6th International Symposium

LANGUAGE FOR INTERNATIONAL COMMUNICATION

TRANS-CULTURAL ECOSYSTEMS: LANGUAGE, CULTURE, AND LITERATURE

BOOK OF ABSTRACTS

May 9-10, 2024

Riga, Latvia

Department of English Studies

Centre for Applied Linguistics

Department of Romance Studies

Faculty of Humanities

University of Latvia

Le Mans University

Symposium information
Through discourses, people generate and transmit knowledge on a variety of issues, including climate change, environmental sustainability, conservation, endangered species, and eco-inequality. Moreover, it has been recognized that language as part of ecosystems may not only influence our thoughts, ideas, ideologies, and worldview but also affect our behaviour. In this regard, language, culture, and literature play a prominent role in encouraging the protection of environment and promoting more eco-friendly living, so eco-transculturality can appear valuable in environmental humanities and central to transcultural ecocriticism. This symposium aims at a close examination of these trans-cultural ecosystems.

The website of the symposium: https://conferences.lu.lv/event/393/

Scientific Committee:
Redouane Aboueddahab (Le Mans University, France)
Jolita Horbacauskiene (Kaunas University of Technology, Lithuania)
Indra Karapetjana (University of Latvia, Latvia)
Laura Karpinska (University of Latvia, Latvia)
Giovanni Iamartino (University of Milan, Italy)
Antra Leine (University of Latvia, Latvia)
Cármen Sánchez Manzanares (University of Murcia, Spain)
José Antonio Alonso Navarro (University of Norte, Paraguay)
Alla Placinska (University of Latvia, Latvia)
Gunta Roziņa (University of Latvia, Latvia)
Clara Sarmento (Centre for Intercultural Studies, ISCAP-Polytechnic of Porto, Portugal)
Aristi Trendel (Le Mans University, France)
Theodora Tsimpouki (National and Kapodistrian University of Athens, Greece)
Francois Thirion (Le Mans University, France)
Jeļena Vladimirska (University of Latvia, Latvia)

Organizing Committee:
Vineta Apse (University of Latvia, Latvia)
Evita Badina (University of Latvia, Latvia)
Līga Beļicka (University of Latvia, Latvia)
Monta Farneste (University of Latvia, Latvia)
Vita Kalnbērziņa (University of Latvia, Latvia)
Indra Karapetjana (University of Latvia, Latvia)
Laura Karpinska (University of Latvia, Latvia)
Jana Kuzmina (University of Latvia, Latvia)
Antra Leine (University of Latvia, Latvia)
Dace Liepiņa (University of Latvia, Latvia)
Inta Līsmane (University of Latvia, Latvia)
Laimdota Ločmele (University of Latvia, Latvia)
Alla Placinska (University of Latvia, Latvia)
Gunta Roziņa (University of Latvia, Latvia)
Ilze Ruža (University of Latvia, Latvia)
Margarita Spirida (University of Latvia, Latvia)
Ruta Svētiņa (University of Latvia, Latvia)
Francois Thirion (Le Mans University, France)
Aristi Trendel (Le Mans University, France)
Zigrīda Vinčela (University of Latvia, Latvia)
Jeļena Vladimirska (University of Latvia, Latvia)

CONTENTS

Maria Dolores Camacho-Díaz
Does the Development of Metaphorical Awareness Predict Metaphorical Competence? If So, Can Contemporary Songs Act as a Springboard for Introducing Metaphor in the ESP Classroom?

Gladys Camacho-Rios
Oral Literature in Two Andean Languages: a transcultural approach

Ina Druviete
Language Maintenance in a Competitive Environment: the case of Latvian

Monta Farneste, Tatjana Bicjutko
Artificial Intelligence Integration in English Writing Acquisition: a comparative analysis of student perspectives in school and university settings

Jesús Ángel González
Environmental Threats in Transnational Post-Westerns: Argentina vs. Australia

Ivy Helman
An Ecofeminist Close Reading of Starhawk's Maya Greenwood Series: lessons in creating, recreating, and destroying through language

Jolita Horbačauskienė, Milda Ratkevičienė
Disciplinary Literacies Through Instances of Academic Language in Secondary Education Curricula

Amaia Ibarraran-Bigalondo
New (Transnational) Westerns, Old Characters, New (ecological) Concerns: *Blackthorn* (Mateo Gil, 2011)

Gunjan Jain, Erkin Mukhammedov
Exploring EMI Students' Experiences on Employing Selected AI-powered Tools in Writing Literature Review

Vita Kalnbērziņa
Latvian and Lithuanian Student Perceptions about Their Cultures

Indra Karapetjana, Gunta Roziņa
Understanding Code-switching in a Multilingual Environment

Laura Karpinska
Variety of Bilingual Dictionaries in Online Dictionary Portals

Evelīna Ķiršakmene
False Friends as a Type of Literal Translation

Kristīna Korneliusa
Semantic Annotation Applied for Subjectivity Analysis of English-Language Descriptions of Latvia's Cultural Canon Elements

PRESENTATIONS IN FRENCH

Samir Bajrić
Gestes transculturels, interlinguistiques et écosystémiques de quelques romanciers dits bilingues : Milan Kundera, Vassilis Alexakis, Velibor Čolić et Rachid Mimouni

Olga Billere
Moyens verbaux et discursifs de construction des positionnements écologiques dans la parémiologie française et lettone

Garik Galstyan
Le discours des intellectuels nationaux sur l'environnement en Arménie (fin de l'URSS et début de la période postsoviétique)

Jeļena Gridina
L'étude du mot *geste* (fr.) / *gesto* (it.) dans la perspective des langues romanes

Antonella Mauri
Une « écologie » de la langue en Italie à l'époque fasciste

Isabelle Monin
Les gestes mimo-verbaux au sein des pratiques de classe : Quel écosystème se construit de la fiction à la réalité, et réciproquement?

Emilia Andreea Motoranu
Nicanor Parra et l'écopoésie

Monica Paniz
Gestuel et indicibilité : entre construction du sens et déconstruction du trauma

Dominique Samson
Nature, écriture et autochtonie dans le Nord & l'Arctique sibériens du XXIe siècle

Dubravka Saulan
'Faites un geste pour la planète' ou comment la sémantique du 'geste' influence les tendances publicitaires en termes de modalité de phrases

Miroslav Stasilo
Créativité et enseignement de FLE dans un nouveau contexte – vie durable

Julieta Tadevosyan
Le rôle de la politique linguistique multilingue dans le paradigme du développement économique de l'Arménie

Serge Tchougounnikov
Pour l'histoire et l'épistémologiste de la notion de geste verbal

PRESENTATIONS IN SPANISH

Maite Aperribay-Bermejo
Leer para un mundo mejor: La Literatura Infantil y Juvenil y la Educación para el Desarrollo Sostenible

Ana R. Calero Valera, Josefa Contreras Fernández
Ecoexperiencias en investigación en educación universitaria: despertar la conciencia ecológica a través del *mindfulness*

Carmen Caro Dugo
El encuentro transcultural en la naturaleza: traduciendo poesía

Rudy Chaulet
Encuentros transculturales entre Europa del Oeste (España, Francia) y Asia (Turquía, Armenia, Asia Central). Propuesta de unas ediciones digitales cartográficas

Ingrid García-Wistädt
La problemática del agua y su representación en los relatos de los viajeros alemanes a Valencia en el siglo XIX

Isabel Gutiérrez Koester
Ecosistemas literarios en transformación. La imagen de España entre paraíso y pesadilla

María Victoria López-Pérez
Fomentando la competencia intercultural y la conciencia ecológica en grupos multiculturales de aprendices de ELE

Noa Philippon Salinas
Integración de la educación ambiental en el aula de lenguas extranjeras: propuestas didácticas

Alla Placinska
El paisaje lingüístico y semiótico en los sitios web de ecoturismo

Igor Protsenko
Reflexiones de metáfora en la novela *El invierno de Gunter* de Juan Manuel Marcos. Aspecto sociocultural

Igor Protsenko
Rol de la situación lingüística en la formación y desarrollo de la sociedad. Aspecto sociocultural

Amparo Ricós Vidal
Las unidades fraseológicas con elementos de la naturaleza: ¿Transmisores de una cultura tradicional ecológica? Análisis contrastivo lingüístico-cultural y su aplicación en el aula universitaria

Isabel Sánchez López
Diccionario, lengua y sociedad. El diccionario general y el diccionario de aprendizaje en el siglo XXI

Raquel Sanz-Moreno
Mediación intercultural e interlingüística a través de la audiodescripción. Estudio de caso en el aula de Francés como Lengua Extranjera

Alberto Torres Fernández
El ecosistema en el *Popol Vuh*: enfoques principales y aplicación de la educación transdisciplinaria

Mireia Vives Martínez
Literatura de viajes y diversidad natural. El viaje de Virginia Woolf y Marie von Bunsen a España

STUDENTS' PRESENTATIONS

Elīna Šalajenko
Cockney and Birmingham Features of Closing Diphthong Articulation in Authentic Audio Recordings

Daniela Dižūra
Enrichment Speech - A Type of Oral Communication: form-function analysis

Anastassiya Ivanova
Multimodal Analysis of Online News Articles on the 2024 USA Presidential Elections

Luīze Karlivāne
Discourse Analysis of News Values in Online Articles on Artificial Intelligence

Laura Prikule
Language-Based Urban Research Methods and Results

Ģirts Vikmanis
Cultural References in Subtitle Translations

KEYNOTE SPEECHES

Piotr Cap
University of Łódź, Poland
piotr.cap@uni.lodz.pl

(Anti-)immigration Discourses in the Post-2015 Poland: a proximization theoretical perspective

The present paper explores the discursive patterns of legitimization of anti-immigration policies adopted by the Polish right-wing government which ruled the country between 2015-2023. It argues that legitimization of anti-immigration policies is essentially threat-based and coercive, involving a specific selection of rhetorical tools deployed to characterize different immigrant groups, as well as individual immigrants, from mainly Middle East and East African territories. Construed as 'different', 'alien' and 'unbelonging', in a whole lot of cultural, ideological and religious terms, they were claimed to pose an emerging threat to the safety of Poland and the personal safety and well-being of Polish citizens. The paper draws on cognitive-pragmatic theories of discourse space (Chilton, 2004, 2014; Hart, 2014) and Proximization Theory (Cap, 2013, 2014, 2017, 2022) in particular, revealing how the concepts of closeness and remoteness were manipulated in the service of threat construction and the sanctioning of tough anti-immigration measures, such as the refusal to accept non-Christian refugees from war territories in Syria. Focusing on a corpus of 124 addresses, statements and comments by members of the Polish government, it demonstrates how the government manufactured and discursively perpetuated the aura of fear by conflating the issue of refugee migration into Europe with the problem of global terrorism, and how virtual threats to Polish cultural legacy and values were conceived to justify opposition to the idea of the multiethnic and multicultural state in general.

Key words: immigrants, anti-immigration discourse, threat construction, policy legitimization, proximization, cognitive critical discourse studies, Poland

References
Cap, P. (2013) *Proximization. The Pragmatics of Symbolic Distance Crossing*. Amsterdam: John Benjamins.
Cap, P. (2014) Applying Cognitive Pragmatics to Critical Discourse Studies: a proximization analysis of three public space discourses. *Journal of Pragmatics* 70: 16-30.
Cap, P. (2017) *The Language of Fear: Communicating Threat in Public Discourse*. Basingstoke: Palgrave.
Cap, P. (2022) *The Discourse of Conflict and Crisis: Poland's Political Rhetoric in the European Perspective.* London: Bloomsbury.
Chilton, P. (2004) *Analysing Political Discourse: Theory and Practice*. London: Routledge.
Chilton, P. (2014) *Language, Space and Mind: the conceptual geometry of linguistic meaning*. Cambridge: Cambridge University Press.
Hart, C. (2014) *Discourse, Grammar and Ideology: functional and cognitive perspectives*. London: Bloomsbury.

Jeļena Vladimirska
University of Latvia, Latvia
jelena.vladimirska@lu.lv

Les indices prosodiques et mimico-gestuels comme marqueurs des opérations énonciatives

Issu du grec οἶκος / *oîkos* et λόγος / *lógos*, le mot *écologie,* renvoie aux interactions des êtres vivants entre eux et avec leur environnement. Cette rencontre du corps et du monde environnant se situe, selon Trautmann-Waller (2006 : 67), « à l'origine de l'émergence de la spatialité et de la temporalité » qu'on peut appréhender à travers l'activité du langage dans ses formes linguistiques mais également à travers les gestes.

Nous proposons une étude des indices mimico-gestuels en rapport avec la variation sémantique des unités lexicales. Nous soutenons que les variations sémantiques sont associables à une certaine expression gestuelle du locuteur laquelle, en jonction avec la prosodie organise le type particulier de la *scène énonciative* (Paillard, 2017) propre à cette unité. Ainsi, les gestes constituent-ils des traces des opérations cognitives tout comme les éléments lexicaux ou la prosodie. Nous nous référons ainsi au concept de *geste mental* introduit par A. Cilioli qui, en parlant des « traces enfouies dans l'entrelacs du langage » insiste sur le rapport entre notre système sensoriel d'une part, et certaines opérations mentales d'autre part (Cilioli, 2011).

Dans la continuation de nos recherches antérieures portant sur une série des unités lexicales - *vraiment* (Morel & Vladimirska, 2014), *une sorte de, une espèce de, un genre de* (Vladimirska & Turlā-Pastare, 2022), notre étude récente porte sur les indéfinis *n'importe qui/n'importe quoi* (Vladimirska, 2024 à par.) et sur le mot *esprit* (2024, à par.). A partir du corpus, constitué grâce à la base de données audiovisuelles © YOUGLISH et traité à l'aide des logiciels *Speech Analyzer* (pour la prosodie) et ELAN (pour l'image), nous montrerons comment les indices mimico-gestuels participent à la construction du sens de l'énoncé.

Mots-clés : indices mimico-gestuels, prosodie, sémantique, énonciation

Prosodic and Mimic-Gestural Cues as Markers of Enunciative Operations

Coming from the Greek οἶκος / oîkos and λόγος / lógos, the word *ecology* refers to the interactions of living beings with each other and with their environment. This meeting of the body and the surrounding world is located, according to Trautmann-Waller (2006: 67), 'at the origin of the emergence of spatiality and temporality' which can be understood through the activity of language in its linguistic forms but also through gestures.
We propose a study of mimic-gestural cues in relation to the semantic variation of lexical units. We maintain that semantic variations are associated with a certain gestural expression of the speaker which, in conjunction with prosody, organizes the particular type of enunciative scene (Paillard, 2017) specific to this unit. Thus, gestures constitute traces of cognitive operations just like lexical elements or prosody. We thus refer to the concept of *mental gesture* introduced by A. Cilioli who, speaking of 'traces buried in the interlacing of language' insists on the relationship between our sensory system on the one hand, and certain mental operations on the other hand. (Cilioli, 2011).

In continuation of our previous research focusing on a series of French lexical units – *vraiment* (Morel and Vladimirska, 2014), *une sorte de, une espèce de, un genre de* (Vladimirska and Turlā-Pastare, 2022), our recent study focuses on indefinites *n'importe qui/n'importe quoi*

(litt.: *no matter who / no matter what*) (Vladimirska, 2024 ad.) and on the word *esprit* (*spirit/mind*) (2024, ad.). From the corpora, created using the audiovisual database © YOUGLISH and processed using the software Speech Analyzer (for prosody) and ELAN (for images), we will show how mimic-gestural cues participate in the construction of the meaning of the utterance.

Key words: mimic-gestural cues, prosody, semantics, enunciation

Liste de références
Culioli, A. (2018) *Pour une linguistique de l'énonciation, Tome 4, Tours et détours*, Paris-Limoges : Lambert Lucas,
Culioli, A. (2011) *Gestes mentaux et réseaux symboliques : à la recherche des traces enfouies dans l'entrelacs du langage* (Conférence retranscrite par R. Camus).
Morel, M.-A. and Vladimirska, E. (2014) Intonation and gesture in the segmentation of speech units: The discursive marker vraiment: integration, focalisation, formulation, in *Discourse Segmentation in Romance Languages*, S. Pons Boerderia (dir.), Amsterdam: John Benjamins:185-218.
Paillard, D. (2017), Scène énonciative et types de marqueurs discursifs, *Langages*, 207 (3) : 17-32.
Trautmann-Waller, C. (2006) *Aux origines d'une science allemande de la culture. Linguistique et psychologie des peuples chez Heymann Steinthal*. Paris : CNRS Editions.
Vladimirska, E., Turlā-Pastare, D. (2022) *Une sorte de, une espèce de, un genre de* : une approche multidimensionnelle des marqueurs dits 'd'approximation' (Sémantique, prosodie, regard, gestes), *Information Grammaticale*, 173 : 48 – 60.
Vladimirska, E. (2024 à par.) Les indices prosodiques et mimique-gestuels comme marqueurs des opérations énonciatives. Exemple des indéfinis *n'importe qui* et *n'importe quoi,* In Actes du Colloque de la TOPÉ, Tours, 2022.
Vladimirska E. (2024 à par.) *Esprit* : la forme schématique et le principe régulateur des variations sémantiques.
Logiciel
Speech Analyzer, *SIL Language Technology*
ELAN (Version 6.2) (2021). Nijmegen: Max Planck Institute for Psycholinguistics. https://archive.mpi.nl/tla/elan

Hubert Zapf
University of Augsburg, Germany
hubert.zapf@uni-a.de

Cultural Ecology in Decolonial Perspective

Cultural ecology is an ecotheoretical approach which specifically focuses on the role of literary and other forms of cultural creativity in the transdisciplinary context of the environmental humanities. The paper argues that some of the key assumptions of cultural ecology are mutually co-productive with a decolonial perspective. Both approaches foreground marginalized voices, particularly also indigenous forms of ecocultural knowledge and imagination. Both are inspired by the cultural work of art and literature as an ecological force in culture, which has an intrinsic potential of deconstructing and, in effect, de-colonizing pathogenic power structures, while also developing imaginary alternatives to these systemic realities in their creative transformation. Both approaches recognize the uniqueness of cultural ecosystems while at the same time emphasizing their transcultural connectivities.

Whereas some versions of decolonial theory tend to replace previous ideological binaries with new ones – such as between the Global South and the Global North, indigeneity and modernity –, other voices in this expanding field consider decolonial thought not as anti-modern and instead advocate for different modernities instead of one modernity, for a pluriversal versus a

universal ecocultural modernism. It is in this non-binary, decentering yet also newly reconnective form of transcultural pluriversality that cultural ecology resonates and appears potentially co-productive with a decolonial perspective.

PRESENTATIONS IN ENGLISH

Rédouane Abouddahab
Le Mans University, France
r.abouddahab@free.fr

Being Alive in and with the Land. Scott Momaday's Non-Finalist Historical Nature

In his essays, novels, poems, and stories, N. Scott Momaday brings together into one intricately rich and lively fabric, cultural and natural phenomena, thus inviting us to go beyond the dichotomies generated by the dialectics of subject and object, the former being usually associated to Logos, the latter to the mere given. Momaday's nature knows. It is creative in a nonteleological perspective and is thus contingent and historical. Momaday's work presents readers with the core of native American cultures (especially Kiowa, Pueblo, and Navajo) in the form of a subtle system of interdependence between all living beings. Thus, far from being above or beside nature, the human being and the culture he has produced are part of an overall ever non-finalist creative ecosystem that the poetic and highly visual form of Momaday's writing gives shape and lyrical meanings to. It is interesting then to examine the ways in which Momaday's writing (especially in House Made of Dawn) formalizes the ecosystemic vision that underlies his ethics and see how the Kiowa writer uses Native American beliefs and values to regenerate and revitalize them in a modern guise.

Key words: Native American, poetic and ecosystemic writing

Maria Alcantud Diaz
University of Valencia, Spain – Research Group TALIS
maria.alcantud@uv.es

The Discourse of the SDGs in the Teacher Training Classroom. An Eco-Sustainable Solution for the Transfer of Values to the Community

The transmission of knowledge about the Sustainable Development Goals (SDGs) (UN, 2015) in teacher training classrooms provides a comprehensive vision of current global challenges and the importance of seeking eco-sustainable solutions (Abera, 2023). This perspective could foster thoughtful cognitive changes in teachers, such as increasing environmental awareness, understanding the interconnection of social and ecological problems, adopting values of responsibility and commitment to promoting sustainable living, as well as the transformation of teacher behaviors, as this enables them to incorporate the SDGs into their daily teaching practice. It has been observed that teachers trained in sustainability education include more activities related to the SDGs in their study programs, thus promoting greater awareness and understanding in their students.

The main objective of this work is to analyze the impact of sustainability education on teachers. Specifically, the participating group's perceptions are analyzed (personal and related to their professional development). To this end, a didactic proposal was designed based on the SDGs in the subject of Foreign Language (English) in the Degree in Primary School Education

of the Faculty of Teacher Training of the University of Valencia (Spain) (Alcantud-Díaz and Lloret-Catalá, 2023). For this purpose, a mixed research method consisting of semi-structured questionnaires was used. The results showed that both awareness and knowledge of subjects related to the SDGs increased, especially of issues related to equality, quality education, and the environment, among others. Likewise, solid evidence was found that the transmission of an ecology of knowledge (Collado Ruano and Apolo Buenaño, 2018) and transdisciplinary training in the SDGs in this context can positively influence the thinking and worldview of future teachers, which contributes to the pro- motion of a more eco-sustainable life and the achievement of the SDGs proposed by the United Nations 2030 Agenda.

Key words: teacher training, English as a Foreign Language, Sustainable Development Goals, eco-sustainability through SDG awareness raising

References
Abera, H. G. (2023) The role of education in achieving the sustainable development goals (SDGs): a global evidence based research article. *International Journal of Social Science and Education Research Studies*, 3 (1): 67-68. DOI: https://doi.org/10.55677/ijssers/V03I1Y2023-09.
Alcantud-Díaz, M. and LLoret-Catalá, C. (2023) Bridging the gap between teacher training and society. Sustainable development goals (SDGs) in English as a foreign language (EFL). *Globalisation, Societies and Education*, 1-12. https://doi.org/10.1080/14767724.2023.2283510.
Collado Ruano, J. and Apolo Buenaño, D. (2018) Ética y valores: una perspectiva trans-disciplinar desde la ecología de saberes. En Rodriguez, M. y García, W. (eds.) *Mirada desde la práctica educativa educación, ética y valores (*pp. 61-79). Universidad Nacional de Educación de Ecuador (UNAE).

Dace Aleksandraviča
University of Latvia, Latvia
dace.aleksandravica@gmail.com

Language Learners' Identity and Agency in the Ecology of Language in Higher Education Institutions

The study explores the interplay between language learners' identity and agency within the dynamic ecology of language in higher education settings. Drawing on a conceptualization of identity as a complex construct shaped by one's relationship to the world across time and space, the study investigates the role of language learners' agency and motivation to invest in language learning. Accordingly, learners who invest in language acquisition through their commitment to language learning anticipate obtaining diverse resources, enhancing cultural capital and gaining social power. The research extends the model of investment by delving into learners' hopes for the future, while also recognizing their agency as the power to position oneself within various contexts, including educational settings. Through analysis of relevant academic contributions, the study incorporates the lens of ecolinguistics, viewing language as existing within sociocultural ecology, wherein language is viewed as relating to the social and cultural aspects that mold the context of language users and the communities they belong to or wish to associate themselves with. Central to the research is the recognition that learners possess agency to assert their identities, negotiate symbolic capital, and challenge normative ways of thinking. Informed by an identity approach to foreign language acquisition, the study adopts a dynamic systems theory that integrates language learners within the larger social world. It challenges the conventional perceptions of learners and emphasizes the dynamic, negotiated nature of identity in language learning. By considering learners' motivations to invest in language learning through

exercising their agency, the study sheds light on the ways learners navigate and resist unfavorable identities. Underscoring the role of language learners' identity and agency, the research hopes to raise awareness of the need for a more nuanced understanding of language acquisition as a sociocultural practice.

