projektbeschreibung ; Teil II

Session: Linguistic Approaches to the Multilingual World

Im Beitrag wird das Forschungsprojekt "Die Sprache der Imker" dargestellt. Leiterin der Forschungsgruppe ist Professorin Aleksandra Matulewska, die Forscherinnen Joanna Kic-Drgas und Izabela Prokop. Das Ziel des Projekts ist, die Sprache der Imker so präzise wie möglich zu beschreiben und zu analysieren, wobei möglichst viele Aspekte der mündlichen und der schriftlichen Kommunikation der Imker berücksichtigt werden. Die Forscherinnen hoffen, dass diese Analyse einen wesentlichen Beitrag zur Erforschung der Fachsprachen beibringen kann, insbesondere im Bereich der Methodologie, die dann in anderen Fachbereichen verwendet werden kann.

Katarzyna Rokoszewska, PhD

Jan Dlugosz University in Czestochowa

Phase transitions in the development lexical complexity in L2 English writing at secondary school.

Session: Linguistic Approaches to the Multilingual World

In complex dynamic systems theory (CDST), phase transitions or bifurcations are observed when a dynamic system enters a period of fluctuations which leads to a new stable pattern in this system (Larsen-Freeman & Cameron, 2008). So far phase transitions in language development have been examined in several case studies at the tertiary level by means of min-max graphs, Monte Carlo simulations, and change point analyses. Nevertheless, according to Hepford (2020), they still remain elusive in L2 writing research because their detection requires clear criteria and sufficiently dense data. The aim of the present study was to examine phase transitions in individual learners' development of lexical density, sophistication, and variation in L2 English writing at secondary school. The study was based on the analysis of the Written English Developmental Corpus of Polish Learners (WEDCPL) which consists of 1923 texts

produced by 100 learners during 21 repeated measurements conducted over the period of three years at secondary school. The study involved four steps: checking the individual learners' progress by calculating correlations between lexical complexity measures and time, identifying the individual learners' learning profiles on the basis of their progress, detecting phase transitions in the individual learners' trajectories by change point analyses, and checking if significant time correlations correspond to phase transitions in the learning trajectories. The results showed that the individual learners differed from the whole group in terms of progress in lexical measures, represented various learning profiles, and underwent not only positive but also negative phase transitions. However, the chi-square test indicated that progress was more likely to take place if learners underwent positive phase transitions.

Paweł Rybszleger, PhD (organizer)

Adam Mickiewicz University, Poznań

Sprachliche Performanz und Social Media: Die Konstruktion queerer Identität durch soziale Indexikalität am Beispiel von deutsch- und polnischsprachigen Foren in sozialen Medien

Session: Communication and Cultures in Contact in the Age of Globalization

In diesem Beitrag soll untersucht werden, wie die sog. queere Identität (d. h. eine solche Identität oder Teil-Identität von Personen, die sich in ihrer sexuellen oder geschlechtlichen Identität nicht heteronormativen oder geschlechtlich binären Kategorien zuordnen können oder möchten) in sozialen Medien durch sprachliche und performative Praktiken konstruiert, ausgedrückt und ausgehandelt wird. Dabei stehen zwei Kernkonzepte im Fokus, und zwar „sprachliche Performanz“ (bzw. „Performativität“ im Sinne von Butler 1990), d. h. die bewusste oder unbewusste Verwendung von Sprache und Symbolen, um eine bestimmte Identität oder Zugehörigkeit auszudrücken (z. B. durch Pronomen, die Verwendung von Slang, sog. Kommunikationsoperatoren [v. a. Hashtags] oder Emojis) und „Soziale Indexikalität“, also die Beziehung zwischen sprachlichen Zeichen (Wörtern, Symbolen) und sozialen Bedeutungen, wie Identität, Zugehörigkeit oder gesellschaftlicher Status (vgl. Blommaert 2007 oder Chowchong 2022). Die heutigen sozialen Medien bieten eine Plattform, auf der queere Individuen und Gemeinschaften nicht nur ihre Identität ausdrücken, sondern auch soziale Normen und Machtverhältnisse infrage stellen können. Das Ziel der Studie ist es, die sprachliche Performanz und soziale Indexikalität in der queeren Community in deutschsprachigen Ländern und in Polen am Beispiel ausgewählter sozialmedialer Diskussionen (Foren, Anschlusskommunikation unter Postings) zu untersuchen und zu vergleichen. Dabei wird analysiert, wie Sprache und Symbole genutzt werden, um die queere Identität zu konstruieren, Zugehörigkeit zu einer bestimmten Community und ihren Werten auszudrücken und schließlich soziale Normen zu reflektieren oder infrage zu stellen.

