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# KEYNOTE LECTURE

## Native and foreign affective domains and emotion clusters

***prof. B. Lewandowska-Tomaszczyk***  
***University of Applied Sciences in Konin***

The main focus of the talk is related to the presentation of categories of affect-related phenomena, and the identification of the concept of emotion clusters as perceived in native and foreign settings. A model for the dimensionality of emotion concepts is given in terms of Emotion Events and their universal and culture- and language -bound properties as perceived and felt by native and foreign speakers of a language. The linguistic domain is thus a departure point for a language- and culture specific analysis of emotion language and emotional talk. Making reference to British English and Polish corpus data a description of language-specific affective domains and emotion clusters is presented and discussed in terms of native and foreign conception and perception of particular emotion clusters and their relevance to FL and translation practices. In the discussion part of the talk reference is made to the present state-of-the art concerning AI tools of automatic sentiment identification and robotic production of the affective dimensions of discourse as instruments of practical use in FLL/FLT and translation, displaying a pronounced ability in visual and textual emotion recognition.

# KEYNOTE LECTURE

## **Community, autonomy, and complexity: Learning from language program administrators' efforts to foster belonging for language teachers**

*prof. E. R. Miller*

*University of North Carolina at Charlotte*

Feeling a sense of belonging is increasingly regarded as vital for language teacher wellbeing and for determining whether individuals want to become teachers and/or remain in the field. However, we understand very little about how or whether the administrators who directly supervise them understand the significance of belonging or actively work to nurture it among teachers. This study draws on interview and questionnaire data provided by thirty Language Program Administrators (LPAs) who direct English language programs affiliated with public universities in the United States. Generated through reflexive thematic analysis, the findings indicate that LPAs' efforts to foster belonging require ongoing cultivation of teachers' community-oriented participation within their English language programs but are also individually and situationally dependent. We also learn that belonging practices often do not directly involve individual teachers but are dispersed across university landscapes, mediating both emotional attachments and marginalization far beyond the "boundaries" of English language programs. The presentation offers useful insights for recognizing and implementing practices of belonging in language teacher communities while foregrounding the complexity entailed in doing so.

# KEYNOTE LECTURE

## Language teacher identities and communities - lessons from China and Vietnam

*dr J. Underwood*  
*University of Cambridge*

This keynote draws together a series of interconnected studies conducted by the presenter, his colleagues, and postgraduate students across three UK universities: Edinburgh, Cambridge, and Northampton in collaboration with partner institutions in China and Vietnam. Each project discussed in this presentation centres on the experiences of active practitioners: language teachers and lecturers, navigating complex educational reforms and shifting social contexts. China and Vietnam, two populous, economically dynamic, and internationally engaged Asian nations, have each undergone significant transformations in English language education in recent years. These changes have created both challenges and opportunities for teachers leading to evolving professional identities and reshaping teaching communities. By examining these lived experiences, the presentation highlights how teachers in both contexts negotiate policy reforms, adapt pedagogical practices, and build professional networks that support resilience and innovation. While rooted in the specific contexts of China and Vietnam, the keynote invites broader reflection on shared global themes in language education. The concluding discussion considers whether there are similarities with the experiences of teachers in other contexts, including Poland, offering insights into the evolving identities and communities of language educators worldwide.

# The Effectiveness of Corpus Analysis in Incel Language Research: A Case Study

**Bartłomiej Alberski**  
**Politechnika Wroclawska**

The aim of the study is to verify whether incel jargon appears in the content published on the YouTube channel *Moda wysoka*. To this end, the author will employ methods of corpus linguistics (Lewandowska-Tomaszczyk 2005, McEnery, Hardie 2011, Chlebda 2013), specifically preparing a corpus of texts using *Korpusomat* (Kieraś, Kobyliński 2021). The corpus will then be processed for keywords and potential terms using *TermoPL* (Marciniak et al., 2016) and *Topic* (Walkowiak, Malak 2018). Additionally, the prepared corpus will be queried using a list of words classified as incel jargon noted during a sociological study (Wieczorkiewicz, Herzyk 2023).

As a result of the analysis, it will be determined whether incel jargon appears in the content published on the YouTube channel *Moda wysoka*. If it does, the study will identify which specific vocabulary is used and in what contexts.

Previous research on incels has focused on social aspects: anti-feminism (Graff 2019), intergroup aggression (Ścigaj 2024), and online communities (Papdamou et al., 2021). Some works also describe psychological aspects (Sparks et al., 2022) and the impact of technology on the creation of this environment (Preston 2021). However, most studies on incel language do not concern the Polish language (e.g., Pelzer et al., 2021; Jaki et al., 2019). Exceptions in this context include the not widely available bachelor's theses by Agnieszka Skala titled *Językowy obraz siebie i innych mężczyzn w żargonie inceli* (2019) and Amelia Pycek's *Incele, sigmy i janusze – czyli o stereotypowych obrazach mężczyzn w mediach społecznościowych* (2024).

However, both works focus on reconstructing the linguistic image of men, while the planned study has an idiographic character, where selected comments from a specific internet creator will be verified for the use of specific linguistic units.

