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Language Policy at the University of Granada

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Keywords: *University of Granada, Language Policy, promotion of Spanish language, fostering the acquisition of foreign languages.*

The aim of this presentation, part of the panel on Language Policy, is to offer an overview of the language policy implemented at the University of Granada (Spain).

The Language Policy of the University of Granada (UGR) is an essential part of its internationalization strategy and instrumental to strengthening the students' ability to communicate. In view of the considerable and extensive experience in international relations of the UGR and aware that, beyond the significant but disparate actions undertaken to date, there was a need to adopt a comprehensive language policy to support the internationalization process, responding to the challenges this strategy identifies, the UGR set up together its Language Policy in 2017.

This comprehensive policy is intended to have a positive impact on teaching and learning, research, services, students and staff.

The UGR Language Policy is based fundamentally on two complementary pillars: promoting the Spanish language and fostering the acquisition of foreign languages.

The UGR actively assumes responsibility for defending and promoting the Spanish language, as well as safeguarding its status in knowledge generation and transfer. At the same time, the UGR realises just how important multilingualism, knowledge of other cultures and the promotion of our own culture are to the internationalization process. Therefore, the University actively strives to enhance foreign language skills and familiarity with the cultures of all members of our diverse university community. The role of English as the international academic lingua franca is particularly acknowledged, which is reflected in its specific status at the institution.

Language Policy as an Essential Element of Internationalisation in a Large University

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Padova University is about to celebrate its 800th birthday, and for 796 of those years the university had no formal Language Policy (LP).

While it has historically been 'international', the University of Padova, like most other European Higher Education (HE) Institutions, has seen a recent rapid shift in the last 20 years towards internationalisation that has profoundly influenced all aspects of academic life.

The university of Padova has actively promoted English Medium Instruction (EMI) aimed at attracting international students to the English-taught courses offered. Yet, despite the success of the programme, or perhaps because of it, it became clear at a certain point that a series of issues had yet to be faced, including the lack of a language policy.

This paper will discuss the evolution of internationalisation in the context of EMI in Padova and the considerations behind the formulation of a language policy which, it is interesting to note, came long after the emergence of EMI rather than before it.

It is argued that an effective LP cannot be limited to a prescriptive role, but instead relates to the organisation and functioning of a large university at all levels (teaching, research, governance) and involves all personnel (academic and administrative staff, students and stakeholders), and recognises the importance of creating a language environment which reflects the University's role in the international sphere,

The paper will consider language for academic purposes (teaching, research) as well as the role of the LP in maintaining the University's identity, services, and communications, starting with the need to tease apart the terms 'English Medium Instruction 'and 'Internationalisation 'and to recognise that successful internationalisation is not just the supply of courses taught in English. The divergence of some points of view between language teaching experts and University governance is discussed, and how the LP document became a tool in negotiating this divergence.

While it is widely recognised that successful internationalisation of HE requires an effective LP, it is the negotiation of different concepts of language use, and the role of language in knowledge, that leads, in turn, to a successful implementation of this LP.

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Circle's survey: Impact of the COVID-19 pandemic on Language Teaching in HE (Presentation)

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Keywords: *impact of Covid 19, language teaching and learning, challenges, teachers, managers, Higher Education*

In our presentation, we will give an overview about the main results of a survey carried out between 30 March and 5 May 2021 by the European association CercleS (Confédération Européenne des Centres de Langues de l'Enseignement Supérieur). The survey aimed to identify the conditions and forms of delivery of language teaching and learning in Higher Education during the COVID-19 pandemic, to define quality criteria of the different formats of language teaching and learning, to prepare a policy paper about the future of language teaching and learning, and to inform future planning of CercleS training events. There has been other research devoted to the same topic, which will not be considered during our presentation, but which is discussed in a paper to be published in autumn 2021 in the next issue of the Journal *Language Learning in Higher Education.*

The online survey was conducted using two versions of a questionnaire: one to be completed by teaching, and the other by managerial staff. The questionnaire was divided into four sections: demographic information, changes in professional practice, lessons learnt during the pandemic, and the future of language teaching and learning in Higher Education.

All data were collected and stored securely, and the participants were informed accordingly and also told that the results of the survey would be communicated to CercleS members. The call for participation was sent to 365 CercleS institutional members and 23 CercleS associate members for further dissemination among their teaching and management staff.

Both surveys comprised 31 or 30 questions respectively. The question types included single and multiple response questions as well as ranking and matrix selection questions. Of the questions, 20% (teachers' survey) or 40% (managers' survey) were open ended. There were 725 responses collected from teachers, and 183 from managers. Responses were gained from all institutional members and almost all associate members, and the range of respondents was well distributed. Moreover, for both surveys, the statistical probability is very high.

All data were carefully analysed using methods of quantitative statistics and clustering tools. The data collected allowed relevant insights into the experience of and reflection on the impact of the pandemic on professional practice, lessons learnt and the expectations relating the future of language teaching and learning in Higher Education. Due to the large amount of dynamic texts, diverse professional contexts could be identified, and the teachers′ and managers′ views compared.

Fit for the Future:

A Needs Analysis of Language Offer in Higher Education - a Case Study

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Keywords: *higher education, language policy, needs analysis, case study*

One of the objectives of the Arqus Alliance is to "ensure that students and instructors have the language proficiency and cultural competence they need for their studies and future professional activities". The activities include developing a common charter on language policy, the role of language and the promotion of multilingualism in higher education. The preliminary considerations for developing a common policy raised first of all the need for assessing and re-evaluating the language situation at the own university.

The overall research question is thus: What languages should a university offer from a local and national perspective? These are policy considerations based on matters of social cohesion, cultural heritage and economic prosperity of the national society, and the success of the individual on the labour market.

The aim of the research is to take the University of Graz as a case study in determining whether the status quo of language-related offers there meets the current and longer-term needs of traditional and migrant minorities and their languages at the local level, and those of Austrian businesses at the national level. This can provide a fresh impetus to the development of one aspect of language policy for the University of Graz as well as laying ground for a common language policy within the alliance.

The methodological approach is to gather an overview of the status quo of language offer at the University of Graz, then use a set of indicators to approximate the most widespread languages spoken in the Province of Styria other than German, as well as the most important foreign languages for international trade and inbound tourism in Austria.

The results show that the languages identified in both researched categories overlap to a considerable extent, and reflect in particular Austria's strong regional ties to its neighbouring countries and Central and Eastern Europe.

Thus, the University of Graz already caters for to the languages needed for location and economy to a considerable extent, and from this perspective, is on the right track. Even more so, the significance of the university-wide strategy of maintaining and reinforcing ties with Southeast Europe is reconfirmed through the elevated position of Bosnian/Croatian/Serbian and Slovene as two of the most widespread languages among the migrant and traditional minorities as well as international students in Graz and further afield.

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European University Admission Language Requirements for International Students – a Look at Varied Standards

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Keywords: *international students, academic success, university admission, language testing*

In order to be admitted to study at a European university, international students usually have to prove that they have advanced language skills in the national language (Deygers, Zeidler, et al., 2018; Eckes & Althaus, 2020). This is usually realised by successfully passing a language test. Despite the Bologna Process, which began more than 20 years ago, and the establishment of internationally comparable and recognised degrees (Bachelor's and Master's), there are varying thresholds for language admissions in Europe, for example with regard to the level to be demonstrated according to the European Framework of Reference for Languages (Althaus, 2018; CoE, 2018; Deygers, Carlsen, et al., 2018), but also with regard to the degree of standardisation and the range of possible language certificates. Thus, this diversity does not only concern countries, but extends to single universities and even specific regulations of individual faculties.

Starting with a look at the possibilities of proving academic language competence at the seven universities of the Arqus European University Alliance, empirical findings on the usual access routes in Germany (HRK/KMK, 2019) and the prognostic validity for academic success are discussed (Stemler, 2012). For this purpose, findings from a longitudinal study with N = 340 international students are presented (Wisniewski et al., 2020). Based on statistical analyses (ANOVA & RASCH analysis), it is shown that the academic success (Daller & Phelan, 2013; York et al., 2015) of international students is significantly related to their language competence and that established test systems function differently (Wisniewski & Möhring, in print). Other factors of academic success (Kuh et al., 2006) are briefly discussed, such as academic and social integration, motivation, region of origin, multilingualism, and socio-demographic aspects.

The concluding discussion offers the opportunity to discuss best practice from Europe and around the world, as well as the needs and standards to be jointly established.

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Applying Critical Metaphor Analysis in Political Discourse Post 9/11

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Keywords: *Critical Metaphor Analysis, ideology, political enemy, conceptual metaphor*

This paper aims to explain how the political enemy and its actions have been already defined in the political environment. For this purpose, this study examines the use of metaphorical units in the speeches and declarations of the former President of the United States, George W. Bush, former President of Iraq, Saddam Hussein and former leader of Al Qaeda, Osama Bin Laden, during the wars against Afghanistan and Iraq in 2002 and 2003, respectively.

Critical Metaphor Analysis (CMA) is a method that has been created by Charteris-Black (2004, 2011), who was, in turn, influenced by Critical Discourse Analysis (CDA) approach. This method is based on the determination, interpretation and explanation of the metaphorical use for the cognitive semantics. Metaphors play an essential function in the discourse, since it represents the political leaders' ideological point of view and consolidate their position of power throughout the society.

In the present paper, the lexical units were extracted from the speeches and declarations of George W. Bush, Saddam Hussein and Osama Bin Laden, during the period between 2000 and 2004, in Spanish and Arabic newspapers. these lexical units contain a description of the political enemy and their actions, in which attempts were made to define the enemy's image to stir up hatred and win the public opinion.

This type of metaphorical units implicates the cognitive process to cultural and religious experiences in presenting the political and his acts with a stereotyped image of the enemy. This image which appears in most of the world's religious traditions, with the goal of inspiring hatred and fear among people. The cognitive semantics approach to the use of metaphor and metonymy as a new trend has emerged in 1991, during the Gulf War and has gained widespread recognition.

The paper concludes emphasizing that metaphorical units have created an "abstract" conceptual metaphor that intentionally establishes an analogy between the "political enemy " and "religious enemy" using lexical units such as " satán/Satan" "diablo/Devil" and "infiel /unfaithful", among others.

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Environmental stylistics: Theoretical and Analytical Approaches to Discourses of Nature, the Environment and Sustainability

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In this presentation, I will explore the theoretical framework and methodology used to analyse discourses of nature, the environment and sustainability in non-literary texts; I will also provide an example of the application of this framework and this methodology to the examination of texts dealing with ecological issues and concerning nature and related concepts. Firstly, in the theoretical part of my presentation, I will define terms belonging to the disciplinary field of ecolinguistics, like stories-we-live-by, beneficial, ambivalent and destructive discourses and, above all, ecosophy (Naess 1995; Stibbe 2012; Stibbe 2020). Secondly, in the analytical part, I will provide definitions, mainly from the perspective of ecology and environmental studies, of such major terms as nature, environment, ecosystem, ecology and sustainability (Allaby 2010; Smith and Smith 2015; Miller and Spoolman 2019). Such terms were called "marker words" or "environment words" by Myerson and Rydin (1996, 6 and 37), because they reveal an environmental agenda, carry multiple viewpoints and voices, and mark the topics, arguments and challenges composing the environet, or "the aggregate collection of texts, words and voices" about the environment (Myerson and Rydin 1996, 7). The definitions of these marker words in the ecology and environmental texts will be critically evaluated and compared with the ecosophy outlined in the theoretical part. This will prove whether the discourse communicated by the definitions is beneficial, or should rather be classified as ambivalent or destructive; that is to say, the stylistic choices in the definitions can convey a beneficial ecocentric worldview or a destructive anthropocentric notion of nature. My main research purpose is to search for beneficial stylistic strategies celebrating the centrality of life and all life forms and for beneficial discourses we humans should found our society on, and to encourage their popularisation, thereby fostering environmental and social debate and, finally, change.

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Problems in Translating Different Types of Metaphors in Joe Biden's Speeches

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Keywords: *translation, real context, virtual context, metaphor, meaning*

The study is devoted to a range of problems connected with the metaphors used in the speeches of US President Joe Biden. Different types of metaphors and peculiarities of their translation are considered. The main objective of the article is to divide metaphors in his speeches into different groups and analyze peculiarities of their translation. The main research methods are the method of comparative analysis and the method of continuous sampling.

Metaphors in political discourse are the focus of interest of different specialists (linguists, translators, psychologists). The proof of this can be found in scientific papers, dissertations, articles devoted to the study of figurative language units and their translation. But there are no works devoted to figurative units of speech in the statements of President Biden.

Having analyzed and translated some of his formal addresses one can definitely say that 3 different types of metaphors are used in his speeches (single use of metaphors, related use of metaphors in the context, unrelated use of metaphors in the context). Their translation should be accurate otherwise mistakes could change the idea of the original text. Thus, the political, economic and military situation in the world and the context must be taken into account. Words cannot be translated in isolation as single words do not make sense. Cross-cultural, political, economic and military awareness helps avoid misunderstanding. The findings of the study present a number of recommendations that can be useful both for linguists and translators.

Research results will be useful for translation students.

Searching for Competing Patterns in Morphological Derivation: The Case of Noun Borrowing

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Keywords: *competition, competing pattern, rival pattern, rivalry, derivational category, hybrid derivative, material borrowing*

Competition in inflection and derivation has attracted assiduous attention in worldwide linguistics over the last few years (cf. Rainer et al. 2019, Santana-Lario et al. 2017). In the Lithuanian language, competing variants of borrowed nouns, for some reason, have not been investigated yet. Only competing patterns which are characteristic of loan adjective derivation and adjective borrowing in Lithuanian have been researched (cf. Inčiuraitė-Noreikienė, Stundžia 2016). This research aims at finding out the possible competing patterns which are characteristic of loan noun derivation and noun borrowing in Lithuanian. Presenting a preliminary open exploration, the research relies on the data of Corpus of the Contemporary Lithuanian Language (CCLL) as well as data extracted from Google. The synchronic approach to word formation of competing nouns has been adopted in this paper.

The preliminary research on competition among hybrid and borrowed nouns of Lithuanian revealed three rival patterns. The first rival pattern illustrates the competition between hybrid derivatives and borrowings, cf. rivalry of denominal personal nouns in *-ininkas*, *-ė* and material borrowings (1): e.g. *eksper̃t-inink-as, -ė* 'expert' [Google] ← *eksper̃t-as, -ė* / *eksper̃t-as, -ė* 'expert'. The two other patterns illustrate the competition between hybrid derivatives both with the same suffix (2): cf. rivalry of quality nouns derived by means of the productive suffix *-um-as*, e.g. (a) *detal-išk-ùm-as* [Google] / (b) *detal-ùm-as* [CCLL] 'scope, level of detail' ← (a) *detãl-išk-as, -a* / (b) *detal-ùs, -ì* 'detailed'; and with different suffixes (3): cf. rivalry of denominal personal and deverbal agent nouns derived by means of the productive suffixes *-ininkas, -ė* and *-toj-as, -a* respectively, e.g. (a) *debãt-inink-as, -ė* / (b) *debat-úo-toj-as, -a* 'debater' ← (a) *debãt-ai* 'debate' / (b) *debat-úo-ti* 'to debate'.

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Derivational Equivalents of the German Place Names
(Nomina Loci) in the Lithuanian Language

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Keywords: *word-formation, nomina loci, nominal compounds, derivatives, equivalents*

This presentation is going to analyze derived place names (hereinafter - Nomina Loci) collected from the German part of the multilingual German dictionary and their derivational equivalents found in the Lithuanian part of the dictionary.

