Language research at the crossroads of disciplines

the 6th Białystok-Kyiv Conference on Theoretical and Applied Linguistics

7-8 December 2023
Białystok, Poland

Book of Abstracts
The 6th Białystok–Kyiv Conference on
Theoretical and Applied Linguistics

Language research at the crossroads of disciplines

7–8 December 2023
Uniwersytet w Białymstoku

VENUE
Kampus Uniwersytetu w Białymstoku
Konstantego Ciolkowskiego 1R, 1N
15–245 Białystok

talc.uwb.edu.pl
filologia.uwb.edu.pl

ORGANIZING COMMITTEE
Tomasz Michta (chair)

Michał Citko
Paweł Dziedziul
Daniel Karczewski
Katarzyna Lach Mirghani
Beata Piecychna
Galyna Tsapro

Anna Sańczyk–Cruz
Edyta Wajda
Justyna Wawrzyniuk
SCIENTIFIC COMMITTEE

Prof. Elżbieta Awramiuk
(University of Białystok, Poland)

Prof. Zofia Chłopek
(University of Białystok, Poland)

Prof. Jarosław Krajka
(Maria Curie-Skłodowska University in Lublin, Poland)

Prof. Agata Rozumko
(University of Białystok, Poland)

Prof. Elżbieta Górska
(University of Warsaw, Poland)

Prof. Anna Maria Harbig
(University of Białystok, Poland)

Prof. Marek Łukasik
(Pomeranian University in Słupsk, Poland)

Prof. Magdalena Thien
(University of Białystok, Poland)

Prof. Piotr Stalmaszczyk
(University of Łódź, Poland)

Prof. Irena Szczepankowska
(University of Białystok, Poland)

Prof. Valentyna Yakuba
(BGKU, Ukraine)
# TABLE OF CONTENTS

## KEYNOTE LECTURE

**Language research at the crossroads of disciplines**  
Marta Andersson ................................................................. 1

## KEYNOTE LECTURE

**Lexicography for Academic English Writing**  
Ana Frankenberg-Garcia ....................................................... 2

## KEYNOTE LECTURE

**Lexicography meets Generative AI**  
Robert Lew ........................................................................... 3

## KEYNOTE LECTURE

**What’s new in the (old) world of multimodal metaphor? Thinking inward, outward and forward**  
Paula Peréz-Sobrino .......................................................... 4

**The functions of codeswitching among Maghreb Arabic–French–English speaking international students**  
Ahmad Awawdeh ................................................................. 5

**Conceptual blending and children’s literature: A case study**  
Shala Barczewska .............................................................. 6

**From Reluctance to Acceptance: EFL Educators’ Journey with AI Integration**  
Jose Belda-Medina ................................................................ 7

**Pragmatics in ELT Textbooks: a comparison between Algerian middle school textbooks and the Touchstone series**  
Affaf Benmesli ..................................................................... 8

**Analyzing Bangla Swear Words: Gender Attitudes and Pragmatic Functions**  
Shikha Bhattamishra, Rajoshree Chatterjee ............................. 9

**Language, agency, and displacement: Ukrainian war refugees in Australia**  
Tetiana Bogachenko ............................................................. 10

**The evolution of stereotypical ideas about Siberia in Spanish corpora**  
Anastasiia Carisio ............................................................... 11

**Exploring the Bengali Chharas’ (Nursery Rhymes’) Gradual ‘Socialization’ of Young Learners**  
Rajoshree Chatterjee ............................................................ 12
English as a barrier on the pathway of professional transitioning of Ukrainian migrant teachers in Australia
Larysa Chybis ................................................................. 14

Do you accept <kat> as a spelling for <cat> as eagerly as /ket/ as a pronunciation for /kæt/? Teachers’ attitudes towards teaching segmental phonology in a FL classroom
Michał Citko ................................................................. 15

The role of mental imagery in L2 reading comprehension: Analyzing student verbal protocols through the lens of dual coding theory
Aradi Csenge ................................................................. 16

Translating Constructions in Online News Headlines: Discourse Pragmatic Perspective
Oleksii Deikun .............................................................. 18

Language matters – why we should change the way we discuss teaching neurodiverse learners in journals for language teachers
Agnieszka Dzięcioł-Pędich ........................................... 19

Enhancing Language Acquisition in Higher Education: The Role of Daily Engagement with Language Learning Apps
Katarzyna Gajda ........................................................... 20

Productive use of affixes: Bauer and Nation’s (1993) levels 30 years on
Roger W. Gee, M. Karen Jogan, Kathleen S. Jogan ............................ 21

Leveraging lexical semantics and corpus linguistics in the history of linguistics: an interdisciplinary case study of the development of polysemy by French and German scholars in the 19th century
Nicolas Gignac .............................................................. 23

The role of foreign language aptitude in the development of phonetic skills: a study among English philology students
Grażyna Gorbacz-Dailida .............................................. 25

Between lexical variety and repetition: a multi-factorial study of English-to-Polish translation of reporting verbs in literary novels
Łukasz Grabowski ....................................................... 26

Conceptualizing Metaphor Use in The Brookings Institution’s Foreign Policy Guidance
Katherine Hallin .......................................................... 27
Exploring Semantic Variability of the Word “Creature” in Elizabethan Prose Fiction
Liudmyla Hryzhak.................................................................28

Beliefs of language learners, teachers, and teacher trainers about pluricentricity in foreign language teaching: The case of English and German in the Hungarian education system
Máté Huber ...........................................................................29

Factors affecting the scope of overgeneralization in adult users of language
Daniel Karczewski, Edyta Wajda ........................................31

Looking for a Eureka Moment in Specialist English Language Education: From Needs Analysis to Collaboration
Barry Kavanagh ......................................................................32

Remixing critical discourse analysis and contact linguistics: Evidence from hip hop and media discourse of bidirectional language contact influences on contemporary Montreal urban vernacular
Emily Leavitt .........................................................................33

Inference making in Slovak 3rd graders
Ludmila Liptakova ..................................................................35

/'æs/, /'grævs/, /'klɪf/, /'træp/: Canadian Raising and Shift in the Arctic Circle
Vicky Loras ...........................................................................36

Development of reading–writing direction effects on spatial object positioning: Insight into German pupils
Anna Marklová, Renate Delucchi Danhier, Lea Griebenow .................................................................37

Representation of Ukrainian and Syrian refugees in BBC news stories: constructionist-rhetorical approach
Tetiana Mishchenko .....................................................................38

Exploring the Multimodal Communication of Emotion in Language and Gesture
Weronika Morozewicz ..............................................................40

Corpus–based Study of Tonic Drinks Advertisements Quantitative Characteristics: Notes on Method
Svitlana Nohovska .....................................................................41

Visual metaphor as a means of concept elucidation in chosen pro-Ukrainian memes against 2022 Russian invasion
Julia Ostanina-Olszewska, Aleksandra Majdzińska-Koczorowicz ..............................................................42
Recognising a Trafferker in a “Good Samaritan”: the Conceptual Prerequisites of an Empirical Study
   Elina Paliichuk, Svitlana Shurma .......................................................... 43

Do language preferences affect our cognitive perception? Testing linguistic relativity hypothesis in an eye-tracking study.
   Elena Panfilova, Barbara Mertins ........................................................ 44

The representations of animals in Sherlock Holmes novels: an ecolinguistic perspective
   Agata Rozumko ............................................................................... 46

Structural and semantic analysis of medical terminology based on the ER TV series
   Karolina Ryker .................................................................................. 47

Slavic intercomprehension at Warsaw “Fryderyk Chopin” airport
   Jacopo Saturno .................................................................................. 48

On the Interplay Between Contrastive Semantics and Translation Practice: Describing Trends with PL dynamika, RU динамика vs. EN dynamic(s)
   Daniel Sax ....................................................................................... 49

Specifics of teaching languages in higher education: case study of UNIL (University of Lausanne, Switzerland) and KNLU (Kyiv National Linguistic University, Ukraine)
   Viktoriia Skriabina .......................................................................... 50

Defining news genres of English media discourse: cognitive rhetorical perspective
   Nataliia Talavira ............................................................................... 51

Fake news: who is it made for, men or women?
   Galyna Tsapro, Olena Gryshchenko .................................................. 52

Qualitative and quantitative characteristics of the reproduction of the idiostyle dominants of W. S. Maugham’s novel “The Painted Veil” in the Ukrainian translation: linguo-statistical analysis
   Larysa Tsokh, Yuliia Shyika ............................................................... 53

Quantitative verification of Old English concessive conjunctions
   Oleksandra Tuhai ............................................................................ 54

Philology Students’ Attitudes Toward Bilingualism and Language Learning in a Multilingual Environment
   Krisztían Váradi ............................................................................... 55
While language has long been studied from a variety of disciplinary perspectives, including linguistics, history, sociology and anthropology, psychology and cognitive science, and philosophy, recent years have witnessed a growing recognition of the necessity for interdisciplinary collaboration in linguistic research. This shift arises from acknowledging that language is an intricate and multifaceted phenomenon that cannot be fully comprehended by any single discipline alone. However, embracing an interdisciplinary approach to language, enables us to tackle complex research questions in a way that leads to a more holistic understanding of its many dimensions and comprehensive insight into its intrinsic traits. A topical example is the utilization of findings in natural language processing to advance our understanding of language production/comprehension and automate language-related tasks. Consideration of sociocultural and anthropological factors in the study of communication barriers, language endangerment, and language policies is another example.

Nevertheless, the benefits of interdisciplinary research in language/linguistics are quite clear, but challenges remain. Effective communication across disciplines poses a significant challenge, as researchers need to overcome differences in theories, terminologies, and methodologies. Another obstacle is securing funding and recognition, as disciplinary-focused research is commonly favoured by funding structures and academic departments. Overcoming these challenges requires not only advocacy for interdisciplinary research in academic institutions, funding agencies, and scholarly circles, but also fostering a centrifugal force within the academic community that would lead to a greater enthusiasm for interdisciplinary pursuits. Through the lens of my own research in discourse and pragmatics, this talk highlights the potential of interdisciplinary approaches in advancing our knowledge of language, emphasizing their benefits, challenges, and potential future directions.
KEYNOTE LECTURE

Lexicography for Academic English Writing

Ana Frankenberg-Garcia
Centre for Translation Studies, University of Surrey

English is becoming increasingly dominant in international scholarly communication. Although writing in English can help researchers share their work globally, postgraduate students, scientists and academics around the world struggle to get their papers accepted in high-impact journals and international conferences.

