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ABSTRACTS

TURINYS / CONTENT

PLENARINIAI PRANEŠĖJAI / PLENARY SPEAKERS

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Supporting bilinguals' well-being: A wish list for applied linguistics research in today's diverse world

This presentation is firmly rooted in a social justice perspective and goes on the assumption that applied linguists ultimately have a moral obligation to serve that perspective. In today's world, with so many people on the move, needing to learn and use several languages is of utmost concern and importance to many. Both emergent and expert bilingualism are thus very frequent, and need to be studied even more than they already are, not only in psycholinguistics and sociolinguistics, but also in applied linguistics, including second language acquisition studies. Specifically, because they are very under-represented groups in any kind of applied linguistics research, we need an increased focus on the communicative needs and well-being of (1) bilingual and emergent bilingual preschoolers and (2) newly arrived immigrants, including returnees.

https://www.habilnet.org/members/?accordion=1&item=1

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Hate speech: from the rally to the social media platform
An overview of the new legal and linguistic problems raised by digital hate

The dissemination of hateful messages had long existed before the internet, especially in the shape of posters, pamphlets and hate speech rallies. Some well-known cases in US jurisprudence involving hate speech rallies are, for instance, Terminiello v Chicago (1949), Brandenburg v Ohio (1969), National Socialist party v Skokie (1977) and Virginia v Black (2003). With the advent of new technologies, hate advocators have new powerful tools – for example, websites and social media platforms (Banaji & Bhat 2022) – to disseminate, advocate, promote and incite hatred towards members of protected groups on the grounds of race, ethnicity, religion, sex, sexual orientation and disability. As a result, digital hate (Udupa, Gagliardone & Hervik 2021) has raised new legal and linguistic problems related to the dissemination of hateful messages and incitement to hatred. This talk offers an overview of the new legal and linguistic problems raised by the digital medium compared to the non-digital medium, among them the transnational nature of hate speech, the questioned authorship of digital hate, the discontinuity of hateful messages spread through the internet, the illocutionary-perlocutionary link in digital hate, and the controversy surrounding the ˈimmediacy testʼ (Brandenburg v Ohio 1969) in US law. The discussion is illustrated through actual cases of non-digital and digital hate.

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Teaching World Englishes at the interface of linguistics, language education and classroom practice

The worldwide spread and diversification of the English language, and the large number of people who learn and speak English as a second or foreign language, has implications for the adequate coverage and integration of language variation in the curriculum for future English language teachers. Despite the persistent, exclusive exonormative orientation towards standard British and American English in EFL teaching contexts, monolingual, inner-circle native speakers (and the corresponding cultural norms) are no longer the (only) adequate target interlocutors for today's learners. The linguistic plurality of the varieties and functions of English should be reflected in English-language curricula, teaching materials and classrooms if students are to be educated for successful global communication.

While we are witnessing the first signs of a paradigm shift towards Global Englishes Language Teaching (Rose & Galloway 2019) and Teaching English as an International Language (Rose et al. 2020, Callies et al. 2022), the pedagogical implications of the globalization of English are rarely implemented in the curricula for the teaching of English linguistics. Moreover, students in teacher training programs often report a perceived fragmentation of disciplines and disciplinary knowledge. They tend to question the relevance of specific disciplinary content knowledge for their teaching career and their actual teaching practice. This also applies to English linguistics.

In this talk I report on an innovative teaching model at the interface of English linguistics, language education and classroom practice that introduces the linguistics of World Englishes into the curriculum for future teachers of English at a university in the northwest of Germany. During the course of one semester, teacher students learn about World Englishes and develop small teaching projects on selected varieties of English for the classroom which are then implemented in a subsequent practical phase at local schools. The teaching model aims to bridge the gap between theory and practice and promotes an awareness of the diversity of Englishes, increases exposure to such diversity, and helps future teachers to develop an awareness of the pedagogical implications of global spread of English to make informed classroom decisions.

I will also argue that the specific needs and issues that the teaching model addresses are to a large extent relevant for other pluricentric languages such as Spanish that are taught as school subjects in secondary education.

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I KOLOKVIUMAS / COLLOQUIUM I

HATE SPEECH: CHALLENGES, SOLUTIONS, AND INSIGHTS

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Hate speech technical legal definitions: when one cannot see the wood for the trees

As do the elements of specific civil or criminal offences, the elements of hate speech must be contained in legal definitions that enable triers of fact to examine the offence elements against the specific circumstances of a given legal case. However, the problem lies in the fact that there is no agreed-upon legal definition of hate speech. This fact has two significant implications. First, if hate speech is not cast in a technical legal definition, it may not be possible for the court of justice to recognise which speech acts are likely to fall under the category of hate speech that the law should sanction. Second, certain forms of hate speech may pass unnoticed by the court of justice. As a result, victims of legally unrecognised hate speech could end up lacking either protection of their fundamental rights of dignity and equality in a given jurisdiction. Therefore, one critical issue about hate speech laws is the equivocal nature of its forms of expression. As a way of example, according to US constitutional law, hate speech can only be punishable if it is a 'true threat'-or 'fighting words'-involving imminent risk of violence against the target groups and a breach of social order. By contrast, for the Council of Europe, hate speech is likely to be punishable if it refers to 'the advocacy, promotion or incitement, in any form, of the denigration, hatred or vilification of a person or group of persons, as well as any harassment, insult, negative stereotyping, stigmatisation or threat in respect of such a person or group of persons (...)'. Van Dijk defines a macro-speech act as 'the global speech act performed by the utterance of a whole discourse and executed by a sequence of possibly different speech acts.' (1992, p. 215) Drawing on van Dijk's definition, this paper aims at demonstrating that hate speech should be categorised as a single macro-act of group harassment, executed by different types of speech acts of discrimination against a target group over a significant period, to nullify the dignity of the members of such group. Specifically, this paper describes and explains the superstructure, the macrostructure, and speech acts that hate speech as group harassment may embrace. The analysis is grounded in the critical analysis of hate speech laws in different jurisdictions—International law, Common law, Civil law, European law, and national laws. The paper breaks new ground in categorising hate speech as a single macro-act of group harassment, thus making visible in the eyes of legal practitioners the cohesion between the myriad of speech acts that form the macro-act.

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Vocabulary and content of hate speech and their linguistic evaluation

The report presents an overview and analysis of hate speech objects obtained for linguistic investigation at the Forensic Science Centre of Lithuania in 2021-2022. According to the Criminal Code of Lithuania, hate speech includes ridicule, expression of contempt, incitement of discrimination, violence, physical violent treatment of a group or a person belonging thereto on grounds of age, sexual orientation, disability, race, nationality, etc. (Article 170 CC). During the pre-trial investigation, investigators often turn to expert linguists for conclusions about suspicious speech. Recently, investigation of possible hate speech is one of two most common tasks for linguists at the Forensic Science Centre of Lithuania (alongside with possible defamation cases). In 2021, 57 linguistic examinations out of 104 were made in the cases concerning possible violations of Article 170 CC. Most of the objects were online comments or posts, but there were also articles, video blogs, posters on inscriptions on walls, audio recordings. In the Forensics Science Centre of Lithuania examination of possible hate speech aims to establish whether the speech act is directed against a certain group of people or a person belonging to it; or a group is being humiliated; or the speech act promotes discrimination, pathologization, criminalization or violence ideas; or statements are formulated as a call for violent action.

The main purpose of the analysis presented in this report is to group the repetitive lexemes and content elements of hate speech acts and to define the standard for their linguistic assessment. These objects contain a frequent repetition of the same phrases, constructs, and ideas, so it is useful to prepare the assessment strategy for the repetitive elements of the lexicon and content of hate speech. At the same time, hate speech has different levels of intensity and aggression. There are various examples of the classification of hate speech in foreign literature: hate speech intensity scale, prepared by Babak Bahador (2020), modularized framework to differentiate various forms of hate speech, proposed by Sünje Paasch-Colberg et al. (2021). However, the application of these frameworks into practice leads to challenges, such as assessing dehumanizing and demonizing speech. For example, do people use the word "devil" to indicate the demonic nature of a target, or the word is used to name the negative qualities (e. g. villain) of a target without the intention of depicting a target as demonic? Are the names of animals, such as "pigs", intended to dehumanize or to describe the negative qualities (litter, involuntary) without willing to deny humanity? Indeed, some designations ("parasites", "pests", "beasts") clearly have a dehumanising function, but the functions of other words are more varied. Therefore, we need to develop a more detailed hate speech examination strategy based on Lithuanian vocabulary and content assessment.

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Cyber violence against women in politics: Challenges, solutions, and insights

This presentation critically investigates the emerging techno-social phenomenon of gender-based cyberviolence. In illustrating the magnitude, trends and patterns of this burgeoning issue, it specifically focuses on how it affects the lives and political careers of women in elected democracies in the EU and worldwide.

The phenomenon will be mapped across its various forms and instantiations, which capitalize on established strategies of gender-based violence (gender-stereotyping, moral degradation, body shaming and rape threats, among others) as well as on the vast array of digitally-native meaning-making resources, including new affordances like image modification and new trends like meme culture (Esposito and Zollo 2021; Esposito and Breeze 2022).

In the attempt to problematize and find solutions to such a complex political, digital and gender issue, this presentation also engages in reflections informed by a 'continuum thinking', able to acknowledge digital discourses for their tangible role as a gatekeeping practice and their potential to jeopardise the hard-fought progress towards gender equality in politics and beyond.

Some theoretical and methodological considerations across the fields of Critical Discourse Studies and Digital Media Studies (KhosraviNik and Esposito 2018) will also be presented, further contributing to the ongoing establishment of promising practices for the rigorous analysis of digital data for social scientific purposes.

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Exercise in hate speech identification for the Lithuanian language: Annotation and early experiments

A significant issue for the identification of content as hateful is that there is no universally accepted definition of hate speech, mainly because of the vague and subjective determinations as to whether speech is "offensive" or conveys "hate" [2, 9]. Another challenge is that "hate speech" now refers to a variety of speech acts, and, despite the debates surrounding the term itself (e.g. [1], [4–9]), machine learning (ML) developers and researchers find it challenging to identify and monitor hateful content online. Hence, hate speech is seen not only as a linguistic and social phenomenon with various tones and forms but also as a

technological problem with challenges faced by automated approaches for its identification. Some studies, however, found promising results for detecting hate speech in textual content, e.g. [2, 3, 10]. The proposed approaches employ ML or deep learning (DL) methods to classify text as hate speech. An automated approach, in turn, requires a lot of preparatory work: annotation, pre-processing, a number of experiments, etc.

In our study, we start with annotation, to distinguish hate speech from other types of negative content, namely, offensive language. We use corpora to train models for hate speech identification. Datasets used for annotation and early experiments were collected from comments in Lithuanian news portals and those on the Facebook platform (only user-generated comments from public pages of news portals without personal information). Our work is continued with training preliminary models. Early experiments identified 2 promising approaches: embeddings with different parameters [11] and pre-training approach [12]. For the latter, we have chosen ELECTRA (Efficiently Learning an Encoder that Classifies Token Replacements Accurately) [13] which is much faster than other popular deep learning frameworks, such as BERT (Bidirectional Encoder Representations from Transformers) [14]. Our final goal is the development of a hate speech detection prototype for the Lithuanian language which could be used to monitor hateful content online for exploration of the phenomenon as well as a preventive measure in making the online environment safer and more comfortable.

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Covert hate speech detection: a pilot study of discourse analysis and computational linguistics

Some research in applied linguistics and computer sciences has suggested linguistic evidence as proof of negative sentiment (e.g. MANDOLA project, Wazem). Such research tends to focus mainly on keywords, i. e. more likely overt hate speech. However, nowadays overt hate speech is more easily regulated and tackled thanks to international instruments (e.g. 2016 EU code of conduct, 2019 UN Action plan on hate speech, 2020 UN Guidance Notes on Addressing and Countering Covid-19-related hate speech), hate speech legislation and social media regulation. We argue that *covert* hate speech is much more pervasive than overt hate speech. Covert hate speech relies on using disguised ways to express racism, sexism, homophobia or any bias against a specific community, which could incite violence. Such covert strategies include metaphors, analogies, proverbs, understatements, sarcastic remarks, as well as coded words or dog whistling strategies (Baider 2019; Baider & Constantinou 2020; Bhat & Klein, 2020; Åkerlund, 2021). These are understood as Othering mechanisms which breed anger, contempt and fear - all emotions that are core to hatred, which in turn is core to extremisms (cf. Baider & Kopytowska 2017; Strani & Szczepaniak-Kozak, 2018; Strani & Szczepaniak-Kozak, 2022). Our project aims, among other things, to enable a broader understanding of such linguistic processes by means of corpus linguistics methodology. In a pilot study funded by the British Academy in February 2022, we applied a specific research methodology/procedure to analyse the sentiment of online BTL comments on Ukrainians living in Poland. It is important to note that these messages were posted between 20/04/2020 and 19/04/2021, so before the Russian invasion in Ukraine. The aim was not to analyse only offensive messages, but the sentiment of general Internet content in Polish on Ukrainians, to then *understand the context and mechanisms of hate speech.* In order to design an appropriate research tool and prepare its convincing description, we collaborated with IT specialists affiliated with CLARIN-Poland and worked with software such as Sketch Engine, MultiEmo and HateSpeech. The presentation will discuss the methodology in more detail, some of our findings, and the impact of the pilot study.

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Same tools, different target: Countering hate speech through memes

Although its origin can be traced back to biology (Dawkins 1989), the concept of "memes", as we understand it today, belongs to typical products of Internet culture. As part of an inherently participative culture – the so-called web 2.0 – memes are created to be remixed and shared, becoming "tokens of postmodern folklore" (Shifman 2014: 15).

As highly medium-specific discourse constructions, memes are multimodal artifacts in essence combining image and text, usually with humouristic purposes (Milner 2012). However, the very notion of humour is problematic, and memes have evolved towards other communicative functions, some of which may be interpreted closer to extreme speech and radicalisation (Fielitz and Thurston 2019), allowing "extreme message to masquerade as a medium specific parody" (Crawford, 2020). Memes then are used to reinforce social bonding rather than share information in a way to solidify the ingroup via the mockery of others (Zappavigna 2012) since, as Milner (2013: 2) claims, participants need to grasp fixed references to get the inside joke.

Potential of memes to channel and spread hate speech, understanding this concept as any kind of discriminatory or pejorative language addressed to a person or a group based on any identity factor (UN strategy and plan of action of Hate Speech, 2019), seems to be undeniable. This paper discusses, however, if memes could also display the same potential to become counter hate speech tools. In particular, I will analyse a corpus of 100 memes compiled from 2019 to 2021 that mock the same stereotypes frequently used in Islamophobic memes to convey a negative image of Muslims and Islam (Aguilera-Carnerero 2023, Aguilera-Carnerero & Tegal 2023).

My aim is two-fold: on the one hand, it is to analyse the meaning of memes as a feature highly dependent on a given community of "prosumers" (Toffler 1980) and, on the other hand, to unveil the semiotic representation of counter hate in this new form of digital communication. To carry out the analysis, I will use Segev *et al*.'s (2015) methodology first to identify families of memes and then study the quiddities of the corpus (the Islamophiliac component) along with Shifman's three dimensions of memes (content, form, and stance) to explain how ideology is shaped through different linguistic structures and ultimately, how memes can also be practical instruments to reverse all the hate embodied in apparently innocuous digital culture products.

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Practices of countering hate and hostility in internet comments

One of the social issues that is and will remain relevant in the nearest future is the need to solve the tension arising between the international standards aimed to regulate freedom of expression and the obligations of states and societies to counter hate speech. On the formal level, Article 19 (2018) stresses the importance of recognising and speaking out against intolerance and discrimination, including hate speech. This requires that public figures (including politicians), the media, and civil society recognise and react to prejudiced harmful conduct and find suitable ways to intervene in both formal and informal interactions. There is growing activism in developing acts and practices of such intervention, but the actions of counteracting hate and especially research on such practices are still limited (e.g. Sagredos & Nikolova 2022).

The present study aims to examine the practices of counteracting LGBTIQ-targeted hostility in Lithuanian internet comments. The objectives are to analyse (1) the extent of homophobic comments and counter-discourses and (2) the discursive strategies used comments counteracting homophobic comments.

This study applies the discourse historical approach (Reisigl & Wodak 2001; Wodak 2001) in combination with the theory of impoliteness (Culpeper 2011, Culpeper et al. 2017; also, Garcés-Conejos Blitvich & Sifianou 2019). The framework allows analysing the discursive strategies used in conflicting discourses to legitimise the commentator's viewpoints and those employed to delegitimise the opponents (or "the other").

The data includes all the comments posted in reaction to a news article on a recent social event aimed to support LGBTIQ persons (1,718 comments in total); however, the analysis is primarily concerned with the comments that counter homophobic discourses. The other comments are used to view the social practice of responding to hostility in a wholistic way (as a polylogue), to contextualise counter-speech, and to examine which comments are counteracted.

The results show that counter-discourses are very limited (especially in the section of unregistered users) and are not as cohesive as the discriminatory ones. Counteracting comments are often based on humour and are framed as questions addressed to homophobic commentators. Some of them are structured as narratives of hostility against hostility and as such, do not aim at mediation. However, as the data shows, the neutral ones do not avoid fuelling the conflict either.

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II KOLOKVIUMAS / COLLOQUIUM II

ASYMMETRY IN COMMUNICATION: INFANT- AND PET-DIRECTED SPEECH

Conventor Ineta Dabašinskienė
Vytautas Magnus University, Lithuania

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(Re)thinking the input: a Lithuanian case

"(Re)thinking the input: a Lithuanian case" aims to study the input in the child's preverbal phase in terms of particular linguistic categories, frequency, and distribution. Many studies have focused on the input data in a child's verbal phase in the context of syntactic structures and stability of the grammatical constructions. However, less is known about the stability vs dynamics of the input's preverbal structures. Two longitudinal corpora of the mothers' interaction with their children have been studied for the pilot analysis. The main findings emerge from the data analysis of approximately six months (from 0;4 to 0;10) and present the results regarding the distribution of lexical and grammatical structures.

Reili Argus
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Diminutives in Estonian CDS vs PDS

The Estonian study "Diminutives in Estonian CDS vs PDS" compares the spontaneous CDS data from children between 1;5-3;0 with dog-directed speech using spontaneous data and a questionnaire. Estonian is considered a diminutive-poor language compared with Russian or Lithuanian (Kazakovskaya & Argus 2021). Although diminutives in PDS are not significantly more frequent than in CDS, different linguistic means of diminutivisation are more diverse in PDS. Namely, in addition to the most common noun diminutives (two suffixes*, -u* and *-ke*(*ne*)), the attachment of a diminutive suffix to a verb stem can be observed.

F. Nihan Ketrez
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Terms of address in child-, infant- and pet-directed speech

The contribution "Terms of address in child-, infant- and pet-directed speech" focuses on speech directed to preverbal infants and pets in Turkish. The inquiry compares the data on infant- and pet-directed speech to that of child-directed speech, which was documented as very poor in the amount of diminutive use even though the language has a variety of productive diminutive morphemes (Ketrez & Aksu-Koç 2007). This study investigates whether the scarcity of diminutives is observed across different addressees and whether the addressee's (lack of) linguistic performance is the reason for the difference in the diminutive use. The preliminary results, based on analyses of naturally occurring interactions with pets (dogs, cats, birds), infants (0;3-0;9), and children (2;0-3;0), as well as questionnaires on participants' self-reported language use, suggest that Turkish infant- and pet-directed speech shows poor diminutive use, just like child-directed speech containing alternative forms to express affection and sympathy.

Laura Kamandulytė-Merfeldienė, Ineta Dabašinskienė
Vytautas Magnus University, Lithuania

Diminutives and hypocoristic in Lithuanian pet-directed speech

"Diminutives and Hypocoristic in Lithuanian Pet-Directed Speech" will mainly focus on pet-directed speech. The aim of this study is to investigate diminutives and hypocoristics used in communication with pet animals. The data were collected via questionnaires of native Lithuanian speakers. Almost one hundred participants completed the online survey; they were pet owners, mostly of dogs and cats. The study concentrates on pragmatic functions of hypocoristics and diminutives. The results confirm the hypothesis that diminutives are often used to express empathy, sympathy, intimacy, playfulness, and mitigation. Moreover, diminutives and hypocoristics in pet-directed speech are used to express humor, and even irony or sarcasm. In addition, the results show that pet owners use augmentatives which have the effects similar to diminutives: they tend to express tenderness and intimacy, as well as playfulness. The results show that diminutives are more often used in communication with small pets. It can be explained by the fact that younger and smaller pets are emotionally closer to us, which is a pragmatic factor.

Laura Banelytė
Vytautas Magnus University / Kangwon National University, South Korea

Pet-directed speech in Japanese culture

The last presentation introduces East Asian culture and language features. The pilot study entitled "Pet-directed speech in Japanese Culture" aims to demonstrate linguistic elements relevant in communication with pet animals. Japanese differs from Indo-European languages in the use of honorific suffixes and prefixes and greater variety of onomatopoeic words (Atherton & Moore 2016). The results of the study suggest preference for these specific elements compared to diminutives or hypocoristics usually employed in other languages. In addition to linguistic analysis, the social and cultural context when using pet-centered register will be considered.