Karolina Ryker, MA

University of Silesia in Katowice

***Methodological considerations in corpus-based digital genre research:
The case of the online music review***

*Session: Language Corpora and Databases: Design, Data Collection, Annotation,
Management, and Applications*

The growing number of digital genres has led to an increase in the number of studies in the realm of genre analysis. The primary aim of these studies is to demystify the structure of digital genres by annotating the smallest communicative units (steps) that can be grouped into macrounits (moves) (Moreno & Swales, 2018; Kessler & Polio, 2023). The aim of this paper is to address the methodological challenges that could help better systematise and structure research into digital genres. The case in point is the genre analysis of 102 online music reviews drawn from 3 salient websites (Pitchfork, Slant Magazine and NME). The paper addresses the issues of corpus design, i.e., the choice of variables (time, music genre, review rating) as well as corpus representativity and collection. The paper also sheds light on the importance of annotation consistency and transparent codebook labels that are crucial to ensure reproducibility of results. The issues of methodological transparency and rigour that should precede annotation are discussed, i.e., calculating interrater agreement and pilot testing (Kim et al., 2024). Furthermore, it is also shown that accounting for non-textual semiotic resources such as album covers, images and music videos is vital to create a credible portrayal of the digital music review genre with all of its technological affordances. The findings illustrate that methodological rigour facilitates drawing firm conclusions when comparing one's results with similar studies.

Aleksandra Rykowska , MA

Jagiellonian University in Kraków

***Is stylometry still able to distinguish human and machine literary
translation?***

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

Machine translation's quality rises on a daily basis, which comes as no surprise with the increasing number of its users and thus, the gained training data. The biggest leap in translation quality could be seen around 2015 when classic statistical algorithms were replaced by neural machine translators (Kenny, 2022). And even though the resulting MT is not perfect, with many errors (Al Sharou, Specia, 2022), as well as harmful stereotypes (Rescigno, Monti, 2023), it has become a challenge for stylometry and authorship attribution (Rybicki 2022).

In order to verify if stylometry is able to tell apart human and machine translations, a corpus, consisting of a total of 600 texts, comprising 50 titles each of contemporary novels originally written in Italian, Spanish, Serbian, Croatian, Greek, Japanese, Danish, Norwegian, Swedish, Czech, Hebrew, Hungarian, and German, was created.

Each novel has been simultaneously translated into Polish, English, and French using Google Translate, DeepL, and the official translator of the EU.

The research hypothesis was that stylometry would fail to clearly distinguish HT and MT. In the case of English, the indistinguishability of MT from HT should be the strongest, while in Polish and Lithuanian, which represent heavily inflected languages, it should be the weakest. The analysis was conducted with the stylo package for R (Eder, Rybicki, Kestemont, 2016). A bootstrap consensus method using cosine delta for the most frequent words (100 to 1000 MFWs) was applied.

In my presentation, I will show that the known methods in stylometry stopped working properly for the distinction between HT and MT, even on literary corpora, in all the aforementioned languages. I will analyze possible factors explaining the phenomenon, including the degree of inflectionality of languages (both source and target), and the complexity of the individual style of the original novel.

Alicja Sakaguchi, PhD, habil., Professor

Adam Mickiewicz University, Poznań

Wissens- und erfahrungsbezogene Präsuppositionen. Illustriert anhand gesellschaftskritischer Reime von Ryszard Lipczuk und Dennis Riehle

Session: Linguistic Approaches to the Multilingual World

Präsuppositionen sind Annahmen eines Sprechers, die dieser nicht explizit erwähnt. Es sollen in diesem Vortrag zwei unterschiedliche Typen von Präsuppositionen erwähnt werden: Präsuppositionen, die auf Wissen und Erfahrung beruhen, und solche, die auf Fiktionen zurückgehen. Wissens- und erfahrungsbezogene Präsuppositionen sollen anhand ausgewählter gesellschaftskritischer Gedichte in Reinform zu Leben, Alltag und Zeitgeschehen von Ryszard Lipczuk und Dennis Riehle illustriert werden. Die Unterscheidung von Meinung, Vorstellung einerseits und Wirklichkeit, Erfahrung andererseits spielt beim richtigen Textverständnis eine bedeutende Rolle. Die hier dargestellte Perspektive ist um eine ganzheitliche Betrachtung von Präsuppositionen bemüht, die Linguistik, integrale Bewusstseinspsychologie, Mystik und Philosophie einschließt.