Key words: foreign language acquisition, language ecology, language identity, agency, symbolic capital, dynamic systems theory

References

Darvin, R. and Norton, B. (2015) Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics,* 35: 36–56.

Dörnyei, Z. and Ushioda, E. (2011) *Teaching and Researching Motivation*, 2nd ed. Harlow: Pearson Education Limited.

Duff, P.A. (2012) Identity, agency, and second language acquisition. In S. M. Gass and A. Mackey (eds.) *The Routledge Handbook of Second Language Acquisition* (pp. 410–426). London: Routledge.

Norton, B. and McKinney, C. (2011) An identity approach to second language acquisition. *Alternative Approaches to Second Language Acquisition*, 73-94.

Steffensen, S.V., and Fill, A.F. (2014) Ecolinguistics: the state of the art and future horizons. *Language Sciences*, 41: 6-25.

Mariia Anisimova
Charles University, the Czech Republic
anisimova@ufal.mff.cuni.cz

Sárka Zikánová
Charles University, the Czech Republic
zikanova@ufal.mff.cuni.cz

Subjectivity in Diplomatic Discourse: a parallel annotation analysis

For almost a century, United Nations is seen as one of the primary arenas for multicultural communication and exchange. For linguists this means an unparalleled source of diplomatic texts thus allowing for a large-scale corpus analysis of diplomatic discourse. Although diplomatic texts are undeniably evaluative (Swain, 2017), linguists are yet to figure out the main features of diplomatic attitudes. For such evaluation, one of the main problems is the absence of specific criteria and guidelines for corpus analysis (Fuoli, 2018).

In our paper, we have aimed at describing the typical problems that arise when assessing appraisal (Martin and White, 2005) in diplomatic speeches. Our approach is based on a double annotation experiment conducted on selected diplomatic speeches (ca. 10000 tokens), that was completed ac- cording to extensive guidelines which we have developed for this task earlier, allowing for a finer- grained attitude annotation of the data. The outcomes of the inter-annotator agreement (Cohen's Kappa ranging from 0.32 to 0.44 for various subcategories) have proven the need for a deeper enquiry into the aspects of the parallel analysis. Therefore, we have developed an elaborated scheme for assessing agreement and disagreement types. Each of the annotated instances was evaluated based on the tag consistency and the length of the annotation span.

The challenges of evaluative language assessment in corpus-based diplomatic discourse analysis stem from a lack of explicit evaluation, extensive use of metaphors and complicated rhetorical de- vices. The main source of disagreement comes from text fragments selected only by one annotator. This could be explained by the nature of the attitude identification process, the subjectivity factor, and human error. The cases of agreement tend to satisfy both attitude subtype

and polarity criteria. The analysis has shown the categories of judgement, and attitude polarity to be central means of attitude expression in diplomatic communication.

Key words: diplomatic discourse, parallel annotation, appraisal theory

References
Fuoli, M. (2018) A step-wise method for annotating appraisal. *Functions of Language*, 25 (3): 229-258.
Martin, J.R. and White P. R. R. (2005) *The Language of Evaluation: Appraisal in English* (pp. 34-69). New York: Palgrave Macmillan.
Swain, E. (2017) Interpersonal style(s) in diplomatic argumentation online. In G. Garzone and C. Ilie (eds.) *Argumentation Across Communities of Practice: multidisciplinary perspectives* (pp. 127–148). Amsterdam: John Benjamins.

Vineta Apse
University of Latvia, Latvia
vineta.apse@lu.lv

Using Artificial Intelligence at Tertiary Level Language Studies

It is undeniable that technology has been developing very fast and it is impossible to avoid its use in the academic studies. There are several artificial intelligence (AI) tools, for instance, Canva Magic Write, Curipod, Eduaide.ai, that educators have been using for some years, but the appearance of OpenAI (ChatGPT) turned around the world, and both students and teaching staff started using it as a tool that can serve as an efficient human capacity assistant. Several universities, including Harvard University, have started to provide advice and practical workshops to the academic staff on how to use generative AI in tertiary level classes to involve students. However, this also escalates academic integrity issues that UNESCO guidelines on AI in education as well as some European Union documents are trying to address. Therefore, the purpose of the research was to investigate the application of an AI tool in English language classes at a tertiary level and to study the students' attitude to it. The participants of the research were students at a university in Latvia, majoring in English language, business management, commercial diplomacy, information services and social work. The task for the students involved comparing a summary written by themselves and by using ChatGPT and including ChatGPT in a role play exercise. The tasks were preceded and followed by a survey inquiring about the students' opinion on the application of generative AI tools during studying English for academic purposes. The results confirmed that many students preferred using AI and that the application of AI in classes can make the study process more involving, creative, and centred to individual students. Therefore, one of the conclusions is that academic integrity issues need to be addressed even more closely now than before the appearance of generative AI tools.

Key words: artificial intelligence, generative AI, language studies, tertiary level

Evita Badina
University of Latvia, Latvia
evita.badina@lu.lv

Transcultural Echoes of a *Climate of Death* in Contemporary Detective Narratives

The present research is inspired by the episode from a British crime drama television series, 'Midsomer Murders', titled *A Climate of Death* (aired in December 2023). It contributes to the discussion (e.g., Beyer, 2018) of how contemporary detective narratives navigate the intricate web of transcultural influences and ecological concerns. The purpose is to examine the intersection of cultural diversity, environmental themes, and a crime story in contemporary detective narratives on the example of the episode, which will be explored based on qualitative research and a narrative approach. Analyzing the narrative structure of the episode, the significance of introducing several motifs acute in the modern world, such as the 'green village', will be discussed. When examining the entanglements of human and non-human actors in the framework of the 'green village' lifestyle as represented on the screen, environmental themes and challenges will be considered in the light of Latour's actor-network theory. Additionally, the narrative's engagement with deeper ecological concepts will be explored through Timothy Morton's concept of 'dark ecology' (Morton, 2016), examining how the interconnectedness of human and non-human entities in the 'green village' landscape reflects Morton's notions of ecological interconnectedness and the blurring of boundaries between humans and the natural world. The specifics of the representation of ecological themes in contemporary popular culture will be considered by studying the attitudes, beliefs, and responses of characters from different cultural backgrounds to environmental challenges. The research attempts to explore how the elements of mystery, suspense, and investigation are balanced with the exploration of ecological themes. Additional focus will be set on the specifics of representing the global in the local.

Key words: detective narratives, green village, transcultural, ecology

References
Beyer, C. (ed.), (2018) *Teaching Crime Fiction*. Cham: Palgrave Macmillan.
Law, J. and Hassard, J. (eds.), (1999) *Actor Network Theory and After*. Oxford: Wiley-Blackwell.
Morton, T. (2016) *Dark Ecology: for a logic of future coexistence*. New York Chichester: Columbia University Press.

Antonio Benítez-Burraco
University of Seville, Spain
abenitez8@us.es

David Gil
Max Planck Institute for Evolutionary Anthropology, Germany
dapiiiiit@gmail.com

Sihan Chen
Massachusetts Institute of Technology, the United States of America
sihanc@mit.edu

Social Drivers of Linguistic Diversity

Research in the domain of sociolinguistic typology has found evidence that sociopolitical factors impact on language structure. As a rule, the languages spoken by close-knit (or esoteric) societies feature more complex phonologies and morphologies, as well as increased semantic

opacity. By contrast, the languages spoken by open societies (or exoteric) exhibit larger vocabularies, more complex syntaxes, and increased semantic compositionality (see Trudgill, 2011; Nettle, 2012; Atkinson et al., 2019; Gil, 2021). Nonetheless, statistical analyses are needed to probe the robustness of such potential correlations.

In this talk, we will show results of our ongoing research on the purported correlations between sociopolitical complexity and linguistic complexity. With regards to sociopolitical complexity, we considered factors like the current status of the language within its society (retrieved from Ethnologue (https://www.ethnologue.com/)), the size of the language family that a language belongs to (extracted from Glottolog (https://glottolog.org/)), the complexity of kinship systems (retrieved from KinBank (http://www.kinbank.net/)), and the number of jurisdictional levels above the local community, the size of local communities, population size and density, fixity of residence, and distance moved each year (all retrieved from D-Place (https://d-place.org/)). With regards to language complexity, we considered the whole set of morphological and syntactic features as found in WALS (https://wals.info/), which we analyzed following the principle that the more symbols needed to fully describe a feature, the more complex the feature is. For testing the correlations between classifications of sociopolitical features and classifications of linguistic features, we ran multiple regression analyses.

Our main finding is that sociopolitical complexity correlates negatively with morphological complexity, but positively with syntactic complexity and with the complexity of the kinship lexicon. Overall, our results support the view that core aspects of language structure are quite sensitive to sociopolitical factors, and that languages adapt to the social environment in which they are spoken.

Key words: sociopolitical diversity, linguistic complexity, rule-dependence, kinship

References
Atkinson, M., Mills, G. J. and Smith, K. (2019) Social group effects on the emergence of communicative conventions and language complexity. *Journal of Language Evolution*, 4 (1): 1-18.
Benítez-Burraco, A. and Progovac, L. (2020) A four-stage model for language evolution under the effects of human self-domestication. *Language & Communication*, 73: 1-17.
Gil, D. (2021). Tense–aspect–mood marking, language-family size and the evolution of predication. *Philosophical Transactions of the Royal Society B*, 376 (1824): 20200194.
Nettle, D. (2012) Social scale and structural complexity in human languages. *Philosophical Transactions of the Royal Society B*, 367: 1829–1836.
Trudgill, P. (2011) *Sociolinguistic Typology: social determinants of linguistic complexity*. Oxford: Oxford University Press.

Maija Burima
Daugavpils University, Latvia
maija.burima@du.lv

Ecological Poetics as Ecological Ethics: transcultural codes in Artūrs Punte's poetry collection *Jērcēnu pagasta nezāļu herbārijs* [The Weed Herbarium of Jērcēni Parish]

Ecopoetics as an environmental discourse and aesthetic concept can be represented in interaction with transcultural practices. The aim of the present study is to characterize cultural quotations and the representation and transfer of national identity through the ecopoetics in the poetry collection *Jērcēnu pagasta nezāļu herbārijs* (2019) by Artūrs Punte, a poet of the Rīga text

group *Orbita*. The environmental crisis is one of the most topical perspectives describing contemporary globalization processes. Ecopoetics seeks to mediate between ecocriticism, which places environmental matters at the center of its concerns, and poststructuralism, which claims language fails 'to capture or reproduce our immediate involvement in nature' (Knickerbocker, 2012: 6). Punte's poetry serves as a multifaceted example of the use of ecopoetic techniques. The book includes both the original poetry written in Latvian and translations from the Russian language, as well as the paratext of the poem – elements of a herbarium collected in the 19th century, which simultaneously serve as the frame and thematic expansion of the poem. Motifs within the poems form thematic cores around the nature – its exploration, taming, rejection and worship. Punte models the dialogue between a modern human and natural forces. In Punte's ecopoetic texture, a postmodern literature arsenal of transcultural codes is integrated - a motif of the lost paradise embodied by the vanishing rural ecosystems of Latvia. The issue of transculturality is presented through the specific use of nation- ally oriented ecopoetic codes, highlighting the pastoral fulfilment of fundamental Latvian national identity mythologies such as 'one's own little corner on the earth' (Purapuķe, 1898). Punte applies these cultural codes to the (post)modern individual. Allusions in Punte's ecopoetics suggest the need to preserve untouched, authentic ecosystems in synergy with the efforts and ability of the contemporary urban individual to change and develop.

Key words: postmodernism literature, ecopoetic, transcultural code, ecosystem

References
Knickerbocker, S. (2012) *Ecopoetics: the language of nature, the nature of language*. Amherst, MA: University of Massachusetts Press.
Punte, A. (2019) *Jērcēnu pagasta nezāļu herbārijs*. Rīga: Orbita.
Purapuķe, J. (1990) *Savs kaktiņš, savs stūrītis zemes*. Zinātne.

Maria Dolores Camacho-Díaz
University of Huelva, Spain, and Technical University of Madrid, Spain
m.camacho.diaz@upm.es

Does the Development of Metaphorical Awareness Predict Metaphorical Competence? If So, Can Contemporary Songs Act as a Springboard for Introducing Metaphor in the ESP Classroom?

English for Specific Purposes (ESP) courses are the result of the need to learn English to develop a specific area of work. It is proposed as a strategy to reinforce English learners' communicative competence. However, it is handicapped by the exclusion of the metaphorical component of language in the study plan. The metaphorical component is based on the metaphorical awareness and metaphorical competence with which L2 learners can be prone to increase communicative competence in L2. Metaphorical awareness is the understanding that certain expressions are figurative and therefore cannot be understood literally, such as, I am running out of time, and metaphorical competence is the comprehension of the dynamics of using and producing metaphors with the correct meaning in the appropriate context. Nevertheless, although metaphorical awareness and metaphorical competence are present in architecture, business, literature, aviation, and every other field, they have been overlooked in the ESP curriculum. The research method is hinged on a pre-post design with two groups of participants: the control group on the one hand, and the experimental group who were administered an intervention programme in addition to the tests. Our analysis took a fine-grained approach to examining whether

metaphorical awareness predicts the development of metaphorical competence, and if so, whether metaphorical awareness can be fostered with songs. To this end, contemporary songs through music media were introduced in class in which a discourse analysis of the lyrics was carried out in search of metaphors to discern students' metaphorical awareness. The results shed light on the connection between how fostering students' metaphorical awareness through the lyrics of contemporary songs can lead to mastering metaphorical competence in the ESP classroom of aeronautics.

Key words: metaphor, metaphorical awareness, competence, songs

Gladys Camacho-Rios
The University at Buffalo, the United States of America
gcamacho@buffalo.edu

Oral Literature in Two Andean Languages: a transcultural approach

The Quechua and Aymara languages have been in contact for a long time (Cerrón-Palomino, 1994, 2004). Although contact between these two cultures is central, Andean prehistory has not been systematically investigated (Emlen, 2017). Studies concerning oral literature remain a significant gap in research. (Lara, 1947; Elguera, 2022 and Coa-Soto forthcoming).

This paper analyses oral literature in the Quechua and Aymara languages spoken in the Andes of Bolivia. It contributes to current studies on Andean languages and cultures that have been in continuous contact over the last centuries. The analysis is supported with documented data. The author has documented in audio/video more than 100 hours of natural speech in different Quechua and Quechua-Aymara bilingual towns. The documented data contains narrations of many traditional stories that to date are only preserved orally by elders. In total, 104 stories were collected in Quechua and 53 in Aymara. The stories were transcribed in ELAN, and then they were categorized. This work also yielded a set of community-oriented story books.

The results show that these two Andean languages share similar oral stories of different literary genres as part of their cultures. Oral literature is crucial to Quechua and Aymara culture. Over the years, storyteller elders in the Andes narrated folk stories to children. Folk literature contributed to the acquisition of Quechua and Aymara in early childhood. The overlapping genres concern animal stories oriented towards children and fictional stories for teenagers. Beyond this description, this study also found substantial variation across stories. This variation is normally linked to the linguistic background of elders and the geography in which these elders live.

Key words: Quechua, Aymara, Bolivia, folk tales, literature

References
Cerrón-Palomino, R. (1994) *Quechua Sureño: diccionario unificado: Quechua-Castellano Castellano-Quechua*. Lima. Biblioteca Nacional de Perú.
Cerrón-Palomino, R. (2004) *Quechumara. Estructuras paralelas del Quechua y del aimara*. UMSS. PROEIB Andes. Plural editors.
Coa-Soto, Eduin (forthcoming) MA thesis in preparation. INALCO. Paris.
Elguera, C. (2022) La belleza y la imposibilidad de traducir literaturas indígenas: A modo de manifiesto. *Literatura Indígena*. Número 22.

Emlen, N. Q. (2017) Perspectives on the Quechua–Aymara contact relationship and the lexicon and phonology of Pre-Proto-Aymara. *International Journal of American Linguistics,* 83 (2): 307–340. https://doi.org/10.1086/689911.

Lara, J. (1947) La poesía quechua. Fondo de cultura económica. México.

Ina Druviete
University of Latvia, Latvia
ina.druviete@lu.lv

Language Maintenance in a Competitive Environment: the case of Latvian

The presentation examines the strategies associated with the promotion of the Latvian language within its unique sociolinguistic situation. It refers to the complex and dynamic system of relationships among languages, language varieties or language elements within the broader historical, geopolitical, sociopolitical and legislative context.

Taking into account the destructive impact on the Latvian language ecosystem during the Russification era, explicit language policy has been established (e.g. Preamble and several articles in the Constitution of the Republic of Latvia, Law on the State Language, Official Language Policy Guidelines) in order to develop Latvian and to ensure its functioning in all domains. However, since the re-establishment of official language status (1988) there have been changes in the global pattern of individual and social multilingualism. Several new concepts, such as superdiversity, translanguaging, heteroglossia and others have entered international scholarly discourse. These concepts can also be interpreted as a challenge to traditional views on the role of the official language, language competition, language hierarchy, as well as language standardization. Internationalization, the global information network, modern technologies, and migration processes are creating more social, cultural, and linguistic diversity. The present sociolinguistic reality cannot always be accommodated within previously useful and well-developed mechanisms of language policies. Therefore, within the framework of the National Research Programme *Letonika — Fostering a Latvian and European Society* (2022-2024) investigation of the sociolinguistic situation in the context of cultural contacts and historical developments has been carried out (project *Use and Development of Contemporary Latvian*). The presentation aims to present some conclusions and recommendations for Latvian language policymakers regarding the official language as an identity representation, as a means of social cohesion, and as part of the global language ecosystem.

Key words: sociolinguistics, language policy, language laws, multilingualism

Monta Farneste
University of Latvia, Latvia
monta.farneste@lu.lv

Tatjana Bicjutko
University of Latvia, Latvia
tatjana.bicjutko@lu.lv

Artificial Intelligence Integration in English Writing Acquisition: a comparative analysis of student perspectives in school and university settings

With the problematics of artificial intelligence (AI) well-established in the public eye, AI use in language-related contexts in general and language acquisition in particular has been a source of constant debate. Since the Covid-19 pandemic the integration of AI-powered language learning tools has significantly accelerated as learners developed their digital skills and started searching for more effective ways to complete tasks online. The authenticity of submission, however, became a contested issue and in turn raised the question of assessment. Further, lesser effort spent on tasks with the help of AI led to devaluating the role of language skill development. Thus, in the rapidly changing world, educational establishments are facing new reality and have to consider the ways so that AI-powered tools neither harm the education process nor impede learning outcomes. Thus, the goal of the present study is to find out student experience in using AI when acquiring academic writing skills in English. The research method chosen for the study is a questionnaire survey. The research questions posed for the survey were: (1) Which types of AI-powered tools students use in their language learning process? (2) What do students think about their benefits and drawbacks? (3) What are the basic uses of AI in academic writing? One hundred and eighteen students from Latvia participated in the survey. Overall, students demonstrated high awareness of AI software with ChatGPT and Duolingo being the leaders among AI-powered language learning tools. Still, a quarter of the respondents do not hold any opinion on the effectiveness of the use of AI tools in learning languages, and the use of such tools in academic writing in English is irregular, cautious and/or secretive. These and other survey results provide interesting insights in the current situation and could be useful for further analysis for English academic writing instructors.

Key words: academic writing acquisition, AI tools, survey

Jesús Ángel González
University of Cantabria, Spain
gonzalezja@unican.es

Environmental Threats in Transnational Post-Westerns: Argentina vs. Australia

As Hal Crimmel points out, 'critics of Western American Literature have always been sensitive to questions of place and the human relationship to nature' (2011: 367), and in fact we could say that the American West and the Western Literature Association in particular have been crucial for the establishment of ecocriticism as a critical perspective in the academia. This particular sensitivity to ecological concerns can also be found in scholarship about the Western film genre, as shown in Deborah Carmichel's work (2006) about environmental themes found in Westerns, or in Neil Campbell's work (2013) about the post-Western. Campbell has defined post-Westerns as films 'coming after and going beyond the traditional Western while engaging with and commenting on its deeply haunting assumptions and values' (ibid.: 31), and he has dealt with post-Westerns dealing with environmental issues such as John Sayles' *Silver City* (2004) in his book *Post-Westerns: Cinema, Region, West*.

This ecological sensitivity is relevant not only in American Westerns and post-Westerns, but also in Transnational Post-Westerns, films made away from the United States that make references to American Westerns but then deal with stories set in a contemporary transnational context (González 2019). In this paper, we will be considering the case of two films that have been made in Australia and Argentina and that deal with environmental issues: toxic waste from

an open-pit mine in the Australian film Goldstone (Sen, 2016), and land flooding because of a hydroelectric power plant in the Argentinian Un lugar en el mundo (Aristarain, 1992). I will explore how both films make references to the Western genre and how in both of them the environmental threats are associated with national concerns, like the Australian foundational myths and identity on the one hand, and the situation of Argentina after the dictatorship in the 1990s on the other.

Key words: Post-Western, transnational, Australian film, Argentinian film

References
Campbell, N. (2013) *Post-Westerns: cinema, region, West*. Lincoln: University of Nebraska Press.
Carmichael, D. A. (ed.), (2006) *The Landscape of Hollywood Westerns: ecocriticism in an American film genre*. Salt Lake City: University of Utah Press.
Crimmel, H. (2011) The apple doesn't fall far from the tree: Western American Literature and environmental literary criticism. In N. S. Witschi (ed.) *A Companion to the Literature and Culture of the American West* (pp. 367-379). Madden, MA: Wiley-Blackwell.
González, J. Al. (2019) Foundational myths and national identity in European transnational post-Westerns. *Western American Literature,* 54 (3): 257-294.

Ivy Helman
Charles University, the Czech Republic
ivy.helman@fhs.cuni.cz

An Ecofeminist Close Reading of Starhawk's Maya Greenwood Series: lessons in creating, recreating, and destroying through language

This paper explores Starhawk's Maya Greenwood series, paying particular attention to two books in the series: *The Fifth Sacred Thing* and *City of Refuge*. Through an ecofeminist, close reading, the paper describes the use of language concerning the two main cultures within the books: those cultures are the utopian, feminist eco-city of San Francisco and the dystopian, theocratic Christian nationalist group (Steward's Army). There is a clear difference in the descriptive language used by Starhawk to depict the two groups and in the language spoken by the two groups intra-culturally and in intercultural dialogue. In the community of San Francisco, one can see how the intentional use of language creates and fosters a feminist, utopian, communal existence in the way the names of the residents entwine the human with the animal, in their use of silence and speech within community gatherings, in their spoken, unspoken, and physical expressions of love, in their land-based spirituality, and in the physical landscape that surrounds them. That is not the case for Steward's army as its linguistic code betrays an understanding of the land, people, community, and religion that is patriarchal, authoritarian, and nationalistic. In other words, an ecofeminist, close reading of the books illustrates how language creates and recreates, on the one hand, community, spirituality, bonds between the human and non-human animals, and a symbiotic relationship with the land within the utopian eco-culture of San Francisco, while, language can also be used, as it is by the Stewards, to destroy, devalue, and distance human from animal, human from human, and human from nature. Finally, as ecofeminists, we can find inspiration, lessons and warnings in Starhawk's distinctive use of language for the two groups as it pertains to non-dualistic thinking, ecofeminist epistemology, intersectionality, more-than-human relations, and the sacredness and interconnectedness of all life.

Key words: ecofeminism, utopian/dystopian, creation, destruction, close reading, Starhawk

References
Starhawk (Miriam Simos) (1993) *The Fifth Sacred Thing*. New York: Bantam Books.
Starhawk (Miriam Simos) (2015) *City of Refuge*. San Francisco: Califa Press.