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PRANEŠIMAI / INDIVIDUAL PAPERS

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Investigating teachers' and learners' views about individual differences in English language learning in Hungary

In our presentation, we aim to provide a short overview of the results of a mixed-methods investigation that mapped the role of individual differences in English language learning in Hungary from the perspective of both learners and teachers. Furthermore, we would like to discuss how our results can inform teacher education in Hungary and beyond. English language learners from 11 secondary schools across the country (N = 1,127) took part in our study, and we collected data concerning these students' motivation (Dörnyei & Ushioda, 2021), emotions (Pekrun, 2014), autonomy (Benson, 2011) and self-efficacy beliefs (Bandura, 1997; Piniel & Csizér, 2013, 2015) with the help of a piloted questionnaire. At the same time, the English teachers (N = 32) teaching these students were interviewed about their views of the above mentioned individual difference variables. While the student questionnaires were analyzed quantitatively using statistics, teachers' interview data were explored qualitatively, with the help of thematic analysis. In the first part of our presentation, we will briefly summarize our main results concerning the similarities and differences between student and teacher data. It was revealed that while teachers discussed the role of all ID variables as important and considered their own role in shaping them unquestionable, students' data indicated that self-efficacy beliefs had a decisive role in the learning processes for them. The summary of the main results will be followed by identifying possible points of intervention in teacher education. First of all, our findings suggest that the complex role of emotions in language learning should receive more emphasis. Second, the investigation of how self-efficacy beliefs can be enhanced should be prioritized. Third, it should be revealed which motivational theories can most successfully inform classroom teaching and how students' motivation can be utilized to integrate out-of-classroom activities into classroom work. Fourth, ways in which second language learning autonomy can increase students' activity in the classrooms should be emphasized. Finally, we argue that teacher trainees and even practicing teachers should receive training about the most recent theories of second language learning processes, as this would help them in making informed decisions in their day-to-day classroom work.

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Linguistic purism in the Bengali language in Bangladesh: myth and reality

The paper traces the historical development of "linguistic purism" worldwide as well as in Bangladesh. It also discusses the origin and development of the Bengali language in terms of pidginization and creolization. Furthermore, initiatives of linguistic purism in Bangladesh by linguistic purists and the government are explored from historical and socio-linguistic points of view. The myth and reality of linguistic purism in Bangladesh are explored with due reference. The issues (language pollution, language deterioration, language oppression, language extinction, language health, etc.) which are raised by language purists in Bangladesh are critically analyzed in this paper. The debate over "loan words" and "borrowing words," code-mixing, and code-switching is explained in the context of Bangladesh. The paper investigates the pros and cons of linguistic purism and its consequences for linguistic development in Bangladesh. It will be illustrated how linguistic purism is related to linguistic human rights.

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Discursive functioning of genre knowledge: Methodological pluralism in an empirical study of two online genres

Genre-related approaches have been fairly central to the linguistic study of computer-mediated discourses (cf. Giltrow and Stein 2009; Herring, Stein and Virtanen 2013). The talk joins in this scholarly discourse by combining the perspective of cognitive genre theories and social cognitive pragmatics. The talk presents an empirical study that rests on the theoretical assumption that genres are discursive schemas and discursive categories which dynamically emerge in the course of discourses. Thus, genre is a knowledge type that is equally activated during the processing and the production of utterances (cf. Busse 2014; Steen 2011; Solin 2011, see also Bakhtin 1986). The study aims to describe the functioning of this knowledge from the aspect of discursive practice. In order to reach this goal, the talk focuses on the empirical investigation of two selected genres: online recipe and online book review, i.e. two online genres having strong offline traditions, the former described by an instructive while the latter by an evaluative character. In this context, the talk addresses the central research question as to what the core components of the discursive schema of online recipe and book review are.

The talk answers this question by presenting the findings of a two-pronged empirical study. On the one hand, the study carried out the systematic manual analysis of a small-scale research corpus in MAXQDA data analysis software. The analysed sample consisted of all those pages of a set of Hungarian recipe and book review websites (3 websites of each type) which gave explicit instructions to recipe writers and book reviewers on how to produce an adequate instance of the given genre. These metadiscursive utterances (which are considered as acts of codification as well) reflected some essential genre qualities of recipe and book review from various aspects. On the other hand, an experiment was also accomplished in which two groups of university student informants (15 informants in each group) were given the task to produce (i) the recipe of a good novel and (ii) the review of a good recipe. Required contamination of the two genres under study was aimed at attesting the very core components of each genre. Experimental data were then analysed in MAXQDA software; manual analysis focused on the emerging discursive patterns of construal. Contrary to the authors of metadiscursive webpages, informants did not reflect on their genre knowledge explicitly but they activated this knowledge in a creative and proactive manner. A final comparison of the two datasets enables us to precisely define the core components of the discursive schema of online recipe and book review.

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Hungarian pre-service teachers' perceptions of and attitudes towards the teaching profession

Teacher shortage is slowly becoming a widespread phenomenon in Hungary. One of the significant underlying causes is the fact that more and more pre-service teachers decide that after graduation they will not pursue a teaching career. Leaving the field even before they start working in it generates an even more problematic situation in the Hungarian public education sector. The current paper aims to discuss Hungarian teacher trainees' motives of why they feel compelled to leave their chosen field of work too early. The explanation behind their decision might provide a future solution to the problem at hand.

During data collection, 54 Hungarian pre-service teachers were asked to write a personal narrative in English about their future plans and aspirations after graduation and about the challenges they believe they have to face when teaching. The analysis of the data focuses on the teacher trainees' perceptions of the status and prestige of the teaching profession in today's Hungarian society. In addition, based on the participants' narratives, their attitudes towards teaching and perceptions concerning the characteristics of a teacher are also investigated.

Preliminary analysis of these narratives shows that although pre-service teachers in their final year of study consider teaching an important profession that affects future generations, many of them are either indecisive about becoming a teacher or have already decided that they would not like to teach in the current public education system. For this, they provide manifold reasons, the most common being the perceived low prestige of the teaching profession in Hungary. Further points include the disadvantageous financial status of novice teachers as well as the heavy workload that is associated with teaching. As far as their attitudes are concerned, teacher trainees express both positive and negative attitudes towards teaching itself; however, regarding the character traits of a good teacher, they have such high expectations that they themselves believe that it is rather impossible for them to surpass them.

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The use of English among Latvian adolescents: A study of multilingual identities and language dominance

Social identities are formed and reconstructed through language use (Bucholtz and Hall, 2005; Druviete and Požarnova, 2021), and the emergence of online communities and digital environments allows for the individual to examine aspects of their personal identity as well as choose to build a more flexible second language (L2) identity. While identity construction has become the focus of research on communication among school students (e.g. Liu and Zhao, 2011; Chevasco, 2019), the effects of virtual communication on language use among adolescents has received little attention in Latvia. This paper builds on the research on L2 influence on L1 (Van Hell and Dijkstra 2002; Cook, 2003), the impact of social media on teens' language acquisition (Li et al., 2015; Maghfur et al., 2020), and multilingual identities (Pavlenko and Blackledge, 2004; Nematzadeh and Narafshan, 2020) to provide a more comprehensive picture of the use of Latvian in social media and personal communication among Latvian adolescents. The aim is to explore current attitudes towards the Latvian language by investigating whether the correlation between sociolinguistic identities and Latvian-speaking abilities is mediated by language dominance and global trends foregrounded by the dominant use of English in social media platforms.

Both qualitative and quantitative research methods (focus group discussions, electronic questionnaires) will be used. Two surveys will be employed to provide the study with a variety of data. The first survey, Bilingual Language Profile (Birdsong et al., 2012), targets language use, proficiency, age of acquisition, and changes in linguistic environments, and it assesses how much a participant leans towards one language or the other. The second survey focuses on language use in social media and other virtual domains (video games, podcasts etc.), and it draws inspiration from the Ungspråk electronic questionnaire (Haukås et al., 2021) in terms of engaging questions for young people. Finally, focus group interviews will help to identify problems in the current language norms and ways in which the use of Latvian could be promoted in virtual spaces. This two-part survey model combined with focus group discussions will be employed to assess the responses given by a group of students aged 14-25 that use Latvian and English across different domains.

Though Belcher and Lukkarila argue that a cornerstone in English for Specific Purposes (ESP) teaching is to consider "what learners want to become through the target language" (2011: 27), there is a growing need to understand factors and social contexts that trigger different language use in Latvian adolescents beyond language teaching, and understanding the management of social identities in digital environments is the first step in this field of research. Identity creates a sense of belonging, and this study hopes to identify criteria that trigger different language use among Latvian adolescents. The results will provide useful insights in order to work towards creating an environment in Latvian classrooms where students are free to confront their relationship between their languages and personal and national identities.

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Ką rodo tekstų lengvai suprantama kalba išbandymai?

Lengvai suprantama kalba – tai kalbėjimo ar rašymo metodas, kai kalbinė raiška supaprastinama tiek, kad tekstą suprasti būtų lengva ir skaitymo sunkumų patiriančiam asmeniui (plg. Hansen-Schirra, Maaß 2020: 17). Sunkumų skaitant įprastus tekstus kyla įvairioms visuomenės grupėms, pavyzdžiui: žmonėms su intelekto negalia, vyresnio amžiaus žmonėms ar negimtakalbiams (plg. Misako, Gyda, Bror 2010, Ahrens 2020). Todėl pasaulyje jau ne vieną dešimtmetį rengiami tekstai lengvai suprantama kalba.

Tekstams lengvai suprantama kalba keliami tam tikri reikalavimai. Išleistos jau ne vienos tokių tekstų rengimo gairės (plg. Misako, Gyda, Bror 2010; Nomura, Skat Nielsen ir Tronbacke 2010). Taigi tekstai rengiami pirmiausia vadovaujantis jomis. Vis dėlto bene kiekvienose iš tų gairių pabrėžiama, kad prieš publikuojant tekstą lengvai suprantama kalba jį būtina išbandyti su tikslinių grupių atstovais (plg. Misako, Gyda, Bror 2010). Taigi net ir laikantis gairėse nurodytų rekomendacijų, privaloma patikrinti, kiek tekstas išties yra lengvai suprantamas jį skaitysiantiems asmenims.

Teksto lengvai suprantama kalba išbandyme dalyvauja tikrintojai (angl. *validators*) ir padėjėjas (angl. *faciliator*). Tikrintojai – tai tikslinių teksto lengvai suprantama kalba grupių atstovai, kurie sutiko perskaityti tekstą. Padėjėjas padeda tikrintojams skaityti tekstą, užduoda jiems teksto supratimo klausimų, paprašo atpasakoti tekstą ar taiko kitas strategijas, kuriomis tikrina, kiek tekstas yra suprantamas. Taip pat padėjėjas fiksuoja, kokių sunkumų kilo tikrintojams, ir šią informaciją perduoda teksto rengėjams. Jie, atsižvelgdami į išaiškėjusius kliuvinius ir pateiktus siūlymus, tekstą pakoreguoja.

Pranešime keliamas klausimas, kokių tikslinėms grupėms kylančių sunkumų atskleidžia tekstų lengvai suprantama kalba išbandymai. Atlikta lingvistinė tekstų taisymo po išbandymo analizė. Iš viso išanalizuota 19 tekstų. Taisymai analizuoti keturiais lygmenimis – diskurso, sintaksiniu, leksiniu ir morfologiniu. Analizė atskleidė, kad daugiausia sunkumų tikslinėms tekstų lengvai suprantama kalba grupėms kelia žodynas. Nesuprantamų žodžių grupę dažniausiai sudarė retesni ir abstraktesni žodžiai. Kur kas retesni buvo sintaksės bei morfologijos lygmens klausimai. Dažniausiai jie buvo susiję su teksto artumu šnekamajai kalbai ir žodžių bei sakinių trumpinimu. Kiek didesnė dalis taisymų buvo diskurso lygmens. Daugelis jų buvo susiję su kontekstinės informacijos trūkumu ar poreikiu tikslinti informaciją. Pranešime pristatant duomenų analizę pateikiama ir rekomendacijų tekstų lengvai suprantama kalba rengėjams.

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Figuratively speaking? A case study of Indian PSAs in the time of the pandemic

The current paper investigates the emergence of creative PSAs resplendent with figurative language during the Covid 19 pandemic in India within the theoretical framework created by Charles Forceville (2016) and Neil Cohn (2018). Generally, a PSA in its regular form will be more about the information to ensure public awareness for a definite theme and purpose.

However, the current day PSAs that are being shared online are an amalgamation of colors, images and captions ranging from the genuine to bizarre. Majorly, they contain figurative and literal meanings in such a way that the recipient must decipher carefully in order to understand the meaning.

The figurative use of multimodal PSAs is seen to have captured different stages of the pandemic between the period of 25 March 2020 to current day. In the above set of PSAs, we showed some selected during the initial First Wave of the pandemic. The corpus of PSAs is all collected online and then each one is categorized according to the figurative language type it illustrates (see Pérez-Sobrino, 2014). Interestingly, they bring together two dominant mediums the oral and the visual for unique affect (Góralska:47). Methodologically digital ethnography is followed wherein the researchers' collected data by sending off the PSAs to a range of demographics (age and gender) amongst both urban and non-urban populace to observe sharing habits in different online groups such as WhatsApp etc.

The collected set of PSAs were extremely sensitive to changing conditions of pandemic development in the country. During the data collection the fact that some PSA is already out of circulation was kept in mind before considering it for our analysis. Unlike the ethnographic field the digital field was traversed with few conditions in mind such as: 1. Timeline. 2. PSA content variety 3. PSA popularity. The analysis will also follow the multimodal aspect of the PSAs and the overall meaning formation interpreted by interaction of visual with verbal. Thus, the paper will explore the manner in which this is translated from a vision to its meaning, and then moves on to examine the impact it had on the overall socio-cultural conditions of the times.

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CAT tools in LSP translation education programmes

Computer-assisted translation (CAT) is a relatively new method of translation and it has received much attention over the past decades. Therefore, various CAT tools have been incorporated in the curricula of the translator training programme at University of Debrecen, Hungary, where teaching structured courses of business LSP translation to MSc and PhD students has a long-standing history.

This presentation explores the recent development of translation training at the Institute of Business Communication and Professional Language Studies. The poster sets out to present the introduction of CAT tools, which enables future translators to use computer software support to facilitate their translation process. We will also give an overview of the MEMOQ which is a translation environment tool first released in 2006 by Hungarian language technologists. One of its main features is the use of translation memories (including a database of text segments in the source and the target language(s)). MEMOQ provides translation memory, terminology, machine translation integration and reference information management in desktop, client/server and web application environments. Its thematic term bases and live docs enable translators to collect the most appropriate, task-oriented resources for their future work, and use them appropriately, saving plenty of time and energy.

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Kaip ir kodėl rašo pradinukai? Sociolingvistinis mokyklinio raštingumo 1950–2020 m. tyrimas

Tradiciniuose raštingumo tyrimuose į raštingumą įprasta žvelgti iš standarto centrizmo perspektyvos ir nuo norminės rašybos besiskiriančius žodžius laikyti klaidomis (angl. *errors*) (Tainturier, Rapp 2001: 264), nukrypimu (angl. *deviation*) nuo dominuojančių normų (Canagarajah 2015: 38), ribotais (angl. *restricted*) kalbiniais ištekliais (Blommaert 2010).

Lietuvių kaip gimtosios kalbos mokymo modelis savo turiniu taip pat yra standarto centriškas ir grindžiamas normatyvistine gramatika: standartinė kalba laikoma gimtosios kalbos prototipu (plg. Coulmas 2013: 16–17), ugdant kalbinį raštingumą ir mokant rašymo sistemos rašymas susiejamas su vienintele mokykloje legitimia kalbos atmaina – standartine kalba, moksleivių kalbos formas standartinėmis keičiantys mokytojai veikia kaip standartinę kalbą legitimizuojantys agentai, rašymas tampa standartinės kalbos vaizdinius ir formas reprodukuojančia kalbine veikla (plg. Bourdieu 1991: 45), o kodifikuoto rašybos standarto (arba norminės rašybos) neatitinkantys rašybos atvejai vadinami klaidomis (PUBP 2008: 97, 99 ir kt.).

Pradinių klasių moksleivių rašyba diachroniniu aspektu, kiek žinoma, iki šiol nėra tirta. Taigi konferencijai siūlomame pranešime „Kaip ir kodėl rašo pradinukai?" pristatomas diachroninis mokyklinio raštingumo tyrimas, kurio objektas – 1–4 klasių moksleivių rašto darbai, rašyti 1950–2020 m.

Medžiaga tyrimui rinkta iš rašto darbų bazės „Rašinėliai" (http://rasineliai.sociolingvistika.lt), kurią sudaro autentiški lietuvių kalbos pamokose ar namie moksleivių rengti įvairių žanrų rašto darbai – diktantai, rašiniai, interpretacijos, atpasakojimai, atminimai, gramatikos užduotys, literatūros užrašai, mokymasis rašyti raides ir pan. Tyrimui atrinkti visi šiuose darbuose rasti ir mokytojų ar pačių moksleivių taisyti, ir jų netaisyti žodžiai, kurių rašyba skiriasi nuo lietuvių kalbos norminės rašybos, iš viso – daugiau kaip 5000 žodžių.

Tyrime keliama keletas tiriamųjų klausimų: 1) kas lemia 1–4 klasių moksleivių rašybos variantiškumą? 2) kiek 1–4 klasių moksleivių rašybos variantiškumas keičiasi skirtingais istoriniais laikotarpiais, t. y. sovietmečiu ir nepriklausomybės metais?

Tyrimu tikrinamos mokslinės prielaidos, kad (1) pradiniais mokymosi rašymo etapais vaikai daugiausia remiasi fonologija, todėl sakytinė kalba – pagrindinė priežastis, kodėl jų rašyba varijuoja ir skiriasi nuo norminės, (2) sakytinės kalbos įtaka esanti universali ir nuo istorinio laikotarpio nepriklauso.

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Language as value and identity: Cultural-historical paradigm in Latvian language policy

The paper presents part of the findings of the State Research Programme "Latvian Language" (2018-2021) and ongoing research in the new SRP "Letonika — Fostering a Latvian and European Society" (2021–2024) implemented in partnership by the University of Latvia, Liepāja University, and the Latvian Language Agency. The following research hypothesis has been put forward: the sustainability and competitiveness of the Latvian language depend on its use in all socially important functions, which in turn is determined by language attitude – a set of subjective factors that characterize language perceptions, attitude towards different languages (or language variants) and measures taken by state or public institutions to regulate the language situation. Therefore, in addition to monitoring the situation of the Latvian language in terms of language skills and language use, special attention should be paid to public opinion, language beliefs, linguistic stereotypes and the study of linguistic behaviour. This goal will be achieved by parallel research in two directions: quantitative analysis (monitoring) of the dynamics of language situation focused on the assessment of such indicators as Latvian language skills among various social groups and language use in certain sociolinguistic functions (collaboration partner – Latvian Language Agency), and qualitative studies of language ideologies including public opinions about language issues, linguistic stereotypes etc. and language standardization (research institutions). Is the Latvian language still recognized today as a value that is worth maintaining and that is not to be assessed only in terms of economic advantage? Should we find a new approach to strengthening the value of the Latvian language? The project analyses ways how language

attitudes are related to identity, i. e. a socio-historical way to refer to qualities of sameness in relation to a person's connection to others and to a particular group of people speaking one or another language, and the sustainability of the "cultural-historical paradigm" in particular.

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Lenkų kalbos užrašai Vilniaus kalbiniame kraštovaizdyje

2021 m. Vilniuje gyveno 556,5 tūkst. gyventojų, tarp jų 15,4 proc. lenkų. „Miestai ir kalbos" projektų metu tirti Vilniaus lenkai teigė, kad lenkų kalba Lietuvoje yra vartojama kaip sakytinė (Geben 2010: 171), taigi kilo klausimas, kiek ir kokių užrašų lenkų kalba galime aptikti Vilniuje. Ženklų lenkų kalba paieška, apimanti visus oficialius ir neoficialius užrašus pagrindinėse Vilniaus gatvėse, parodė, kad jų yra nedaug, sukaupta 35 ženklų nuotraukos. Kalbinį kraštovaizdį Lietuvoje tyrė ir apie užrašus lenkų kalba rašė: Ruzaitė 2017; Gruodytė 2016; Muth 2012; Kedars ir Verschik 2019. Tačiau savo pranešime sutelksiu dėmesį į vienkalbius arba daugiakalbius užrašus lenkų kalba, kuriuos galima buvo fiksuoti 2021 m. Vilniuje. Juos analizuosiu lenkų tautinės mažumos kalbinių nuostatų kontekste ir pateiksiu savo įžvalgų dėl lenkų kalbos (ne)vartojimo privačiuose užrašuose.

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Mokslo straipsnių santraukų struktūra: gretinamasis tyrimas

Pastarųjų dešimtmečių pasaulinės lingvistikos tyrimuose didelis dėmesys skiriamas akademinio diskurso analizei. Daug dėmesio skiriama tarpdisciplininiams akademinio diskurso ypatumams, bandoma atsakyti į klausimą, kas moksliniame diskurse yra universalu, o kas būdinga tik atskiroms mokslo sritims ir kryptims,

kokie esminiai bruožai apibūdina skirtingas akademines bendruomenes. Be įvairių kitų mokslinio diskurso žanrų, nemažai tyrėjų dėmesio sulaukia mokslo straipsnių santraukos. Jos užima vis svarbesnį vaidmenį mokslo rezultatų sklaidoje: į jas atsižvelgia skaitytojai, rinkdamiesi, kokius straipsnius skaityti, mokslo žurnalų redaktoriai neretai vien iš santraukos sprendžia apie tolesnius įteikto straipsnio recenzavimo etapus, recenzentai sutinka arba atsisako recenzuoti straipsnį. Mokslo straipsnių santraukos anglų kalba yra daug ir išsamiai tyrinėtos, tačiau vis dar mažai tyrimų, analizuojančių santraukas, parašytas kitomis kalbomis, o ypač trūksta kelių kalbų kontrastyvinių tyrimų. Mokslo straipsnių rusų kalba santraukos yra mažai tyrinėtas, o lietuvių kalba – netyrinėtas žanras.