Ha-kyoung Shin, Professor

Department of Japanese Studies, Sookmyung Women's University

East-asian Science Fiction Envisions Coexistence with the 'Non-human Beings' - Focussing on Plants

Session: Languages and literature in Fareast Asia

The anthropocene discourses, driven by the climate crisis, have raised serious concerns about the environment in which humankind currently live, and called for 'nonhuman turn' from an anthropocentric knowledge system. The exploration of the possibility of

overcoming the current crisis through the development of science and technology and the transformation of human society naturally has a strong affinity with the science fiction genre, categorized as 'climate science fiction'. This presentation will explore the possibility of coexistence between humans and non-human others by focusing on the most invisible entity in the anthropocentric value system, namely plants.

In the past, science fiction based on plants, such as Brian W. Aldiss's *Long Afternoon of Earth* (1962) and Thomas M. Disch's *The Genocides* (1965), have been dominated by domination or class narratives in which plants with vigorous life force dominate the world and artificial cities disappear completely, but the current imagination is characterized by the process of exploring the characteristics of non-human others, and the possibility of human coexistence with them. These features will be discussed by examining the Korean science fiction writer Kim Choyeop's *Dispatchers* (2023) and the Japanese science fiction writer Tsukui Itsuki's *Corunutopia* (2017).

Yuliia Soloviova

Adam Mickiewicz University, Poznań

Taboos and Euphemisms in the Language of Russian, Yakutia's and Tuvan hunters

Session: Languages and literature in Fareast Asia

Owing to its extensive history, hunting has gone through significant transformation, starting from the fundamental activity, essential for survival, to the way of wildlife conservation or connection with nature. Over centuries, alongside hunting skills, hunting communities also cultivated traditions, customs, or rituals. Furthermore, the demand for prompt and efficient communication culminated in the emergence of a specialized language, distinguished by particular features. Analogous to colloquial language, the language of hunters encompasses subjects, considered unconventional to discuss, leading to the employment of euphemisms. The paper surveys the current literature regarding taboos and euphemisms in the language of Russian hunters, especially those hunting in the Northern Asia. The existing research indicate the elaborate characteristic of taboos. The vast majority of them pertained to practices conducted prior or following the hunt, however, language also embodied many of these taboos. Primarily, two types of discursive restrictions may be distinguished: one coined by professional hunters, another one – by amateurs. Each type of taboos, arising from its respective group, serve distinct functions. Secondly, linguistic restrictions may be classified based on the prohibited topics. Such categories encompass the species names of wild game, hunting gear, or performed activities. Another substantial group consists of taboos devoted to the death of game and rituals to honor it. Euphemisms appeared also in the language of falconers. The main reason behind the phenomenon of tabooing in the language of hunters in Northern Asia is a deep bond with nature and, as a result, belief in forest spirits, the “humanity” of animals and strives for their utmost respect.

Lea Späti, MA

University of Gothenburg

Coping with diglossia in medical talk. A mixed-methods study on conversations between multilingual medical staff and patients in a standard-dialect environment at hospitals in German-speaking Switzerland.

Session: Linguistic approaches to the multilingual world

Dieses Projekt befasst sich mit dem Gebrauch koexistierender Sprachen und Sprachvarietäten in Krankenhausinteraktionen in der deutschsprachigen Schweiz. Im Fokus der Untersuchung stehen das Bewusstsein und die Einstellungen gegenüber diesen sprachlichen Varietäten, insbesondere die Herausforderungen, die sich durch die Diglossie in den Interaktionen zwischen einheimischem und zugewandertem medizinischem Personal sowie den Patienten ergeben. In den deutschsprachigen Regionen der Schweiz erschwert die gleichzeitige Präsenz von Schweizerdeutsch und Hochdeutsch, auch als "mediale Diglossie" bezeichnet, die alltägliche Kommunikation (Siebenhaar & Wyler 1997). Die sprachliche Vielfalt dieser Regionen umfasst neben den offiziellen Landessprachen und Schweizerdeutschen Dialekten auch Migrantensprachen, was die Kommunikationssituation zusätzlich komplex gestaltet (Schüpbach & Brohy 2024: 27f.; Petkova 2012: 130f.).

Der Gesundheitssektor, in dem eine reibungslose Kommunikation essenziell ist, beschäftigt vermehrt ausländische Fachkräfte und trägt damit zu einer mehrsprachigen Umgebung bei. Trotz der anerkannten kulturellen und sprachlichen Heterogenität in Schweizer Gesundheitseinrichtungen (Swiss Hospitals for Equity 2016: 25) gibt es bislang nur wenig Forschung zu den spezifischen Herausforderungen, die durch die Diglossie in der deutschsprachigen Schweiz entstehen. Diese Studie zielt darauf ab, diese Forschungslücke zu schließen, indem sie die Sprachverwendung von medizinischem Personal und Patienten untersucht, subjektive Motivationen für die Sprachwahl analysiert und potenzielle Kommunikationsprobleme infolge von Mehrsprachigkeit und Diglossie beleuchtet.