Jolita Horbačauskienė
Kaunas University of Technology, Lithuania
jolita.horbacauskiene@ktu.lt

Milda Ratkevičienė
Kaunas University of Technology, Lithuania
milda.ratkeviciene@ktu.lt

Disciplinary Literacies Through Instances of Academic Language in Secondary Education Curricula

Disciplinary literacies are defined as the 'use of reading, reasoning, investigating, speaking and writing required to learn and form complex knowledge appropriate to a particular discipline' (McConachie and Petrosky, 2009: 6). The interrelation between academic language usage and disciplinary knowledge is under-researched. The development of school children's competency to use academic language in a relevant manner for a specific discipline is essential (Uribe and Prediger, 2021; Dalton-Puffer et al., 2024 (forthcoming)). Some conceptual tools to investigate discourse pat- terns have been developed in various disciplines (Coyle and Meyer, 2021). Dalton-Puffer's (2013) proposed Cognitive Discourse Functions (CDFs) analyse the learning of a discipline content from the perspective of recurring linguistic patterns that are used in the classroom to express cognitive processes. The research is focused around the question whether Lithuania's national secondary education curricula draw teachers' attention to the need to build their students' academic language or disciplinary literacies as an essential parallel process accompanying content learning. The results of the study present the overview of curricula analysis of particular disciplines (mathematics, science, history, language and foreign language) at the secondary education level.

Key words: disciplinary literacy, academic language, secondary education

References
Coyle, D. and Meyer, O. (2021) Beyond CLIL: pluriliteracies teaching for deeper learning. Cambridge University Press.
Dalton-Puffer, C. (2013) A construct of cognitive discourse functions for conceptualizing content-language integration in CLIL and multilingual education. *European Journal of Applied Linguistics,* 1 (2): 216-253.
Dalton-Puffer, C., Hüttner, J. and Nikula, T. Hüttner, J. & Dalton-Puffer, C. (eds.) in press. *Building disciplinary literacies in Content and Language Integrated Learning*. Routledge Series in Language and Content Integrated Teaching & Plurilingual Education. Routledge.
McConachie, S. M. and Petrosky, A. R. (2009) *Content Matters. A Disciplinary Literacy Approach to Improving Student Learning.* John Wiley.
Uribe, A. and Prediger, S. (2021) Students' multilingual repertoires-in-use for meaning making. *Journal of Mathematical Behavior* 62, June: 100820.

Amaia Ibarraran-Bigalondo
University of the Basque Country, Spain
amaia.ibarraran@ehu.eus

New (Transnational) Westerns, Old Characters, New (ecological) Concerns: *Blackthorn* (Mateo Gil, 2011)

The intricate relationship between the Western cinematographic genre and nature is unquestionable. Similarly, the intricate relationship between the Western and the United States is unquestionable. Starting from these two obvious premises, this presentation will analyze the way they are being challenged and/or expanded in numerous contemporary Westerns, as is the case of Spanish director Mateo Gil's *Blackthorn* (2011). Set in Bolivia, the movie addresses the life of the infamous outlaw Butch Cassidy, as well as his crusade for the rights of the indigenous inhabitants of the country. For this purpose, Mateo Gil constructs a narrative line and a set of characters which aim at denouncing the exploitation of the indigenous peoples of 'the Americas' as well as of their land, turning the movie into a 'political, transnational western,' which aims at bringing to the fore the unscrupulous and everlasting causes and consequences of colonization. In this presentation, I aim to unfold the strategies that the director uses for this purpose, which range from an obvious adaptation of the western formula to a particular approach to the landscape, the characters and the narrative time.

Key words: transnational Westerns, Mateo Gil, *Blackthorn*, Butch Cassidy, ecology

References
Blackthorn (2011) [Film]. Directed by Mateo Gil. Spain: Ariano Mararia, Arcadia Motion Pictures.

Gunjan Jain
Westminster International University in Tashkent, Uzbekistan
gjain@wiut.uz

Erkin Mukhammedov
Westminster International University in Tashkent, Uzbekistan
emukhammedov@wiut.uz

Exploring EMI Students' Experiences on Employing Selected AI-powered Tools in Writing Literature Review

Artificial Intelligence-powered educational technology encompasses tools with promising applications for educational purposes like assessing tasks, writing research articles, making presentations, etc. However, most universities in developed and developing countries restricted the use of AI for completion of assessment tasks. We believe that restriction of AI may not be an effective solution to meet academic standards. Therefore, we strived to integrate AI into academic purposes to a certain extent.

Literature Review is integral to research papers and projects across various academic disciplines. Students pursuing education through English Medium Instruction (EMI) may need help compiling relevant sources and synthesizing information coherently, or otherwise it can negatively impact the quality of their research and learning experience. Various AI powered

tools can assist in language and writing tasks. However, the effectiveness of AI tools used by EMI students in writing literature reviews has yet to be analysed.

This study addresses this gap by examining selected AI applications (Scite.ai, Chat GPT, AIResAsst, etc.) that aid in finding reliable sources and analysing, synthesizing, and writing tasks. A mixed-methods approach has been employed to collect data for this study. A questionnaire completed by 100 students and 10 semi-structed interviews have been conducted to enhance validity and reliability of the findings by triangulation.

The findings showed that with the judicious application of appropriate AI tools, EMI students have found literature reviews less daunting, and the quality of their academic writing improved. They also have used AI to overcome language barriers and develop their set of skills such as analytical, problem-solving and research skills. Research outcomes of this study offer valuable recommendations for educational institutions on integrating AI as an assistant, mentor, or guide to EMI students.

Key words: AI, Language learning, EMI, literature review

Vita Kalnbērziņa
University of Latvia, Latvia
kalnberzina@gmail.com

Latvian and Lithuanian Student Perceptions about Their Cultures

Latvia and Lithuania are neighboring countries with similar climates, strong economic ties and languages that belong to the same family s. Professors of Vilnius University are often visitors at Latvia Universities and vice versa. The exchange between the students, however, is not so frequent, therefore this research aims to compare the student cultural profiles using Trompenaar's cultural dimensions' theory (1996) and its research database in Online1. There we can find such suggestions for dealing with Lithuanian people: 'You will be doing business with people who may appear initially cool. They may appear indirect, closed and introvert. Their work and business may be very closely linked, and they may have a low mobility' (Online 1). To verify Trompenaar's research findings about Lithuanian culture and their personal involvement, we organized an online discussion with the students during Erasmus and virtual exchange activities at the University of Latvia and Vilnius University. The findings suggest that the preconceived ideas of Trompenaar's cultural dimensions (Online 1) agree with student perceptions only partly in both local as well as international student population. The international students, who participated in the discussion at Vilnius University, had a completely different point of view about Lithuanian unwillingness to get involved, e.g. Student T.: 'Hi, I'm a Vietnamese but I can say that Lithuanians are doing really good in supporting Ukraine and fighting Russia'. Thus, we can conclude that even comparing the student populations in two neighboring countries, we have to take into account the diversity of student populations and their global competence as suggested by Mansilla and Wilson (2020:15): 'Globally competent people have the capacity to explore the world outside their immediate surroundings, recognize one's own and others' perspectives, communicate ideas effectively with different audiences and take steps to improve conditions'.

Key words: intercultural communication, cultural dimensions, global competence

References

Mansilla, V. B. and Wilson, D. (2020) What is global competence, and what might it look like in Chinese schools? *Journal of Research in International Education*, 19 (1): 3-22. https://doi.org/10.1177/1475240920914089

Trompenaars F. (1996) Resolving international conflict: culture and business strategy. *London Business School,* 7 (3): 51-68.

Online sources

[Online 1] *Explore What Binds and Divides for Reconciliation*. Available form https://www.thtconsulting.com/culture-factory/culture-explore/compare-countries/ [Accessed on 15 January 2024].

Indra Karapetjana
University of Latvia, Latvia
indra.karapetjana@lu.lv

Gunta Roziņa
University of Latvia, Latvia
gunta.rozina@lu.lv

Understanding Code-switching in a Multilingual Environment

Living in multilingual societies in the context of mobility and globalization, multilingual interaction is a norm instead of an exception. English plays an essential role in the lives of many young people all around the world, which has often occurred not because of direct language contact, but rather the widespread use of the Internet and the influence of the media. Undergraduate students at a university in Latvia being questioned about the role of English and code-switching in their daily lives emphasized the impact of the English-centered social media, movies, cartoons, video games on their English language knowledge and use. Since code-switching is an important meaning making resource for the questioned students when communicating on social media, conversing with friends, or gaming, the present study focuses on identifying the types of code-switching in the selected extracts, their social functions, and motivations for code-switching.

Key words: code-switching, meaning, bilingual undergraduate students

Laura Karpinska
University of Latvia, Latvia
laura.karpinska@lu.lv

Variety of Bilingual Dictionaries in Online Dictionary Portals

Large online dictionary portals, comprising a wide variety of dictionaries and other electronic resources, play an important role in contemporary digital lexicography. These portals offer access to various types of dictionaries (e.g. monolingual, bilingual, general and specialized) as well as other kinds of digital resources (e.g. translation tools, lists of corpus examples) that can be accessed through a common user interface. The study focuses on the examination of bilingual dictionaries in online dictionary portals. The theoretical framework of the study draws on the research conducted on electronic lexicography, as well as various aspects of dictionary portals,

for instance, their types and characteristic features, the building and structure of portals, their functionality, the advantages they have over stand-alone online dictionaries, and the user perspective. The study examines several online dictionary portals – *Cambridge Dictionary* (Online 1)*, Collins Dictionary* (Online 2)*, Longman Dictionary of Contemporary English Online* (Online 3)*, Letonika.lv* (Online 4). The analysis of the bilingual dictionaries provided by these portals, focuses on the variety of language pairs, types and structural peculiarities of these lexicographic resources. The analysis reveals that the bilingual dictionaries available in these dictionary portals present a wide variety of language pairs, and it varies considerably among the portals. The types of bilingual dictionaries also vary – they can be general or specialized, mono- or bidirectional, as well as bilingualized. Besides, they can vary considerably in their structural complexity. The findings reveal a broad variety of bilingual dictionaries on the digital lexicographic landscape; however, in order not to confuse the users and attempt to meet their needs, the typological and structural variety of bilingual dictionaries included in one dictionary portal should not be too broad.

Key words: bilingual dictionaries, types of dictionaries, online dictionary portals

References
[Online 1] *Cambridge Dictionary.* Available from https://dictionary.cambridge.org/ [Accessed on 10 January 2024].
[Online 2] *Collins Dictionary.* Available from https://www.collinsdictionary.com/ [Accessed on 10 January 2024].
[Online 3] *Longman Dictionary of Contemporary English Online.* Available from https://www.ldoceonline.com/ [Accessed on 10 January 2024].
[Online 4] *Letonika.lv* Available from https://letonika.lv/ [Accessed on 10 January 2024].

Evelīna Ķiršakmene
University of Latvia, Latvia
evelina.kirsakmene@gmail.com

False Friends as a Type of Literal Translation

False friends (sometimes also known as lexical pseudo-equivalents, deceptive cognates or false cognates) are 'one of two or more words or phrases from different languages, which are similar in form but not in meaning' (Hartmann and James, 1998: 56). The creation of false friends occurs due to language interference, when words are absorbed from another language directly or indirectly. Some of these borrowings, however, differ semantically. This could be because of influence of an intermediary language, or historical or cultural reasons. It must be pointed out that not all false friends are borrowings: some have phonetic or graphical similarities as a result of pure coincidence, without any etymological links to one another.

Even though the term *false friends* was introduced at the beginning of the 20th century, the notion of this phenomenon was known already in the 17th century. The mistaken use of false friends can create many issues in communication: misunderstandings, false associations, distortion of context, imprecision. This phenomenon was introduced in the Latvian translation studies sphere at the turn of the 20th century.

The paper will discuss examples of false friends from English into Latvian excerpted from press, literature and films. English as the global communication language has had a huge impact on Latvian during the last decades. Research shows that the number of deceptive loans in Latvian has increased considerably during this century. The aim of the present study is to

discover whether false friend mistakes can often be found in the mainstream media and literature. The choice of false friend sources for this study is random and subjective. The study and conclusions will be of interest to linguists, interpreters and translators as well as language teachers and learners.

Key words: false friends, borrowings, translation, interference

References
Hartmann, R. R. K. and James, G. (1998) *Dictionary of Lexicography*. London: Routledge.

Kristīna Korneliusa
University of Latvia, Latvia
kristina.korneliusa@lu.lv

Semantic Annotation Applied for Subjectivity Analysis of English-Language Descriptions of Latvia's Cultural Canon Elements

Subjectivity in language is described as the verbal expression of personal stance, emotions, attitude, opinion, evaluation and assessment (see Wiebe et al., 2004: 277; Fina, 2009: 171; Baumgarten et al., 2012: 1). It is particularly prominent in texts aimed at prompting interest or evoking emotion – for instance, texts describing the greatest examples and achievements of the national culture. Attitude, opinion, evaluation and assessment are most often communicated using modifiers (see Biber et al., 1999: 207; Fina, 2009: 134; Baumgarten et al., 2012: 2; Pho, 2012: 107; Coskun, 2018: n.p.); however, not all of them necessarily express subjectivity.

The aim of the current paper is to explore the semantic categories which are relevant for subjectivity detection in texts on Latvian culture. The following research questions are asked: (1) how reliable is Wmatrix semantic tagger in separating neutral adverbs and adjectives from non-neutral ones and (2) which category of texts on Latvia's Cultural Canon elements contains the most non-neutral modifiers?

The theoretical background comprises views on subjectivity in language and the role of adverbs and adjectives. Corpus analysis method is selected. Part-of-speech tagging and semantic annotation tools – Sketch Engine and Wmatrix – are used. The corpus for analysis – English-language descriptions of Latvia's Cultural Canon elements – consists of 72,307 tokens across 108 texts from eight thematic categories.

The preliminary findings suggest that the UCREL Semantic Analysis System applied in Wmatrix tool is reliable in the use of '+' and '−': the modifiers thus marked are semantically non-neutral. However, these signs are aimed at marking words with opposite meanings and are not necessarily related to their positivity or negativity. It was also found that the texts belonging to categories 'literature' and 'performing arts' contain the largest variety of modifiers.

Key words: subjectivity, corpus linguistics, semantic annotation, culture

References
Baumgarten, N., Du Bois, I. and House, J. (2012) Introduction. In N. Baumgarten, I. du Bois and J. House (eds.) *Subjectivity in Language and in Discourse* (pp. 1-14). Bingley: Emerald Group Publishing Limited.

Biber, D., Johansson, S., Leech, G., Conrad, S. and Finegan, E. (1999) *Longman Grammar of Spoken and Written English*. Harlow: Longman.

Coskun, Ö. (2018) *Academic Writing: how to express your personal opinion*. Available from https://englishexplorations.check.uni-hamburg.de/academic-writing-how-to-express-your-personal- opinion/ [Accessed on 6 February 2024].

Fina, A. (2009) Language and subjectivity. *Estudios de Lingüística Aplicada*, 27 (50): 117-176.

Pho, P. D. (2012) Authorial stance in research article abstracts and introductions from two disciplines. In N. Baumgarten, I. du Bois, J. House (eds.) *Subjectivity in Language and in Discourse* (pp. 97-114). Bingley: Emerald Group Publishing Limited.

Wiebe, J., Bruce, R., Martin, M., Wilson, T. and Bell, M. (2004) Learning subjective language. *Computational Linguistics*, 30 (3): 277-308.

Tetiana Krysanova
Lesya Ukrainka Volyn National University, Ukraine
krysanova@vnu.edu.ua

Unveiling Ecological Vulnerability: multimodal construction of cascade effect strategy in Greenpeace's video narratives

In the contemporary environmental discourse, the effective communication of ecological vulnerability plays a pivotal role in shaping public awareness and catalyzing positive changes. My presentation delves into the utilization of multimodal elements in Greenpeace's video narratives to unveil ecological vulnerability and implement a Cascade Effect Strategy. The talk underscores that the climate crisis acts as a catalyst, heightening existing social, economic, and political challenges and interweaving them into a complex network known as a polycrisis. The Cascade Effect Strategy involves a narrative technique that encompasses visual, auditory, and textual elements, aiming to decipher their persuasive effects in addressing ecological challenges. The corpus comprises 165 videos, containing verbal, nonverbal, and cinematic resources to construct a narrative about the polycrisis.

By employing multimodal discourse analysis, this study aims to reveal multimodal patterns in the construction of the cascade effect within Greenpeace's videos. The research posits that all modes and semiotic resources contribute equally to the intricate semiotic entity. Their integration is linked to the shared knowledge of the audience and is influenced by social and cultural factors. In my presentation, I will delve into several research questions, aiming to uncover the meaning-making potential of semiotic resources employed in constructing the Cascade Effect Strategy. I will explore how these resources interact to form multimodal blends and examine the tactics utilized to implement the Cascade Effect Strategy. The strategic use of verbal semiotic resources involves the intentional fusion of logical reasoning and emotional impact through both explicit and implicit deployment of lexical and rhetorical tools while nonverbal and cinematic resources contribute affective elements to the video,

The results contribute to the burgeoning field of environmental communication by unraveling the semiotic complexities of ecological vulnerability representation in Greenpeace's video narratives and shed light on the potential of multimodal storytelling.

Key words: Cascade Effect Strategy, Greenpeace, multimodality, video

Ramaz Kurdadze
Ivane Javakhishvili Tbilisi State University, Georgia
ramaz.kurdadze@tsu.ge

Maia Lomia
Ivane Javakhishvili Tbilisi State University, Georgia
maia.lomia@tsu.ge

Ketevan Margiani
Ivane Javakhishvili Tbilisi State University, Georgia
ketevan.margiani@tsu.ge

Nino Tchumburidze
Arnold Chikobava Linguistic Institute, Georgia
n_chumburidze@yahoo.com

The Function of Prosodic Means in Speech

Alongside with verbal means, in speech it is important to use the prosodic means for complete description of the information. Prosody is an important segment of the text from the communicative viewpoint. Prosodic means help adequate comprehension of the text that means a correct decoding of the content. The aim of the research is to reveal the function of prosodic elements in speech, which is analyzed on the basis of Kartvelian (South Caucasian) languages: Georgian, Megrelian, Laz and Svan. The empirical material consists of folk poems and proverbs.

The theoretical framework on the sentence structure is based on Chafe (1975), Lyons (1992); regarding the material under analysis on Zhgenti (1963), Lezhava (1959), Shanidze (1980), Kvachadze (1988), Boeder (1991), Aptidonidze (2023).

The research is carried out using descriptive, statistical, historical-comparative, substitutional, contrastive and distributional (syntagmatic, paradigmatic) methods of analysis.

The research shows different outcomes for different genres, namely, in proverbs, the element preceding the pause is prosodic one, whereas the element expressing a real pause at the end of a phrase performs a syntactic function. We can assume that the prosodic element has appeared due to the syntactic structure of the language. In folk poems, the prosodic element appears independently, always occupying the final (real pause) position.

In conclusion we would like that say that in oral texts – folk poems and proverbs, the position of prosodic elements is different, but the function of the rhythm-rhyme is similar.

Key words: prosody, information structure, oral texts, pause

References
Apridonidze, Sh. (2023) *mimartvis pormebi akhal kartulshi: st'rukt'ura da punkcionireba* [The Structure and Functioning of Forms of Address in Modern Georgian]. Tbilisi: Ilia State University Publishing House.
Boeder W. (1991) Struktur und Interpretation georgischer Sprichwörter aus Chewßuretien. In A. Sabban and J. Wirrer (eds.) *Sprichwörter und Redensarten im interkulturellen Vergleich.* (pp. 139-161). Opladen: Westdeutscher Verlag.
Chafe W. L. (1975) *Meaning and the Structure of Language.* Chicago: University of Chicago Press.

Kvachadze, L. (1988) tanamedrove kartuli enis sintaksi [Syntax of the Contemporary Georgian Language]. Tbilisi: 'Ganatleba' Publishing House.

Lezhava, L. (1959) kartuli andazebis ena, kartvelur enata strukturis sakitkhebi, I. [The Language of the Georgian Proverbs; The Issues of the Structure of the Kartvelian Languages, I] (pp.139-267). Tbilisi: Publishing House of the Academy of Sciences of the Georgian SSR.

Lyons J. (1992) *Die Sprache*. München: Verlag C.H.Beck. Auflage 4.

Shanidze, A. (1980) kartuli enis gramatikis sapudzvlebi, t. III [Basis of the Georgian Language Grammar, vol. III]. Tbilisi: Tbilisi State University Publishing House.

Zhgenti, S. (1963) kartuli enis rit'mik'ul-melodik'uri st'rukt'ura [Rhythmic-melodic structure of the Georgian language]. Tbilisi: 'Codna' Publishing House.

Ojārs Lāms
University of Latvia, Latvia
ojars.lams@lu.lv

Elvis Friks
University of Latvia, Latvia
friks.elvis@gmail.com

Beyond Homeland: literary representations of Latvian (post)exile and post-Soviet Latvia

This paper examines the role of transcultural eco-poetics as a fundamental element in Latvian literature, its significance within the context of Latvia's historical evolution and cultural dynamics at the crossroads of exile, post-exile and post-Soviet experiences after the restoration of independence.

The study investigates the dynamics of Latvian-American interaction through the lens of three authors: Jānis Klīdzējs (1914–2000), Agate Nesaule (1914–2022) and Tom Crosshil (Toms Kreicbergs, 1985). It delineates three different transnational culture aspects: Latvian-American, Soviet-Western, and socialism-capitalism, focusing on food representation in culture, eco-poetics, and characters within the text.

The authors' narratives of return reveal both longing for the homeland after exile, and desire to achieve the American dream, and inability to settle in the homeland after a long absence.

A. Nesaule's novel *Lost Midsummers: a novel of exile* and friendship depicts the challenges of assimilation into American society and desire for homeland. T. Crosshill represents a new wave of immigrants with inherited Siberian deportation memories. The character in the *The Cattle Express* is seeking validation of his choices through his ancestral history. J. Klīdzējs narrative shows a mythical return to homeland.

Through these narratives, the authors explore themes of identity, memory, and belonging, offering insights into the complexities of transcultural experiences and the enduring impact of Latvian culture heritage.

Key words: diaspora, exile, homecoming, J. Klīdzējs, A. Nesaule, T. Croshill

References
Crosshill, T. (2017) *The Cattle Express*. Dallas: Current & Tangents Book.
Klīdzējs, J. (1995) Gribējās saullēkta. Rīga, Zinātne.
Nesaule, A. (2018) *Lost Midsummers: a novel of exile and friendship*. Createspace.

Antra Leine
University of Latvia, Latvia
antra.leine@lu.lv

Directions and Challenges of AI-Enhanced Literary Studies

The integration of artificial intelligence (AI) into literature studies presents a dichotomy of potential advantages and drawbacks. On one hand, AI offers unprecedented opportunities for auto- mated analysis and interpretation of literary texts while providing fast and easy access to diverse cultural, historical, and linguistic contexts. However, AI often not only oversimplifies contextual information but also introduces factual inaccuracies, biased analysis, and the falsification of data. Additionally, AI-generated content blurs the boundaries of authorship, challenging traditional notions of creativity and intellectual property rights. Therefore, the use of AI in literature studies necessitates the establishment of new methodological and ethical frameworks, ensuring critical evaluation mechanisms, transparency, and accountability.

Key words: AI Artificial intelligence, literary studies, falsification

Inta Līsmane
University of Latvia, Latvia
il@lu.lv

Ilze Ruža
University of Latvia, Latvia
ilze.ruza@lu.lv

Ecology of Language: the characteristics of oral communication in doctor's profession

The twenty-first century with its rapidly changing socio-economic and cultural situation has introduced the necessity for transformations in higher education. Language and education have to be viewed in close relationship. The 21st century is characterized by the necessity of multicultural paradigm in education. When different cultures meet, it becomes necessary to solve communication problems, to understand universal values, as well as various languages and cultures, ways of communication. The learning society has broadened the meaning of education, learning and knowledge. Currently, many students choose to work abroad; thus, trans-cultural ecosystems, in- volving language and culture, become an important issue.

This article analyses the results of higher education, as reflected in the knowledge, skills, social aptitudes and values of university graduates, looking at the extent to which these are in line with the demands of the labour market. Oral communication takes place and develops in the process of the doctor's activity aimed at treating patients, and it coincides with the doctor's professional duties.