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# To classify or not to classify? A pragmatic exploration of classifiers

**Poulami Chakraborti**  
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Dékány (2022) presents an analysis of classifiability by showing the contrast between the ‘numeral-effect’ and the ‘noun-effect’ on the choice and syntactic availability of classifiers across languages. And in doing so, she presents Bangla (Indo-European) as an instance of a language with a two-way distinction between classified and nonclassifiable nouns, citing instances from Dasgupta (1983) and Bhattacharya (1999). However, none of these accounts – given their exclusively syntactic focus – present any pragmatic explanation of the phenomenon of classifiability vis-à-vis the highly context-specific nature of the instances presented therein. Consequently, the possibility of the occurrence of other interpretations based on the other available structures in the language (classified counterparts of the unclassified instances and vice versa) has remained unexplained. This paper, therefore, attempts to examine these and similar structures within the broader spectrum of perfectly acceptable usages in the language, and proposes that the question of whether a particular noun requires and/or can take a classifier is not an inherently syntactic choice. It is rather dependent on the speech context. And to that end, the existence of so-called intrinsically ‘nonclassifiable’ nouns or the ‘impossibility of classification’ in Bangla seems improbable, except for a handful of measure expressions. I show this by drawing on specific examples, arguing that classifiability per se is a contextual property, and is therefore, as much a pragmatic choice as syntactic. It is neither dependent on the noun nor the numeral or the classifier per se.

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# L1 Phonological Awareness and Foreign Language Knowledge of philology students

**Michał Citko**

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Phonological awareness—the ability to perceive, analyse, and manipulate the sound structure of language—is widely recognised as a key predictor of early literacy in the first language and an important facilitator of foreign language learning. Numerous studies have shown that learners with stronger phonological skills tend to acquire vocabulary and pronunciation more efficiently, and often achieve higher levels of overall proficiency.

This study investigates the relationship between L1 phonological awareness and foreign language knowledge among Polish university students of English and Polish philology (N=141). Phonological awareness was assessed using a newly developed test comprising multiple tasks targeting phoneme identification and manipulation in Polish words. Foreign language knowledge was operationalized through a composite index integrating two components: (1) a declarative self-reported measure based on the number of known foreign languages and CEFR proficiency levels, and (2) an objective component derived from scores on the national secondary school final examination (Matura).

Pearson's correlation indicated a very weak, non-significant association between the phonological awareness test results and the foreign language knowledge index ( $r = 0.047$ ,  $p = 0.577$ ), and Spearman's rho yielded a similarly weak result ( $\rho = 0.064$ ,  $p = 0.448$ ). These unexpectedly low correlations invite caution in interpretation. They may indicate that L1 phonological awareness is not strongly linked to global foreign language proficiency; however, they may also reflect methodological limitations of the study, including potential measurement imprecision or flaws in the design/administration of the phonological awareness test.

**KEYWORDS:** phonological awareness, foreign language proficiency, linguistic aptitude.

# The Effectiveness of ChatGPT and Dictionaries in Language Reception: Insights from an Empirical Study

**Tomasz Czyż, Tomasz Michta**  
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The growing use of artificial intelligence among students raises questions about its usefulness in educational contexts, where it competes with established tools such as dictionaries. Initial lexicographic research has provided promising evidence that AI can help advanced students accurately understand and use English words (see Lew, Ptasznik and Wolfer 2024). However, learners at lower proficiency levels remain understudied. Moreover, although task performance is undoubtedly important, so are many other aspects of consulting AI tools. One such aspect is trust, which has been hypothesized “to play a key role in future user preferences” (Michta and Frankenberg-Garcia 2025). Drawing on data from 130 secondary school students at B2 proficiency, this study compared ChatGPT’s effectiveness with that of the Oxford Learner’s Dictionary and the bilingual English–Polish dictionary Diki.pl in two receptive tasks. In addition to evaluating the accuracy of participants’ responses, the study also investigated the effect of each tool on participants’ confidence that their answers were correct. Our findings indicate that dictionaries outperformed ChatGPT in terms of both accuracy and confidence.

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# Procedural Verbs as Linguistic Markers of Methodological Precision in the Discourse of Online Learning

*Nataliia Denysova*

*Borys Grinchenko Kyiv Metropolitan University*

The paper investigates procedural verbs as core lexical indicators of methodological precision in the academic discourse of online learning. Drawing on a 1.4-million-word corpus of research articles, the study applies corpus-driven and discourse-analytic methods within the framework of functional linguistics (Halliday & Matthiessen, 2014) and genre theory (Swales, 1990; Hyland, 2005). Procedural verbs such as conduct, apply, implement, design, develop, use, build, integrate, assess, test, and measure are shown to perform the essential rhetorical function of linking the stages of research activity — from experimental design to evaluation and verification.

Collocational profiles generated in SketchEngine ( $\pm 5$ -word window;  $\logDice \geq 5$ ) reveal stable semantic fields around each verb: conduct aligns with study, analysis, survey; apply and implement cluster around method, model, strategy; while test and measure associate with reliability, validity, performance. These recurrent patterns indicate that procedural verbs not only describe research operations but also construct the epistemic ethos of objectivity and reproducibility.

The analysis demonstrates that in the discourse of online education, procedural verbs encode three functional layers — methodological (epistemic), technological (operational), and evaluative (verificational). Their high frequency and semantic cohesion suggest that they serve as textual anchors of scientific accountability, transforming practical research actions into linguistically codified knowledge. The findings support the view that academic writing in digital education reflects a “technological paradigm of scientific rationality,” where linguistic precision parallels procedural rigour.

Keywords: procedural verbs; corpus linguistics; academic discourse; online learning; methodological precision; discourse analysis

# INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING: OPPORTUNITIES AND LIMITATIONS

*Hanna Dovhopolova,  
Borys Grinchenko Kyiv Metropolitan University*

The purpose of this research is to analyze the role of information technologies in foreign language learning, identifying their potential to enhance the effectiveness, accessibility, and individualization of the educational process, while also examining the limitations and challenges, that influence their practical implementation.

The study is based on a qualitative analysis of scientific literature, practical case studies, and examples of using information and cloud technologies in language education. The approach involves comparing traditional and technology-enhanced learning methods to evaluate their impact on students' motivation, communication skills, and overall learning outcomes.