In this talk, I will present a lexical tool designed to support academic English writers. The tool – ColloCaid – encourages users to expand their academic writing vocabulary and improve the fluency of their texts by nudging them to consult a large database of general academic English collocations sourced from corpora of expertly written formal/academic English texts.

Collocations, or prefabricated combinations of words that are processed as single items - such as take advantage, selective advantage, or advantage over something - have long been recognized as problematic for language learners. Students and scholars who are less accustomed to writing in English often face difficulties in recalling fluent academic English word combinations, which can have a negative impact on the readability of their essays, dissertations, theses, research articles, applications for funding and other written outputs.

Despite the existence of dictionaries, corpora and online tools that can be consulted to check collocations, writers may be unaware of where or how to look them up, or they may simply not notice that their lexical choices could be refined. Moreover, pausing to look up a collocation in an external resource can be disruptive to text production, especially during cognitively demanding tasks such as academic writing. The ColloCaid tool is integrated into a text editor, which helps writers become aware of their lexical limitations and access collocation suggestions as they write, in a minimally disruptive way.

ColloCaid also serves a pedagogical purpose. Unlike recent AI tools used for writing, where there is little control over how text is generated and a real risk that less proficient writers will passively accept black-box vocabulary solutions uncritically, ColloCaid prompts writers to consciously interact with a controlled selection of lexical choices. The tool is free and can be accessed at https://www.collocaid.uk/.

Keywords: EAP, lexicography, academic writing, scholarly publication

ColloCaid was funded by the British Arts and Humanities Research Council (AH/P003508/1).
Contrary to public perception, Generative AI and Large-Language Models did not appear out of thin air, with relevant work having been done over several years. However, exactly a year ago—the moment ChatGPT was made available to the general public—just about everybody started talking about it (and often to it). Reactions spanned from ecstatic to foreboding a catastrophe. Not a few people felt deprived of an essential defining feature of what made them human. More specifically, theoretical linguists suddenly found themselves upstaged by the scary naturalness of the English (if not so much other languages) produced by generative transformers, and some defensively laughed them out of court, such as—ironically—the founder of transformative generative grammar.

On a less emotional and more pragmatic level, scholars working in many areas started to explore the implications of this emergent technology to their areas of scholarship. In my talk, I’d like to show you how I tried doing just that for (English learners’) lexicography. I used ChatGPT to create COBUILD-style English monolingual entries and evaluated them in terms of the quality of definitions, examples, and entries overall. I had four international experts evaluate the AI-generated and original COBUILD entries in a blinded task and randomized order. The results suggest that AI-generated definitions are comparable in quality to those created by human lexicographers, while AI-generated examples and entries overall lag behind, although they can be improved with better prompt engineering. I will conclude with some reflection on whether we still need dictionaries at all.
KEYNOTE LECTURE

What’s new in the (old) world of multimodal metaphor?
Thinking inward, outward and forward

Paula Peréz-Sobrino
University of La Rioja

Figurative language pervades everyday communication, ranging from informal conversations to human-computer interactions, online exchanges, graphic novels, app design, and most importantly for this talk, advertising. It is one of the primary tools for achieving the economy of expression, clarity, persuasiveness, politeness, communication of evaluations and emotions, and other ends.

The most widely studied form of figurative communication, metaphor, is a key tool in communication, particularly when discussing abstract ideas or emotions. However, it has not been until very recently that scholars have focused on how metaphors operate and interact in non-linguistic forms of expression, such as images, senses, sound and music. A particularly fruitful context to study metaphor at the intersection of words, images and sounds (i.e. multimodal metaphors) is advertising, as they share the same logic: both explore the connections between two concepts, usually a not-so-well-known product (usually the target domain) with a positively-connoted idea or scenario (the source domain). Multimodal metaphor is key to proving that metaphor is a matter of thought, rather than a merely linguistic adornment.

Despite the growing body of research exploring the intricacies of metaphor in multimodal settings such as advertising (but also others such as cartoons, cinema, music, etc.), there are still several areas in need of further development. In this talk, I will illustrate with practical examples from my own work as well as from others what has been done and where we stand in terms of theoretical development of multimodal metaphor, as well as methodological considerations, empirical validation of the theoretical postulates and application to real-life case studies (mostly derived from the collaboration with marketing agencies). But more importantly, I will critically outline what needs to be done in terms of research in the field in the following years if we want to fully achieve the transformative potential of this cognitive tool.
The functions of codeswitching among Maghreb Arabic-French-English speaking international students

Ahmad Awawdeh
University of Pannonia

This study tries to identify the functions of Maghreb Arabic-French-English codeswitching (CS) among trilingual adult speakers in their informal conversation. Although a search using internet search engines yields hundreds of papers on CS, it seems that the realm of CS is still a rich area for investigation. Moreover, some CS functions identified in previous literature fail to provide a satisfactory explanation for why speakers code switch instead of continuing the conversation in the main language. To elaborate, Auer (2007) states that "frequently, we get lists of conversational loci for code alternation and examples, but no sequential analysis is carried out to demonstrate what exactly is meant, for example by 'change of activity type', or by 'reiteration" (p. 120). Therefore, there is a need for a comprehensive investigation that delves into the functions of CS in order to fill the gaps in the literature. The corpus of the data consists of natural data collected by means of questionnaire, audio-recording, and interview. The audio-recording was analyzed by the conversational analysis (CA) approach (Auer 1984, 2005, 2007; Li, 2002). The findings show that the participants used CS for different reasons, that is participant-related, language-related and discourse-related. Additionally, the findings corroborate the effectiveness of employing CA in data analysis, provided that it is fortified by additional data sources such as questionnaires. Nonetheless, it is essential to acknowledge that CA encounters intermittent limitations in offering a comprehensive explication of the authentic impetus underlying CS.

Keywords: codeswitching, CA approach, Arabic-French-English trilinguals, functions

References


Conceptual blending and children’s literature: A case study

Shala Barczewska
Jan Kochanowski University of Kielce

Children’s books rely on a variety of linguistic devices to entertain their young readers. This paper looks at the illustrated book for babies “I love you like no otter” (Rossner 2020), which uses the names of animals and their salient aspects— their sounds, behaviors, etc. – to help caregivers tell a child how much they love them. The expressions of love, e.g., I love you like no otter [other], We BEE-long [belong] together, and You make me very hoppy [happy] accompany illustrations of adult and baby animals that reinforce the message and/or the animal referent, e.g., otters, bees, kangaroos. When analyzed from the perspective of Cognitive Linguistics and conceptual blending (Fauconnier and Turner 2002), we see that a variety of different conceptual mappings are required to create and enjoy a rather simple book written for newborns to three-year-olds. One of Turner and Fauconnier’s (2002) claims is that conceptual blending – particularly double-scope blending – is one of the qualities that make humans unique among living things. Finding evidence of this process at work in children’s books suggests that, even at an early age, children can appreciate and enjoy complex blends. The results invite further study of a larger number of Children’s books and what they require in terms of cognitive and linguistic capabilities.

Keywords: Conceptual blending, children’s literature

Bibliography


From Reluctance to Acceptance: EFL Educators' Journey with AI Integration

Jose Belda-Medina
University of Alicante

The introduction of Artificial Intelligence (AI) has ushered in a transformative period across various domains, with education at the forefront of this transition. In the field of language learning, AI's potential to reshape pedagogical methodologies and enhance learner experiences is a subject of debate. This research explores the perceptions and attitudes of 47 English as a Foreign Language (EFL) teachers from the Czech Republic (n=22) and Spain (n=25) concerning the role of AI in language instruction. Employing a mixed-methods design, data were collected through pre-post-test surveys based on the Technology Acceptance Model (TAM) and semi-structured interviews. EFL educators were required to write a paragraph in English (L2) and another in their native language, either Spanish or Czech (L1). These samples, after anonymization, were combined into a single document with AI-generated writings. Educators then attempted to discern the AI-generated sample in each language, explaining their rationale. They also engaged with diverse AI detection tools, evaluating their reliability, and shared insights on AI's potential use by their target students. This phase was followed by a week-long training workshop, designed to acquaint educators with the nuances of AI in language pedagogy and address prevalent misconceptions. Both quantitative and qualitative data were analyzed using IBM SPSS and QDA Miner Lite, respectively. The results unveiled a marked unfamiliarity with AI tools and prevalent misconceptions among EFL educators in both contexts. However, post-workshop data demonstrated an improved understanding, attesting to the effectiveness of AI training. The study highlights AI's transformative potential in language education and underscores the need for sustained, specialized training among current and future educators. These findings have important implications, arguing for a full reevaluation of instructional approaches and curriculum development in order to effectively and ethically integrate AI technology.
Pragmatics in ELT Textbooks: a comparison between Algerian middle school textbooks and the Touchstone series

Affaf Benmesli
University of Limerick

Pragmatic competence is considered as a key component for successful communication, and a number of communicative competence models acknowledged its importance besides linguistic competence (see Bachman (1990); Celce-Murcia et al. (1995)). The current literature indicates that one of aspect of pragmatics that has received much attention is that of Speech Acts, and the latter is concerned with the relationship between utterances and the functions they perform (Taguchi 2015). Indeed, performing appropriate speech acts requires awareness of the differences that exist between the native and the target language and culture (Kasper and Rose 2002). In the language learning classroom, one way to teach pragmatics is through ELT textbooks, which are considered as a rich source of input and the backbone for language learning and teaching (Vellenga 2004). However, these have been criticised for offering inadequate opportunities for learning authentic language (Bardovi-Harling 2001). Through this study, therefore, I aim at analysing, evaluating, and comparing between pragmatic contents found in two sets of ELT textbooks intended for beginner and intermediate levels: the local Algerian middle school EFL textbooks and the global Touchstone textbook series. The content analysis focuses on how speech acts, mainly requests and refusals, are treated on both pragmalinguistic level, i.e., linguistic strategies used to perform them and sociopragmatic level which is concerned with the rules on how to perform them. Yielded results from this study will contribute to an understanding of how pragmatics is covered in ELT textbooks as they will be useful for developing ELT materials in the future.