The purpose of the paper is to analyse the Latvian and English languages as a means of society integration and cohesion, and on the basis of conducted analysis and the best practice review to elaborate suggestions for further society integration opportunities. The data obtained in the empirical study show that the communicative barrier is determined by insufficiently developed subject-specific communicative skills in LSP language, motivation, inadequate

stereotypes, specifics of communication culture, inability to set goals and achieve desired results, level of motivation, inadequate self-assessment of acquired language skills.

Data acquisition methods: document research and analysis of students' work; content analysis. The findings of the study indicate that in furthering the Latvian/English language competence, it is necessary to develop comprehensive programmes that focus on creation of open and integrated society.

Key words: term as a functional unit, medical terms, oral communication

Gunta Ločmele
University of Latvia, Latvia
gunta.locmele@lu.lv

Impact of Technologies on the Latvian Language of Advertising

The era of digital revolution has left traces on the Latvian language of advertising that is shaped not only by transcultural influences entering through translations, mainly from English, but also by modern technologies – SEO (Search Engine Optimisation) and the application of AI (Artificial Intelligence) in the creative process.

The study aims to establish the traces of these influences in the language of advertising – lexis, including terminology, grammar and syntax. By doing this it investigates how advertising travels between physical and virtual media adding its imprint on linguistic landscape. The transcultural influences are studied as demonstrated through translations.

The theoretical framework draws on the research of modern trends in the development of advertising discourse (Amatulli, Deangelis, Pichierri and Guido, 2018), of linguistic landscape of Latvia (Berra, 2020; Pošeiko, 2015), multimodality (Kress, 2010) and qualitative and quantitative methods for analysing the multimodality of advertising (McQuarrie and Mick, 2003; Nijs 2017; Sobrino, 2017). The methods of the research include corpus analysis of the corpus of modern magazine adverts from 2010 to 2023 and webpages featuring the analysed products. Semi-structured interviews with translators working in the field are carried out.

Initial findings include the evidence of the rising influence of English due to the modern strategies of presenting global brands and the increasing adoption of AI in creation and translation of adverts. It is driven by economic considerations as the human work is expensive. The situation materialises in adverts that deviate from the norms of language and become part of the linguistic and virtual linguistic landscape. However, the language quality issues and poor communication instances revealed in the analysis may lead to the loss of consumer interest in advertising message that could result in losses of earnings by the company.

Key words: Latvian advertising, language development, multiculturalism, technologies in translation

References
Amatulli, C., Deangelis, M., Pichierri, M. and Guido, G. (2018) The importance of dream in advertising: luxury versus mass market. International Journal of Marketing Studies, 10 (1): 71-81. Available from https://www.ccsenet.org/journal/index.php/ijms/article/view/73175 [Accessed on 14 March 2024].
Berra, S. (2020) Ceļvedis pilsētu tekstu izpētē [A Guide for Exploring City Texts]. Rīga: LU Latviešu valodas institūts.
Kress, G. (2010) Multimodality: a social approach to contemporary communication. London: Routledge.
McQuarrie, E. F. and Mick, D. G. (2003) Visual and verbal rhetorical figures under directed processing versus incidental exposure to advertising. *Journal of Consumer Research*, 29 (4): 579–587.

Nijs, L. (2017) *Visual and Verbal Metaphors in Advertisements: the effect of multimodal metaphors on the advertisement's comprehension, processing fluency, and aesthetic pleasure.* Tilburg: Tilburg University. Available from: https://arno.uvt.nl/show.cgi?fid=145014 [Accessed on 14 March 2024].

Pošeiko, S. (2015) Valodas un to funkcionalitāte pilsētu publiskajā telpā: Baltijas valstu lingvistiskā ainava. Disertācija. [Language and its functionality in the urban public space: Linguistic landscape of the Baltic States. Doctoral dissertation]. Rīga: LU. Available from http://dspace.lu.lv/dspace/bitstream/handle/7/31349/29 51593-Poseiko_Solvita_sp10146.pdf?sequence=1 [Accessed on 14 March 2024].

Sobrino, P. P. (2017) *Multimodal Metaphor and Metonymy in Advertising*. Amsterdam, Philadelphia: John Benjamins.

Laimdota Ločmele
University of Latvia, Latvia
laimdota.locmele@lu.lv

Ruta Svētiņa
University of Latvia, Latvia
ruta.svetina@lu.lv

Acquisition and Use of Individual Professional Literature Reading Skills of ESP Students

ESP courses at the University of Latvia involve a requirement for students to read professional literature as their independent work. This assignment is significant because reading in one's profession is necessary to become qualified and stay informed and competitive in one's occupational or academic field. In ESP courses students learn text summarising and mind-mapping skills, extend their professional vocabulary, enhance their skills working with data bases, specialised dictionaries and word banks; students translate selected excerpts of original texts and find terminology equivalents in their native language.

The methods for this research are literature review of theoretical sources and quantitative analysis of surveys completed by the students of business, economics, management, law, chemistry, medicine, and geography. The main conclusion is that individual professional reading improves the academic abilities and comprehension of specialized vocabulary of students who resort to these skills after the completion of the ESP course to pursue their academic goals and participate in the labour market.

Key words: ESP, terminology, reading strategies, reading skills

Liliya Makovskaya
Westminster International University in Tashkent, Uzbekistan
lmakovskaya@wiut.uz

Error Analysis of Multilingual Students' Writing in Uzbekistan

Linguistic diversity is one of the critical characteristics of learners in Uzbekistan higher education institutions. Students speak native languages such as Uzbek, Tajik, Karakalpak,

Kazakh, Tatar, Korean, and Russian and learn English, German, French, Turkish, Arabic, and Chinese. English is a widely spoken and taught language, as many universities provide programmes for teaching English as a foreign language. A growing number of language programmes are introduced in higher education institutions across the country, such as English for Academic Purposes (EAP), English for Specific Purposes (ESP), Science-Technology-Engineering-Math (STEM), and/or Content and Language Integrated Learning (CLIL). Although all four language skills are taught at universities, compared to other language skills, written communication has always been the most challenging because quality writing in a foreign language requires a significant amount of different knowledge and skills. De Chazal (2014) explains that the complexity of the academic English language is expressed in its density of information, dense use of noun phrases, and grammar structures. There- fore, the current study aims to analyse the use of English in the written production of multilingual students and identify common mistakes caused by the influence of their native language. The short- written paragraphs of 349 undergraduate students from three local universities of Uzbekistan were analysed in terms of grammar, vocabulary use and style of writing. The findings revealed that the most common mistakes made by Uzbekistani multilingual students are related to the writing style, providing singular and plural word forms simultaneously, using 'false friends', having sentence- related issues, and adding prepositions where they are not required. The presentation will provide examples and a detailed explanation of the research outcomes as well as suggest possible activities that can be used to improve students' writing in similar multilingual contexts.

Key words: linguistic diversity, multilingual students, academic writing, common mistakes

References
De Chazal, E. (2014) *English for Academic Purposes*. Oxford: Oxford University Press.

Merit Maran
University of Tartu, Estonia
merit.maran@tlu.ee

Tatjana Menise
University of Tartu, Estonia, Riga Technical University, Latvia
tatjana.menise@gmail.com

Fear of the Troubling Futures: eco-anxiety narratives in Estonian and Latvian mediasphere

Increasing media coverage of climate change, mass loss of biodiversity and species extinctions, pollution and other ecological crises that threaten life on our planet have brought about a widespread debate about the negative emotional responses that are being provoked by environmental narratives. The most widely used notion in this context is 'eco-anxiety' which has been defined as 'the chronic fear of environmental cataclysm that comes from observing the seemingly irrevocable impact of climate change and the associated concern for one's future and that of next generations' (Clayton et al., 2017). While some aspects of the impact of climate change can be experienced first-hand, then most of our understanding about the environmental crisis is mediated through various narratives. That is why, in order to make sense of the phenomenon of eco-anxiety, it is not enough to approach it only as a psychological condition, but it is equally important to study the emotionalizing strategies that occur on the textual level. In this presentation, we will analyse environmental narratives shared in Estonian and Latvian

(social) media with the aim of mapping out how the fear of environmental cataclysm is represented in the Estonian and Latvian mediasphere and explicate how these representations shape our meaning-making possibilities in the face of the troubling futures.

Key words: eco-anxiety, environmental narratives, digital discourse analysis

References

Clayton, S., Manning, C. M. and Krygsman, K. (2017) *Mental Health and Our Changing Climate: impacts, implications, and guidance.* Washington, D.C: American Psychological Association, and ecoAmerica.

Aya Masmoudi
Le Mans University
masmoudiaya.am@gmail.com

Transculturality, Ecocritical Romanticism, and Existential Philosophy in Kahlil Gibran's *The Prophet* (1923)

Khalil Gibran's *The Prophet* stands as a timeless literary work that goes beyond cultural boundaries and resonates with readers globally. The aim of this paper is to examine transculturality as a key component of Gibran's work, exploring how he seamlessly integrates diverse cultural elements to convey a universal message about human nature and the way to peace and harmony in an ecosystemic world through the realization of one's intrinsic unity. Thus, it delves into the Romantic ethic that underpins *The Prophet* from both an ecocritical and philosophical standpoint. Influenced by both Eastern and Western philosophies, Gibran, a prominent Arab-American author, integrates diverse cultural elements into his poetic narrative to convey universal messages of love, freedom, and spirituality. From an ecocritical standpoint, his romantic sensibility celebrates the beauty of nature and emphasizes humanity's interconnectedness with the environment, advocating for a holistic approach to existence that embraces both spiritual and ecological dimensions. Philosophically, *The Prophet* delves into existential questions such as existence, meaning, and self- discovery, encouraging readers to embark on a journey of personal growth. Hence, this paper invites further exploration of Gibran's transcultural and philosophical dimensions in *The Prophet* within the context of contemporary literary discourse.

Key words: Khalil Gibran, *The Prophet*, romanticism, transculturality, ecocriticism, philosophy

Sandra Meškova
Daugavpils University, Latvia
sandra.meskova@gmail.com

Ecology of Self: woman's self-discovery in Margaret Atwood's *Surfacing*

In the context of the current concern about ecological crisis, major importance is attributed to humans' wellbeing and sustainable relationship with the environment. Accordingly, the

economic, social, environmental, psychological, and other aspects of these issues have become objects of recent interdisciplinary studies. The present paper discusses the problem of a woman's self-perception in the environment degraded by the patriarchal power relations and pressures of the contemporary consumer society as depicted in Margaret Atwood's novel *Surfacing* (1972). The texts of Atwood are marked by specific themes that she illuminates throughout her vast and diverse writing. These include Canadian national and cultural identity, history, human rights, the theme of new humanism and ecological thinking, feminism, and issues of feminine identity. It could be argued that Atwood both revises and constructs Canadian cultural tradition with a particular sensitivity to manifestations of the imperial, patriarchal, ethnocentric power, and women in her writing are affected by the brutality, blindness, and deadlock created by these facets of power. However, it is crucial that women characters in Atwood's novels, though often portrayed as victims of power, are capable of creative self-expression and rational self-reflection. Therefore, a special significance in her writing lies in the texts that portray the process of woman's self-discovery. This is particularly evident in her novel *Surfacing*, which depicts the heroine's introspection into her family's genealogy, tracing the imposed deformations of her experience, searching for the foundations of authentic feminine experience, and reaching an insight into the heroine's transformed perception of herself and the surrounding environment. The process of woman's self-discovery in Atwood's novel is analysed by referring to the French feminist school écriture féminine, Alice Jardine's, and Rita Felski's theoretical standpoints.

Key words: Canadian literature; feminine subjectivity, gynesis

Silvia Molina-Plaza
Technical University of Madrid, Spain
silvia.molina@upm.es

Exploring Multimodal and Socio-cognitive Discourse Strategies in the *About Us* Section in Engineering Websites

Engineering Websites are expressions of corporate culture and reveal ways doing and communicating across national boundaries. Corporate websites, however, have so far received little attention in linguistic studies and may be considered as peripheral discourse. This paper draws attention to the range of different modes used in corporate discourse (Van Riel and Balmer, 1997) with the aim to provide persuasive arguments for stakeholders (Kress and Van Leeuwen, 2001; Stöckl, 2002; Kress, and Van Leeuwen 2006) and in doing so, offer new ways of communicating meaning.

The *about us* section of corporate engineering websites as multimodal public communication and their discourse strategies to persuade customers is investigated. To this end, not only multi-modal strategies should be seen, but also how social, cognitive and linguistic characteristics that could be ascribed to the epistemological interests of the engineering community and their shared communicative purposes interact (Jewitt, 2013; Wodak, 2014).

The main purpose of this paper is to explore twenty representative samples of English and Spanish websites in order to:
1) Identify socio-cognitive discourse strategies pertaining to the engineering discourse community that appear to operate within engineering websites.
2) Assess how visual and linguistic inputs are integrated in the data (Van Leeuwen's 2005a, 2005b, 2006) In particular, how different modes (the text, typography, layout, color and images) interact to display engineering information.

Conclusions point that the *about us* section relies on multimodal conceptual mappings that exploit linguistic and visual inputs to fit shared socio-mental models of target audiences. There is also an epideictic rhetoric at play in strengthening the adherence of the company's audience to the ideas and products presented in the engineering website, which establishes credibility and builds the corporate 'ethos'.

Key words: engineering websites, multimodality, socio-cognitive discourse strategies

References

Jewitt, C. (2013) Multimodal methods for researching digital technologies. In *The Sage Handbook of Digital Technology Research* (pp. 250-265).

Kress, G. (2009) Multimodality: a social semiotic approach to contemporary communication. New York: Routledge.

Kress, G. and Van Leeuwen, T. (2001) *Multimodal Discourse. The Modes and Media of Contemporary Communication.* London: Arnold.

Kress, G. and Van Leeuwen, T. (2006) Reading Images: the grammar of visual design. London: Routledge.

O'Halloran, K.L. (2008) Systemic Functional Multimodal Discourse Analysis (SFMDA): constructing ideational meaning using language and visual imagery. *Visual Communication*, 7 (4): 443-475.

O'Halloran, K.L. and Smith, B. A. (2011) Multimodal text analysis. In C.A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell.

Stöckl, H. (2002) From space to time into narration-cognitive and semiotic perspectives on the narrative potential of visually structured text. In C. Todenhagen and W. Thiele (eds.) *Investigations into Narrative Structures* (pp. 73-98). Peter Lang: Frankfurt am Main.

Van Leeuween, T. (2005a) *Introducing Social Semiotics*. London and New York: Routledge.

Van Leeuween, T. (2005b) Multimodality, genre and design. In *Discourse in Action* (pp. 73-93). Routledge.

Van Leeuween, T. (2006) Towards a semiotics of typography. *Information Design Journal*, 14 (2): 139-155.

Van Riel, C. and Balmer, J. (1997) Corporate Identity: the concept, its measurement and management. *European Journal of Marketing*, 31 (5/6): 340-55.

Wodak, R. (2014) Critical discourse analysis. In *The Routledge Companion to English Studies* (pp. 302-316). Routledge.

Alexandra Moraru
Bucharest University of Economic Studies, Romania
alexandra.moraru@rei.ase.ro

Plant Migration and Environmental Conceptual Metaphors in Elif Shafak's *The Island of Missing Trees*

This article explores the conceptual mappings of human experiences as perceived by plant life from an eco-critical paradigm. Following the theoretical cognitive-semantic studies of George Lakoff, Mark Johnson, and others. The paper will try to decode conceptual metaphors of migration, trans-plantation and rebirth in the discourse of the arboreal character – Fig Tree – in Elif Shafak's most recent novel *The Island of the Missing Trees*. This is a book of love, war, migration and adventure, a psychological exploration of the human experience on two territories, whose story is told by a Fig Tree, which impersonates the protagonists' dramatic experiences, dilemmas, anxieties and love relationships. The stylistic analysis tries to trace the directions in which conceptual metaphors can lead us to explore possible interpretations of the novel, as well

as various narrative paths connected to plant life, environmental current issues, interconnectivity in the natural environment, and their effects upon our human history. The research observes the conceptualisations of the underground life of plants, which is conceived on the vertical axis, and it also decodes the horizontal space, by analysing the transcultural movement and physical migration of both people and plants from the eastern Cyprus to the western Great Britain. The novel extensively explores environmental issues, with detailed discussions on plants pre-existing humans on Earth, and follows a deeply metaphoric narrative string to portray human feelings through the diary of a fig tree. Throughout the novel, the plant kingdom projects conceptualizations of migration, transplantation and rebirth, which are all metaphors for survival.

Key words: conceptual metaphor, environment, transplantation, rebirth

References
Lakoff, G. and Johnson, M. (1980) *Metaphors We Live By.* The University of Chicago Press.
Sabbah, S. and Ayuningtyas, P. (2022) The issues of diaspora and displacement in Elif Shafak's *The Island of Missing Trees*. *Rainbow Journal of Literature Linguistics and Cultural Studies,* 11 (2). Available from
https://www.researchgate.net/publication/365181014_The_issues_of_diaspora_and_displacement_in_Elif [Accessed on 20 February 2024].
Shafak, E. (2021) *The Island of Missing Trees*. Dublin: Penguin Books
Stibbe, A. (2015) *Ecolinguistics – Language, Ecology and the Stories We Live By.* London: Routledge (eBook).

Nicole Ollier
Bordeaux Montaigne University, France
nicole.ollier@u-bordeaux-montaigne.fr

Olive Senior's Transcultural Eco-poetics

The titles of most books written by Jamaican poet, Olive Senior point to her obsession with nature: trees, *Talking of Trees* (1985), *The Pain Tree* (short-stories, 2015), the canopy, over the roofs of the world (2005), gardens, *Gardening in the Tropics* (2005), plants, which outlast us, parrots and all varieties of birds, to name but a few. Several Hurricane Stories set the landmarks of hard times when poor families had to rebuild what the wrath of nature had destroyed, when single mothers organized their children's help to mend the ruined eco-systems of their lands. Women tend vegetable-gardens and build a sustainable economy to feed their families, including their improvident husbands. Some poems are dedicated to plants, 'Fern', as old as the Creation, vegetables, fruit, such as Starapple, which resists being eaten, Guava, which the Tainos instruct to grow, and whose overgrowth announces a death, Guinep, against which mothers forewarn their children, Pawpaw, which can sap your strength – each plant transcended to reach its essence and original myth. A chayote-vine can be at stake in a tragic death-battle between generations and cultures (namely the Rastas) (*Discerner of Hearts*, 1995). Or conversely an old humble widow, through cultivating a shared garden in a posh assisted home, and writing about her life, empowers herself and discovers her full, blooming identity (*Dancing Lessons*, 2011).

Senior's transcultural eco-system is her language to evoke the diaspora, centuries of exploitation of the Caribbean land and its inhabitants by colonization, from Christopher Columbus to modern tourism, or the lure of exile. Cultures born of that violation blend, sometimes by lonely rebellious old women who resist against invasion and theft. Senior's

creolized language is itself a transcultural ecosystem born of the hybridized cultures that
fashioned it, melded in her eco-poetics.

Key words: transcultural, eco-poetics, eco-system, Caribbean, poetry, women

References
DeCaires Narain, D. (2011) *Research, Olive Senior*. Tavistock: Northcote House.
Ollier, N. (2016) *Traduire la Caraïbe. Autour d'Olive Senior*. Pessac: PUB Presses Universitaires de
        Bordeaux, coll Translations.
Senior, O. (1985) *Talking of Trees Mona*. Jamaica: Calabash.
Senior, O. (2005) *Gardening the Tropics*. Toronto, Canada: Insomniac Press, A 4 A.M. Book, originally
        published (1994) Toronto: McClelland and Stewart.
Senior, O. (2005) *Over the Roofs of the World*. Toronto, Canada: Insomniac Press, A 4 A.M. Book.
Senior, O. (2007) *Shell*, Toronto, Canada: Insomniac Press, A 4 A.M. Book.
Senior, O. (2014) Un Pipiri m'a dit, A Little Bird Told Me, a bilingual anthology translated by Passages,
        dir. Nicole Ollier, Bègles: Le Castor Astral.
Senior, O. (2011) *Dancing Lessons* Toronto, Ontario: Cormorant Books.
Senior, O. (2015) *The Pain Tree*. Toronto, Ontario: Cormorant Books.
Senior, O. (2009) *The Arrival of The Snake-Woman*, stories. Toronto: Star Books.

Tatjana Orlova
University of Latvia, Latvia
tatyanaorlova@inbox.lv

Jevgeņija Seļivanova
University of Latvia, Latvia
jevgenija.selivanova@lu.lv

Improving Cohesion in Secondary School Learners' Writing by Means of Artificial Intelligence Tools

The significance of writing is undeniable in learning a foreign language at secondary school
since students have to demonstrate their writing skill in the state school-leaving examination
after the completion of the English language course. According to the statistics provided by the
National Centre for Education of the Republic of Latvia (2023), learners' results for the written
part of secondary school English language examination in 2023 ranged from 59 to 62 per cent
(Online 1), which suggests that writing skill instruction should be optimized. Secondary-school
learners who participated in the research treat linking words as essential cohesive devices and
claim that they need further practice with them. The authors' experience also shows that most
learners encounter difficulties in producing cohesive essays; in particular, they are often unable
to differentiate the functions of linking words used in texts. This is largely caused by a strong
impact of learners' mother tongue while producing texts in English. Since Artificial Intelligence
(AI) tools are based on authentic corpora and can provide learners with real-life examples of
linking word use, the tools can be regarded as a possible solution to improve secondary level
learners' cohesive essay writing skills. Thus, the present research focuses on the necessity to
operate AI tools in the secondary school classroom with the purpose of creating tasks aimed at
the improvement of cohesion quality. In order to achieve the goal, a case study was applied
together with such data collection tools as a questionnaire and tests. The findings of this research

imply that integrating AI writing tools can be beneficial for improving the quality of learners' cohesion in writing.

Key words: writing skill, cohesion, Artificial Intelligence, examination

References
[Online 1] Available from
https://www.visc.gov.lv/sites/visc/files/media_file/ceangol_3_dalu_salidzinajums.png
[Accessed on 5 February 2024]

Marek Paryż
University of Warsaw, Poland
m.a.paryz@uw.edu.pl

Uses of the Pastoral in Contemporary Transnational Post-Westerns

My paper analyzes the uses of the pastoral in three recent films produced by different national cinemas: *The Shepherd* (dir. Jonathan Cenzual Burley, 2016, Spain), *Ardor* (dir. Pablo Fendrik, 2014, US-Argentina-Mexico-Brazil), and *A Man of Integrity* (dir. Mohammad Rasoulof, 2017, Iran). They can all be labeled transnational post-Westerns in that they employ recognizable tropes of the Western to comment on context-specific issues, especially environmental challenges in different parts of the world. In terms of methodology, my argument combines critical studies of the pastoral (Leo Marx) with recent analyses of the Western genre in the global context (Neil Campbell, Susan Kollin). Given the genre's focus on man's relationship toward land, the pastoral constitutes an important element of its imaginary. The films under discussion attest to this by featuring pastoral characters who get involved in conflicts enacted in accordance with narrative patterns of the Western. *The Shepherd* portrays a shepherd who refuses to sell his land for development and becomes the target of hostile actions instigated by the people whose interests are endangered, the situation that leads to the film's bloody finale. *Ardor*, set in Amazonia, also addresses the problem of the exploitative use of land and natural resources, featuring the conflict between a tobacco farmer and a gang of deforesters. It employs the revenge variant of the Western, and comments on destructive economic processes, on the one hand, and on the preservation of the local lore, on the other. *A Man of Integrity* foregrounds a somewhat different conflict, but with clear pastoral implications. The protagonist, the owner of a farm on which he breeds small colorful fish for aquariums, is threatened by a gangster who wants to take over his land. The key problem addressed in the film is the indifference of the system to a situation of stark injustice.