The data of the research has been collected from the „Seven language dictionary" (Germ. *Sieben=Sprachen=Wörterbuch*), drafted by non – professionals and published in 1918. It includes the German lexis in Polish, Russian, Byelorussian, Lithuanian, Latvian, and Jidish languages.

The main purpose of this dictionary is to register the most common words of the above – mentioned languages, related to administrative activities and to ensure the stability and consistency of the lexis in this field.

However, the dictionary contains not only translations of administrative, legal or military terms, but also a number of words used in everyday language.

The choice of this source was influenced by a few reasons – first of all the dictionary has not been widely researched so far, secondly, it contains parallel lexis from different languages, and third the research could be extended furthermore by comparing the existing word - formation types of Nomina Loci in several additional languages.

As it has already been mentioned, the analysis of Nomi Loci presented in this report is limited to German and Lithuanian, and the research aims to first show the share of simple, unmotivated words (simplicia), derivatives and compounds of this derivational category in the German language, and then to highlight the derived German equivalents of Nomina Loci and their word – formation patterns from the Lithuanian part of the dictionary.

Syntactic Phraseological Constructions as an Objects of Bilingual Lexicography

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This article examines different interpretations of the concept of syntactic phraseology, its main features and specificity asan object of bilingual lexicography and translation studies. It deals with phraseological constructions that consist of stable grammatical forms, that are partly filled with function words and partly varied by different lexemes, for instance дурак дураком *durak durakom 'a fool times two'* (fool Nom. Sg fool-ins. Sg.) or *ХкакХ* (X kak X 'X as X'). Despite their wide use and prevalence in different languages, such phraseological constructions are less studied than lexical phraseological units. To the best of our knowledge, they have never been the object of bilingual lexicography. The complexity of the study of phraseological constructions is determined by the necessity of applying both lexical methods and syntactic tools.

Using the example of the Russian-German dictionary of syntactic phraseological units, the paper analysesthe factors which should be considered when fixing such phraseological constructions by means of another language. Based on a complex methodology, the article highlights some theoretical issues, as well as the feasibility of studying phraseological constructions in the contrastive and lexicographical aspects, which is driven by the needs of foreign language didactics and for lexicographical fixation of linguistic facts. The paper proposes the basic principles for the development of a Russian-German dictionary of syntactic phraseological constructions, among which is (1) the principle of lemmatization (i.e., units are distributed according to their meanings); (2) the principle of recording constructions (i.e., unified principles of slot mapping need to be developed); (3) terminology development (i.e., appropriate terms have already been partly found for such phenomena as a filled-in construction, cue-response, pseudo-response cue and some others); (4) the development of the principles of prosodic description (i.e., the verbal description of prosody should be accompanied by the frequency graph of the basic tone and the sounding variant of the realisation of the given unit). Moreover, single translations extracted from parallel text corpora cannot be considered as a reliable means of transferring a construction. Only frequent, regularly repeated ways of translating the same unit in different contexts and with different content can be considered as equivalents or at least as candidates for equivalent translation at the linguistic level. Each first unit is accompanied by a commentary by the compilers. The dictionary is intended for secondary school and university students learning Russian as a foreign language, teachers of Russian as a foreign language, translators, and linguists.

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Stylistic Syntax in Korean Publicism

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The paper will consider a set of issues related to the expressive and compositional capabilities of the syntactic structures of Korean journalistic texts. The author shows the peculiarities of using the methods of stylistic syntax using the example of the Korean language. The article proposes for consideration the main means of emotional and semantic isolation of the components of syntactic structures (intonation, inversion, endings of the verbal participles, and also particles (amplifying, limiting, separating, etc.))

Purposes of the study

The main purpose of the paper is to analyze peculiarities of translation of some publicistic phrases and present our version of translation based on the semantic peculiarities. All the examples are accompanied by special comments.

Methodology

A comprehensive survey of the related materials was conducted to provide a concise overview of what had been studied and established in the field of the study. The main research methods are the method of comparative analysis and the method of continuous sampling.

Results

The analyses of different texts and official speeches show that one of the most difficult problems that a translator encounters in the process of working with them is the problem of choosing a suitable lexical unit in the target language to correctly convey the meaning of the author's text.

When using speech turns in accordance with the rules and norms of the style of the language, the author tries to use the unusual theme, emphasize its significance, the novelty of the author's neologisms, which means he wants to transform already known words or phrases.

For example, such phraseological units as:

간판 을 내리다 (to remove the sign), 걸음 을 내딛다 (to take the first steps), 를 를 달이다 (to give wings), 구멍 이 (to pierce a hole) 눈덩이 처럼 불어 나다 (to grow like a snowball), 모래 사장 에서 바늘 찾기 (to search a needle in the sand), 한솥밥 을 먹다 (to eat from the same pot), 바통 을 넘겨 주다 (to pass the baton), 예 를 들어 설명 하자면 (to express your point of view).

Conclusion

The most common mistake of novice translators is the desire to translate word by word. But words cannot be translated in isolation as single words do not make sense. Thus, translators should get the meaning accurately taking into account the context. Besides, types of the texts must be identified and taken into consideration.

The Metaphorical Lives of Music Teachers: Collage Inquiry

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According to cognitive linguists (Lakoff, 1980; Johnson, 1987; Gibbs, 1998; Fauconnier & Turner, 2002; Cacciari, 1998), figurative language provides a way to study unconscious conceptual system. Metaphors categorize our everyday abstract concepts, and our literal language then reflects the conceptual system we use to think and act. Researchers (Yero, 2002; Ormell, 1996; Botha, 2009) explore teacher beliefs and the metaphors they use to describe their work. This enlarges the focus of "Lives of teacher" research begun by the classic Huberman study (1989).

The aim of this research is to apply theories of cognitive linguistics to examine the lives and beliefs of music teachers as reflected in their choice of verbal and visual metaphors. A research tool that has been used in education is the "metaphorical collage". A collage is a form of image schema that incorporates the visual, kinesthetic, tactile, imaginative, or structural representation of an abstract concept. "Collage inquiry" encourages participants to consider issues through metaphorical images that provide alternative insights, and facilitates the understanding of concepts through the analysis of depicted metaphors (Gila Russo-Zimet, 2016; Plakoyiannaki & Stvraki, 2018; Cambre, 2013; Butler-Kisber & Poldma, 2010).

In this presentation collages created by three experienced music educators will be examined. The participants were asked to independently create visual narratives showing what signifies a teacher's life. The teachers were allowed to use as many images as they needed to tell their story. We emphasized that the artistic aspects of the collage were not important. During an oral presentation of the collages, the teachers were to describe each image using figurative language. The collages, as well as transcripts of the presentations, constituted the data for analysis. Four metaphor schemata emerged as a result of the analysis: 1) gardening, 2) path or journey, 3) portal, and 4) theater. When metaphors are brought to a conscious level, they become keys to undiscovered aspects of life as a teacher.

Metaphor as it Can Be Understood in Chinese Language Analysis

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Keywords: *Chinese language, metaphor, linguistic metaphor, stylistic metaphor, banal metaphor*

Metaphor is commonly considered as a part of stylistics, which is applied to an object or action to which it is not literally applicable. Metaphor allows to instantly give listener the substance of our speech, avoiding lengthy explanations. However, many researchers used to divide it into stylistic and linguistic metaphor, that is used in everyday life (G. N.Sklyarevskaya, 1993). We ordinarily do not notice the use of metaphor because we have become soaccustomed to it. There are several empirical studies comparing metaphors, while at the same time, little is mentioned about the Chinese language (Chang Jui-Cheng, 2016). Despite the fact that researchers have recently become more interested in Chinese metaphor, there is still little research on linguistic or banal metaphor. The banal metaphor can be found in such languages as Russian (a table "stands" in the corner), so we try to explore the Chinese language looking for different types of metaphors and their correlation. To obtain a more accurate picture of the situation with metaphors, we used qualitative analysis and the deductive approach to explore domestic and foreign research.

The preliminary results of the research show that Chinese language does not contain a banal metaphor in the meaning that we used to determine it. However, we can explore this metaphor in the Chinese fiction writing or poetry. It relates to the structure of the Chinese language. Fusional languages frequently need to imitate actor and activity using subject and predicate. An isolating language as the Chinese language has no necessity in imitation of actor and activity because of topic-comment structure. However, poetry needs figures of speech to convey meaning more quickly and concisely, so we should compare a stylistic metaphor and a banal metaphor in further research.

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A French Foreign Language Level-based Tutoring Teaching Strategy in the Bachelor's Degree in French Studies

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Keywords: *language acquisition, language teaching and learning, language testing and assessment, French as a foreign language, French Studies*

In the acquisition of foreign languages, it is a real challenge to achieve a near-native level, especially in academic contexts where students have to acquire a C1+ level within a short period of time (Ruyffelaert, 2017).

In this context, the Bachelor's Degree in French Studies (BaFS) has been offered at the University of Granada (Spain) since 2010. The recommended entry level in the BaFS is A2, so that students can follow the subjects taught entirely in French and succeed in progressively reaching level B1 in the first semester and level B2 in the second semester of the 1st year. It is therefore necessary that the students acquire linguistic skills rapidly and consistently within the academic year. Given the heterogeneity in students' language proficiency levels at the time of entry, making sure that all students can reach the required level entails a change in the learning methodology. Since the implementation of the European Higher Education Area and the ECTS credit, the learning methodology has been oriented towards the student's personal work (both face-to-face and distance). Consequently, the student must be aware of the need to be autonomous from the outset. This is possible thanks to the adoption and implementation of two fundamental concepts: self-learning and self-assessment.

In this sense, it is assumed that students start the BaFS with an A2 level of French as a foreign language (FFL), and, in accordance with the degree's verification report, upon completion of their 4-year studies, they reach a C1+ level. Therefore, the main objective of this study is to determine the CEF level and language skills in FFL of students who enroll, study and complete the BaFS program in order to orientate the teaching and to design a personalised tutoring strategy, which takes into account the language level of the students and ensures the gradual acquisition of the language skills corresponding to level C1+ in the BaFS (Ruyffelaert, 2021). This study was performed with all native Spanish students coursing the BaFS during the academic year 2020-2021.

The analysis revealed interesting findings on the language skills of the participants: it was possible to determine an estimate level of FFL in the BaFS. The results were used to design a personalised tutoring strategy, which was implemented and positively evaluated by the students.

In conclusion, in this study, greater responsibility and autonomy of the students in their training was encouraged alongside the development of the students' internal motivation, the enhancement of reflection on their own learning processes and the search for continuity in their studies.

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Language Teacher Wellbeing Across the Career Trajectory

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Over the course their careers, language teachers experience multiple personal, social, and contextual challenges (Mercer & Gregersen, 2020). To gain insight into how they cope with these challenges and build resilience, this study sets out to explore the wellbeing of 58 language teachers at different phases of their career trajectory in two contexts: English as a Foreign Language (EFL) in Austria and Modern Foreign Language (MFL) teaching in the UK. It is known that as teachers age and gain experience, the challenges and threats to their wellbeing vary (Day, 2017). At present, the limited body of research on teacher wellbeing has mostly focused on the pre-service and early-career phases of teachers' career span, while research on the mid- and late-career phases still remains particularly scarce. To address this gap, the present study aims at creating a comprehensive picture of language teacher wellbeing across the career trajectory, aiming particular attention at the interplay of resources and challenges teachers experience within their personal, professional, and contextual ecologies.

This qualitative study draws on interview data with 58 teachers collected during a three-year, large-scale funded project. Building on Day and Gu's (2010) model of career phases, the study presents a cross-sectional view of language teacher wellbeing across four phases: Pre-service, early-career, mid-career, and late-career. An integrative, multiphase approach combining inductive and thematic analysis was employed to analyse the dataset. The findings of the study provide a full picture of how language teachers in the Austrian and British contexts experience their wellbeing within their respective ecologies and across the career lifespan. This study revealed the defining nature of social and structural aspects affecting wellbeing and shed light on the unique challenges and resources of each career phase. Furthermore, it has enabled a context-sensitive understanding of language teacher wellbeing by revealing its systemic, contextual, cultural, and linguistic dimensions in the two settings.

Help Me Understand You. Ways for Language Educators to Understand Student Perspectives

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In their analysis of new pedagogical possibilities for the post-pandemic university classroom, Peters et al. (2020) stress the fact that for renewed inspiration for post-Covid-19 teaching and research, scholars, practitioners and educators need to address "life sustainabilities". By that they mean that burgeoning crises (of, for instance, climate, public health, economics, and politics) – together with unjust power relations across all of these domains – call for university graduates with citizen capacities to interact and collaborate in various ways for the caring of local and planetary futures. They, therefore, suggest addressing "mattering problems in life-world spaces of their [i.e. students'] emerging futures-with-others" (Peters et al., 2020, p. 7).

But how do language didactics in higher education react to these new realities, and how can teachers gain a better understanding of students' perceptions of the multifaceted complexities of an increasingly uncertain and turbulent world (Barnett, 2012)? What is more, in what ways can university language educators get an insight into the current generation of students' experiences and perspectives on what are mattering problems for them within their life-world spaces? I will address this topic by looking back at 20 years of German as L1 and Lx language teaching experience in increasingly multicultural and multilingual university classrooms.

Considering language learning and teaching in higher education as an ideal site of affective and effective critical intercultural interaction (Wagner et al., 2020; Gregersen-Hermans & Lauridsen, 2021; Seidl, 2021a), I will explore ways for language educators to understand student perspectives on democratic and global citizenship, on socio-ethical competences, social inclusion and the role of resilience and wellbeing in higher education. If language education at the tertiary level should help students to become interculturally competent and responsible graduates, student engagement with peers and teachers is key (Sulis & Philp, 2021).

The examples that will be discussed to help teachers understand their learners' perspectives reconsider the power dynamics between students and teachers in the multilingual and multicultural classroom, here considered as a learning space for co-participants (Li, 2020). The practical examples will focus on language teaching in a study abroad context (Seidl, 2021b) and in translator and interpreter education (Seidl, 2021c).

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Idiom Principle and Open-Choice Revisited: How Individual Grammar is Produced

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Keywords: *idiom principle, open choice, multi-word-units (MWUs), lexical items, emergent grammar*

This paper tries to bring together two strands of thought: The *Idiom principle* described by Sinclair (1991) and the notion of an *individual grammar* proposed by Hopper (1987, 1998) and Hoey (2005).

Sinclair notes that, in English, multi-word-units form meaningful non-compositional lexical items; he also makes very clear that such phrases allow for variation and he sees it as a prevalent form of language construction. By contrast, Erman and Warren (2000) found that more than a half (around 55%) of a text would consist of prefabricated language, and only 45% single word choices. A possible reason for open choice principle (cf. Sinclair 1991; Erman and Warren 2000) might be explained by the theory of how grammar emerges based on each producer's (individual and collective) experience and use of language (as described by Hopper and Hoey).

Given that Erman and Warren's study is now 20 years old, and given it may ignore Sinclair's dictum that the idiom principle allows for multi-dimensional variation, a new look on fresh data might be useful. As O'Keefe et al. (2007) pointed out, teaching (and, by extension) understanding of a language has to move away from single words and should take into account highly frequent chunks instead. Furthermore, an investigation looking at the proportion of phraseology in texts appeared in a more recent study by Colson (2017).

Looking at the use of *get in* both spoken (BNC 2014) and written corpora (BNC-W, EEBO, OBC), differences in two dimensions have been found. Thus, online spoken production is, indeed, far more formulaic than edited published text. Secondly, an investigation of *got* in specialist corpora indicates broad general tendency can be detected in line with the *idiom principle* as described by Sinclair, individual choices become apparent where variation appears dependent on co-text (cf. Sheela and Kuperman, 2016) and the producer's own background. Consequently, *idiomaticity* appears typically in general corpora - whereas a fine-grained analysis seems to support Hopper's ideas of an *emergent grammar*.

