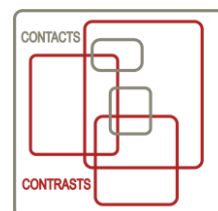*C&C 2021: Interlingual and Intercultural Contacts and Contrasts – Approaches and Practices*

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Book of Abstracts

Plenary lectures

Sally Burgess
University La Laguna, Tenerife, Spain

From contrast to translanguaging: analysing research publication genres

Looking back over a career in which the analysis of research publication genres has been my primary focus, I became aware of changes in my perspective on the socio-pragmatic practices of first-language users of English and those of other language users. I will review these changes in perspective by examining my own and other scholars' use of terminology when speaking or writing about languages for research publication purposes. I will show that changes in the terminology are indexical of a shift away from a normative view in which the hegemonic status of 'native speaker' English is privileged and used as the yardstick against which other language practices are measured. With this shift comes a gradual willingness to accept and celebrate plurality. Finally, I will discuss the implications of these changes for researchers, editors, and those offering support to research writers.

Iwona Kraska-Szlenk
University of Warsaw, Poland

Polysemy of body part terms: contrasting universal tendencies with culture-specific paths

Major body part terms are included in basic lexicons of all languages. They also provide a natural and always available source domain for target concepts in other domains, such as, emotions, reasoning and knowledge, social interactions and values, grammaticalization, and external domains of objects, plants, landmarks, etc. (Sharifian et al. 2008, Maalej and Yu 2011, Brenzinger and Kraska-Szlenk 2014, Kraska-Szlenk 2019, 2020, Baş and Kraska-Szlenk 2021). Cross-linguistic evidence demonstrates a remarkable convergence in body part terms' transfer and meaning extension, whether manifested as synchronic polysemy, or as diachronic semantic change. This talk focuses on such observed tendencies from the perspective of universal cognitive processes on the one hand, and shared culture on the other. Regularity of semantic change interacts with typological parameters leading to language-specific, but recurring cultural models. It is argued that such evidence of body part terms' extensions points to regularity of semantic change which is comparable to that previously observed in studies on grammaticalization. This constitutes an important contribution to the understanding of emergent cognitive universals and typological patterns, and adds to hypotheses on language origin and development through conceptualizations based on embodied experience. In addition, studies of the bodily lexicon demonstrate a significant role of culture and language usage criteria in shaping semantic patterns.

 While terms denoting parts of the human body are ideally suited for investigating cross-linguistic paths of polysemy, likewise they provide valuable linguistic material for observing strategies used by different languages for the purpose of polysemy reduction. In the second part of this talk, several of such mechanisms will be discussed (e.g. lexical replacement of the body part term, compounding, morphological derivation), with a special focus on language-specific changes which are rather unusual.

Barbara Nykiel-Herbert
English Language Learners In-Home Program, Carson City

**As the world learns: aspects of language, literacy and culture
in the global education perspective**

As the leading instrument of thought and the foundation of literacy, language occupies a prominent place in all dimensions of schooling, starting from an individual's learning processes and ending with educational language policies at the national level. In 1951, UNESCO declared that the language of schooling should be a learner's mother tongue, considering its superiority as a learning tool 'axiomatic'. UNESCO's positition resonated with education experts and applied linguists worldwide, especially in post-colonial regions of the world, leading not only to transformational changes in the classrooms, but also to an ideology asserting mother tongue education as a human right.

However, defining 'mother tongue' is a thorny issue; identifying the optimal language of instruction for every school child is even more problematic. Moreover, despite the sense-making belief in the educational benefits of mother-tongue instruction, the relationship between language and academic performance is obscured by historic, political, economic, and cultural factors. Drawing on her vast international experience both as a teacher and as a researcher, the presenter untangles the web of complexities by comparing language-in-education policies and practices in select countries around the globe towards a better understanding of the role of language choice in educational process.

Michał B. Paradowski
University of Warsaw, Poland

**Exploring communication breakdowns in English as a lingua franca
through a corpus analysis**

Communication breakdowns have deservedly been attracting the interest of researchers, as they constitute important factors influencing the process of linguistic interaction and language acquisition. Not only do they affect the pro-cess of communication per se, but also have other, often serious, consequences. Particular interest should be accorded to the process of achieving – and failing to achieve – understanding when English is spoken as a vehicular language.

We will present the results of the first comprehensive analysis of the complete conversations subcomponent of the Vienna-Oxford International Corpus of English (VOICE), focusing on the i) possible causes of communication break-downs, and ii) strategies employed by speakers in order to both prevent and overcome such failures. We categorise and show the distribution of the sources of 122 detected breakdowns as well as the compensatory strategies employed by interlocutors to successfully avert and solve communication problems.

The VOICE contains transcripts representing naturally-occurring face-to-face ELF interactions, whose participants come from different cultural and linguistic backgrounds. For the purpose of this study we selected all speech events tagged as 'conversation' (the analyses hence do not consider other speech event types, such as seminar discussions or interviews). After the selection, the reduced corpus comprised 36 speech events (158,071 words), corresponding to approx. 15 hours of spoken interactions. The speakers come from different, mostly European, countries, have different L1s and occupations. Their ages vary from 17 to more than 50. The relations between them are fairly symmetrical. The conversations belong to

different thematic domains: 21 of them are tagged as 'leisure', 7 as 'professional research/science', 4 as 'educational', 3 as 'professional organizational' and 1 as 'professional business'.

The entire material was first analysed in search of characteristic features and communication breakdowns. These were then analysed again in detail with regard to what caused the failures and how they were resolved, or at least how the speakers tried to resolve them. The list of identified causes covered unintelligible speech, simultaneous talk, overlap, pause, lack of topic shift signalling, lack of explicitness, wrong anaphoric or deictic reference reconstruction, faulty semantic reconstruction, code-switching, lack of shared cultural/world knowledge, misinterpretation of proper names, lack of shared lexical knowledge, wrong use of an existing word, wrong word order/tenses, and wrong/unfulfilled listener presupposition. Similar causes and similar strategies were then grouped together and tallied. Finally, the remaining data were again scrutinised in search of preventative strategies. These included enhancing explicitness, paraphrase, repetition, metadiscursive devices, completion of earlier utterance, dividing utterance into smaller parts, requesting assistance from other interlocutors, translating code-switches into English, and code-switch into language other than English.
The talk will conclude with pedagogical recommendations.

Mirosław Pawlak
Adam Mickiewicz University in Kalisz, Poland
State University of Applied Sciences in Konin, Poland

**Researching boredom in the L2 classroom: Different contexts,
different tools, similar outcomes**

Empirical investigations into the role of individual difference (ID) factors represent an extremely robust line of inquiry in the domain of second language acquisition (SLA) research and there is considerable empirical evidence showing that individual variation affects both the process of learning a second or foreign language (L2) as well as its outcomes (cf. Ellis, 2008; Dörnyei & MacIntyre, 2015; Pawlak, 2020). Moreover, such research has been constantly evolving, with some construct being reconceptualized (e.g., aptitude, motivation), new theoretical paradigms being adopted (e.g., complex dynamic systems theory), and novel ID variables becoming the focus of empirical investigation (e.g., curiosity, grit). One such newcomer to SLA research is boredom in L2 learning and teaching, which has been described as a complex, multifaceted and multidimensional construct (Ally, 2008; Pawlak et al., 2020). Even though the number of studies investigating boredom is on the rise (e.g., Derakhshan et al., 2021; Kruk, 2020; Li, 2021; Pawlak et al., 2020), there is still much that remains to be uncovered about this aversive emotion and the ways in which it affects L2 learning both inside and outside the classroom. The plenary offers a state-of-the-art overview of current research on L2 boredom, giving particular attention to the different contexts in which it has been undertaken, the different instruments it has employed but also the fact that the findings are to a large extent similar despite this contextual and methodological variation.

Eva Schultze-Berndt
University of Manchester, UK

Grammatical means and cultural frames for expressing warnings

Warnings are of great importance in social interaction – ranging from very mundane, everyday warnings ('watch out, a step!') to those of potential political or legal relevance (e.g. risk warnings in manuals and risk warnings preceding a medical procedure). Warnings are therefore the subject of research in a variety of disciplines, from speech act theory in Linguistics to fields such as risk communication and document design/ergonomics.

Within Speech Act theory it has been a matter of debate whether Warnings fall under declaratives, under directives, or should be classified as complex speech acts with a conditional structure ('if you undertake/ fail to undertake action A, then undesirable consequence B follows). Applied studies of warnings lean towards the complex speech act analysis, with the maximal structure in (1), illustrated in (2) based on an actual warning sign.

(1)   Warning components (Carstensen 2002)
i.   A hazard statement mentioning the dangers or the risks involved.
ii.   An indication of the potential consequences of failure to comply, such as personal injury.
iii.   An instruction on what to do or not do to avoid the risk, as either a precaution or a remedial measure.
(2)   Hot surface (i). Contact may cause burn (ii). Do not touch (iii).

One of the relevant outcomes of applied research into warnings for the study of natural language is that warnings are made more effective if they include explicit information about the potential negative consequences as well as explicit instructions on avoiding them, i.e. components ii. and iii. in (1). The components are

The undesirability of potential consequences (ii), i.e. of a future possible event, is often inferable from the real world context, or it is expressed by a lexical item such as risk, danger or hazard. But many languages also possess specialised modal or other grammatical markers which encode that a possible event is undesirable.