Key words: post-western, the pastoral, ecology, transnational cinemas, power relations

Megana Pesse
Kaunas University of Technology, Lithuania
megana.pesse@gmail.com

English Medium Education Ecosystem: the (un)favourable elements in teaching

While English Medium Instruction (EMI) is characterized as the use of English language to teach academic subjects in countries where most of the population's first language is not English (Macaro, 2018), the emergence of student-centred classrooms and multilingualism in the education process has endorsed broader terms, such as English Medium Education (EME) (Dafouz and Smit, 2020). The need to research EME stems from the fact that in today's globalized world university teachers need to incorporate a more international, multilingual, and multicultural view to understand English medium in the education process (Dafouz and Smit 2020; Dafouz, 2021) and also to develop a variety of specific skills to teach internationalised curricula in linguistically and culturally diverse student classrooms (Lauridsen, 2017). However, English medium educational practices lack a more in-depth investigation (Macaro, Akincioglu and Han, 2020). By acknowledging that successful EME implementation benefits from a systemic approach to education and by recognising university teachers as one of the key elements of an education ecosystem, this study aims at revealing the advantages and limitations of EME in multilingual university settings from teachers' perspectives. Eight semi-structured interviews with university teachers were conducted in Spain. The results revealed that the teachers' perceived EME advantages are mainly related to their self-improvement, multicultural aspects of student groups, and the students' development opportunities. Nevertheless, there are significant barriers for EME progress related to teachers' discomfort in communicative aspects that occur due to the linguistic obstacles and the reduced quality of classroom interaction. Lastly, by drawing on previous research in the education field from an ecosystemic point of view and by revisiting the teacher perceived obstacles, suggestions for improving the teacher-related elements in an English medium education ecosystem are provided.

Key words: English-medium education, education ecosystem, teacher perspectives

References
Dafouz, E. (2021) Repositioning English-medium instruction in a broader international agenda: insights from a survey on teacher professional development. *Alicante Journal of English Studies*, 34: 15-38. https://doi.org/10.14198/raei.2021.34.08
Dafouz, E. and Smit, U. (2020) *ROAD-MAPPING English Medium Education in the Internationalised University*, 2nd ed. Palgrave Pivot.
Lauridsen, K. M. (2017) Professional development of international classroom lecturers. In J. Valcke and R. Wilkinson (eds.) Integrating Content and Language in Higher Education: perspectives on professional practice (pp. 25-37). Peter Lang.
Macaro, E. (2018) English Medium Instruction: a research agenda for a worldwide phenomenon. *La Didattica Delle Lingue Nel Nuovo Millennio: Studi E Ricerche*, 13: 15-20. https://doi.org/10.14277/6969-227-7/SR-13-1
Macaro, E., Akincioglu, M. and Han, S. (2020) English medium instruction in higher education: teacher perspectives on professional development and certification. *International Journal of Applied Linguistics*, 30(1): 144-157. https://doi.org/10.1111/ijal.12272

Velga Polinska
University of Latvia, Latvia
velga.polinska@lu.lv

Easy Language Use and Language Attitudes in Latvian Public Space

Today, everyone has an equal right to information, inclusion, and social participation regardless of their limitations. Considering the importance of language in modern societies, where values,

norms, business, legislation, education, and science can be constructed and expressed utilizing language, Easy language removes communication barriers and facilitates exercising the abovementioned human rights. Policymakers agree on the importance of information accessibility; therefore, several regulations reference that (e.g., Universal Declaration of Human Rights, Convention of the Rights of Persons with Disabilities, Web Accessibility Directive, and European Accessibility Act). However, the various experiences around the world demonstrate that legislation on information accessibility does not always resemble in practice. Thus, it is worth exploring whether the realization of the significance of accessible information has reached decision-makers in Latvia and whether accessible information practice has been established in society. This research aims to study the changes in Latvian legislation on information accessibility and Latvian society's attitude toward Easy language, which includes but is not limited to awareness, understanding, and prejudices. In the research, a bibliographic overview, content analysis of the respective legislation, and an anonymous online questionnaire will be used. It is expected that the obtained results will demonstrate whether legislative amendments are adequate to implement human rights of access to information, in which settings the use of Easy language is of paramount importance, and what the overall attitude towards Easy language is.

Key words: Easy language, information accessibility, human rights

Gunta Roziņa
University of Latvia, Latvia
gunta.rozina@lu.lv

Indra Karapetjana
University of Latvia, Latvia
indra.karapetjana@lu.lv

Margarita Spirida
University of Latvia, Latvia
margarita.spirida@lu.lv

Construction of Environmental Media Discourse through Discursive Strategies

Eurobarometer surveys (EC, 2021; EC, 2023) report that around 77 per cent of EU citizens identify climate change as a very serious issue and hold the European Union (56%), national governments (56%), business and industry (53%) accountable. Thus, the present research aims at determining how strategic narratives on selected environmental issues are constructed by media. The theoretical framework of the paper is established considering some of the seminal contributions pertaining to the field of ecolinguistics (Stibbe, 2015) In the context of environmental discourse, the Strategic Narrative (SN) analytical approach (Miskimmon et al., 2013) helps identify the dominant narratives used by different stakeholders, such as governments, corporations and alike. Even if the approach is predominantly used in political communication and strategic studies, its principles and concepts can offer valuable insights for the study of environmental narrative construction and its interpretation through language use. The applied Proximization Theory (PT) (Cap, 2013) assists in determining how different actors are positioned in relation to each other and to the environment, and how they attempt to distance

themselves from responsibility for environmental issues both physically and emotionally. Focusing on the spatial, temporal, and social dimensions of the perceived proximity and/or distance, the theoretical approach proposed by the PT is used to examine the discursive strategies employed in the selected environmental discourse corpus. The data is collected by applying qualitative thematic content analysis to the research corpus, which comprises strategic narratives from the English-language online portal of Public Broadcasting of Latvia.

Key words: ecolinguistics, environmental discourse, strategic narratives, proximization theory, discursive strategies

References
Cap, P. (2013) *Proximization: the pragmatics of symbolic distance crossing*. Amsterdam: John Benjamins.
Miskimmon, A., O'Loughlin, B. and Roselle, L. (2013) *Strategic narratives: communication power and the new world order*. Routledge. https://doi.org/10.4324/9781315871264
Stibbe, A. (2015) *Ecolinguistics: language, ecology and the stories we live by*. London: Routledge.

Adriana Elena Stoican
Bucharest University of Economic Studies, Romania
elena.stoican@rei.ase.ro

Environmental Concerns in Jhumpa Lahiri's *The Lowland* and Anuradha Roy's *All the Lives We Never Lived*

The paper aims to provide a comparative analysis of imaginative literature by two contemporary women authors who share both cultural coordinates as well as thematic interests related to eco-logical matters. Born in the same year Jhumpa Lahiri and Anuradha Roy are connected to Bengal (India) by virtue of cultural inheritance (Lahiri) and birth (Roy). Both authors enjoy global recognition and the two novels selected for analysis, *The Lowland* (2013) and *All the Lives We Never Lived* (2018), display thematic commonalities that render them suitable for a comparative discussion from an ecocritical angle. The setting of The Lowland involves transnational and transcultural perspectives as the plot unfolds both in India and the United States, while the story line in All the Lives We Never Lived stretches out across several countries in Asia. Apart from this nomadic drive, both novels tackle the issue of children abandonment (by their mothers), as well as their manners of coping with trauma. At this point, the two novels intersect in their environmental focus that seems correlated with possibilities of human healing. More specifically, both children, Bela (*The Lowland*) and Myshkin (*All the Lives We Never Lived*) develop early interests in nature followed by careers related to environmental concerns. Considering these peculiar commonalities, the article sets out to unravel the types of interactions configured by the two authors in terms of local-global connectedness, nature-culture relations through the bond established between the human and non-human element (Cooke and Denney, 2021; Heise, 2008; Zapf, 2016). The analysis relies on a close reading of the texts that blends cultural studies, literary studies and environmental criticism in attempting to establish whether the environment operates as a potential mediator between local/Eastern and non-local/Western ideologies of nature (Mishra, 2012), or if it serves as a mere therapeutic route.

Key words: environment, global, mobility, transcultural, trauma, transnational

References

Cooke, S. and Denney, P. (2021) *Transcultural Ecocriticism Global, Romantic and Decolonial Perspectives*. London a.o.: Bloomsbury Academic.

Heise, K. U. (2008) *Sense of Place and Sense of Planet the Environmental Imagination of the Global*. Oxford: Oxford University Press.

Mishra, N. (2021) Ecocriticism in Indian fictions and environmental concerns. *Research Journal of English Language and Literature (RJELAL)*, 9 (S1): 332-335.

Zapf, H. (2016) *Literature as Cultural Ecology Sustainable Texts*. London a. o.: Bloomsbury Academic.

François Thirion
Le Mans University, France
francois.thirion@univ-lemans.fr

Transcultural Resistance Movements in the Field of Tension Between Climate Change, Capitalism and Privatization of Vital Resources

For several years now, the issue of climate change has been addressed in political discourse from the left to the right, whether to minimize its impact or to make it a political and social guideline. But despite the more or less great ambitions displayed by all sides, we can only observe a slow pace and a blatant lack of efficiency, which is to some extent even legally denounced by NGOs and popular environmental movements. Worse still is the discrepancy between snow-white political speeches at international level and the reality of violent national political action by the same speakers. However, a new culture of resistance is emerging in the face of increasing state repression at national level against environmental activists. Using the example of the French 'Soulèvements de la terre' and their international connections in the context of a global water resources war, this article proposes to question the political, social and economic limits of climate protection within the framework of a capitalist system and the privatization of the means of production and natural resources, while considering the emergence of a transcultural basis for a global protest movement.

Key words: climate activism, political violence, transculturalism

Emilian Tîrban
Lucian Blaga University of Sibiu, Romania
emilian.tirban@ulbsibiu.ro

Embodied Ludic Transculturality. The Game Avatar as a Metaphorical Player-Vehicle for Digital Transcultural Experiences

The cinematic and literary traditions have a long-standing history of portraying and depicting the cultural idiosyncrasies of various peoples. More recently, interactive media, or interactive fiction, such as Video Games have built up a striking reputation within communication, cultural, and literary studies as important socio-cultural artefacts worthy of scholarly scrutiny. In contrast to the written word and motion pictures, video games offer unparalleled degrees of interactivity within the bounds of what Espen Aarseth describes as 'ergodic literature' (1997). The usual stereotype attributed to interactive digital media is that they are immersive. Immersion, however, is sidelined in this study in favour of player transport (Jarvinen, 2007) as a more emphatic

referent of the player experience as a direct and embodied rather than a vicarious and psychological phenomenon.

State-of-the-art Video Games transport the player into a digital environment whose fictional environs are systematically structured around a narrative ecology usually involving a set of dialogic voices that directly represent or pastiche real-life cultures. This paper scrutinises the role of the avatar as the main mode of transport through which the player develops 'transcultural understanding' (Chin and Golding, 2016) through extended embodiment (Gergensen and Grodal, 2003) and metaphorical projection between experiential domains (Lakoff and Johnson, 2003). The interdisciplinary framework of Conceptual Metaphor Theory will be used to structure a definition of the game avatar as a metaphorical stand-in for the players themselves within a particular game's digital ecosystem. As such, the avatar is shown to be the main epistemic and proprioceptive mode of in-game player transport as a point where in-group and out-group cultures meet, interact, and fuse during the gameplay experience.

References
Aarseth, E. (1997) *Cybertext. Perspectives on Ergodic Literature*. Baltimore and London: Johns Hopkins University Press.
Chin, E. and Golding, D. (2016) Cultivating transcultural understanding through migration related videogames. *Asia Pacific Media Educator*, 26 (1): 83-98. doi:10.1177/1326365x16640346
Gergensen, A. and Grodal, T. (2003) Embodiment and interface. In M. J. P. Wolf and B. Perron (eds.) *The Video Game Theory Reader* 2 (pp. 65-83). London and New York: Routledge.
Jarvinen, A. (2007) *Games Without Frontiers. Theories and Methods for Game Studies and Design.* Doctoral Dissertation for Media Culture University of Tampere, Finland. Acta Electronica Universitatis Tamperensis 701.
Lakoff, G. and Johnson, M. (2003) *Metaphors We Live By*. With a New Afterword. Chicago and London: University of Chicago Press.

Aristi Trendel
Le Mans University, France
Aristie.Trendel@univ-lemans.fr

Evil in Delia Owen's *Where the Crawdads Sing*: an eco-transcultural reading of the novel

In Delia Owen's novel *Where the Crawdads Sing* (2018), the marsh, more than a mere waterscape, is the narrative backdrop, a character, and powerful nature. It nurtures, mothers and tutors an abandoned child, 'the marsh-girl' or 'swamp-trash' for the white society which excludes and harasses her. Owen, an American zoologist, and conservationist, who studied animals in Africa for several years, in this first best-selling novel, examines a fusional connection to nature that goes back to Henry David Thoreau while raising environmental questions. Both feminist and ecological questions touch on the issue of evil in their denouncement of 'the logic of domination' (Warren, 1990: 125). This paper enquires into the nature of evil spatialized in the narrative. Given the gyno-centered orientation of the narrative, though men are far from being excluded from ecological thought, ecofeminist theory but also theories of evil provide the theoretical framework for the analysis.

References
Owen, D. (2018) *Where the Crawdads Sing*. New York: G.P. Putnam's Son.
Warren, K. (1990) The Power and the promise of ecological feminism. *Environmental Ethics*, 12 (2):
125-144.

Theodora Tsimpouki
National and Kapodistrian University of Athens, Greece
tsimpouki@enl.uoa.gr

Topographies of Transcultural Memory

My aim in this paper is to examine how certain built environments – marked by spectral traces and uncanny discontinuities – can serve as sites in which twentieth century history and memory are encoded and experienced. At the same time this encoding of history and memory goes beyond local/national boundaries and constitutes a spatialized critique of the multi-layered destruction caused by mass wars of modern times.

For this reason, the paper concentrates on three texts of varied genres, periods and media – Han Kang's *The White Book*, W.G. Sebald's *Austerlitz* and Alain Resnais' *Hiroshima, mon Amour*. All three works are marked a kind of spectrality invoked by spatial locations that on one hand seek to mourn and commemorate past tragedies, and on the other, they represent the mutually entwined inter-human and human-nature relationship by drawing attention to the worldwide impact of military destruction.

Key words: place, memory, history, environment, transcultural

Andrejs Veisbergs
University of Latvia, Latvia
anveis@lu.lv

Political Terms in Lexicography and Textual Use (English, German, Russian and Latvian)

Political and ideological terms have been widely used in languages for centuries, their denotational and connotational meaning though fluctuates, reflecting the changing ideological trends. Ideology becomes part of the meaning of lexical items, but is also compounded into mental structures - which may be different for different ideological groups. Broad uncertainty and ambiguity can be seen in texts: people have varying understanding and ascribe different meanings to political terms on the basis of their experience, political preferences and swinging impact of mainstream media. Dictionaries, both printed and electronic, have tried to establish and lay down the meaning of the terms, affected frequently by the political stance of lexicographers, ruling regimes that try to impose meanings advantageous to them and etymological considerations.

Thus, one can see a notable difference between the denotational and connotational meaning of ideological terms in dictionaries and their use, reflected in corpora. To have a meaningful debate or dialogue the participants must have at least some common understanding or at least agreement on the denotational meaning of political terms they use. In the opposite case

these insidious processes can destroy the integrity of public information space and deepen divisions and the terms themselves degenerate into contradictory pejorative slurs or swearwords.

While no dictionary is likely to be able to satisfy all the variety of perceptions, the political terms that seem to have developed very divergent and even opposite meanings could be viewed in the framework of polysemy in lexicography. The paper will dwell on diachronic and synchronic analysis of several political terms: liberals, fascists, nationalists and patriots.

Key words: political terms, ideology, corpora, dictionaries, semantics, polysemy

Zigrīda Vinčela
University of Latvia, Latvia
zigrida.vincela@lu.lv

Jana Kuzmina
University of Latvia, Latvia
jana.kuzmina@lu.lv

Language Technology Initiative: digital competence enhancement case study

The advancement of artificial intelligence and other related automation technologies has put forward new challenges at the tertiary level, namely the development of digital competence alongside with the development of core knowledge, skills and competence of the study programme. Moreover, the National Development Plan of Latvia 2021-2027 (Online 1) and Regulations on the National Standard for Academic Education of Latvia (Online 2) highlight the digital and career management competences as well as media and information management skills as key national priorities.

These preconditions create favourable environment and justify the need to elaborate on digital competences in humanities. In order to address these needs, the course *Introduction to Applied Linguistics and Language Technologies* has been designed as a part of the EU Recovery and Resiliency Facility project Language Technology Initiative and included in the BA study programme. The course comprises activities specifically targeted at the skills for language technology application for automated text analysis, synthesis and audiovisual material processing in students' professional activity and research.

The goal of the present study was to uncover which digital competence areas are enhanced and what competence levels are reached by these activities according to the definitions in DigComp2.2 framework. To reach the goal, the present exploratory case study according to Casanave (2015: 119) focused on 'an in-depth investigation of a particular course. All activities that aim at language technology skills were mapped according to DigComp 2.2 (Online 3) five digital competence areas and levels. The mapping results have uncovered the competence areas that most of the activities enhance at highly specialised level (7), namely the data, information and digital content management as well as the identification of the need and technological solution. In addition, the mapping revealed the variety of levels within these competence areas ranging from 5 to 7.

Key words: language technologies, competence mapping, DigComp 2.2

References
Casanave, C.P. (2015) Case studies. In B. Paltridge and A. Phakiti (eds.) *Research Methods in Applied Linguistics* .(pp. 119-135). London, New York, Oxford, New Delhi, Sydney: Bloomsbury Academic.

Online sources

Latvijas Nacionālais attīstības plāns 2021.-2027. gadam, Ministru kabinets mk.gov.lv Available from: https://www.mk.gov.lv/lv/latvijas-nacionalais-attistibas-plans# [Accessed on 2 January 2024].

Regulations on National Standard for Academic Education. Regulations No. 240 of the Cabinet of Ministers of 13 May 2014, Amendments No. 558 of the Cabinet of Ministers of the Republic of Latvia 3 October 2023. Available from: https://likumi.lv/ta/id/346042-grozijumi-ministru-kabineta-2014-gada-13-maija-noteikumos-nr-240-noteikumi-par-valsts-akademiskas-izglitibas-standartu-) [Accessed on 2 January 2024].

Vuorikari, R., Kluzer, S., Punie, Y. (2022) *DigComp 2.2: The Digital Competence Framework for Citizens, Luxembourg: EUR 31006 EN, Publications Office of the European Union.* Available from https://publications.jrc.ec.europa.eu/repository/handle/JRC128415 [Accessed on 18 December 2023].

Edit Willcox-Ficzere
Oxford Brookes University, the United Kingdom
ewficzere@gmail.com

In What Ways Do ESL Students at the B2-C2 Levels Demonstrate Their Pragmatic Ability in Interaction?

Many foreign students have decided to study in English-speaking countries throughout the last few decades. It would take pragmatic competence on their part to successfully integrate into the social and academic life of the host society, however this competence is frequently conveyed across the various languages and cultures they are familiar with. In order to support these students in social integration throughout their studies, there is a growing need to pay closer attention to pragmatic competence and its role in everyday interactions. The Speech Act Theory and discourse completion tasks as test instruments were often employed in earlier research to elicit and assess such competence, however both methods have come under criticism for failing to recognise the significance of the discursive aspect of pragmatics in L2 interaction and for not being able to obtain authentic data when examining the role of pragmatics in meaning creation (Roever, 2011). Consequently, this study used dialogic tasks to investigate the ways in which L2 learners with B2-C2 proficiency display their pragmatic ability in extended oral discourse. Data were gathered from thirty international university students, from a variety of L1 backgrounds. They completed two dialogic tasks that reflected real-life scenarios, which were followed by a semi-structured interview to learn the participants' perspectives on the given contexts. Performance of the tasks was video recorded, transcribed and analysed qualitatively, using a Conversation Analytic framework. The results revealed that with increasing proficiency, the depth of speakers' context analysis increased, demonstrating a greater understanding of the relationship between language use and social context. A more thorough evaluation of the provided social contexts was observed among participants at the C2 level. Furthermore, C2 participants' speech production tended to mirror their context analysis more closely and they were also able to modify their conversational input dependent on the other speaker's turn.

Key words: L2 pragmatic competence, advanced language learners

References

Roever, C. (2011) Testing of second language pragmatics: past and future. *Language Testing*, 28 (4): 463-482.

Anna Yunatska
University of Cambridge, the United Kingdom
ay277@cam.ac.uk

Language, Institutional Micro-culture, and Intercultural Awareness: the case of displaced Ukrainians in the UK

The proposed paper addresses reconsideration of the Ukrainian national identity by Ukrainian refugees in the UK, through the prism of acculturation and adjustment to life in the new environment. The main focus is on the Ukrainians who came after the beginning of the full-scale Russian aggression in Ukraine through the UK Government's Homes for Ukraine Scheme. The war has changed the Ukrainian vision of cultural and national identity, and the alterity covers the understanding and perception of the history and culture of Ukraine, the use of Ukrainian by bilingual Ukrainians with dominant Russian, contribution into the future victory over the Russian aggressor, etc. The author carries out her qualitative field research through observation, interaction, focus group discussions, interviews and questionnaires. She argues that situatedness and micro-cultures play an important role in altering and deconstructing identity in terms of its integral features and components (language, culture, traditions, ecological awareness, etc.).

Ukrainian refugees as cultural beings outside Ukraine create micro-cultural communities, where their multiple identities are represented. Micro-cultures are identity-forming and in a way shape the altered Ukrainian identity. At the core of this research is the way they are actualized and verbalized (through social media, regular in person meetings, etc.). Apart from that, a number of Ukrainian academics joined the Scheme and the University of Cambridge alongside other refugees as scholars at risk and are going through additional culture shock (e.g. being engaged in new language practices) at Cambridge colleges' institutional micro-cultures. Micro-cultures tend to be quite close-knit communities; they are often stronger than large-scale cultures (Neuliep, 2020). Therefore, Ukrainians find a great sense of connectedness as members of their Ukrainian micro-cultures; however, the acculturation process for newcomers in Cambridge institutional micro- cultures is normally challenging.

Key words: intercultural awareness, micro-culture, integration, language practices

References
Neuliep J. W. (2020) *Intercultural Communication: a contextual approach*, 6th ed. Thousand Oaks, CA: Sage.

PRESENTATIONS IN FRENCH

Samir Bajrić
l'Université de Bourgogne, France
samir.bajric@u-bourgogne.fr

Gestes transculturels, interlinguistiques et écosystémiques de quelques romanciers dits bilingues : Milan Kundera, Vassilis Alexakis, Velibor Čolić et Rachid Mimouni

Cette proposition de communication se veut une invitation à une méditation de type écosystémique sur un modèle, sinon particulier du moins quantitativement minoritaire, de création littéraire : celui où l'écriture repose sur / dépend de / renvoie à plus d'une langue. Ce fait, tant linguistique qu'intrinsèquement littéraire, circonscrit sa spécificité sociétale, culturelle et heuristique, autour d'un univers que l'on pourrait nommer littérature bilingue (ou « bi-Langue »). En somme, nous nous intéresserons à des écrivains (romanciers) qui : (i) écrivent dans une langue, dans un premier temps, puis entreprennent, dans un second temps, d'écrire dans une autre langue, et ne reviennent plus jamais en arrière (Milan Kundera) ; (ii) écrivent dans l'une des deux langues, puis se traduisent eux-mêmes dans l'autre langue (Vassilis Alexakis) ; iii) écrivent dans une seule langue, tout en se laissant fortement influencer par une autre langue-culture (Rachid Mimouni) ; (iiii) découvrent « tardivement » une autre langue, puis commencent à créer une œuvre littéraire dans ladite langue (Velibor Čolić), etc. Un seul dénominateur commun à tous : un geste mental et verbal francophone assujetti à une vision du monde non-réductible au singulier, originale dans sa complexité et sa complémentarité.