The conducted research confirms that the use of information technologies in foreign language learning supports the personal and intellectual growth of students, enhances the quality of visual and audio materials, makes the learning process more dynamic, and improves the perception of educational content. Their major advantage lies in creating a communicative environment close to real interaction and enabling the individualization of learning according to students' levels, motivation, and needs.

Cloud technologies (Google services such as Docs, Calendar, Mail, Translate, Groups, and Talk, etc.) have proven to be among the most effective innovations. They ensure accessibility, interactivity, and collaboration regardless of users' location, requiring only an Internet-connected device, reduce educational costs.

At the same time, certain challenges remain: technical limitations, the absence of national providers, and insufficient legislative regulation of cloud service usage. It is emphasized that technology should not replace the teacher or traditional educational materials, but rather complement them.

The potential contribution of this research lies in providing a comprehensive understanding of how information and cloud technologies can be effectively integrated into foreign language learning to enhance its quality and accessibility. It can serve as a basis for further theoretical and methodological research aimed at improving digital literacy, designing innovative teaching strategies, and developing national frameworks for the safe and efficient use of cloud technologies in education.

# **Stability of Grammatical Gender in Heritage Russian: Evidence from Adolescent and Young Adult Heritage Speakers in Germany and the USA**

***Grażyna Gorbacz-Dailida, Kateryna Iefremenko***

***Uniwersytet w Białymstoku, Leibniz-Centre General Linguistics (ZAS)***

Research on the heritage acquisition of morphosyntactic features, including grammatical gender, predominantly focuses on young children, whereas evidence from later developmental stages remains sparse. Even though existing research points to similar pathways of gender development for both heritage-speaking children and their monolingual peers, very few studies have systematically examined how these patterns persist or alter in their later lives. Therefore, the following research aims to fill an exciting gap by examining gender development among heritage speakers of Russian raised in German- and English-speaking environments, specifically adolescents aged 15-17 and young adults aged 25-35. The study also investigates gender across both verbal and nominal domains, with particular attention paid to the potential facilitatory role of majority languages. By extending previous research beyond early bilingual acquisition, this study attempts to determine whether grammatical gender remains stable across later developmental stages and whether cross-linguistic influence from typologically different majority languages affects accuracy and agreement patterns. The statistical analysis of the identified mismatches reveals that gender is almost perfectly acquired in both nominal and verbal domains across all groups, with mismatches below 0.04%. Furthermore, although no significant effects of age or bi- or monolingual status are found, heritage speakers in the USA, followed by heritage speakers in Germany, show slightly higher mismatch rates than monolinguals, suggesting a minimal yet detectable influence of the majority language. These findings highlight the impressive consistency of grammatical gender in heritage Russian as individuals grow from adolescence into adulthood. The results additionally underscore the robustness of morphosyntactic features within heritage grammars and contribute to an expanding body of evidence demonstrating that fundamental grammatical categories, once acquired, maintain their resilience even amidst circumstances of language contact and limited exposure.

# **Pedagogical translanguaging as a vocabulary learning strategy: Evidence from young multilingual learners' cross-linguistic transfer**

**Marina González de San Pedro Jiménez**  
**University of La Rioja**

The publication of the Common European Framework of Reference (CEFR) Companion Volume marked a shift from a monolingual to a multilingual perspective in the teaching of foreign languages, encouraging the use of the learners' whole linguistic repertoire in the classroom (Council of Europe, 2020). These innovative teaching practices have given rise to educational frameworks such as pedagogical translanguaging which consists of "activating multilingual speakers' resources" (Cenoz & Gorter, 2021, p. 1) to enhance metalinguistic awareness and deeper understanding among learners. This approach fosters a dynamic interplay between languages, enabling students to navigate between their interconnected lexical stores so as to construct meaning more effectively in their multilingual minds (Nation, 2022). One of the most commonly employed metalinguistic strategies to learn vocabulary in additional languages is the use of cognates (Leonet & Saragueta, 2024). In order to explore cross-linguistic lexical transfer, a lexical fluency task was conducted to analyse the responses that 6<sup>th</sup>-grade multilingual learners (n = 17) elicit in response to the prompt Food & Drink in Spanish (L1), Basque (L2) and English (L3). The participants' vocabulary output was analysed by using LexPro in terms of the 25 most available words produced in the three languages. The results showed that learners primarily rely on their L1 lexicon to expand their vocabulary knowledge in Basque (L2) and English (EFL/L3). Although Spanish and Basque are typologically distant languages, over 60% of the cognates found were due to Spanish-Basque lexical transfer. These findings thus reveal the effectiveness of using multilingual resources to teach vocabulary at the language classroom.

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Keywords: translanguaging, vocabulary, multilingualism, language acquisition, cross-linguistic transfer.

# Generics as Defaults: Paraphrasing Quantified Statements in Polish

**Daniel Karczewski**

**Uniwersytet w Białymstoku**

The study examines how native speakers of Polish paraphrase two types of quantified statements: (i) minority statements such as *Wszystkie kangury mają torby* 'All kangaroos have pouches' and (ii) statements involving pragmatically implied quantifier domain restriction such as *Wszyscy przynieśli prezenty dla Hani* 'Everyone brought Hania a present'. The aim is to assess which explanation of the overgeneralization bias receives stronger empirical support: the generic overgeneralization effect (Leslie et al., 2011) or quantifier domain restriction (Lazaridou-Chatzigoga et al., 2019). Instead of relying on truth-value judgments, the study uses a paraphrase task designed to reveal participants' default reinterpretations. Sixty-five Polish participants reformulated eighteen quantified statements, most often producing universal or quantifier-free paraphrases, while domain-restricted reformulations were rare and accounted for thirteen percent of responses. The findings indicate that speakers tend to reinterpret false universal statements as generics rather than narrowing quantifier scope, which aligns more closely with the generic overgeneralization account.