Šiame pranešime, remiantis projekto „Mokslo straipsnių santraukos: struktūra ir autoriaus pozicijos raiška" (2021–2023 m., bendrai finansuoto iš Europos socialinio fondo lėšų pagal dotacijos sutartį su Lietuvos mokslo taryba) duomenimis, pristatomas tarpkalbinis gretinamasis tyrimas, kuriame lyginamos trys kalbos, reprezentuojančios skirtingas akademinio rašymo tradicijas. Lietuviškasis modelis lyginamas su anglosaksiškuoju (santraukos anglų kalba) ir kontinentiniu (santraukos rusų kalba) modeliais. Šio tyrimo tikslas yra nustatyti pagrindinius lietuviškųjų, angliškųjų bei rusiškųjų mokslo straipsnių santraukų tarpkalbinius bei tarpdisciplininius struktūrinius panašumus ir skirtumus. Tam, kad būtų pasiektas šis tikslas, buvo sudarytas humanitarinių mokslų disciplinų (filosofijos, lingvistikos, literatūros, istorijos ir archeologijos) mokslo straipsnių santraukų palyginamasis tekstynas HUMLER lietuvių, anglų ir rusų kalbomis.

Empirinė medžiaga lietuvių kalba buvo atrinkta iš mokslinių žurnalų, įtrauktų į duomenų bazę „Lituanistika", anglų ir rusų kalbomis – iš konkrečių disciplinų recenzuojamų aukšto lygio mokslo žurnalų, vadovaujantis bendraisiais tekstynų sudarymo principais (McEnery & Wilson 2001), specializuotų tekstynų (Bowker & Pearson 2002) ir palyginamųjų tekstynų (Connor, Moreno 2005, Moreno 2008) sudarymo kriterijais. Tekstyną sudaro 750 mokslinių straipsnių santraukų, t.y. po 250 santraukų viena kalba. Kiekybinė ir kokybinė santraukų struktūravimo modelių analizė HUMLER tekstyno pagrindu atskleidžia retorinių „ėjimų" ir „žingsnių" (Swales 1990) skirtingose disciplinose ir kalbose realizacijos ypatumus, išryškina lietuvių akademinio diskurso ypatumus anglosaksiškos ir kontinentinės rašymo tradicijų kontekste.

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Lietuvių kalbos aktualijos ir realijos Lietuvos naujienų portaluose: diskurso analizė

Kalba atlieka tarpininkės vaidmenį tarp žurnalistų, visuomenės, asmens ir tikrovės. Žiniasklaida reflektuoja ir įtvirtina socialines normas, formuoja asmens tapatybę, daro įtaką jo veiksmams, skatina veikti (Collen 2010). Tai, kaip žiniasklaidoje pateikiamos aktualijos, atspindi ir visuomenėje vyraujančias tiesiogines ir netiesiogines nuostatas aptariamo klausimo atžvilgiu.

Pranešimo tikslas – išsiaiškinti lietuvių kalbos diskurso ypatumus ir nustatyti, kokiuose teminiuose kontekstuose interneto naujienų portaluose kalbama apie lietuvių kalbą ir kokios kalbinės nuostatos reiškiamos lietuvių kalbos atžvilgiu.

Tyrimui pasirinkti trys populiariausi internetinės žiniasklaidos portalai: delfi.lt, 15min.lt, lrt.lt. Nuo 2019 m. rugsėjo iki 2020 m. gruodžio buvo atrinkti 688 straipsniai ir jų pagrindu sukurtas žiniasklaidos tekstynas. Atliekant tyrimą buvo taikoma kiekybinė ir kokybinė analizė, derinant tekstynų lingvistikos ir diskurso analizės metodus. Pirmiausia buvo sudarytas dažninis daiktavardžių sąrašas ir nustatytos tiriamos kolokacijos „lietuvių kalb*" kairieji ir dešinieji kolokatai. Kitu tyrimo etapu buvo pasitelktas M. Reisiglio ir R. Wodak (2001) pasiūlytas diskurso analizės argumentų modelis. Lietuvių žiniasklaidos tyrimuose jis buvo taikytas J. Ruzaitės (2017), tiriant nuostatas anglų kalbos atžvilgiu.

Analizė parodė, kad daugelis tų pačių daiktavardžių priklauso skirtingoms temoms, todėl tik siaurinant kalbinį kontekstą, t. y. įtraukus kairiuosius ir dešiniuosius kolokatus bei nustačius pastoviuosius junginius, buvo galima aiškiai apibrėžti aktualius teminius kontekstus, kuriuose kalbama apie lietuvių kalbą. Interneto naujienų portaluose lietuvių kalbos diskursas formuojamas atspindint visuomenėje vykstančias aktualijas bei pateikiant visuomenės narių vertinimus, vieno ar kito reiškinio analizę, jo priežastis, padarinius ir pan. Tam pasitelkiami vadinamieji argumentai, kurie išreiškia teigiamus ar neigiamus su lietuvių kalba susijusius aspektus. Teigiamas kontekstas vyrauja, kai kalbama apie pasaulinio garso literatūros kūrinių prieinamumą, taip pat žinomų lietuvių atlikėjų dainas lietuvių kalba. Taip pat teigiamos nuostatos reiškiamos užsieniečių atžvilgiu, kurie ryžtasi mokytis lietuvių kalbos. Dviprasmiškai vertinamas aspektas, susijęs su lietuvių kalbos raiškos išgalėmis – vieniems jos neišsemiamos, kiti pabrėžia, kad kalbai trūksta modernumo, nes ypač lyginant su anglų kalba tos raiškos galios skiriasi. Neigiamas kontekstas vyrauja, kai kalbama apie gimtakalbius lietuvių mokinius ir jų prastus lietuvių kalbos ir literatūros brandos egzaminų rezultatus. Visuomenėje nesutariama dėl lietuvių kalbos ir literatūros programos bei egzamino. Teigiama, kad lietuvių kalba yra sunki gimtakalbiams, jos taip pat sunku išmokti mažumų atstovams. Ir teigiamas, ir neigiamas nuostatas galima įžvelgti emigracijos kontekste – susiduriama su daugybe sunkumų ir kliūčių išlaikant lietuvių kalbą, vis dėlto ji vertinama kaip vertybė ir lietuviškosios tapatybės dalis. Pabrėžtina, kad visos šios nuostatos reiškiamos paprastai ne pačių žurnalistų, bet cituojant, kalbinant su aptariamais klausimais susijusius visuomenės narius, specialistus ar publikuojant jų nuomones, komentarus.

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„Išsilavinęs, įdomus, veiklus..." – bendrine kalba ar tarme kalbantis žmogus?

Anksčiau dažnai vyravo nuomonė, kad tarmės *kaimietiškos* ir *senamadiškos*, o bendrinė kalba – *šalta, nenatūrali* ir *oficiali*. Tačiau užaugo ne viena karta, kuriai bendrinė kalba ar su vietos tarme sumišusi bendrinė kalba yra gimtoji, jau nebe mokykloje išmokta taisyklių rinkinį primenanti kalba, bet namų ir šeimos

kalba, vienintelė, kurią moka, todėl sava. Sustiprėjo ir kai kurių Lietuvos regionų etninės tapatybės paieškos, savitumo, išskirtinumo siekis, kartu sustiprėjo tarmių vertė, svarba. O išpopuliarėjus socialiniams tinklams atsirado dar viena erdvė, kurioje kalba dažnai vartojama laisvai, kur ji yra arti sakytinės, tarminės. Taigi matyti ryškūs pokyčiai, santykis su kalbos atmainomis kinta.

Šio pranešimo tikslas – atskleisti, kokios dabar yra visuomenėje vyraujančios nuostatos bendrinės kalbos ir tarmių atžvilgiu, kokios socialinės vertės priskiriamos šioms atmainoms. Tiriamoji medžiaga surinkta 2020–2021 m. vykdant VU projektą „Lietuvos gyventojų kalbinės nuostatos ir kalbinis elgesys" (rėmėja VLKK). Metodas – kiekybinė analizė, derinta su kokybine interviu analize. Kiekybiniame klausimyne respondentų buvo prašoma apibūdinti ne pačią kalbos atmainą, bet tam tikra atmaina kalbantį asmenį, t. y. buvo prašoma pasirinkti vieną iš dviejų opozicinių kalbėtojui priskiriamų savybių. O atliekant kokybinius interviu buvo klausiama, koks informantui atrodytų nepažįstamas bendrine kalba ar tarme kalbantis žmogus.

Iš kiekybinės anketos išaiškėjo, kad dažniausios savybės, priskiriamos bendrine kalba kalbančiam žmogui, apibūdina išsilavinimą (*išsilavinęs*) ir kalbėseną (*stengiasi kalbėti taisyklingai, oficialus*). Moterys, ypač jaunos, statistiškai reikšmingai dažniau linkusios bendrine kalba kalbančiam žmogui priskirti labiau teigiamą apibūdinimą pagal statusą, išsilavinimą, kompetenciją veikti ir socialinį patrauklumą. Svarbu pažymėti, kad nemaža dalis respondentų neturėjo aiškios nuomonės. Kokybiniuose interviu dažniausiai įvardyta savybė – *išsilavinimas*. Tačiau ne vienas įvardijo, kad šalia tokio žmogaus jaustųsi *nejaukiai.*

Iš kiekybinės anketos matyti, kad dažniausios savybės, priskiriamos tarmiškai kalbančiam žmogui, apibūdina socialinį patrauklumą (*šiltas*, *malonus*, *įdomus*), kompetenciją (*veiklus, pasitikintis savimi*), išsilavinimą (*išsilavinęs*) ir kalbėseną (*paprastas ir kasdieniškas).* Svarbu pastebėti ir tai, kad atsakymas „nežinau" buvo tikrai dažnas. Asmenys, kurie moka tarmiškai, statistiškai reikšmingai dažniau manė, kad tarmiškai kalbantis žmogus yra *išsilavinęs*, *šiltas*, *malonus*, *pasitikintis savimi*, *įdomus*, *veiklus*. O iš vidutinio ir vyresnio amžiaus respondentų atsakymų susidaro tradicinis, ankstesniuose tyrimuose išryškėjęs tarmiškai kalbančio žmogaus paveikslas. Jaunesni respondentai dažniau priskiria jam tokias savybes, kurios anksčiau buvo laikomos bendrine kalba kalbančiojo savybėmis. Kokybiniai interviu parodė, kad informantams sunku apibūdinti nepažįstamą tarmiškai kalbantį žmogų, taip pat matyti nuomonių įvairovė, vienose išryškėjo stereotipas, kad toks žmogus susijęs *su kaimu*, pažymėtina, kad vieni tokiam stereotipui pritarė, o kiti – griežtai nepritarė, kitose, ypač tų, kurie patys moka tarmę, kad toks žmogus yra *savas*, *artimas,* taigi atsiskleidė socialinio patrauklumo dimensija.

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Endogenous multilingualism vs imperialistic multilingualism:
A case study in a primary school in west Java

The present contribution focuses on teachers' attitudes towards multilingualism in a primary school in West Java, Indonesia. The aim is to provide an overview of the superdiversity (Blommaert and Rampton 2011) of the country, and how this superdiversity is promoted or discouraged by primary school teachers. The study of their attitudes allows to understand their implicit role in spreading a culture of multilingualism, focusing on their view on indigenous languages (specifically Sundanese) and English, the lingua franca par excellence, analysing both understanding and pedagogy (Lundberg 2020). Data has been collected through the usage of a questionnaire with various statements concerning multilingualism and its perception and teaching, which the informants had to agree or disagree with. The results of the survey have been looked at from a double

perspective: the perception of endogenous multilingualism, and the established and/or desired pedagogic practices. I argue that even though there is a widespread positive opinion of multilingualism and indigenous language maintenance (Zein 2020), the teachers' actual attitudes show that the importance of English in the globalised world (LoBianco 2014) outweighs the willingness to maintain the indigenous languages, and it leads to an 'imperialist-oriented' view in favour of Indonesian (as the sole language representing unity and identity), and English (seen as an educational and socio-economic investment).

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The notion of context: An ELF perspective

The talk focuses on context, one of the most frequently evoked notions in pragmatics, and aims to provide a definition based on the synthesis of various delineations in the literature. It is argued that context corresponds to the context of situation (Firth, 1957), which constitutes those features of a situation that are conceived as relevant in a speech event (Van Dijk, 2009). Context in this sense does not represent reality outside of the speaker and the hearer, but is a psychological (schematic) construct residing in the language user's mind (Widdowson, 2007). In pragmatic theory, there seem to be two approaches to the analysis of context which differ with regard to the question of whose schemata take precedence: whether context represents the outsider analyst's psychological construct which determines the relevant features of a situation, or whether context corresponds to the insider language user's schema. The two, etic and emic, perspectives then give rise to differing conceptualisations of the notion (Illés, 2020). Theories analysing context from the researchers' perspective identify features of the situation that are judged as pertinent by the researchers, resulting in various configurations of context components (see Searle, 1991, for example). Investigation from the user's emic perspective, on the other hand, focuses on how participants apply their schemata when making meaning in particular acts of communication. Pragmatic theories following the latter line of thought include Grice's Cooperative Principle (Grice, 1975) and Relevance Theory (Sperber & Wilson, 1986). As a result of the synthesis of the two approaches, context can be defined as comprising language users' schemata as well as their capability of realising schemata as linguistic behaviour.

The dominant use of English as a lingua franca represents the kind of communication where, as a consequence of the diversity of the speakers' linguacultural backgrounds (Seidlhofer, 2011), the linguistic and schematic common ground between the interlocutors is smaller than in the case of language users coming from the same speech community. Such a setup then necessitates increased negotiation of meaning and a higher degree of audience-orientedness. For the notion of context in ELF communication, the implication is that ELF users need to exploit capability to a larger extent, using interpretative procedures and various strategies, such as accommodation.

The theoretical discussion of context will be complemented by examples demonstrating how the relevant pragmatic theories apply to actual language use.

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Sense of belonging and language learning in online contexts

Language study contexts have become more varied in recent years, and traditional, monolingual class-room teaching no longer reaches nor fits everyone. More options are needed for language study and language learning, as for some learners, due to their work, geographic location or family situation, distance and online learning might be the only choices to study and learn a new language. However, online and distance learning should be based on collective learning, since language aware communities, participation and sense of belonging are required for successful language socialization (Intke-Hernandez, 2020).

Sociocultural perspective (Vygosky 1978; Lantolf 2000; Lantolf & Thorne 2006) and Bakthian theory (1981, 1986) view language learning as social action that occurs within interaction. According to Bakhtin (2004), the study of language is concerned with the dialogue existing between linguistic elements and the uses in which they are put in response to the conditions of the moment. I understand language learning and language socialization as a situational social activity (see Kurhila 2003, 2006; Suni 2008; Atkinson 2011; Douglas Fir Group 2016) and language skills as a speaker's growing ability to act linguistically in a variety of social situations.

Sense of belonging means acceptance as a member of a community. It also refers to desire and aspiration to belong and participate in community, which creates the need and motivation to learn the language(s) used by that community. In language learning, inclusion and participation become crucial, as language is learned in interaction with others. Being involved in different communities enables the learners to receive emotional and linguistic support, which in turn reinforces their sense of belonging and creates opportunities for language socialization and translanguaging possibilities (Intke-Hernandez 2020).

This study examines six university students' narratives about their experiences of online language learning and sense of belonging. Methodologically, a discourse-ethnographic perspective of nexus analysis (Scollon & Scollon 2004) is adopted to analyse the data. The research questions are the following:

1) What kind of experiences of participation and sense of belonging are emerging in online and distance language study?
2) How can the sense of belonging be strengthened in online learning contexts?

Preliminary findings highlight that allowing and understanding multilingualism produces sense of belonging and participation in the context of online and distance language study. Sense of belonging is experienced not only in relation to small peer groups, a whole course or the student's own field, but also to the world outside the course, such as speakers of a particular speech community or subculture. Even if the language learner experiences a sense of belonging in most out-of-course communities, the teacher can further reinforce it in the course context as well: sense of belonging and participation arise in a safe space where participants are seen and accepted as equals and as whole actors, and where translanguaging and multilingual practices are promoted.

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Intercultural Communication Competence: teachers´ perceptions, problems and solutions at the tertiary level

Modern communication increases interaction through the use of new technologies which, in turn, urges learners to communicate and work with people who are geographically distant, and linguistically and culturally different. Priority is given to the educational system to prepare learners to the 21st century intercultural encounters and global interdependence. Linguistics, in general, and some of its ramifications, in particular, such as sociolinguistics and intercultural pragmatics have highlighted the intertwined relationship between language and culture (Risager, 2007). Foreign language education is itself, by definition, an intercultural enterprise (Secru et al., 2005). My empirical research aims to investigate how intercultural communication (IC) is taught in the English departments at Moulay Ismail University (Meknes, Morocco) and Bonn University (Bonn, Germany). It also identifies the EFL teaching strategies and their impact on students' performance. More specifically, this research seeks (a) to test the level of intercultural communicative competence (ICC) of students enrolled in these two universities, (b) to compare the level of ICC among students who are affiliated in intercultural clubs and those who are not; and (c) to investigate the impact of abroad experience on ICC development. Moreover, this study will elicit ways to develop ICC in higher education from the respondents' results.

To execute this project several procedures are being implemented in terms of collecting, analysing and interpreting data. The selection of the research approach is based on the research problem and the issue in question, the researcher's personal experiences and the audiences (Creswell, 2012). Since my study aims to explore and understand groups' behaviours and attitudes towards a social phenomenon and attempts also to test theoretical models by examining the relationship among variables, mixed methods will be used.

The objective of my presentation is to share the outcome of an empirical study with an outlook into current results and applications. The main focus will be stressing the importance of integrating ICC into our teaching approach, reflecting upon the teaching techniques to develop ICC and identifying ways to acquire ICC beyond the classroom walls. It will also introduce recommendations to produce intercultural business communicators who will be competent to work effectively and able to deal with intercultural interactions in the workplace with mutual respect and understanding to accept diversity.

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Būdvardžių funkciją atliekančių dalyvių skyrimo kriterijai

Dalyviai turi ir veiksmažodžių, ir būdvardžių ypatybių (DLKG 2005: 354), tad aktuali problema, kuriai kalbos daliai juos priskirti. Priklausomai nuo santykio su kitais žodžiais, gali labiau atsiskleisti veiksmažodinės arba būdvardinės dalyvių ypatybės (LKG II 1971: 332), kai kurie žodžiai, nors turi morfologinę dalyvio formą, atlieka būdvardžių funkciją (turima omenyje ne tik sintaksinė funkcija, bet ir būdvardinė reikšmė). Kad ne visada sutariama, ar tam tikras žodis yra būdvardis ar dalyvis (veiksmažodžio forma), matyti iš įvairių lietuvių kalbotyros darbų, pavyzdžiui, žodis „patenkintas" į LKŽ įtrauktas atskiru įrašu ir laikomas būdvardžiu, o DLKŽ

aprašytas tik prie pavyzdžių kaip veiksmažodžio „patenkinti" forma. Ši problema aktuali ne tik rašant žodynus, bet ir kompiuterinės lingvistikos tyrimuose, anotuojant tekstynus, kur reikia kuo tiksliau nustatyti žodžio kalbos dalį (plg. Petrunina 2021).

Remiantis teoriniais darbais (Paulauskienė 1983, 1994, 2006; LKG II 1971; DLKG 2006; Ambrazas 1979; Ramonienė ir Pribušauskaitė 2019), užsienio tyrėjų darbais (Petrunina 2021; Kustova 2012) ir žvalgomuoju tyrimu „Mokomajame lietuvių kalbos tekstyne" (https://kalbu.vdu.lt/mokymosi-priemones/mokomasis-tekstynas/) bei „Dabartinės lietuvių kalbos tekstyne" (http://tekstynas.vdu.lt/tekstynas/), išskirti kriterijai, kaip atpažinti būdvardžių funkciją atliekančius dalyvius. Žvalgomajam tyrimui medžiaga atrinkta remiantis „Mokomuoju lietuvių kalbos vartosenos leksikonu" (2021; https://doi.org/10.7220/kalbu.vdu.lt.leksikonas) – analizuota apie 160 dažniausių veiksmažodžių („Mokomajame lietuvių kalbos leksikone" (2021) pavartotų bent 100 kartų) ir dalyvinę formą turintys žodžiai, „Mokomajame lietuvių kalbos leksikone" (2021) laikomi būdvardžiais (43 žodžiai). Tyrimas sinchroninis, žodžiai, turintys dalyvio formą, vadinami dalyviais, o dalyviai, priartėję prie būdvardžių, vadinami būdvardžių funkciją atliekančiais dalyviais.