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Taiwanese Mandarin: Some Features Distinguishing It from the Mainland Variety of Chinese

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Research question: Are "colloquial"/ "marginal" features in Taiwanese Mandarin distinctive enough to classify it as a separate language or variety?

Background. Textbooks in Taiwan mostly describe the phenomena of "standard" Chinese, which may be related to the large influence of the commercial learning of "unified" Mandarin. As a result, "marginal" phenomena in Taiwan, since they dominate in actual speech, can be considered a genuine / real standard, with applications to all levels: phonetics, vocabulary, grammar, etc., although grammar is not discussed often. Clashes often arise on the Internet when Mainland users try to teach Taiwanese users "correct" grammar, and Taiwanese users, in response, demand not to have "alien" rules applied to their native language.

Most often, since "Beijing" and "Taiwanese" Mandarin (Standard Chinese) are considered the same language, the differences between them are assumed to be minimal and limited to accent; or, otherwise, that Taiwanese are "distorting" "correct" Chinese. However, the two varieties began diverging in 1949 when the Republic of China moved to Taiwan.

Based on my own experience in Taiwan, as well as the works of local scholars (Her 2010, Kuo 2005 etc.), I will present, among other differences, a description of a set of phrasal particles and lexical verb-object complexes as phenomena representative of the distinction between the two varieties.

Purpose: to show the difference between the "two Mandarins" by using the grammatical rules of Taiwanese Mandarin. The methodology is systemic description based on the Predicational Theory of Language (Kurdyumov 2006 and earlier).

Results. Usually, the "standard" set of "Bejing" modal particles includes: the "*a*-group", the *"ma*-group", and the "*la*-group*"* (Kurdyumov 2006, 2017). In Taiwan, however, particles of the "*a*-group" are "replaced" by those of the "*o*-group" and particles of the "*la*-group*"* by those of the "*lo*-group*"*. Furthermore, the particles *ye* and *yo* are widespread (Lin 2014).

As for micro-syntax, normative "Beijing" grammar requires embedding the object inside verb-object "words" (e.g., *bāng-máng* 'to help', literally 'to help (someone's) favor') between the two syllables (e.g., *bāng + wǒ de + máng* 'to help me', literally 'to help my favor'). Taiwanese usage, however, strictly demands positioning of the object after the full "word" (*bāngmáng wǒ* 'to help me'), which breaks the rules of all textbooks.

Conclusion. Some key grammar features of Mainland and Taiwanese Mandarin are different, because of their divergence since 1949 and the "language jump" in Taiwan in 1960s. It is now possible to show the "normality" of Taiwanese Mandarin as well as the possibility of studying / exploring it as an independent whole language / variety, by generalizing more particular results.

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Academic Reading in Higher Education: Action-oriented Approach to Teaching Scholarly Discourse

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This presentation will focus on the methodological implementation of action-oriented approach (Ellis, 2017; Piccardo & North, 2019) at Vilnius University. More specifically, teaching academic reading to first-year students will be considered in more detail and illustrated with the examples of students' assignments, and the results of the survey reflecting their attitude to the learning approach and the outcomes. Although it is often assumed that first-year students will have the skills necessary for academic success, in most cases it is a university or college where they first read a research article, especially in a foreign language. Therefore, students will have to become acquainted with its structure and learn to deconstruct the content by identifying the research gap, goals, questions, hypotheses and key arguments before acquiring the skills of critical research analysis. They need to build deep reading skills that will enable them to analyse and synthesize other authors' ideas in order to develop their own arguments in new contexts (Hermida, 2009). According to Creme and Lee (2008), students do not join other scholars' discourse, which the authors call 'a conversation', as experts, but analyse their work and build on it. To be able to enter such conversations successfully, students have to become aware of the importance of research analysis and learn fundamental academic reading skills. This presentation will discuss the teaching content and students' engagement in group work and individual assignments in the context of teaching "English for Academic Purposes and Research (C1)" at the Faculty of Geosciences, Vilnius University.

Open Educational Resources as a Means of Learning a Language for Specific Purposes

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Over the past decade or so, language learning has started to rely increasingly on internet resources. In the broad sense, this trend is reflective of the postmodern influence on the previously prevailing humanistic trend, where the teacher-student interaction was at the core of the learning process. The shift of focus toward technologies and, as a consequence, online resources has resulted in the emergence of a new learning theory – Connectivism (Siemens n.d., 2013, Goldie 2016), positing the human teacher at best as a mediator in the learning process. A growing number of open educational resources (OERs), such as MIT OpenCourseWare, Massive Open Online Courses (MOOCs) are accessible to anyone interested and hence imply growing learner autonomy. A number of OERs that could be used by learners or educators in higher education are being collated as part of the Quality in Language Learning (QUILL) Project, coordinated by the Polytechnic Institute of Bragança (Portugal) within the framework of the Erasmus+ Programme 'Strategic Partnerships for Digital Education Readiness' (project number 2020-1-PT01-KA226-HE-094809). The aim of the project is to build up a collection of OERs for in as many as 18 European languages. Two notable features of the objectives of the Project should be distinguished. The first one relates to the coverage of not only resources devoted to English-language learning, but also to less widely spoken European languages, among them the Baltic languages – Lithuanian, Latvian, and Estonian. The second feature highlights the importance of language learning for specific purposes, which has recently become significant to to overcome the shortcomings and meet the demands of the labour market. The present study shares the experience of the Lithuanian team of the Project in identifying, collecting, and analyzing 60 language educational resources, 20 for each Baltic language. Some examples of OERs will be provided, as well as details of how to access and submit resources that could potentially be useful to the academic community.

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Topic-Targeted Academic Writing: How to Make Use of a *Template Corpus*

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Keywords: *Data-Driven Learning (DDL), English for Academic Purposes (EAP), corpus linguistics, reference corpora, discourse communities*

Within a university setting, acquiring the skills of a proficient writer of academic texts presents a challenge for both L1 and L2 speakers of English. This paper will give a description of a course in corpus-assisted academic writing for students (EAP) and highlight how investigations in cognition and psycholinguistics in second language acquisition (SLA), for example, Ellis: 2011, can underpin a practical, Data-Driven Learning (DDL) task-based teaching approach.

This paper will demonstrate how corpus-assisted classroom tasks presented by Gavioli (2005), Kirkgöz (2006), Charles (2007) can be seen as practical adaptations. Reflecting the theoretical insights and based on these classroom models, a step-by-step model will be presented here, describing how students can create their own template corpus and then employ it to assist their essay writing.

By introducing students to basic techniques of corpora usage, corpus-building and the use of concordancing tools (please see references for details), this chapter hopes to provide the framework for teaching sessions that aims to achieve the following:

- Raise students' awareness of electronic aides available
- Develop students' ability to make appropriate word choices
- Develop students' range of vocabulary
- Develop students' skills in using key words and phrases.

It will be shown that there are a variety of freely available and accessible sources and tools that can be utilized to assist with topic-targeted writing. The focus here will be on students creating and perusing their own template corpus.

The move from simple searches that allow students to find highly frequent topical words and phrases, to building their own subject-specific corpus and finally finding key words and key phrases that are typical of the subject matter as well as widely used within the text type of academic writings.

Finally, this DDL approach aims to highlight how research of cognitive processes in learners can become a viable proposition for practical classroom applications.

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Blended Learning: Is it the Future Model of Education?
(A Conceptual Analysis on How Blended Learning Would Impact Education Post-Covid)

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Key Words: *Blended-Learning, School of thought, Virtual Class-Room, Renewed-Curriculum*

"The students of the future will demand the learning support that is appropriate for their situation or context. Nothing more, nothing less. And they want it at the moment the need arises. Not sooner, not later."

Dr. Marcus Specht,
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The unprecedented COVID-19 pandemic and the consequential lockdowns have had serious impacts on every walk of life of human beings. Almost every sector has undergone drastic changes. The education sector is no exemption to this. As the much chanted and much revered slogan "Stay Home-Stay Safe" gained momentum, students/learners/teachers and all stakeholders in the field of education had to adapt to the novel practice of teaching/learning i.e., E-education or E-learning. The global crisis has made everyone realize the need to change: change in lifestyle, change in attitude, change in working conditions and changes in the education system. Based on the analysis of studies conducted by the author and his interactions with the stakeholders, it is predicted there are 3 possible scenarios that would emerge in the field of Education Post-COVID. The author pens them down as 3 different schools of thought or in other words, the **3C** schools of thought:

1. **The 'Conventional' school of thought –** which professes that the Traditional class room learning will retain its position Post-COVID.

2. **The 'Coalescent' school of thought** – which professes that Blended/Flipped learning will evolve as the most preferred mode of learning Post-COVID

3. The **'Contemporary' school of thought** – which professes that e-learning will gradually replace traditional class room learning.

This conceptual paper analyses how the second school i.e., **The 'Coalescent' school of thought or blended learning** would evolve as the most preferred method of learning in the future.

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Foreign Language Acquisition in the Digital Era of Education

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Keywords: *foreign language acquisition, multilingualism, online education, video games, intercultural communication*

During the past few decades, not only has the reading culture turned into a film, TV and then internet video-watching culture, but now education, due to the Covid-19 pandemic, has also been rapidly moving into an exclusively virtual setting. Instructors are forced to use interactive digital tools and materials in their teaching practices, and students, having developed their learning habits in the computer- and smartphone-watching environment, are less painfully moving to a completely distant learning mode. This paper looks at the most useful and stimulating ways to adapt foreign language teaching and learning practices to the new circumstances. Building on studies that have demonstrated the benefits of watching short films, cartoons and playing video games in the acquisition of foreign languages, this paper takes a look at some visual learning practices across the globe, and then suggests most effective ways to use videos, video games, and online communication to attain multiple foreign language proficiency. The work indicates how cartoons, short films and interactive games can first be used to build vocabulary and memorise short and frequently used sentences, and then presents online conversations with native speakers carried out to improve listening and speaking skills. Finally, it weighs in on the benefits of familiarising oneself with other cultures and acquiring intercultural communication skills by watching short films and videos that reflect nation- and community-specific customs, cultural practices and values.

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Project Node as a Modern Functioning Framework in Higher Education Institutions

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Keywords: *project node, project hub, competencies, student research, Russian education*

This article describes an integrated approach to activity management in a liberal arts university. This approach is reviewed using the example of two major Russian universities specializing in linguistics, namely, Moscow State Linguistic University and RUDN University.

Project activities in these universities are primarily aimed at developing general cultural, professional and socially significant skills. We call this a 'Project Node' or a 'Project Hub' because this model facilitates developing necessary skills in students as well as efficient scientific and educational interoperation.

This model is based on some general teaching approaches normally used in Russian universities and on some specific traits of contemporary education, such as distance learning elements and intensive use of digital technologies. This happens due to the emergence of a new globalized world and due to the current pandemic situation.

As this model requires a unified approach to mentoring and teaching, it has to be thoroughly designed, ensuring gradual implementation. It needs a strategy meeting the mission of each given university, consistent with the roadmaps, and including steps necessary for gradual solution of educational, teaching, scientific, social and mentoring problems.

The choice of mechanisms which can coordinate educational and scientific/mentoring activities in universities is important. There is a modern mechanism which answers these requirements, and which has already been used in traditional educational and scientific/mentoring processes within the current digitalization trend. It is also consistent with hybrid education formats, relying on extensive use of digital technologies and distance learning. This mechanism is project activity. Its advantages have become evident when intramural and other in-person forms of learning had to be replaced with online and otherwise virtual formats.

The list of events, scientific and mentoring activities organized in the university in accordance with the project of scientific and mentoring work, includes implementation of a broad variety of projects: compulsory intramural lessons, elective courses, optional courses, e-courses, clubs, master classes, author sessions, nonprofit organization activities, volunteering activities, student unions, student association activities, open house days, career guidance activities within various grant programs, social and cultural events, science competitions and other scientific and technical events, developing interactive websites, contacts with government agencies and business structures, etc.

In our view, these project nodes facilitate the development of important skills: basic, general, key skills and universal skills. This answers the needs and pragmatic requirements of employers who are interested in forming a candidate pool as well as in constant skill enhancement for their employees.

F2F or Online Studies: Foreign Language Acquisition of Academic Personnel

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The situation with the pandemic and the subsequent lockdown from March 2020 demanded the urgent digitalisation of higher education and temporarily moved other issues to the background. Next came an array of questions related to the adaptations of teaching and learning to online environments. Now, when the hope of getting back to the old normal has returned, there is a doubt whether it is going to be the same old normal as before.

Internationalisation as part of the European Higher Education Area agenda ensues policies mandating English as a medium of instruction and its mastery as a prerequisite to work in academia. The European Council allocates significant funds for professional development of academic personnel, which some national governments spend on enhancing the English language proficiency of their university staff. In Latvia, the initiative "to increase [HE] quality, internationalisation and labour market relevance" (OECD 2017: 18) is supported by the EU funded project under specific objective 8.2.2 "To strengthen academic staff of higher education institutions in strategic specialisation areas" of the Operational Programme "Growth and Employment" (EsFondi.lv).

Teaching English for Academic Purposes (EAP) to a very specific, non-homogenous group of adult learners is a new terrain in many respects, and the move of all classes to the online mode adds to the complexity. Thus, the paper addresses learning experiences of academic personnel of higher educational and research institutions in Latvia enrolled in an EAP course in 2020 and 2021. The course, which lasts one hundred and twenty academic hours, involves thirty-five active participants. Using a questionnaire survey, classroom observation, and a focus group interview, the conducted study attempts to weigh the benefits and drawbacks of the remote mode for that purpose. The research question is: What are the advantages and disadvantages of acquiring English for academic purposes online by academic personnel?

Despite the existing bias against online foreign language acquisition, the results demonstrate the positive impact of the remote mode on the overall study process, with the development of students' communicative competence in English facilitated by the variation of digital tools, attention to asynchronous activities, and introduction of immersive tasks. In turn, the drawbacks of EAP remote studies do not go beyond a regular list of problems pertaining to continuous professional development of this group of professionals, and the problems are not caused by the online mode of language acquisition. Thus, the study argues for keeping EAP courses for the academic staff online but re-formulated and adjusted to the new media.

Is Inclusion a Viable Alternative?

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In the present decade we have seen that there is a shift among the disabled students, now they are also attending the same school which the non-disabled does. As per Ministry of Human Resource Development (MHRD) Statistics, cited by World Bank there are approximately 30 million children which are out of school in India and the reasons are marginalized by poverty, caste, disability and gender. The reason behind the concept of inclusive education arise in the year 1944 when the term special need was emerging. It says that the school should fulfil educational needs of each child irrespective of their disabilities. Though we have seen that inclusive education is a controversial theme which some people support and some doesn't. Sometimes people perceive the concept of inclusive education in a different way. Today, How a teacher can meet out the needs of children with disabilities? How the disabled child can be provided with quality education? Therefore, in this research article the researcher will elaborate about the concept of inclusive education, inclusion as a viable alternative and measures for better implementation of inclusive education in India.