Angesichts der bislang unzureichend untersuchten sprachlichen Dynamiken im Gesundheitswesen der deutschsprachigen Schweiz setzt diese Forschung qualitative und quantitative Methoden ein, darunter Audioaufnahmen, Beobachtungen und ausführliche Interviews, um Daten zur Sprachverwendung und zu den Einstellungen der beteiligten Akteure zu sammeln. Insgesamt wird die Studie zur Identifizierung von Herausforderungen sowie zur Entwicklung von Strategien beitragen, die eine effektive Kommunikation zwischen einheimischen und zugewanderten Gesprächspartner:innen in Schweizer Gesundheitseinrichtungen über Sprachgrenzen hinweg ermöglichen.

Aldona Sopata, PhD, habil., Professor

Adam Mickiewicz University, Poznań

Cristina Flores

Esther Rinke

Goethe University Frankfurt, Germany

***Auswirkungen von Rückkehrmigration auf die Kindheitssprachen
Deutsch und Polnisch. Spracherosion und -weiterentwicklung von
lexikalischem Wissen***

Session: Linguistic Approaches to the Multilingual World

Sprecher, die in einem Land in einer Familie mit Migrationshintergrund mehrsprachig aufwachsen und zu einem späteren Zeitpunkt in ihr Herkunftsland (oder das Herkunftsland ihrer Eltern) zurückkehren, sind ein interessanter Fall für Untersuchungen zur Entwicklung von Mehrsprachigkeit. Die vorliegende Studie untersucht die Auswirkungen von Rückkehrmigration auf die lexikalischen Fähigkeiten von Polnisch-Deutsch bilingualen Sprechern. Die Versuchsgruppe besteht aus 22 zweisprachigen Sprechern, die ihre Kindheit in Deutschland verbracht haben und (zurück) nach Polen gezogen sind, in das Herkunftsland ihrer Eltern. Zwei Gruppen von einsprachig aufgewachsenen Sprechern des Polnischen und des Deutschen fungieren als Kontrollgruppen (40 Sprecher). Die Studie untersucht potenzielle Prozesse der Erosion lexikalischen Wissens im Deutschen, der ehemals dominanten Umgebungssprache, und der Weiterentwicklung lexikalischen Wissens im Polnischen, der ehemaligen Herkunftssprache (Flores & Snape 2021). Wir konzentrieren uns dabei auf den Einfluss von außersprachlichen Variablen wie Alter bei der Rückkehr, Alter bei Beginn der Zweisprachigkeit, Umfang des Kontakts mit beiden Sprachen und Dauer des Aufenthalts in Polen nach der Rückkehr. Wenige bestehende Studien zu dem Thema zeigen, dass diese Variablen für die Entwicklung der sprachlichen Kompetenz der Rückkehrer entscheidend sind (z. B. Flores 2010; Taura 2008). Es ist jedoch umstritten, inwieweit sich diese Variablen auf das lexikalische Wissen von Rückkehrern auswirken (z.B. Kubota u.a. 2020). Die Ergebnisse der Studie bestätigen einen gewissen Verlust sprachlicher Fähigkeiten in der ehemaligen Umgebungssprache und eine Verstärkung der Herkunftssprache bei den Rückkehrern. Das Alter bei der Rückkehr spielt eine Rolle bei den Deutsch- und Polnischkenntnissen, wobei Sprecher, die im Kindesalter zurückgekehrt sind, höhere Polnischkenntnisse und niedrigere Deutschkenntnisse aufweisen. Auch die Dauer des Aufenthalts in Polen ist ein bedeutender Faktor: Eine längere Aufenthaltsdauer im Herkunftsland führt zu höheren Polnischkenntnissen, aber überraschenderweise auch zu höheren Deutschkenntnissen. Dies deutet darauf hin, dass sich das lexikalische Wissen auch in Kontexten mit reduziertem Sprachgebrauch weiterentwickeln kann.

Grażyna Strzelecka, PhD

Uniwersytet Warszawski

***Zum aufgabenorientierten Fremdsprachenlernen am Beispiel der
Fachsprache der Architektur***

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

Der aufgabenorientierte Ansatz und die autonome Beteiligung der Lernenden am Lernprozess an der Universität stärken die Motivation zum Wissenserwerb. Der Beitrag will zeigen, wie die Aufgabenorientierung im Fremdfachsprachenunterricht zu der parallelen Entwicklung sprachlicher Fertigkeiten und des Erwerbs von Fachwissen an einer geisteswissenschaftlichen Fakultät führen kann. Am Beispiel der Sprache der Architektur und Touristik, die als Fachsprachen an der Warschauer Germanistik unterrichtet werden, wird gezeigt, welche Möglichkeiten sich aus dieser Verbindung für die Lernenden und die Lehrenden ergeben. Projektarbeit, Action und Interaktion, bewusstes Handeln und Selbstorganisation des Lernprozesses sind hier Voraussetzungen für den Erfolg. Gute Beziehungen innerhalb der Gruppe und interkulturelle Skills sind neben dem Spracherwerb und dem Erwerb des Fachwissens ein nicht zu unterschätzendes Ergebnis, das sich auch im späteren Berufsleben der Absolventen bewährt.