   Cette écologie plurielle (îkos « maison, habitat » et lógos), cette interaction des êtres vivants entre eux et avec leur milieu permettra de sonder les particularités des connaissances que génèrent et transmettent non seulement les romanciers en question, mus par leurs sentiments écologiques pluriels (l'espace, le temps et la langue, selon Velibor Čolić), mais également les lecteurs desdites œuvres littéraires, conditionnés par de telles formes d'écocritiques littéraires. En d'autres termes, il s'agit d'une étude d'écosystèmes littéraires où s'entremêleront, à partir d'une série de références isolées, choix de gestes vs choix de langue(s), analyse linguistique, appartenances linguistiques / appartenances culturelles, identités individuelles / identités collectives et leitmotivs.

Mots-clés: geste, identité, leitmotiv, écocritique, bilinguisme

Olga Billere
l'Université de Lettonie, Lettonie
olga.billere@lu.lv

Moyens verbaux et discursifs de construction des positionnements écologiques dans la parémiologie française et lettone

La présente étude comparée se focalise sur le transfert des sciences de la vie vers les sciences du langage dans le discours parémiologique en langue française et en langue lettonne. Basée sur l'analyse du corpus de 1 324 unités françaises et 1 241 unités lettonnes, compilées des sources lexicographiques et scientifiques écrites (Dournon, 1993 ; Maloux, 1995 ; Niedre, Ozols, 1955)

du domaine en question en appliquant une série de techniques traductologiques (actantielle, thématique, synonymique et hyperonymique) établies par Julia Sevilla-Muños (2004 : 221-229), l'étude s'intéresse à la manière dont les moyens verbaux et discursifs sont mis au service de stratégies ayant pour fonction de construire (en confirmant ou infirmant) des positionnements écologiques collectifs dans les cas où il s'agit de l'interaction nature/homme. Ainsi, dans les représentations parémiologiques des deux langues mentionnées, le concept « homme », toujours mortel par ses caractéristiques vitale, somatique, générique et perceptive s'oppose à celui de « terre », éternellement vivante. La terre étant conceptualisée dans le discours parémiologique en tant que femme donnant la naissance, ou la nature renaissante, implique l'attitude énonciative spécifique, destinée à obtenir de l'interlocuteur qu'il se comporte selon le désir du locuteur, dans le cas du discours parémiologique de ON-locuteur. Afin d'insister sur le comportement écologique approprié à l'égard de la terre donnante et généreuse ou de la nature accueillante et protectrice, le français comme le letton recourt à l'injonction exprimée par l'impératif de la deuxième personne, celle du destinataire du discours, bien que d'autres valeurs verbales soient souvent utilisées, notamment l'infinitif, dont les marques de personne sont effacées.

Mots-clés: discours parémiologique, écologie, analyse comparative

Liste de références
Dournon, J.-Y. (1993) *Dictionnaire des proverbes et dictons de France*. Paris : Hachette.
Maloux, M. (1995) *Dictionnaire des proverbes, sentences et maximes*. Paris : Larousse.
Niedre, J., Ozols, J. (1955) *Latviešu sakāmvārdi un parunas*. Rīga: Latvijas valsts izdevniecība.
Sevilla Muñoz, J. (2004) O concepto correspondencia na traducción paremiolóxica. *Cadernos de Fraseoloxía galega*, °6 : 221-229.

Garik Galstyan
l'Université de Lille, France
garik.galstyan@univ-lille.fr

Le discours des intellectuels nationaux sur l'environnement en Arménie (fin de l'URSS et début de la période postsoviétique)

L'Arménie soviétique a été à l'avant-garde de la sensibilisation et de la popularisation des problématiques environnementales en ex-URSS. Dans les limites bien définies de la liberté de la parole, c'est une poignée d'intellectuels nationaux (écrivains, publicistes, journalistes, représentants de sciences exactes) qui ont eu l'audace de s'exprimer publiquement sur des problèmes environnementaux et, au moment propice, de prendre le flambeau du mouvement écologiste contestataire qui va émerger avec la perestroïka en devenant le mouvement le plus populaire et de masse.

Dans le cadre du discours environnemental, des réflexions philosophiques ont été menées autour de la notion de l'ontologie, des rapports réciproques vitaux entre l'environnement et l'homme, de l'existence de la vie animée. Les productions de genres différents (œuvres littéraires, essais, publications diverses, interventions dans les médias de masse, etc.) étaient censées sensibiliser de larges couches de la société civile en ce qui concernait, d'une part, les problèmes écologiques, le mode de vie écoresponsable et, de l'autre, la pression sur les autorités en matière de respect de l'environnement et du milieu naturel de l'habitat.

Les futurs leaders du mouvement écologiste se cachaient souvent sous le label « culturel », notamment de la protection de monuments historiques, perçue comme la préservation de la culture et de l'identité nationales. La parole des intellectuels, une large diffusion de leurs

productions dans la société, y compris via samizdat, témoignaient de la force de la langue et de la culture sur les problèmes environnementaux locaux qui incarnait la rupture consommée de la relation entre la société et la nature.

L'analyse portera sur le fait de savoir comment les discours sur l'environnement des intellectuels arméniens ont contribué à la genèse d'un mouvement écologiste de masse à la fin des années 1980 qui se soldera par un déclin flagrant à la fin de la première décennie postsoviétique.

Mots-clés: Arménie, mouvement écologiste, lac Sevan, société civile, ontologie

Liste de références

Ardillier-Carras, F. & Khoetyan, A. (2005) Lac Sevan (Arménie) : des héritages soviétiques aux réal- ités d'aujourd'hui. *Bulletin de l'Association de géographes français*, 82 (2) : 199-212.

Galstyan, G. (2019) L'écologie en Arménie. Le lac Sevan et l'émergence du mouvement écologiste. Paris : L'Harmattan.

Ishkhanyan, A. & al. (2013) *Civil Society, Development and Environmental Activism in Armenia.* Yerevan : City Print House.

Jeļena Gridina
l'Université de Lettonie, Lettonie
jelena.gridina@lu.lv

L'étude du mot *geste* (fr.) / *gesto* (it.) dans la perspective des langues romanes

La pandémie de Covid-19 et son impact sur la langue entraînent de nombreuses recherches ayant pour objectif d'étudier le nouveau lexique issu de la crise sanitaire (Piraro, 2020 ; Ilham & Hassan, 2020 ; Papp, 2021 ; Bonomi, 2021 etc.) En français, le mot geste devient un terme clé dans la lutte et la prévention contre la pandémie, entrant dans la langue sous forme du mot composé « geste barrière ». Le mot geste est souvent associé aux pratiques innovantes dans différents domaines, par exemple, en français : geste digital, geste alimentaire, éco-geste et en italien : gesto ecologico, gesto digitale, etc.

L'objectif de la présente communication est d'étudier l'évolution de l'emploi du mot geste en français et du mot gesto en italien, depuis le temps de la pandémie, et d'esquisser le champ de leurs emplois dans différents domaines. Pour le recueil de données, nous avons utilisé le logiciel Sketch Engine, conçu et développé depuis 2003 par Lexical Computing Limited pour la gestion de corpus et l'analyse de texte (SketchEngine). Pour notre analyse, nous avons retenu les mille occurrences les plus fréquentes apparaissant dans le contexte gauche et droit du mot geste en français et du mot gesto en italien. Ceci nous permettra d'étudier ces occurrences dans une perspective inter-langues. Ayant une étymologie commune issue du latin gestus (cntrl.fr ; Treccani.it), les mots *geste* (fr.) et *gesto* (it.) présentent néanmoins des différences notables de l'emploi, du combinatoire et au niveau sémantique.

Mots-clés: geste, langues romanes, corpus

Liste de références

Bonomi, I. (2021) Osservazioni sull'innovazione lessicale legata al Covid-19. *Lingue e culture dei media,* 5 (2) : 1-15.

Ilham, E., & Hassan, B. (2020) La crise sanitaire due 'Au Coronavirus' et le nouveau lexique. *Interstudia*, 28 : 50-58.

Papp, J. (2021) Il nostro lessico è diventato "virale". Il vocabolario dell'emergenza sanitaria, economica e sociale ai tempi della pandemia di COVID-19. *Studia Universitatis Babes-Bolyai-Philologia*, 66 (1) : 325-344.

Piraro, S. (2020) Le lexique à l'époque de la COVID-19. *Interstudia (Revista Centrului Interdisciplinar de Studiu al Formelor Discursive Contemporane Interstud)*, 27 : 172-177.

Sitographie

Sketchengine. Disponible sur : https://www.sketchengine.eu/ [Consulté le 10 février 2024].

Centre national des ressources textuelles et lexicales (CNTRL). Disponible sur : https://www.cnrtl.fr/ [Consulté le 10 février 2024].

Enciclopedia Treccani. Disponible sur : https://www.treccani.it/ [Consulté le 10 février 2024].

Antonella Mauri
l'Université de Lille, France
antonella.mauri@univ-lille.fr

Une « écologie » de la langue en Italie à l'époque fasciste

L'idée d'une langue « écologique », pure et incontaminée, est une utopie courante. En Italie, le fascisme s'est beaucoup penché sur cette question. Sa politique linguistique, au début, visait à réduire la pratique des dialectes et à remplacer les régionalismes par un italien plus « pur », proche du toscan. Le problème était ancien et depuis la naissance de l'État italien, on n'accordait pas aux dialectes le statut de « langue régionale » et on mettait en avant les choix linguistiques « puristes » de grands écrivains du XIXe. Ainsi, l'opération de nettoyage semblait légitime. Toutefois, à partir de 1935, suite aux sanctions de la Société des Nations, la politique linguistique mussolinienne ciblera les « barbarismes », à savoir les mots d'origine étrangère qui allaient être bannis dans un souci d'autarchie générale comme linguistique. La stigmatisation de la langue de l'Autre, « barbare » en opposition à la langue « civilisée », c'est-à-dire l'italien non contaminé par les termes étrangers, porte à la naissance de dictionnaires et de concours de néologismes censés remplacer le mot « impur ». On crée des lois et des interdictions pour tous, surtout pour la presse et l'édition, notamment scolaire, obligées de remplacer les textes qui comportent des termes tabous et de les censurer dans les articles comme dans les livres. Cette censure systématique ne concernait pas toutes les langues car dans le même temps, on introduisit dans l'italien l'usage de termes qui venaient soit d'une culture « proche », celle des alliés allemands, espagnols et japonais, soit des anciennes et nouvelles colonies : libyen, tigrigna, amharique.

On verra ce qui est resté de cette tentative presque un siècle plus tard, afin de comprendre quels sont les enjeux et les possibilités de créer une langue vivante incontaminée par les apports venus de l'extérieur.

Mots-clés: politique linguistique, fascisme, écologie de la langue, barbarismes, langages totalitaires

Isabelle Monin
l'Université de Bourgogne, France
isabelle.monin@u-bourgogne.fr

Les gestes mimo-verbaux au sein des pratiques de classe : Quel écosystème se construit de la fiction à la réalité, et réciproquement?

Selon le Dictionnaire historique de la langue française (Rey, 2000 [1998]), le mot écologie est emprunté à l'allemand ôkologie au XIXe siècle, terme composé à partir du grec oikos, « maison, habitat », et logos, « discours ». Jusque dans les années 1970, écologie est resté, en français, un terme didactique désignant la science qui étudie les milieux où vivent les êtres vivants. Ensuite, il a pris, par analogie, le sens courant de doctrine visant à une meilleure adaptation de l'homme à son environnement.

Nous pouvons, de ce fait, étudier pour elle-même la scénographie particulière de situations de classe, particulièrement la manière dont s'adaptent élèves et enseignants – incarnant davantage un rôle qu'un individu singulier – à cet écosystème spécifique, ce milieu si particulier qu'est l'école, justement en-dehors de la maison de chacun des individus socialement contraints d'y passer une partie non négligeable de leur existence.

Cette proposition aura pour objet d'observer et analyser les gestes mimo-verbaux à l'œuvre au sein des pratiques de classe, et d'étudier comment ces derniers participent d'une écologie du langage. Nous verrons que l'articulation entre langage verbal et non-verbal érige une tension palpable entre pouvoirs et autorités respectives, sans cesse à la recherche d'équilibre entre émancipation personnelle et postures normatives au sein du groupe. En comparant des scènes de fiction à des situations de classe réelles, nous focaliserons notre attention sur la dimension routinière voire caricaturale de certaines situations d'énonciation, la mesure de leurs fonctions régulatrices, et questionnerons l'influence de la fiction sur la réalité et/ou inversement, dans la construction d'un universel enseignant qui tend davantage à consolider ses habitus qu'à se réinventer.

Mots-clés: communication non-verbale, gestes, enseignement, postures

Liste de références
Rey, A. (2000 [1998]) *Dictionnaire historique de la langue française.*

Emilia Andreea Motoranu
Université de Bucarest, Roumanie
emilia.motoranu@rei.ase.ro

Nicanor Parra et l'écopoésie

L'écopoésie est une poésie avec une forte emphase ou un message écologique. De nombreux poètes ont exprimé des préoccupations écologiques, mais ce n'est que récemment que le terme d'écopoésie a été utilisé. Avant ce terme, un certain nombre de poèmes contenaient des messages écologiques. Bien que ces poètes n'aient pas prononcé le mot, ils étaient clairement « écopoétiques » et ont exercé une influence sur le sous-genre ultérieur. Les exemples incluent le livre *Ecopoemas* de Nicanor Parra, *The White Poem* de Jay Ramsay & Carole Bruce, *The Green Book of Poetry* d'Ivo Mosley, etc. Parmi ceux-ci, je concentrerai mon attention sur Nicanor Parra. L'objectif est d'étudier certains aspects discursifs et textuels de la poésie de Nicanor Parra du point de vue de « l'écocritique ». Cette approche explore la vision de la nature dans les œuvres littéraires qui expriment le souci de dénoncer ou de montrer éthiquement la relation de l'homme avec son environnement naturel. On fait valoir que l'antipoète signale un tournant écologique dans sa production littéraire en publiant le texte *Poésie politique* (1983), un livre dans

lequel il aborde les postulats de « l'écologie profonde » à travers les « Ecopoèmes ». En résumé, la démarche de cette recherche présente la poétique parriana comme un questionnement sur le politique, l'économique, le social, le philosophique, les intérêts religieux et culturels de l'Occident, démontrant leur incompatibilité avec la conservation de la planète. Nicanor Parra a suscité des discussions par sa poésie, ce qui a été la raison pour laquelle des forums et des programmes ont cherché des solutions collectives aux problèmes environnementaux.

Mots-clés: Nicanor Parra, écocritique, politique, écopoèmes, écologie profonde

Monica Paniz
l'Université de Bourgogne, France
Monica.Paniz@u-bourgogne.fr

Gestuel et indicibilité : entre construction du sens et déconstruction du trauma

Les objectifs de cette proposition de communication visent le repérage des indices non-verbaux caractérisant les récits des victimes des attentats de 13 novembre 2015 ayant porté leur témoignage dans le cadre du documentaire Netflix 13 Novembre : Fluctuat Nec Mergitur. L'analyse des séquences vidéo et le repérage des indices mimique-gestuels permettront de comprendre si ces derniers participent à la construction du sens, rendue problématique par l'indicibilité inhérente au trauma psychique. De plus, ce travail de recherche souhaite exploiter la dichotomie communication non-verbale / comportement non-verbal (Wiener et al., 1972). Dans ce contexte, force est de constater que les différentes recherches dans le domaine de la psycholinguistique montrent la difficulté d'établir une frontière entre deux éléments : d'un côté, la volonté du locuteur de véhiculer des informations par le biais du paraverbal (comportement non-verbal) et de l'autre, tout un ensemble de comportements involontaires et considérés comme n'étant pas véritablement communicatifs (communication non-verbale). Dans le cadre de cette recherche, nous souhaitons entre autres mettre les acquis théoriques de la néoténie linguistique au service de cette dichotomie, notamment en ce qui concerne la notion de comportement linguistique. Ce rapprochement pluridisciplinaire nous permettra de proposer des points de réflexion concernant la participation du langage non-verbal à la construction du sens des actes de langage.

Mots-clés: communication non-verbale, approche pluridisciplinaire

Liste de références

Wiener, M. et al. (1972) Nonverbal behaviour and nonverbal communication. *Psychology Review*, 79 : 185-214.

Dominique Samson
Institut National des Langues & Civilisations Orientales, France
dsamsonnormanddechambourg@yahoo.fr

Nature, écriture et autochtonie dans le Nord & l'Arctique sibériens du XXIe siècle

Les paysages culturels du Nord et de l'Arctique sibériens ont été profondément bouleversés par les modèles russe et soviétique qui se sont imposés au fil des siècles (Forsyth, 1992 ; Slezkin, 1994). Ainsi l'écriture n'est–elle pas le fruit des communautés autochtones locales, mais un phénomène extérieur, d'abord dans le cadre de l'œuvre missionnaire à l'époque impériale, puis lors de la soviétisation dans la jeune Union soviétique (Ogryzko, 2013). Depuis les œuvres de la première génération d'écrivains dont les représentations de la nature septentrionale sont au cœur d'autobiographies qui voulaient concilier le « nouveau » et « l'ancien » mondes, chaque génération a ensuite développé un paysage culturel, en fonction de l'histoire événementielle de son époque (Samson Normand de Chambourg & Toulouze, 2012).

Quel regard porte la génération née à la fin des années 1940 ou au début des années 1950 et arrivée aujourd'hui à maturité, sur son environnement, sur les toundras et les taïgas de ce premier XXIe siècle ? Fondé sur des entretiens avec des écrivains nénètses, khanty, mansi et des données de terrain jusqu'en 2019, la présente communication rendra compte de l'expression de soi de cultures de nouveau difficiles d'accès pour le chercheur occidental.

Mots-clés: Arctique sibérien, autochtones, écrivains, paysages culturels

Dubravka Saulan
l'Université de Bourgogne, France
dubravka.saulan@u-bourgogne.fr

'Faites un geste pour la planète' ou comment la sémantique du 'geste' influence les tendances publicitaires en termes de modalité de phrases

L'émetteur, le message (le produit) et le récepteur semblent représenter les trois éléments plus ou moins figés dans le discours publicitaire. Or, dans l'histoire de la publicité, ces concepts-là ont évolué au niveau formel, que ce soit dans leur conception syntaxique ou dans leur conception énonciative (sémantico-pragmatique). Il s'agit notamment d'un jeu des personnes mises en scène dans le discours en question. Il a été avancé que les concepts de récepteur et d'émetteur ont évolué au niveau syntaxique de manière à ce que, grammaticalement parlant, l'émetteur porte le sens logiquement accordé au récepteur. En d'autres termes, dans ce jeu de rôles, l'émetteur (« emprunté » ou non) prend la place logique du récepteur. C'est dans ce sens que toute la complexité discursive sous-jacente repose sur une interprétation identitaire des sujets parlants. Les exemples les plus explicites sont : (1) le passage de l'injonction à l'assertion (évolution syntaxique) ; et (2) le passage de tu/vous à je/nous (évolution sémantico-pragmatique ou énonciative). En termes de valorisations discursives, la publicité se place alors aujourd'hui quasi-exclusivement dans une valorisation (multi-)perspective et donc, dans une assertion. Or, il y est des éléments où le substantif à connotation « positive » ('don', 'geste', etc.) l'emporte sur l'agressivité apparente de l'injonction. Autrement dit, le récepteur potentiel ne se sent pas agressé. Il ne perçoit plus sa sphère intime attaquée par une injonction publicitaire. Nous essayerons de montrer ici que deux éléments principaux permettent une telle interprétation : (1) sémantique du substantif en question (geste) et (2) recours à un verbe désémantisé (faire).

Mots-clés: geste, injonction, personne, publicité, faire

Miroslav Stasilo
l'Université de Vilnius, Lituanie
prancuzas@hotmail.com

Créativité et enseignement de FLE dans un nouveau contexte – vie durable

L'école est le lieu où l'émotion peut constituer « une entrave ou au contraire une aide forte à l'acquisition » (Cuq, 2003 : 80). La créativité, d'après Csikszentmihalyi, est un « état dans lequel les individus sont si impliqués dans une activité que plus rien d'autre ne semble compter ; l'expérience en soi est tellement plaisante qu'ils sont prêts à la poursuivre coûte que coûte, juste pour le plaisir de la faire » (Csikszentmihalyi, 1990). La notion de « créativité » renvoie ordinairement à l'idée d'inspiration littéraire ou, plus généralement, artistique. Mais cette faculté est également centrale dans les domaines de la pensée rationnelle, notamment la résolution de problèmes (Whitehead, 1994). La créativité signifie : adaptation, imagination, construction, originalité, évolution, liberté intérieure, puissance poétique, prise de distance par rapport aux données (Fustier, 1985). L'enseignant et l'apprenant modernes doivent prendre des risques, apprendre à créer, à échanger, être inspirés et motivés par l'acte d'apprendre. Une pédagogie de la créativité n'implique absolument pas de modification du programme. Au contraire, l'idée est de penser à des tâches qui s'insèrent dans les contenus disciplinaires et le contexte moderne (Puozzo, 2013).

Notre but est de répondre aux questions : quelles sont les stratégies les plus efficaces pour développer la créativité dans l'enseignement et comment construire un environnement d'apprentissage qui favorise un état émotionnel positif chez les apprenants ? On présentera des exemples de l'adaptation de la thématique écologique ainsi que de l'introduction des micros activités créatives en nous basant sur un contexte actuel particulier où les questions de la vie durable sont extrêmement importantes. Nous disposons ainsi d'un matériel recueilli lors de l'université d'été à Vilnius en juillet 2022. Ce corpus restreint nous fournit un matériel propice à notre analyse, axée sur les pratiques en classe dont le thème principal est l'écologie et le langage.

Mots-clés: créativité, enseignement, apprentissage, langue, écologie

Liste de références
Csikszentmihalyi, M. (1990) Flow : the psychology of optimal experience. *Journal of Leisure Research*, 24 (1) : 93–94.
Cuq, J.-P. (2003) *Dictionnaire de didactique du français langue étrangère et seconde*. Paris : CLE International.
Fustier, P.-R. (1985) *L'Enfance inadaptée : Repère pour des pratiques*. Presses universitaires de Lyon.
Puozzo, I. (2013). Pédagogie de la créativité : de l'émotion à l'apprentissage. Education et socialisation. Les cahiers du CERFEE. Disponible sur https://journals.openedition.org/edso/174 [Consulté le 10 janvier 2024]
Whitehead, A. (1994) Procès et Réalité, Paris : Gallimard.

Julieta Tadevosyan
l'Université d'État d'ingénierie d'Arménie, Arménie
jultad2017@gmail.com

Le rôle de la politique linguistique multilingue dans le paradigme du développement économique de l'Arménie

La langue constitue un moyen important de la connaissance du monde, un outil irremplaçable pour la préservation de l'identité nationale.

En tant qu'élément important de la culture, la langue influence fondamentalement le comportement des gens, tout particulièrement lors des prises de décisions économiques.

L'économie du langage est une discipline relativement jeune (David Throsby, Ginsburgh, Victor ; Weber, Shlomo, Alicia Adserà Anna Ferre, Mariola Pytlikova) et a comme vocation à étudier les influences économiques du langage et du multilinguisme dans des environnements linguistiques et culturels variés. Elle n'est pratiquement pas étudiée en Arménie.

L'impact du multilinguisme sur l'économie se manifeste dans des dimensions telles que la croissance économique, le tourisme, la migration internationale de la main d'œuvre, les investissements étrangers directs, le commerce international.

Le multilinguisme contribue également à l'internationalisation des petites et grandes entreprises, il est l'un des outils les plus importants pour la transmission internationale des technologies.

Quant à notre aspiration de devenir un centre technologique mondial dans la région, nous proposons d'activer la politique linguistique multilingue en Arménie. Il est tout particulièrement important d'adopter l'anglais comme langue officielle, ce qui contribuera à l'amélioration de l'environnement des affaires. L'adhésion de l'Arménie à la Francophonie joue, entre autres, un rôle important dans ce domaine.