Nustatyta, kad būdvardžių funkciją dažniausiai atlieka šie dalyviai:
1) kurie, vartojami atributiškai, neturi laiko ir rūšies reikšmių arba jos neaktualios (pavyzdžiui, neveikiamosios rūšies dalyvis neturi rūšies reikšmės, jeigu yra padarytas iš neobjektinės reikšmės veiksmažodžio („deramas elgesys" – „derėti");
2) kurių leksinė reikšmė pasikeitusi nuo atitinkamo veiksmažodžio leksinės reikšmės („tariamas ligonis"; „patyręs dizaineris"; „nepakartojamas");
3) kurie yra sinonimiški / antonimiški būdvardžiams, įeina į tas pačias semantines grupes („gyvas" – „miręs"; „tikintis" – „religingas"; „valgomas" – „nuodingas");
4) kurių atitinkamų veiksmažodžių kitos formos nevartojamos arba vartojamos retai („neįmanomas"; „nepaprastas"; „suaugęs");
5) kurie yra dažnai vartojami, linkę atlikti atributinę funkciją be valdomų objektų, prišliejamų vietos, laiko aplinkybių („papildomas"; „atitinkamas"; „patenkintas");
6) iš kurių sudaromi prieveiksmiai su priesaga „-ai" („įprastas"; „tinkamas"), veiksmažodžių abstraktai su priesagomis „-umas", „-ybė" („priklausomas"; „matomas");
7) kurie linkę daiktavardėti („miegamasis"; „tikintis" – „tikintysis"; „miręs – mirusysis");
8) kurie yra vartojami pastoviajame žodžių junginyje („(kažkuo) dėtas"; „kepta duona");
9) įvardžiuotiniai neveikiamosios rūšies dalyviai („skiriamasis bruožas"; „rašomasis stalas");
10) neveikiamosios rūšies dalyviai, kurie prisijungia veikėjo naudininką, o ne kilmininką („prieinamas"; „suprantamas");
11) palyginti dažnai vartojami neveikiamosios rūšies esamojo laiko dalyviai su priešdėliu „ne-" („nepamirštamas"; „nepakartojamas").

Minėtina tai, kad kriterijų sąrašas nėra baigtinis. 1–2 kriterijai laikomi pagrindiniais, jie susiję su priežastimis, kodėl dalyviai artėja prie būdvardžių funkcijos; kiti kriterijai laikomi antriniais, jie susiję su 1–2 kriterijais. 3 kriterijus svarbus tyrėjui pasitikrinti, ar dalyvis atlieka būdvardžių funkciją; 4–11 kriterijus galbūt ateityje būtų įmanoma automatizuoti. Pranešimo metu planuojama plačiau aptarti kriterijus ir tai, kaip juos būtų galima taikyti tekstyne.

Atlikus žvalgomąjį tyrimą, paaiškėjo, kad dalyviai ir būdvardžiai išsidėsto tam tikroje skalėje: vieni dalyviai visada vartojami būdvardiškai, kiti – tik tam tikrame kontekste, o treti – niekada.

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Grįžusių emigrantų vaikų kalba: kuo ji skiriasi nuo Lietuvoje augusių vaikų kalbos?

XXI a. kartais vadinamas „migracijos amžiumi", Lietuva ne išimtis – nuo 2001 m. stebimas didžiulis migracijos šuolis. Sparčiai besikeičianti geopolitinė situacija, ekonominė migracija, o nuo 2018 m. sparčiai išaugę ir grįžtamosios migracijos procesai skatina tyrėjus daugiau dėmesio skirti lietuvių kaip paveldėtosios kalbos ugdymo problemoms. Į Lietuvą grįžusios emigrantų šeimos patiria sunkumų dėl vaikų nepritapimo Lietuvos mokyklose, kurį, be kitų veiksnių, lemia ir nepakankamas lietuvių kalbos mokėjimas – kaip rodo Poderienės ir Tamulionienės (2020) tyrimo duomenys, dalis mokinių į Lietuvą grįžta nemokėdami lietuvių kalbos arba būdami pasyvūs kalbos vartotojai, suprantantys paprasčiausius kasdienėje kalboje vartojamus žodžius, bet nekalbantys lietuviškai. Siekiant ištirti, kaip lietuvių kalbą vartoja grįžusių emigrantų vaikai, kuo ji skiriasi nuo Lietuvoje augusių vaikų kalbinės raiškos, kaip būtų galima tobulinti atvykstančių vaikų kalbinio ugdymo procesą ir susieti kalbos mokėjimo lygius su atnaujintais „Bendraisiais Europos kalbų metmenimis" (toliau – BEKM; Council of Europe, 2020), LMT ir ŠMSM inicijavo projektą „Grįžusių emigrantų vaikų kalbinė integracija: lietuvių kalbos kompetencija ir jos ugdymas", kurio rezultatams pristatyti ir skirtas šis pranešimas.

Tyrimui atlikti 2021 m. balandžio – gegužės mėn. aštuoniose Lietuvos mokyklose Druskininkų, Kauno, Klaipėdos, Šiaulių, Vilniaus savivaldybėse surinkti empiriniai duomenys. Tyrėjai kreipėsi į mokyklas ir į vaikų tėvus bei globėjus, kad gautų jų leidimus rinkti tyrimui autentiškos vaikų kalbos pavyzdžius. Į tyrimo imtį visų pirma siekta įtraukti iš anglakalbių šalių į Lietuvą prieš 1–2 metus grįžusius 8–12 metų vaikus ir tokios pat brandos ir amžiaus Lietuvoje nuolat gyvenusius vaikus. Pasitelkus ir apmokius mokytojus mokyklose surengti mokinių pokalbių įrašymai, sukaupti vaikų rašytinės kalbos pavyzdžiai. Duomenų rinkimui naudotas iš anksto parengtas pokalbio scenarijus, visiems vaikams pateikta vienodai suformuluota rašymo užduotis. Iš viso tyrime surinktos 128 sakytinės ir 142 rašytinės vaikų kalbos atliktys. Suskaitmeninta empirinė medžiaga sukaupta kaip Lietuvoje nuolat gyvenusių (toliau – KL atmaina) ir iš užsienio anglakalbių šalių grįžusių vaikų (toliau – KG atmaina) rašytinės ir sakytinės kalbos tekstynas, kurio bendra apimtis siekia 61 580 žodžius. Taikant gretinamosios tarpukalbės analizės (angl. *Contrastive Interlanguage Analysis*, Granger 2015) metodus, kurie apima kiekybinius ir kokybinius KL ir KG atmainų tyrimus, aprašyta vaikų kalbinė raiška.

Gauti rezultatai leidžia aptarti grįžusių iš užsienio vaikų kalbą skirtingais kalbinės raiškos aspektais. Dažninių žodžių sąrašų analizė atskleidžia grįžusių iš užsienio mokinių kalbos išteklių aprėptį ir gramatinių formų variantiškumą. Palyginti su Lietuvoje augusių vaikų kalbine raiška, skirtumų nustatyta kur kas mažiau negu tikėtasi prieš pradedant tyrimą, o apibendrinti tyrimo rezultatai verčia abejoti įsišaknijusia nuostata dėl grįžusių iš užsienio vaikų lietuvių kalbos išteklių. Tyrimas taip pat parodė, kad rengiant lietuvių kaip antrosios ar svetimosios kalbos mokymo medžiagą ir siekiant susieti mokymo turinį su BEKM pateiktomis lygių aptartimis, būtina atsižvelgti į tai, kad vaikų kalbinė raiška iš esmės skiriasi nuo suaugusių vartotojų raiškos, kuri aprašyta BEKM. Tad vaikų kalbinės raiškos aprašų ar mokymo medžiagos rengimas visų pirma turėtų būti grindžiamas autentiškos vaikų kalbos tyrimais.

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Objective and personal factors determining preference for interpreting from a signed into a spoken language among Polish sign language interpreters

Interpreting from a signed language into a spoken language has become the focus of translation research only recently. According to many researchers (Nicodemus & Emmorey, 2013; 2015; Pointurier-Pournin, 2016; Wang & Napier, 2015; Nilsson, 2016), the very mechanism and consequently the cognitive challenges of interpreting into a spoken language are not much different from those observed in the case of interpreting into a signed language. However, there are many discrepancies between these two directions of interpreting resulting, for example, from the lower status of signed languages or lower frequency with which deaf people express themselves or present in public. Some differences can be observed with respect to strategies and techniques deployed during interpreting in the two directions (Nicodemus & Emmorey 2013; 2015; Biernacka & Kalata-Zawłocka, 2019). What differs is also the attitude of interpreters to working from the language of the deaf into the language of the hearing. This direction of interpreting is often considered to be more demanding than the other way round (Kalata-Zawłocka, 2019). Interestingly, such view is expressed by interpreters regardless of whether the signed language is their L2 or L1.

In the first part of my presentation, I will give a brief overview of the objective reasons for interpreters' preference for working from a spoken language into a signed language as discussed in literature. In the second part, I will focus on more subjective, more personal reasons for such preference, sharing the preliminary findings of my own research. In particular, I will refer to the part of my study covering semi-structured interviews with 20 Polish Sign Language (PJM) interpreters regarding their attitudes to interpreting direction. The interviews, lasting 15-60 minutes, included 23 questions. They were all audio-recorded and transcribed. The interviewed interpreters were hearing users of PJM as their L1 or L2, 17 women and 3 men, aged 20-49, with 3-20 years of professional experience. According to the collected data, they explained their preference for interpreting into a signed language predominantly in terms of difficulties they experience while interpreting. I will discuss them in detail and suggest possible methods of eliminating them in the course of education.

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FL teachers' extraordinary motivating agency: Teachers' views on supermotivators in Hungarian language education

In spite of the abundance of motivation theories which have evolved over the past 60 years in the field of language learning and teaching, surprisingly little attention has been paid to the teacher's role in generating and maintaining language learners' motivation (Dewaele et al., 2018) and "empirical studies on the issue of teachers' role in motivating language learners have mostly focused on demotivating factors rather than motivating factors" (Rahimi & Hosseini, 2015, p. 64). This is remarkable, as the literature provides ample evidence that teachers play a significant role in creating and maintaining a motivating environment (see e.g., Chan, 2014; Dörnyei & Csizér 1998; Lamb & Wedell, 2015). The idea of the teacher's role being more salient in FL motivation than has been demonstrated so far is evidenced by an increasing number of recent studies on the teacher's motivational influence (e.g., Henry & Thorsen, 2018; Lamb, 2017; Sugita et al., 2014). Several of these studies concluded that "some individual teachers express more agency than others in developing their learners' motivation, despite working in similar contexts" (Lamb, 2017, p. 14). Lamb et al. (2016) described this quality as persistent willingness and ability to empathise with learners, and Lamb (2017) referred to it as responsiveness. While the theoretical underpinnings of FL teachers' explicit motivational strategies are conceptualized, empirical evidence revealing attributes and implicit motivating influence of teachers with extraordinary motivating agency is meagre (e.g., Bolkan & Goodboy, 2014; Lamb & Wedell, 2015). This paper addresses the above niche by investigating what such agency encapsulates by presenting the results of an interview study with 32 participants (16 primary and 16 secondary school FL teachers nominated by their learners as the most motivating language teachers of their lives) in post-Covid19 Hungary. Preliminary results suggest that the constituents of extraordinary motivating agency include support, charisma, openness, joy, empathy, creativity, appearance, and the professional preparedness of the teacher. The results might possibly inform pre- and in-service teachers and teacher

trainers by raising awareness of the teacher's implicit motivating impact as well as highlighting those constituents that account for extraordinary motivating agency and help to sustain motivation and facilitate positive emotions in language learning.

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10–11 m. lietuvių vaikų pasakojimų kalbinė raiška

Pasakojimo kūrimas yra sudėtingas procesas, apimantis ir lingvistines, ir pažintines kompetencijas, tokias kaip planavimas, kalbos apdorojimas, loginis mąstymas ir nuoseklių bei darnių struktūrų kūrimas (Balčiūnienė, Kornev 2016). Istorijos pasakojimas sujungia visas kalbos sritis, todėl vaikai, mokydamiesi pasakoti, turi lavinti kalbinius įgūdžius fonologiniu, morfologiniu, sintaksiniu, semantiniu ir pragmatiniu lygmenimis.

Dažniausi vaikų kalbos tyrimai, paremti rišliojo pasakojimo metodika, yra skirti priešmokyklinio amžiaus vaikams, nes šiuo metu vaikai, neturintys kalbos sutrikimų, jau įgiję pakankamų gebėjimų, reikalingų paprastos struktūros pasakojimams kurti. Vis dėlto net ir tipinės kalbinės raidos vaikams šiuo metu kyla nemažai sunkumų, susijusių su pasakojimų kalbine raiška.

Pradinėje mokykloje vaikai yra mokomi kurti sakytinius ir rašytinius pasakojimus, todėl šiuo metu vaikų pasakojimo gebėjimai stipriai patobulėja lyginant su priešmokykliniu laikotarpiu. Atsižvelgiant į tai, kad trūksta tyrimų, atskleidžiančių šio amžiaus lietuvių vaikų pasakojimų raišką, pristatomame tyrime nuspręsta analizuoti 10–11 m. vaikų, kurie mokosi ketvirtoje klasėje, pasakojimų ypatybes. Tikimasi, kad vaikai, mokydamiesi baigiamojoje pradinės mokyklos klasėje, jau yra išplėtoję pasakojimo įgūdžius, leidžiančius

aprašyti pradinę mokyklą bebaigiančių mokinių pasakojimo gebėjimų ypatybes, o tai galėtų būti naudinga pedagogams, logopedams, mokyklinių programų kūrėjams.

Taigi šio pranešimo tikslas – aptarti 10–11 m. lietuvių vaikų, besimokančių ketvirtoje klasėje, pasakojimų kalbinę raišką. Tiriamąją medžiagą sudaro 40 vaikų pasakojimų. Siekiant išsiaiškinti, kiek vaikų pasakojimų ypatybės atitinka suaugusiųjų kalbos modelį, į tyrimą įtraukta kontrolinė suaugusiųjų imtis (n = 40). Tyrimui pasirinktas specialiosios užduoties metodas, kurio metu, vaikams ir suaugusiesiems rodant paveikslėlius, prašoma pagal juos papasakoti pavaizduotą istoriją. Tyrimui pasitelkta paveikslėlių serija „Frog, where are you?" (Mayer 1969), kurią sudaro 29 paveikslėliai; ją pasakojant įmanoma išgauti 19 skirtingų siužeto linijų. Visų tiriamųjų pasakojimai transkribuoti, užkoduoti tyrimo reikmėms pagal CHILDES programos reikalavimus, paruošti kiekybinei ir kokybinei analizei.

Tyrimo metu vertinamas pasakojimų produktyvumas (žodžių skaičius, pasakymų skaičius, vidutinis pasakymo ilgis, leksinė įvairovė) ir sudėtingumas (gramatinių formų įvairovė, sintaksinis sudėtingumas). Atliktas tyrimas atskleidė, kad 10–11 m. vaikų pasakojimo įgūdžiai nėra pakankamai išplėtoti. Tiriamųjų vaikų rišlieji pasakojimai pagal paveikslėlius pasižymėjo mažesniais produktyvumo ir sudėtingumo įverčiais nei suaugusiųjų pasakojimai. Žymiausi skirtumai pastebėti lyginant sintaksinio sudėtingumo rodiklius vaikų ir suaugusiųjų pasakojimuose. Vaikai pasakodami dažniausiai vartoja vientisinius ir sudėtinius sujungiamuosius sakinius, o suaugusiųjų kalboje gausu sudėtinių prijungiamųjų bei mišriojo tipo sakinių.

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Languages and people, promises and imbalances: Scotland's language policy and translanguaging

The aim of this paper is to explore the Scottish language policy as it has operated since 2012 by analysing the policy itself and illuminating both its positive changes and its imbalances and issues.
The paper opens with theoretical underpinnings addressing the role of language in an age of mobility. It briefly describes the relationship between mobility and language, seeing language as important for mobility, but recognizing that mobility has changed the way we understand and perceive language (Canagarajah, 2017). This mobility has created new language theorisations and pedagogical approaches allowing applied linguists to talk of 'a multilingual turn' (May, 2013). Languages are no longer conceived as separated, labelled and territorialised entities but open, dynamic systems where new meanings and grammars emerge as 'translanguaging' describes (Creese and Blackledge, 2010; García & Li Wei, 2014).

After the exploration of definitions and theoretical underpinnings, the paper moves on to discuss the "1+2 Approach" (Scottish Government, 2012) which is the first Scottish language policy and was launched in 2012. The paper explores potential, existent or nonexistent, links between this Scottish Language Policy and translanguaging. The policy is analysed and explored using two frameworks. The first framework is Spolsky's "Three Component Model" of language policy (Spolsky 2004, 2009, 2012), according to which policies can be examined from a perspective of 'practices', 'beliefs' and 'management'. The second framework is the one that is offered by Mitchell & Myles (2019) describing the general rationales for foreign language study in an Anglophone setting as prescribed by language policy in England.

The "1+2 Approach" seems to meet many of the criteria prescribed from the above frameworks. Moreover, examples of 'best practice' in schools as these are provided by complementary, official documents to the

policy such as the Language Benchmarks (Education Scotland, 2017) or case studies (showed by Scottish Centre for Languages SCILT or Education Scotland) both indicate a very optimistic picture regarding language teaching and learning, and a language policy that embraces all the languages in an inclusive and dynamic way. However, a second closer look guides us to reflect on imbalances and issues as they have been identified by a very small number of research studies and academic literature eg. Valdera Gil and Crichton (2018) and Kanaki (2021). This closer look leads us to some contradictory messages in the policy, such as the 'model of the native speaker'.

The paper concludes that there is a need for further research to find the impact of the Scottish language policy, as well as the extent of the incorporation of concepts such as translanguaging into the policy. Up to now, we can say in general that Scotland has adopted a very optimistic language policy; it seems to want to shift from the conventional focus on teaching languages, to translanguaging by valuing and promoting multilingualism, but the way is long and takes time, its description is more the story of a pilgrimage, than the map of a superhighway.

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Kultūrinio motinystės konstrukto poveikis neharmoningajai dvikalbystei

Motinystės institucija, kaip apibrėžė A. Rich (1976), yra idealizuota ir teorinė idėja, kokia turėtų būti „gera mama". Tai nerašytų taisyklių, kultūrinių ir socialinių nuostatų rinkinys, kurį V. Heffernan ir K. Stone vadina „įprastu motinystės scenarijumi" (2021). Nira Yuval-Davis teigia, kad dėl nacionalinių nuostatų motinos dažnai laikomos atsakingomis už biologinį bei kultūrinį tautos tęstinumą (Yuval-Davis 1997, 45). Ši idėja aktuali Lietuvos nacionaliniame kontekste, ypač lietuvių kalbos diasporoje išlaikymo požiūriu.

Vienas nacionalinio diskurso elementų Lietuvoje yra tas, kad gera lietuvė motina perduoda savo vaikams lietuvių kalbą ir / arba padeda ją išsaugoti okupacijos ir draudimo laikotarpiais, ypač diasporoje. Pažymėtina, kad Lietuvių visuomenė turi labai aiškius lūkesčius motinoms emigrantėms dėl lietuvybės išsaugojimo per lietuvių kalbą kaip esminę lietuviškumo dalį (Norvilas 2012; Jakaitė-Bulbukienė 2015; Ramonienė 2015, 2019), raktą į priklausymą bendruomenei. Lietuvių kalba ir lietuvybė suvokiamos kaip vertybės, kaip motinų pareiga (Vilkienė 2019, 77).

Stipri visuomenės nuostata, kad jei emigrančių vaikai gerai arba visai nemoka lietuvių kalbos, jie negali priklausyti lietuvių tautai. Istoriniame ir sociokultūriniame Lietuvos kontekste nenuostabu, kad nekalbėjimas su vaikais gimtąja kalba, kai netenkinama pamatinė prielaida kalbos perdavimui tolesnėms kartoms emigracijoje, laikoma tam tikra anomalija, nutautėjimu ir vertinama itin neigiamai (Hilbig 2021). Tirti kokybiniai pusiau struktūruoti interviu parodė, kad diasporoje vaikus auginančios lietuvės nacionalinius lūkesčius išgyvena kaip išorinį spaudimą. Kartais ir labai internalizuoti, šie lūkesčiai sukelia be kita ko gėdos bei kaltės jausmus, kurie gali būti tokie intensyvūs, kad užkerta kelią sėkmingam kalbos perdavimui, taigi kaip tik veikia prieš asmeninį ir nacionalinį mūsų interesą.

Pranešimo tikslas – panagrinėti, kaip minėta lietuvių nacionalinė nuostata dėl lietuvių kultūros bei kalbos išsaugojimo būtinybės veikia lietuvių emigrančių motinas bei jų vaikų dvikalbystę su lietuvių kalba.

Tyrimo dalyvės – 10 pirmos kartos lietuvių emigrančių motinų iš mišrių šeimų. Visos respondentės nori perduoti lietuvių kalbą savo vaikams ir dėjo arba tebededa tam pastangas. Tačiau vaikų dvikalbystė su lietuvių kalba tyrinėtose šeimose nėra harmoningoji: a) tiek subjektyviu pačių motinų vertinimu (motinos patiria emocinių sunkumų dėl vaikų lietuvių kalbos, išgyvena tarpusavio ir vidinių konfliktų), b) tiek pagal

objektyvius kriterijus (vaikai nekalba, sunkiai supranta arba nesupranta lietuviškai, pačios motinos nebekalba lietuviškai su jais).

Tyrimo medžiaga ir metodas. Tirti kokybiniai pusiau struktūruoti interviu, atlikti 2018–2021 m. Taikoma motinystės studijų prieiga, atlikta teminė interviu analizė.

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Conjunctions in dictionaries of Polish sign language

The presentation is about 61 one-word conjunctions recorded in all four dictionaries of Polish sign language (PJM) and the UW's online PJM corpus. Not only is the shape of each sign character with a conjunctive function described, but also the frequency of that sign cooperative in deaf-concerted constructions. Finally, they are compared with the corresponding constructions of the Polish language and summarized in statistical data using the example of the pages of a textbook for the fifth grade of elementary school translated into PJM.