Keywords: EFL textbooks; pragmatic competence; refusals; requests; speech acts.
Analyzing Bangla Swear Words: Gender Attitudes and Pragmatic Functions

Shikha Bhattamishra, Rajoshree Chatterjee
SRM University, Amaravathi- AP

Though most world’s languages contain swear words, research has mostly focused on native English speakers, determining the frequency of usage or offensiveness ratings of such words considering social variables such as age, culture, class, gender, etc. (Lakoff (1973), McEnery and Xiao (2004), (Güvendir (2015), Berowa et al. (2009)). However, studies on swear words from non-English languages are relatively few and are the need of the hour for cross-linguistic comparisons (Fagersten and Stapleton (2022)). Additionally, most aforementioned studies investigate swearing in college students which is frequent due to age (McEnery, 2004). Moreover, bulk research on gender attitudes to swearing indicates that men swear more. However, some recent studies reveal that women swear more in the company of their own gender (Gati, 2005). While individuals swear mostly to express powerful emotions, a number of inter-/inter- individual functions of swearing exist as well. Though seemingly negative, swearing can also display positive interpersonal relations like group solidarity, building trust, etc. (Fagersten and Stapleton (2022)). In this context, we analyze Bangla swear words, which remain relatively unexplored, with respect to gender attitudes and pragmatic functions. The sample population comprises university professors (adult native speakers of Bangla) among whom swearing is not disproportionately frequent, unlike college students. This study particularly examines (1) how did the native speakers learn the swear words that they use; (2) gender attitudes to swear word usage in both same and mixed-gender conversational situations; and (3) pragmatic functions of the swear words used by the respondents. Data were obtained through online questionnaires and interviews and analyzed using quantitative as well as qualitative methods. The preliminary analysis revealed interesting patterns: media and peer interactions prevailed as the major source of swear words; swearing among women, though on the rise, remains less compared to men and interpersonal/pragmatic use of swear words by the respondents vary as a function of the communicative context.

References:
Güvendir, E. (2015). Why are males inclined to use strong swear words more than females? An evolutionary explanation based on male intergroup aggressiveness. Language Sciences, 50, 133-139.
Languaging, agency, and displacement: Ukrainian war refugees in Australia

Tetiana Bogachenko
Curtin University

Over 6,000 Ukrainians displaced by the war have found shelter in Australia since February 2022. This presentation will report on the project conducted in the first few months upon the arrival of these refugees, recognised in Australia as displaced persons (DPs). The humanitarian response to sudden crises is often developed ad hoc, while the voices and experiences of the DPs themselves remain anecdotal. A better understanding of the way these DPs engage in languaging – act and speak to impact their present and future – is needed to support the effectiveness of settlement policies and services. Through first-hand insights from focus groups with DPs and interviews with service providers, we focused on how displaced persons (DPs) exercise 'agency' – a sense of control over one’s own life (Duranti, 2004; Ishii, 2017) – through the languages they use and activities they participate in. We found that language was seen as a key tool to either resolve or exacerbate the challenges of settlement – depending on proficiency levels – but all participants exercised strong agency to regain control over their lives. This presentation will outline the findings and practical implications to offer suggestions for humanitarian response and support resources development for emergency humanitarian entrants.

References:
The evolution of stereotypical ideas about Siberia in Spanish corpora

Anastasiia Carisio
Complutense University of Madrid

This paper focuses on the stereotypic understanding of Siberia transmitted by linguistic units in Spanish corpora: Diachronic Corpus of Spanish (CORDE), the Corpus of Reference of Actual Spanish (CREA) and the Corpus of the Spanish of the XXI Century (CORPES XXI). The main research method is the cognitive approach, based on the ethnolinguistic principles of Jerzy Bartmiński, who founded the Ethnolinguistic School of Lublin. The key tool is the cognitive definition, which contains everything that has been socially fixed in the form of stereotypes. In this sense, stereotypes consist of "[a] kind of collection of trivial bits of information" (Bartmiński 2009: 31) regularly reproduced in the speech of a linguistic community, which represent collective knowledge about the world. The cognitive definition refers to the subjective understanding of words, not to objective meaning, and can determine the peculiarities of the conceptualization of Siberia by the representatives of Spanish culture. Following the linguistic data from corpora, a timeline can be reconstructed with the dates on which certain cognitive characteristics of the stereotypes appeared for the first time. Thus, stereotypes about Siberia are the result of historical and socio-cultural processes. The aim of this presentation is to introduce the main stages in the evolution of stereotypical ideas about Siberia and to show how these stereotyped characteristics reflect a specific period of history.

References:
Exploring the Bengali Chharas’ (Nursery Rhymes’) Gradual ‘Socialization’ of Young Learners

Rajoshree Chatterjee

The objective of the present paper is to understand how chharas (Bengali Nursery Rhymes) gradually and playfully work as primary tools of socialization and informal, interactive literacy of little children in their developing years. Socialisation is understood to be a process of acquainting the awareness and skills to develop the ways of the world and acknowledge its socio-cultural norms. In case of little children, this acclimatisation, we claim, takes place when they are exposed to the chharas performing responsibilities like soothing the children to sleep, engaging or cajoling them to perform regular activities (like eating), encouraging and appreciating them into acts like learning to walk and introducing and familiarising them with various objects, events, entities and people of the surroundings. Outlined by intermittent cohesive gaps, these chharas have long been the playmates of children in a (Bengali) household. While the primary purpose of these textually “incohesive” or “nonsensical” verses is observed to impart fun, happiness, joy and everything that essentially leaves behind bliss and contentment in the listeners/readers, the crucial pedagogical role that they adopt is often underacknowledged. The present study, through a discourse analytical approach, intends to highlight the gradual evolutionary pattern in not only in the composition of the verses but also in their process of socialisation. Enjoyment being constant, while the early visibly inconsistent elementary rhymes meant for very young children (infants and toddlers), we suggest, claim to acquaint children with basics of the immediate environment; the later textually planned yet incongruous, advanced verses meant for slightly grown-up children (pre-schoolers and beyond) opens them to comprehending incongruities. The analysis and findings reassert the polylithic nature of the data along with their progressive pedagogic contributions.

Key words: Chhara, Gradual Socialization, Evolutionary nature, Cohesion, Coherence

References:


Fernald, Anne. "Intonation and communicative intent in mothers' speech to infants: is the melody the message?." *Child development* (1989): 1497-1510


Neaum, Sally. *Language And Literacy For The Early Years*. Sage, Learning Matters, 2012
English as a barrier on the pathway of professional transitioning of Ukrainian migrant teachers in Australia

Larysa Chybis
Curtin University

Australia is sometimes seen as a promised land by migrants in pursuit of a better future for themselves and their families. Alas, highly-qualified migrants with vast work experience frequently encounter hurdles on their way of professional realisation, one of which being the official language of the country – English. This study investigates the difficulties associated with the English language faced by Ukrainian teachers on their pathway of professional transition in Australia. The inquiry is part of a PhD thesis highlighting Ukrainian migrant teachers’ professional transition in Australia. The study involves Ukrainian migrant teachers, who obtained a specialist or master’s degree in Ukraine or another post-Soviet country, whose professional experience in Ukraine was in the field of teaching, and who identify themselves as Ukrainians. Narrative interviews, memos, and artefacts are part of the data collection; thematic and content analysis will be used to unpack the data.

All the participants belong to the same Ukrainian community and connected to a specific language school in Perth, Western Australia. The participants for the research have been chosen using non-probability purposive snowball sampling which engages contacts within the community and is beneficial for projects with a small number of respondents. It is worth mentioning that most of the participants were originally trained in the field of teaching English as a second language. The above fact makes this group of teachers particularly vulnerable from the professional point of view in the country where English is the official language.

The inquiry aims to better understand the extent of the English problem for Ukrainian migrant teachers on their way of professional transitioning in Australia. The research will benefit other teachers with diverse cultural background facing similar problems when trying to re-enter their profession in the new environment and to inform apposite institutions about the existing hurdles to facilitate positive changes in the field.
Do you accept <kat> as a spelling for <cat> as eagerly as /ket/ as a pronunciation for /kæt/? Teachers’ attitudes towards teaching segmental phonology in a FL classroom

Michał Citko
Uniwersytet w Białymstoku

Language proficiency is defined (e.g. in CEFR) with respect to the acquisition of both language systems: phonological and orthographic. For language pairs (native – foreign) whose writing is based on the Latin alphabet, the lack of grapheme-phoneme correspondence (both within the languages as well as between them) may be the source of interference and pose a major problem, especially at the beginning of FL learning. Since it is teachers’ role to make students aware of the problem and assist them in the acquisition of the systems, it seems worth establishing what teachers’ attitudes towards teaching segmental phonology versus orthography are. 113 EFL teachers in Polish public schools (both primary and secondary level) were asked three sets of questions: general awareness questions concerning the phonological-orthographic problems, specific questions pertaining to the teaching of the two systems, and questions testing teachers’ knowledge of the English phonological system. The responses show that even though teachers are (declaratively) aware of the problems, they think the problems pertaining to the phonological system can either resolve spontaneously or can be resolved through simple means such as listen-repeat exercises. The responses also show preference for the written (versus spoken) form of the language as more reliable both for teaching and testing. Such attitudes correlate with teachers’ poorer knowledge of the phonological system. The results of the survey suggest the need for revisiting FL methodology as well as teacher training programmes with respect to the analysed problems.

Key words: grapheme-phoneme correspondence, native language interference, foreign language teaching.
The present study seeks to understand the role of mental imagery in L2 comprehension processes, relying on Paivio’s dual coding theory (DCT). Inspired by embodied approaches to cognition, DCT postulates the existence of two types of mental representations, verbal (or propositional) and imagery-based, with their basic units termed logogens and imagens, respectively. These two complementary modes activate each other through referential processing, meaning that verbal representations will often trigger the conversion of information into visual representations (Paivio 1986; Sadoski & Paivio 2004; 2007). The strength of the theory resides in its broad empirical applicability, which makes it particularly suitable for the scrutiny of complex cognitive processes, including the vast area of reading comprehension research, where scholars have repeatedly addressed the need for a unified theoretical framework (Sadoski & Paivio 2007).

Research data was collected via semi-retrospective verbal reports. Verbal protocols have been proven to be a reliable tool to gain insight into otherwise non-accessible mental processes (Gass & Mackey 2016). Participants were first-year English and American Studies majors at a leading Hungarian university. The goal of the research was to observe and classify perceived instances of strategy use during the reading of L2 English academic texts, focusing on how students use visualization as a tool to aid the recoding of verbal information. Imagery and imagery-based associations have been found to facilitate conceptualization processes; in terms of taxonomy, they can be categorized either as cognitive (automatically created) or metacognitive (deliberate recall or creation of mental images to help comprehension) strategies (O’Malley & Chamot 1990; Mokhtari & Reichard 2002).