Keywords: quantified statements, overgeneralization bias, (quantifier) domain restriction

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# **"As the Crow Flies": Linguosemiotics of a Mythic Concept in the English Rock Lyrics**

***Oleksandr Kolesnyk,  
Borys Grinchenko Kyiv Metropolitan University***

This research focuses on linguo-semiotic, linguo-cognitive and cultural peculiarities of English designations of the mythic concept of RAVEN / CROW in modern English rock lyrics. The said lyrics (1970 - 2025) constitute a customer corpus processed via the Ant.Conc software. The general semantic space providing the context for the said designations is identified as a possible world (an alternative reality) and associated with the "English-ridden" pop-culture.

The methodology comprises "componential analysis" and reconstruction of cognitive models that motivate the units verbalizing the RAVEN / CROW concept. Comparative and contrastive methods are used for mapping these features against those of the previously analyzed Old Norse designations (as the representations of the Germanic "mythic space"). Further interpretations involved interdisciplinary synthesis framed as "M-logic".

The findings comprise an inventory of cognitive models as the premises of the RAVEN / CROW concept's verbalizers (RAVEN – DESTINY, RAVEN – TRAVEL, CROW – DEITY etc.). The cognitive models are allocated at different levels of the universal model featuring the hierarchical plane of an open system. Clusters of cognitive models demonstrate hyper-linked frames which highlight the dynamics of a particular segment of an alternative reality. The research highlights differences between these conceptual arrays and those typical for the units verbalizing the RAVEN / CROW concept in the Old Norse texts.

The findings expand the traditional scope of modern cognitive linguistics and demonstrate the way the archaic mythic space's components shape the modern culture and subcultures. Further interdisciplinary interpretations target potential systemic universalia employed in constructing alternative realities and utilizing mythic concepts (the RAVEN / CROW in particular) in a variety of discourses.

# **Empowering Bilingual Families: Innovative Advocacy in a Southeast U.S. Community**

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Situated in the TESOL field, this study addresses the urgent challenges and innovations present in today's globally interconnected world, focusing on the timely and pressing issues surrounding language education for immigrant families. We examine how a grassroots community organization in the urban Southeast United States fosters a dynamic, adaptive language learning environment that enables immigrant children and their families to thrive amid anti-immigration sentiment. Presenting data from the first two years of a longitudinal project, this paper highlights how "Connections" annually supports approximately 150 immigrant students as they navigate the complexities of language acquisition, cultural integration, and academic success within a highly racialized urban context. Through qualitative data gathered from fieldnotes and semi-structured interviews, we demonstrate how this organization resists exclusionary community practices by cultivating a sanctuary space through its after-school program. Notably, this nonprofit has become a leading advocate in the community, supporting refugees and newly arrived immigrants from Asia, Central and South America, Europe, and Africa, and exemplifying recent innovations in language education needed in an era of rapid migration and global change.

**Keywords:** contemporary language education, community organizations, English Learners, immigration, social justice, TESOL

# Training pre-service teachers in instruction-giving: Evidence from CLIL primary classrooms

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Guiding primary school learners to understand task requirements is a persistent challenge for novice teachers, particularly in Content and Language Integrated Learning (CLIL) contexts where tasks require sequenced, multimodal instructions. Although CLIL teacher discourse has been widely studied, instruction-giving (IG) has received limited focused attention in pre-service teacher education. This study examined how explicit IG training within a CLIL course influenced student teachers' (STs) instructional competence during two primary school projects in Germany. Fifty-two STs in an eight-semester Primary English Language Teaching (PELT) program implemented CLIL gardening lessons with 180 pupils. Two cohorts were compared. One (2024, n = 25) received general IG input, while the other (2025, n = 27) received explicit, practice-oriented IG training. IG episodes were coded against eight principles on a four-point scale. The trained cohort achieved higher overall quality, with marked gains in clarity and length, sequencing, multimodality, and strategic LI use. Qualitative analyses confirmed that explicit IG training promoted more structured and responsive instructional discourse. The findings highlight IG as a teachable micro-skill integrating linguistic, cognitive, and classroom management dimensions of classroom practice, and underscore the value of embedding explicit IG training in pre-service CLIL education. To the author's knowledge, this is one of the first empirical investigations to operationalize and measure IG quality in pre-service CLIL teacher education.

Keywords: CLIL, teacher discourse, instruction-giving, pre-service teacher education, primary school learners

# Back mid vowels in Podhale Goralian: distribution and spelling

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This paper examines the distribution and spelling of the lax vowel [ɔ] and the tense vowel [o] in Podhale Goralian, a regional variety of Polish spoken at the foot of the Tatra Mountains in southern Poland (Rubach & Łuszczek 2019; Łuszczek 2022). These vowels contrast in words such as *bot* [bɔt] ‘bot’ vs. *bót* [bot] ‘shoe’, which means that both must be underlying segments: /ɔ/ and /o/. However, the choice between [ɔ] and [o] is not always arbitrary. In several contexts, it is rule-governed. The rules are as follows: (i) Final Tensing gives tense [o] before word-final voiced consonants, as in *Bóg* [bok] ‘God’; (ii) Final ɔ-Tensing gives tense [o] word-finally, as in *lató* [lato] ‘summer’; and (iii) a-Raising yields lax [ɔ] word-finally, as in *jo* [jɔ] ‘I’. This set of rules and their interaction produce a complex pattern of vowel distribution, which raises the question of how to accurately represent [ɔ] and [o] in the spelling. The goal of this paper is to propose an orthographic system that reflects the phonology while also taking practical factors into account.