Leszek Szymański, PhD, habil., Professor

University of Zielona Góra

***You must can do it, or shoulda, coulda, woulda – on a project
preserving linguocultural heritage of the American South***

Session: Linguistic Approaches to the Multilingual World

Language and culture are two inseparable phenomena. The former is always embedded in the latter, and the latter is expressed, described and passed on with the former. This paper aims to discuss a project that intends to preserve elements of both of them. The project was implemented at the University of Georgia in Athens, GA. It consisted in recording sociolinguistic interviews conducted with native speakers of Southern American English, in this case Georgia English. From the linguistic perspective, the interviews were aimed to collect language material that would allow for an empirical investigation into double modals, a feature found characteristic of Southern American English, which is of Scottish provenance. The language data were collected with a sociolinguistic protocol. Planning to collect potential double modal predicates, supplemented by users' comments, and contextual use of double modals required a special construction approach to the data collection tool. Thus, the sociolinguistic interview protocol needed to be different from those that typically focus on lexis and pronunciation. Considering this, the paper will present the preparation stage as well as the fieldwork experience related to conducting the interviews, including participant selection or efforts to lessen the observer's paradox effect. This will be exemplified with some authentic challenges that had to be faced before and during the data collection, as well as selected implemented solution, which will be contrasted against theoretical proposals. Eventually, certain potential ways of employing the anticipated results of the semantic-pragmatic interface analysis will be presented.

Małgorzata Szymczak

Adam Mickiewicz University, Poznań

Mental Illness Portrayal in “The Vegetarian” by Han Kang

Session: Languages and literature in Fareast Asia

The paper offers a comparative analysis of Han Kang's *The Vegetarian* in the Polish and English edition, with attention to the interplay between sociolinguistic and psychiatric perspectives. The novel's main character, Yeong-hye, illustrates the overlap of schizophrenia, catatonia, and depression while simultaneously dramatizing resistance to patriarchal and cultural oppression. The research material consists of the English version of the book entitled *The Vegetarian* (translated by Deborah Smith) and the Polish version of the book, entitled *Wegetarianka* (translated by Justyna Najbar-Miller and Choi Jeong In). This study applies a comparative literary approach alongside sociolinguistic analysis to examine how translation choices influence the portrayal of stigma revolving around mental illness. The analysis shows how Yeong-hye's story connects psychiatric components with the symbolic meaning of trauma, autonomy, and self-erasure, while also revealing how linguistic stigma – through mutism, refusal, and narrative framing – is differently expressed in the English and Polish versions. By bridging sociolinguistics and psychiatry, the paper underscores the necessity of interdisciplinary approaches for understanding how narratives of mental illness and stigma are produced, circulated, and transformed across languages.

Urszula Topczewska, PhD, habil., Professor

University of Warsaw

Phraseologismen als evaluative Prädikate. Zur korpuslinguistischen Ermittlung ihrer sprechaktbedingten Bedeutungen

(online)

Session: Language Corpora and Databases: Design, Data Collection, Annotation, Management, and Applications

Zu den evaluativen Sprechakten gehören diejenigen sprachlichen Handlungen, die direkt oder indirekt eine Bewertung zum Ausdruck bringen. Typische Beispiele sind Sprechakte des Lobens (z.B. Das war eine gute Entscheidung), des Tadelns (z.B. Das darfst du dir nicht mehr erlauben), des Spottens (z.B. Du bist mir ja ein netter Nachbar). In meinem Referat werden Phraseologismen als evaluative Prädikate (z.B. Ich bin ein Hans Dampf in allen Gassen gewesen) in Bewertungsakten behandelt, wobei im Mittelpunkt Sprechakte stehen, in denen Phraseologismen kulturell relevante Bewertungsstandards indizieren. Anhand einer exemplarischen Kollokationsanalyse des Phraseologismus Hans Dampf in allen Gassen schlage ich vor, seine evaluative Prosodie im Sinne von Morley/ Partington (2009) zu überprüfen, um kontextbedingte Varianten seiner evaluativen Bedeutung zu ermitteln. Zunächst werden statistisch signifikante Kookkurrenzen des untersuchten Phraseologismus im Deutschen Referenzkorpus (DeReKo) mithilfe von COSMAS II identifiziert und anschließend aus