The data was qualitatively analyzed with MAXQDA, where instances of strategy use were grouped using primarily inductive coding process. The verbal reports show the frequent use of imagery across participant responses, and the accompanying comments and explanations suggest that participants are to a considerable extent aware of the importance these visual representations have in the process of conceptualizing verbal information. Imagery was often used to activate relevant background information, to facilitate the comprehension of within-text logical connections and to establish connections between reader and text.

**Key Words:** dual coding theory; imagery; visual associations; L2 reading comprehension; cognitive and metacognitive reading strategies; conceptualization

**References:**


Translating Constructions in Online News Headlines: Discourse Pragmatic Perspective

Oleksii Deikun
Kyiv National Linguistic University, Ukraine

The presentation develops the idea that the main means of translating online news headlines are constructions, i.e. linguistic patterns with a fixed structure (Goldberg 2006). The presentation draws on their classification into item-based, preserving form in any context; lexicalized, keeping the elements known as islands of reliability; grammaticalized, abstract entities based on commonalities in form and function (Tomasello 2000: 62). The material of the presentation is the Ukrainian translations of BBC’s English headlines.

Item-based constructions are mainly rendered in Ukrainian translation by English equivalents: Moderna suing Pfizer over Covid vaccine technology – Moderna подала до суду на Pfizer через технологію вакцини від Covid (26 Aug 2022). In the cited translation, the original names of Moderna, Pfizer vaccines and of the Covid disease are kept as item-based constructions with no change in form. Item-based constructions of the original can be rendered in translation by lexicalized variants: Bitcoin: El Salvador makes cryptocurrency legal tender – Перша країна у світі визнала біткоїн валютою. Навіщо це ім (9 June 2021). In the cited translation, the name of the country El Salvador is rendered by the lexicalized construction перша країна у світі “the first country in the world” due to the discourse-pragmatic factor, since Ukrainians are unlikely to know that country.

Lexicalized constructions are mainly translated by keeping the island of reliability with other components reduced or extended due to discourse-pragmatic factors: Mikheil Saakashvili: Georgian ex-president arrested returning from exile – Саакашвілі затримали у Грузії, він у в'язниці (01 Oct 2021). In the cited example, the four-component lexicalized construction from the original is reduced to the island of reliability expressed by the surname Саакашвілі, since Ukrainians know this politician well. Lexicalized constructions can be transformed into grammaticalized types in translation: War in Ukraine: Russia launches new attacks after peace promise – Чернігів обстріляли, хоча Росія обіцяла знизити активність бойових дій (30 Mar 2022). In this example, the lexicalized construction launches attacks is rendered by the grammaticalized variant Чернігів обстріляли “Chernihiv city was shelled” since this is a far-famed Ukrainian city.

Due to the discourse-pragmatic change in perspective grammaticalized constructions may be translated by altering types of clauses though clauses from the original can also be replaced by item-based constructions in translation. It is the case with the clause who gave up royal status to marry rendered by the construction вийшла заміж “married” in translation: Japan's Princess Mako: The woman who gave up royal status to marry – "Японські Гаррі й Меган": принцеса Мако вийшла заміж за простолюдина (26 Oct 2021).

To conclude, the discourse-pragmatic factors of the audience’s knowledge and perspective change determine an alteration of construction types in rendering.

References:


Language matters – why we should change the way we discuss teaching neurodiverse learners in journals for language teachers

Agnieszka Dzięciol-Pędich
Uniwersytet w Białymstoku

The concept of neurodiversity was popularized and developed by Australian sociologist Judy Singer in the late 1990s. Judy Singer, who is herself autistic, introduced the term "neurodiversity" as a way to describe and advocate for the recognition of neurological differences as natural variations of the human experience, rather than as disorders that need to be pathologized or "cured."

Autism is still widely thought to be a “disorder;” but recently this view has been challenged by proponents of neurodiversity, which holds that autism and other neurocognitive variants are simply part of the natural spectrum of human biodiversity (Walker 2021).

The way we talk about autism affects our thinking about autism. For that reason, neurodiversity advocates encourage inclusive, non-judgmental language and a move away from deficit-based thinking. Examples of deficit-based language, which has its roots in the medical model of disability, include, among others: sensory difficulties rather than sensory differences, rigidity or routine rather than preference for routine, obsessive interests rather than deep (intense) interests, etc.

The choice of language can have a significant impact on how teachers view an autistic learner and their capabilities within education, but also how others in school (including autistic children themselves) and the wider community see and understand autism.

The aim of the talk is to present the results of the analysis of selected articles from Języki Obce w Szkole – a journal for language teachers promoting, among others, modern and effecting teaching approaches. The aim of this research project was to analyse whether and to what extent the selected articles on teaching neurodiverse learners (i.e. autistic learners as well as dyslexic and ADHD learners) reflect the neurodiversity paradigm.

The talk will also be devoted to wider educational consequences of neuronormative language used to discuss neurodiverse learners, as well as practical guidelines for educators, including tertiary teachers and researchers, on how to talk and write about teaching requirements and learning needs of neurodiverse learners, as well as how to respectfully communicate with them.

References:

The integration of mobile technology in language education represents notable progress, providing a versatile tool for learners of different ages to acquire a language. The presentation will focus on research evaluating the efficacy of the Duolingo mobile app in augmenting Russian language proficiency for A1 and B1 level students at the University of Warsaw. The study aims to investigate the linguistic perspective and examine how the application enhances language proficiency in reading, writing, speaking, and listening. The research was conducted during the winter term of the academic year 2022/2023 and involved 80 participants. To assess the efficacy of Duolingo's digital solution compared to traditional teaching methods, a mixed-methods approach was employed. This entailed integrating engagement metrics, linguistic proficiency assessments, and user feedback to evaluate the app’s efficacy across various age groups. The research indicates that Duolingo is a promising tool for improving learners' motivation and adaptability in educational contexts. The app's functions, such as real-time progress monitoring, prompt feedback, and community engagement, played a key role in creating a stimulating educational setting for students of different ages.

The presentation will include partial results of the study, which suggest that students at various stages frequently interacted with the Duolingo app. Most respondents confirmed that they used the app daily, with each learning session averaging around 30-40 minutes. Most students would recommend the app to others, noting its effectiveness and enjoyable user experience. Additionally, a correlation was found between the duration of app usage and language proficiency levels, with students who invested more time in the app generally achieving higher outcomes. The data indicates that incorporating mobile applications could significantly transform traditional language education frameworks, potentially resulting in more tailored and efficient learning opportunities.

**Keywords:** Mobile Assisted Language Learning (MALL), Language Acquisition, Mobile Applications, Duolingo Efficacy
Productive use of affixes: Bauer and Nation’s (1993) levels 30 years on

Roger W. Gee, M. Karen Jogan, Kathleen S. Jogan
Holy Family University, USA, Albright College, USA, University of Arkansas, USA

Knowledge of English affixes is an important part of receptive and productive vocabulary use. Thirty years ago, Bauer and Nation (1993) devised a series of levels for affixes to inform the creation of word families. This article has been “highly influential” (Brown et al, 2020, p. 596) and still referenced today (Cobb, 2022; Iwaizumi & Webb, 2023; Ward & Chuenjundaeng, 2009), though Bauer and Nation acknowledged that the levels were “practical … have no theoretical value … and the decisions between the levels is arbitrary” (p. 257).

Bauer and Nation’s (1993) focus was receptive knowledge for reading, though their levels have been used in research of productive knowledge (Stewart et al., 2023), often with cued-responses. In contrast, the present research investigates productive knowledge in a corpus of 48 essays by Spanish L1 EFL teachers without cues or instructions about affixes. The essays were divided into three proficiency groups by word frequency: advanced-low, advanced-mid, and advanced-high. There were three research questions: To what extent is the use of affixes

1. in the entire corpus consistent with Bauer and Nation’s (1993) levels?
2. by each proficiency group consistent with Bauer and Nation’s (1993) levels?
3. by the proficiency groups consistent with each other?

Affixes were identified with Morpholex (https://www.lextutor.ca/), and analyzed with Kendall Tau tests of correlation. The preliminary results suggest a strong but nonsignificant correlation between the entire corpus and Bauer and Nation’s (1993) levels, Tb = .60, p = .233, and a strong but nonsignificant correlation between each of the three proficiency groups and the levels, Tb = .60, p = .233. There was one significant correlation among the groups, between the advanced-low and the advanced-high proficiency groups, Tb = 1, p = .017.

A visual inspection of the data revealed that Bauer and Nation’s (1993) levels two and six were consistent with all groups. The variation occurred with levels three, four, and five.

References:

Leveraging lexical semantics and corpus linguistics in the history of linguistics: an interdisciplinary case study of the development of polysemy by French and German scholars in the 19th century

Nicolas Gignac
Laval University, Quebec City

A review of the literature on the history of semantics (i.a., Haßler, 1991; Nerlich 1993, 2019) and other works dealing more specifically with the development of semantic plurality (commonly referred to as polysemy since the late 19th century) (i.a., Schmitter, 1995; Willems 2015) reveals an implied fulcrum between two periods: a pre- and a post-polysémie, as popularized by Michel Bréal in his 1897 Essai de sémantique.

Arguably, this is because historical and linguistic literature has not yet comprehensively examined the terminology related to the notion of semantic plurality before polysémie. By adopting a broader, multilingual terminoconceptual approach (Courbon, 2020), the present study attempts to demonstrate the relevance of drawing on both lexical semantics and corpus linguistics to circumvent the “pivotal” tendency currently observed in the history of linguistics.

For this purpose, all occurrences of just under 200 selected terms expressing the idea of a plurality of meanings (e.g., polysémie, Zweideutigkeit, etc.), or its application (e.g., “the metaphorical meaning”, “the first meaning of X”, etc.) were extracted by computer script from a corpus of 30 German and French publications selected from contemporary works that compiled key authors in the development of semantics and polysemy (i.a., Nerlich, 1988; Auroux, 2001; Bisconti & De Mauro, 2018). The ~5,000 lexical occurrences that were manually included from the ~40,000 raw data output were coded to support lexicosemantic analyses, specifically to assess the semantic value of their referent (e.g., concrete, abstract, quantifier) and to denote any metalanguage activity.