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Išgalvotų žodžių pakartojimo testo metodologiniai skirtumai. Eksperimentinis tyrimas

Išgalvotų žodžių pakartojimo testas pasaulyje plačiai taikomas vertinant vaiko kalbos raidą. Išgalvotus žodžius tiriamiesiems galima pateikti keliais būdais:

1) išgalvoti žodžiai įrašomi ir tiriamiesiems duodama klausyti įrašo su vaizdine priemone per *MS PowerPoint* programą (žr. Munson et al. 2005; Chiat, Roy 2007). Įrašas užtikrina, kad kiekvienas vaikas žodžius išgirs tokios pačios kokybės, t. y. tokio pat tono, tempo, intonacijos;

2) tyrėjas išgalvotus žodžius kiekvienam vaikui sako gyvai (pvz., Raderbog et al. 2006; Chiat, Roy 2007; Hoff et al. 2008). Taikant šį metodą galimos kelios variacijos: tyrėjas išgalvotus žodžius sako užsidengęs burną,

kad vaikas neskaitytų iš lūpų (pvz., Bishop et al. 1999); tyrėjas sako išgalvotus žodžius nedengdamas burnos (pvz., Chiat, Roy 2007; Hoff et al. 2008), teigiant, kad išgalvotų žodžių pakartojimo procedūra glaudžiai siejasi su naujų žodžių išmokimu, nes vaikai, mokydamiesi naujų žodžių, mato kalbančiojo lūpų judesius lygiai taip pat kaip ir klausydamiesi išgalvotų žodžių. Jei skaitymas iš lūpų padeda tiksliau pakartoti išgalvotus žodžius, tuomet padeda išmokti ir naujų žodžių.

Šiuo tyrimu siekiama palyginti skirtingais metodais rinktus išgalvotų žodžių pakartojimo tyrimo duomenis: pateiktus įrašytus išgalvotus žodžius ir gyvai tyrėjo sakytus išgalvotus žodžius. Tyrime dalyvavo 100 ketverių penkerių metų vaikų.

Palyginus tyrimo rezultatus, nustatytas statistiškai reikšmingas skirtumas (p = 0,008): gyvai pristatytus žodžius vaikai pakartojo statistiškai reikšmingai tiksliau nei įrašytus, atitinkamai 77 proc. ir 70 proc. tikslumu.

Tyrimo metu vaikų elgesys, priklausomai nuo žodžių pateikimo būdo, skyrėsi: pristatant žodžius gyvai, vaikai su tyrėju stengėsi išlaikyti akių kontaktą, stebėjo tyrėjo lūpų judesius, įdėmiau klausėsi žodžių; pristatant išgalvotus žodžius įrašu su vaizdine priemone, vaikų dėmesys labiau krypo į „žaidimą“, t. y. vaikai daugiau koncentravosi į kompiuterio ekraną, nekantravo kuo greičiau išgirsti kitą žodį ir „įvykdyti užduotį“. Vaizdinė priemonė padeda vaikus sudominti ir išlaikyti jų susidomėjimą viso testo metu. Testuojant gyvai, kai tyrėjas pasako žodį, o vaikas jį turi pakartoti, neretai tiriamiesiems pabosta klausyti bereikšmių žodžių ir jie prašo greičiau baigti „žaidimą“.

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Practices of organised language management from the perspective of the Language Consulting Service

Language consulting is a traditional form of organised language management (Jernudd & Neustupný 1987, Nekvapil 2012). In this type of language management, language experts guide their clients in language use building on research results and linguistic data in a way that is easy to understand. The aim of language consulting is to manage language problems in the speech community by making recommendations that can be applied in everyday practice. The work of language consulting services makes a significant contribution to linguistic standardisation.

Assuming the perspective of Language Management Theory, the paper presents the work of the Language Consulting Service of the Hungarian Research Centre for Linguistics. This service has been in place since the foundation of the institute's predecessor (Institute for Linguistics of the Hungarian Academy of Sciences, 1949) and plays a vital role in Hungarian organised language management.

Language consulting interactions are specific situations integrating micro and macro language management (Beneš et al. 2018: 122–123). Language problems are first noted and evaluated by enquirers (micro-management), then linguists design adjustments (macro-management), which are in turn accepted and presumably implemented by enquirers (micro-management) (cf. Nekvapil 2009: 6, 2012: 168). Language consulting interactions provide valuable research data (cf. Uhlířová 1997, 2002, Ludányi 2019, Beneš et al. 2018, Jernudd 2018, Prošek 2020).

The paper reports on research that assessed the work of the Language Consulting Service by a combination of two methods. Firstly, a collection of 10.000 emails received between 2011 and 2021 were entered into a database and subjected to content analysis. Secondly, to investigate the noting of language problems, a

questionnaire survey was launched in July 2021. The questionnaire was completed on a voluntary basis by people who had contacted the Language Consulting Service.

The research focuses on language problems that language users typically encounter when producing written, more public, professional or formal texts. This choice is motivated by the fact that the Language Consulting Service of the Hungarian Research Centre for Linguistics receives the largest number of enquiries concerning texts of this type.

The authors enumerate, classify and, to some extent, describe the language problems encountered by enquirers. In addition to addressing the problem of typology, the authors present some case studies of language consulting interactions where the management process involved both pre- and post-interaction management (Nekvapil & Sherman 2009: 184–185).

The results show that a significant proportion of the questions concern spelling and orthography, in many cases highlighting issues that lack codification. Enquirers expect clear, normative guidance, with a right/wrong dichotomy in their approach to language. The issues they raise are often terminological in nature. Many of the clients are professionals in writing, and may already have a ready-made adjustment design that they want to discuss with the Language Consulting Service.

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New corpora of Latgalian in the context of other lesser used languages and their potential in language acquisition

The paper discusses the development of two corpora of Latgalian in the context of the acquisition of regional languages: the corpus of contemporary written Latgalian (MuLa2022) and the new corpus of Latgalian oral speech (MuLaR). The first version of MuLa contained about 1 million running words and had been publicly available since 2012; it is currently (2020-2022) extended to 2 million words. MuLaR, on the

other hand, will consist of about 15 hrs of audio recordings and their transcripts and will be ready in the end of 2022.

The paper addresses three research questions:

1. How are the corpora of Latgalian created, and which are their main text sources? To shed light on this question, I will first provide a short overview of the sources used for compiling both corpora.

2. Which similarities and differences exist between the Latgalian corpora and corpora of other European regional languages? For answering this question, I will compare the Latgalian corpora to several corpora of other lesser-used languages in Europe. This is relevant not only because of the important role that corpora of lesser-used languages play in the documentation and development of such smaller languages. MuLa has neither the size nor the functionality of corpora of better-promoted European regional languages such as Basque, Welsh, or Sami. Yet, the fact that such a corpus exists at all and is in the process of being developed puts Latgalian into a better position than, for example, Asturian or Kashubian. At the same time, due to a shortage of financial and human resources, corpora of lesser-used languages are often compiled automatically using online sources. MuLa, in turn, is compiled manually, which allows a much higher control of register diversity and balance between text types and styles, and it guarantees linguistic quality.

3. How can the Latgalian corpora be used for learning, teaching and promoting Latgalian? In addition to the value for documenting Latgalian, the corpora are also valuable resources for the preparation of linguistic tools and teaching materials. I will show examples of how both corpora are used for promoting the acquisition of Latgalian for students of different age groups, including in the context of teaching Standard Latvian.

In sum, the paper argues that both MuLa2022 and MuLaR have the potential of supporting the acquisition of Latgalian, not least when compared to other corpora of regional languages in Europe. In order to do so, however, the corpora would need to be used more broadly, which can only be reached through an extended promotion within society. At the same time, even more important is cooperation with different societal stakeholders and a constant dialogue between linguists working on the corpora, teachers and university students.

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Examining professional-patient communication for developing specific language education

Empirical research examining physician-patient communication using the tools of conversion analysis has been present in the international literature since the 1980s (Frankel 1983; Heath 1982, 1986). Research has focused primarily on general medical care (Maynard-Heritage 2005), but has also covered specialized areas of health care, such as emergency care (Mondada 2003). Several studies also applied some aspect of conversion analysis as part of a complex research design (Sárkányné 2015, Kuna-Hámori 2019).

The methodology of conversion analysis is not canonized (Bergmann 1988). Its methods are interrelated with its subject matter, as they are an integral part of research. We can only talk about a certain tradition or competence in speech analysis. In my planned research, I would like to examine midwifery-parent interaction within physician-patient communication using the tools of conversion analysis in the light of collaborative strategies. The corpus of the study will consist of conversations between midwives and parents after transcription with the ALRITE software. The performance of empirical work is limited only by a certain methodological restriction or methodological principle (Bergmann 1988): only raw audio and visual

recordings of ordinary interactions that have not been mutilated or altered in any way serve as research material. Only this recording conservation allows us to record processes that take place and pass in time (e.g., speech) and reproduce them at any time for analysis.

Research in the literature has shown that collaborative analysis has not yet focused on the study of midwife-patient dialogues in Hungary, and will hopefully contribute to the applied linguistic analysis of a specific area of health communication.

A further aim of the planned research is that the results obtained through the studies will contribute to the expansion of the knowledge about specialist-patient communication and will help to develop a Hungarian as a foreign language curriculum applicable to the Faculty of Health Sciences.

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Paskutinis diktatorius ar nepakeičiamas lyderis?
Vertinamosios etiketės Baltarusijos krizės diskurse

Baltarusija vėl atsidūrė žiniasklaidos dėmesio centre po to, kai 2021 m. gegužės 24 d. Minske buvo priverstinai nutupdytas „Ryanair" lėktuvas, skridęs iš Atėnų į Vilnių, ir suimtas Baltarusijos žurnalistas ir aktyvistas Romanas Protasevičius. Vakarai į tai atsakė sankcijomis, Baltarusija savo ruožtu pradėjo gabenti migrantus iš Artimųjų Rytų prie sienos su Lietuva, Lenkija ir Latvija.

Iš karto paaiškėjo, kad „Ryanair" lėktuvo incidentas ir vėlesnė migracijos krizė laisvojo pasaulio – Vakarų – žiniasklaidoje ir Kremliaus kontroliuojamoje žiniasklaidoje vertinami labai skirtingai. Šiame pranešime siekiame atskleisti kai kurias šio vertinimo raiškos priemones ir jų vaidmenį viešajame diskurse.

Vertinimas gali būti suvokiamas kaip: 1) vertinimo veiksmas; 2) leksemų ir frazių, turinčių vertinamąją reikšmę, visuma; 3) reikšmių, kurios tekste gali būtų išreikštos įvairiomis kalbinėmis priemonėmis, visuma; 4) teksto ar teksto dalies funkcija (Hunston 2011, 10–11). Tačiau bet kuriuo atveju vertinimas išreiškia kalbančiojo (rašančiojo) asmens nuostatą (asmeninę nuomonę) tam tikro reiškinio atžvilgiu, atspindėdamas to asmens ar tam tikros bendruomenės vertybių sistemą. Vertinimas gali formuoti ir palaikyti kalbančiojo (rašančiojo) ryšį su klausytoju (skaitytoju) ir būti naudojamas manipuliaciniais tikslais – kuo mažiau jis krinta į akis, tuo sėkmingesnė manipuliacija. Dar viena vertinimo funkcija – formuoti diskursą. Autorius tarsi pats komentuoja diskurso eigą, taip formuoja tarsi „antrinę struktūrą" greta naratyvinės ir sufleruoja skaitytojui (klausytojui), kaip jis turėtų reaguoti (plg. Hunston, Thompson 1999, 5–13; Hunston 2011, 12). Šiame pranešime vertinimą suvokiame siaurai – kaip teigiamos arba neigiamos vertės priskyrimą tam tikram reiškiniui ar objektui.

Medžiaga šiam tyrimui surinkta iš pagrindinių (skaitomiausių) žiniasklaidos portalų anglų (amerikiečių), lietuvių ir vokiečių kalbomis bei pagrindinių Kremliaus kontroliuojamos žiniasklaidos portalų rusų kalba. Straipsniai paskelbti nuo 2021 m. gegužės iki gruodžio mėn. Kiekvieną iš keturių tokiu būdu surinktų tekstynų sudaro maždaug 25 000 žodžių.

Tyrimo objektas yra vertinimo, kaip veiksmo, rezultatas – etiketės (angl. *labels*), kuriomis apibūdinami asmenys, valstybės, įvykiai ir situacijos (lėktuvo nutupdymas, migrantų gabenimas) ir pan. Tai yra neigiamą arba – rečiau – teigiamą konotaciją turintys figūratyviosios kalbos elementai – vardažodinės konstrukcijos, kurių vertinamasis aspektas išryškėja per metaforą ir (arba) ironiją bei sarkazmą (plg. Charteris-Black 2014; Musolff 2016; Dynel 2014, 2014a; Bryant 2012). Tyrimu siekiama atskleisti, kokį vaidmenį vertinamosios etiketės atlieka formuojant viešąjį diskursą Baltarusijos krizės tema.

Preliminarūs tyrimo rezultatai rodo, kad ironizuojančios etiketės ypač mėgstamos prokremliškame viešajame diskurse rusų kalba, pasirenkant taikiniu konkrečius asmenis, tautas, valstybes ar Vakarus apskritai. Vokiškame diskurse ironijos taip pat pasitaiko, tačiau bendrai vertinimas tiesmukiškesnis: pavyzdžiui, Lukašenka vadinamas diktatoriumi, nusikaltėliu, budeliu, paranojišku despotu ir pan. Lietuviškame diskurse etikečių nedaug, jos daugiausia taikomos Lukašenkai, kuris vadinamas autokratiniu nelegitimiu prezidentu. Amerikietiškame viešajame diskurse šia tema nuo vertinimo tarsi atsiribojama – jis išryškėja tik per politikų, visuomenės veikėjų ir pan. citatas.

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Modalinis veiksmažodis „galėti" lietuviškame sakytiniame akademiniame diskurse: semantinė funkcinė analizė

Akademinio diskurso tyrimų lauke vis dažniau tiriamos autoriaus poziciją perteikiančios priemonės. Pasak mokslininkų, tarp šių kalbinių vienetų mokslinėje komunikacijoje bene labiausiai paplitę sąšvelniai. Tai – kalbiniai vienetai, kurie švelnina autoriaus poziciją propozicijos atžvilgiu, t. y. mažina kategoriškumą ir žymi norą apsidrausti. Kadangi sąšvelniais paprastai laikomi tik episteminį modalumą žymintys vienetai, jų analizė neatsiejama nuo diskusijos ir apie modalumą. Šio pranešimo tikslas – aptarti modalinio veiksmažodžio „galėti" gramatinių formų kiekybines tendencijas bei modalumo raiškos kiekybinius ir kokybinius ypatumus kalbotyros ir literatūros seminaruose, išskiriant atvejus, kuriais šis žymiklis vartojamas kalbėtojo pozicijai švelninti.

Remiantis keturių seminarų įrašų medžiaga nustatyta, kad dažniausi „galėti" atvejai reiškiami esamojo laiko trečiojo asmens forma „(ne)gãli", neasmenuojamąja forma „(ne)gãlima" ir esamojo laiko daugiskaitos pirmojo asmens forma „(ne)galim(e)". Nors „(ne)gãli" ir „(ne)gãlima" yra bene neutraliausios „galėti" formos kalbėtojo pozicijos raiškos atžvilgiu, taip pat dažna „(ne)galim(e)" forma rodo, kad dėstytojai tam tikrais atvejais renkasi pabrėžti savo poziciją ir kuria santykį su adresatu aprėpiamosiomis asmeninėmis formomis, žyminčiomis kalbėtoją ir adresatą.

Nustatyta, kad modalinių reikšmių santykinis dažnis panašus į modalinių „galėti" reikšmių proporcinį pasiskirstymą, aptinkamą rašytiniame lietuvių akademiniame diskurse. Daugiausia „galėti" formų pavartotos dinamine reikšme, o štai episteminės ir deontinės „galėti" reikšmės vartotos kur kas rečiau. Absoliuti dauguma dinaminio modalumo atvejų žymėjo teorinę galimybę, tipiškai reiškiamą dažniausia visoje medžiagoje išskirta kolokacija „(ne)gãli būti". Deontine reikšme vartojamos „galėti" formos dažniausiai

vartotos leidimui reikšti. Episteminė reikšmė tirtoje medžiagoje daugiausia žymima kolokacijomis „galima (pa)sakyti". Kiek mažesnė dalis atvejų, reiškiamų junginiu „(ne)gãli būti". Episteminės reikšmės, leidžiančios švelninti pasakymą, nebuvo dažnai aptiktos tirtoje medžiagoje. Mažas „galėti", kaip sąšvelnių, dažnis medžiagoje patvirtina, kad konstruojant akademinį diskursą lietuvių kalba nėra įprasta episteminį modalumą reikšti modaliniais veiksmažodžiais.

Nors lietuvių kalboje „galėti" yra išties išsamiai ištirtas siejant jo vartoseną su autoriaus pozicijos švelninimu rašytiniame akademiniame diskurse, jo vartosena sakytiniame akademiniame diskurse nėra išsamiai tyrinėta. Šis tyrimas autorės žiniomis yra pirmas bandymas išanalizuoti modalinio veiksmažodžio „galėti" vartoseną lietuvių sakytiniame akademiniame diskurse. Aprašyta galimų „galėti" formų modalinių reikšmių įvairovė bei jų susiliejimo atvejai, susiję su išskirtomis dažniausiai vartotomis kolokacijomis episteminiam, dinaminiam ir deontiniam modalumui reikšti, suteikia vertingų įžvalgų apie modalumo raišką lietuvių sakytinėje akademinėje kalboje.

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K1+ santykis su paveldėtąja kalba. Ispanijos lietuvių atvejis

Paveldėtoji kalba glaudžiai susijusi su kalbiniu šeimos paveldu, kartu aprėpianti ir žmogaus kilmę. Sociolingvistikoje ši sąvoka apibrėžia namie išmokstamą ir vartojamą kalbą, kuri nėra dominuojanti gyvenamojoje šalyje (Aalberse, Backus, Muysken 2019). Kitaip tariant, tai kalbinių mažumų bei migrantų kalba, dažniausiai vartojama namų kontekste ir pereinanti iš kartos į kartą. Paveldėtosios kalbos tyrimai migracijoje yra gana plačiai žinomi pastarojo dešimtmečio užsienio (He 2011, Lauchlan, Parafita, Couto 2017, Ellis, Sims, Knox 2018, Lian 2018, Li 2020) ir lietuvių (Jakaitė-Bulbukienė 2015) sociolingvistiniuose darbuose, todėl galima manyti, kad šių tyrimų svarba išlieka aktuali šiuolaikiniame ir nestabiliame pasaulyje.

Šiame pranešime bus pristatytas lietuvių kaip paveldėtosios kalbos tyrimas, kurio tikslas – išsiaiškinti, koks yra antrosios kartos (K1+), jaunų emigrantų santykis su paveldėtąja kalba, bei apsvarstyti galimą šio santykio poveikį tolesniam kalbos išsaugojimui emigracijoje, (ne)suteikiant pirmenybę gyvenamosios šalies kalbai. Tyrimui buvo pasitelktas kokybinis pusiau struktūruoto interviu metodas. Tyrimo metu buvo apklausti du daugiau kaip 15 metų Ispanijoje gyvenantys lietuviai. Vienas iš tyrimo dalyvių yra K1+ kartos atstovas, gimęs Lietuvoje ir paauglystėje emigravęs su šeima į Ispaniją. Antroji tyrimo dalyvė – moteris, pasakojanti apie savo dukrų kalbinę patirtį bei jų požiūrį į paveldėtąją kalbą emigracijoje nuo ankstyvosios vaikystės (išvykimo iš Lietuvos) iki suaugusiojo gyvenimo. Šie atvejai pasirinkti neatsitiktinai, nes šių asmenų naratyve atsispindi gana skirtingos paveldėtosios kalbos išsaugojimo iš kartos į kartą perspektyvos, veikiamos amžiaus (kuriuo gyvenimo etapu emigruojama), emigracijos patirties ir kalbinių nuostatų. Pokalbiai buvo atliekami ir įrašinėjami nuotoliniu būdu.

Tyrimo rezultatai rodo, kad amžiaus veiksnys atlieka didžiulį vaidmenį K1+ kartos santykiui su paveldėtąja kalba formuoti. Kuo ankstesnėje gyvenimo stadijoje asmuo emigruoja, tuo sudėtingiau jam išlaikyti paveldėtąją, t. y. lietuvių kalbą. Be to, pastebėta, kad ne mažiau svarbūs yra ir tokie veiksniai, kaip gyvenamosios šalies aplinkos daroma įtaka, toje aplinkoje kuriami socialiniai ryšiai, dominuojančios kalbos prestižas bei tapatybės aspektai. Pažymima, kad šis tyrimas yra bandomasis, ir ateityje bus siekiama surinkti daugiau duomenų, patvirtinančių pirminius rezultatus.

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Mokyklinio raštingumo tyrimas 1950–2020 m.: stiliaus taisymų analizė

Viena iš aktualių, Lietuvoje viešojoje erdvėje reguliariai aptariamų su kalba susijusių temų yra moksleivių raštingumas bei požiūriai į lietuvių kalbos ir literatūros mokymą. Šiame pranešime pristatomas moksleivių rašytinės kalbos tyrimas, remiantis mokyklinių rašto darbų medžiaga bei susitelkiant į vieną rašto darbų aspektą – kalbos stiliaus taisymus. Pranešime analizuojami moksleivių rašto darbų stiliaus taisymai, į šią kategoriją įtraukiant taisymus, kurie rašiniuose yra pažymėti kaip stiliaus klaidos ar trūkumai, bei kitus raiškos taisymus, kai nėra nurodyta klaidos rūšis, tačiau taisymas nėra priskirtas (-inas) kitoms taisymų kategorijoms (rašybos, gramatikos, skyrybos, kalbos kultūros). Atliekant analizę siekiama nustatyti, kaip galima paaiškinti taisomų trūkumų atsiradimą moksleivių rašto darbuose.