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# **Exploring Onomastics as a Mechanism for Maintaining Cultural Distinctiveness and National Identity”**

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Onomastics, the study of names, serves as a crucial means through which cultural distinctiveness and national identity can be examined, preserved, and transmitted across generations. Personal, familial, or geographical names embody historical, linguistic, and social meanings that reflect the values, traditions, and collective memory of a community. This paper explores the role of onomastics as a mechanism for emphasizing the intersection of languages, cultural heritage, and national identity. By analyzing different branches of onomastics, their etymology, and the sociocultural functions of names, the research demonstrates how significantly names operate not merely as linguistic markers but also as carriers of national morale and vital instruments for cultural preservation and identity formation that reinforce generation cohesion, continuity, and unity. The research also considers the names in contexts of globalization and intercultural contact, highlighting how their nature can reflect social processes simultaneously influencing perceptions of identity. Particular attention is given to the usage of different branches of onomastics within the functional styles of language, emphasizing naming systems as a key strategy for maintaining stylistic uniqueness. The research underscores the symbolic aspects of names, showing how types of names participate in the construction of national identity and cultural distinctiveness. Ultimately, this research positions onomastics not only as an academic inquiry but also a practical means of cultural preservation and identity affirmation in an increasingly interconnected world.

# All men and all women? A cognitive-pragmatic case study of selected hashtags with the quantifier “all”

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Social media has changed the way we communicate and share ideas, giving rise to new linguistic forms such as the hashtag. Hashtags were originally intended to categorise and filter content, but over time they have acquired broader pragmatic and rhetorical functions. Among other uses, they can express beliefs, emotions, and social belonging, often signalling affiliation with or support for particular social movements. Their memorability frequently stems from bold claims, while the need for brevity can make them ambiguous, sometimes endowing certain hashtags with polarising potential.

A particularly interesting case is that of hashtags containing the quantifier “all”, such as #AllMen or #AllCopsAreBastards, which typically appear in discussions on pressing social issues, including violence against women or police brutality. These hashtags are generally intended to raise awareness and provoke attention; however, the mismatch between their form (implying universality) and their function (expressing genericity) can lead to misunderstanding and enable antagonistic uses.

The present study focuses on a small corpus of selected hashtags. Its aim is to explain the pragmatic behaviour of the quantifier “all” and to show how the form–function incongruity invites divergent interpretations, reflecting underlying cognitive tendencies in processing generic statements. Some users interpret “all” generically and accept the generalisation as socially meaningful, whereas others perceive these hashtags as unfair or accusatory. This discrepancy can trigger discursive backlash, as exemplified by counter-hashtags such as #NotAllMen.

Keywords: hashtags, cognitive linguistics, pragmatics, genericity, online discourse

# A PUPPETEER OF HUMAN TRAFFICKING: A GLIMPSE INTO IMAGE SCHEMA ANALYSIS

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This paper is part of the Changing Young Minds: Student Awareness of Human Trafficking under War Conditions initiative, implemented at the French Research Center in Humanities and Social Sciences (CEFRES, Prague). It focuses on analysing the “trafficker-as-puppeteer” metaphor in anti-trafficking discourse through the lens of Mark Johnson’s image schema theory. The research question is how image schemas shape representations of victims’ agency and the framing of intervention. The aim is to uncover how recurrent bodily-rooted schemas such as CONTROL, FORCE, LINK, CONTAINER, and PATH organize perception and ethical reasoning in texts addressing human trafficking. The study material is Barnardo’s report “Puppet on a String” (2011) alongside selected UK media and NGO campaigns. Passages describing children “groomed by ‘boyfriends,’” “controlled by networks,” and “cut free from exploitation” illustrate embodied spatial and kinetic oppositions: UP/DOWN, BOUND/RELEASED, CENTRE/PERIPHERY. These linguistic patterns activate physical experiences such as tension, manipulation, and rupture, transforming complex systemic abuse into concrete bodily imagery that the audience can feel and morally appraise. The results reveal that the puppet frame encodes asymmetrical force dynamics: traffickers exert downward pulling control, while rescuers enact counterforce by “cutting strings.” The PATH schema traces the victim’s motion from captivity to freedom, while CONTAINER structures mark hiddenness (“kept out of sight”) versus exposure (“brought to light”). In conclusion, it can be assumed that image schemas shaping the puppeteer metaphor possess the conceptual potential to sustain affective narratives of coercion, control, and liberation. In further research, it can be hypothetically assumed that such metaphors do more than dramatise: they can cognitively condition readers’ empathy, which opens a vista onto further empirical studies of readers’ responses and predetermine their prosocial value as raising student awareness of manipulative traffickers’ speech behaviours through critical media readings in class.

Keywords: human trafficking, image schema, cognitive linguistics, prosocial, metaphor

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# THE JOYS OF UNTRANSLATABILITY

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One of the fundamental challenges of Translation Studies is the problem of equivalence. Among other things, it is the origin of the concept of untranslatability, which usually takes one of two forms. We speak of cultural untranslatability in the case of translation problems that concern material and/or spiritual culture and when these problems concern the structure of language itself, we call this type of untranslatability linguistic.

Most researchers also accept that untranslatability is not a binary problem, but falls within a certain linguistic spectrum. Moreover, very few recognise the existence of complete untranslatability (but the same is true about complete translatability).

Nevertheless, untranslatability is regarded as a bad and harmful phenomenon - one that hinders communication rather than enriching it. At the same time, it is regarded as a certain constant: if something is untranslatable now, it will be so in the future.

But is untranslatability really a bad thing? And can we assume that certain translation problems will always remain unsolved? Or should we treat untranslatability as a changeable phenomenon and, moreover, one from which Translation Studies draws its strength and translators themselves derive joy from their work?