The results show that 20 German terms and nearly as many French terms refer to the notion of semantic plurality prior to polysémie. These findings stress the importance of drawing on interdisciplinary expertise, in this case lexical semantics, corpus linguistics and the history of linguistics to nuance (rather than pivot) the development and conceptualization of polysemy.

Keywords: polysemy, semantic plurality, lexical semantics, corpus linguistics

References


The role of foreign language aptitude in the development of phonetic skills: a study among English philology students

Grażyna Gorbacz-Dailida
University of Bialystok

The construct of foreign language aptitude (FLA) is a crucial cognitive characteristic foretelling the rate of students’ success in L2 mastering. One of the current discussions in the SLA field is connected to the investigation of the relationship between FLA and the development of learners’ L2 skills. The present research intends to determine the relationship between the level of foreign language aptitude and pronunciation skills in a group of English Philology students (N=43). Additionally, the study considers the differences between participants utilising such criteria as the type of Bachelor’s programme and students’ aptitude profiles. The research implements the TUNJO aptitude battery (Rysiewicz, 2011) and the Phonetics Assessment test designed for the purpose of the present research as the data gathering tools. The results of the regression analysis indicate a statistically strong and positive effect of FLA on pronunciation skills. Further analysis reveals no differences between the phonetic, analytical, and memory profiles regarding the prediction of pronunciation skills. Finally, the findings outline higher foreign language aptitude and phonetic scores in the group of English philology students.

**Key words**: individual learner differences, foreign language aptitude, pronunciation skills, the TUNJO battery, university students
Between lexical variety and repetition: a multi-factorial study of English-to-Polish translation of reporting verbs in literary novels

Łukasz Grabowski
University of Opole, Poland

* in collaboration with Lorenzo Mastropierro, University of Insubria, Italy

Examining repeated patterns of language use is a cornerstone of much corpus linguistic research, also oriented at translation. Inspired by a corpus stylistics study by Mastropierro (2022), we explore repetition of English reporting verbs in 11 contemporary literary novels and their translations into Polish. Reporting verbs are retrieved using CQL queries from InterCorp v. 15 (Čermák & Rosen 2012; Čermák 2019), a large multilingual parallel corpus which includes, among others, samples of English novels and their translations into Polish. We fit multiple generalized linear regression models (with fixed effects) to assess the impact that five predictor variables have on the output variable, which is the number of different verb types a ST reporting verb is translated into (outcome=Types). In short, if the number of types is high then it means that translators opted for lexical variety (i.e. used various TT reporting verbs as translation equivalents of a ST verb). The results of negative binomial regression revealed that the frequency of ST verb, its functional type and the interaction between the number of senses and the number of possible translation equivalents (as recorded in the Treq database (Škrabal & Vavřín 2017) are significant predictors of Types. Word length was found to be statistically insignificant as a predictor. We will compare these results with mixed-effects negative binomial regression, where the translator is a random effect, and discuss limitations of the study and outline avenues for future research.

References:
Conceptualizing Metaphor Use in The Brookings Institution’s Foreign Policy Guidance

Katherine Hallin
The University of Edinburgh

Metaphor in political discussion has long been heralded in Cognitive Linguistics as a means to understanding partisanship and ideological argumentation. However much of this work has not moved beyond early methodologies using selective data and simplified models of metaphor domains in the mind. In this dissertation, I assemble a corpus of foreign policy briefs by the Brookings Institution think tank. I then implement quantitative methods to annotate it using metaphor detection and part-of-speech and grammatical dependency tagging to investigate the most common metaphors and their grammatical context. I then report a statistical mapping of words across metaphor. Finally, I draw a Word Grammar concept network of how conceptual grammatical and semantic information determines that conceptual mental map of the most frequent metaphor lexeme from the dat. By accounting for a wide range of real metaphor use and its conceptual complexity, I propose that Brookings associates and likely entrenches for readers political conceptual connections through repeated use of the metaphor ‘support’.
Exploring Semantic Variability of the Word “Creature” in Elizabethan Prose Fiction

Liudmyla Hryzhak
Yuriy Fedkovych Chernivtsi National University

The inherent ambiguity of word meanings and the ability of a single word to encompass various concepts have engaged scholars’ minds for many years. The word ‘creature’ may serve as an illustrative example of how a single word can harbour a number of readings and interpretations, ranging from a human being to an inanimate object or an animal, among others.

Our research is focused on the exploration of the traditional biblical conception of ‘creature’ in Elizabethan prose fiction, with the primary objective of identifying the scope of its referents. To study all the diverse meanings attributed to the word ‘creature’ in Elizabethan narratives, a corpus of 87 prose fiction texts written between 1558 and 1603 was compiled and examined. The New Cambridge Bibliography of English Literature served as a reference for sources for the research. The electronic copies of the originally printed texts of the Elizabethan narratives were retrieved from two online digital archives: Historical Texts and ProQuest ExLibris.

In total, the word ‘creature’ appeared 620 times in the corpus texts. Every instance of its usage was analysed in the context of its use, and all examples were categorised according to their referents: human beings, unspecified beings, animals, mystic entities, and inanimate things. By employing various methodological approaches, including functional-semantic, contextual, quantitative, and comparative analyses to study the usage of the word ‘creature’, we were able to determine its principal referents in the narratives and compare how research findings align with the biblical understanding of this term.
Beliefs of language learners, teachers, and teacher trainers about pluricentricity in foreign language teaching: The case of English and German in the Hungarian education system

Máté Huber
University of Szeged

In the focus of the present study are the beliefs of teacher trainers at Hungarian universities concerning the pluricentricity of English and German as foreign languages (about the concept of pluricentricity see Clyne 1992, Ammon 1995, or Muhr 2016, and about its role in the Hungarian education system cf. Huber 2022). The findings are based on the analysis of semi-structured interviews conducted in 2023 with 8 teacher trainers from different Hungarian universities, comparing them to previous findings based on 37 earlier interviews from 2020-2022, with 21 teachers and 16 learners of English and German in Hungary, encompassing all school types and levels, as well as various regions of the country. The interviews have been qualitatively analyzed with MAXQDA, utilizing a coding frame (cf. Schreier, 2013) with 12 codes and 21 subcodes, containing more than 1400 coded segments in total, with the most important codes ranging from the roles of the teacher and the learner, the importance (or unimportance) of pluricentricity as perceived by the participants, the extent to which the age and proficiency of the students influences how feasible it is to include pluricentricity in language education, and so on. The initial hypothesis was that teachers generally devote little attention to pluricentricity, while learners and teacher trainers are more open towards the multiplicity of linguistic standards. Yet, the findings suggest that even though learners and teacher trainers do indeed seem to be more open to pluricentricity, many teachers are also intuitively sensitive to the topic, which partly refutes the hypothesis. Further important observations include that a pluricentricity-oriented language education is seen as more realistic in the case of English than in the case of German, as well as the fact that pluricentricity is often perceived as an integral part of a general communicative approach to language teaching.

Key Words: teaching English and German as foreign languages; pluricentricity; beliefs of teachers, learners and teacher trainers; interviews; qualitative content analysis

References:


Muhr, Rudolf. 2016. The state of the art of research on pluricentric languages: Where we were and where we are now. In: Muhr, Rudolf, ed. *Pluricentric languages and non-dominant varieties worldwide: Pluricentric languages across continents. Features and usage*. Bern: Peter Lang, 13-37.

Factors affecting the scope of overgeneralization in adult users of language

Daniel Karczewski, Edyta Wajda
University of Białystok

Two distinct factors, namely the generic overgeneralization effect (Karczewski et al., 2020; Leslie et al., 2011) and quantifier domain restriction (Lazaridou-Chatzigoga et al., 2019), are commonly acknowledged as contributors to the observed tendency among adult users of language to affirm the accuracy of false universal statements such as all ducks lay eggs or all moles dig tunnels. To verify the hypothesis that quantifier domain restriction is responsible for the reported tendency, the studies by Lazaridou-Chatzigoga et al. (2019) and Karczewski et al. (2020) aimed to maximally attenuate the effect of overgeneralization by presenting universal statements in contexts that made exceptions salient (e.g. only female ducks lay eggs, and only adult moles dig tunnels). The results of the two studies, however, failed to substantiate the hypothesis. This study uses a more refined methodology to tackle the issue and aims to explore individual variables that may impact the size of the overgeneralization effect. The outcomes further suggest that quantifier domain restriction cannot be considered the primary cause for endorsing false universal statements, thus providing support for the generics-as-defaults hypothesis. The results also allow to identify a number of factors that shape the tendency to overgeneralize, namely, age, gender and education, as well as the level of concentration.

Key words: generic overgeneralization effect, quantifier domain restriction, generics-as-defaults-hypothesis, individual variables

Bibliography


Looking for a Eureka Moment in Specialist English Language Education: From Needs Analysis to Collaboration

Barry Kavanagh
Tohoku University

In many European countries, Content and Language Integrated Learning (CLIL) is conducted by non-native English-speaking content specialists who teach their subjects in English. This approach to specialist English language education has been considered difficult to implement at Japanese universities, given that many content specialists lack the necessary pedagogical skills, teacher training, and time. However, empirical research on how content teachers and administrators within Japanese universities perceive specialist English language education and the CLIL methodology is very much underrepresented.

This study gives an account of initial consultations with university course administrators and a follow-up needs analysis among 30 engineering faculty to identify the challenges and objectives of how specialist English language education could be implemented into the curriculum. Needs analysis results were mixed, with some stating the burden of extra workload and that learning content in Japanese first should be the priority. Although most respondents suggested there was a need for specialist English language education, they expressed concerns on level, content selection, and suitability for busy third- and fourth-year students.