In this paper I propose a (non-exhaustive) set of parameters that could be fruitfully used to describe specific strategies of expressing undesirable possibilities in warnings. These include:

•   Explicitness of consequence statement: Is only the presence of a hazard pointed out (i. in (1)), or does the warning make explicit what the undesirable event associated with it is (ii in (1))? In the former case, the interpretation of this warning crucially relies on culturally acquired background knowledge.

•   Multimodality: How are the components distributed across modalities in multimodal communication? E.g. in warning signs, frequently an undesirable consequence of not heeding the warning is represented not verbally, but pictorially (e.g. a picture of a person slipping with a verbal expression such as Caution. Wet Floor.)

The following parameters apply if an undesirable event (ii) is made explicit in the verbal modality:

•   Lexical vs. grammatical strategy: Is the undesirability of a possible event expressed by lexical means (e.g. nouns such as risk or adjectives such as hazardous) or by grammatical means, e.g. a modal?

•   Explicitness of undesirability: Is the undesirable consequence described using a general, neutral means of expressing possibility (e.g. the noun possibility or the modal may) or is there a dedicated marker of undesirable possibility?

•	Speech act specificity: an interesting but underexplored semantic parameter for markers of undesirable events is whether they can occur in both warning and threats, or only warnings; in other words, whether or not they are restricted to undesirable events that the speaker has no power to bring about and wants the addressee to avoid (Vuillermet 2018).

I will also (tentatively) propose that different speech communities vary in the emphasis placed on expressing undesirable possibilities, as opposed to, for example, the directive components of warnings, and that this in turn might influence the extent of differentiation of deontic modality in this speech community.

Marco Venuti
University of Catania, Italy

(Im)politeness, emotion and conflict in online communication

Session Presentations

Karolina Adryan
University of Szczecin, Poland

Uniwersalne elementy odimiennej metody nauki czytania według koncepcji dr Ireny Majchrzak

Prezentacja poświęcona jest badaniu skuteczności „Metody odimiennej" zastosowanej w nauczaniu języka angielskiego w edukacji elementarnej. Bazująca na emocjonalnym ładunku imion, metoda autorstwa Ireny Majchrzak wykorzystywana pierwotnie w polskich przedszkolach do nauki czytania i pisania, została zaadaptowana na potrzeby nauki języka obcego w dwujęzycznej szkole podstawowej. Badania wykonano w grupie 6-7 letnich dzieci uczęszczających do klasy pierwszej. Wszystkie etapy metody, czyli (1) „Inicjacja", (2) „Ściana pełna liter", (3) „Targ liter", (4) „Nazywanie świata" zostały przeprowadzone podczas półrocznego eksperymentu pedagogicznego, a prace dzieci przeanalizowane ze względu na płeć i wiek. Niewątpliwym atutem metody na gruncie języka ojczystego, pomagającym osiągnąć zamierzony cel edukacyjny jakim jest umiejętność czytania i pisania, jest włączenie do procesu nauki imienia dziecka. Badanie przeprowadzone podczas lekcji w języku angielskim pozwoliło porównać skuteczność metody wykorzystanej również do nauki czytania i pisania, ale tym razem w języku obcym, przy wykorzystaniu przyjętych na czas zajęć przybranych imion angielskich.

Anna Bączkowska
University of Gdańsk, Poland

Expletives and swear words in film discourse

The study aims at analysing occurrences and contexts of impolite language expressed by expletives and swear words in a corpus of 18 romantic comedies (of British or American productions) and their translations into Polish. The corpus with the original films amounts to over 200 thousand words, the translated professional version is ca. 100 thousand words in size, and the amateur subtitled versions add up to ca. 300 thousand words in size. The whole corpus of data thus oscillates around 0.6 million words. This size of data should guarantee a reliable analysis of the issues under investigation. The translated versions will be analysed in two ways: by comparing the occurrences and functions of expletives and swear words in professional subtitles vis-à-vis the original soundtrack, and versus those in the amateur versions (fansubbing texts). The analysis will follow a quantitative paradigm of research and the relevant words and structures will be automatically retrieved from corpus data with the aid of a Corpus Query Language (CQL). Some elements of a qualitative study will follow the CQL retrieval step, as expletives and swear words will be classified according to the functions they play in the films. The study will show whether there are any qualitative and quantitative differences in the use of expletives and swear words between the original film dialogues and their translations (via subtitles) on the one hand, and between the professional and amateur versions of the translations on the other.

Awadh G. Ba-awaidhan
University of Łódź, Poland

Reconceptualizing Metaphor & its Comparable Effect in Political Discourse: Metaphors Recycled from Joe Biden's Speeches to Political Arabic Context

Metaphors, being not just words but thoughts, presuppositions, implicature, and inferences, have made achieving a comparable effect in translation to these linguistic devices challenging. This study offers a cognitive model for transferring political metaphors across unrelated cultures — English and Arabic. A model is a multilayer, carried out through the "cycles of reconceptualization" (Lewandowska-Tomaszczyk,2010), and striving to conciliate the culture-specificity of a metaphor and its transportability into another political and cultural context. To do so, insights from different disciplines used, combining five frameworks: the "conceptual metaphor theory" (Lakoff & Johnson, 1980), "cognitive translation Hypothesis" (Mandelblit, 1995), the concept of "collective programming" (Hofstede, 1984), "discourse semantic" (Van Dijk, 1977), and "relevance theory" (Sperber & Wilson, 1998). This combination grounded on the hypothesis that people can only make sense of ideas that fit the fixed cultural frames and the metaphoric system of their language.

For examining the readers' response to the translated political metaphors into Arabic, 30 metaphors from Biden's speeches were translated by Al Jazeera Arabic channel subjected to participants to examine to what extent they understand Biden's inferences and meaning beyond the metaphoric image from the Arabic text. The findings scored a weak degree of response and accessibility as well as participants not sufficiently understand the metaphors' messages. However, by applying the model as a "problem-solving", the metaphor's image-schema is reconceptualized, and structural meaning recycled. This study concludes that the metaphoric system of the Arabic, as well as people's mental models of culture, crucially affect the reception of the political metaphor and its accessibility to the readers as well as audience.

Vesna Bagarić Medve
J. J. Strossmayer University of Osijek, Croatia

Leonard Pon
J. J. Strossmayer University of Osijek, Croatia

On textual coherence dimensions in foreign language texts

Dastjerdi and Talebinezhad (2006) hold the view that a text is coherent when for every sentence there is a sequence of following or preceding sentences that provides a context for it. The findings that highly rated L2 essays contain more T-units and a greater number of sequential progressions (Dita 2009, Schneider and Connor 1990) support this claim. However, Almaden's study (2006) points to the conclusion that a greater use of parallel progressions in the L2 texts enhances the text quality. Wikborg's (1990) analysis of coherence breaks in L2 essays brought to light problems with topic development and problems with cohesion. Some problems can be explained by the claim that non-native learners are not well acquainted with rhetorical traditions and conventions referring to written text creation in a FL (Olshtain, Celce-Murcia 2001).

The aim of this research is to describe and compare coherence dimensions and ways of developing coherence as well as factors affecting (in)coherence in Croatian, English, French, German and Hungarian texts written by FL learners. Specifically, the research addresses the

following research questions: how non-native speakers of Croatian, English, French, German and Hungarian develop the topic of a written text, what types of topical progressions dominate texts created by non-native writers and what are the causes of coherence disruption. The research is driven by the assumption that there are differences in coherence features among texts in different foreign languages.

The study involved 250 participants (50 per each foreign language) with Croatian, English, French, German or Hungarian as their first language. The foreign language proficiency of the participants was at B1-B2 level. A writing test was used for compiling a corpus of texts written on the same topic in FL. The texts were first rated and then analysed by the Non-Native Text Coherence Analysis (NN-TeCA) method that was designed building on the method by Lautamatti (1987).

The results point to the existence of differences in some of the coherence dimensions in texts written by learners of different FL. However, differences in the coherence level between different languages could not be observed.

Anna Bąk-Średnicka
Jan Kochanowski University in Kielce, Poland

A framework of effective mentor-mentee interactions: The role of microanalysis in preservice ELT practicum

The aim of this paper is to support high-quality mentoring. The COVID-19 pandemic has "raised the bar for educators and for educator preparation" (Darling-Hammond & Hyler 2020: 457) . It moved practicum learning and supervising online. This study adopts an interactional sociolinguistic approach to analyze conversational discourse in academic settings (Tannen 2005) . It proposes a framework of effective mentor-mentee interactions based on the concept of conversational frames by Long et al. (2013) and eutoric cues by Korwin-Piotrowska (2020) . Long et al (2013) identified educative, supportive and evaluative frame types for mentor-mentee interactions. The educative frame helps develop mentees' "knowledge, skills, beliefs, and dispositions" (Long et al. 2013: 184). The supportive frame provides emotional support and the evaluative frame focuses on the quality of mentees' practice (Long et al. 184). Korwin-Piotrowska (2020) in turn identified eutoric cues which help approximate in interactions the positive inter-human borderline, the metaxú sphere. The cues address the human body, the topic and the dialogue. The research findings show that effective mentors' utterances of educative and evaluative frames follow a statistically significant pattern in relation to eutoric cues of the human body and the topic types. In the educative frame eutoric cues focus on the topic. In the evaluative frame eutoric cues address the human being (Bąk-Średnicka 2021 in press). In this study the corpus are transcripts of author's post-lesson observation feedback sessions. The microanalysis of the corpus via the abovementioned framework of effective mentor-mentee interactions cast light on one's conversational style, and in fact one's personality. In this sense it supports high-quality university mentoring. It can also serve as an awareness and self-assessment tool for language students and future language teachers (Tannen 2005: 5, 13).