# The potential of generative AI tools in developing L2 pragmatic competence: A review of emerging research

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L2 pragmatic competence involves learners' ability to communicate meaning in a socially appropriate, flexible, and adaptive manner in interaction (Taguchi, 2022). Because of their ability to engage in conversation and explain various sociocultural phenomena, generative AI tools such as ChatGPT appear to have considerable potential to support pragmatic development. However, research in this area remains relatively limited compared to studies on AI use in other domains. Qi and Chen's review of studies on technology for developing L2 pragmatic competence, published in early 2025, does not report any research focusing specifically on the role of generative AI in fostering L2 pragmatic competence. Since then, however, several studies have discussed the application of generative AI tools in teaching pragmatic skills, and a number of investigations have explored the potential of AI in this domain through analyses of users' interactions with ChatGPT in relation to various pragmatics-related issues.

The aim of this paper is to provide an overview of the research findings reported in those studies, to identify the main research paths taken so far, and to outline the advantages and limitations of using AI in pragmatic instruction. Overall, the analyzed studies take a fairly optimistic view of generative AI tools' potential to foster pragmatic development, while also acknowledging their limitations, such as their tendency to misinterpret pragmatic cues, their limited ability to grasp culture-specific politeness strategies, and the lack of naturalness in some responses and explanations.

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# Interpersonal Pragmatics in the EFL Classroom: Exploring Relationship Types in Polish Secondary School Textbooks

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Besides mastering vocabulary and grammar, language learners are also expected to develop pragmatic competence – the ability to use language appropriately in specific sociocultural contexts. This includes employing politeness and impoliteness strategies, using speech acts correctly, adjusting style, and deciding when to use tools such as humour or sarcasm. In foreign language education, where natural exposure is limited, explicit instruction and regular contact with varied, contextually rich language use are essential for developing these skills. Appropriateness depends on the interlocutors' relationship, requiring adjustments in formality, politeness, and linguistic choices. English language classrooms in Polish schools may not provide sufficient attention to pragmatic aspects of communication. However, textbooks used in this context can offer valuable language exposure and potentially support the development of pragmatic competence. Using the theoretical framework of interpersonal pragmatics and L2 pragmatics, this study aims to examine the types of interpersonal relations and their linguistic manifestations in two EFL textbooks commonly used in Polish secondary schools. The results indicate that a range of relationships, including but not limited to family, friendship, and acquaintanceship, as well as work and school relationships, are represented in both materials, although their nature is sometimes unclear due to brief examples and limited context. Most are signalled in longer stretches of talk or text, particularly in reading and listening tasks. Differences in the number and types of demonstrated relations can be observed between the textbooks, with more examples presented in the one designed for the matura exam preparation. Overall, the findings suggest that pragmatic skills related to managing interpersonal relations are a relatively minor focus of EFL courses in Polish secondary schools, highlighting the need for further research and pedagogical attention in this area.

Key words: pragmatic competence, relational work, foreign language learning

# CHATGPT APPLICATIONS IN TRANSLATION PRACTICE

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Since its introduction, generative artificial intelligence (GenAI) chatbots have attracted considerable attention across diverse fields. Within language education, scholars have acknowledged their potential to support the development of learners' linguistic competence and have advocated for their integration into pedagogical practices to enhance both teaching effectiveness and learning outcomes. In the field of translation, GenAI tools hold particular promise for reshaping professional workflows and influencing the strategies employed by translation trainees. This study seeks to contribute to both theoretical and practical understandings of translation pedagogy by examining how GPT-assisted translations, compared with learner-generated translations, may support the development of translation competence.

The research underscores the collaborative potential of ChatGPT as a translation-assistance tool that offers a range of benefits for translation learners. These include providing alternative lexical options, assisting with textual elaboration, and fostering coherence through the use of parallel structures. In this regard, ChatGPT-generated or post-edited texts can serve as valuable supplementary feedback or alternative solutions to learners' own translations. However, the use of GenAI tools in translation practice requires cautious and critical engagement. ChatGPT's post-editing capabilities, for instance, may display a preference for certain sentence patterns with limited adaptation to genre-specific language conventions. Furthermore, it remains uncertain whether more precisely formulated prompts could improve the genre sensitivity of AI-assisted translations. Therefore, cultivating critical AI literacy proves essential. The use of AI-generated translations should rely on users' informed evaluation of their outputs, aligning with Giustini and Dastyar's (2024) concept of critical AI literacy, which emphasizes understanding both the capabilities and limitations of AI technologies.

# **The Role of the Teacher in Second Language Learning: A Comparative Study of Polish and Mexican Perspectives**

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The role of the teacher in second language learning has evolved significantly, shaped by educational policies, cultural expectations, and institutional frameworks. This presentation compares the perspectives of Polish and Mexican students on the teacher's role in their respective countries. The study begins with a comparative analysis of BA English Philology curricula in Poland and Mexico, highlighting key similarities and differences in teacher preparation and pedagogical approaches.

To gain deeper insights, a mixed-methods research approach was applied, incorporating both quantitative and qualitative data. Surveys and interviews were conducted among students in both countries to explore their expectations, perceptions, and experiences regarding language instruction. The findings reveal differences in teaching styles, student-teacher dynamics, and the perceived authority and support roles of educators in each educational context.

This comparative study contributes to the ongoing discussion on teacher roles in second language education by offering cross-cultural perspectives and identifying challenges and best practices that can enhance teacher training and pedagogical effectiveness.