Pranešime bus trumpai apžvelgti stiliaus mokyklinio rašymo kontekste tyrimai Lietuvoje ir tarptautinėje literatūroje, o tada pristatoma kokybinė stiliaus taisymų moksleivių rašto darbuose analizė, kuria siekiama nustatyti taisomų stiliaus trūkumų kategorijas, pasikartojančius šių taisymų dėsningumus, pagal pažymėto trūkumo pobūdį ir pasitelkiant kontekstą (mokytojo pastabas, rašto darbo temą, visą rašinio tekstą, kitus to paties moksleivio darbus) bandoma interpretuoti galimas stiliaus trūkumų atsiradimo priežastis. Analizei naudojami istoriniai moksleivių rašto darbų duomenų bazės (rasineliai.sociolingvistika.lt), apimančios rašto darbus nuo 20 a. 4-ojo dešimtmečio iki šių laikų, duomenys.

Preliminari analizė atskleidžia, kad stiliaus taisymai rašiniuose apima tikslumo, logikos, kolokacijų vartojimo ir daugelį kitų trūkumų. Analizė patvirtina lietuvių kalbos ir literatūros valstybinio brandos egzamino rašinių tyrimo pastebėjimą (Smetonienė, Petrėnienė, 2016), kad stiliaus taisymų praktikai trūksta nuoseklumo, stiliaus klaidomis žymimi ir kitoms vertinimo normoms (pvz., kalbos kultūros) priskirtini trūkumai. Diskutuojant apie galimas taisomų stiliaus trūkumų atsiradimo rašto darbuose priežastis, galima manyti, kad jie atsiranda dėl šnekamosios kalbos įtakos, neįdomių temų, verčiančių moksleivį rašyti kur nors nugirstomis ir ne visada tiksliai prisimenamomis klišėmis, mąstymo, logikos trūkumų (galima diskutuoti, ar jie laikytini kalbos trūkumu).

Tyrimas aktualus, nes naujais empiriniais duomenimis papildo mokslinės literatūros ir viešąsias diskusijas apie rašto darbų stilių ir moksleivių raštingumą, taip pat dėl praktinės naudos – iš jo kylančių įžvalgų apie kalbos ir literatūros mokymą.

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Easy language for social inclusion – a case study

The research is devised as a case study focused on the study course "Easy Language for Social Inclusion" developed within the frame of ERASMUS+ project "Promoting Easy-to-Read Language for Social Inclusion/ PERLSI". The discussion is contextualised within a broader discourse on the training opportunities available

for translators performing intralingual translation with a diastratic orientation (Bredel and Maaß, 2016) in the project countries (Latvia, Lithuania and Slovenia). The research aims at retrospectively critically assessing the quality of the course, which was designed to offer a comprehensive introduction to the concepts of inclusive society, accessible information and Easy language, and as such aimed at developing intralingual translation competence required for the reduction of cognitive load in the target texts. Hence, the macro-level of analysis introduces the socio-political frame of discourse on inclusion and information accessibility as well as foregrounds the importance of engaging end-users of Easy language as an external dominant determining translation strategy and contributing to the validation process of prepared translations. The meso-level discussion evolves around Easy language translator's profile, based on the best practice offered by German scholars (Maaß and Rink, 2020) and immediate experience acquired during the given project. The micro-level analysis offers some insights into the course syllabus, the study materials developed to ensure the acquisition of knowledge, skills, and competences required for the reduction of cognitive load at lexical, syntactic, and textual levels as well as the visual language of the text.

The analysis of the training opportunities and the end-of-course survey offers grounds to explore possibilities to enhance recognition of the Easy language translator profile. The course is expected to contribute to the work of journalists, social workers, educators, translators and PR professionals.

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The pragmatics of silence: The case of humanistic Buddhism in the Philippines

Silence is a part of people's daily interaction with others in their community. However, silence is perceived and used differently by speakers in different speech contexts. Some studies on silence discussed that silence is used to show power, authority, and differences among people. While others use it as a form of politeness, submission, weakness, or surrender. It also has diverse meanings depending on its speakers, culture, and context. Thus, this shows that silence has pragmatic functions in social interactions. Centered in pragmatics specifically in Searle and Austin's speech acts theory and social identity theory (SIT), this paper aimed to identify the communicative functions of silence in the different community events such as the silent meal, Dharma talk, calligraphy, tea ceremony and community chores of the Humanistic Buddhist (HB) community, to identify the pragmatic markers used to signal silence and to describe a deeper understanding of the notion of silence. In gathering the data, qualitative research method was used by conducting focus group discussions, interview, participant, and research observations. This study discussed that silence is an important feature and has an important role in the communication process among humanistic Buddhist (HB) community practitioners. It is used as a communicative tool to convey focus, mindfulness, and cultivation. Pragmatic markers are also present to signal silence in daily community events. Moreover, this study also showed that the HB practitioners have a different notion of silence compared to some non-HB language users. Ultimately, this study offers a new notion of silence that has a positive meaning that can be integrated in people's daily activities, can be used to communicate effectively with others without being misunderstood and can help build relationships.

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Heritage language teachers developing assessment criteria

In my presentation, I introduce my study on a development project for an assessment tool for the subject heritage language (*oma äidinkieli*) in Finland and the challenges arising for establishing assessment criteria for the subject. This ongoing study is a sub-study of my doctoral thesis on language awareness and multilingualism in heritage language education.

In the Finnish national core curriculum, in force since 2016, assessment criteria are based on learning objectives. In addition to the national core curriculum, in the investigated municipality a tool has been created to support this criterion-referenced assessment. These criteria were constructed on the basis of Krathwohl-Anderson's (2001) taxonomy taking into account both the dimensions of knowledge and cognitive process. For heritage language education, a group of heritage language teachers created one common tool of assessment applicable to all languages. In my study, I examine the development process of the assessment tool and my data consists of audio recordings of the working group meetings. The data collection was carried out in the academic year 2017-2018 by recording all six working group meetings (on average approx. 4 hours per meeting).

The analysis is carried out by using qualitative content analysis (see Schreier, 2012). On the basis of the themes raised in the preliminary analysis of the research data, I examine the teachers´ perceptions on the applicability of the assessment criteria defined in the curriculum and on adapting the criteria to the different languages taught. These themes are investigated from both an ethnographic and reflective point of view, including my own experience as a heritage language teacher and a member of the working group. In my study, I seek to answer the following research questions: How do teachers of different languages negotiate common assessment criteria for all languages? According to teachers, what are the challenges in common assessment criteria?

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Lack of transparency or backsliding in Lithuanian L2? The case of verb -*o* ending

The entrance of verb marks an important step in the development of the interlanguage of a new L2 speaker. From then on, the verb serves as an anchor for the utterance and allows much greater possibilities of expression. Learners whose interlanguage develops beyond the basic variety, start noticing the different forms of words and gradually incorporating them into their own language variety. In case of verbs in a morphologically rich language, such as Lithuanian, this includes different forms for various verb moods, tenses and persons to start with. This paper deals with Lithuanian as a second language and concentrates on the category of person which is regularly and obligatorily marked on the verb for five persons (3rd person form is the same for singular and plural) that have variations in different tenses and moods.

The paper uses Lithuanian L2 spontaneous speech data collected from 17 foreigners of different native languages living in Lithuania (27 hours of recordings transcribed with CLAN and coded for morphology) to discuss the acquisition of the person category. The base form of verbs that appeared in the basic variety starts to "break-off" by associating particular, more narrow functions to a concrete (target) form. The sequence of acquisition of person markers will be presented, starting with the present tense and gradually expanding into other tenses and moods. The process is viewed also from the perspective of which morphological oppositions are the first that learners strive to express in their interlanguage.

Particular attention is drawn to the ambiguous situation of verb forms ending in -*o*. The ambiguity is firstly due to the paradigm overlap of this ending between the tenses: present (e. g. *sako* = says) and past (e. g.

dirbo = (he/she/they) worked). This form is used in overextended way, i. e. not only for the 3rd person but also for other persons in the past tense, by all learners in the beginning of the post-basic continuum and persists up to the most advanced levels in a more than occasional error manner. The paper will consider the possible explanations for this phenomenon using the data, one of which is the form being too obsolete (in the native input as well) and the effect of backsliding to a previous stage of acquisition as the other.

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Terminologinis žvilgsnis į XXI a. II dešimtmečio aprangos pavadinimus

Šio pranešimo tikslas – pirmąkart plačiau aptarti XXI a. II dešimtmetį pasirodžiusiuose terminų žodynėliuose lietuvių kalba vartojamus aprangos pavadinimus. Tiriamoji medžiaga rinkta ne tik iš spausdintų, bet ir iš internetinių šaltinių. Iš viso tradiciniu aprašomuoju analitiniu ir gretinamuoju metodais nagrinėjami 423 aprangos pavadinimai ir jų sinonimai bei variantai.

Remiantis nagrinėjamuose žodynėliuose pateikiamomis apibrėžtimis išskirtos keturios semantinės aprangos pavadinimų grupės: 1) drabužių, 2) avalynės ir apavo, 3) kojinių bei pirštinių ir 4) galvos puošmenų bei apdangalų pavadinimai. Daugiausia rasta drabužių pavadinimų – 61,7 proc. visų pavadinimų, mažiausiai – pirštinių ir kojinių pavadinimų – vos 1,7 proc. Apavo ir avalynės bei galvos puošmenų bei apdangalų pavadinimų – atitinkamai 17,7 ir 18,9 proc.

Pagal kilmę vientisiniai ir sudėtiniai aprangos pavadinimai yra lietuviški (25 proc.; arbatos suknelė, atvira suknelė, dvieilis, liemenė, palaidinė, plati suknelė, siauros kelnės, sijonkelnės, supančiotinis sijonas, timpos, vienaeilis ir kt.), nelietuviški (46 proc.; aktonas, alba, arnotas, cilindras, dalmatika, dupata, džinsai, džornėja, homburgas, jeggings, kabanas, kamiza, kardiganas, krespinetė, mantilija, pepla, sarafanas, smokingas, spenseris, stola, tunika, venetians ir kt.) ir mišrios kilmės (29 proc.; beisbolo kepuraitė, džinsinės tamprės, golfo kelnės, maksi sijonas, Oxford batai, perukas su kasa, pirštinė su kragu, šilkinis cilindras, vairuotojų mokasinai, varpelio formos skrybėlė ir kt.).

Nustatyta, kad tiek spausdintuose, tiek internetiniuose žodynėliuose vyrauja nelietuviškos kilmės pavadinimai – 44 proc. spausdintų šaltinių žodynėliuose ir net 90 proc. internetiniuose žodynėliuose. Didžioji

dalis nelietuviškos kilmės aprangos pavadinimų yra internacionalizmai. Jais įvardijami tarptautiniam bendravimui svarbūs vienodai suprantami aprangos pavadinimai.

Aprangos pavadinimų vartosena (kartu ir pasirinkimas) ne visada dera su bendrinės kalbos normomis ir bendraisiais bei specialiaisiais terminų norminimo principais. Internetiniuose šaltiniuose gausu nenorminių pavadinimų: boyfriend jeans, boo cut, boot-cut, breton, brogues, coctail dress, espadrille, flappes suknelė, jeggings, le smoking, loafers, louboutin, mules, Oxford batai, Oxford shoes, pump ir kt. Jų įtraukimas į žodynėlius pirmiausiai sietinas su pačių autorių ir sudarytojų vartosena, taip pat su interneto terpe, kuri išsiskiria savo specifika, yra gana artima šnekamajai kalbai. Be to, akivaizdi ir anglų kalbos įtaka. Iš pavyzdžių matyti, kad dalis naujų aprangos pavadinimų perimama iš anglų kalbos. Galima spėti, kad neadaptuotų pavadinimų vartojimas susijęs ir su mada vartoti tokius pavadinimus. Tai, kaip nustatyta, visai nėra susiję su lietuviškų aprangos terminų trūkumu.

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Recommendations for the meanings of words in Estonian corpus planning – necessary or not?

In the first decades of the 20th century, considerable progress was made in the study of language by Ferdinand de Saussure's structuralistic vision of language as a system of interdependent elements, especially focusing on word formation, syntax, morphology and other formalisable levels. (Crystal 2006: 192–194, Tognini-Bonelli 2001: 180–182; Weigand 2002: 56–57) The first attempt to apply Saussure's principles to semantics was Jost Trier's 'theory of semantic fields' (1931). The study of language use was for a long time separated from the study of language system. This view of language has been questioned by modern visions, e.g. corpus linguistics (Sinclair 1991, Stefanowitsch 2020) as well as usage-based linguistics (Barlow & Kemmer 2000; Diessel 2017).

Language planning of Estonian was – and to some extent still is – founded on structuralistic perspective of language, tending to handle the language as a strict and regular system. Since 1999 there has been a tradition to evaluate the suitability of word meanings, commenting on 'correct' and 'incorrect' usages in the Dictionaries of Standard Estonian (DSE 1999, 2006, 2013, 2018). In 1980 the language committee of the Mother Tongue Society decided not to judge the meanings of the words of the general language, neither the own nor the loan words (Viks 1985: 72). However, the practice of offering guidance between choosing 'correct' meanings instead of 'incorrect' ones has been cultivated up to ÕS 2018.

Since 2019 we have been intensely updating the theory and practice of lexis planning, focusing on researching meanings (Risberg & Langemets 2021; Paet & Risberg 2021) as well as other levels of language (e.g. morphology). This work has been tightly connected with the ongoing project of developing the Ekilex dictionary writing system (Tavast et al. 2018) and joining existing dictionaries into the EKI Combined Dictionary (CombiDic) to be presented to the user via the new language portal Sõnaveeb (Wordweb, since 2019) (Langemets et al. 2021). The work on updating the normative data (from DSE 2018) is in progress. In CombiDic we will present both the descriptive data as well as the prescriptive data.

In my presentation I will focus on analysing the recommendations for the meanings in the Dictionaries of Standard Estonian (DSE 1999–2018). My research is based on corpus linguistics (using corpus tool Sketch Engine; Kilgarriff 2014) and usage-based linguistics (Diessel 2017). I will argue that meanings are changing without obeying the rules of language planning and that we can only propose different causes for changes of meaning.

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Finding an identity with a help of Finnish Sign Language

In this paper the researcher presents an auto-ethnographic study of Juhana Salonen´s life. Salonen is a deaf person who suffered hard psychiatric problems during puberty as a consequence of unawareness of his language identity and a lack of social-emotional skills. The purpose of this research is to discuss openly Salonen´s life and consider especially a meaning of such a minority language as Finnish Sign Language in a process of finding the language identity. An auto-ethnography as a qualitative research method includes the interconnectivity of the self and others (Chang 2008). The data of the present study consists of personal memories, self-observation, self-reflection and external material (e.g. diaries). The research shows why it is important to examine closely how a deaf person can find a language identity in the society. Sign languages are minority languages around the world – very often accessibility of information and facilities by sign

language are inadequate. More detailed discussion is needed of how language identity and social-emotional skills within the minority language can be developed. It is necessary to analyze more exactly human rights and their implementation in all cultural and linguistic minorities around the world.

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Būdvardiškųjų žodžių derinimo sunkumai dvikalbių vaikų kalbinėje raiškoje

Lietuvių kalbos būdvardžių įsisavinimo tyrimai yra atskleidę, kad vaikams ankstyvojoje vaikystėje (iki 3,5–4 metų) kyla daug būdvardžių vartojimo sunkumų. Vaikai vartoja nedaug būdvardžių, dažniausiai renkasi bendresnės reikšmės ypatybę rodančius žodžius (pvz., „didelis" vietoje „aukštas"), neretai pasitaiko nesklandumų, susijusių su derinimo ryšio nesuvokimu (Kamandulytė 2010). Vis dėlto vyresniame amžiuje vaikai jau yra įsisavinę būdvardžio gramatinę sistemą ir derinimo klaidų pasitaiko tik retais atvejais. Tačiau vyresni vaikai patiria sunkumų laipsniuodami būdvardžius, įvardydami antonimus.

Tyrimai yra atskleidę, kad derinimo klaidos susijusios su derinimo ryšio nesuvokimu, taip pat su daiktavardžio paradigmų kopijavimu (pvz., „graža mama" vietoje „graži mama" (pavyzdys iš dvejų metų vaiko kalbos)), retesnių galūnių keitimu į dažnesnes, giminės painiojimu (Kamandulytė 2010). Vis dėlto ilgalaikiu stebėjimu pagrįsti tyrimai rodo, kad vaikų kalboje užfiksuojama nedaug būdvardžių, todėl klaidų priežastis sunku paaiškinti remiantis nedideliu kiekiu pavyzdžių. Šiame pranešime pristatomu tyrimu siekiama ištirti, kokie kalbinės sistemos veiksniai lemia derinimo klaidas. Tam sukurtas testas (*Free Online Surveys* platformoje), apimantis ne tik būdvardžius, bet ir kitus ypatybę žyminčius žodžius – būdvardiškuosius įvardžius ir dalyvius. Testą atliko 7–10 dvikalbių vaikų (gimtoji kalba – lietuvių, antroji – anglų), taip pat lietuvių kalbą A2 lygiu besimokantys studentai. Šiuo tyrimu nesiekiama nustatyti dvikalbių ar besimokančiųjų kalbos ypatybių, tačiau siekiama atskleisti kalbos požymius, turinčius reikšmės neteisingam derinimo požymio vartojimui.

Testas sudarytas taip, kad atspindėtų būdvardžių ir daiktavardžių paradigmų įvairovę, t. y. kiekvienos paradigmos būdvardžiui parenkami skirtingų paradigmų daiktavardžiai. Teste pateikiami pasirinkimo variantai be teisingojo apima paradigmos klaidą (kitos paradigmos galūnę), skaičiaus klaidą (tikslinės paradigmos kitą skaičių), linksnio klaidą (tikslinės paradigmos kitą linksnį). Testas subalansuotas pagal paradigmų pasiskirstymą, giminės, linksnio ir skaičiaus kategoriją. Taip pat įtraukti dalyviai bei būdvardiškieji įvardžiai, siekiant išsiaiškinti, ar jų derinimo sunkumus lemia tie patys kalbiniai veiksniai.

Pranešimo metu bus pristatoma testo sudarymo metodika ir gauti rezultatai, atskleidžiantys dažną daiktavardžio galūnės perkėlimą būdvardžiui, retų paradigmų keitimą dažnesnėmis ir paradigmų panašumo poveikį.

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Revealing MA theses structures using machine learning methods

The academic text genre is not only defined by the use of linguistic devices to express meaning. Academic texts are orderly texts guided by agreed social situations (Bazerman, 1988). In our study, we build on this assumption to determine how the academic text genre of MA Theses in Estonian and Lithuanian conforms or does not conform to this shared generic genre knowledge of the canonical structure of scientific papers labeled IMRaD, mainly reported in the English-centered academic community. Our aim is to use the visually noticeable elements of texts to determine and predict structure.

For this study, we worked with web-scraped PDF files of Estonian and Lithuanian MA theses from various repositories that we converted to images. To detect the structural units of the theses, we annotated around 1000 files and used the YOLOv3 algorithm (Redmon and Farhadi, 2018), a deep learning algorithm using a Convolutional Neural Network to detect and draw bounding boxes around areas of interest. We trained YOLOv3 and applied it on the data for classification. We extracted the tables of content and continued our analysis. We manually annotated around 100 MA theses in both languages on a continuum according to their structure, containing four types of IMRaD structures: IMRaD, rather IMRaD, rather not IMRaD, and not IMRaD.

Next, we used Python Tesseract (n.d.), an optical character recognition tool (Smith, 2007), that finds textual information on images and transforms it into text. Once the text of the TOCs was preprocessed (e.g., diacritics and punctuation marks removed) for further analysis, we selected the features for the classifier. To support Estonian and Lithuanian, we created dictionaries for all the IMRaD headers (e.g. the Introduction dictionary contains words such as 'sissejuhatus', 'ivada', 'izanga' without the removed diacritics). Following, we used a Sequence Matcher that returns a score between 0 and 1; a probability as to whether a word appeared in the document or not. In a matrix for each text document, we gathered the document converted to vectors of features with the Scikit-learn Tf-idf Vectorizer (Pedregosa et al., 2011; Buitinck et al., 2013) along with the scores from the Sequence Matcher.

We tried out 6 different models for which we made hyperparameters vary through the use of a nested cross-validation. We eventually evaluated their performance on the test set.

YOLOv3 performed well on our data (Susman et al., 2021) and allowed us to proceed with the classification. For more reliable results, we had to focus on strictly IMRaD and strictly non-IMRaD structures. We chose to use the f1 score as our metric as the distribution of the data within the folds was not controlled and we obtained a mean f1 score of 91.9% on the folds of our test set.

During the presentation, we will further elaborate on the results. We will also interpret the results in the context of local writing traditions, and discuss the actual text structuring practices and preferences of the local academic community.

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POS-tagging Tartu Corpus of Estonian Learner English with CLAWS7

The aim of the study was to determine whether the CLAWS tagging system represents a good choice for tagging Tartu Corpus of Estonian Learner English (TCELE). As detailed in the CLAWS post-editing guide, (URCEL Team 1996), the CLAWS tagger faces several disambiguation issues when tagging adverbs, nouns, adjectives and participles. Thus, the questions that motivated the study are: What is the error rate of CLAWS7 in Estonian learner English? What are the main causes for tagging errors?