Antoni Brosa Rodriguez
University of Rovira i Virgili, Spain

Maria Jose Rodriguez Campillo
University of Rovira i Virgili, Spain

Methodological proposal for the teaching, learning, and evaluation of syntax in secondary school in bilingual contexts

It has always been said that students from bilingual contexts enjoy great luck since this fact allows them to better understand how languages work. In fact, the educational curriculum makes it explicit (Departament d'ensenyament de la Generalitat de Catalunya 2017, Sanmartí 2010).

However, it is also true that there are more and more complaints from secondary school teachers in which they point out that students have less explicit knowledge of syntax and often present terminological and conceptual confusion (Castellà Lidón 1994). In the case of bilingual contexts, the difficulty seems to be even greater, even.

For this reason, in this study, we present a new methodological (in teaching and evaluation) proposal for syntax in Spanish secondary education for contexts such as Catalonia, where almost all students are bilingual. We believe that this differential factor should be used more, as well as a greater unification of its content and a more active role of the students so that the syntactic knowledge of the students improves (Bosque & Gallego 2016; Delicia 2016; López Valero, Encabo Fernández & Jerez Martínez 2017). Based on the good practices that we propose, as a result of a previous analysis of errors, we try to reverse the situation and turn the difficulty of learning the syntactic functioning of two languages (in this case quite similar) into a benefit.

Once the proposal was made, we have implemented it in a group of 24 high school students and we have evaluated its benefits and changes, both in dependent and independent variables, through pretest and posttest.

Mariavita Cambria
University of Messina, Italy

Online project work for millenials:
Teaching English linguistics during the pandemic

Such is the pace of evolution with regard to video genres used to disseminate scientific knowledge in today's information society that surprisingly millennials are the community most likely to be left behind as regards: a) their understanding and judicious use of these genres and b) their autonomy in the use of tools that allow them to be analysed. As argued by Böhme (2012:7) "technology is no longer something that stands over and against human beings: it structures human life and social relations from within". This observation has proved all its contemporary relevance and urgency during the pandemic when issues concerning accessibility (Greco 2018), interpreted as a set of procedures and practices designed to provide inclusive services for the general public, have come to play a pivotal role in students' everyday life.

The paper reports on the progress made by second-year university students enrolled in the Language degree as regards their use of online tools when exploring specialised video genres, in particular journalistic genres that divulge scientific information. Through first-hand

experiences undertaken with students using the OpenMWS platform (Taibi 2020; www.openmws.com), the paper describes the ways in which participation in the 2020 OVP (Online Video Project) has proved beneficial for the students in terms of acquiring textual competences and creating community during the 2020 lockdown.

The paper also investigates these advances and challenges in relation to the volume Web Genres and Web Tools that the author co-edited and which was published in 2012 (Cambria, Arizzi, Coccetta 2012). At that time, the goal was to present different perspectives on web genres and web tools that transcended traditional needs by embracing the requirements of new postgraduate and undergraduate courses concerned inter alia with promoting diversity, internationalization and interuniversity exchanges.

Julio Cesar Cardenas Arenas
University Complutense of Madrid, Spain
Islamic University of Madinah, Saudi Arabia

Interlingual Contacts between Biblical Hebrew and Greek and Qur'anic Arabic, the Jew and Christian terms case

This paper seeks to map the trajectory and dialogue of Jewish-Christian terms in their linguistic (lughaūī) contacts and their definition across the disciplines of Biblical and Qur'anic lexicology. The article analyzes two terms inside Arabic lexical tradition and uses Biblical lexicons to show the intertextuality contacts and their correspondence between Jewish, Christian, and Islamic cultures, challenging the Eurocentric linguistic studies tradition, these terms are:

1.   The Hebrew terms Jew (יְהוּדִי), Hebrew (עברי) and Israel (יִשְׂרָאֵל) as their correspondent in Arabic (يهودي).
2.   The Greek Christian (Χριστιανός) into Medieval Arabic naṣrānī (نصراني).

An Arabic linguistic analysis of these terms is made from classical lexicons: Kitāb al-'Aīn, al-Muḥit fī al-lughah, Tahdhīb al-lughah, Maqāyīs al-lughah, Al-Ṣiḥāḥ, Lisān al-'arab, Jamharah al-lughah, Al-Qāmus al-muḥīṭ y al-Mu'jam al-uasīṭ, and are compared with lexicological and theological dictionaries of Hebrew (W. Baumgartner, F. Brown and W. Gesenius), Greek (F. W. Danker, W. Bauer, B. Friberg, Liddell & Scott, Louw & Nida, and W. Grimm), to see how Medieval Islamic culture developed its Arabic terms from other languages and cultures.

This paper maps the dialogue between terms across the disciplines of Islamic Theology, Comparative Philology and Religion Studies to know the implications for the translation and adaptation of these terms in the Arabic language because the reception of these terms was not only a transmission or borrow between languages but had an ideological and theological charge that allows us to understand the medieval sociological dialogue between religious groups. The article shows how Jewish-Christian terms were adapted in Medieval Arabic in a synchronic perspective.

Ariadna Ciążela
Maria Grzegorzewska Academy of Special Pedagogy in Warsaw, Poland

Wieloznaczność pojęć „ekologia" i „ekolog" w języku polskim

Tematem wystąpienia jest analiza znaczenia i rozumienia pojęć „ekologia" i „ekolog" w języku polskim. W języku angielskim działaczy na rzecz ochrony środowiska określa się „environmentalist", natomiast „ecologist" to osoba posiadająca wykształcenie biologiczne. W języku polskim nastąpiło rozmycie znaczenia słowa „ekolog", co prowadzi do licznych nieporozumień i niedomówień. „Ekolodzy ostrzegają" – to znaczy kto? Naukowcy? Działacze zmartwieni stanem środowiska naturalnego, nieposiadający formalnego wykształcenia, ale starający się dokształcać w tej tematyce? Czy może awanturnicy? Bądź też osoby głoszące powrót do natury, kojarzone z specyficznymi przekonaniami i ubiorem? Popularność zdobył także przymiotnik „ekologiczny", jak również sam przedrostek „eko", jako uniwersalne określenie produktów i rozwiązań przyjaznych dla środowiska. W ramach wystąpienia przedstawione zostaną także wyniki dwóch badań własnych sprzed kilku lat, przeprowadzonych z udziałem studentów różnych kierunków studiów. W ramach pierwszego z badań uczestnicy zapytani o chęć wsparcia organizacji ekologicznej wyrazili negatywny stosunek do takiej instytucji. W ramach drugiego, przeprowadzonego niewiele później, uczestniczy okazali się przypisywać pozytywne cechy osobom dbającym o środowiska. Rozdźwięk pomiędzy wynikami obu badań może wskazywać na negatywne skojarzenia z osobami określanymi jako ekolodzy.

Andrew H. C. Chuang
National Taiwan University, Taiwan

Lily I-Wen Su
National Taiwan University, Taiwan

Are You a DOCTOR-doctor? – Irony as a Trigger for Lexical Cloning

The well-attested pattering of English "lexical cloning" (i.e., X-X)—for instance, *DOCTOR-doctor*, where DOCTOR appears in uppercase to indicate a contrastive phonological feature in pitch or sorority—is variously addressed as *double construction* (Dray, 1987), *contrastive focus reduplication* (Ghomeshi et al., 2004), *identical constituent compounding* (Hohenhaus, 2005) or *lexical cloning* (Horn, 2006; Huang, 2015). These studies treat said pattering toward a near-unified account arguing that the first lexical item (DOCTOR, as *reduplicant* [X_R]) should denote the prototypical sense of the second (doctor, as *base* [X_B]): notationally, [X_R-X_B]. That is, most regard [X_R] roughly as an intensifier strengthening (or mentioning) a given prototypical sense of [X_B]—specifically, [X_R] serves as a confirmatory marker similar to "really". In Horn's terms (2018), a DOCTOR-doctor would be interpreted a "real (medical) doctor" (i.e., *echt-X* or *scalar-strengthening*), as opposed to its other "less prototypical" doctor-senses (e.g., a Ph.D. in anthropology, civil engineering, literature, etc.) (a-b). Despite our appreciation of this "prototype-intensification" analysis, however, we found *little* attention ever given to the "cause" of such expressions—that is, *what had motivated the emergence of lexical cloning in today's English*?

a   Are you a doctor?   (Referring to both Ph.D. holders and medical doctors)

b   Are you a DOCTOR-doctor?   (Referring to medical doctors only)

After a careful inspection of the instances provided in earlier studies, we discovered that a key trigger for using lexical cloning may well be grounded in a speaker's need to communicate an ironic intention. To look deeper into the cognitive-pragmatic workings of lexical cloning, we re-analyzed the patterning from a constructionist approach (Fillmore, Kay & O'Connor, 1988l; Croft, 2001) seeking to map out the grammatical constructionalization (Traugott & Trousdale, 2016) of lexical cloning as an "*irony*-induced" construction, with particular reference to a speaker's "ironic attitude" toward something being (*inter-*)*subjectified* (Traugott, 2001).