seinen semantisch auffälligen Gebrauchsmustern Hinweise für die entsprechenden Bedeutungsvarianten ermittelt, indem die Volltextbelege für die ausgewählten Kollokationen qualitativ analysiert werden. Die Analyse wird als eine korpusbasierte im Sinne von Lemnitzer/ Zinsmeister (2015) verstanden, d. h. als eine induktive Bedeutungsanalyse syntagmatischer Muster, in denen der zu beschreibende Phraseologismus vorkommt. Dabei wird davon ausgegangen, dass Bewertungsstandards für evaluative Phraseologismen zeit- und situationsgebunden sind (vgl. Potts 2007). Daher kann es auch regulär wiederkehrende diskursive Zusammenhänge geben, in denen etwa eine abwertend markierte phraseologische Wendung auch eine neutrale oder positive Wertung standardmäßig zum Ausdruck bringt. Die durchgeführte Fallstudie zeigt, dass Bedeutungen evaluativer Phraseologismen sich insofern korpuslinguistisch ermitteln lassen, als es in deren textueller Umgebung bestimmte Kontextualisierungshinweise gibt, die in signifikanter – wenn auch nicht unbedingt statistisch signifikanter – Regelmäßigkeit wiederkehren. Zu den Kontextualisierungshinweisen rechne ich im Anschluss an Topczewska (2019) nicht nur prosodische, sondern auch referenzielle Hinweise, die für die Bedeutungsbestimmung in Korpora geschriebener Sprache zumeist ausschlaggebend sind.

Paula Trzaskawka, PhD

Adam Mickiewicz University, Poznań

AI in teachers' work – a great assistant or a hidden traitor?

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

Machine translation systems are becoming increasingly efficient in today's world. In English language didactics, this can pose new challenges for those who are not familiar with the variety of available assistance tools. The aim of this paper is to assess the quality of AI assistance in a teacher's work. The research material includes ready-made tests available only to teachers of the English language, accessible on the publishing house platform, and conversations with Gemini and ChatGPT about assisting in recreating students' existing English tests (A1 level) into new versions of examples. The research method involves empirical observation and a comparative analysis of responses to the same prompts given to AI tools, comparing the paid version of Gemini and the free online version of ChatGPT. The results show that both tools can be a great aid for foreign language teachers; however, there are some limitations where machines cannot be of help. These problems are not only technical, such as when creating a test for a student, but also related to the machine translation system's ability to assess the level of language knowledge.

Artur Urbaniak (organizer)

Adam Mickiewicz University, Poznań

Between the Marginalized and the Hegemonic: A Political Discourse Analysis of the Inaugural Speeches of Barack Obama, Joseph Biden, and Donald Trump

Session: Communication and Cultures in Contact in the Age of Globalization

This study adopts a programmatic framework grounded in van Dijk's (1997) Political Discourse Analysis (PDA), integrating quantitative and qualitative methodologies to examine American presidential rhetoric of the inaugural addresses (2009-2025). The inaugural address of a democratically elected U.S. president functions as a critical communicative event, conveying domestic, socio-economic and foreign policy orientations and signaling the administration's commitment to global development (cf. AlAfnan, 2022; Amir, 2022). Such speeches enact declarative and commissive speech acts, including the articulation of promises, intentions, and ideologies, while symbolizing the triumph of democracy (Ellah & Nta, 2020; Ellah, 2022). This paper investigates how Presidents Barack Obama, Joseph Biden, and Donald Trump addressed marginalized versus privileged groups (here termed "the Hegemonic") in their inaugural addresses. The analysis proceeded in two phases: (1) a quantitative analysis employing corpus tools (Voyant Tools, Readability Analyzer) and (2) a qualitative analysis guided by Fairclough's three-dimensional framework (1992, 2010) encompassing text, discursive practice, and social practice. Findings reveal that while explicit references to disadvantaged groups are present across all speeches, not all such communities are directly acknowledged. Implicature is often employed to address underrepresented or underserved populations. For instance, President Trump's inaugural rhetoric is marked by a pronounced critique of elites and the Washington establishment, which could be interpreted as an implicit advocacy for disenfranchised groups. In contrast, Presidents Obama and Biden employ more implicit rhetorical strategies when engaging with hegemonic power structures, and more explicit strategies when referring to the marginalized groups. Situated within the broader context of U.S. political communication, this study elucidates the evolution of presidential rhetoric, particularly in the domains of inclusivity and social justice framing. The findings contribute to a nuanced understanding of how presidential discourse both reflects and influences societal perceptions of marginalized and privileged groups.