TCELE is a learner English corpus being compiled at the Department of English Studies of the University of Tartu. It consists of essays written as part of the University of Tartu's English Language and Literature BA programme entrance examination and currently has 75,818 words. The essays are based on a short journalistic text and their assumed level is CEFR B2.

Out of the corpus, 10 essays of about 200 words – 2,685 words in total – were chosen randomly. Two linguists manually tagged the randomly chosen essays in a double-blind arrangement using the C7 tagset. The same essays were automatically tagged using the CLAWS. The automatic and manual outputs were compared to calculate the tagger's error rate and find possible causes for errors in automatic tagging.

The error rate of the CLAWS7 tagger was 4.01%, which coincides with previous similar findings concerning the tagging of learner English (van Rooy 2015, van Rooy & Schafer 2002, de Haan 2000). The errors were mainly caused by disambiguation problems and learner errors. Some errors could not be explained by their context. The CLAWS tagger had indeed problems in distinguishing determiners from adverbs, general adverbs and singular common nouns, as well as adjectives from adverbs. The tagger had additional difficulties in deciding how to assign a more specific tag in the categories of nouns and verbs. The tagger also experienced problems distinguishing adverbs from nouns, as well as conjunctions from adverbs.

A major issue for the researcher of learner English is that the C7 tagset lacks suitable tags for *this/that* when used as pronouns, and for relative pronouns. Use of relative clauses and referential constructions by learners of English is an interesting field of analysis, and the tagger's failure to identify certain classes of pronouns might convince the researcher to decide in favour of a different tagger.

Despite its shortcomings, the tagger performed well and can be used to tag TCELE. When conducting further analyses, the weaknesses outlined above must be addressed.

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Ar yra rimas gestų kalbose?

Gestų kalbų (toliau – GK) meninių tekstų raiška, raiškos priemonių supratimas, interpretavimas ir vertimas iš GK ir į GK iki šiol kelia nemažai sunkumų gestotyrininkams, vertėjams. Šiame pranešime aptariama autentiškų lietuvių gestų kalbos (toliau – LGK) meninių kūrinių analizė, tiriant įrankius, kuriais kurtieji autoriai kuria rimą. Tyrimas atliktas taikant kokybinės analizės metodą, naudojantis tarp gestotyrininkų plačiai paplitusia ELAN programa, analizuoti 34 LGK meniniai kūriniai, ieškant atsakymo į klausimą, kaip GK kuriamas rimas. Analizės rezultatai atskleidė, kad GK meniniams tekstams būdingas pasikartojimas – plaštakos konfigūracijos (formos), judesio ir erdvės, kurioje gestas yra rodomas. Tai – viena svarbiausių ir dažniausiai pasitelkiamų priemonių GK meniniuose tekstuose, pasikartojimai – įrankis kurti rimą GK. Tyrimas atskleidė, kad dažniausiai LGK meninių tekstų kūrėjai kartoja plaštakos formas B, A, An, 5, 1, fiksuoti skirtingų judesių kartojimai, kurie dažniausiai žymi *ėjimą, bėgimą, skridimą, augimą, lingavimą, kopimą* ir pan. Užfiksuoti ir pirštų judinimo kartojimai, žymintys skirtingas oro ypatybes, emocinius ar fizinius išgyvenimus. Nustatyta ir erdvės – kairės, dešinės, viršaus ir apačios – kartojimų. Pabrėžtina, kad LGK meniniuose kūriniuose dažnai siekiama kurti vizualinę poetinę pusiausvyrą, pasitelkus dešinės ir kairės pusės kartojimus. Tyrimai ir praktiniai pastebėjimai šia tema yra itin svarbūs ne tik norint suprasti visuminę LGK, kurčiųjų kalbinio, kultūrinio paveldo raiškos priemones, bet ir užtikrinti geresnę būsimų LGK vertėjų mokymo kokybę, vertimo kokybę, didesnį visuomenės susidomėjimą LGK meniniais kūriniais, taip pat siekiant plėsti visuomenės supratimą apie LGK, tobulinti mokomąsias priemones, skirtas kurtiesiems mokiniams ir kt.

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Teaching the Hungarian accusative case to Swedish speaking students

The accusative case has a widespread use in the Hungarian language, as it marks direct objects, and it is also used to form certain types of adverbials. In modern standard Swedish, on the other hand, direct objects are never marked, and traces of (formal and functional) accusative remain in active usage for the personal

pronouns only. Based on these basic facts and dissimilarities, difficulties of teaching the Hungarian accusative to Swedish speakers do not differ a lot from teaching it to speakers of other languages, such as English, Dutch, French, Spanish and so on. The reason why Hungarian accusative usually causes extra difficulties for Swedish (and even Danish or Norwegian) speaking learners lies in something else.

Difficulties met by all learners can be divided into two categories: 1) how to form accusative in Hungarian, and 2) how/when accusative should be used in Hungarian. The accusative case suffix in Hungarian is -(V)t: the -t can be added to the noun stem either directly or preceded by a certain linking vowel. Choosing the right linking vowel can be problematic, and – according to the stem types – changes in the stem also may occur (difficulty type 1), but on this level, there is no difference between learners on the basis of their mother tongues. Differentiation between students with different language backgrounds can be made when it comes to functional usage (difficulty type 2).

The above-mentioned linking vowel for accusative in Hungarian often can be an -e-, thus, very often, Hungarian nouns in the accusative case end in -et. In Swedish (but also in Danish and Norwegian) -(e)t is a very common suffix, a so-called suffixed definite article, that marks definiteness of nouns of neuter gender in singular. Swedish speaking students very often try to identify this Swedish suffixed article with accusative in Hungarian, and they tend to use accusative in Hungarian even on definite subjects. Moreover, many students use accusative on direct objects only when these are definite. The different types of mistakes will be demonstrated with examples from tests written by students learning Hungarian at Uppsala University in Sweden. The paper also aims to discuss how Hungarian accusative can be explained to learners whose mother tongue is Swedish, Danish or Norwegian, and to present what kinds of exercises seem suitable for practicing its use.

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Power in grammar: legal measures and imperative mood on the COVID-19 signs in Estonia

For more than two years of pandemic era the world has got a new genre of signs: COVID-19 signs. These signs are communication acts – messages from the sender who is obliged to inform addressee about legal requirements (e. g state of emergency or the laws about wearing a mask).

We consider the COVID-19 sign as a genre of its own with special (viral) discourse roles and specific purposes. The framework for the analysis is derived from Swales 1990 (genre); Barron 2012 (public signs), Shohamy & Gorter 2009 (linguistic landscapes), Fairclough 2003 (critical discourse analysis, discourse roles) and Jones 2021 (viral discourse).

In this presentation we will take a closer look at the COVID-19 signs from the perspective of the interpersonal and intertextual relations. On these signs the message of the sign may include intertextual reference to the legal measures. By this reference the author establishes the discourse community with the reader of the sign: s/he predicts that the reference is accessible and understandable to the reader (addressee). Interpersonal relations are marked by the usage of grammatical person and mood: personal pronouns and verbal morphology.

In our corpus, we have 1500 COVID-19 signs collected all over Estonia from 12 March 2020 until 31 March 2022. We compare usage of the lemmas referring to legal measures and grammatical person used on the

signs. Texts of the signs are automatically analysed (identifying lemmas referring to the legal measures, grammatical person and mood) using Python package ESTNLTK (Orasmaa et al 2016).

Our research questions are the following:

Are there any systematic correlations in the presence of the lemmas referring to the legal measures and the usage of the grammatical person (and mood)?

What does the choice of the grammatical person tell us about interpersonal relations of the author and reader of the COVID-19 sign?

Results of our statistical analysis show the choice of the grammatical person whose main function is to express power, i. e second person imperative mood. The lemmas referring to the legal measures most likely do not occur on the same sign.

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Compilation of an electronic learner corpus of French as a foreign language

The present research aims at presenting: a) the design and compilation of an electronic learner corpus which consists of written productions in French of candidates for the National Exams for Foreign Language Proficiency (Κρατικό Πιστοποιητικό Γλωσσομάθειας) organized by the Hellenic Ministry of Education and b) the detection, recognition, classification and annotation of linguistic errors in relation to the language competences of the candidates, such as orthographic, morphosyntactic and lexical.

The innovation of the research consists in the creation of a learner corpus with authentic linguistic data that comes exclusively from a Greek-speaking public that learns French as a foreign language, since Greek is the common language of all candidates in the National Exams for Foreign Language Proficiency. A second element that demonstrates the innovative nature of the proposal concerns the graded system of the examinations. This parameter is of particular interest because the detection of language errors should be

combined with the parameterization of the language proficiency levels (Council of Europe 2001, 2018, 2020) of the candidates.

The proposed learner corpus follows the principles governing the design of corpora (McEnery and Wilson 1996). It is editable and may be continuously updated with recent data. We consider as an error any deviation from the rules in force in one language, in our case in French. The principles set out in the Contrastive Interlanguage Analysis, the theory of interlanguage and the classification of linguistic errors into intra- and interlinguistic errors are followed (Corder 1967, Douglas Brown 2000, Dulay, Burt & Krashen 1982, Granger 1998).

The corpus may be a useful tool for teachers and learners, with the aim of optimizing the teaching process of French as a foreign language and developing the necessary competences regarding learning of a foreign language.

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A Case Study of Code-Switching Among Hungarian-Romanian Bilinguals in Transylvania, Romania

Long-term coexistence of languages and language contacts lead to mutual influence of languages at various levels and, as a result, to frequent code-switching and code-mixing. Scholars offer different, sometimes controversial definitions of these phenomena. According to Weinreich (1953) "the ideal bilingual is someone who is able to switch between languages when required to do so by changes in the situation but does not switch when the speech situation is unchanged and certainly not within a single sentence.'" Hymes (1971) defines code switching as "a common term for alternative use of two or more languages, varieties of a language or even speech styles", while Bokamba (1989) defines the above-mentioned concepts as follows: "Code switching is the mixing of words, phrases and sentences from distinct grammatical (sub)systems across sentence boundaries within the same speech event…code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand." Code-switching requires a good knowledge of both languages, as Hudson (1980) mentions, to switch the code, a person needs to be bi- or multilingual. In Transylvania, 93% of

Hungarians said they spoke at least one language other than their mother tongue, and almost half (44%) of them said they knew at least two other languages, which is higher than the European and Romanian averages [Benő 2015: 27]. According to the 2011 census, about two-thirds of Hungarian speakers live in localities where the proportion of Romanians exceeds 20%. In such circumstances, there are many everyday communication situations when only the Romanian language can be used. In such cases participants interpret Romanian as the official language, and it becomes self-evident for all involved participants that they must switch to Romanian and continue to communicate in this language [Horváth—Toró 2018: 174]. We will analyze the as speakers' intentional choice to change the language of communication and explain the reasons for this. The material for this work was collected from bilingual individuals during the field work in Oradea (Nagyvárad), Romania during summer 2021 as well as in communities on social media. The results of the research may be used to describe the linguistic situation of Transylvania and understand how the effects of language shift processes.

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Discrepancies between "One parent, one language" policy and actual linguistic behaviour: a case-study

The paper analyses FLP in a family where both parents are ethnic Russians but mother speaks Estonian to their two children. According to Spolsky (2004), FLP consists of three components: language ideology, language management, and language practices. As a rule, FLP studies concentrate on parent's goals and attitudes, and semi-structured interviews are the standard data collection method. In contrast, our goal is to both interview parents and to analyse actual child-directed speech in order to find out whether there are differences between beliefs, measures taken for the children's bilingual development, and naturalistic language use.

The case is relevant as well, given the nature of the sociolinguistic situation in Estonia and other post-Soviet countries. Russians are not a minority in a conventional sense (indigenous or immigrant language) but rather descendents of colonisers of the Soviet era (in the terms of Skutnabb-Kangas 1991, majoritized minority, previously monolingual, while the indigenous population had to be bilingual in its language and Russian), and instances where Russian-speaking families decide to introduce Estonian at home should not be confused with cases where majority language is used in minority families. The decision to use Estonian at home is thus indicative of changes among Russian-speakers in Estonia.

The data was collected in two ways: a semi-structured interview with the parents (1.5 hrs) and 6 hrs of recordings of family conversations.

The findings are as follows. There are discrepancies between the declared ideologies, management and practices. The declared policy is strict OPOL and, as the father rendered it, purism because of the concern that the children will be confused otherwise. During the interview, it was the father who switched between Estonian, Russian and English. Language management in the family is guided by practical considerations, i. e. not by the wish to balance the use of both languages: if it is easier to do things in either of languages, it is done so. The number of turns in mother's speech is 539, of which 50 % are child-directed. Of all child-directed turns 7 % are in Russian and 8 % contain either insertional code-switching or alternational switching within one turn. There are only 6 instances of code-switching in father's speech. Although the parents declared that they speak Russian to each other, the mother switched to Estonian from time to time while

addressing the father. Code-switches are both of insertional and alternational type. Sometimes, the mother repeats the same turn in the other language in child-directed speech.

In general terms, the results tell us that in family language policy research, triangulation of statements obtained from interviews (ideology), practical steps (management) and actual linguistic behaviour (practices) is highly desirable. Despite the declared OPOL policy, it is in fact impossible to avoid code-switching.

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Suaugusio lietuvio gimtosios kalbos žodyno dydis

Pranešime ieškoma atsakymo į klausimą, koks yra vidutinis suaugusio lietuvio gimtosios kalbos žodyno dydis ir ar jis statistiškai reikšmingai priklauso nuo žmogaus amžiaus, lyties, gyvenamosios vietos ir skaitymo savo malonumui įpročių. Žodyno dydžio rezultatai amžiaus aspektu gretinami su vokiečių (Segbers, Schroeder 2017), anglų (Aitchison 2012, Brysbaert, Stevens, Mandera, Keuleers 2016) ir olandų (Keuleers, Stevens, Mandera, Brysbaert 2015) kalbų gimtakalbių žodyno vidurkiais, ieškant atsakymo į klausimą, ar skirtingų kalbų gimtakalbių žodyno dydis yra panašus. Duomenų rinkimo įrankis – *taip / ne* žodyno dydžio testas (Vilkienė, Vilkaitė-Lozdienė, Bružaitė-Liseckienė 2019). Tyrime dalyvavo 629 respondentai. Duomenys analizuoti naudojant R programinės įrangos (R Core Team, 2013) 3.4.4 versiją. Duomenų analizė atskleidė, kad vidutinis 40 m. amžiaus gimtakalbio žodynas yra apie 60 200 lemų ir metams bėgant jis vis dar auga. Žodyno dydžiui statistiškai reikšmingą įtaką daro visi minėti veiksniai, kurių svarbiausias – amžius. Taip pat atsargiai galima teigti, kad, kaip rodo empiriniai duomenys, tokio paties amžiaus skirtingų (indoeuropiečių) kalbų gimtakalbių žodyno dydis yra panašus, nors skirtingų kalbų rezultatų lyginimas yra labai sudėtingas dėl metodinių skirtumų.

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How can language teachers "notice" the pedagogical resources which allow them to exercise agency in their multilingual language classroom?

This presentation concentrates on a number of action-oriented mediation strategies and practices which can be exploited in communicative situated learning and teaching among international students. It emphasizes the significance of the performative teacher and learner agency in dynamic social co-construction of meaning in dialogic face-to-face interaction. Similarly, it draws on how to "notice" and utilize appropriate multifaceted pedagogical resources, how to mediate effectively, be it linguistically, cognitively or visually by scaffolding, paraphrasing or contrastive comparisons between the target language and languages familiar to the interlocutors.

Furthermore, the teacher agency is explored through her identity and accumulated experience as well as her personal trajectory and abundance of lived pluri- and multilingual encounters in various learning and teaching contexts.

Since mediation strategies and teacher and learner agency have a significant impact on students` further learning development, the presentation includes formative classroom assessment practices, where monitoring oral and written performance through reflective assessment practice and constructive feedback, constitutes an inherent part of the learning and teaching process, and correspondingly prepares learners for summative institutional, more standardized oral and written assessment.

Last but not least, the content of this presentation can be valuable for further exploration of multi-dimensional mediation and formative assessment activities to enhance successful learning and teaching practices in an international classroom.

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Redefining teachers' roles and student agency in bridging 20th century experiences with 21st century skills

It is undeniable that globalization and technological innovation has transformed our world of teaching and learning, thus having a fundamental impact on the role of teachers within the Communicative Language Teaching (CLT) classroom. Kristine M. Hummel (2013)[1] emphasizes that particularly within the last century, second language teaching methodology has experienced a significant change. Classrooms have witnessed a gradual shift in teaching and learning methods, where computer-based technology, better known as computer-assisted language learning has taken on an increasingly important role in second-language teaching and learning.

In this presentation, we endeavor to combine the expertise of a 'traditional' teacher and a 'millennium' teacher by incorporating the use of modern technology. In order to engage learners, we would like to

explore balanced and interactive practices – where pragmatic, authentic, and functional use of language for context-based meaningful purposes is prioritized in the classroom.

This presentation will therefore consist of two main parts. The first part aims to combine lessons with a PowerPoint presentation dedicated to illustrating how to create an interactive and dynamic teaching environment within a context that features rich input, purposeful interaction, and abundant use of in-class e-learning tools.

The second part on the other hand, will highlight the similarities and differences between tasks and practices used in the classroom by a 'traditional' teacher and a 'millennium' teacher. It focuses on maximizing classroom time by using language productively and receptively without the primary use of technology.

Finally, we believe the presentation will inspire teachers and stimulate their creativity in identifying tasks and methods that assist them in bridging the generational gap between both types of teachers and their respective teaching methods.

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Elektroninis Lietuvių–vokiečių kalbų žodynas LiVoLi:
nuo mokomojo žodyno idėjos iki dvikalbio vartosenos žodyno

Elektroninės lietuvių leksikografijos būklę vienareikšmiškai apibūdinti gana sudėtinga. Viena vertus, šioje srityje nemažai nuveikta: suskaitmeninti ir internete dabar jau vienoje vietoje prieinami visi didieji svarbiausieji lietuvių kalbos žodynai (Lietuvių kalbos išteklių informacinė sistema *E. kalba*), tarp jų ir kai kurie dvikalbiai (lietuvių–anglų, lietuvių–latvių, lietuvių–lenkų, lietuvių–vokiečių kalbų). Antra vertus, dauguma šių elektroninių leksikografijos priemonių yra suskaitmenintos knygos, kurios buvo parengtos prieš daugelį metų

ir iš esmės atspindi jau tik istorinę lietuvių kalbos būklę. Naujasis Bendrinės lietuvių kalbos žodynas, atskleisiantis dabartinę lietuvių kalbos vartoseną, vis dar nebaigtas rengti, kol kas prieinamas tik antraštynas ir kai kurių raidžių straipsniai. Lietuvių kalbos tekstynai ir duomenų bazės, kurių taip pat esama (pvz., Lietuvių kalbos daiktavardinių frazių žodyno duomenų bazė, Lietuvių kalbos pastoviųjų žodžių junginių duomenų bazė) neužpildo leksikografinių spragų. Iš naujausių lietuvių elektroninės leksikografijos šaltinių minėtinas nedidelės apimties vartosenos žodynas (https://kalbu.vdu.lt/mokymosi-priemones/leksikonas/), skirtas besimokantiems lietuvių kalbos. Jis remiasi dabartine lietuvių kalbos vartosena (mokomojo tekstyno rašytine dalimi) ir neblogai išnaudoja technines elektroninės leksikografijos galimybes (nors lemų sąrašai pateikiami Excel lentelėse). Vis dėlto didelės apimties, dabartine vartosena besiremiančio ir techninius elektroninės leksikografijos privalumus visapusiškai išnaudojančio žodyno lietuvių kalba kol kas neturi.

Panašių problemų esama ir dvikalbės leksikografijos su vokiečių kalba srityje: rinkoje yra prieš kelis dešimtmečius parengtų didelių knyginių vokiečių–lietuvių ir lietuvių–vokiečių kalbų žodynų (Križinauskas 2009, Križinauskas, Smagurauskas 2006, Balaišis 2004 ir kt. leidimai), kurie remiasi dar senesniais šaltiniais ir turi įvairių kitų trūkumų (plg. dėl junginių pateikimo Plaušinaitytė, Volungevičienė 2016). Be to, skaitmeninėje erdvėje jie neprieinami. Lietuvių kalbos išteklių duomenų bazėje *E. kalba* pateikiami skaitmeniniai lietuvių–vokiečių ir vokiečių–lietuvių kalbų žodynėliai taip pat yra knyginio nedidelės apimties žodyno skaitmeninis variantas, ir, nors iš esmės gana patikimi, turi nedaug išplėtotą mikrostruktūrą, pateikia negausią gramatinę informaciją, stokoja junginių (plačiau žr. Zubaitienė 2016a, b). Kiti internetu prieinami lietuvių ir vokiečių kalbų žodynai ar taip besivadinantys puslapiai (https://www.zodynas.lt/zodynai/lietuviu-vokieciu, https://vokieciu24.lt/zodynas, https://www.dict.com/litauisch-deutsch/, https://www.teksto vertimas.lt/zodynas/vokieciu-lietuviu) sukurti automatiškai ir tik su išlygomis gali būti vadinami leksikografiniais veikalais. Nors juose pateikiama leksikografinė informacija iš pirmo žvilgsnio gali pasirodyti išsami (pvz., svetainių http://www.dict.com ir www.tekstovertimas.lt lietuvių–vokiečių kalbų žodynuose kai kurioms lemoms pateikiama nemažai žodžių junginių), tačiau ji itin nenuosekli, priklausoma nuo naudotų šaltinių (dažnai tai ES tekstų vertimai, tad ir junginiai atitinkami, pvz., *System zur Finanzierung der Gemeinschaft* (n.) Bendrijos finansavimo priemonės) ir ne visuomet patikima (plg. Pavydytė 2021). Atsižvelgdamos į visa tai jau prieš keletą metų pradėjome svarstyti naujo, dabartine lietuvių kalbos vartosena besiremiančio ir reiklaus (ypač kalbų besimokančio) vartotojo poreikius atitinkančio žodyno idėją. Po kelerių metų paieškų pavyko rasti finansavimą ir pradėti žodyno rengimo projektą. Šio pranešimo tikslas – pristatyti elektroninio lietuvių–vokiečių kalbų žodyno projektą, aptarti žodyno koncepciją, struktūrą, šaltinius, įvertinti jau nuveiktą darbą bei įvardyti kylančias problemas. Projektą, kurio pradžią finansavo VU Mokslo skatinimo fondas, įgyvendina VU Vokiečių filologijos ir Lietuvių kalbos katedrų darbuotojai kartu su Frankfurto universiteto Empirinės kalbotyros instituto bendradarbiais.