Anna Dąbrowska
Maria Curie-Skłodowska University in Lublin, Poland

Fight or flight, denial or displacement – the (non) prototypical reactions in a situation of fear. A cognitive account

Once we perceive a situation as a danger, threat, or shock, the information about a fearful stimulus is immediately sent to the amygdala, which, being a component of the limbic system, is responsible for fear and anxiety processing, and plays an important role in emotion and behaviour. As the research suggests, the message about a potentially frightening situation can reach the amygdala long before we are even consciously aware of it. Then, the amygdala is to trigger a 'fight-or-flight' reaction, marked by our increased heart rate and respiration to prepare for action (cf. LeDoux, 2007). The aim of the research is to account for the most prototypical cognitive scenario of fear through the prism of Cognitive Linguistics (cf. Kövecses, 1986, 2015), supplied with this neuroscientific and psychological knowledge of fear. We learn that in addition to the most common human reactions to fear, i.e. the one of a fighter or the one of a runaway, a modern man reacts to fear by denying it as well as by displacing fear from their subconscious mind. By learning such novel cognitive scenarios of fear, we may learn how to deal with this unwanted emotion in contemporary situations that generate fear, e.g. in the era of Covid-19 pandemic (WHO, 2021, July 15).

Marek Derenowski
State University of Applied Sciences in Konin, Poland

Factors influencing senior learners' foreign language learning motivation in the Third Age University setting

Human population is steadily aging and life expectancy increases all around the world. It is the first time in history when most people can expect to live well into their sixties and beyond. A longer life brings with it unique opportunities, not only for older people, but also for world societies as a whole. Additional years provide the chance to pursue new activities, develop new

skills or experience new situations. Longer life expectancy brings about the concept of successful aging which is understood by Rowe as freedom from disease and disability, high cognitive and physical functioning, as well as active engagement in life. Nowadays, the last characteristic is often associated with educational context and seniors attending different forms of educational activities. Lifelong learning is not a new concept, as it originates from ancient Greece. However, new group of learners requires new educational approach and certain modifications in the educational process. For senior learners education often has compensatory features, e.g. making up for missed opportunities, preventing from loneliness and depression, avoiding social exclusion. meeting people, and maintaining or developing new social contacts. Furthermore, seniors often attend different courses simply to have their brain stimulated and avoid dementia. Regardless of the reasons, senior learners intentionally make decisions about their attendance in the foreign language learning process. Finding more about senior learners' particular motives to attend learning may provide researchers, educators, and pre-service teacher trainers with valuable feedback about efficient teacher training and well-organized course design. The study, included in the presentation, investigates significant motivational and demotivational factors among senior learners in the Third Age University context. The results were obtained through qualitative research in the form of interviews and open-ended questions in a questionnaire. The acquired results point to a wide selection of affective (e.g. anxiety, self-esteem, inhibition) and social (e.g. opinion of other learners, public performance, teacher acceptance, family acceptance) motivating and demotivating factors which are directly associated with senior foreign language learning process.

Ester Di Silvestro
University of Catania, Italy

"#CrookedHillary". A Critical Discourse Analysis of Donald J. Trump' (populist) delegitimisation strategies on Twitter

The U.S. presidential campaign of 2016 distinguished itself for the candidates' massive employment of social media. More precisely, both Donald J. Trump and Hillary Clinton employed Twitter as a direct and unmediated source of news (Enli, 2017: 50-51) to address the electorate directly and without the help of traditional media (Van Kessel & Castelein, 2016). However, Twitter proves to have a perfect synergy with populist discourse (Ott, 2017) since the structure of this social network is well-suited for the populist language style of communication that is usually simple and brief. For this reason, Donald Trump is the candidate who gained more advantage from his peculiar employment of Twitter during the electoral campaign. Indeed, he was able to use this social media to disseminate his ideology with a direct, provocative and informal style of communication (Kreis, 2017: 1), and with a simple and repetitive language (Wang & Haitao, 2017: 1).

This work investigates Donald Trump's tweets during the last months of electoral campaign and the first months of government as President of the United States. The main aim of the analysis is to highlight the linguistic strategies used by Trump to delegitimise Hillary Clinton in his populist discourse. The analysis is carried out through a combined approach; indeed, the data are scrutinised with both Critical Discourse Analysis (Machin & Mayer, 2012) and Corpus Linguistics (Baker, 2006) in order to evaluate quantitatively the qualitative results. In addition to tweets, the analysis focuses on the strategies used in traditional speeches (during the same timespan established for the selection of tweets) as well since this work also

investigates how Hillary Clinton is represented – similarly or differently – in both tweets and traditional speeches.

Aneta Dłutek
Mazovian State University in Płock, Poland

**The linguistic journey of words on the example of selected words
referring to mental (dis)abilities**

Language is a living organism that undergoes numerous changes due to various reasons, just to mention development in sciences, language contacts or modifications within the political correctness rules. New lexical elements are coined or existing words disappear from one sphere of life either for a longer period of time or they are reborn in another area. The present research concentrates on the linguistic journey of the words idiota, imbecyl, debil and kretyn within the Polish language and an idiot, imbecile, moron and cretin functioning in English. All the above mentioned items used to be the elements of psychiatric jargon and referred to intellectual disability reflecting various kinds of mental and / or physical disability. Due to the changes within psychiatry and the present day standards of political (and social) correctness, this historical terminology was replaced in the mid twentieth century. At the present stage, the phrase intellectual disability is acceptable. However, the aforementioned terms quickly passed into vernacular usage as derogatory ones. As it was mentioned above, many words start their new life in language usually following some modifications in meaning and applicability. What is of the main interest here is the search for answers to the questions how these items operate in everyday language, what they refer to, what decides about their applicability. What is also of interest is whether the primary levels appointed to intellectual disability the terms reflected also wield a sort of influence on the linguistic choices of the items in question in everyday use. Are the circumstances and frequency of usage of the discussed elements in any way connected to their primary meaning and usage? The research is conducted on the basis of the linguistic material provided by the corpora of Polish and English.

Paulina Dwużnik
University of Warsaw, Poland

Nauczanie interakcji pisemnej w języku prawniczym

Prezentacja ma na celu przedstawienie teoretycznych i praktycznych aspektów nauczania interakcji pisemnej na przykładzie języka prawniczego. Autorka prezentacji przedstawi podstawowe różnice pomiędzy interakcją ustną a interakcja pisemną, a także rodzaje i cechy interakcji pisemnej w komunikacji specjalistycznej. W części teoretycznej zaprezentowane zostaną także najważniejsze umiejętności oraz strategie konieczne do prowadzenia skutecznej interakcji pisemnej w kontekście zawodów prawniczych. Prezentacja opisuje również podstawowe funkcje interakcji pisemnej i przykłady sytuacji interakcyjnych oraz zadań jakie znaleźć można w specjalistycznych podręcznikach do nauki języka prawniczego.

Autorka przedstawi także przykład autorskiego zadania rozwijającego umiejętność prowadzenia interakcji pisemnej oraz analizę najczęściej popełnianych błędów na przykładzie zaprezentowanego zadania. Wyniki analizy zostaną porównane z wynikami badania

kwestionariuszowego, sprawdzającego potrzeby słuchaczy kursu języka prawniczego prowadzonego na Uniwersytecie Otwartym Uniwersytetu Warszawskiego. Badanie miało na celu określenie profilu i potrzeb językowych słuchaczy kursu legal business English, w szczególności w zakresie interakcji pisemnej. Dodatkowo badanie dotyczyło głównych trudności w nauce języka specjalistycznego, oceny własnych umiejętności recepcji i produkcji pisemnej oraz sprawności interakcji pisemnej a także sporządzanych na co dzień rodzajów tekstów interakcyjnych.

Khalid El Asri
Mohammed V University in Rabat, Morocco
Rachid Ed-Dali
Cadi Ayyad University, Morocco

The Effect of L1 on the Acquisition of English Alternating Unaccusative Structures by Moroccan EFL learners

The influence of L1 structure across the languages of a bilingual has been the target of research by linguists who seek to understand how language and cognition affect each other, including the linguistic relativity hypothesis. The present study investigates the effect of L1 on the acquisition of English alternating unaccusative structures by Moroccan EFL learners. These structures consist of verbs that can yield transitive and intransitive sentences (e.g., the child broke the window; the window broke). A contrastive analysis of such structures in both English and MA reveals that, just as in English, there are structures in MA in which the morphemes marking the causative alternation are not realized overtly, and therefore, the theme occupies the subject position (e.g., ṣ-ṣbaġa nəʃʃat; literally: Def-painting dried). Nevertheless, some other English alternating structures (the door closed) can only havepassive equivalents in MA (e.g., l-bab t-sed; literally: the door was-closed; hence, the ungrammaticality of '*l-bab sed'; literally: the door closed). Thus, it is hypothesized that Moroccan learners of English may not face acquisitional problems with respect to English unaccusative structures that are similar to their mother tongue, but they may fail to recognize the grammaticality of English alternating unaccusatives that do not have equivalents in their native language. To verify this hypothesis, two instruments are used: a grammatical acceptability judgment task and a translation task submitted to two groups of Moroccan learners of English: Freshmen and master students. The results revealed that the role of L1 (MA) was detected in the acquisition of ergatives due to negative transfer from L1. Based on these results, a number of pedagogical implications are suggested to help learners acquire relevant English ergative constructions.