Think4Jobs. Project Presentation

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Keywords: *critical thinking, labour market, higher education*

Think4Jobs is an Erasmus+ project financed by the European Commission. Over the course of three years (2020 - 2023), a consortium of universities and labour market representatives from five member states of the European Union (Greece, Lithuania, Romania, Germany and Portugal) will design theoretical documents and practical tools that enhance the use of critical thinking in the sectors of higher education and labour market. There are five different intellectual outputs employed by the project: designing a comprehensive toolkit of CT work-based learning scenarios, extensive training for higher education instructors and labour market tutors, projecting CT blended apprenticeships curricula, elaborating guidelines for CT transfer from curricula to the labour market, and disseminating the results via a JCR/SCOPUS journal. The project's overall purpose is to contribute to a better understanding of Critical Thinking and to successfully bridge the gap between the needs of the labour market and the offer of the higher education system.

The presentation will focus on the contribution of the Lithuanian team to the intellectual outputs of the project, focusing on the development of critical thinking skills at institutions of higher education. The project partners carried out a hypothesis driven research following the previous research findings (Domingues 2018a, 2018b, 2018c, Elen et al. 2019). The hypothesis states that there are differences between higher education institutions and labour market organizations regarding critical thinking development. It was tested in five domains: veterinary medicine, teacher education, business and economics, foreign language teaching, and business informatics. The methodology of the research is based on the theory of P. A. Facione (1990), R. Paul, & L. Elder (2001). Three research methods were used: 1) class observations, 2) focus group interviews with teachers and focus group interviews with students, and 3) documental study. The presentation will provide a short overview of the analysis of triangulation of the obtained data during the research conducted by the Lithuanian team of researchers.

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Developing Adult Learners' 21ˢᵗ Century Skills in Culture-Based Multilingual Blended-Learning Course

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In the 21st century, due to the globalization trends, the English language competence is significant for survival. Furthermore, contemporary societies are characterised by multilingualism and cultural exchanges (Bernaus et al., 2011), consequently, the use of several international languages has become topical. As the goal of language learning is communication, it is essential to develop learners' listening and speaking skills. However, communication in any language (Yang et al., 2013, 287) is connected with developing higher order thinking skills, such as creative thinking, analysis, evaluation and interpretation, often addressed as 21ˢᵗ century skills.

The current paper presents the results attained during the acquisition of a culture-based multilingual blended-learning course in ten European languages created in the framework of the Erasmus+ project "Cultural knowledge and language competences as a means to develop 21st century skills" conducted in six EU countries – Croatia, Latvia, Slovenia, Romania, Poland and Czechia. The course comprises 18 modules in ten languages – English, Croatian, Latvian, Slovenian, Polish, Czech, Hungarian, Romanian, German, French. Each module is created as a story connected with the rich intangible European cultural heritage of the partner countries, applying innovative methodologies and tools (webquests, case studies, vialogues, design thinking tools, interactive games, etc.), increasing learners' cultural knowledge and developing their relevant 21st century key skills as well as improving learners' language competence.

The aim of the research is to evaluate the target course created and the development of adult learners' 21ˢᵗ century skills during the course implementation in six EU countries.

638 adult learners and 20 teachers from six countries were involved in the course implementation from March 2020 to January 2021. Each learner studied one module and after the course filled in a feedback questionnaire comprising three parts: socio-demographic data, evaluation of the learning platform and the module done as well as learners' self-evaluation of the skills development. Descriptive and inferential data analysis tests were applied.

The results indicate that, overall, learners positively evaluated the learning platform, but the age factor had an impact therein. They appreciated the module done describing it as interesting and useful, and the highest evaluation was given by the staff members, learners with economic, cultural and social obstacles to learning. Learners have developed their intercultural competence, language, information searching, decision-making skills and creativity the most, and collaboration, IT and problem-solving skills the least. To conclude, the course has been beneficial to all learners, and it may be used for adult learners' autonomous learning and/or integrated as some modules in regular university curricula.

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Ethnic Translation as a Tool
for Indigenous Multilingualism and Multiculturalism Preservation

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Keywords: *globalization, glocalization, ethnic text, cultural memory, translation*

The present research considers the reflection of globalization and glocalization (as the dominating cultural processes of the 21st century) in modern humanities and mostly in the subject field of Translation Studies. The growing interest in regional topics which is opposite to the tendencies of unification, integration and universalization results into the emergence of a number of new research aspects relating to the languages and cultures of the indigenous peoples of Russia. The objects of the current study were the ethnic texts, which traditionally serve as reliable repositories of cultural information and memory of the indigenous peoples of the North and Siberia (Razumovskaya. 2012; 2013) – Yakuts, Kets, Evens, Evenks, etc. Having received the written form mostly on the basis of Cyrillic alphabet relatively recently (only in 19th-20th centuries) the texts in indigenous languages were recorded simultaneously with their Russian translation (as parallel texts). The most numerous and interesting examples are found in the history of the translation of Yakut epic texts known as olonkho (Razumovskaya, 2014). The records of epic texts provided the conservation of unique cultural phenomena for the future generation of the representatives of indigenous cultures (who have lost their native languages) and for all mankind permitting to preserve original multilingualism and multiculturalism on the vast territories of Siberia (Petrov & Razumovskaya, 2019). The Russian secondary texts turned out to be the result of 'philological translation' based on hermeneutical method. The translation of ethnic texts is considered to be an effective way of deciphering the cultural information and memory while exploring unique cultures, as well as a tool for preserving languages and cultures that are threatened with extinction. The descriptive and prescriptive approaches to the material under consideration, as well as the accumulated experience of analyzing and translating into Russian and foreign languages the ethnic texts of the peoples living in the North of the Krasnoyarsk Krai and in the Republic of Sakha (Yakutia), explicate the possibility of emerging a separate section of Translation Studies – ethnic translation, which should be included in the educational programs for training and retraining of translators.

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Developmental Patterns of Metacognitive Awareness: A Cross-Cultural Comparison of University Studies

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The purpose of this research is to set, compare, and contrast the discourse pertaining to metacognitive awareness in order to disclose the trend and the complexity of the concept in Lithuanian and Iranian university studies. A systematic literature review was performed to include the published papers between 2000 to August 2019 searched on Scopus and ERIC databases. The Lithuanian papers were also found in the Lituanistika and Lietuvos akademinė elecktroninė biblioteka (eLABa) databases. There were three steps in selecting final thirty articles in Lithuanian studies and twenty-two ones in Iranian context: by considering the title, by reading the abstract and by reading the whole article. Comparisons were made across the review of literature of both contexts, and these similarities were drawn. Quite similar themes with similar frequencies are revealed including "skills", "language learning strategies", "lecturers", "intercultural competence" and "cross-cultural comparison", "motivation" and "efficacy", "components & model", "technology", "critical thinking" and "problem solving". Also, similar metacognitive practices consisting of "prompts", "reflective writing", "interactive-reflective" activities and "modeling" emerged. Three roles for metacognitive awareness, measured quantitatively and qualitatively, and the role of instruction are discovered. The results reveal that reading and writing is frequently analysed in both contexts while analysing listening prevails in the Iranian contexts. Relatively, there were also some missing points, which could act as research ideas for future studies in both contexts: (i) In most of the studies, metacognitive awareness is considered in the context of English as a foreign language, whilea wider range of fields could be treated as the context of research. (ii) Some studies related with metacognitive instruction are interlocked with other sorts of instruction, which impacts on obtaining an accurate measurement of metacognitive awareness. (iii) In most of the studies, raising students ' metacognitive awareness is taken into account, while the need to evaluate and raise lecturers 'metacognitive awareness is insufficiently considered. (iv) Most of the studies are on regulation of cognition, whereas research on the knowledge of cognition is ignored.

Linguo-cultural Picture of Truth in Lithuanian and English Texts

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In today's epoch of fake news, post-truth, instant and superficial information, and ready access to opinions on social networks, the issue of truth is becoming more and more relevant (McIntyre, 2018; McComiskey, 2017). This research aims to analyse the concept of truth from the perspective of ethnolinguistics: to distinguish how truth is conceptualised in Lithuanian and English contemporary textual data.

The research is based on the concept analysis methodology developed by the Lublin School of Ethnolinguistics, a part of the S-Q-T research model[1]: textual data analysis (Bartmiński, 2017). In cognitive linguistics, contemporary texts offer a synchronic view and show how a concept is understood by contemporary language users. The object is analysed from numerous aspects: its place in the nation's axiological system, appearance, gradation, partitivity, human attitude towards it, etc. (Rutkovska, Smetona, & Smetonienė, 2017).

The analysis reveals two main semantic aspects of truth in both cultures: absolutism (where truth is viewed as eternal and unique; in Lithuanian, it is often religious, in English – existential) and relativism (the truth which is someone's opinion and is time-relative).

The research also reveals two main aspects concerning the cognition of truth: scepticism and dogmatism. Dogmatism accepts certain facts as naturally true. It is especially reflected in Lithuanian religious and philosophical contexts, whereas English texts are rather sceptical on the possibility of the cognition of truth. In English, the epistemological aspect of truth (when truth is based on the knowledge of facts) is salient.

Truth may primarily look as the polar opposite of lie, however, the analysis shows that the semantic boundary between them is rather fuzzy. Both cultures present truth not only as a virtue but also as something unfair, unpleasant, painful, dangerous, and unclear, something that should be viewed with caution. Textual data reflects quite many opposites of truth: lie, the unknown, myth, bluff, artificiality, half-truth, post-truth, propaganda, etc.

The research reveals many other linguo-cultural similarities and differences between Lithuanian and English concepts of truth and is concluded with their comparison and cognitive definitions.

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[1] The three types of sources proposed by Lublin School of Ethnolinguistics, namely: System, Questionnaire, and Text.

Culturally Relevant Information in Phraseology

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The goal of the paper is to explore the cultural aspect of English phraseological units. We set the aim to analyze what historical experience of the past is stored in phraseological units.

The study is based on the views of A. von Humboldt, E. Sapir and B.L. Whorf who stress the interdependence of extralinguistic reality and language. It also relies on culture-oriented approach to the investigation of phraseology developed by Russian linguist Veronica Telyia.

This approach permits an analyses of the interaction between culture and language in phraseological units pertaining to the semantic fields of seafaring, weather and waging wars. Over 70 phraseological units are chosen from dictionaries of English idioms. The culture-specific extralinguistic reality stored in them is analysed, the findings are summarized in the conclusion.

The obtained results show that more than 20% of the analysed units are marked as 'British' or 'mainly British' in dictionary entries ('clear the decks'). As to their stylistic-functional reference the following groups are found: journalisms, informal items, formal and old-fashioned ones.

As to the cultural code stored in their cultural memory, the analysed phraseological units illustrate their correlation with some historical traditions ('plumb the depths'), old superstitions ('whistle for something'), life at sea ('between wind and water'), life in a state of warfare ('with flying colours').

The substantive phraseological units mainly have anthropological connotation. They describe people (positively - 'a big gun', negatively - 'a loose cannon' or neutrally - 'all hands'), people's activity ('plain sailing'), their success or failure ('a flash in the pan'). They also have nonhuman connotation describing a dangerous situation ('a powder keg') or inanimate items ('flotsam and jetsam').

Verbal phraseological units form the following thematic groups: readiness ('clear the decks'), determination ('stick to your guns'), victory ('weather the storm'), escape ('cut and run'), deception ('be sailing under false colours'), delay ('hang fire'), some state a person occurs in ('be on one's beam ends'), learning and knowing ('show someone the ropes'), etc.

The images created by the analysed units are mainly based on metaphor and metonymy.

Some of the analysed idioms now play the role of cultural symbols and render typical patterns of British behaviour, e.g. 'weather the storm' stresses the British determination to endure hardships or disorder.

The study offers some insight into the relationship between English phraseology and culture.

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In Search of Tatars in the *Dictionary of the Lithuanian Language*

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The year 2021 was declared the year of the Tatar language and culture in Lithuania. This fact has inspired the authors to take a closer look and examine lexicographic material related to this nation. The image of the Lithuanian Tatars in the eyes of local Lithuanians has been scrutinized by ethnologists, folklorists, historians, and linguists providing some glimpse on the identity of this nation. However, their studies in that regard have so far omitted the largest linguistic tract, the *Dictionary of the Lithuanian Language*, which can be approached as some kind of a chronicle covering different material from our first writings dated 1547 until 2001. This article firstly aims to take a closer look at the image and relationship between those two ethnic groups, living in the close neighborhood for around 700 years, on the basis of available material recorded in the *Dictionary of the Lithuanian Language*. Illustrations provided in the dictionary cover written texts of different scope and types, various dialects across the country, and a broad variety of historical periods. The employed *Semantic, Descriptive* and *Interpretive content analysis* proved to be a flexible and helpful research method to delve into the field of the intended research. A semantic analysis of roughly 120 illustrative examples associated with the *Tatar* has revealed an image of how Lithuanians have looked at Tatars – basically the warriors and mostly enemies. Even in peaceful times with no major battles around the Tartars were looked upon as strangers. People different in appearance, clothing, using the language strange to the locals, practicing different traditions, and religious confession. Sometimes local girls, though not too willingly, would get married to Tartars, fearing life could get worse and family links with their relatives will be lost. It is worth mentioning that based on analysis a considerable number of plants and even two animals are related to Tartars.

Problematic Aspects of Translation of the US "National Space Policy" (2020)

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Keywords: *Military translation, terms, abbreviations, semantics, context*

Nowadays military translation is considered as a complex, complicated, laborious and multifaceted type of human activity. Moreover, military translation is a process in which the interaction of different mentalities, doctrines, attitudes and even cultures takes place. Thus, such a phenomenon as "military translation" is at the center of scientific attention in a number of disciplines. This proves the importance of the process, because even a small inaccuracy in translation could cause misunderstanding, serious problems and even lead to a military conflict.

The main objective of the study is to examine and analyze the features of the translation of the military vocabulary in the US national space policy (2020).

The relevance of the topic presented is due to the fact that today the need for high-quality translations of texts of military texts and special documents is increasing. This trend undoubtedly affects the role of military translators, who must work with various materials at a very high professional level, regardless of their level of complexity.

The scientific novelty of the article lies in the attempts to reveal the specifics of the translation of a number of military lexical unites, abbreviations and special vocabulary in the US national space policy (2020) and in the US space operations (2020),

A comprehensive survey of the related materials was conducted to provide a concise overview of what had been studied and established in the field of the study. The main research methods are the method of comparative analysis and the method of continuous sampling. Translation observations and comments are presented:

Additional support will generally be provided by the **USSPACECOM space integrated planning element** which **is co-located** within each **CCMD (**Space operations. 2020. p. xiii). // Дополнительная поддержка будет обеспечена за счет **элемента системы комплексного планирования космической деятельности руководства военно-космических сил США,** который **расположен** в каждом **боевом командовании**.

One of the major translation issues is the acronym USSPACECOM (United States Space Command), which should be translated as "Командование космических сил США" and the acronym CCMD (combatant command) which should be translated as "боевое командование". It is worth noting that since 2020 this command has been formed as a separate type of troops, which makes it possible to translate the abbreviation as "руководство военно-космических сил". Difficulties also arise with the construction "is co-located in", which is in most cases translated as "совмещаться." However, this option does not suit the formal style of the strategy. In this context it should be translated as "быть расположенным".

The analysis of the National space policy (2020) and Space operations (2020), allowed us to conclude that one of the most difficult military translation problems is the translation

of abbreviations, as well as special vocabulary. The example presented above shows that when translating English abbreviations and special vocabulary, one should, first of all, be focused on the context of where this abbreviation is used. This is especially important for the abbreviations with different meanings. Thus, when translating, it is impossible to do without terminological dictionaries and reference books. But, first of all the context should be carefully checked. Thanks to the context, it is easier for the translator to find the closest possible equivalent.

The materials and conclusions presented in the study are addressed to novice military translators and specialists in the field of military translation.