These results and follow-up discussions with engineering faculty led to the development of a CLIL pilot course within the school of engineering. This course was conducted by a language teacher who does not specialize in engineering but created materials and taught the course in consultation with engineering professors. Needs analysis findings and the consequent pilot course indicate that the success of potential CLIL specialist education programs relies heavily on language specialists to develop and provide examples of how specialist language education can evolve through a CLIL approach with the cooperation and input of content specialists who are willing to share their time to explore these proposals.
Remixing critical discourse analysis and contact linguistics: Evidence from hip hop and media discourse of bidirectional language contact influences on contemporary Montreal urban vernacular

Emily Leavitt
Université de Sherbrooke

The contemporary situation of language contact in Montreal places contact-induced language change at the forefront of social, political and media discourse, as demonstrated by recent reactions to 2021 census data publications (such as Paillé, 2022). This study aims to examine media representations of the consequences of language contact on Montreal French and to provide an empirical evaluation of true language contact outcomes manifest within the contemporary urban vernacular of Montreal. Recent research has illuminated an ongoing process of diversification within the Montreal vernacular (Blondeau & Tremblay, 2016; Blondeau, 2020) which has been quantitatively demonstrated within hip-hop corpora (Leavitt, 2022, in press). We focus on Montreal hip-hop group Dead Obies and compare discourse analysis results for a sample of articles published in Montreal journals Montreal Gazette, Le Devoir, Le Journal de Montréal and La Presse concerning the group’s language practices, to results from micro-corpus analysis of the group’s song lyrics. Following Thibault’s (2011) morpheme-level approach to lyrical analysis of Acadian hip-hop group Radio Radio, we limit our corpus to the complete lyrics of the song, “Montréal $ud,” produced by Dead Obies in 2013 on their homonymous album (Dead Obies, 2013), from which we extracted all instances of bidirectional language contact phenomena, yielding a subset of 367 tokens, which were then classified and subjected to distributional analysis. Initial media discourse analyses reveal considerable preoccupation particularly with the incorporation of English language elements, both in type and frequency, possibly resulting in erosion of French recipient structure. Our results reveal a complex set of contact phenomena, and ultimately demonstrate an absence of support for media representations of contact-induced structural erosion within Montreal’s contemporary urban vernacular.

References:


Inference making in Slovak 3rd graders

Ludmila Liptakova
University of Presov

This paper presents research findings on children’s inference making when reading an expository text. According to the literature (Kintsch & Rawson, 2005; Oakhill et al., 2015; Tennent, 2015), inference making is a centrally important component of comprehension, and a predictor of children’s reading comprehension (Oakhill & Cain, 2012). Theoretically, we stem from bi-modal categorisation of inference making that comprises coherence and interrogative inferences (Tennent, 2015). Coherence inferences help the reader to achieve a coherent understanding of the text during the reading (so called on-line inferences). Interrogative inferences deepen understanding through text exploration after reading (so called off-line inferences). Our research has qualitative, exploratory character and the research sample consists of 26 third graders (8- to 9-year-old children). The empirical data were collected via individually administered research tool consisting of reading material, open-ended questions, and paper-and-pencil tasks. Content analysis data revealed that the third graders can make various types of the online (during reading) and offline (after reading) inferences. The empirical data also showed individual children’s strategies in inferring meaning from the text. Some children made inferences only after the graduated prompts procedure had been applied. Despite our research’s limitations, we offer some educational implications for teaching inference making in Slovak primary schools.

References:


The purpose of this research is to delve more deeply into two salient features of Canadian English - Canadian Raising and Shift, and particularly in the English of Inuit populations. They are ever-present in Canadian speech, even though there have been doubts in academia for quite some time that they are vastly disappearing, in lieu of more American features. The studies conducted so far have been limited to specific areas of southern Canada only and has been conducted in specific parts of the Canadian population, such as in Montréal (Kettig & Winter, 2017), or in Winnipeg (Hagiwara, 2006) as a few examples, but not in the Canadian Arctic, which is specifically the area this research covers.

The group studied comprises Indigenous English speakers of Inuit descent. The reason for the choice of Inuit as the focus research group is that there is a substantial gap in the Indigenous literature of Canadian English (Boberg, 2012). In the history of the study of Canada and its languages, while all of the Indigenous groups have been researched and mainly in their own languages (Dorais, 2014), the English of Indigenous populations, and specifically the English of Inuit, remains heavily under-researched.

This research seeks to demonstrate that Canadian Raising and Shift are still present in Inuit English and emphasise how strongly this group still demonstrates these two phonological phenomena in their speech, and what these phenomena are affected by: their first or second languages, their socioeconomic status, their education, and several other factors.

For this contribution, my pilot research and the results yielded from it will be included, as well as the results from four other participants. The collection of additional data under the present conditions and up until today has been conducted through recordings via online platforms, such as Zoom, without exposing the participants to the Coronavirus or any other infection.

References:


The reading-writing direction influences the way how we position objects in space. When the scripts read from left to right, as in German, the first-mentioned object tends to be positioned to the left in the scene. For example, when asked to draw the scene "A prince waves to a princess," German-speaking participants will more often position the prince to the left side of the picture and the princess to the right. The situation is more complex when the subject is not at the same time the agent of the sentence: For example, in passive sentences like "The farmer is hunted by a wolf," the advantage of first mentioned conflicts with another effect, the tendency of positioning the agent to the left (so-called Spatial Agency Bias). In the presented paper, the development of spatial placement asymmetries was analyzed. Six sentences containing agent-patient in different syntactic constructions (agent on first or second position) were orally presented to German first, second, and third graders (N=135), who were asked to sketch the action in the utterance on paper. A control German adult group (n=77) has been analyzed as well. The analysis uncovered that while there is a gradual increase in the asymmetry of agents positioned to the left in the agent-patient sentences, there is no such increase in the patient-agent sentences. In first graders, no asymmetry is present. In adults, the asymmetry in agent-patient sentences is very prominent. Our study contributes to understanding the acquisition of spatial asymmetry and the influences of both the advantage of first mention and the spatial agency bias by analyzing original data collected in 4 groups of German participants.
Representation of Ukrainian and Syrian refugees in BBC news stories: constructionist-rhetorical approach

Tetiana Mishchenko
Nizhyn Mykola Gogol State University

Constructions are studied in two directions, i.e., language acquisition (Tomasello, 2000) and their use in speech (Goldberg 2006). As a result of detailed investigations constructions of various abstraction levels have been singled out (Diehl et al., 1987; Goldberg 2006; Hoffmann 2022). However, their textual role is out of linguists’ attention. Thus, the purpose of this research is to analyze refugee-constructions used in BBC news stories about the Ukrainian and Syrian evacuees. The research employs the three rhetorical canons of text structure: invention, elocution and disposition, which present the stages of our analysis. Elocution, which deals with language units, is the core element in the triad since we get an insight into invention and disposition via constructions of four syntagmatic types – immediate, modified, extended (Talavira 2017) and predicative. The results of the investigation are that immediate refugee-constructions consisting of two words – Ukrainian refugees, Ukrainian evacuee, Syrian refugees – reflect the stage of invention since they denote the main topic of the news texts. Modified pairings containing an attribute in their structure, e.g. other Ukrainian refugees, extended structures composed of at least two immediate ones, e.g., Lebanon hosts an estimated 1.5 million Syrian refugees and predicative constructions, e.g., Lebanon hosts an estimated 1.5 million Syrian refugees reveal the level of satisfaction of refugees’ basic needs or their deficit. Dispositional stage of the research focuses on the distribution of refugee-constructions in the structure of the texts.

To conclude, constructionist rhetorical analysis of news stories highlights that both Ukrainian and Syrian refugees have a deficit of safety need satisfaction, the differences being that Syrian migrants experience hardships in satisfying their physiological needs in food and sleep, while Ukrainian evacuees have a more acute deficit of belongingness need satisfaction than Syrians. On the other hand, Ukrainians need in self-actualization is satisfied unlike Syrian refugees.

Key words: constructions, rhetoric, invention, elocution, disposition.

References:
Exploring the Multimodal Communication of Emotion in Language and Gesture

Weronika Morozewicz
Uniwersytet w Białymstoku

People can choose from a large repertoire of modalities to communicate their emotional state beyond the verbal domain. The field has traditionally focused on recognizing emotion from speech, facial expressions, or body posture, but research on hand gestures remains sparse. Therefore, this analysis (1) aims to verify the hypothesis that displays of emotion can share a specific pattern of gestural representation, as well as (2) investigates whether the spatial positioning of the hand in relation to the body gives evidence for metaphorical mappings, which would further indicate that metaphors are grounded in physical experience. As in the field of gesture studies it is important to investigate non-verbal communication in naturalistic settings, the data set presents real emotive experiences of the Oscar winners in the category of best actor and actress in a leading role between 1990 and 2023. The study marks the first step in a multimodal and, simultaneously, quantitative analysis of the Academy Award acceptance speeches. The investigation into the ultimate number of 54 videos started with transcribing the emotive verbal expressions and coding gestures. Ultimately, the analysis disclosed four most dominant types of emotional states: gratitude, pride, admiration, and emotional overwhelm. The results showed that while the most prominent gestures accompanying emotive expressions shared identical characteristics, most of them were observed across different emotion categories. These findings have thus revealed that a particular gesture cannot be seen as indicative of only one emotional state, but more. Nonetheless, analysing the location and movement of the hand in space proves that conceptual metaphors are grounded in expressing emotion in gesture, which gives evidence for the embodied conceptualizations.
Corpus-based Study of Tonic Drinks Advertisements
Quantitative Characteristics: Notes on Method

Svitlana Nohovska
Borys Grinchenko Kyiv University

The research proves the reasonability of using parallel and comparative corpora to analyze the techniques and relevant strategies for translating tonic drinks advertising texts (tea, coffee, lemonades, beverages, energy drinks, etc.). A comparative corpus has been compiled based on 500 advertising texts for the same products within the specified group in English and Ukrainian. The corpus has been marked up according to the linguistic parameters: selection of structural elements of advertising text, lexical-semantic groups based on part-of-speech distribution, expressive language means, units and fragments with no direct equivalents in the target language require special translation solutions in reproduction. The definition of the research comparative linguistic annotated corpus of advertising texts for tonic drinks has been refined.

Quantitative and linguistic-statistical methods, as well as corpus managers (InterText, Textanz, AntConc), were employed to quantitatively describe the English and Ukrainian subcorpora of the research corpus. Differences and similarities in the distribution of frequency by lexical-grammatical classes, average word and sentence lengths in subcorpora, coefficients of lexical diversity, ARI readability, syntactic diversity, lexical text density, and logical coherence have been established. To determine the relevance or irrelevance of the statistical divergence between the values of coefficients for the original and translation, homogeneity tests have been conducted $\chi^2$.

The algorithm for comparative stylometric analysis based on lexical-semantic dominants of advertising text has been proposed to establish equivalence between the source and target text.