Abdelali El Fekir
Ibn Tofail University, Morocco

The impact of Frequency of Occurrence on Moroccan EFL Learners' Acquisition of Verb-Preposition Collocations

Research on collocations has witnessed a significant development during the last decades. A great deal of SLA research on vocabulary has dealt with EFL learners' collocational knowledge as well as factors that affect its acquisition. This study attempts to investigate Moroccan EFL

Learners' (MEFLLs) acquisition of Verb-Preposition collocations. It analyzes their reception and production of these collocations and explores the effect of frequency of occurrence on the reception and production of this type of grammatical collocations. Seventy (70) MEFLLs participated in this study. Thirty five (35) 1st year BA and thirty five (35) 2nd year MA students took two tests: a receptive test (acceptability judgment) and a productive test (gap filling). The results have shown that frequency of occurrence plays a significant role in the acquisition of verb-preposition collocations as the targeted highly frequent V-P collocations are easily acquired by MEFLLs whereas the less frequent ones are not. The higher the frequency of the word is, the easier its acquisition is. The online presentation is expected to shed more light on the proposed study. It will provide a detailed summary of its methodology, results, discussions and pedagogical implications.

W. Juliane Elter
University of Mannheim, Germany

Structural Effects of the Integration of Cognate Loan Verbs in Contact between Closely Related Languages

When investigating the structural effects of loan verb integration on the argument structure realization patterns available to loans from closely related languages, the distinction between non-cognate loans and cognates in contact is an important theoretical and methodological issue. As higher similarity between units of the languages in contact can favor integration of a loan as a selective copy (Johanson 2002, p.292), contact influence between cognates becomes more likely in such contact situations. This type of contact can affect the material, semantic, combinatorial and frequential properties of an element, which may manifest on the level of argument structure realization in valency changes and participation in transitivity alternations (cf. van Gelderen 2011).

I will discuss such a case for the contact between Old Norse (ON) and Old English (OE) as their genealogical closeness at the time of contact entails many cognate sets (Townend 2000, 2002). This work traces the argument structural development of Middle English (ME) reisen 'to raise'. ME reisen is a proposed ON loan verb (< ON reisa) and shows intransitive rīsan as a formally similar cognate in OE prior to integration (cf. Dance, Pons-Sanz & Schorn 2019, OED, MED). A qualitative corpus analysis of the Penn-Helsinki Parsed Corpus of Middle English (2nd edition) shows that the argument realization patterns used with forms representing either of these lexemes in English after contact reflect both lexemes of the cognate set formally, semantically, and structurally. The linguistic variation visible in the use of these verb forms shows a restructuring of the argument structural patterns available to these cognate verbs between causative and anticausative uses. This work proposes that linguistic contact between these closely related languages resulted in selective copying (cf. Johanson 2002) of the cognate verb reisa from ON and in a lexical split between the cognate forms ME reisen and ME rīsen. Post-contact ambiguity between cognate phonological forms served as a source for the structural ambiguity between transitive causative and intransitive anticausative constructions available to both verbs. The structural effects of such selective copies on native cognates suggest a larger impact of ON cognates in contact on English argument structural development.

Lela Giglemiani
Tbilisi State University, Georgia

Phonetic-phonological aspects of vocabulary assimilated from Zan (resp. Mingrelian - Laz) into Svan

In the present report which presents the analysis of several lexical units assimilated from Zan (resp. Mingrelian-Laz) into Svan dialect-sub-dialects in different epochs and in different ways (e.g. gəgib (Upper Svan, Lentekhian, Cholurian)/gigib (Upper Svan)/gəgəb (Lashkhian) "pine-tree" < Zan (Mingrelian) gigi-b/gəgəb "fir -tree, conifer"; naonǯyar (Cholurian) "a hungry, neglected, skinny child (exactly − na-onǯyor-al-i „shameful")" < Zan (Mingrelian) naonǯyor-a "too much thin, neglected"; samšuria (Lower Bal) "a kind of fragrant white-flowered grass used as a spice; one type of Basil" < Zan (Mingrelian) samšur-e; sisūd (Upper Bal)/ sisod (Lower Bal, Lentekhian)/ sisod (Lashkhian, Cholurian) 1. "fear", 2. Upper Bal "cozyness, calmness, silence; silencing < Zan (Mingrelian) sisond-i "mum"; čxwindä (Upper Bal) "a person with a crooked nose or an ugly nose" < Zan (Mingrelian) čxwind-am-i "big-nosed, long-nosed, pointed, smth with a curling tip/toe, Laz čxwinda "big-nosed"; ǯämpež (Lakhamulian) < Zan (Mingrelian), ǯampežia "mealybug"...), phonetic-phonological and semantic transformations, in the footsteps of our research, all the opinions related to each analytical lexical unit, which are expressed in the scientific literature by Georgian or foreign linguists, are taken into account.

The lexical units assimilated from Zan, as the observation on the material showed, are confirmed in Svan both phonetically-semantically unchanged (e.g.: gigib, osxir, ǯinǯ...), as well as with different phonetic variants (e.g.: änget/gänget; gəgib/gigib/gəgəb; sisūd/sisod/sisōd; wosxir/osxir...) or semantic nuances (modified data) e.g.: kobäl-iš-er, xwarblä...). Some borrowed roots are "Svaned", it means they contain morphological inventory typical of Svan: palatal, veral or labial umlaut, long vowel, anaptyctic element and etc.

In Svan, several such stems (resp. root, morpheme, affix) have been identified, which are either missing or manifested in other forms in Zan. Clearly, such forms, which were presumably preserved by Svan as relics, indicate their ancient borrowing.

Łukasz Grabowski
University of Opole, Poland

On Semantic Prosody in English-to-Polish translation: the case of collocations

The concept of semantic prosody has been linked with such notions as evaluative meaning, attitudinal meaning and connotations (Sinclair 1991; Louw 1993, Lewandowska-Tomaszczyk 1996; Hunston 2007; Siyanova-Chanturia & Omidian 2020a, 2020b), and it has been originally defined as "a consistent aura of meaning with which a form is imbued by its collocates" (Louw 1993: 157). However, there is no agreement among researchers as to its precise definition and level of operationalization (word, phrase, text or discourse). It still remains an open question whether and how semantic prosody spreads from one language into another. It is not known to what extent semantic prosody is carried over in the process of language transfer by loanwords, calques or loanshifts borrowed from a source to target language.

As such, semantic prosody remains to be an additional, intangible and not directly observable layer of meaning, which is problematic for foreign or second language learners as well as translators, and the current research has revealed that its operation is the most

perspicuous at the level of entire corpora, be it monolingual, comparable or parallel one (Grabowski 2021).

Although there have been some corpus studies on semantic prosody in translation, their findings are rather inconclusive and limited to individual words or phrases. Also, there has been no research on semantic prosody conducted so far in Polish-English translation. Intending to fill in this gap, this research (Grabowski 2021), grounded in corpus linguistics, showcases the role of semantic prosody in a selected English-to-Polish translation found in the Paralela corpus (Pęzik 2016). More precisely, we focus on an unusual word combination sprowokowanie poprawy 'provoking an improvement' found in the Polish translation of a piece of European legislation written originally in English, and reflect upon this peculiar translation error resulting from a mismatched semantic prosody. Finally, we discuss its wider implications on translation quality, translation reception and translation teaching.

Thus, apart from presenting new empirical findings, the study also provides an opportunity for reflection on the application of the concept of semantic prosody in descriptive and explanatory research on translation as well as in translator training.

Irina Gvelesiani
Tbilisi State University, Georgia

Language Contacts and the Terminology of Law

A language is a symbol of the identity of every nation, while a state language has a special status in every country. The history of humankind has faced numerous contacts between nations and states. A permanent or temporal interrelation influenced lifestyles, languages and cultures of contacting parties. A linguistic impact often resulted in the appearance of loan-words, barbarisms, neologisms, etc.

The present paper deals with the impact of the language contacts from a diachronic perspective, more precisely, it discusses the Old Franconian as well as the Old High German terms and their integration into the British "lingual soil". The research is based on the study of the manuscript materials (Lex Salica, Lex Ripuaria) of the 6th-9th centuries and the data of several etymological dictionaries. The results of the research reveal that the historically determined interrelation of Old Low Franconian/Old Frankish, Old High German, Old English and Middle English significantly influenced the development of the latter. The borrowings and derivatives created by means of a back formation and an umlaut enriched the legal English and the sphere of jurisprudence. The loan-words (like trust, trōst, etc.) started being used for naming new concepts and institutions that appeared as a result of the cross-national relations. It is noteworthy that some borrowings are still widely used during the contemporary entrusting and hereditary relationships. The results of the research will be useful for the linguists working in the field of historical linguistics as well as legal linguistics.