# **Evolving Femininities in English and French Chick-lit**

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Across three decades, the voices of English and French chick-lit have changed with women's lives, tracing the distance between irony and sincerity, between self-display and self-knowledge. The genre's evolution unfolds in three distinct phases: its exuberant beginnings, a turn toward reflection, and the quieter synthesis of recent years. This periodisation shows how the genre moves from self-ironic humour to sincerity and ethical awareness.

The early works, from *Bridget Jones's Diary* to *Confessions of a Shopaholic*, turn everyday anxiety into comedy, turning irony into a form of survival. Later novels, such as *Me Before You* and *You Had Me at Hello*, adopt a quieter voice, using empathy and moral choice to replace the optimism of consumer culture. Recent titles — *Book Lovers*, *The Switch*, *Love Your Life* — join popular form with emotional maturity, speaking of care, reciprocity, and balance rather than success.

In France, a similar evolution is evident through Virginie Grimaldi, Aurélie Valognes, and Agnès Martin-Lugand, who reinterpret the genre within a culture of calm and solidarity. Their stories transform humour into gentleness and romance into a reflection on kindness and domestic stability.

Together, these trajectories reveal chick-lit's gradual turn from social parody to moral realism. The genre, once defined by self-mockery, now expresses sincerity and emotional ethics, a shift that marks not its decline but its quiet renewal as an art of everyday feeling.

Keywords: chick-lit; femininity; English literature; French literature; popular fiction; gender and culture

# Concessive semiosis in Old English complex sentences

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In studying complex sentences, syntax can be investigated in conjunction with semantics, which does not affect the overall meaning of the sentence unit. Moreover, by understanding syntactic structures, we can analyze the pragmatic and semantic realization of sentences on a deeper level without violating specific linguistic rules of sentence organization. In the system of language, semantics plays a crucial role in perceiving language units, and it can be studied in relation to other disciplines, such as pragmatics, lexicology, morphology, syntax, word-building, and text linguistics.

Our study is focused on the semantic and syntactic relationship between clauses of concessive semantics (universal (pure) concessive, conditional, contrastive, and causative concession) based on the Relevance Theory approach, with defining truth-conditional and non-truth-conditional meanings of the Old English complex sentences by way of identifying concessive conjunctions (*þeah / þeah þe, gif / gyf þeah / nymþe, ac / opres, forþan þe (forðanþe) / siþðan*, etc.) as interchangeable implementers of concessive sentences' "concessive semiosis".

The rationale of the present research is to find out the relevance of concessive conjunctions functioning as markers of uniting concessive sentences of four different semantics under the term or notion "concessive semiosis", based on the semantic interaction and syntactic integration of concessive clauses between themselves.

The findings of the study show that Old English concessive conjunctions can be interpreted as linguistic code signs and regarded as mutually interchangeable implementers of a concessive action with dual semantic-syntactic relationship vs. non-dual syntactic relationship in the next paradigm of clauses: universal (pure) concessive = contrastive = conditional = causative clauses vs. universal (pure) concessive/contrastive ≠ conditional/causative clauses. The concept of "concessive semiosis" is realized in all types of Old English complex concessive sentences in the semantic-syntactic integration of non-truth-conditional vs. truth-conditional clauses as: universal (pure) concessive = contrastive clauses vs. causative = conditional clauses.

# Rethinking Semantic Features: Constructivist Perspectives on Word Meaning

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Lexical semantics has long emphasized the variability of word meaning, from graded category membership to context-dependent shifts in interpretation. Building on these insights, this paper develops a constructivist perspective: while lexical meanings are indeed flexible, they acquire relatively precise internal structure once speakers adopt a particular interpretive stance.

I adopt a constructivist view of lexical meaning, in the spirit of dynamic construal (Croft & Cruse 2004). In line with theory-theory in cognitive science (Murphy & Medin 1985; Gopnik 2003; Lombrozo 2023), I model feature selection as theory-driven: semantic features are not pre-existing elements but constructs assembled through speakers' explanatory theories of referents.

Methodologically, the study triangulates three complementary approaches. First, lexicographic comparison reveals how definitions select different assembly points, depending on the lexicographer's implicit theory (e.g., sword: choosing "sharp" as the assembly point commits the structure to a material-perceptual axis, whereas choosing "for cutting or thrusting" commits it to a functional-causal axis). Second, corpus-based analysis of naïve definitions shows that the features speakers highlight likewise depend on the assembly point adopted in context; what looks like spontaneous variability instead reflects theory-driven construction. Third, I outline an experimental perspective, where participants' feature selection can be guided by interpretive prompts, thereby testing the causal role of theory in shaping meaning.

These findings advance current debates in lexical semantics by reframing variability not as mere indeterminacy but as the outcome of theory-driven construction. The proposed constructivist approach clarifies how semantic structure emerges in practice, offers methodological tools for tracking feature selection across lexicographic, corpus, and experimental data, and contributes to broader discussions in lexicography, semantics, and language pedagogy. By emphasizing the role of interpretive theories in shaping lexical meaning, the study highlights the dynamic yet systematic nature of word semantics in contemporary linguistic research.

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# INTEGRATION OF HUMANISTIC VALUES INTO MEDICAL EDUCATION: THE CASE OF UK MEDICAL SCHOOLS

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The study presents the integration of humanistic values into medical training in the United Kingdom as a component of professional preparation of future doctors. Humanistic education is considered as a system of forming empathy, ethical reasoning, and communicative competence in medical students. The aim of the research is to analyse the ways humanistic principles are reflected in the curricula of UK medical schools and to determine the level of their implementation.

The study is based on a mixed-method approach combining curriculum review, literature analysis, and survey data. The material includes educational programmes of British universities that represent different models of medical education. The applied methodology makes it possible to identify common and distinctive features in the inclusion of humanistic subjects in the structure of medical courses.