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Translation Asymmetry in a Literary Text
(Analysing the Spanish Translation of the Novel 'The Zone' by S. Dovlatov)

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Numerous references to the status of the category of isomorphism and its constituent categories and properties in linguistics and translation study indicate the absence of a unified linguistic and translation concept of isomorphism. Undoubtedly, the consideration of translation isomorphism as a relationship of structural identity between original text and its translation, fixed at a certain linguistic level with the help of some linguistic means (Kirkwood, 1966). The study of the ratio of the fragments of the original and the translation shows that the semantic situation, predicates and actants representing it are isomorphic. At the same time, there is an asymmetry in translation, determined, on the one hand, by the actualized links in the text itself, when additions or omissions of the semantic components of the original appear in the translation at the level of lexemes, and, on the other hand, by differences in the cultures involved in the translation process (Tarasenko, 2012).

S. Dovlatov is one of the greatest prose writers of the 20th century, whose popularity abroad is associated with American readers.

American readers became acquainted with the novel 'The Zone' in 1982, while Russian readerscould do so in 1991, and the Spanish — in 2009. The translation was made by Anna Alcorta and Moises Ramirez. Dovlatov's text presents a number of difficult tasks for the translators, associated with both linguistic features and stylistic techniques, and with an abundance of vocabulary on prison camp topics. The task was to analyze the features of Dovlatov's language, namely, the main difficulties arising in the process of translating wine drinking objects into Spanish (Tarasenko, 2021).

Research on the translations of the semantic situation of wine drinking as represented in the Spanish translations of the story 'Zone' by Dovlatovrevealed translation asymmetry: first of all, in the transmission of the names of alcoholic beverages, in the reflection of their stylistic shades in the meaning of the lexemes of the translated language. The main drinks in the story of Dovlatov's 'Zone' are vodka and wine; besides these, the characters in the story drink: *samogon, braga, chacha, schnapps, fuel, alcohol, bormotuha, chartreuse, zveroboi, cognac, vermouth, wine (red, rosé), port, lotion,* and *cologne.*

When translating 'The Zone' by Dovlatov into Spanish, the context of thesetting of the story — the time factor — was not taken into account. The translator's ignorance of the features of the time of the developed socialism of the USSR during the decade of sixties of the twentieth century was reflected in the distortion of the reality described in the text, namely alcoholic beverages, especially their quality, methods of production, and the specifics of consumption, both in the perception of the translator himself and in the perception of the reader.

The lexemes that have colloquial coloring and specific use in the text have become a difficulty for translators: *schnapps, alcohol, and bormotuha*. In the novel, these lexemes have the meaning of alcohol in general, in some cases, which is not represented in the translated text.

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Landfill as an Axiological Dimension of Self-Identity
(Based on Modern Ukrainian and Turkish Literature)

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The object of the current research is the key literary figure of the "dump" in the novels "Malva Landa" by the Ukrainian writer Yuriy Vynnychuk and "Çöplük" by the Turkish author Şebnem İşigüzel. The aim is to analyze the textual dimensions of axiological identity through the image-chronotope of the landfill. The study utilised comparative, narratological, textual, stylistic and chronotopic methods of analysis.

Results: Landfill as a value category. In Yuri Vynnychuk's work, the landfill becomes a measure of the existence/absence of desires and dreams. In Şebnem İşigüzel's work false past pushes the main character out into the street, the place of her initiation. The world of "extra" people becomes a space for finding her own identity.

Landfill as a dimension of a game. The metaphor of the game semantically duplicates the metaphor of the landfill, a "memory dump" that signals the impossibility of regaining a lost identity. The leitmotif of the game is not only the narrative structure of the novel "Landfill" (two plot lines combined with the image of the self-narrator). The metaphorical narrative structure of Şebnem İşigüzel's novel is a "chess duel" between two stories about Leila and Yildiz, united by the metaphor of "life as a game of chess". Leila's self-identification is connected with a real game of chess. Yildiz's self-identification unfolds in the plane of an unreal duel with the ghost mother and herself. The focus of the "past-present" crushes Leila's "Me", triggering the mechanism of multiple self-identification. Playing chess becomes a key sign of self-identity: playing several games of "opportunities" at the same time.

Landfill as a chronotope of the house. In Şebnem İşigüzell's novel, the self-identity of Yildiz is a chronotope of a dead apartment, where time has stopped and space has been lost in old, dead things. Leila's self-identity is a shack in a landfill where time and space disappear. The landfill was an "escape from the world" for Leila. The self-identity in the novel of the Ukrainian writer unfolds in the chronotope of "stinking hell" – a landfill. Various metamorphoses and pseudo-self-identifications are modeled in this space-time: the pseudo-hero Bumblyakevich, the pseudo-poet etc.

Therefore, the landfill as a chronotope, mediator, topos, symbol, locus, concept reconstructs the toxic self-identity of the characters of the works. Both worlds – terrestrial (= "normal", social) and underground-peripheral (landfills, underground, sewer "dens") – equally project the pathogenic axiological identity of the characters.

Features of the Psychoanalytic Method in M. Zoshchenko's Story "Before Sunrise"

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The article analyses the specificity of the Mikhail Zoshchenko self-analysis method in the story "Before Sunrise" (1943). Literary critics define this story as "an introspective story" (Zholkovsky, 1999), "psychoanalytic study" (Sonin, 1997), "a book about trauma" (Chudakova, 1979). Zoshchenko carried out an artistic self-psychoanalysis with the aim of curing melancholy, neurotic phobias and complexes in the "Before Sunrise". Zoshchenko begins with conscious memories, then analyzes his dreams, and comes to the study of the subconscious. The writer's interest in the problems of the human psyche is due not only to personal reasons. An important role was played by the modernist understanding of the essence of the literature of the new era. According to Zoshchenko, modernist literature should speak about "what is hidden in the deep thickness of consciousness" (Chudakova, 1979, p. 176).

Melancholic Zoshchenko was obsessed with the idea of exploring his consciousness and subconsciousness. Through his inner world, Zoshchenko sought to learn about people in general. The writer collects one of the best medical libraries – all Russian translations of the works by S. Freud, collected works of I. Pavlov, special journals and medical monographs. The result of this research is the story "Before Sunrise", in which autobiographical material is presented with an unusually complex motivation. Zoshchenko is sure that the cause of all his somatic diseases is the primary mental pathogens, which were fixed during his life according to the principle of conditioned reflex connection, and he identifies them by the method of introspection.

The purpose of the present study is to explore the method of Zoshchenko as an analyst. Even though at the beginning of the story Zoshchenko declares that he used the Pavlov principle, our findings suggest that, in fact, he uses the psychoanalytic methods of S. Freud. The specificity of the position of the writer is due to two factors. First, it is Zoshchenko personal acquaintance with academician I. Pavlov, who got Zoshchenko interested in his ideas. The second factor is the political situation: originally, in Soviet Russia, the commonality of the teachings of Freud and Pavlov was declared: the psychologist Zalkind stated that they are "deeply organically linked", and philosopher Bychovsky spoke about the coincidence of the "rational grain of the Freudian doctrine of two principles of mental activity" with the range of ideas in reactology and reflexology, which even led to the creation of the term "reflexologized Freudianism". But in the 1930s, Freudianism was declared a politically incorrect doctrine; therefore, in the story, written in 1943, Zoshchenko could not openly declare that he was using S. Freud's psychoanalysis.

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Children Fin De Siècle:
The Image and Metaphor of the Child in Literature at the Turn of the Twentieth Century

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The purpose of this study is to determine the correlation of the image of a child with the writers' response to the challenges of time and to analyze the authors' versions of the artistic realization of the concept of child/childhood in the works at the turn of the twentieth century.

In the texts of modernists, the image of a child is transformed into a concept that embodies the ambivalent nature of the transition period. Applying historical-literary, comparative, archetypal and psychoanalytic research methods, the article analyses the specifics of children's themes in works by Robert Louis Stevenson, Rudyard Kipling, Oscar Wilde, Mark Twain, Émile Zola, Guy de Maupassant, and Thomas Hardy. The interpretation of the image of a child in their works is determined by the genre specificity of the works; their polemic against the traditions of predecessors and the aesthetic program of the authors.

Maupassant and Zola cultivate a realistic tradition and develop a figurative paradigm of children as the victims of society. In the novel *Germinal* by Zola, the fate of miners' children highlights the main theme of the "struggle of labour and capital". In his short stories Maupassant creates a whole gallery of characters of bastard children. They also become a symbol of the well-being of a man at the turn of the century, left without the care of the father God.

In contrast to the images of child victims with no future, the characters of the neo-romantics Stevenson (*Treasure Island*) and Mark Twain (*The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*) are fighting for their own beliefs and trying to bridge the gap between the ideal and reality. Alternatively, Kipling's character Mowgli (*The Jungle Book*) is a representative of a child demiurge type. As an allusion to Prometheus, his world-space is created in the "foreign".

Maurice Maeterlinck (*The Blue Bird*) offers a symbolic and archetypal interpretation of the image of a child as a hero who can search for true happiness and comprehend the past. It is rather a mask of the man of the future.

The motif of childhood as moral immaturity of the character is innovative. In Wilde's *Portrait of Dorian Gray*, the protagonist, unable to distinguish between good and evil, himself becomes a part of evil. Hardy's *Tess* embodies the idyllic-patriarchal past, ruthlessly destroyed by the pragmatic present. Therefore, the works demonstrate that in rethinking the tradition of the literal interpretation of the child character, the authors often resort to its metaphorization and symbolization.

The Narrative of War in the Poetics of Expressionism
(V. Stefanyk's Prose and the Western European Context)

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As a stylistic trend, European expressionism was formed in Austria and Germany before the beginning of the First World War, at the time when political tensions in Europe reached their apogee. The narrative of the war became the central theme of the German Expressionists, who personally experienced all the horrors of war (Georg Trakl, Gottfried Benn, August Stramm, Ernst Maria Richard Stadler, Albert Ehrenstein, Leonhard Frank, Gustav Meyrink).

Purpose: to show how the influence of Western European expressionism on the Ukrainian art contributed to the formation of its national version in the artistic creativity of Vasyl Stefanyk; to identify common features of poetics, aesthetics, philosophy, perception of war in the novels of V. Stefanyk and Western European expressionists.

Methodology. The research used the biographical, cultural-historical, comparative-historical, psycholinguistic, hermeneutic methods.

Results. Transforming experience of German Expressionism through national perception, applying folklore, Stefanyk developed his artistic vision of war. His collection of short stories 'The Land' is devoted to this theme. The symbol of the land in Stefanyk's novels has a strong national basis, means rooting of the people on their own territory, even in conditions of forced occupation.

The expression of human despair and fear is conveyed through the anthropologization of the image of the road, refugees, forced flight, and spatial disorientation. In his anti-military short stories, Stefanyk highlights the problem of lost childhood, generation of children who fell victim of the war. Stefanyk's novels have a clear gender label. The masculine representation of the war is military, protective, internally experienced. Feminine reflection of war in Stefanyk's short stories evolves from the image of an ordinary woman to the archetype of a 'Woman Beregynya', a Mother of God. The role of women in war is associated with motives of farewell, waiting, suffering for their dead sons.

Conclusion.Common features of Stefanik's military novels and Western European expressionists are crisis of cultural values, anti-military issues, condemnation of murder, states of existential anxiety, the tragedy of human existence, and eschatological feeling. The psychophysical conditions of men —death, madness, injury, numbness, screaming, fear, panic, despair, agony, anxiety, and prayer — receive the attention of the expressionists. The anti-military pathos of Stefanyk's short stories affirms the ideas and values of sincere fellowship, conscious citizenship, empathy and human consolidation. The writer actualizes the archetypes of historical memory – home, parents, saints, earth, shirt, grave, song, lark, flute, prayer.

Superlatives in Advertising Discourse
(Based on Glossy Magazines Aimed at Women and Men)

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Keywords: *advertising, discourse, superlatives*

Comparative analysis of superlatives in popular glossy magazines for different target audiences is part of a broader study titled "Cognitive Models of Advertising Discourse," which has already been carried out by me for several years and is reflected in a series of publications. This study is thus closely related to the work on a monograph "The Cognitive Model of Advertising Discourse" and will be part of it. Analysis of superlatives is important for the research of ideology of the texts as it sets the coordinates to evaluate the text and plays an important role in forming key binary oppositions "familiar - unfamiliar", "good - bad."

The aim of the research is to describe the application of superlatives in advertising texts aimed at different target audiences ("women" and "men"). Frequent application of superlatives is one of the characteristic features of advertising discourse which unites advertising and political (totalitarian) discourse. The concept of superlative is used in a broader sense (comparing with the application in grammar) in this work. A broader sense of the latter concept has its own tradition in the discourse research the following classification of superlatives is proposed: all superlatives can be divided into two groups - grammatical and semantic. Grammatical superlatives – superlative adjectives and words with prefixes -hyper, -mega, -super etc. Semantic superlatives – the words that are not formally superlative adjectives. However, they have the meaning of superlatives. The meaning of discursive superlatives arises through context. For example, the word holographic does not have superlative meaning but it appears in the specific advertising text - holographic shine. The material for the research will be advertisements from popular glossy magazines, which are referred to as "female" and "male".

It is expected that this study will allocate the similarities and differences of superlative functions and its link to the secondary advertising discourse (i.e. the ideological component of discourse). Advertising, taking into consideration different target audiences, possibly offers for each of them its own model of influence.

Postmodern Processes of Language Transformation in Modern Mass Media

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The purpose of this study is to study the processes of language transformation in modern media. The article deals with the critical texts of the Russian magazine "Cinema Art", which has existed since 1931. The researcher compares the texts of the Soviet period and those written recently. Relying on the theorists of postmodern culture, modern researchers of language processes in the media and comparing Soviet and modern texts, the author traces the postmodern trends in the transformation of the language of modern media and considers further prospects for these trends.

Language Policy Section

Assessing Pre-service Teachers' Knowledge and Attitudes Towards Language Testing, Migration and Citizenship

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Language testing has become a major challenge for most European countries in an increasingly globalized world, so several governments have introduced different language policies, standards and procedures over the last two decades (Rocca t al., 2020). There is a rich body of literature about language and migration to date (Canagarajah, 2017; Curdt-Christiansen, 2018), but most of these works focused on language policies from a sociopolitical perspective. This research was aimed at assessing pre-service teachers' knowledge and attitudes towards language testing and migration. For this purpose, 85 teacher candidates at the University of Alicante (Spain) participated in this experiment comprising five stages based on different critical thinking skills: observation, analysis, discussion, reflection and evaluation. The participants were required to read and discuss different articles and reports about current trends in migration and language testing, and were subsequently exposed to different audiovisual materials and first-person testimonies of immigrants with distinct cultural background and competence level in Spanish and other languages (L1 & L2). Quantitative and qualitative data were gathered through a pre-post-test, including questions about migration and language policies, class observation and semi-structured debates. The research participants discussed different issues related to language requirements, language training and testing methods, as well as (on-line) language assessment during the Covid-19 pandemic. The findings revealed common misconceptions about current migration trends and language policies among participants in the European context, and a statistical correlation between cultural and personal background, on the one hand, and attitudes towards language requirements and citizenship, on the other. The teacher candidates agreed on the need to provide proper language education and support to help migrants better adapt to the new context, but disagreed on different specific measures related to it, for example language and cultural standards, training courses and financing, and law exemptions (age, special needs, etc.). The pre-service teachers also advocated for better preparation regarding language assessment and migration as future educators in a multilingual and multicultural classroom.