Petra Wagner, Phd, Professor

Keynote

Universität Bielefeld

Understanding "understanding" - On the multimodal expression and perception of (non-)understanding in dyadic explanations

During an explanation between an explainer (a person who explains) and an explainee (a person something is explained to), explainers crucially rely on the explainee's

feedback about their current level of understanding as well as their level of cognitive load or attention. Based on the monitoring of a wide range of verbal and non-verbal feedback cues, an explainer can then dynamically adjust the explanation strategy, e.g., by changing the tempo of the ongoing explanation, repeat or skip parts of the explanation, or even shift the focus of the explanation. In my talk, I will report on insights from the TRR318 „Constructing Explainability“ (<https://trr318.uni-paderborn.de/en/>) subproject A02 on „Monitoring the understanding of explanations“, in which we gather and investigate multimodal signals of (non-)understanding in explanations, see how they evolve in course of ongoing explanations, and how they are interpreted and reacted to. In particular, I will describe the recording and rich multimodal annotation of a corpus of 87 dyadic board game explanations, provide information about our annotation of different levels of (non-)understanding using a recall task, address the floor management dynamics across different phases of the explanations, present some insights on how explainers adapt their multimodal behavior to different explainees, and show how verbal and non-verbal information combine in a model of classifying (non-)understanding.

Valentin Werner, PhD

University of Bamberg

***Fostering language awareness and critical cultural awareness through
pop cultural media***

Session: Foreign Language Teaching from the Perspective of (Inter)cultural studies

This paper starts from the observation that present-day language learners are exposed to pop cultural media (Werner & Tegge, 2021), which through their visual elements and content as well as their language varieties and register used may transport certain identities, power structures, stereotypes, and ideologies that uphold discriminatory practices. Based on frameworks such as critical language education (Crookes, 2013) and intercultural citizenship education (Byram, 2008), it is suggested that language education is a political activity that plays an essential role in identifying and countering such social injustices. This paper first offers a review of pertinent sociolinguistic work on narrative telecinematic media aimed at children, develops a case study on a current animated series, and illustrates the potential of analyzing linguistic usage and concurrent social attributions in these artifacts. By focusing specifically on cultural and linguistic stereotyping (i.e. bias in the form of an association of a particular, often nonstandard, usage with unfavorable social traits of a character), it discusses the relevance of critically engaging with such media and their representation of language (see also Abe & Shapiro, 2021) and outlines practical implications (i.e. general suggestions for designing teaching materials as well as specific activities) to illustrate ways forward in anti-discriminatory and inclusive teaching practices. These advocate critical consumers and eventually, responsible world citizens who value freedom of speech and independent thinking.

Agnieszka Włodarczyk Czubak, Mrs

Uniwersytet Radomski im. Kazimierza Pułaskiego

“The future of translator education facing challenges of translation didactics in the era of new translation technologies and tools”

(online)

Session: Translation and Translation Didactics in the Age of Artificial Intelligence

The impact of new translation technologies should be discussed widely. Tools like Google Translate, DeepL, and AI-based NMT systems have revolutionized the translation process. Translators now need to focus on post-editing MT rather than traditional translation. As we all know, tools like SDL Trados, Phrase have become essential in professional translation workflows but they require translators to be proficient in managing translation memories, term bases and quality assurance features. The integration of AI in translation workflows has introduced challenges in maintaining quality, creativity, and cultural nuances in translation. That is why, translation education must adapt to include training in new technologies such as CAT tools, MT post-editing and localization software, alongside traditional linguistic and cultural competencies. Educators face the challenge of balancing theoretical models of translation studies with practical, technology-driven skills. What is more, translators now need skills in project management, technical writing, and even programming to meet the demands of the industry. I would like to present key competencies for future translators like technological proficiency, cultural competence, critical thinking and lifelong learning.

Staphan Wolting, PhD, habil., Professor

Adam Mickiewicz University, Poznań

Academic communication as an intercultural topic of interest

Session: Communication and Cultures in Contact in the Age of Globalization

The contribution focuses on academic knowledge production, especially on academic communication as a field of research in intercultural studies. There is a perceived necessity that the humanities' own hermeneutic basic assumptions should be reflected more critically. For instance the conception of what we call a good way of teaching differs in different cultures (civilizations). Actually I try to work out within the project culture specific features of academic communication, e.g. different ways of teaching and learning styles, different ways of examining and grading the students, different types of academic texts (or different understanding of the types), and culture-specific academic rituals as consultation hours (the so-called Sprechstunde in German, which is not the same as the office hour in the US). Another interesting field for empirical research are styles of academic communications like e-mailing (especially between professors and students). Our goal is to describe the considered academic settings as concrete and thick as possible to get an analysis which points out the singularities of

the different cultural and social academic environments and allows comparisons from an intercultural perspective.