It has been determined that the degree of deviation between the quantitative characteristics of English and Ukrainian advertising texts for tonic drinks is high (from 17.32% to 54.76% for different stylistic dominants). This can be attributed to the application of translation strategies such as localization and transcreation, and therefore only a partial quantitative equivalence of the source and target text can be stated.

Keywords: advertising text, parallel research corpus, linguistic-statistical analysis, quantitative coefficients of lexical level, homogeneity criterion.
Visual metaphor as a means of concept elucidation in chosen pro-Ukrainian memes against 2022 Russian invasion

Julia Ostanina-Olszewska, Aleksandra Majdzińska-Koczorowicz
University of the National Education Commission

Pictorial metaphor, in comparison to verbal metaphor, displays the so-called “perceptual immediacy” (Forceville 2008: 463), which leads to an easier access (there’s no linguistic barrier) and, at the same time, displays greater transnational and cross-cultural admission. A high degree of specificity along with a strong emotional appeal (ibid.) make it a powerful tool for communication. Memes, casually understood as ‘funny pictures’, often rely on visual metaphor as one of the semiotic resources allowing for successful online communication.

Internet memes have become a significant tool in the context of the 2022 Russian invasion of Ukraine: they are comforting and relieving as they help demonstrate the world’s unity with the fighting nation, they are referential – a short concise form carries a lot of information about the current state of affairs in Ukraine, and, at the same time, they fight with Russian propaganda and disinformation. These functions are facilitated thanks to memes’ typically humorous nature and virality – the potential for being constantly and easily shared online. It can be said that memes have become an inseparable tool for online communication as they carry a meaning potential with the purpose of expressing something, e.g. explaining something, apologizing, asking a question, etc. (Grundlingh 2017). Since memes displayed on pro-Ukrainian social profiles, for example Ukrainian Memes Forces, are meant to fulfill the above mentioned functions, they need to rely on universal and easily perceivable semiotic resources such as pictorial metaphors.

The presentation aims to discuss visual metaphor (Forceville, 1996, 2002; Kövecses, 2002; Lakoff & Johnson, 1980) as a universal semiotic resource in chosen pro-Ukrainian memes available on selected pro-Ukrainian social media profiles and pages such as Ukrainian Memes Forces (https://twitter.com/uamemesforces), Sain Javelin (https://twitter.com/saintjavelin), and North Atlantic Fella Organization (https://twitter.com/Official_NAFO).

References:

Recognising a Trafficker in a “Good Samaritan”: the Conceptual Prerequisites of an Empirical Study

Elina Paliichuk, Svitlana Shurma
Borys Grinchenko Kyiv University, Tomas Bata University in Zlín

This initiative highlights the image of a human trafficker depicted in the media as a helper who approaches a potential victim with false proposals and promises to change the life of a person in need. The study aims to elaborate on the conceptual portrait of Traffickers and identify the variables for further empirical research. The project includes two phases. In the first stage, the methods of conceptual analysis and corpus analysis (109,876 words (4,877 sentences) (ske. li/spiderweb) are used to identify the dominant characteristics of the image of a trafficker in the media according to such keywords as Samaritan, helper, employer, fiancé, friend, relative, and acquaintances. In the second stage, the methods of surveying, experiments, and statistical analysis are used to establish the level of trust in potential traffickers among young people as one of the vulnerable social groups. The experiment includes 100 respondents (from Borys Grinchenko Kyiv University, Ukraine, and Tomas Bata University in Zlín, The Czech Republic aged 20-24 divided into three groups who are exposed to an original media text actuating the scenario when a trafficker acts as a helper and then turns into an evildoer, a manipulated text actuating the exaggerated role of a helper in the image of a trafficker, and a manipulated text actuating the exaggerated role of an evildoer in the image of the trafficker. The respondents are asked a range of questions about whether they would trust a person who offers help when they are in need before and after reading the texts. The statistical paired samples t-test and independent samples t-test are used to measure the differences in students' perceptions before and after they are exposed to the texts in the experiment and between the three groups of respondents. The value of the study is to identify the areas of student vulnerability which will be used for elaborating on further materials for preventive purposes.

References:


Do language preferences affect our cognitive perception?
Testing linguistic relativity hypothesis in an eye-tracking study.

Elena Panfilova, Barbara Mertins
Technische Universität Dortmund

Time exists in an abstract realm, despite its constant presence in our lives. The relationship between time and the mental images that underlie its comprehension, as well as how we articulate time through language, has been a subject of exploration for thousands of years (Lewandowska-Tomaszczyk, 2016). This research aims at the exploration of the preferences for different types of time expression (absolute, such as ‘two-twenty’ or relative, such as ‘twenty past two’) in German, Czech, and Russian. We were interested in whether preferences for one of the expression types affect the way people read the clock face (Bock et al, 2004). Furthermore, we investigated the reference-point hypothesis, examining whether there is a tendency to switch expression types in the proximity of reference points. To achieve our objectives, we conducted two separate studies. First, we collected time expressions through a paper-and-pencil elicitation task, completed by German, Czech and Russian students (n=396) to identify the underlying preferences present in the language production data. Subsequently, we conducted an eye-tracking experiment (n=120). The outcomes of both experiments indicate that Germans, Czechs and Russians predominantly employ relative expressions. Moreover, we observed more diverse expressions in German and Russian data around the reference points, where the reference point transitions from the past to the upcoming hour. The analysis of the German eye-tracking data reveals a correlation between the choice of time expression form and eye-movement patterns (p < .001). We found that German speakers more often look at the minute hand first, even in incongruent conditions, such as when they use absolute time expressions to indicate the time. The analysis of Czech and Russian eye-tracking data is still pending and will be available at the time of the conference. Our results offer new insights into the time-telling conventions and their cognitive processing in the researched languages.

References:


The representations of animals in Sherlock Holmes novels: an ecolinguistic perspective

Agata Rozumko
University of Białystok

This paper offers an ecolinguistic discussion of the representation of animals in Sir Arthur Conan Doyle’s Sherlock Holmes novels: A Study in Scarlet (1887), The Sign of the Four (1890), The Hound of the Baskervilles (1902), and The Valley of Fear (1915). The discursive representation of animals is one of the central topics in ecolinguistics, but most of the research seems to focus on their representation in contemporary discourse. This paper examines the representation of animals in texts written in the late 19th and early 20th century, i.e. in a very different historical, social and ideological context. It demonstrates how animals (mostly dogs and horses) are represented in the four detective novels, what roles they play in crimes and crime investigations, what lexical phrases are used to describe the animals and their relations with humans, and what strategies are used to justify acts depriving them of their right to life (e.g. euphemization).
Structural and semantic analysis of medical terminology based on the ER TV series

Karolina Ryker
University of Silesia

Recent years have given rise to an upsurge in research pertaining to English for Specific Purposes (ESP) and specialised terminology. The foci of attention are predominantly the languages of medicine and law. Medical terminology has been researched with particular emphasis on translation hindrances as well as doctor-patient communication. Nevertheless, investigating medical terminology utilised in audiovisual products such as films and TV series remains underresearched. Therefore, this paper aims to provide an analysis of medical terminology applied in an American TV series ER. The paper starts with an overview of the most salient features of medical English. The overview in question is followed by the analysis of the corpus. The selected examples are classified and analysed in a twofold manner. Firstly, medical terminology is classified according to the typology of medical English characteristics such as eponyms, collocations, abbreviations etc. This classification enables one to conduct a structural analysis of medical terms. The context in which they are used is also deliberated on. Secondly, the terminology is grouped based on its meaning into the following semantic groups: medications, medical procedures, equipment, anatomy and diseases (semantic analysis). The results are followed by the discussion of medical terminology distribution in the two analysed groups. The results allow one to establish the features emblematic of medical discourse portrayed in TV series which endeavours to emulate medical terminology used by medical professionals in real life.

Keywords: medical terminology; medical discourse; English for Specific Purposes (ESP); structural analysis; semantic analysis

References


This paper presents the results of a field investigation of the phenomenon of Slavic intercomprehension, here defined as the possibility to partially use (i.e. understand and possibly produce) a foreign language that one has never studied deliberately, but is closely related to a known language (European Commission 2012). Indeed, the systems considered in the study, i.e. Polish and East Slavic languages (Belarusian, Russian, Ukrainian), are so close in terms of grammar and vocabulary as to partially license mutual intelligibility.

The recent economic growth of Poland and the ongoing war in Ukraine have attracted large numbers of East Slavic speakers into the country (Główny Urząd Statystyczny 2020; Długosz et al. 2022). Since not all East Slavic speakers have knowledge of English or the opportunity to learn L2 Polish, interactions with Polish speakers in which the interlocutors do not share a vehicular language are not uncommon.

Data collection took place at Warsaw main airport (“Fryderyk Chopin”) and relied on the covert observation of interactions involving Polish speakers (mostly employees of various airport services) and travellers of East Slavic origin. Communicative exchanges were observed in a variety of settings, including check-in desks, cafes, trains to town, bus stops on the airport grounds, as well as boarding gates and onboards the planes of a popular airline connecting Warsaw with numerous Western European countries.

The paper describes the interactional strategies documented in such situations, with a focus on mistilingual communication and accommodation strategies. The results are discussed in light of existing research on spontaneous intercomprehension (Berthoud et al. 2013; Piccoli 2017).