Yevheniia Hasai
University of Hamburg, Germany

Future teachers' beliefs about multilingualism in language education

The last decades have seen the rise of multilingualism in educational settings. The positive outcomes of crosslinguistic interaction have demonstrated that building on prior linguistic knowledge increases metalinguistic awareness (MLA) (Jarvis, 2009; Jessner, 2017; Maluch, Neumann, Kempert, 2016) and fosters language learning, as perceived similarities can help to infer characteristics of the subsequent languages (De Angelis, 2007).

The present study aims to investigate the pre-service language teachers' beliefs about crosslinguistic pedagogy, code-switching and code-mixing as the leading examples of this pedagogy in educational settings. It provides an insight into beliefs about the best practices in the language classroom by revealing pre-service teachers' perceptions of effective language teaching.

With a view to answering the research questions, an online questionnaire was shared among the students of the University of Hamburg who study to obtain a degree that would allow them to work as language teachers in Germany. The results show that the majority participants of the study speak three or more languages, that is, they are multilingual. Not surprisingly, their attitudes towards multilingualism are overwhelmingly positive. They seem to have little to no doubts about the value of crosslinguistic pedagogy. However, the questions that were aimed at revealing the students' perceptions regarding monolingual vs. multilingual classroom practices demonstrated that some participants would allow their pupils to use several languages with some limitations. This is in line with previous studies (Angelovska, Krulatz, Surkalovic, 2020; De Angelis, 2011; Haukås, 2016). Furthermore, the questionnaire revealed that code-switching and code-mixing would not be encouraged during some activities, in particular in learners' written productions.

These results indicate that, while the pre-service teachers have mostly positive attitudes towards multilingualism and are aware of some of its benefits, they are skeptical about implementing further changes. Based on these findings, one can derive some implications for how to implement multilingual components into language theory and practice.

Trần Thị Hiền
Vietnam National University, Vietnam

Conceptual structure of the fear concept in Vietnamese

This study examines the conceptual structure of the fear concept in Vietnamese and makes comparisons to those in American English (AE) and Chinese based on studies of Kövecses (1990) and King (1989). This comparison reveals the similarities and differences in the conceptualizations of fear in the three languages. Scenarios of fear in Vietnamese are also compared with those in the other two languages. The findings of this study contribute to the research on universality versus cultural specificity of emotion conceptualizations by presenting linguistic evidence of the use of the fear expressions in Vietnamese.

Data in this study are 115 words, idioms, proverbs and expressions referring to fear were collected from Vietnamese dictionaries; and their contexts were obtained from 9 e-news websites in Vietnamese. This study uses a new metaphor identification procedure which I developed in Tran (2018) to identify conceptual metaphors. This procedure was based on the

principles of the MIP (Pragglejaz Group 2007). This study presents the shared metonymies and metaphors of fear in the three languages and the unique metaphors in Vietnamese, for example: PHYSICAL AGITATION STANDS FOR FEAR, BLOOD LEAVES FACE STANDS FOR FEAR, FEAR IS A BURDEN, etc; and FEAR IS A SUBSTANCE IN THE GALLBLADDER, FEAR IS IN THE BELLY, FEAR IS FIRE, and FEAR IS LOSS OF SOUL.

The cognitive model of fear in AE includes five stages: Stage 1: Danger; Stage 2: Fear exists; Stage 3: Attempt at control; Stage 4: Loss of control; and Stage 5: Flight (Kövecses 1990:79). The scenario applies to fear in Vietnamese. However, Stage 5 in Vietnamese is different from that in American English but similar to that in Chinese: Fear gradually stops.

The findings of this study show that similar to AE and Chinese, the conceptualizations of the fear concept in Vietnamese are grounded both in human physiological embodiment and cultural embodiment. The unique metaphors of fear in Vietnamese can be accounted for by the Vietnamese socio-cultural experiences, Buddhism and Chinese traditional medicine. This study emphasizes the role of socio-cultural contexts to contribute to the cognitive model of the fear concept in Vietnamese.

Michael B. Hinner
TU Bergakademie Freiberg, Germany

Culture shock, cultural adaptation, and the role of the Uncertainty Reduction Theory in mergers & acquisitions

Most mergers and acquisitions fail due to human factors even though the objective facts and figures of such mergers and acquisitions lead to a different conclusion. This presentation examines why such mergers and acquisitions fail and what needs to be undertaken to prevent or overcome such failures from the perspective of cultural adaptation and interpersonal communication. When two companies merge, two corporate cultures have to merge as well. Unfortunately, these cultural differences are often ignored prior to mergers and acquisitions; hence, explaining in part why failures abound. When individuals move to a new cultural environment, they may experience culture shock due to the (perceived) differences that could challenge their identity. When individuals are confronted with unfamiliar situations or their communication partners react and respond in unfamiliar ways, then such situations and encounters become less predictable which can threaten one's identity. Mergers and acquisitions exhibit numerous similarities to culture shock and cultural adaptations because the employees are uncertain and fearful of the outcome of such mergers and acquisitions; hence, creating stress and threatening the employees' identity due to that uncertainty. That is why a comparison of both phenomena might be helpful in isolating those factors that could facilitate a less stressful transition and adaptation to a new (corporate) culture. The Uncertainty Reduction Theory (originally developed for interpersonal communication) may offer a means of reducing the failure rate of mergers and acquisitions because the theory postulates that people seek to reduce uncertainty while employing different strategies. Corporations might consider applying those strategies prior to, during, and after a merger and/or acquisition in order to reduce uncertainty – and hence, the stress that employees experience. By reducing uncertainty, it is possible to increase trust and develop loyalty towards the (new) employer.

Michael B. Hinner
TU Bergakademie Freiberg, Germany

The influence of stereotyping on purchasing decisions

Consumers base their purchasing decision on a number of factors; namely, price, brand name, warranty, and place of origin. The purchasing decisions are often determined by attitudes and beliefs which in turn influences the expectations consumers have prior to and after the purchase of a product. Attitudes and beliefs are based on real knowledge, faith, or opinion. Consumer beliefs represent knowledge and inferences that potential buyers have of a product, its perceived attributes and benefits. For example, buyers may assume that a specific new product is good because other past products from the same manufacturer were perceived to be good – even though this may actually not in fact be the case. The same is true for the product's (perceived) place of origin because where a product is produced or perceived to be produced is often associated with specific qualities such a product is perceived to possess or not. Consumers associate specific qualities with products from specific countries, e.g. Swiss watches or Belgian chocolates are considered to be high quality products that justify a higher than average price whereas watches from China are often considered to be of inferior quality. Such associations are essentially stereotypes of countries and products that consumers formulate in their minds which, in turn, have an impact on their purchasing decision. This kind of stereotyping is typically product specific. The country-of-origin is often used by consumers to create, reinforce, and bias the initial product perception which leads to specific evaluations prior to the purchase. Ethnocentrism often has an impact on the country-of-origin effect as well because ethnocentric individuals may consider buying foreign products (or products from specific countries) wrong and immoral. This presentation examines the role of stereotyping and ethnocentrism in the process of reaching specific purchasing decisions.

Kathryn Hudson
University at Buffalo, USA

John Henderson
Cornell University, USA

Intercultural and Interlingual Contacts in Colonial Mesoamerican Manuscripts

This paper explores the intercultural and interlingual contacts – and contrasts – reflected in indigenous annotated books, manuscripts, and documents from colonial Mesoamerica. Particular attention is given to (1) the different agendas of indigenous and Spanish contributors, (2) the correspondingly different strategies of composition, annotation, and interpretation that accompany these goals and combine indigenous and Spanish techniques to present and explicate indigenous content, and (3) the ways in which their contrasts and intersections offer insights into the dynamics of cultural and linguistic contact in colonial Mexico and Central America. Three groups of illustrative case studies are considered. The first is based on commentary and text in books that represent indigenous world views, beliefs, social practices (e.g. the Codex Magliabechiano, the final sections of the Codex Mendoza, and the Florentine Codex). These may have been intended – at least partly – to explain indigenous beliefs and practices; however, they are constructed in ways that highlight the indigenous commentators' acceptance of Spanish views, especially with regard to religion, the supernatural, and ritual

practice. The second group consists of case studies based on commentaries and texts that describe and interpret precolumbian history in contrasting but intersecting ways (e.g. the Codex Telleriano-Remensis, the initial section of Codex Mendoza, and the Historia Tolteca-Chichimeca). These appear more straightforwardly descriptive than the first group, perhaps in an attempt to echo Spanish perspectives on historical writing. However, they present the past in ways that advance the political and economic interests of particular ethnic, social, and family groups – particularly vis-à-vis claims to land and resources that would be persuasive in Spanish venues like courts. The third group contrasts annals-style presentations of history (e.g. the Codex Telleriano-Remensis), modified annals-style presentations (e.g. Tira de la Peregrinación, the Codex Mendoza), and cartographic styles (e.g. the Codex Xolotl, Mapa Siguenza) with Spanish narrative style. Considered together, these case studies provide a literary window into the dynamics of intercultural and interlingual contact in colonial Mesoamerica.