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Internationalisation and Terminology Management in Higher Education

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Standardising terminology management is essential to support academic and corporate internationalisation (Kremer, Kolbe & Brenner, 2005), and consists of systematically compiling terms used in an institution and regulating the definitions of concepts (Montero Martínez & Caballero Navas, 2019). The benefits of this proactive management have already been quantified in terms of clarity, communicative efficiency and cost-effectiveness (Schmitz & Straub, 2010). Moreover, the process of internationalisation has become increasingly important in recent years, as it is seen as an indicator of quality and excellence and has therefore become one of the main objectives of universities worldwide (Maringe & Foskett, 2010).Nevertheless, there is hardly any work focusing on academic internationalisation and terminological standardisation. Some exceptions are the work of Heinisch-Obermoser (2014) and Villares (2019).

The research question of this study focuses on the role of institutional terminology management in academic internationalisation; specifically, in the framework of the European project Arqus Alliance (AA), which includes seven European universities whose official languages are Spanish, French, Norwegian, German, Italian, and Lithuanian, in addition to English as a lingua franca. The main objective of this research is to study the theory and practice of terminology and analyse previous work on institutional terminology management and internationalisation in order to find common ground and corroborate the key role of terminology in internationalisation processes, which has been proven to be crucial to guarantee a consistent and correct use of terms within an institution.

This research will provide a preliminary study on standardising and harmonising terminology management, which will contribute to shed some light on the process of internationalisation in the field of higher education and its interrelation with terminology management. Consequently, the outcome of the interdisciplinary study will provide results that could be extrapolated to other institutions, both academic and non-academic, and to areas such as translation, communication, as well as institutional and corporate terminology. Furthermore, some of the main targets of this work will be translators, terminologists and interpreters involved in the institutional and international context, students of translation and terminology as well as the general public interested in this interdisciplinary field.

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Language Policy at Vilnius University

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Universities have to respond to the challenges of an increasingly global society and to promote internalisation, multilingualism and multiculturalism. Being committed to successful implementation of internalisation, and promotion of multilingualism and multiculturalism universities require to have language policies to define the use of languages in all university operations. Multilingualism and multiculturalism are perceived as enriching our society and opening up opportunities for the university's academic community. Multilingualism and knowledge of other cultures are understood as a value that ensures successful development of professional careers in multilingual and multicultural environments. It has also been considered that true multilingualism can only be achieved if a balance is maintained between national languages and English as a lingua franca as well as other languages.

The development of Vilnius University language policy was also determined by the fact that Vilnius University is a member of the Arqus European University Alliance. The Arqus Alliance has been working on the development of the Arqus Language Policy Charter that inspires member universities to rethink and reshape their language policies accordingly. The other reason to develop the language policy at VU is the fact that the former document *The Concept of Foreign LanguageTeaching of VU* needs to be renewed in line with the requirements VU faces today.

The development of VU Language Policy Guidelines is based upon a thorough analysis of language policies at different European universities (Austrian, Belgian, Check, German, Polish, Scandinavian and Baltic), including the universities of LERU (Kortmann, 2019), as well as the universities of the US. The following documents were also taken into serious consideration while developing the Language Policy Guidelines of VU: VU Statute[2], VU

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[2]https://www.vu.lt/site_files/Adm/statutas/Vilniaus_universiteto_Statutas.pdf

vision, mission, and values[3], VU Strategic Plan of 2021-2025[4], VU Guidelines of Internationalisation[5], the Law of the State Language of the Republic of Lithuania[5], the Law of Research and Studies of the Republic of Lithuania[6]. Preserving its traditions, Vilnius University seeks to have an impact on the Lithuanian society, as well as enhance its international acknowledgement by being recognised in the world and by taking an active participation in European life. The current presentation defines the needs, the main methodological guidelines, the developmental processes and the structure of the document of the Language Policy Guidelines of VU. The document consists of an introduction, aims of the document, the definition of the status of the Lithuanian language as the state language of the Republic of Lithuania, the status of the English language as the lingua franca, and the use of other languages at Vilnius University. The documents define the use of these languages in the area of studies, research, and communication within its academic community and the outside world.

The major methodological provisions of the document consist of the following: it is important for the extension of internationalisation at VU and its participation in the European Higher Education Area; the state Lithuanian and the international English languages are equivalent to be used in the areas of research, studies, communication and services of VU, and their use is in harmony with other languages in order to create a sustainable multilingual, intercultural and inclusive environment at VU. University remains committed to disseminate the knowledge in the state Lithuanian language to the Lithuanian citizens, to ensure the sustainable development of the academic Lithuanian discourse; to develop multilingualism based on openness to diversity and to create conditions for members of VU community to improve their Lithuanian, English and skills of other languages as well as enhance their intercultural competence.

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The Linguistic and Intercultural Needs of University Staff

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In an increasingly internationalised academic environment, university staff members are more frequently in contact with students and fellow staff of different language and cultural backgrounds. In some cases communication can lead to misunderstandings or even frustration on either side due to insufficient language proficiency or intercultural understanding. The Arqus Alliance has identified as one of their priorities the development of linguistic and intercultural competences of university staff in order to ensure high quality teaching and services to students and staff.

We will present the main results obtained from a questionnaire that was addressed to academic and administrative staff of the alliance university members on their linguistic and intercultural needs. The findings of the results are intended to guide actions within the language policy of the universities and serve as a basis for designing joint workshops for staff members according to their needs.

The questionnaire, which was sent out in May and June 2021, contained questions among others on the frequency and type of encounters of university staff with people of diverse linguistic and cultural backgrounds in their current work environment, and about their perceived training needs including in relation to English-medium teaching.

The overwhelming majority of the almost 2000 administrative and academic staff members across the alliance that completed the questionnaire have such encounters and deem intercultural training necessary for their professional activity, in particular as an integral part of a language course. The languages indicated are wide in range, while English clearly stands out, reflecting its growing importance as the *lingua franca* in academia.

Free-text responses provide additional, detailed clues as to the desired training formats and content, particularly those related to the university context. Among the linguistic aspects are scientific, technical and untranslatable terms; among the intercultural factors are gender roles and hierarchies, administrative procedures, social and academic backgrounds and expectations. These responses help fine-tuning the type of trainings to recommend.

From Intentions to Action: Language policy at the University of Bergen

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In a book presenting results from an inter-Nordic expert group on language policy at universities, Gregersen & Östman, 2019 (p. 30) underline the critical role of implementation: Firstly, everybody who will be affected by the language policy ought to be involved, secondly, someone must be responsible for implementing the policy. "Otherwise, there is a risk that the policy just becomes a dead document full of good intentions," they claim.

In this paper, I will use these insights in reflections on the implementation of language policy at the University of Bergen.

The university of Bergen has its own language policy guidelines with principles for language use. These guidelines outline that Norwegian is the main language of the University of Bergen. At the same time, the role of English as an international language is emphasized. As is the case for several universities in the Nordic countries, the principle of parallel language use (of English and Norwegian) is considered to be the main solution. The guidelines also mention obligations for promoting Nynorsk as an academic language. The university has a language policy committee which "shall advice on the follow-up and implementation of the language policy guidelines". There is however not been established a system to follow up these guidelines, e.g., the guideline saying that "all permanent employees who do not know Norwegian when hired [...] shall have mastered Norwegian at B2 level at the end of three years".

In my paper, I will present and discuss the role of the language policy committee at the University of Bergen. In view of current research and general language policy guidelines, I will also give some reflections on how to make a system for following of the language policy guidelines, by making language policy part of the general management at the university (cf. Darquennes et al., 2020). Here, I will draw on my own experiences as chair of the language committee and results from a questionnaire among heads of departments.

In a university setting, language policy is to be balanced to other important goals, such as being an international research university. This makes language policy at universities complex and complicated.

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What Teaching an Algorithm Teaches When Teaching Students How to Write Academic Texts

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Keywords: *Artificial Intelligence (AI), academic writing, corpus linguistics, EAP, lexical priming, natural language*

Back in April 2019, Springer Heidelberg published the first ever AI-written academic text-book (Beta Writer, 2019). The people who developed the algorithm must have had an idea what an academic text looks like and, in this, they became instructors of "how to write an academic text". This can be seen as mirroring the task instructors in EAP writing classes have.

Artificial intelligence (AI) is now changing the world. The use of technology in language learning started around the 1960s. AI, however, has only been introduced into language classrooms since the 1980s. AI has been found to be able to improve students' academic achievements (Köse & Arslan, 2015), provide meaningful communications (Lu, 2018), improve students' confidence in learning a foreign language (Haristiani, 2018), increase students' reading comprehension (Bailey et al, 2021), assist students in their writing (Sumakul et al, in press). Thus, a lot of recent research suggest that AI has great potential in language classrooms. This notwithstanding, critical voices (amongst others, Gallacher et al., 2018) remain doubtful that there are real advantages.

This paper sets out to investigate whether the Springer editors were successful in turning their plan into something that compares well to natural occurring text (cf. Hyland and Tse, 2007; Pace-Sigge, 2018). In doing this, we use the Beta Writer books as a computer-simulation of what 'teaching academic writing' is like. But rather than have a classroom full of students (with all the vagaries of attainment level, background, motivation etc.) to see in how far a certain approach is didactically suitable, we have a ready-made result.

In order to see in how far the AI-written text reflects natural language in terms of its lexical choices, grammar and word connotations, the book is contrasted with prototypical usage as represented by a small corpus of 10 textbooks in the field (a number actually published by Springer themselves). Word-frequencies, and the phraseological use of keywords in the target text and the comparator corpus are calculated and checked for concurrence and divergence in the collocations, colligations and semantic preferences observed.

Our research shows that the algorithm has created a text comprehensible to a human reader: this, in turn, would indicate moves that would be useful to undertake when teaching human students. However, areas that appear non-natural and unsuitable are also described to highlight points that need particular attention when teaching academic writing.

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The Research Problem of New Blends in Modern Lithuanian

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Keywords: *blending, composition, neologisms, new coinages, word formation*

Blending is a process of forming a new word by merging non-morphemic parts of two or more existing words (cf. Mattielo 2013, 111). A widely held view is that blending is not characteristic of the Lithuanian language. It is not even considered to constitute word formation in the narrow linguistic sense of the term (Murmulaitytė 2018, 61, 69). However, in English, this phenomenon is much more widespread and regarded as one of the most common and productive ways of word formation (Gries 2004, 639; Lehrer 1996, 360). Keeping in mind the abundance of English borrowings and the influence of English on modern Lithuanian, the research aims to investigate 300 new blends, approximately half of which are indigenous. It is these indigenous new blends, in particular, which form the main subject of the research. The blends are taken from *The Database of Lithuanian Neologisms* and firstly classified by origin. They are analysed from quantitative and qualitative perspectives.

No sufficiently detailed database of blends is created to allow their qualitative structural analysis. However, the problems of blend research are already becoming apparent. One of them is the relation between blending and composition, i.e. morphemic way of word formation. There are new coinages that have both blend and compound features, e.g. *dvirtakis* 'bike path'. Another observation is the semantic importance of motivation in identifying blends, e.g. *poilsenybė* 'royally resting Majesty (about SPA clients)' is not derived from *poilsis* with the suffix *-enybė*. This blend is obtained by fusing parts of two source words *poilsis* 'rest' and *didenybė* 'Majesty'. No less important is the interpretation of word formation with splinters such as *-gate, -holic, -mobile, -mate, -nomica, -exit,* etc.

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Shaping and Engaging: Mass Media Strategies Through Mass Media Tropes

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It is hardly possible to speak about any technology other than mass media, so manipulative and versatile, when it comes to techniques and strategies. And there is unlikely any other mind-controlling tool more capable of influencing public decision-making, forming attitudes, and imposing ideologies.

Mass media is generally believed to adhere to the traditional triad of three discourse strategies, such as to inform, instruct and entertain. But through the analysis of the collected linguistic data, the use of such tropes as metaphors (novel and conventional), periphrasis and allusion in mass media, shows an obvious slant towards implicit as well as explicit foregrounding the entertainment and shaping persuasive strategies, thus overshadowing the informative one (Grishaeva 2015).

The conducted analysis also considers mass media tropes as rather effective means, assisting mass media in planning and implementing their nominative strategies, namely focusing, contrasting direct and indirect identification. The selected tropes were analysed regarding their cognitive mechanisms. The aim was also to look into some of the linguistic and extralinguistic factors behind the choice of certain figures of speech in communicating the message to the audience, the latter being rather diverse both socially and culturally. An attempt was made to highlight when and why tropes may stand out among other language means of mass media communication as more engaging tools, while securing no-mental-effort decoding of the message by the collective recipient. Here, we assume that both the expressive nature of tropes and their position in mass media texts may contribute more effectively to gearing the information to the audience, focusing attitudes, providing audience involvement and triggering an expected response. Furthermore, some of the tropes were found to be also referring to recipients' cultural knowledge, and whether media authors have to conform with that or try to impose their own view of the world was also discussed.

Multilingual Acquisition, Learning, and Decline of the Arabic Language of Syrian refugees in Norway After the Arabic Spring

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Main objective. Due to the war in Syria, more than 7 million Syrian nationals have been forced to leave the country since 2011 and around 36 thousand Syrians and their descendants lived in Norway in 2020. When it comes to language training, many refugees participate in an "introduction programme", which includes training in Norwegian. By looking at Norwegian loan words in Syrian adults and children speakers in Norway, this paper aims to add to the literature on language contact and change. The Syrian society in Norway starts to face new phenomena (in all 4 skills; reading, writing, speaking, and listening).

Research questions: 1) Which kinds of loan words (verbs, nouns, adjectives, etc.) from Norwegian can be found in the daily speech of Arabic speakers from Syria?

2) How are Syrian refugees trying to stop language decline by maintaining the Arabic language in their children (especially the skill of writing) through their attitudes and reported attempts to stop language decline?

3) To what degree do Arabic schools in Norway help to maintain a native level of Syrian children in Norway?

It is to **QA**) Determine how many loan words there are in the Arabic of Syrian speakers in Norway. **QB**) Determine the loss of Arabic vocabulary in children of Syrian immigrants ' writing. **QC**) Measure language change, and code switching in the spoken and written Arabic of Syrian immigrants. **QD**) Assess the roles of Arabic language schools in Norway in teaching Arabic for Syrian refugees.

Methodology and outcomes via **open interviews** to establish the scope of the research, and a questionnaire with 13 questions. The fieldwork and resulting works represent an important advancement in language documentation and the comparative study of Arabic dialects and the effect of Norwegian on them. The **study** was conducted in seven **cities** in Norway during the second part of 2020, and in early 2021, research was carried outin Bergen, Oslo, Kristiansand, Trondheim, Tromsø, and Mandal by using **interviews, questionnaire, and storyboards** (for children only). For the adults, the interviews were mainly held in the school of refugees in all the 7 cites, wherelong observations were also made to collect the data. The total number of adults and children taking part in the research was212 and 41 respectively. The research resulted in statistics and diagrams, using the statistics program SPSS software and was carried outusing a combination of sociolinguistic methods and theoretical frameworks. The interviewees were asked questions about their feeling about language in Norway, their experience with language of talking with others, their attitudes to loan words from Norwegian; the **fieldwork** was predominantly conducted in houses, cafés, schools, but very few interviews were conducted using Zoom software.

The main questions in the interviews:
1. How do you feel when speaking Arabic to Syrians?
2. How do you feel about using Arabic in Norway with others?
3. Do you feel that Arabic is losing its power? … at work, school, in life…etc.
4. Are you willing to continue to speak Arabic? And why? (for adults and children)
5. What do you think about people mixing Norwegian into Arabic?