References:


On the Interplay Between Contrastive Semantics and Translation Practice: Describing Trends with PL dynamika, RU динамика vs. EN dynamic(s)

Daniel Sax
University of Warsaw

This paper contrasts some ways in which certain trends and changes are conceptualized in Slavic (Polish, Russian) vs. English, based on the words PL dynamika, RU динамика vs. EN dynamic(s). First, I illustrate how these terms are often misconstrued as straightforward equivalents in translation (by both translators and the leading MT engines). Next, I break down the semantics of the underlying Slavic vs. English concepts, drawing in part on Thalmy’s (2000) theory of force dynamics. I argue that English dynamic(s) generally entails a multiplicity of interacting forces/trajectories, whereas PL dynamika, RU динамика allow for simpler semantics of a single force/trajectory. These subtle semantic differences pose a challenge in Slavic-to-English and English-to-Slavic translation. I conclude by briefly considering some consequences for translator-training, MT-post-editing, and lexicography.
Specifics of teaching languages in higher education: case study of UNIL (University of Lausanne, Switzerland) and KNLU (Kyiv National Linguistic University, Ukraine)

Viktoriia Skriabina
University of Lausanne

The article compares the language learning and language teaching policies of two universities, i.e., University of Lausanne (Switzerland) and Kyiv National Linguistic University (Ukraine). The aim is to establish strengths and weaknesses of the two different language teaching models and to suggest optimal changes in the light of current trends in third language acquisition. The notions of language interference, multilingualism and receptive multilingualism will be discussed. The methods of translanguaging and intercomprehension didactics will be evaluated in terms of their efficiency and applicability for modern higher education establishments. Such features of modern multilingual education as teaching across languages, raising language awareness and multicompetence, teaching language learning strategies, content-based training and promoting exchange programmes will be focused on. Based on the principle of self-governance and autonomy, modern universities can decide which methods and standards of teaching to implement in their curricula. We tried to evaluate and draw conclusions on the effectiveness of the approaches in organizing educational process for university students. The results show that both universities have efficient language teaching methodologies, but the approaches are different. While autonomous language learning is promoted in the University of Lausanne, the methodology of teaching languages in Kyiv National Linguistic University is still largely based on instructed language learning inherited from the Soviet times. While both teaching models have positive features, only effective techniques bringing results and leading to developing students’ proficiency should be preserved or transformed in accordance with current trends and needs. In a new multilingual European context, the attitude to language learning and teaching should be changed; higher education establishments should be encouraged to implement both traditional and latest features of language acquisition.

Key words: receptive multilingualism, translanguaging, linguistic awareness, multicompetence, intercomprehension didactics.
Defining news genres of English media discourse: cognitive rhetorical perspective

Nataliia Talavira
Nizhyn Mykola Gogol State University

Media discourse, reconstructing reality via press, radio, TV and the Internet (O’Keefe, 2006), encompasses many genres: news, features, interviews, entertainment. The rise of modern technologies has contributed to the development of media rhetoric and new communicative genres, where the most widespread are news texts representing reports and discussion of recent events and states of reasonable novelty (Facchinetti et al., 2015). Still, there are news texts informing about a planned visit of a politician or a future ceremony and news reports covering official documents or public speeches. The research question concerns determining structural and linguistic peculiarities of three types of news articles: texts, reports and news announcements.

The presentation analyzes news stories from the cognitive-rhetorical perspective, incorporating mental patterns with the canons of invention, connected with argument choice, disposition, i.e. their structuring, elocution, related to verbalization of ideas. At the level of invention, news texts, reports and news announcements differ in the content representing recent events, speech coverage or future event proclamation respectively. Dispositionally, the news texts and announcements are mainly structured due to conventional composition (Dijk, 1989), while news reports are organized either by conventional or authorial composition, divided with the help of headings by a journalist. In the vein of elocution, the research rests on morphosyntactical constructions, i.e., conventionalized combinations of form and meaning fixed in long-term memory (Hilpert, 2021). Various sections of the news articles are structured by three types of constructions: immediate, keeping their form in all contexts, modified, admitting additional elements, extended, combining two or more immediate ones (Talavira, 2017). Constructionist textual models differ in the units foregrounded in the headline, the lead and/or at the beginning of the paragraphs.

To conclude, differentiation of news genres relies on the study of the composition of news stories and constructionist models representing referents in various text sections.

References
Fake news: who is it made for, men or women?

Galyna Tsapro, Olena Gryshchenko
Borys Grinchenko Kyiv University

Fake news is a genre of news discourse. It is a specific integrative type of media text which is aimed at manipulation and is represented and spread through mass media. The main constituents of fake are ‘lie’, ‘deceit’ and ‘manipulation’ which prove its close connection with misinformation and disinformation. Misinformation includes wrong and incorrect information which is spread without any particular intention to mislead. Whereas disinformation is usually spread intentionally, it is false and misleading information of a manipulative content related more to political and governmental discourse.

Fake news is created on a various number of topics: life of celebrities, politics, medicine, cosmetics, fashion, movies, technology, international events, interviews with famous people, business, sport, etc. It includes both, misinformation and disinformation.

The aim of the research is to single out fake news topics from gender point of view. The participants of the experiment are 108 university students (aged 19-25) whose major is Linguistics (English), 17 of male and 91 of female gender.

The participants’ answers demonstrate stereotypical expectations about gender interests, with men more engaged into politics, war, technologies, business and international affairs, and women being more interested in beauty aids, private life, fashion, family and children.

The participants are also asked about the fake news creators’ gender and the fake news consumers’ gender. So, 78% of all answers say that both men and women make fake news. Among those who believe that gender aspect is important here, 15% of the participants suggest that authors of fake information are women and only 7% state that creators are men, which in its turn support another gender stereotype: men are seen as creators of serious news. Although, at the same time 96.3% of the participants declare that gender does not matter when fake news is created, they are created for both genders equally.

The limitations of the study are that the experiment was held before February 24, 2022, so it is assumed that results can be different, which can be a perspective for the further research.

Key words: gender, fake news topics, fake news creators, fake news consumers
Qualitative and quantitative characteristics of the reproduction of the idiostyle dominants of W. S. Maugham's novel "The Painted Veil" in the Ukrainian translation: linguo-statistical analysis

Larysa Tsokh, Yuliia Shyika
Lviv Polytechnic National University

The research paper presents the quantitative comparative analysis of the original text of W.S. Maugham’s novel “The Painted Veil” and its Ukrainian translation made by O. Hordynchuk, which has been carried out based on the digital marked corpus of the original and translated text. The novelty of the research lies in the fact that the above-mentioned literary work has not been previously studied from a statistical point of view.

The aim of the scientific investigation was to find out the degree of discrepancy between the idiostyle of the original text and its translation based on the analysis of the reproduction methods of the idiostyle dominants. Depending on the specific criterion, samples of words and sentences have been studied, and calculations have been carried out based on a parallel corpus.

The results for each of the 12 indicators such as the Coleman-Liau index, Automated Readability Index, lexical density index, and others revealed a quantitative difference between the original novel and its translation. Moreover, the quantitative indices of the lexical level, which have been calculated based on the general characteristics of the source and target texts, have been compared.

The study focused on textual structural attributes, which allowed the utilization of quantitative analytical methods that helped establish strict criteria for discerning idiostyle differences within the source and target texts. The principal outcome of this research underscores the viability of employing quantitative methods to outline idiostyle differences in multilingual versions of the same literary work, shedding light on the intricacies of linguistic transformation during translation.

Key words: statistical analysis, corpus, idiostyle, source text, target text
Quantitative verification of Old English concessive conjunctions

Oleksandra Tuhai
Borys Grinchenko Kyiv University

Recently, there has been the extreme rise of automatic information processing in terms of selection and preservation of language material in the analysis of a large amount of empirical material and creation objective conclusions about different aspects of the corpus of particular texts. Corpus linguistics became of great help in this point for modern linguistic science and historical studies, in particular.

The focus of our study is on the corpus research of the category of concessiveness which is actualized by concessive conjunctions in complex sentences with concessive semantics in the Old English texts such as “Beowulf” and “Alfred’s Introduction to Laws” from Helsinki Corpus. For this purpose, there had been used the linguistic corpus tool manager “Voyant Tools”.

The rationale of the study is to find out the frequency of usage of the defined Old English concessive conjunctions as þeah (though), hwæberē (however), swa þeah (yet), swa (unless), stille (still) in Old English texts “Beowulf” and “Alfred’s Introduction to Laws” from Helsinki Corpus. This corpus quantitative verification helps understand both concessive conjunctions’ frequency of usage in Old English Corpus texts as well as their compatibility with other constituents of the sentences including other connectors.

The findings of our study have presented the following results of concessive conjunctions which introduce concessive clauses: in the text “Alfred’s Introduction to Laws” there have been identified only two concessive conjunctions as þeah (2) and swa (11). In the text “Beowulf” there have been identified all selected concessive conjunctions as þeah (20), hwæberē (2), swa þeah (3), swa (191), stille (2). And due to the corpus manager “Voyant tools”, we have also defined the usage of the studied concessive conjunctions with another constituents of the sentences such as: stane, oððe, utgongan, stafe, ðín, ðe, to, he, ne, him (with þeah); ðu, he, ne, hine, hlaford, wæs, ond, he, þæt (with swa); sī þånan, men, witig, on, mæðo (with hwæberē), þæt, to, sceolde, unwrecen, æðeling (with swa þeah), þæt, on, wídfoga, sidfæþmed, þa (with stille). The amount of usage of the Old English concessive conjunctions with another words in a concessive sentence signals about concessive conjunctions’ compatibility and flexibility, and the frequency of usage with other constituents.

Thus, in the presented Old English texts from Helsinki Corpus, we can testify the active usage of concessive conjunctions þeah and swa and less usage of concessive conjunctions hwæberē, swa þeah, stille which signals about the development of the concessive conjunctions’ semantics in terms of the category of concessiveness in this synchronic period.
Philology Students’ Attitudes Toward Bilingualism and Language Learning in a Multilingual Environment

Krisztián Váradi
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Transcarpathia is one of the westernmost counties of Ukraine, where about 156,000 people belonging to the Hungarian minority live together with more than a hundred other nationalities. The Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education is responsible for the cultivation of the next generation of teachers for local educational institutions. In this study, we examined the attitudes of students majoring in English, Hungarian, Ukrainian, and German language and literature at the Transcarpathian Hungarian College toward bilingualism, language learning, and different language contact phenomena (lexical borrowing, code-switching, code-mixing).

Philology college students are prospective language teachers who will be responsible for developing the native language, state language and foreign language skills of Transcarpathian children. For this reason, it is particularly important to find out how they relate to the characteristics of Transcarpathian language use, the languages and language variants used in this multilingual and multicultural area, the effects of bilingualism on language use, what motivating factors and career choices guide them on a daily basis, and how well they are aware of the meaning of terms related to bilingualism and foreign language teaching.

Firstly, we asked 185 philology students to describe their own language use, to evaluate different languages and dialects, and to describe what factors influence future language teachers in the fields of career choice and language learning motivation. Secondly, with the help of three focus group interviews, we collected the opinions of a total of 12 prospective language teachers regarding the multilingual situation in Transcarpathia, language teaching in an additive approach, the appearance of dialects in the classroom, and the main problems of teaching the Ukrainian state language to ethnic minorities. The results of the research provide useful information for the planning of teacher training courses. This work was supported by the Collegium Talentum Program of Hungary.