Lily I-wen Su
National Taiwan University, Taiwan

Language and Culture:
A Cross-linguistic Perspective on "Pain" Description

Recent biomedical research has revealed that (muscle) soreness and pain are two distinct kinds of perception related to somatosensory sensations, although the difference cannot be verbally distinguished by English speakers. Whereas muscle soreness is experimentally identified as related to acid, we adopted Sng "sour taste" (gustatory) from Min, an often mistakenly-deemed dialect of Chinese, to signify "muscle soreness" (somatosensory). Assuming the Sapir-Whorf hypothesis, we investigated cross-linguistically how Sng perception is conceptualized by speakers of ten languages from five language families. Using both quantitative (Pearson's chi-square test of independence) and qualitative (multiple correspondence analysis) approaches to examine the relation between categorical variables, we hypothesized three possible routes of grammatical patterning ([A + B], [A ^ B], [A → B]) based on the commonly Chinese word suāntòng (literally, A_Sng-B_pain) from perspectives such as 1) Chinese disyllabic compounding, 2) grammaticalization, 3) synesthesia and conceptual metaphor, and 4) thought (via perception), language, and culture.

Julia Isaac Zimmermann
American University in Washington DC, USA

Anglicization and local color in science communication texts written in Spanish:
inescapable hybridity led by the popularization of science

Plenty has been said and written about the substantial influence that English has exerted over technical-scientific translations done into Spanish. Our goal with this study is to go one step further in that same direction: to inquire to what extent English interferes with science communication texts produced in Spanish. We will examine the book El cerebro argentino [The Argentine Brain], written by the prestigious Argentine neuroscientist Facundo Manes. His piece combines various kinds of information: popular wisdom, reflections about the country's current situation, and scientific data, all of which is conveyed using unpretentious and accessible

language. Analyzing this book has enabled us to uncover an interesting blend that comprehends an evident "Argentineness" –in terms of context as well as content, which is made manifest in its terminological and phraseological choices– and a writing style that, at times, seems to expose a text that was "thought in English and written in Spanish.

Katarzyna Jachymek
Catholic University of Lublin, Poland

Zachowywanie i łamanie zasad etyki językowej w komunikacji fanpage'a Z24

W referacie pt. „Zachowywanie i łamanie zasad etyki językowej w komunikacji fanpage'a Z24" zostanie omówione zastosowanie reguł etycznego komunikowania się w dyskursie harcerskim. Fanpage Z24 to strona prowadzona na portalu Facebook przez członków Związku Harcerstwa Polskiego. Ze względu na informacyjny charakter oraz możliwość komentowania fanpage stał się polem szerokiej dyskusji o przyszłości organizacji, w związku z czym stanowi dobry materiał do zilustrowania, które zasady etyki językowej są zachowywane, a które łamane w publicznej komunikacji harcerskiej.

Normy porozumiewania się – będące przedmiotem zainteresowania etyki i etykiety językowej – stale ulegają przekształceniom, szczególnie w czasach szybkiego rozwoju nowych technologii. Różne kategoryzacje zasad regulujących etyczną komunikację przedstawili m.in. Marcjanik, Pręgowski, Cegieła, Puzynina i Pajdzińska. Wpisy oraz komentarze umieszczane na fanpage Z24 zostaną przeanalizowane przez pryzmat klucza kodowego, utworzonego na podstawie przeglądu dotychczasowych badań nad etyką językową. Pod uwagę zostaną wzięte: zasada równouprawnienia, zasada inkluzji, zasada szczerości i prawdziwości, zasada niedehumanizowania, zasada poszanowania autonomiczności oraz zasada uwzględniania tożsamości i wielowymiarowości.

Centralną część referatu będzie stanowiło omówienie sposobów zachowywania i łamania zasad etyki językowej występujących we wskazanym wycinku dyskursu harcerskiego. Dzięki przeprowadzonej analizie zostaną sformułowane wstępne wnioski na temat reguł etyki językowej stosowanych podczas komunikacji w sieci oraz wpływu Internetu na ich łamanie. Dodatkowo prezentowane badanie pozwoli na preliminarne oszacowanie zależności między jakością komunikacji a obrazem organizacji w sieci.

Agnieszka Kałużna
University of Zielona Góra, Poland

Translating Emotions in Students' Opinions

The purpose of this article is to present university translation students' opinions on how emotions can be translated. Theoretical part of the paper concentrates on such concepts as equivalence, culture, mood / tone, creativity, context and connotative meaning. The mentioned notions are examined from the point of view of such scholars as Susan Bassnett, Séverine Hubscher-Davidson, André Lefevere, Jiří Levý, Eugene A. Nida, to mention just a few. The practical scope of the paper focuses on the qualitative and quantitative analysis of questionnaires submitted by seventy BA and MA translation students of the University of Zielona Góra. The questionnaire was carried out online via Google Classroom in June 2021.

The article finishes with concluding remarks including students' opinions on how emotions can be translated.

Małgorzata Karczewska
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Język angielski jako międzykulturowy nośnik wiedzy, czyli TED talks i TED lessons na zajęciach z języka angielskiego (i nie tylko)

Wykorzystanie nowoczesnych technologii wydaje się w obecnych czasach wręcz koniecznością. Dla uczniów i studentów, należących w większości do pokolenia Z, technologia jest stałym elementem codzienności, dlatego warto rozważyć jej wykorzystanie w czasie zajęć. Na zajęciach z języka angielskiego, zwłaszcza na poziomie uniwersyteckim, ale nie tylko, godne uwagi są treści opatrzone logo organizacji TED, czyli wykłady TED talks oraz lekcje TED lessons. Zaletą materiałów TED jest ich znaczna liczba (ponad trzy tysiące wykładów i kilkadziesiąt lekcji), a także bogactwo tematyczne: od medycyny i psychologii po kulturę i sztukę. Dzięki zróżnicowaniu tematów i długości nagrań, nauczyciel może wybrać odpowiedni materiał dla danej grupy. Nagrania posiadają też napisy zarówno w języku angielskim, jak i w innych językach. Ta funkcjonalność jest szczególnie cenna na niższych poziomach zaawansowania czy w trakcie pracy samodzielnej. Dzięki powszechnej dostępności do materiałów TED, uczniowie mogą z nich korzystać poza lekcjami, w swoim wolnym czasie. W ten sposób rozwijają poczucie odpowiedzialności za efekty nauki i autonomię.

W referacie zostaną przedstawione przykłady wykorzystania materiałów TED w czasie zajęć z PNJA ze studentami filologii angielskiej wraz z omówieniem ich zalet i sugestiami ćwiczeń. Materiały pochodzące ze strony TED można wykorzystać nie tylko do ćwiczeń na rozumienie ze słuchu, ale mogą one stać się punktem wyjścia dla ćwiczeń z pisania, mówienia czy okazją do ćwiczenia struktur gramatycznych. Przykładowo, nagranie dotyczące wielojęzyczności pozwala na przeprowadzenie dyskusji, w trakcie której studenci mogą dzielić się własnymi doświadczeniami, a także wyrażać plany i marzenia dotyczące nauki języków obcych. Podobnie, wykład o przemijaniu pozwala zastanowić się nad realizacją określonych celów. Z kolei relacja z wypadku lotniczego pozwala ćwiczyć opowiadanie historii oraz wyrażanie uczuć (strach, nadzieja, wdzięczność).

Istotną zaletą TEDa jest możliwość słuchania wypowiedzi native speakerów języka angielskiego, a także szansa poszerzenia słownictwa ogólnego i związanego z daną dziedziną wiedzy. Korzystanie z materiałów TED pozwala uczniom skoncentrować się na uzyskaniu nowych informacji, podczas gdy nauka języka jest niemalże skutkiem ubocznym. Tym samym TED może być wykorzystany na zajęciach z innych przedmiotów (np. biologii czy historii). Jest to dowód na to, że znajomość języka angielskiego daje dostęp do wiedzy, co jest dodatkową motywacją dla uczniów, by się go efektywnie uczyć.

Krzysztof Kosecki
University of Łódź, Poland

On Representations of Emotions in Tok Pisin: Against Creole Exceptionalism from a Cognitive Linguistic Perspective

Creole exceptionalism claims that simplified creole grammars and lexicons reduce the expressive capacity of language. As a result, creole speakers cannot fully handle abstraction and complex semantic domains (DeGraff 2005). Though such views were challenged on structural grounds (Mufwene 2002; DeGraff 2005), much less attention has been paid to conceptual systems underlying creole languages (Corum 2016).

Basing on the framework of cognitive and cultural linguistics, especially the notions of embodied cognition and figurative conceptualization (Lakoff and Johnson 1980; Kövecses 2004; Sharifian, Dirven, Yu, and Niemeyer 2008; Musolff 2017; Sharifian 2017), the paper discusses conceptual construal underlying representations of emotions in Tok Pisin (McElhanon 1978; Michalic 1983; Mühlhäusler 1985; Franklin and Thomas 2006; Baing et al. 2020; Glosbe 2021; TokPisin.com 2021; TokPisin.info 2021), an English-lexified creole of Papua New Guinea. Metaphor-based expressions fall into two groups: the ones that employ body parts map the concepts of forces, temperature, physical structure, colour, and animals; the ones that do not refer to body parts map the concepts of animals, food, forces, temperature, and physical structure. Metonymy-based expressions also fall into two groups: some employ body parts alone or conjoin them with concepts of physical condition, events, and various properties; others, which do not employ body parts, access emotions by reference to their physiological and behavioural correlates. The creole also uses emotion concepts to access body parts and patterns of behaviour. Non-figurative expressions of emotions are few.