La communication vise à révéler l'influence du multilinguisme et de la politique linguistique sur l'économie en Arménie, à découvrir les problématiques pouvant surgir dans un pays où 98,11% de la population sont les Arméniens, dont 98,7% parlent et communiquent dans leur langue maternelle. Elle vise également à présenter les obstacles et les avantages de la diffusion de la politique multilingue de l'Arménie dans le contexte actuel de l'intégration à l'économie mondiale et à la mondialisation.

La communication pourrait s'inscrire dans l'axe « Politiques linguistiques multilingues dans des environnements sociopolitiques, économiques et culturels ».

Mots-clés: politique linguistique multilingue, culture, économie

Serge Tchougounnikov
Université de Bourgogne, France
serge.tchougounnikov@yahoo.fr

Pour l'histoire et l'épistémologiste de la notion de geste verbal

Notre contribution porte sur l'écologie du « geste verbal » dans la tradition poétique d'inspiration formaliste. La dominante gestuelle dans les théorisations formalistes a été bien démontrée. Nous chercherons à montrer la préhistoire morphologique de son élaboration. Il s'agira d'analyser l'apport de la tradition morphologique allemande au développement de l'approche formaliste. Il sera question notamment du rôle de la morphologie de Herder et de l'anthropologie linguistique de Humboldt. Dans la tradition allemande la notion de « geste » a été définie dans la perspective énergétique, en termes d'énergie, de dynamisme, de force. C'est ainsi que cet antécédent permet de comprendre certaines caractéristiques de la méthode formaliste et de son objet de recherche : à savoir, l'accent mis sur les propriétés dynamiques de cet objet, sa dimension empathique, sa position entre un axe de successivité et un axe de simultanéité. C'est l'ensemble de ces traits a conduit à l'apparition de la notion typiquement formaliste de « geste verbal ». Ce sont aussi ces intuitions que R. Jakobson résume une trentaine d'années plus tard par sa célèbre formule, selon laquelle la « fonction poétique … projette le

principe d'équivalence de l'axe de sélection sur l'axe de combinaison ». Cette formule reprend le principe de réversibilité de l'espace et du temps : le poème est une conversion de la successivité qu'est la chaîne discursive en une contiguïté : c'est par cette transposition que le poème acquiert les caractéristiques picturales, comparables à celles d'un tableau, c'est ainsi que le langage accède à la visibilité. Le texte poétique élabore ce rapport particulier à l'espace qui engendre cette singulière fusion de spatialité et de temporalité où la succession peut devenir contiguïté et où la littérarité (le mot, le poème) finit par se métamorphoser à la visibilité (l'image, le tableau).

PRESENTATIONS IN SPANISH

Maite Aperribay-Bermejo
Universidad del País Vasco, España
maite.aperribay@ehu.eus

Leer para un mundo mejor: La Literatura Infantil y Juvenil y la Educación para el Desarrollo Sostenible

En un mundo como el nuestro, superpoblado y sobreexplotado, es necesario un cambio de hábitos en el modo de consumir y de vivir. Nuestro sistema económico parece dirigirnos a la acumulación de riquezas, dejando de lado el cuidado de la vida y de la naturaleza. Afortunadamente, la sociedad actual reclama un cambio político, económico y, sobre todo, social. Se puede afirmar que paralelamente al surgimiento del movimiento ecologista, el interés por la conservación del medioambiente fue encontrando su hueco en los sistemas educativos. En los años sesenta ya se hablaba de educación ambiental. La UNESCO realizó desde esa década un esfuerzo por estudiar el modo de incluir el tema ambiental como recurso educativo, esfuerzos que se han ido materializando en diversas propuestas, siendo la última la Agenda 2030 sobre el Desarrollo Sostenible, que cuenta con 17 Objetivos que incluyen desde la eliminación de la pobreza, la educación, la igualdad de la mujer o la defensa del medio ambiente.

La literatura, como el resto de manifestaciones culturales, adquiere un papel esencial y activo en la defensa del desarrollo sostenible, porque permite concienciar a la sociedad y asume una función ético-educativa, que facilita la consecución de los cambios necesarios para el cumplimiento de los Objetivos de Desarrollo Sostenible (ODS). Todo esto resulta especialmente significativo en el ámbito de la Literatura Infantil y Juvenil (LIJ), pues el valor de la literatura como reflexión sobre temas sociales se convierte en un instrumento crucial para favorecer el desarrollo de la conciencia crítica desde la más temprana edad.

Esta comunicación se ubica en el eje temático del discurso ambiental, y en ella se propondrá una serie de lecturas que abordan principalmente los ODS del eje Planeta.

Palabras clave: LIJ, ODS, educación, ecocrítica

Ana R. Calero Valera
Universitat de València, España
ana.r.calero@uv.es

Josefa Contreras Fernández
Universitat Politècnica de València, España
jcontre@upv.es

Ecoexperiencias en investigación en educación universitaria: despertar la conciencia ecológica a través del *mindfulness*

El objetivo de esta contribución es presentar las ventajas de la integración de técnicas de meditación y dramatización en el aula con el fin de despertar la conciencia ecológica en el estudiantado. El marco viene dado por el proyecto de innovación docente INNOVA-TEA, que

comenzó a implementarse en el curso académico 2015-2016 en la Universitat de València y la Universitat Politècnica de València en España.

La meditación ayuda a ser consciente del momento presente, es decir, del propio cuerpo en conexión con la mente y, por consiguiente, de las consecuencias de nuestros actos tanto para nosotros mismos como para nuestro entorno. La conexión entre cuerpo, mente y naturaleza es fundamental para una interacción más armónica, consciente y responsable con el medio ambiente. Por otro lado, la integración de técnicas dramáticas fomenta cualidades como la creatividad, la originalidad, la espontaneidad y la imaginación.

Para ejemplificarlo, presentaremos un proyecto basado en el trabajo colaborativo, y centrado en dos de los Objetivos de Desarrollo Sostenible (ODS) de la Agenda 2030 de UNESCO: el objetivo 13 (Adoptar medidas urgentes para combatir el cambio climático y sus efectos) y el objetivo 15 (Gestionar sosteniblemente los bosques, luchar contra la desertificación, detener e invertir la degradación de las tierras, detener la pérdida de biodiversidad). Expondremos las tres fases de las que consta el proyecto: (1) Taller de *mindfulness* y taller de técnicas dramáticas básicas; (2) Preparación y desarrollo del proyecto; (3) Presentación del proyecto en formato *lecture-performance*; (4) Resultados obtenidos.

Veremos cómo el uso de técnicas de meditación y dramatización en el aula contribuye a una mayor sensibilización en cuestiones ecológicas, a la vez que fomenta un mejor aprendizaje tanto de la lengua como de las narrativas relacionadas con el medio ambiente.

Palabras clave: ecología*, mindfulness*, drama, *lecture-performance*, ODS

Carmen Caro Dugo
Universidad de Vilnius, Lituania
carmen.caro@flf.vu.lt

El encuentro transcultural en la naturaleza: traduciendo poesía

En la comunicación propuesta se pretende reflexionar sobre aspectos transculturales de la tarea tra- ductora, particularmente en el ámbito poético, analizando la recepción de *La floresta de Anykščiai* (2017), versión castellana de la obra poética clásica lituana *Anykščių šilelis* (1830-31), de Antanas Baranauskas (1835-1902).

La posibilidad de la traducción de obras literarias, particularmente de textos poéticos, ha constituido un objeto de investigación en la teoría de la traducción. Resulta interesante que, en su célebre ensayo *Miseria y esplendor de la traducción* (1937) —ya considerado un clásico en la teoría de la traducción— el filósofo José Ortega y Gasset (1883-1955) (Alonso-Jiménez, 2015: 196), al mencionar las miserias y utopías de la tarea traductora, hace referencia a la traducción de la palabra *bosque* por *wald* en alemán y alega que, por estar formadas las lenguas en paisajes diferentes, es natural su incongruencia y es, por tanto, falso suponer que el español llama *bosque* a lo mismo que el alemán llama *wald*, aun cuando el diccionario nos diga que *wald* significa *bosque*.

Una primera experiencia de la recepción del poema clásico lituano por parte de lectores españoles ha mostrado que, precisamente en la poesía que tiene por objeto la naturaleza (el bosque), el lector puede hallar un camino andadero hacia otra cultura. En el texto traducido el lector experimenta lo propio junto a lo extraño. Autor y receptor, separados por casi dos siglos, se encuentran precisamente en la naturaleza, porque en ella se trascienden otros aspectos culturales y tiene lugar esa «transferencia entre dos mundos sutilmente incomunicables» a la que se refería el traductor y teórico de la traducción Francisco de Ayala en su *Breve teoría de la traducción* (1946-47) (Ordóñez López, 2010:153).

Con el análisis en curso de datos recogidos sobre la recepción de la traducción, esperamos alcanzar conclusiones más precisas sobre la transculturalidad de la poesía de la naturaleza.

Palabras clave: traducción española, poesía lituana, naturaleza, transculturalidad

Referencias
Baranauskas A. (2017) *La floresta de Anykščiai*. Sevilla: Renacimiento.
Alonso-Jiménez E. (2015) Francisco Ayala and his Professional Approach to Translation Theory and Practice. *TRANS,* (19.2): 195-209.
Ordóñez López P. (2010) Ortega y Ayala: dos visiones de la traducción con dispar recepción en la traductología contemporánea. *Revista de Estudios Orteguianos*, (21): 151-168.

Rudy Chaulet
Universidad de Franco Condado, Francia
rudy.chaulet@univ-fcomte.fr

Encuentros transculturales entre Europa del Oeste (España, Francia) y Asia (Turquía, Armenia, Asia Central). Propuesta de unas ediciones digitales cartográficas

Tres relatos de viajes que se desarrollaron entre finales del siglo XIV y las postrimerías del siglo XV constituyen la base de nuestro trabajo. El primero y más antiguo, escrito en francés por el franciscano Jean Dardel, que era el confesor del rey de Armenia León V (1342-1393), cuenta su periplo por España y Francia (1382-1384) después de su cautiverio durante siete años en El Cairo y su liberación contra un rescate pagado por el rey de Castilla Juan I (Dardel, 1906). El segundo es la más conocida evocación de la embajada del español Ruy González de Clavijo (1403-1406) desde Cádiz hasta Samarcanda, donde residía Tamerlán, cruzando todo el Mediterráneo, el sur del Mar Negro y, por tierra, Anatolia y el Imperio Timurida (Kehren, 1990). El último es la peregrinación del obispo armenio Martiros Erzengatsi (1489-1496) a Santiago de Compostela (Iñarrea Las Heras, 2009). A partir del estudio de estos tres relatos de viaje se propondrá una lectura transcultural de unos portentosos testimonios del encuentro entre culturas, de sus roces y comunicaciones logradas o interrumpidas, de la novedad engendrada en las mentes y de la consiguiente creación de una dimensión que va más allá de los tópicos sobre las culturas de la época; tanto los que eran difundidos en la Edad Media como los que se transmiten hoy sobre este pasado remoto. Además, se propondrá una lectura cartográfica, a través del uso de las humanidades digitales, de los textos estudiados y de los recorridos humanos que transcriben con una nueva posibilidad de lectura online que relaciona texto y referencias cartográficas.

Palabras clave: Historia Medieval, Armenia, Europa, interculturalidad, transculturalidad

Referencias
Dardel, J. (1906) Chronique d'Arménie. Recueil des historiens des croisades. En *Documents latins et français relatifs à l'Arménie*, t. II (pp.1-109). Paris: Imprimerie nationale.
Iñarrea Las Heras, I., Péricard-Méa, D. (eds.) (2009) *Relato del viaje por Europa del obispo armenio Martir (1489-1496).* Logroño: Universidad de Logroño.
Kehren L. (1990) *La route de Samarcande au temps de Tamerlan. Relation du voyage de l'ambassade de Castille à la cour de Timour Beg par Ruy González de Clavijo 1402-1406*. Paris: Imprimerie nationale.

Ingrid García-Wistädt
Universitat de València, España
ingrid.garcia@uv.es

La problemática del agua y su representación en los relatos de los viajeros alemanes a Valencia en el siglo XIX

La representación del agua ha desempeñado un papel fundamental en la configuración de la imagen de Valencia a lo largo del tiempo, como evidencian diferentes manifestaciones artísticas como la pintura y la literatura y, por supuesto, los relatos de viajes. Valencia es una ciudad relacionada actualmente con sus largas playas y las virtudes del Mar Mediterráneo, sin embargo, en el siglo XIX eran otros aspectos los que interesaban y sorprendían al viajero, sobre todo, la huerta valenciana y su sistema de regadío, tan eficaz en la distribución y aprovechamiento del agua, en un territorio que se caracteriza precisamente por su escasez.

Algunos viajeros incluso desarrollaron una conciencia más profunda de las cuestiones ambientales, como es el caso del botánico Moritz Willkomm, que, en su calidad de científico, aunque con una sensibilidad paisajística asociada al Romanticismo, supo a lo largo de sus tres viajes a Valencia (1844, 1850, 1873) mostrar la evolución del puerto y su impacto medioambiental. O veinte años antes del primer viaje de Willkomm, Victor Aimé Huber, que nos ha legado algunas de las descripciones más detalladas de la Albufera, el lago de agua dulce más grande de España. Además de su relación con la agricultura, la Albufera es un ecosistema valioso desde el punto de vista ecológico y de biodiversidad y un hábitat importante para aves migratorias y especies acuáticas.

El objetivo de la presente comunicación será analizar las observaciones y descripciones de estos viajeros, cómo estas revelan una apreciación de la biodiversidad y la complejidad del entorno natural y en qué medida se alinean con los principios de la ecocrítica, proporcionando una base sustantiva para la investigación de la relación entre la literatura, el medio ambiente y el ser humano.

Palabras clave: literatura, viaje, Valencia, siglo XIX, biodiversidad

Isabel Gutiérrez Koester
Universitat de València, España
isabel.gutierrez@uv.es

Ecosistemas literarios en transformación. La imagen de España entre paraíso y pesadilla

La literatura de viajes, a lo largo de los siglos, ha servido como medio para documentar las complejidades de las relaciones inter y transculturales. En este contexto, España se configura como un espacio con triple ocupación geográfica: meridional, oriental y occidental. El mar que la rodea se revela como un espacio de fronteras, tanto discursivas como mentales, evidenciadas en los relatos de viajes de exploradores y viajeros alemanes. En la primera mitad del siglo XX, el litoral mediterráneo era conceptualizado como un paisaje cultural virtual, simbolizando la visión del cálido sur frente al frío norte. Sin embargo, la segunda mitad del siglo presenció la degradación ambiental sistemática y las consecuencias de una civilización que se desmoronaba

por el consumismo y el frenesí de la construcción. El mito aventurero del Mediterráneo fue suplantado por el turismo de masas y una representación mediática que sigue oscilando entre paraíso vacacional y pesadilla urbanística.

Esta comunicación traza un recorrido por el siglo XX, explorando la importancia sociocultural y geográfica de la costa mediterránea como metonimia de las fronteras mentales y geográficas de España en su evolución dentro del contexto europeo, en especial en su relación con Alemania. A través de una selección de relatos de viajes del siglo XX —Stegmann (1929), Heise & Zornack (1976 y 1987), Buismann (1978) y Abel (1986) entre otros— se generan y transmiten ideas sobre la imagen de España y su ecosistema. Estos relatos de viajes asumen paulatinamente un papel ecotranscultural, al evidenciar los impactos negativos derivados del progreso y la modernidad. No solo constituyen narrativas exploratorias, sino que también cumplen la función de sensibilizar al lector al resaltar la importancia de la preservación del paisaje y la sostenibilidad del viaje turístico.

Palabras clave: transculturalidad, odepórica, Mediterráneo, turismo de masas, Norte-Sur, España-Alemania

Referencias
Abel, Wolfgang, Michael Müller y Cornelia Stauch. (1986) *Spanien. Ein Landschafts- und Erlebnis-führer für Individualreisende*. Badenweiler: Oase.
Buisman, Hann. (1978) *Spanien*. Olten und Freiburg im Breisgau: Walter-Verlag.
Heise, Hans Jürgen y Annemarie Zornack. (1976) *Die zwei Flüsse von Granada*. Düsseldorf: Claassen.
Heise, Hans Jürgen y Annemarie Zornack. (1987) *Der Macho und der Kampfhahn*. Kiel: Malik.
Stegmann, Anton. (1928) *Ins Herz Spaniens*. Heilbronn: Selbstverlag des Verfassers.

María Victoria López-Pérez
Universidad Pública de Navarra, España
victoria.lopez@unavarra.es

Fomentando la competencia intercultural y la conciencia ecológica en grupos multiculturales de aprendices de ELE

Con el aprendizaje de segundas lenguas y sus culturas, el individuo se convierte en un hablante plurilingüe e intercultural capaz de explicar sus propias creencias, comprender las del interlocutor y negociar nuevas formas de interacción, algo esencial para la comunicación intercultural según el Marco Común Europeo de Referencia para las Lenguas (Consejo de Europa, 2001). En contextos de enseñanza formal multicultural, las posibilidades de participar en experiencias interculturales se expanden por la exposición y el intercambio de ideas que genera la interacción en el aula. Este ambiente es propicio para abordar temas relacionados con los Objetivos de Desarrollo Sostenible (ODS) (2024) como aquellos vinculados a la ecología, pues generan actitudes que redundan en una mejor convivencia a nivel mundial.

En esta comunicación se expone una revisión crítica del tratamiento que reciben los temas de los ODS en manuales de español para extranjeros (ELE) actuales para, por un lado, averiguar cuáles de ellos aparecen reflejados, por otro, conocer las tareas didácticas que incluyen para el fomento de la competencia intercultural. Se presenta además el diseño de una intervención de aula llevada a cabo en un grupo de aprendices de español nivel A2 (MCERL) compuesto por 18 jóvenes universitarios de diferentes lenguas y culturas. Esta intervención tiene como objetivos, además de su avance en el dominio de la lengua española, el trabajo con la competencia intercultural y el incremento de su conciencia ecológica. Finalmente se exponen las percepciones

que los aprendices tienen de la consecución de los objetivos tras la aplicación de la propuesta didáctica.

Palabras clave: competencia intercultural, conciencia ecológica, análisis de materiales, intervención didáctica, Objetivos de Desarrollo Sostenible (ODS)

Referencias
Publicaciones de las Naciones Unidas (12/03/2024). *Objetivos de desarrollo sostenible*. Disponible enhttps://www.un.org/sustainabledevelopment/es/ [Accedido el 12 de marzo, 2024].
Consejo de Europa (2001). *Marco Común Europeo de Referencia para las Lenguas: enseñanza, aprendizaje y evaluación.* Versión en español disponible en http://cvc.cervantes.es/obref/marco) [Accedido el 11 de marzo, 2024].

Noa Philippon Salinas
Universidad de Letonia, Letonia
noa.salinas@lu.lv

Integración de la educación ambiental en el aula de lenguas extranjeras: propuestas didácticas

Esta comunicación se centra en la incorporación de la educación ambiental en el ámbito de la enseñanza de lenguas extranjeras (LE). La necesidad de abordar transversalmente el desarrollo sostenible y la educación global en el currículo es, en la actualidad, un imperativo tanto a nivel social como institucional. Como docentes, podemos aprovechar en clase el interés y el impulso de los movimientos internacionales juveniles por la acción climática para incluir actividades sobre ese tema. Además, la Educación para el Desarrollo Sostenible es un instrumento clave para la obtención de los Objetivos de Desarrollo Sostenible adoptados por las Naciones Unidas en 2015 y está incluida en la Agenda Mundial de Educación 2030 de la UNESCO.

En este trabajo se presentan actividades prácticas que no requieren mucha preparación o conocimiento previo por parte de los y las docentes, diseñadas para concienciar al estudiantado sobre sostenibilidad a la vez que mejoran y practican la lengua extranjera. Al incluir este tipo de actividades en el aula de LE se percibe un aumento en la conciencia ambiental y una mayor participación e implicación en las dinámicas de clase. Los métodos aplicados han demostrado ser accesibles y fácilmente adaptables a diferentes niveles y contextos educativos (formales y no formales) con niños, adolescentes y adultos.

La integración de la educación ambiental en la enseñanza de LE no solo enriquece el aprendizaje del idioma, sino que también contribuye a la formación de ciudadanos y ciudadanas globales, conscientes y comprometidos con la sostenibilidad, fomentando así la ecoalfabetización y el desarrollo de competencias transversales y logrando un aprendizaje transformativo.

Palabras clave: Educación Ambiental, ELE, propuestas didácticas, sostenibilidad, EFL

Alla Placinska
Universidad de Letonia, Letonia
alla.placinska@lu.lv

El paisaje lingüístico y semiótico en los sitios web de ecoturismo

Actualmente la promoción social de lo ecológico, lo sostenible y lo natural tanto en el ámbito de turismo como en otros sectores de la economía está adquiriendo cada vez más importancia. Como señala Calvi (2006: 15), 'La aplicación al turismo mundial de criterios de sostenibilidad […] se ha convertido en uno de los objetivos principales de la OMT'. La sostenibilidad y la ecología están implicadas en el discurso orientado a la creación de nuevos valores y conceptos en la sociedad y cultura, orientados a la preservación de la diversidad ecológica y cultural de nuestro planeta. Desde hace unos años, se han acuñado denominaciones para una modalidad turística que fomenta prácticas del ecoturismo, se va formando la identidad discursiva y lingüística del ecoturismo. La presente ponencia se ocupa del paisaje lingüístico y la diversidad cultural presentes en los sitios web del ecoturismo y en primer lugar en el portal www.portaldelecoturismo.org. Los portales de ecoturismo se caracterizan por su multimodalidad informativa donde el texto se combina con imágenes, carteles, símbolos, logotipos y pictogramas (Jaworski y Thurlow, 2010). Este enfoque semiótico nos permite entender la dinámica de relaciones entre las lenguas y culturas, el impacto de la globalización y otras fuerzas sociales en la diversidad lingüística y social de una comunidad. El estudio del paisaje lingüístico implica analizar la distribución y la interacción entre las diferentes lenguas en un contexto específico (Landry y Bourhis, 1997). Se analiza la distribución y la aplicación del español, inglés y lenguas indígenas cuyo uso se hace basándose en los objetivos y la diversidad cultural de las actividades y proyectos de ecoturismo.

Palabras clave: ecoturismo, diversidad, sostenibilidad, paisaje lingüístico y semiótico, contexto

Referencias
Calvi, M.V. (2006) *Lengua y comunicación en el español del turismo*. Madrid: Arco/Libros.
Landry, R. and Bourhis, R. Y. (1997) Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16 (1): 23–49. https://doi.org/10.1177/0261927X970161002
Jaworski, A. and Thurlow, C. (eds.), (2010) *Semiotic landscapes: Language, image, space*. London, UK: Continuum.

Igor Protsenko
Universidad del Norte, Paraguay,
Universidad Estatal de Mariupol, Ucrania
protsenk2002@gmail.com

Reflexiones de metáfora en la novela *El invierno de Gunter* de Juan Manuel Marcos. Aspecto sociocultural

La novela *El invierno de Gunter* de Juan Manuel Marcos es uno de los primeros ejemplos del *post-boom,* corriente literaria latinoamericana que apareció en las últimas décadas del siglo XX. Unos de los rasgos característicos de *post-boom* son la recreación artística del habla popular, el renacimiento de los géneros populares y desacralización del discurso histórico mediante el humor y la risa, lo que a su vez supone la abundancia de las figuras del habla, en primer lugar, metáfora. Desde el título de la novela hasta el final, la trama está entrelazada con casi todos los tipos de acciones e imágenes metafóricas: conceptuales, extendidas, poéticas, del autor, etc. Así, la novela *El invierno de Gunter* es obra de un nuevo género: la novela-metáfora. En ella se presta atención especial al folclore y la mitología paraguayos, cuyas imágenes, entre las que destaca la

del jaguar celeste, están entrelazadas con la realidad de la vida, que se repiensa a través de la mitología nacional. La forma especial de la metáfora en la novela es la mezcla del tiempo histórico (periodo de la Guerra de Triple Alianza, Guerra del Chaco y el periodo de los años 70-80 del siglo XX), esto es, una de las formas de la recepción metafórica del mundo real de la novela. El mismo método de la mezcla de los tiempos el autor se usa para manejar el tiempo literario. La metáfora en la novela es una herramienta para el humor, que, a su vez, según la teoría de la risa y carnavalización de Mijal Bajtin es un símbolo de resurrección.