6. Can you tell me which Norwegian words you use or you put in everyday Arabic?

The documentations were classified based on the respondent's gender, age, level of education, the parts of Syria they came from, and the number of years of living in Norway. The data can be classified into **groups**:

1. From age 6 to 12 years;
2. From 13 to 19 years;
3. From 20 to 34 years;
4. From 35 to 54 years;
5. From 55 and above.

The research analyzed **the writing of childrefugees** and documented them.

The main outcomes. The research will revealthe number/ extent of loan words in speaking and writing. It aims to measure language change, grammar, and phonetic change. This measure will be obtained through interviews with adults and children.

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The Use of Taboo Language in Quarrels: The Difference Between Men and Women. A Cross-Cultural Perspective

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The present study falls within the realms of sociocultural linguistics and pragmatics. It focuses on the exploration of the intersection of language (taboo language), culture and the social index of gender in contemporary British and Russian drama and aims at 1) establishing the taboo repertoire (both semantic and functional) employed by men and women having a row in the context of the aforementioned cultures; 2) establishing the correlation between the employment of taboo language and the observance of the politeness constraint.

The theoretical background upon which the discussion expands is provided by the ideas concerning politeness and the notion of *face* that has to be attended to in polite interaction (Leech, 2014; Brown & Levinson, 1987) as well as the semantic and functional categorization of expletives (Stenström, 1991; Crystal, 2019). The qualitative method embracing both the elements of the speech-act approach and the elements of the sociolinguistic approach alongside with the method of non-experimental data collection were applied in the study.

On the basis of the analysis carried out in the study the following conclusions can be drawn: 1) taboo items falling under the *sex* and *body* categories outnumber the taboo items in the *religion* category in both corpora (the corpus of quarrels identified in British drama and the corpus of quarrels identified in Russian drama; 2) taboo items pertaining to the *religion* category are the least numerous in both corpora under analysis and include both items falling under the *heaven* subcategory (used by women in the English corpus), the *heaven* and *hell* subcategory (used by men in the English corpus), the *hell* subcategory (used only by men in the Russian corpus; no items pertaining to the *religion* category have been used by women); 3) a wide spectrum of negative emotions experienced by the personages is rendered through the extensive use of taboo language, whose function is non-interactive, i.e. intended to mirror the speaker's emotional involvement; 4) *face* as the most valuable personal possession is devalorised, politeness as a constraint ensuring communicative concord and comity is not observed.

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The Ways of Exemplifying in Bilingual Lithuanian Dictionaries

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Keywords: *meta-lexicography, dictionary example, infra-lemma, free example, condensed example*

The example segment is an essential component of any language dictionary and is especially important in bilingual dictionaries intended to assist those who are learning a foreign language. It not only helps the user to understand the lemmatized lexical unit but also provides guidance on how to use it. The functions of example sentences are not exclusive, as they are shared by other components of the microstructure; the example not only illustrates the information offered by other components but provides complementary information.

Research was carried out on segments presented as examples of the letter L of bilingual Lithuanian – Spanish / Italian / French dictionaries to determine what type of information each type of example provides or may provide, whether the example illustrates or complements the information already given, and whether that information may be provided by another type of example or another component of the microstructure. A first point is to distinguish real examples from other segments that are typographically presented in most Lithuanian bilingual dictionaries as examples but, in fact, do not exemplify; they are not a model from which the user can generalize the use of the word, but **they** may be exemplified: *žodžio laisvė – freedom of speech* and should be presented as an *infra-lemma* (a sub-entry).

There are basically three types of dictionary example that can be identified according to syntactic integrity: non-sentence phrases, infinitive clauses, and finite sentences. Starting from the axiom that the singularity of each lexical unit determines the way in which its use is exemplified, lexicographers establish what type of information is relevant according to the needs of the user and the greater or lesser complexity of the translation from one language to another. They then select the accurate type or types of example to illustrate the meaning or the grammatical, lexical or pragmatic behavior of the lemmatized word. Non-sentence phrases are the best format to show the different possibilities of combining the single words (noun-noun, adjective-noun-, adjective-adverb, preposition-noun, etc.). Infinitive clauses mostly serve to illustrate syntactical patterns and collocational information. Finite sentences are used proportionally to a lesser extent as examples but may provide very rich information about the lemmatized word: constructions with more than two arguments, the use of unstressed personal pronouns, passive and impersonal constructions, etc. In Lithuanian bilingual dictionaries, there are few examples whose translation illustrates not the use of the equivalent, but the differences in expression of the two languages paired in the bilingual dictionary. The only way to show these differences is through finite sentences.

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Written Composition in Adults with Dyslexia

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Although dyslexia difficulties normally appear during childhood, they may continue into adulthood, with a significant impact on the individual's daily and professional life. Like dyslexia in childhood, this learning difficulty in adulthood can be characterized by problems in reading and writing due to decoding deficits, low reading fluency, and spelling and written expression problems. The main objective of this study was to analyze writing skills, specifically at the level of written composition, in adults with and without dyslexia. The hypothesis was that these skills would differ in people with and without learning difficulties. Moreover, the scores obtained by people with dyslexia would be lower than the scores obtained by people without dyslexia. Forty-four people (between 18 and 55 years old) participated in the study; 26 of them were diagnosed with dyslexia and 18 did not have any diagnosis. All of them were evaluated with a standardized Writing Process Evaluation Battery and complementary tasks dealing with related skills. The results supported the initial hypothesis of the study and indicate the persistence of writing difficulties in adults with dyslexia, especially at the level of written composition. These results were in line with available scientific evidence. Furthermore, the lack of specific intervention programs for writing skills adapted and validated in Spanish for adult population suggests the need to create an intervention proposal, which would help to reduce the disruptions these difficulties are creating in the lives of people with dyslexia. The proposal is described as part of the current work.

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Teaching the SDGs and Climate Change
During the Covid-19 Pandemic

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It always seems impossible until it's done.
Nelson Mandela

Change is slow until it isn't.
This will naturally impact educational systems
and make them adapt even faster,
especially after the SARS-CoV-2 pandemic, or else.
José Carlos Aissa

This presentation discusses the seventeen Sustainable Development Goals (SDGs), which were subscribed to on 25th September 2015 by all the United Nations member states during the celebration of the seventieth anniversary of this international organisation. The presentation devotes special attention to Goal 13, whose main purpose is to achieve Climate Action through five targets meant to fight climate change (United Nations General Assembly 2015; see also Robertson 2014). When the SDGs are considered from a teaching perspective, they are found to cover different aspects contained in the secondary school syllabus. More precisely, they may prove extremely useful for teaching both English as a foreign language and Civics, which has just been introduced as a compulsory subject to fourth-year students near achieving a B2 level of the Common European Framework of Reference for Languages (CEFR).

Moving from this background, this presentation firstly outlines the SDGs and Goal 13 in particular. Secondly, it deals with the targets of Goal 13 by analysing several materials belonging to various text-types explicitly referring to Goal 13, such as films (UN 2020), documentaries (Balog 2018) and speeches by public figures like Leonardo DiCaprio and Barack Obama (see Sitography). Finally, these materials are used to build a lesson plan offering activities to develop the students' four basic language skills. This is carried out by means of the teaching and learning methodologies PPP (Present Practice Produce) and TBL (Task-Based Learning) (Harmer 2013a and 2013b), and by means of the TESOL and Sustainability approach (Goulah & Katunich2020). Apart from learning the relevant grammar and vocabulary, students will also realise that, in these environmental discourses, taking action is a strategy to strongly convey and reinforce the idea of a shared urge to solve climate and ecological issues.

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Creative Activities in and Around LSP Textbook: Cultural Aspect and Control Function

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The purpose of the present study is to analyze creative tasks as part of the instructional technique for a textbook of foreign language for specific purposes. Materials: The French textbook for students in Veterinary edited in 2021. The most important tasks require analysis and compression of a large amount of multilingual information (group student videos, photo reports, selfies, creative graphic tasks, comics, presentations, infograms). The elements of the culture and history of France are important (Explain why the Gallic rooster is the symbol of France; Visit the Musée de Cluny website and describe the Lady with a Unicorn tapestries on the senses). The cover photo is purposefully chosen ("A herd of cows at the La Brede castle of Charles Louis de Montesquieu"), as well as "Make a presentation on the history of the Limousine breed of cows, starting with the Lascaux Cave II "Vache Rouge" murals estimated at around 17 000 years", and "The first Limousin bull to have set foot on American soil came from the Marquise de Pompadour estate" to make it possible to talk about these historical figures and eras. These types of work are also used as a form of semester control: in June 2021, each first-year veterinary student prepared a veterinary description of one species of animals at the Moscow Zoo and individually recorded a video near the cage. None had been to the Moscow Zoo before. As noted by the students, these types of activities provided psychological support in the situation of distance learning.

Academic Speaking in University Classroom within Action-oriented Approach: The Task of Individual Argument

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Keywords: *action-oriented approach, teaching, methodology, higher education, students' needs*

Within the framework of an action-oriented approach, it is generally perceived that students need to acquire real to life skills that are applicable in reality and their social environment (Kaliska, 2016;). At the same time students should feel motivated and satisfied with the knowledge perceived (Sun & Wang, 2019). At university, specific competences are activated in the form of ability to deliver a proper argument as a purposeful activity, as well as to engage in a true to life scenarios, increasing students' creativity and critical thinking offering them a problem-based learning approach (Kriaučiūnienė et al., 2019).

The current presentation aims to focus on the methodological implementation of action-oriented approach at the Vilnius University Faculty of Philology. More specifically, the aspect of academic speaking, i.e.., persuasive argumentation, will be considered in more detail and illustrated with the practical examples of students' feedback to the task of persuasive argumentation having impact on their life and studies.

Qualitative methodology was used to collect the data in the form of open questions from 64 First Year students studying Computer Science and Software Engineering at the Faculty of Mathematics and Computer Science about their experience completing the persuasive argumentation task as well as of the impact it has made on their lives.

The research findings have shown that the majority of students tend to struggle with finding the appropriate scientific data (53%), necessary for proving their arguments. The rest of the students' challenges referred to the correct structure (11%), their fear of speaking (11%), and ingenuity to make it fun for the audience (11%). At the same time, it has been clarified that the students found this task as the most useful and most of them were confident to use persuasive argumentation skills (13%) as well as ability to find information (34%) and academic speaking layout (28%) in their upcoming career.

It can thus be argued that the students have successfully learnt of how to strategize and structuralise their speeches to make them more appealing to the audience. Finally, this study has demonstrated that though students were challenged to be creative and apply their skills empirically, they gained much experience and knowledge in searching for information, building their communication skills and making reasonable arguments.

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Integration of Academic Writing Genres in a Course of English for Academic Purposes and Science: From Academic Summary to Evaluative Synthesis

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The presentation aims at sharing experience in evaluating the potential and dynamics of academic summary and evaluative synthesis as well as the implementation of these genres in designing an action-based course of English to students of Science. It starts with considering a variety of theoretical implications such as the guidelines of the linguistic policy (i. e., CEFR), the students' needs and profile, expectations of the stakeholders as well as general cognitive patterns that are to be taken into account and matched when designing appropriate academic writing tasks for students doing a course of English for Academic Purposes and Science. The second part deals with the methodological possibilities and strategies that could be utilized to develop both pragmatic and the linguistic competences by applying a modified academic summary followed by a research-based synthesis and evaluation. The presentation also discusses the problems with the academic writing performance assessment criteria and the motivation behind the adaptations in the assessment grid.

Melzi, Bergoglio et Frisoni: Les Termes du Commerce Avant Les Dictionnaires Bilingues de Spécialité en Italie

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Le dictionnaire bilingue de langue de spécialité, notamment celui de commerce, est considéré comme un outil indispensable en classe et pour tout usager ayant besoin d'une aide concrète dans son travail. Il s'agit d'un instrument lexicographique qui, en Italie, fait timidement son apparition dans le scénario éditorial italien à partir de 1899. Avant cette date, les technolectes, les vocables scientifiques et, même, la terminologie commerciale étaient insérés dans les dictionnaires généraux bilingues, comme, par exemple, dans le *Nuovo dizionario francese-italiano e italiano-francese, commerciale, scientifico, tecnico, militare, marinaresco* de Giovanni Battista Melzi, publié pour la première fois en 1886 ou dans le *Nuovo vocabolario francese-italiano e italiano-francese : letterario-scientifico-commerciale* que Cesare Bergoglio publie en 1890. Bien avant la rédaction de ce type d'ouvrage, il y avait sûrement la possibilité de trouver des dictionnaires polyglottes à l'usage exclusif des marchands et des voyageurs, tels que celui de Gaetano Frisoni, *Dizionario commerciale in sei lingue (italiano-tedesco-francese-inglese-spagnuolo-portoghese)*, publié en 1907.

Les prodromes des premiers dictionnaires de langue de spécialité de commerce représentent un corpus intéressant pour comprendre les premiers pas entrepris par les lexicographes qui ont décidé d'englober le terminologie de spécialité dans un dictionnaire bilingue général ou plurilingue. Pour ce faire, nous analyserons la macrostructure, la microstructure, le terminologie technique et la phraséologie des dictionnaires de Melzi, Bergoglio et Frisoni.

Mots clés: lexicographie de commerce, langue de spécialité, dictionnaire bilingue français-italien

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Birth of Phraseological Units, a Whole Mystery

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Keywords: *French phraseology, proverb, formation of phraseological units, figment*

This communication seeks to answer the question why and how phraseological units and locutions are born. Recognized linguists who worked in the field of phraseology of Russian, English and French speak about the stages of the formation of a phraseological unit. We proceed from the recognition of the two-stage phrasing, putting forward the hypothesis that there must be a context (historical, ethnographic, socio-cultural) and a need that should satisfy the linguistic demands of a community (designate a new object or phenomenon, some situation).

We used the method of continuous sampling of the research material and the method of analysis of the formation of a phraseological unit, based on the associative principle, which allows us to identify the specifics of figurative associations assigned to a certain type of situation.

We take a look at the contribution of illustrious writers to the enrichment of the French phraseological background over the centuries in order to show that there are sequences that, once appeared, function to the present day. At the same time among them there are those that fall into disuse and are unknown to the general public. Meanwhile, some of them may be transformed over time. So, we propose to analyze any phraseological unit (regardless of its status according to different classifications (proverb, collocation etc)) as an organism that goes through all stages of life : formation (birth), functioning (life), ending (death).

The article is based on research done by both French and Russian linguists and is provided with a large number of representative examples.

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From a Lexical Verb to a Pragmatic Marker: The Case of the French *falloir* 'have to/must'

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The paper seeks to present a semantico-functional analysis of the French verb *falloir*. The empirical data are obtained from a parallel corpus – the *Corpus Parallèle de Textes Littéraires* (CTL*FR-LT*), which is composed of French literary texts and their translations into Lithuanian. The paper uses quantitative, qualitative and comparative methods. It is based on the studies focusing on the polysemy of modal verbs (Chu 2010; Dendale 1994; Kronning 1988; Le Querler 2001; Rossari 2012) as well as on the development of discourse markers in language (Dostie 2004; Traugott 1995).

The findings show that the verb *falloir*, while maintaining its core meaning of necessity, can express conjecture. When it is used in patterns together with verbs of saying (*verba dicendi*) and verbs of visual perception, *falloir* no longer functions as a marker of necessity and becomes a pragmatic marker of connection and argumentation.

The analysis of the translations of the French verb *falloir* into a typologically different language, Lithuanian, has also confirmed the entrenched use of the verb in question in the modal field of necessity and its rich functional potential in the French literary texts. The paper contributes to the existing contrastive studies between the French and Lithuanian languages, which are not numerous. The findings of the research could serve didactic purposes as well as add to the field of translation studies.