Joanna Woźniak, PhD

Michał Kaźmierczak, PhD

Adam Mickiewicz University, Poznań

Identifying idioms in large text corpora: A semiautomatic corpus-based approach

Session: Language Corpora and Databases: Design, Data Collection, Annotation, Management, and Applications

Identifying idiomatic expressions within discourse poses substantial challenges, particularly when dealing with corpora of significant size, which renders manual analysis impractical. Although corpus-based and corpus-driven methodologies have achieved notable success in idiom detection (cf. Stefanowitsch 2006; Bubenhofer 2009; Evert 2009; Meier-Vieracker 2021), these approaches are not without limitations. Issues such as the exclusion of certain idiom types or the misclassification of non-idiomatic units as idioms persist. This paper aims to demonstrate the efficacy of a semiautomatic corpus-based method for extracting idioms from extensive text corpora. It will also address the limitations of this method and propose areas for further development.

In this study, we adopt a narrowly defined concept of idioms, aligned with leading phraseological theories (cf. Burger 2015; Dobrovolskij & Piirainen 2022). The first section of the paper will review the primary corpus-based and corpus-driven approaches to idiom identification. Subsequently, we will present the semiautomatic approach employed in our research, which includes: (1) initial automatic identification of idioms from a predefined list and a Python script using natural language processing library: spaCy [10.5281/zenodo.1212303], (2) expert review, and (3) validation of results to assess their accuracy and reliability.

The paper will conclude with a presentation of the findings from applying this approach to the analysis of idioms in German and Polish discourse related to Covid-19.

Magdalena Zabielska, PhD

Adam Mickiewicz University, Poznań

I felt I could not advocate for myself: The discursive construction of identities in contact on the basis of the interviews with foreigners about their experiences with healthcare institutions in Poland

Session: Communication and Cultures in Contact in the Age of Globalization

Identity can be described as the sum of a person's experiences, a narrative that evolves over time, and the continuous merging of life events (Giddens 1991). Migrants coming to a different country may find certain practices carried out not like “with them” and this may affect their feeling of safety, also in the context of patienthood (Heritage and Robinson 2006). The aim of this presentation is to analyse the discursive construction of identities in contact based on foreigners’ accounts, shared during narrative interviews. They were conducted in 2021 and featured forty respondents who live or used to live in Poznań and had some experience with local healthcare institutions. During their checkups, consultations or emergency situations they described, they often encountered different (communicative) obstacles, and this led them to contrast their experiences with those in their home country and/or elaborate on their personal opinion on the issues. This was discursively realised through the juxtaposition of us and them, spatial deixis and affective adjectives and adverbs. In addition to highlighting unresolved issues within healthcare institutions, the interviewees' stories provide a glimpse into how they discuss these sensitive topics related to their well-being. This is particularly significant in the context of large-scale population movements and their impact on community well-being, both in Europe and globally.

Soonmo Yang, PhD, Research Professor

Yonsei University

***The Europe That Remains Untranslated:
Lukács György’s Tragic Vision and Korean Literature***

Session: Languages and literature in Far East Asia

The influence of Hungarian literary theorist Lukács György on Korean literary studies is immense. Before his reception in Anglo-American academia, Lukács had already shaped Korean literary discourse from the 1930s via Germany and Japan. By the 1970s and 80s, he was regarded as “a figure who influenced the thinking of an entire generation, not just a few individuals or fields” (Seo, 2016), and remained “the most cited theorist among researchers well into the 1990s” (Hwang, 2012). Despite this prominence, Lukács’s legacy in Korean literary criticism remains somewhat one-dimensional. While he was a “crossroads of European thought” (Hwang, 2016), Korean scholars have largely overlooked the tragic ideas in his early work, *Soul and Form*, instead fixating on the tensions and synthesis between *The Theory of the Novel* and *History and Class Consciousness*. However, as Franco Moretti (1997; 2021) argues, modern European literature emerged from the interplay between the modern novel and tragedy, forming a literary geography that bifurcates European literature in space and time. If so, then Lukács’s legacy in Korea reveals an unexplored path—one that leads to tragedy. Building on my dissertation, *The Tragicity of the Absolute Self in Colonial Korean Literature: Focusing on Yi Kwang-su and Yi Sang* (Yonsei University, 2023), and my recent study, *Untranslated Influences, Reconstructing Tragedy: Brandes, Ibsen, and Nietzsche* (2024), this paper examines how tragedy theory, as an untranslated European idea, recurs in the Korean reception of Lukács. By reassessing Lukács not only as a Marxist literary theorist but also as a thinker of tragedy, I seek to

reconstruct his intellectual significance in a way that speaks more directly to contemporary Korean literary discourse.