The research results demonstrate uneven integration of humanistic content. Humanistic disciplines are mostly elective and supplementary, which reduces the development of interpersonal and ethical skills of students. Structural barriers, such as limited time, dominance of biomedical modules, and shortage of qualified instructors, restrict the formation of a unified system. Innovative approaches, including narrative medicine, reflective writing, and cooperation with the humanities, contribute to the development of empathy and professional reflection.

The research also focuses on defining the structure and functions of humanistic education in the British context and in substantiating the necessity of a national framework that treats empathy and ethics as core medical competences. The research emphasises the importance of humanistic education for maintaining professional resilience and ensuring ethical and patient-oriented medical care.

# Sharing Experience: Continuing Professional Development in TEFL

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This paper examines the role of Continuing Professional Development (CPD) in enhancing the professional competence, pedagogical expertise, and adaptability of teachers of English as a Foreign Language (EFL). The study aims to analyze the range, implementation, and impact of CPD initiatives available to Ukrainian EFL educators, both within national frameworks and through international collaborations. Methodologically, the research employs a descriptive and analytical approach, drawing on institutional practices, in particular, those of Borys Grinchenko Kyiv University to illustrate diverse models of professional upgrading. These include digital literacy, leadership, and communication modules delivered through online, offline, and blended formats in Ukrainian and in English. The analysis highlights teachers' increasing engagement with technological innovation, notably the integration of Artificial Intelligence (AI) in language instruction. The findings indicate that Ukrainian EFL practitioners actively pursue lifelong learning through professional organizations such as TESOL and ITEFL, as well as global platforms like Coursera and the U.S. Department of State's OPEN program. Such initiatives not only advance linguistic and methodological proficiency but also foster reflective practices and professional resilience in a rapidly changing educational environment. The paper concludes that CPD constitutes a vital framework for maintaining pedagogical relevance, innovation, and quality in the field of TEFL. It emphasizes the necessity of sustained professional growth as a strategic response to ongoing technological, institutional, and global educational transformations.

# **Do the Standards for Teacher Education in Poland do more good or harm for the quality of TEFL programmes?**

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The Polish standards for initial teacher education establish a uniform qualification framework for all teachers of subjects taught from grade 4 of primary school through secondary school, including modern foreign languages. Compliance with these standards, both in programme design and implementation at higher education institutions, is overseen by the Polish Accreditation Committee, an independent state body appointed by the minister responsible for science and higher education.

The aim of this paper is to critically examine the learning outcomes that shape the didactic preparation for teaching school subjects (including English), which form a core component of the Standards, and to analyse their coherence with the remaining elements of the framework. The paper demonstrates the negative impact of the current standards on the design of TEFL programmes, highlighting issues such as overly general course specifications, insufficient interdisciplinarity, and weak interrelations between modules within the Standards. It also identifies potential areas for reform, including the development of subject-specific standards tailored to individual school subjects.

Keywords: teacher qualification standards, TEFL programmes, Polish Accreditation Committee (PKA)

# Evaluative effect of gender-related metaphors: the case of Polish and American stand-up comedy

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Stand-up comedy, despite its illusion of spontaneity, is a highly crafted genre in which comedians rely on deliberate linguistic choices; figurative framing, especially metaphor, becomes a vital resource for framing gender and negotiating identity on stage. Drawing on socio-cultural views of identity as dynamic and interactional (Bucholtz & Hall 2005; Locher 2008) and on work showing how figurative language indexes conceptualizations of gendered self and others (López Rodríguez 2009), this paper examines the evaluative functions of gender-related metaphors in Polish and American stand-up comedy.

Metaphors are treated as triggers of pragmatic effects— affective and attitudinal responses arising in and alongside language processing (Colston 2021). Humorous metaphors recruit frames, blends, and embodied imagery to foreground evaluation, often through exaggerated contrasts, playful objectification, or animalistic and mechanistic framings (see Bogetić et al. 2023; López Maestre 2020). Because stand-up depends on novelty, unconventional mappings both intensify stance and mitigate accountability through the “it’s a joke” framing. The dataset combines two corpora of metaphors referring to women produced by Polish and American female stand-up comedians. All instances are annotated for source/target domains and analyzed in terms of appraisal patterns (affect, judgment, appreciation; Martin & White 2005; White 2011). The study shows how culturally anchored, humor-mediated metaphorical framings evaluate gender, manage affiliation and distance, and contribute to the socio-cognitive functions of humor.

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# **Teacher authority in today's school from the perspective of secondary school learners: a pilot study**

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Nowadays, teacher authority is likely to face challenges in a number of ways. The most immediate change seems to concern roles performed by teachers in the classroom. The new reality expects them to be facilitators who organize, develop and manage the lesson while striving for equal involvement of all participants, and on the other hand, mentors, conveying knowledge, but also teaching critical thinking to adapt their methods to digital learning tools. In view of this perspective, it is important to redefine teacher role(s) in a modern educational environment, checking if the so called "traditional" qualities are still relevant or it is the "digital" ones that matter. The study under discussion aimed at examining teacher qualities considered by learners a necessary condition for a teacher to enjoy authority in today's classroom more and more frequently "affected" by new technologies. The sample constituted 41 students from two secondary schools located in southern Poland. The study was conducted via a questionnaire that allowed for indicating both similarities and differences in learners' perceptions of teacher authority. In their choices, learners relate to well-being and positive classroom environment in general, revealing preferences mostly typical of their age. The type of authority all the students relate to resembles that of a liberating authority, evoking positive feelings among the learners, and encouraging them to self-develop and self-study. Taking into account the human factor emphasized by the respondents to a large extent, there is no doubt that it is the person of the teacher that counts, not the machine and/or tool he/she uses.