Palabras clave: metáfora, *post-boom*, literatura paraguaya

Igor Protsenko
Universidad Autónoma San Sebastián, Paraguay,
Universidad Estatal de Mariupol, Ucrania
protsenk2002@gmail.com

Rol de la situación lingüística en la formación y desarrollo de la sociedad. Aspecto sociocultural

Según la teoría de Vygotsky, fundador de la psicología sociocultural, la interacción social y cultural de un individuo con otros en un contexto determinado influye en su desarrollo cognitivo tanto como en su capacidad para aprender. Vygotsky creía que el aprendizaje no es un proceso individual, sino que se produce en un contexto social y cultural (Vygotski, 2012). El contexto social y cultural influye en el pensamiento y el comportamiento de las personas y, por lo tanto, en su desarrollo cognitivo. El aspecto cultural se relaciona con los valores espirituales y materiales creados por la sociedad humana. El aspecto social —la vida social—, a su vez, se caracteriza por el conjunto de las formas de las actividades comunes de la gente que tienen como finalidad crear, desarrollar y garantizar las condiciones de coexistencia, realización de las necesidades, intereses y valores (Labov, 1972).

En la presente ponencia se analiza la situación lingüística de Paraguay en relación con las condiciones socioeconómicas y la situación geográfica, es decir, la distribución de las lenguas según el territorio en el que se usan unas u otras, la infraestructura que permite ampliar o estrechar el área del uso de la lengua, las migraciones, la densidad poblacional, etc. También juega un papel importante la funcionalidad de la lengua, su posibilidad de servir a las necesidades de la vida cotidiana, de revelar los fenómenos culturales, describir los valores nacionales y reflejar el espíritu del pueblo (Melià, 1992).

Resumen: el bilingüismo paraguayo no es nada más que el reflejo de la opinión sociocultural que es, a su vez, consecuencia de la coexistencia de dos diferentes creencias, formas de aceptar el mundo o mentalidades. Nos referimos con ello al sentimiento de ambivalencia con respeto al idioma entre los paraguayos.

Palabras clave: situación sociolingüística, contexto cultural, bilingüismo paraguayo

Referencias
Labov, W. (1972). *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press.
Melià, B. (1992) *El guaraní criollo o paraguayo*. Disponible en
        https://www.portalguarani.com/807_bartomeu_melia_lliteres/13625_el_ [Accedido el 25 de
        febrero, 2024]
Vygotski, L. (2012) *El desarrollo de los procesos psicológicos superiores*. Barcelona: Austral.

Amparo Ricós Vidal
Universitat de València, España
amparo.ricos@uv.es

Las unidades fraseológicas con elementos de la naturaleza: ¿Transmisores de una cultura tradicional ecológica? Análisis contrastivo lingüístico-cultural y su aplicación en el aula universitaria

Las unidades fraseológicas (UF) son expresiones idiomáticas propias de cada lengua, pero también manifestaciones culturales que reflejan valores y actitudes de la comunidad que las usa. Esta contribución se centra, por un lado, en la función pedagógica de las mismas como trasmisoras de conocimientos, costumbres o normas culturales de generación en generación y, por otro, en su proyección social, al facilitar la comunicación entre hablantes y reflejar la sabiduría popular, acu- mulada en generaciones anteriores.

Los objetivos son tres: analizar, desde una perspectiva histórica, lingüística y cultural, una relación de paremias y locuciones españolas, que presentan como núcleo elementos naturales, relacionados con el agua, la tierra, el fuego y el aire, y cuyo contenido semántico-pragmático manifiesta una cultura y una sabiduría ecológica arraigada en las costumbres ancestrales que se ha perdido con el tiempo; contrastar estas ocurrencias entre distintas variedades románicas peninsulares para determinar el grado de equivalencia entre las mismas y comprobar los valores ecológicos compartidos y, por último, realizar una propuesta didáctica con dos fines: por un lado, reforzar el conocimiento lingüístico que de estos fraseologismos tienen los estudiantes actuales y, por otro, potenciar la competencia crítica y ética del alumnado al debatir la posible transformación de estos valores y costumbres en la sociedad actual.

Para ello se ha seleccionado un corpus limitado, pero suficientemente representativo de UF, compuesto por paremias y locuciones, tras el vaciado de diccionarios generales y específicos y la consulta de bases de datos (CORDE, CDH, CREA, CORPES XXI, esTenTen 18). Los datos se analizan cuantitativa y cualitativamente para comprobar los procesos de fijación, lexicalización e idiomaticidad de las mismas, así como su frecuencia de uso. Con los resultados de este estudio se ha diseñado un proyecto educativo innovador que permite trabajar en el aula tres de los ODS 2030.

Palabras clave: fraseología, ecología del lenguaje, innovación, ODS

Isabel Sánchez López
Universidad de Granada, España
isabelsl@ugr.es

Diccionario, lengua y sociedad. El diccionario general y el diccionario de aprendizaje en el siglo XXI

El diccionario, entendido tradicionalmente como un compendio estático de palabras y significados, ha experimentado una metamorfosis en consonancia con los cambios rápidos de nuestra sociedad globalizada. En este siglo, los diccionarios no solo registran términos, sino que también se han convertido en testigos y agentes de transformación social.

La adaptación a la era digital se presenta como un aspecto fundamental. La transición de diccionarios impresos a obras digitales ha transformado el acceso de la sociedad a la información lingüística. Este cambio no solo ha democratizado el acceso al conocimiento, sino que también ha permitido una actualización constante del diccionario.

La interacción entre la tecnología y la lexicografía plantea interrogantes sobre la influencia de los sesgos algorítmicos y la responsabilidad en la definición de palabras.

No obstante, la dinámica entre el diccionario, la lengua y la sociedad también plantea desafíos. La velocidad del cambio lingüístico y la proliferación de términos efímeros presentan dilemas para la estandarización lexicográfica. Asimismo, la influencia de las redes sociales en la difusión de palabras y expresiones amplifica el impacto del diccionario en la formación de la identidad cultural y el discurso público. La transición de diccionarios impresos a plataformas en línea y aplicaciones móviles ha transformado la accesibilidad y la rapidez con la que la sociedad accede a la información lingüística. Este cambio no solo ha democratizado el acceso al conocimiento, sino que también ha permitido una actualización constante del diccionario, incorporando nuevos términos a medida que surgen en el uso vivo de la lengua.

Intentamos abordar la realidad del diccionario en el siglo XXI como un reflejo dinámico de la interacción entre lengua y sociedad, respondiendo con coherencia a lo que ésta le demanda, tanto en sus motores de búsqueda y en la selección de sus nomenclaturas como en el tratamiento de la información.

Palabras clave: diccionario, uso de la lengua, adquisición, sociedad

Raquel Sanz-Moreno
Universitat de València, España
raquel.sanz-moreno@uv.es

Mediación intercultural e interlingüística a través de la audiodescripción. Estudio de caso en el aula de Francés como Lengua Extranjera

En la actualidad, nadie duda sobre la eficacia del uso de las distintas modalidades de traducción audiovisual en cursos de lenguas extranjeras (Talaván, 2020; Lertola, 2019; Navarrete, 2018). En particular, la audiodescripción (AD) tiene un potencial evidente en la enseñanza y el aprendizaje de idiomas, ya que garantiza la accesibilidad a distintas manifestaciones culturales para personas con diversidad funcional sensorial. Se trata de un valioso recurso pedagógico que puede ayudar a desarrollar las destrezas comunicativas y mejorar las competencias culturales, sociales y digitales del alumnado, al tiempo que les sensibiliza sobre la discapacidad sensorial visual (Sanz-Moreno, 2022; 2023).

En esta comunicación presentamos una propuesta didáctica aplicada en una Escuela Oficial de Idiomas de Valencia con alumnos de nivel B2 de francés (según el *Marco Común Europeo de Referencia de las Lenguas*), cuyo objetivo principal es explorar la AD como actividad de mediación intercultural, pues ambas se encuentran íntimamente relacionadas. Para alcanzar este objetivo, creamos una secuencia didáctica que presentaba actividades de mediación basadas en la AD. La tarea final consistía en elaborar un guion de AD para una escena de una película en la que estuvieran presentes referencias culturales francófonas.

Esta propuesta se aplicó en clase con resultados alentadores: el alumnado entendió la actividad de la AD como una actividad de mediación intercultural, mediante la cual se es plenamente consciente de las necesidades del destinatario. Además, se advirtió mayor intervención del alumnado al explicar referencias culturales más alejadas, para mejorar la

comunicación y aproximar otras culturas a las audiencias meta mediante productos fílmicos. De esta forma, el alumnado se convierte en mediador cultural que vela no sólo por la comprensión de la trama fílmica sino también por desentrañar malentendidos culturales o acercar referentes culturales a los destinatarios de la AD.

Palabras clave: audiodescripción; mediación, competencia plurilingüe, Francés Lengua Extranjera (FLE)

Referencias

Lertola, J. (2019) *Audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages.* Disponible en: doi 10.14705/rpnet.2019.27.9782490057252, [Accedido el 10 de marzo, 2024].

Navarrete, M. (2018) The use of audio description in foreign language education: A preliminary approach. *Translation and translanguaging in multilingual contexts*, 4 (1): 21-150.

Sanz-Moreno, R. (2023) Audiodescripción y competencia intercultural en clase de francés como lengua extranjera. Una experiencia docente. *Hikma : estudios de traducción*, 22 (1) : 95-122.

Sanz-Moreno, R. (2022) L'écriture en français à travers l'appréhension d'un nouveau genre textuel: l'audiodescription. *CEDILLE, Revista de estudios franceses*, 22 : 455 – 473.

Talavan, N. (2020) The didactic value of AVT in foreign language education. In Ł. Bogucki and M. Deckert (eds.) *The Palgrave handbook of audiovisual translation and media accessibility* (pp. 567-591). London: Palgrave Macmillan.

Alberto Torres Fernández
Universidad de Letonia, Letonia
at10084@edu.lu.lv

El ecosistema en el *Popol Vuh*: enfoques principales y aplicación de la educación transdisciplinaria

El ecosistema en el *Popol Vuh* es descrito de manera detallada y descriptiva, revelando la visión del mundo y la relación entre los seres humanos y la naturaleza. Dentro de esta narrativa, el ecosistema juega un papel fundamental, ya que representa la interconexión entre los diferentes elementos de la naturaleza y los seres vivos. A través de enfoques principales y la aplicación de la educación transdisciplinaria, es posible comprender en profundidad la importancia del ecosistema en el *Popol Vuh*, partiendo tres puntos: la cosmovisión maya, la relación con los Dioses y los ciclos de la naturaleza. La educación transdisciplinaria ofrece un enfoque holístico para comprender el ecosistema en el *Popol Vuh*, integrando conocimientos de diversas disciplinas y fomentando la interconexión de ideas. Al aplicar este enfoque, es posible enriquecer la comprensión del ecosistema en el contexto de esta antigua narrativa maya donde se integran distintas disciplinas (antropología, ecología, mitología e historia), proporcionando una visión completa del ecosistema tal como era entendido por la cultura maya; el diálogo interdisciplinario (a través del diálogo entre diferentes áreas de conocimiento) y la aplicación práctica (la educación transdisciplinaria no limitada al ámbito académico, sino que también puede aplicarse en la gestión ambiental y la promoción de prácticas sostenibles, basadas en el respeto y la comprensión del ecosistema, tal como se vislumbra en el *Popol Vuh*). En resumen, el ecosistema en el *Popol Vuh* es un elemento central que refleja la interconexión entre los seres humanos, la naturaleza y lo divino. A través de enfoques principales y la aplicación de la educación transdisciplinaria, es posible profundizar en su significado y trascendencia dentro de la cosmovisión maya.

Mireia Vives Martínez
Universitat de València, España
mireia.vives@uv.es

Literatura de viajes y diversidad natural. El viaje de Virginia Woolf y Marie von Bunsen a España

No cabe duda de que la incursión en lo desconocido y el encuentro con la alteridad son dos aspectos axiomáticos del viaje. Acorde a ello, a lo largo de los siglos la literatura de viajes ha sido un medio para constatar lo común y lo diverso entre distintas culturas, contribuyendo así a una visión más transcultural del mundo. Por este motivo, la odepórica ha devenido en un instrumento fundamental a la hora de estudiar las relaciones entre pueblos, así como cuestiones relacionadas con estereotipos e imágenes nacionales.

Pero la utilidad de la literatura de viajes no se agota en las cuestiones de índole etnológica y cultural, sino que es asimismo relevante en clave ecocrítica. En tanto que la observación es un rasgo intrínseco al viaje, no sorprende que la contemplación y descripción del paisaje haya sido una constante en este tipo de literatura. En el caso de España, los viajeros y viajeras de distintas épocas no han dudado en señalar la diversidad y riqueza de ecosistemas del territorio peninsular, si bien no siempre con una misma finalidad.

Partiendo de estas premisas, en esta comunicación se analizará la representación de los paisajes naturales en los relatos de dos viajeras a España a comienzos del siglo XX: Marie von Bunsen y Virginia Woolf. Aunque ambas visitaron el país en 1913 y transitaron por los mismos destinos, su manera de retratarlos es completamente distinta. Mediante el análisis textual de las dos obras, quedará evidenciado que, mientras que el propósito de Bunsen es recoger la biodiversidad peninsular y dar a conocer la riqueza natural del país, promoviendo así una visión más sostenible del medio ambiente, el de Woolf es utilizar los espacios naturales para expresar su interioridad, originando una ecopoética en la que sujeto y paisaje se funden en una misma cosa.

Palabras clave: literatura de viajes, mujeres viajeras, España, biodiversidad, ecopoética

STUDENTS' PRESENTATIONS

Elīna Šalajenko
University of Latvia
English, European Languages and Business Studies BSP, Year 3
elina.v.sh@icloud.com

Cockney and Birmingham Features of Closing Diphthong Articulation in Authentic Audio Recordings

The importance of familiarising English learners with non-standard accents has been highlighted in the recent years, but internal variation within accents can complicate the process of representative material selection for educators. Few studies have focused on authentic audio material source comparison in the context of teaching language variation. This study analysed vowel articulation features in five lexical sets containing closing diphthongs in Received Pronunciation, MOUTH, GOAT, FACE, PRICE and CHOICE, in two sets of recordings representing accents on the Cockney and Birmingham accent continuum. The recordings were taken from a Routledge textbook and an online open access archive with the aim to evaluate the presence of typical Cockney and Birmingham closing diphthong articulation features in different sources. The selected items were analysed using auditive and acoustic analysis employing the PRAAT software. The preliminary findings suggest that although textbook samples generally adhere to the most common vowel quality reports in the Cockney and Birmingham accents, they contain variants of vowels that deviate from the reviewed descriptions. In both accents, the GOAT diphthong was subject to the highest degree of divergence from theoretical sources. The online archive recordings of South London speakers reflected some Cockney tendencies, often with a lesser degree of markedness. The online archive recordings of Birmingham speakers were similar in this regard. Unexpectedly, they contained RP-like diphthong realisations in the GOAT, MOUTH and FACE lexical sets. These preliminary findings reflect the presence of internal variation and the varying degree of adherence to accent descriptions and highlight the issue of managing such fluidity in accent teaching and representative sample selection.

Key words: accents, acoustic analysis, closing diphthongs, vowel quality

Daniela Dižūra
University of Latvia
English, European Languages and Business Studies BSP, Year 3
dizuradaniela@gmail.com

Enrichment Speech - A Type of Oral Communication: form-function analysis

Rhetorical public speeches fall into several genre types, such as major speech genre, e.g., introduction speeches, enrichment speeches, advocacy speeches; and minor speech genre, e.g., encouragement speeches, speeches of deliberation and speeches of solicitation (Crick, 2017: 29-39). It is generally accepted that enrichment speeches focus on entertaining an audience without attaining the aim of persuading listeners of an opinion. In view of the above stated, this paper aims to illustrate how the function of persuasion is fulfilled in enrichment speeches and which

lexical and grammatical features characterise a sub-type of enrichment speeches. The selected corpus for analysis consists of two stand-up speeches. A stand-up speech may be referred to as a sub-type of enrichment speech because they reveal several common qualities such as a focus on entertainment and content based on a speaker's own knowledge and experiences. The selected research methods are form and function analysis, which enable to find out how the content of stand-up speeches is developed and which lexical, and grammatical features facilitate the communicative event in the selected stand-up speeches. The analysis of the above stated stand-up speeches has illustrated that there is a deliberate appeal to raise an audience's emotions; This appeal relates to logic and is fulfilled through the logical sequencing of topics and several presented arguments. The presence of the speaker demonstrates their skilfulness and develops a relationship with the audience through the use of such emotionally expressive linguistic tools as humour or the use of personal pronouns. The findings of the form and function analysis demonstrate that the communicative language function of persuasion is present in the stand-up speech sub-type of enrichment speech.

Key words: enrichment speech, form analysis, function analysis, oral communication, persuasion

References

Crick, N. (2017) *Rhetorical Public Speaking: Civic Engagement in the Digital Age*, 3rd ed. New York: Routledge.

Anastassiya Ivanova
University of Latvia
English Studies MSP, Year 2
ivanovva2001@gmail.com

Multimodal Analysis of Online News Articles on the 2024 USA Presidential Elections

Examining media discourse on political issues has become essential in order to understand the process of the creation and distribution of political narratives in the digital era. Conducting such research enables a more thorough analysis of how media influence public opinion, shapes political agendas, and potentially affects democratic processes. The present research examines potential biases in online newspaper articles that report on the 2024 United States Presidential Elections, a significant and prominent political event that attracts worldwide interest and attention. The objective of this study is to discover examples of favoritism towards specific political candidates in article discourse, namely the Democratic Party's Joe Biden and the Republican Party's Donald Trump candidates. The research incorporates both the analysis of the text and the cover images of the selected articles. This research will employ Michael Halliday's Systemic Functional Linguistics (SFL) to analyse the texts, with a specific emphasis on experiential meaning. It allows an in-depth examination of the articles' depictions of participants, processes, and circumstances in order to identify any possible epistemological biases. Moreover, the incorporation of Gunther Kress and Theo van Leeuwen's comprehensive framework for analysing visual mode, which also emphasises the representational function by studying processes, participants, and circumstances. The combination of frameworks will contribute to the research by enabling the investigation of biases in both linguistic and visual elements providing valuable insights into the media's portrayal of political candidates. Through the analysis of collected corpora, researcher aims to identify the most frequently used media strategies in online

newspaper discourse which influence public opinion.

Luīze Karlivāne
University of Latvia
English Studies MSP, Year 2
luize.karlivane@gmail.com

Discourse Analysis of News Values in Online Articles on Artificial Intelligence

This research examines the portrayal of artificial intelligence (AI) in online news articles, guided by the goal to reveal how digital news media linguistically encode news values and portray societal attitudes towards AI. The study adopts Bednarek and Caple's (2017) analytical framework to conduct both qualitative and quantitative corpus analysis and discourse analysis, to dissect the language that characterizes AI as newsworthy within a substantial corpus of digital publications.

Preliminary findings from the linguistic analysis indicate that the discourse is predominantly characterized by three news values: Impact, with language emphasizing AI's societal implications and transformative potential; Novelty, capturing linguistic markers of AI's innovation and unprecedented developments; and Negativity/Positivity, where lexical choices signal the ambivalence and ethical considerations surrounding AI advancements. Moreover, the analysis predicts linguistic variations in AI narratives that reflect the diverse perspectives of authors from different professional backgrounds.

The corpus spans a range of online news outlets, ensuring a diverse representation of genres and styles, from mainstream journalism to niche technology blogs. Through detailed case studies, the study illustrates how specific AI events, such as breakthroughs or controversies, become linguistic milestones in the digital narrative of AI.

These initial insights lay the groundwork for comprehending the linguistic mechanisms that construct AI's media image. The study's ultimate contribution will be to the nuanced understanding of how technological advancements are contextually framed within public discourse through language. It underscores the role of linguistic expression in shaping perceptions and influencing the dialogue around emerging technologies. These insights prompt further investigation into how the framing of AI in digital news evolves and affects public perception.

Laura Prikule
University of Latvia
Professional MSP 'Written Translation', Year 2
la.prikule@gmail.com

Language-Based Urban Research Methods and Results

A hands-on practical examination of the possibility to learn a language, and to a certain degree

the culture itself (in this case, Portuguese) from the immediate surroundings in the city of Porto and predominantly drawing upon the output of Street Art and Graffiti *writers,* the study is based on a state-of-art approach for reading, translating and analysing the linguistic landscape (city-scape). It includes the author's project *Portoscript*, developed under the academic guidance and advice of Full Prof. Clara Sarmento, ISCAP, Porto Polytechnic, and in dialogue with the Centre for Intercultural studies (CEI) research team during the author's study period in northern Portugal.

The project is an exploration of language-based research tools for deciphering the visual and linguistic data spread on the city walls, lamp-posts, electrical boxes on side-walks and derelict buildings, based on continuous research of images and text collected in the streets of Porto (PT).

The conference presentation activates some of these samples and focusses on the notions of bordering, framing, mapping, sampling and scaling the city, which have been defined by a number of international research teams in the seminal work *Repository: 49 Methods for Writing Urban Places* (Havik et al., 2023). In further processing of the data a number of methods (Havik et al., 2023; Sarmento, 2020) have been tested to add meaning to the visual and textual layers of information held by the samples.

Additionally, the presentation demonstrates the possible applications of a practical graffiti language-based tool for exploring cities *Find the North* (developed by the author) as one of the outcomes of using the methods*,* and the scope of results obtained, including both Portuguese and Latvian case studies and examining their potential cross-cultural translatability.

Key words: graffiti, linguistic landscape, methods, urban, Porto

References
Repository. 49 Methods and Assignments for Writing Urban Places (2023) K. Havik, D. M. Bernal, C. Machado e Moura, E. Restrepo and L Niculae (eds.) in conjunction with the EU COST Action CA18126 Writing Urban Places. Rotterdam: nai010 Publishers.
Sarmento, C. (2020) Methodological proposals and critical responses for the study of graffiti and street art. *SAUC – Street Art and Urban Creativity*, 6 (2): 24 - 47.

Ģirts Vikmanis
University of Latvia
Professional MSP 'Written Translation', Year 2
gvikmanis@gmail.com

Cultural References in Subtitle Translations

The paper is based on the Master thesis by the author with the title *Cultural References in Subtitle Translations*. In the paper, the author highlights the most common academic paradigms about the rendering of subtitle translations. The corpus of the study is focused on different *sitcom* movies, which have many cultural references (e.g. puns, idioms, and other phraseological units). In the research, the author analyses the rendering of the source text in English to the target text in Latvian. The theoretical framework of the study is based on the Danish-Swedish author Jan Pedersen (2011), who introduces the typology regarding subtitle translations and cultural references, where he emphasizes the intertextuality and constraints in time and space specific for the subtitle rendering, (e.g. the need to condensate the text of the subtitles, etc). The specified translation strategies include retention, specification, direct translation, generalization, substitution, omission, and official equivalent. The research methodology is done using a quantitative approach when counting the percentage of different translation strategies in the corpus of research – this is

significant for tracking the most employed strategies. This quantitative approach is also used for choosing the excerpts with cultural references, which are analysed with qualitative means – the critical discourse analysis and textual analysis, highlighting the translator's strategies, decisions, and rendering of the cultural references in Latvian by the translator. The study is carried out as descriptive research, especially dealing with the role of the translator as a mediator and bridge between source and target cultures.

Key words: cultural references, intertextuality, subtitles

References
Pedersen, J. (2011) *Subtitling Norms for Television: an exploration focusing on extralinguistic cultural references*. Amsterdam, Philadelphia: John Benjamins Publishing Company.