Rendering Stylistic Reduplication: A Case Study

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The paper focuses on the Italian translation of the collection of short stories *Dienų piramidės* by the Lithuanian writer Daina Opolskaitė (winner of the EUPL 2019). This book is characterized by the extensive use of such rhetorical figures as diphtology, hendiadys, repetition, parallelism – all of which share the common trait of containing at least two elements (be they single lexemes or more complex constructions) describing or referring to one single object, or concept, or event. For this class of phenomena the general label "stylistic reduplication" will be adopted here. In this paper I will first present the data extracted from the text, namely the occurrences of different reduplicative figures, their frequency and distribution, the lexical classes involved (e.g. adjective + adjective; noun + noun; adverb + adverb, etc.). Relying on these picture, I will try to outline the role of reduplication in the original text. As a second task, translation issues will be addressed. I will present the main difficulties met in the process of rendering stylistic reduplication into Italian and I will discuss possible translation strategies.

Some Considerations on the Polyglotism of Cardinal Giuseppe Gasparo Mezzofanti

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Cardinal Giuseppe Gasparo Mezzofanti (1774-1849) was already unanimously recognized in the course of his life as one of the greatest polyglots in history. The lexicographer Francesco Cherubini presented him as "*quel solo illustre Bolognese ch'è la meraviglia de' tempi nostri in fatto di scienza glossica*" (Adelung, 1824: v); Friedrich Blume (1827: 152 n. 32) wrote about him: "*Bekantlich wird [...] in ganz Europa als ein linguistisches Wunder, als zweiter Mithridat betrachtet*" and Lord Byron argued: "I don't remember a man amongst them whom I ever wished to see twice, except perhaps Mezzophanti, who is a monster of languages, the Briareus of parts of speech, a walking polyglot, and more; - who ought to have existed at the time of the Tower of Babel, as universal interpreter" (Moore, 1832: 262-3). Beside being an esteemed librarian and a renowned orientalist, Mezzofanti not only learned but also taught many different languages. The numerous evidence related to his polyglotism attested in the sources and in the autograph manuscripts preserved in the *Fondo speciale Giuseppe Mezzofanti* of the *Biblioteca comunale dell'Archiginnasio di Bologna* allow us to understand some of the strategies used by Mezzofanti both in language learning and teaching. The talk I propose aims to illustrate a synthesis of these strategies.

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Studying Dante's Commedia in Lithuania(n) with HYPERCritical Editor

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2021 marks the 700th anniversary of the death of Dante Alighieri (1265-1321) who, beside being unanimously considered the father of the Italian language, is undoubtedly one of the most famous and influential poets of all time.

Questa ricorrenza costituisce l'occasione per rivolgere l'attenzione ad un fatto cui non sempre si pensa: quanta perdita di informazione comporta la traduzione di un testo molto stratificato e complesso come la Commedia?

Se la storia delle traduzioni del capolavoro dantesco è antica (la prima versione latina comparve già nel XV secolo e ad oggi se ne contano centinaia, in decine di lingue diverse), occorre, tuttavia, anche ricordare che dell'opera furono scritti numerosi commenti già a partire dalla morte di Dante, fatto questo che di per sé mostra la complessità del testo e la necessità, per comprenderlo compiutamente, di un commento. A ciò va aggiunta un'ulteriore considerazione: per essere compresa da un madrelingua italiano di media cultura, prima ancora di venire commentata, la Commedia oggi viene parafrasata, ovvero trasposta nell'italiano contemporaneo.

Queste osservazioni preliminari bastano ad evidenziare quali e quanti problemi ponga rendere la Commedia in una lingua diversa dal fiorentino del XIV sec. Per restituire almeno parte della ricchezza del testo originale, ovviamente inquadrando anche il contesto socio-storico cui ci si riferisce, il ricorso ad un commento sembra inevitabile. Anche in questo caso, tuttavia, è necessario chiedersi quali componenti (socio-storica, allegorica, linguistica, filologica ecc…) esso dovrebbe privilegiare. Se fino a qualche anno fa era necessario effettuare una scelta, anche perché un'edizione cartacea impone(va) dei limiti fisici all'estensione delle appendici esegetiche, oggi è possibile produrre edizioni digitali modulabili che non solo consentono di superare questo limite ma che sono diventate strumenti di ricerca e didattica di enorme efficacia. In questo intervento illustriamo le potenzialità didattiche del software XYZ, presentando il canto V dell'Inferno e le sue tre traduzioni in lingua lituana.

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Integrated Teaching of Foreign Languages: A Cognitive Approach to Historiography in Undergraduate CLIL Classes

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After reflecting on conflicting interpretations of the aims and methods of the Content and Language Integrated Learning (CLIL) approach to foreign language teaching, with specific interest in the supposed priority of content over language, this presentation introduces and discusses the concept of *cognitively oriented approach to historiography*. The purpose of this theoretical and methodological study is to define an inventory of linguistic tools – including the hermeneutic approach to textual analysis, historical linguistic, onomastic, and semantic cognition – to reflect on the representation of the past in undergraduate-level classes aimed at integrated foreign language learning. The paper will discuss several study cases selected from the expertise acquired delivering lectures in history of the Mediterranean region. R. W. Langacker's distinction between *dictionary* and *encyclopedic meaning* is applied to the reflection about the naming of spaces – such as the Red, the Mediterranean and the Baltic Seas – and the subsequent construction of local identities. Semantic adaptation is discussed to illustrate the colonizing power of historical toponymy in cases like *Gibraltar* and *Egypt*. To show how Historical-comparative linguistics helps identify the common derivation of transnational and diachronic phenomena, we consider the example of the names of *god*, the concepts of *sacred* and *holy* in historical religions, and implications of the loanword *zero* and its reference in the semiotic triangle. The approach itself has been developed to enhance the traditionally mutilated linguistic aspects of learning in CLIL classes, and to stimulate the multilingual and intercultural approach which usually facilitates the learning of foreign languages. The conclusions point at two-fold benefits: with reference to the content, it is possible to teach a decolonized history specifically because the approach focuses on cognitive colonization of time and space. With reference to the language, the application of the selected methodological tools forces the learner to reflect on language-oriented knowledge (i.e., the Sapir-Whorf-type model for the representation of knowledge) and to develop conscious linguistical competences, such as history of language, philological notions, and principles of cognitive linguistics. In contrast with priorities relevant for college students, these are fundamental competences for translators, interpreters and linguists formed at university.

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Tense-aspect Acquisition in New First Language: A Case Study of an Internationally Adopted 12-year-old

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Second language acquisition in a situation of international adoption is unique as it gives the possibility to study what happens when a person acquires L2 after having stopped using L1. A study has been conducted on L2 acquisition of Lithuanian children adopted to Italy who, due to various reasons, have reached pre- and school age prior to adoption. The case study presented in this paper concerns the acquisition of the verb system of Italian by a Lithuanian girl, adopted at the age of 11,5 years old, whose language behaviour has been observed starting little before the adoption and followed for one year in the new country. Before the adoption the girl was monolingual in Lithuanian and she has not received any formal teaching of Italian even after the arrival in her country of adoption.

The progress of Italian L2 acquisition was observed by periodical recordings. The analyzed data is comprised of over 11 hours of recordings, divided into 10 periods about a month from one another. The morphological analysis showed an extremely rapid rate of acquisition, having acquired the whole Italian verb system within the first year in the country. The focus in this paper is on the acquisition of *passato prossimo*, Italian perfective past tense, and *imperfetto*, the imperfect tense, a distinction that is clear in Italian but does not have an obvious counterpart in Lithuanian. The acquisition of the tense-aspect system in the pre-adolescent adoptee generally follows the documented path of Italian L2, however, it differs greatly in speed and at some points in the acquisition ~~that are most difficult for~~ from both adult and child Italian L2 acquirers, namely auxiliary choice, participle agreement, extension of imperfect to other aspectual classes. These latter points resemble the acquisition path of L1 Italian.

Some Remarks on Bernardo Segni's Italian Translation of
Nicomachean Ethics

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In the middle of the sixteenth century Bernardo Segni (Florence 1504-1588) published some Italian translations with commentaries on some works of Aristotle. HE was not a scholar nor did he have a university affiliation nor could he boast a deep knowledge of Greek language, but he worked in the cultural climate of Duke Cosimo I's Florence (Florence, 1519-1574) and of the Florentine Academy, whose aim was to raise the cultural centrality of Florence and its dialect. In this presentation I analyse some passages of his translation and commentary on Aristotle's *Ethica Nicomachea* (Florence 1550; Venice 1551). Through this examination some characteristics of the author's work emerge, such as his didactic purposes, maybe related to the type of his audience, his (small) knowledge of classical authors and sources, adn his tendecy towards actualization and dialogue with present.

„Als wäre die Zeit ein Raum". Zu Joseph Roths Reisen durch Galizien und Frankreich

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Die Beschleunigung und Zersplitterung der Zeit in unzusammenhängende Augenblicke, jenes für die Moderne ohnehin charakteristische Zeitgefühl, verschärfte sich durch die Kriegserlebnisse. Joseph Roth bringt dieses Phänomen auf den Punkt, wenn er 1925 schreibt, dass seine Generation keinen „Zusammenhang zwischen Kindheit, Mannestum und Greisenalter" findet (Roth, *Werke*, hg. von K. Westermann, 1989-1991, Bd. 2, S. 452) und jeder Augenblick die Welt verändert: „Innerhalb einer Sekunde […] ist jedes Ding durch tausend Gesichter verwandelt, entstellt, unkenntlich geworden" (ebd.).

Ein solcher Hintergrund bestimmt die ersten umfangreicheren Reisebilder von Joseph Roth, obgleich die bereisten Orte kaum unterschiedlicher sein könnten. Sowohl in seiner *Reise durch Galizien* (1924) als auch *Im mittäglichen Frankreich* (1925) und in den *Weißen Städten* (1925) der Provence ist Roth offenbar auf der Suche nach einer sonst verlorenen zeitlichen Kontinuität. So habe sich zum Beispiel in Galizien nach dem Krieg wohl einiges verändert, aber „die wesentlichen Dinge ändern sich nicht" (*Werke*, Bd. 2, S. 282). Und in der Provence findet er überall die Spuren „der unbedingten Kontinuität der menschlichen Entwicklung" (ebd., S. 469). Die bereisten Orte nehmen somit die Züge einer Utopie, die zum Teil wohl als regressiv zu bezeichnen ist, zum Teil in seiner Polemik gegen den grassierenden Chauvinismus auch revolutionär ist.

Reise als Antwort: Boddo Kirchhoff „Widerfahrnis"

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Das, was uns widerfährt, passiert nicht ohne unsere Beteiligung, aber überschreitet deren Grenzen. Bernhard Waldenfels beschreibt Widerfahrnis als *Pathos* Sphäre, die dem Bereich der Gefühle gehört. *Response* wird als eine Art Antwort auf Widerfahrnis verstanden. Im Zentrum des Interesses steht im Vortrag die Roadnovelle „Widerfahrnis" (2016) von Boddo Kirchhoff, in der existenzielle Fragen (die Sehnsucht nach der Liebe, die Begegnung mit Flüchtlingen) zu unserer Gegenwart aufgeworfen werden und die Möglichkeit ins Unbekannte aufzubrechen erzählerisch reflektiert wird. Als theoretische Grundlage dient in diesem Vortrag die philosophische Konzeption der Erfahrungsstruktur von Bernhard Waldenfels und Reise wird als metaphorische Antwort auf Widerfahrnis verstanden.

Carl Feyerabends Eindrücke von Vilnius und von den Litauern in den "Kosmopolitischen Wanderungen" (1795-97)

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Über den selbsternannten „Kosmopoliten" und Wanderer Carl [B.] Feyerabend ist wenig bekannt. Angeblich soll er aus Danzig stammen, von wo er sich nach einer ersten Etappe aus Berlin her kommend auf den Weg gemacht hat, den Ostseeraum und Russland zu Fuß zu durchstreifen. Dort sind später auch seine zwei kokett als „Bändchen" bezeichneten Wälzer mit Briefen an einen Freund erschienen – allerdings mit der Ortsangabe „Germanien" und überdies anonym. Über Anlass oder Motiv der Reise ist nicht viel bekannt. Relativ eindeutig ist hingegen die aufklärerische Gesinnung des Reisenden. Kritik an den feudalen Verhältnissen und Erscheinungen des unterdrückten Volkes gibt es vielfach. In besonderem Maße wird dies auch für die Litauer geltend gemacht, an deren Nationalcharakter Feyerabend aufgrund der jahrhundertelangen Unterdrückung eine Vielzahl schlechter Eigenschaften wahrnimmt. Voll des Lobes ist der Wanderer hingegen von den Landschaften Litauens – und von der Architektur Vilnius', bzw. Wilnas. Der Vortrag gibt die Schilderungen von Stadt und Menschen wieder, untersucht die Topologie der Perspektive im Vergleich mit anderen zeitgenössischen Darstellungen und widmet sich abschließend noch einmal den Absichten des Reiseschriftstellers.

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Wieviel Literatur gibt es in einem Reiseführer? Einblicke in den *DuMont*-Reiseführer *Baltikum* (2019)

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„Man sieht nur was man weiß"[6] lautet das Zitat von Goethe, welches bereits von zahlreichen Reiseführern als Werbe-Slogan eingesetzt wurde. Auch die Kulturforscher weisen darauf hin, dass der Blick des Reisenden primär vom bereits vorhandenen Vorwissen über das Zielland geprägt bzw. gesteuert wird. Dies lässt sich genau bei herkömmlichen Reiseführern beobachten: Sie beinhalten schließlich nicht nur praktische Informationen für die Reise, sondern schaffen ein umfassendes Bild des Ziellandes, welches auch kulturelle Profile umfasst, darunter auch derer literaturbezogenen Elemente.

Genau dieses Bild wird im vorgenommenen Vortrag angegangen. Es handelt sich um eine textlinguistische Analyse eines der meistbewerteten deutschsprachigen Reiseführer über das Baltikum: *DuMont Baltikum 2019*[7]. Der Schwerpunkt der Untersuchung liegt dabei auf Litauen und seiner Literaturlandschaft. Es wird der Versuch unternommen, festzustellen, inwiefern literaturbezogene Inhalte im Reiseführer thematisiert werden und wie sie zur Entstehung des gesamten Litauen-Bildes beitragen.

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Klischees und gängige Narrative in deutschsprachigen Reiseführern zum Baltikum

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Typisch für Reiseführer ist die Tatsache, dass sie sich auf der Schnittstelle zwischen schöngeistiger (Reise-)Literatur und Sachtexten befinden und sich zugleich durch entsprechende Eigenschaften wie ein individueller Stil oder ein Verzeichnis von Fakten und Tipps auszeichnen. Folglich ist der Raum für literarische Kreativität zwar vorhanden, aber er kann nicht immer ausgeschöpft werden. Insbesondere muss auch die Wahrheit der Darstellung beachtet werden. Aus diesen konkurrierenden Ansprüchen an die Gestaltung von Reiseführern resultieren nicht nur sich wiederholende, feste Narrative, sondern auch klischeehafte sprachliche Darstellungen, die in den unterschiedlichen Subtexten der Reiseführer latent auftreten. Diese Narrative und Sprachklischees stehen im Fokus unseres Vortrags. Am Beispiel von ausgewählten Orientierungstexten in deutschsprachigen Reiseführern zum Baltikum, die seit 1990 erschienen sind, soll aufgezeigt werden, welche Narrative sowie sprachlichen und kulturellen Klischees in ihnen vorkommen und dadurch weitertradiert werden.