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Kokias nemandagumo strategijas taiko Lietuvos ir JAV politikai debatuose? Žvalgomasis tyrimas

Viešojoje erdvėje kartais teigiama, kad politikai nemoka tinkamai kalbėti, o politiniai TV debatai užsienio mokslininkų vaizdžiai pavadinami žiniasklaidos spektakliu (Garcia, 2022). Visgi, kalbinis elgesys politinių TV debatų kontekste domina pasaulio mokslininkus: tyrėjai aiškinasi, kaip konstruojama galia debatų metu (pvz., Garcia-Pastor, 2008), kaip skleidžiasi nemandagumas TV debatų kontekste (Garcia, 2022), kokias nemandagumo strategijas politikai taiko (Garcia, 2014). Toks pasaulio mokslininkų susidomėjimas kalbiniu elgesiu rodo, kad nemandagumą debatuose tirti verta.

Tyrėjų jau išsiaiškinta, kad įvairių šalių politinių TV debatų kontekstas pasižymi tomis pačiomis savybėmis: savo galios įtvirtinimu kito įvaizdžio menkinimo sąskaita ir negatyvumo ciklais – tokiomis debatų atkarpomis, kai akivaizdžiai daugėja kitą menkinančių pasakymų (Garcia-Pastor, 2008). Debatų metu politikai nuolat varžosi, menkina vienas kitą ir paminėtina tai, kad nors nemandagaus elgesio debatuose yra tikimasi, tai nereiškia, kad jis neutralizuojamas ar kad nesumenkina oponento įvaizdžio (Garcia, 2022).

Visgi pripažįstama, jog trūksta tarpkultūrinių nemandagumo tyrimų (Culpeper, 2011, 22). Šis žvalgomasis tyrimas yra kuklus bandymas užpildyti tarpkultūrinių nemandagumo tyrimų TV debatuose spragą. Atliekant tyrimą remiamasi sociopragmatine nemandagumo samprata, t. y. kai nemandagumas suprantamas kaip tikslingas kalbėtojo siekis sumenkinti adresatą ir šis siekis atpažįstamas bei neigiamai vertinamas adresato konkrečiame kontekste.

Šio tyrimo tikslas yra išanalizuoti nemandagumą Lietuvos ir JAV politiniuose TV debatuose. Tikslui pasiekti keliami šie uždaviniai: identifikuoti kitą menkinančių pasakymų strategijas Lietuvos ir JAV debatuose bei jas palyginti. Nemandagumo strategijos šiame tyrime suprantamos pagal Jonathaną Culpeperį (2016, 424), t. y. kaip skirtingi būdai sumenkinti oponento įvaizdį.

Medžiaga tyrimui rinkta iš 2020 m. Lietuvoje vykusių debatų prieš rinkimus į Seimą ir 2020 m. JAV vykusių debatų prieš rinkimus į Prezidentus. Iš viso kokybiniu turinio analizės metodu ištirta po 2 Lietuvos ir JAV debatų laidas, kurios sudarė 460 min. tiriamosios medžiagos. Atlikus tyrimą paaiškėjo, kad Lietuvos politikai rečiau menkina vienas kitą debatuose negu JAV politikai. Be to, Lietuvos politikai taiko daugiau nemandagumo strategijų negu JAV politikai. Tai rodo, kad Lietuvos politikai išradingiau vartoja įvairius kalbos išteklius norėdami, viena vertus, sumenkinti oponentą, kita vertus, nepakenkti savo pačių įvaizdžiams. Nėra lengva vienareikšmiškai pasakyti, kodėl nemandagumo strategijų įvairovė skiriasi analizuotuose debatuose, tačiau tai galėtų būti susiję tiek su dalyvavusių politikų asmeninėmis charakterio savybėmis, tiek su skirtingomis debatų žanro tradicijomis. Daugiau tarpkultūrinių nemandagumo tyrimų padėtų geriau suprasti, kaip skleidžiasi nemandagumas skirtingose kultūrose.

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STENDINIAI PRANEŠIMAI / POSTERS

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Veiksmažodžio formų sąsajos su leksika:
ką rodo „Mokomojo lietuvių kalbos vartosenos leksikono" duomenys

„Mokomasis lietuvių kalbos vartosenos leksikonas" (toliau – leksikonas) – leksinė bazė, kurioje sukaupta medžiaga naudinga lietuvių kalbos mokymui(si) ir mokymo ištekliams rengti. Leksikono antraštynas ir žodžių vartosenos aprašas pagrįstas konkrečiu tekstynu – „Mokomojo lietuvių kalbos tekstyno" (toliau – tekstynas) rašytine dalimi (ją sudaro apie 620 tūkst. žodžių). Leksikone pateikta 3 700 vienažodžių ir keliažodžių leksinių vienetų. Dažniausiems visuose A1–B2 lygiuose pavartotiems baziniams žodžiams (daugiau nei 700 žodžių, 20 proc. antraštyno) yra parengti ilgieji aprašai, kuriuose pateikiama informacija apie: a) žodžio fonetines ypatybes (kaip tariamas, kaip kirčiuojamas); b) žodžio kaitybą (kokios tekstyne pavartotos morfologinės formos); c) žodžio reikšmę (-es) (reikšmė parodoma vartosenos modeliais); d) vartosenos pavyzdžius iš tekstyno; e) darybinius ryšius (su kokiais dariniais susijusios konkrečios reikšmės). Su baziniais žodžiais susietiems dariniams parengti trumpieji aprašai su pavyzdžiais (plačiau apie leksikoną Kovalevskaitė et al. 2020, Kovalevskaitė et al. 2022b).

Šiame pranešime, ištyrus 207 veiksmažodžius, bus nustatyta, kokių veiksmažodžių vartosenai būdingos veikiamosios ir neveikiamosios rūšies dalyvių, pusdalyvių, padalyvių formos, taip pat bus aptarta, kiek šios formos atsispindi veiksmažodžių vartosenos modeliuose ir kokios jų sąsajos su atskiromis veiksmažodžių reikšmėmis.

Pastebėta, kad kai kurių bazinių veiksmažodžių vartosenai būdingos būtent neasmenuojamosios formos, nes tokiomis formomis šis žodis dažnai vartojamas tekstyne. Pavyzdžiui, tarp PATARTI dažniausių formų yra „patartina" ir „patariama", su šiomis formomis yra sudarytas vienas iš PATARTI vartosenos modelių:
[Pred+PATARTI_ptcp.nec.n|PATARTI_ptcp.pass] [Obj_inf]
{Juodųjų serbentų} uogose daug vitaminų, todėl jas patariama valgyti šviežias organizmui stiprinti.
Rytą patartina tepti odą drėkinamuoju kremu.

Vadinasi, mokantis būtent šio žodžio mokiniui svarbu mokėti ir gebėti pavartoti ne tik esamojo laiko ir bendraties formas, kurios yra pačios dažniausios šiam žodžiui, bet ir išmokti neveikiamosios rūšies esamojo laiko dalyvio ir reikiamybės dalyvio formas.

Iš mokomųjų priemonių apžvalgos matyti: mokyti neasmenuojamųjų formų rekomenduojama vėlesniuose lygiuose (Boizou et al. 2020), kai kurie dalyviai pristatomi A1 ir A2 lygiuose, bet, pavyzdžiui, kai kurie veikiamosios rūšies dalyvių laikai – tik B1 ir B2, kaip ir pusdalyviai ir padalyviai, o reikiamybės dalyviai paprastai pristatomi B2 lygyje. Ištyrus morfologinių kategorijų pasiskirstymą skirtinguose lygiuose tekstyne, nustatyta, kad dalyvių skaičius palaipsniui didėja (nuo 2,83 proc. (A1) iki 16,51 proc. (B2) lygyje). Padalyvių ir pusdalyvių žemesniuose lygiuose pasitaiko mažai, šiek tiek jų padaugėja tik B2 lygio tekstuose (Boizou et al. 2020: 236).

Duomenys apie kalbos vartoseną rodo: paprastai kiekvienas žodis turi ir savo gramatiką. Todėl mokant leksikos svarbu mokyti konkretaus žodžio vartosenai svarbių formų – dažnų formų, o mokant gramatinių formų svarbu jas susieti su konkrečiam lygiui aktualia leksika (apie poreikį leksikos ir gramatikos mokyti kartu žr. ir Kovalevskaitė et al. 2022a). Ištyrus leksikone sukauptus vartosenos duomenis apie dažnus veiksmažodžius bus parodyta, kokių veiksmažodžių vartosenai svarbios neasmenuojamosios formos (kaip tai

gali padėti skirti žodžių reikšmes, vartosenos ypatumus), kad lietuvių kalbos mokytojai ir mokiniai galėtų pasinaudoti šiais duomenimis savo mokymo(si) praktikoje.

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Temporal characteristics of child-adult conversations: utterances and turn-takings

The timing patterns of the turn-taking (TT) system is one of the most important questions from the very beginning of conversation analysis. The smooth turn taking is generally described by containing no long gaps or overlaps between adjacent turns. The main question is how participants presage this high degree of temporal alignment between the end of a turn and the beginning of the next turn. Current theories emphasize that the turn-takings are jointly coordinated by all the participants (e.g. Barthel, 2020). Most research has analyzed adults' conversation. However, much less is known about the temporal patterns of turn-takings in child-adult conversations. How can children acquire the complex mechanism of smooth TTs? Therefore, the aim of the study is twofold. Beside the analysis of the temporal patterns in children's utterances, the temporal organization of turn-takings is analyzed as well. 20 child-adult conversations were selected for the study from GABI database (Children Speech and Information Database): ten 5-year-olds and ten 7-year-olds. The five-year-olds were preschoolers, while the seven-year-olds already attended school, so the effect of institutional education on the implementation of conversations could be examined implicitly. The spontaneous speech material was annotated and corrected manually using Praat 6.3 software (Boersma–Weenink 2018). The duration of the interpausal units (IPUs) and the pauses were automatically extracted as well as the FTO-values (Floor Transfer Offset: the time between the end of the current speaker's turn and the start of the following turn by another person, cf. De Ruiter et al. 2006). The temporal parameters of the conversations were analyzed: we examined the articulation rate, duration of inter-pausal units, characteristics of pausing in children's utterances and turn-takings launched by the child participant.

Temporal patterns of speech did not differ regarding age; however, great individual differences were found in both age groups. 1,385 turn-takings were found in the 20 conversations; altogether 696 adult–child turn-takings were analyzed. Turn-taking occurred with a gap (silent pause) in the majority of the cases; however, children are able to take the floor immediately as well when the current speaker stops speaking (7% of all cases irrespective of age). Turn-takings after a gap occurred with significantly longer FTO-values than TTs after overlapping speech. However, the age of the children did not affect the FTO-values significantly, tendentially differences can be seen between the two groups. Results provide new information of communication competence in childhood with regard to timing patterns of speech as well as organization of child–adult conversations.

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Co-design focused, participatory approach to exploring a serious game with teachers of adult migrants with limited/interrupted formal education experience

My current study focuses on late literacy and second language learning and teaching of adult migrants in Finland. Learners with limited/fragmented educational experiences who are learning to read and write for the first time in their second language are also referred to as LESLLA learners (see www.leslla.org); and I identify myself as a member of the LESLLA research community. More LESLLA research is needed, as the LESLLA population has to date been neglected by most applied linguistics, educational or literacy scholars (see Young-Scholten, 2021).

At the core of my ongoing user study is gamified digital literacy support of adult emergent readers in migrant late literacy and second language training in Finland (see Malessa, 2021). In this study, in-service adult basic literacy and Finnish language teachers tested a specific game app originally developed for young children to enhance their first/second language and literacy skills and development in Finnish. The tested GraphoLearn app was developed by the AllRead team (see University of Jyväskylä, 2021). Participating teachers provided their feedback on their gaming experience via personal gaming diaries and individual researcher-teacher online interviews. Preliminary findings will be presented and discussed.

The focus of this study is to reflect on and evaluate a specific literacy game app in collaboration with adult literacy educators, benefitting from their professional expertise and practical classroom experience. The aim of this study is to devise language specific as well as non-language specific design guidelines for gamified literacy support for the modification of the tested app in question to make serious gaming enjoyable and efficient for LESLLA learners and teachers alike.

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Discourse markers *čia*, *ten*, *tenai*, *dabar*, and *tada* in Spoken Lithuanian

This poster presents the results of a study of selected discourse markers in spoken Lithuanian. Adverbs of place *čia* (here), *ten* (there), and *tenai* (there) and time *dabar* (now) and *tada* (then), which in some contexts can function as discourse markers, were analyzed. Discourse markers are prevalent in spoken language, particularly spontaneous speech, where they tend to lose their propositional meaning and acquire different pragmatic functions instead.

The data for the analysis was collected from a conversational podcast, a relatively new source for the analysis of spoken Lithuanian discourse. The chosen podcast (16,860 words) is a conversation between three male co-hosts who share a friendly relationship and cover a wide range of topics. The analysis draws on the methods of corpus linguistics. AntConc software (Anthony, 2022) was used to analyze the selected items. Raw frequencies of the words *čia*, *ten*, *tenai*, *dabar* and *tada* along with their propositional and pragmatic meaning occurrences in the data were analyzed.

The findings show that the adverbs *čia*, *ten* and *tenai* more frequently function as discourse markers rather than adverbs referring to place, whereas adverbs *dabar* and *tada*, in contrast, are more frequently used in their propositional meaning as words denoting time. Discourse-pragmatic functions that these discourse markers perform in the data will also be presented.

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Arbitraliųjų kolokacijų ištekliai lietuvių kalbos mokymui(si)

Nustatant kolokacijas automatiškai, kolokacijoms priskiriama ir daug tokių junginių, kurie dėl vartojimo pastovumo atitinka vieną iš kolokacijų požymių (plg. *saulėta diena*, *graži moteris*), tačiau, kitaip nei arbitraliosios kolokacijos (toliau – AK), yra sudaromi kaip paprasti laisvieji junginiai remiantis semantiniais apribojimais. Tikrųjų, arba arbitraliųjų, kolokacijų junglumo pagrindas – leksiniai apribojimai (plg. Marcinkevičienė 2010: 90). Tai reiškia, kad teoriškai pagal panašią reikšmę galima būtų rinktis daugiau negu vieną junglumo partnerį, tačiau linkstama vartoti kurį nors vieną, pvz., *suprasti užuominą*, o ne *suvokti užuominą*, *ranka pasiekiamas*, o ne *ranka paimamas*.

Vykdant projektą „Arbitraliosios lietuvių kalbos kolokacijos: atpažinimas, aprašymas, vartojimas" (ARKA; Nr. S-LIP-20-18, žr. https://arka.pastovu.vdu.lt/), atrinktos ir aprašytos lietuvių kalbos AK, rengiami AK skirti leksikografiniai ir mokomieji ištekliai (žodynas ir mokomoji priemonė). AK tirtos panaudojant projekto „Lietuvių kalbos pastoviųjų žodžių junginių automatinis atpažinimas (PASTOVU)" (žr. https://pastovu.vdu.lt/) metu sukauptą medžiagą – automatiniais hibridiniais metodais nustatytus kolokacijų sąrašus, kuriuose esančių kolokacijų arbitralumas įvertintas taikant du kriterijus: riboto leksinio junglumo ir perkeltinės reikšmės (Kovalevskaitė et al. 2021). Atlikus tyrimą matyti, kad AK sudaro apie ketvirtadalį visų analizuotų kolokacijų (iš viso bus pateikta apie 9 000 AK).

AK svarbios, nes sudaro lietuvių kalbos kolokacijų branduolį, ypač naudingą vertimo, lietuvių kalbos kaip svetimosios mokymo, leksikografijos tikslams. Šiame pranešime bus pristatyti lietuvių kalbos AK skirti ištekliai, aktualūs lietuvių kalbos mokymo praktikams: 1) Lietuvių kalbos pastoviųjų junginių leksinė bazė (ji dar pildoma, tvarkoma), kurioje galima atlikti įvairialypę tiek arbitraliųjų, tiek trivialiųjų kolokacijų paiešką (žr. https://resursai.pastovu.vdu.lt/paieska/paprastoji); 2) AK žodynas; 3) mokomoji priemonė.

Mokomosios priemonės tikslas – pateikti informacijos apie lietuvių kalbos AK (jų požymius, skirtumus nuo kitų pastoviųjų žodžių junginių, sandarą ir vartosenos ypatybes), pasiūlyti AK mokymosi užduočių. Kolokacijos – svarbi leksikos dalis, tačiau jų mokymas(is) nėra lengvas (Paquot et al. 2012), todėl tiriama, kaip negimtakalbiai vartoja kolokacijas, kaip kolokacijų reikėtų mokyti, kaip testuoti kolokacinę kompetenciją (Barfield et al. 2009; Gablasova et al. 2017; Selivan 2018).

Nors yra nemažai lietuvių kalbai kaip svetimajai mokytis skirtų priemonių, tačiau net ir į aukštesnius kalbos lygius orientuotose priemonėse trūksta kolokacijų mokymui skirtų užduočių. Gera kolokacinė kompetencija svarbu ne tik besimokantiesiems užsienio kalbos, bet ir vertėjams. Todėl mokomojoje priemonėje išskirtos dvi pagrindinės tikslinės grupės: besimokantieji lietuvių kalbos (ir kaip gimtosios, ir kaip svetimosios); besimokantys vertėjai, redaktoriai.

M. Baker (2011) pastebi, kad daugiausia kritikos sulaukia vertimai, kuriuose būna neatpažinta kolokacinė raiška ir taikomas pažodinis vertimas. Todėl vertėjams skirtoje dalyje AK aptariamos atsižvelgiant į tarpkultūrinius skirtumus, kai skirtingose kalbose kolokacijos gali sutapti, nesutapti ar visai neegzistuoti. Diskutuojama apie vertimo ekvivalentiškumą ir kolokacijas kaip vertimo vienetą, aptariamos dažniausios kolokacijų vertimo problemos, supažindinama su atviros prieigos išteklių įvairove ir pateikiama pratybų kolokacijų vertimo kompetencijoms ugdyti, kurios gali būti pritaikomos besimokantiems vertimo ir (ar) redagavimo.

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The impact of first languages on students' use of metaphors in biology education: A comparison between native and non-native German students

Language is essential for learning success and a crucial factor influencing the development of students' conceptions. Students do not only have to understand the language to participate in biology classes but must also apply it to structure their knowledge and conceptions. Since the national language is predominant in most biology classes, students need to have a high level of proficiency in this language. This *monolingual habitus* constitutes one of the main barriers for second language learners (SLLs) when attending science classes: with respect to language learning, students have to differentiate between different language systems and therefore symbols. According to the cognitive metaphor theory, metaphors are not to be understood literally, but in a transferred sense. This linguistic phenomenon is challenging for SLLs.

However, especially in biology education, metaphors are commonly used to support students in understanding abstract phenomena. Yet to SLLs metaphors might impede understanding: several research findings show differences in metaphor usage among different languages and cultures. Crosslinguistically metaphors differ in terms of source-target mappings and frequency. Therefore, SLLs might not understand some metaphors in the German language and misinterpret them.

Despite the essential role of metaphors for biology learning, it is still unclear what impact different first languages of students have on their metaphor usage within the language of instruction in monolingual classroom settings. Based on this, this PhD project aims at analysing which metaphors are used by students with and without German as a first language as well as lecturers and teachers to explain biological phenomena and to what extent they differ.

Following the Model of Educational Reconstruction, as a first step, guided expert interviews on two biological phenomena (abstract and experienceable) with university lecturers were conducted to collect scientists' conceptions. As a second step, guided interviews with selected native and non-native students and their biology teachers have been conducted to record verbal explanations, conceptions, and also metaphorical language use. Additionally, a questionnaire is used in which, among other things, the language biography of students and their teachers has been investigated. This study design is applied to investigate both language biography and participants' use of metaphors related to biological topics.

The interviews will be analysed by Qualitative Content Analysis and metaphor analysis. Using these methods, content as well as the language used will be analysed connectively. As a result, the data is expected to show relations between teachers' and students' language background, scientific conceptions, and their use of metaphors. Up till now, first indications show that SLLs use their own-built metaphors mainly if their conceptions differ significantly from scientific conceptions.

The results will show the importance of language reflection in school as an aspect of biology learning with respect to students' first language. By reflecting used metaphors of the students and their teachers, a deeper understanding of communicating biological phenomena can be reached. Furthermore, the results of this study will serve as a basis for new teaching concepts focusing on students' linguistic heterogeneity.