Tok Pisin expressions for emotions are structured by a broad range of conceptual processes, which include metaphor, metonymy, and various patterns of interaction of these processes. They reflect both universal elements and those specific to indigenous cultures of its speakers. The complexity of the representations shows that the creole employs cognitive and conceptual resources comparable to those of fully-fledged languages.

Marcin Kosman
University of Warsaw, Poland

**Representation of an Older Celebrity in Polish Social Campaigns.
A Case Study**

Social campaigns are a specific type of advertising. They are not intended to persuade people to make a purchase but encourage behavior beneficial to society. As van Dijk (1989) suggests, analyzing the media is particularly significant as they (re)interpret and (re)construct portrayals of various social actors which often leads to misrepresentation. The existing research suggests that senior citizens are usually portrayed as weak, fragile, and dependent on younger family members. Further, they are usually underrepresented in the media. (Loos & Ivan, 2018; Clarke, Bennett & Liu, 2014; Williams, Wadleigh & Ylänne, 2010). Although there is ample research on the representation of senior citizens in social campaigns, it mostly considers the portrayal of such people by anonymous actors.

The present study investigates the portrayal of senior citizens in campaigns featuring an older celebrity. Five videos from the campaign of the Polish Ministry of Digital Affairs, which

aimed at encouraging senior citizens to use the Internet safely, were analyzed. The campaign featured Barbara Bursztynowicz, an actress famous for her role in Klan, one of the most popular Polish soap operas.

The study draws on Multimodal Discourse Analysis. Discourse is thus understood as a social practice that is in a dialectical relationship in society (Fairclough & Wodak, 1997). Moreover, MDA researchers argue that all modes should be investigated thoroughly, as meaning in discourse is not restricted to the verbal (Norris, 2004). The present study is inspired by the work of Kress & van Leeuwen (2006) and van Leeuwen (2008). The paper investigates how various modes interact to create meaning. The campaign in question emphasizes the agency and attractiveness of the senior citizen, which departs from the standard portrayal of older people. In the discussed campaign, the traditional qualities of old age (gray hair or pale skin) are not stigmatized; what is highlighted are the benefits of an active retirement lifestyle and safe use of the Internet. This case study might thus serve as a building block for a larger comparative project investigating whether the discussed difference is a trend.

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The education structures for refugee and immigrant education in teaching Greek as a second language: advantages and weaknesses

This report presents the Greek Educational System and the models of education for immigrant and refugee students in the last decades. Cultural diversity has been an issue of concern for the Greek government, due to various populations that have moved into our country, especially the last 6 years from Syria. The European Union has pointed out the necessity of integrating these students into education, in order for them to connect with the Western culture, forcing the Nations to apply educational policies based on the cross-cultural model, which is judged as the most effective for linguistic and cultural differentiated students. Focused in this direction, the educational system has managed to respect the cultural diversity, by implementing ways to evaluate the language of origin for refugees and immigrants in Primary and Secondary Education. In 2016 the Greek government established the Host Structures for Refugee Education (HSRE), which is a structure of Formal Education for the transition of refugees into school after their residency in our country even for a short or a long period. This work is on presenting a survey regarding cross-cultural education in Greece, highlighting the advantages and the weaknesses of curriculums in the multicultural school environment. The educational system is not directed to a policy of assimilation for students from various linguistic and cultural environments. On the contrary, it promotes the esteem and the conservation of the national identity of immigrants and refugees. This report attempts to examine this effort and assesses the operation of Formal Education Structures in practice. Its aim is to detect the causes and the difficulties that have been reported, regarding the educational and organizing framework, such as the understaffing, the lack of training and support. Areas investigated include teaching material and teaching methods, as well as the evaluation of technology during teaching process using educational platforms and multilingual dictionaries.

Paweł Kubiak
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**Tożsamość narodowa jako potencjalna kategoria kontrastywna
w dydaktyce kultury**

Niezwykle ważną ofertą tożsamościową współczesnej kultury jest tożsamość narodowa. Fakt, że zagadnienie to, jak zauważa Artur Wysocki, gości „w debatach nad przemianami cywilizacyjnymi, różnymi wymiarami globalnych procesów społecznych (głównie globalizacji kultury), podmiotowością i sprawstwem politycznym czy obywatelskim, zmierzchem państwa narodowego, migracjami i procesami adaptacyjnymi, relacjami międzykulturowymi, erupcją etniczności itp." (Wysocki 2018, 112), uzmysławia nam, że tożsamość narodowa jest jedną z centralnych kategorii organizujących współczesne dyskursy publiczne i semipubliczne, ale także prywatne.

Jako kategorii badawczej można tożsamości narodowej z kolei przypisać za Miroslavem Hrochem walor „łączenia […] z innymi rodzajami tożsamości (czy to z tożsamością etniczną, państwową czy regionalną)" (Hroch 2020, 28). Oczywiście podejmowanie badań nad kategorią tożsamości nie jest łatwym zadaniem; przywołać można tutaj przykładowo wstęp do pracy o znamiennym tytule „Gibt es eine kulturelle Identität?" („Czy istnieje tożsamość kulturowa?"), we wstępie do której autorzy zwracają uwagę na fakt, że „zasadniczo nie można uchwycić tożsamości żadną sprawdzoną metodą pomiarową znaną naukom społecznym" (Bizeul & Rudolf 2020, 15). Nie negują oni rzecz jasna istnienia szeregu „różnych prób konceptualizacji i operacjonalizacji" interesującego nas fenomenu, dodają jednak przy tym, że są one „najczęściej adaptowane do specyficznych zainteresowań poznawczych badaczy oraz konstruowane pod kątem kompatybilności z ich własną dziedziną badawczą" (Bizeul & Rudolf 2020: 15). Zatem czy wysiłek badawczy włożony w zgłębianie kwestii tożsamości i jej podejmowanie w dydaktyce kultury jak chociażby w ramach studiów filologicznych nie jest dość nierentowną inwestycją? Wydaje się, że nie; anonsowane wystąpienie ma na celu przedstawienie operacjonalizacji pozwalającej przezwyciężyć konstatowaną nieuchwytność tożsamości, a także zarysowanie możliwości jej wykorzystania jako kategorii kontrastywnej w dydaktyce kultury.

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**Arabic-English intercultural and interlingual contacts in Ahdaf Soueif's novels: a case
of WEs 'contact literature' in the Expanding area**

Historically, "[s]everal genres of so-called 'contact literature' have arisen in the Outer Circle English" (Bennui & Hashim, 2014b: 80; Kachru 1986: 160), as for example in India, Africa, Asia, and the Caribbean where it has even led to both nativization and acculturation (Bolton, 2003: 198). Today, 'contact literature', characterised by a mixture of cultural and linguistic systems (Condon, 1986: 155), is emerging in some Expanding areas as well, as a new domain where English is creatively used. This occurs, for example, in Thailand (Bennui & Hashim, 2014b), China (Zhang, 2002) and Egypt (Albarkry & Hancock, 2008; Hassanin, 2012; Lebœuf, 2012) and would imply a move towards the inclusion of Expanding intercultural and interlingual literature in the WEs framework (Bennui & Hashim, 2014b: 80; Widdowson, 2019: 315).

This paper, which is part of a wider research project, aims at investigating the phenomenon of intercultural and interlingual contacts in the Egyptian writer Ahdaf Soueif's novel In the Eye of the Sun (1992) one of her most famous work together with The Map of Love (1999). In In the Eye of the Sun, the author deliberately chose to use English, rather than Arabic, her mother-tongue, for creative expression and as a tool to relate about post-colonial Egypt. This creates hybrid perspectives (Lebœuf, 2012: 2) which constantly bring the West and the Arab worlds in contact (Lebœuf, 2012: 5) giving to her literature the privilege to be an intermediary between the two cultures (Blioumi, 2015), and a medium for spreading both intercultural and interlingual knowledge in readers through continuous use of culture-bound references, literary code-switching, lexical borrowing, and linguistic transfers from Arabic.

On the footstep of Albarky & Hancock's (2008) study, this paper's methodology is based on Kachru's (1987) framework on contact linguistic and thus on a quantitative and qualitative analysis of the occurrence and typology of literary code-switching, lexical borrowings and all transferred discourse strategies (Kachru, 1986: 23) present in the novel focusing on the cultural and (socio)linguistic consequences of using these creative strategies in an Expanding literature as the Egyptian-English one.

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Repetitions in the political discourse of President Donald Trump

President Trump`s political discourse has drawn considerable interest in recent years from different perspectives (Ahmadian, Azarshahi & Paulhus 2017, Lakoff & Wehling 2016, etc). Our aim is to study various types of direct lexical repetition used by President Trump for the perspective of their rhetorical function in his speeches during the 2016 election campaign and the Inaugural Ceremony held in January 2017 as well as at UN General Assembly in September 2017 based on qualitative (discourse analysis with the elements of critical discourse analysis) and quantitative (the analysis based on the statistics of the frequency of the usages of the direct repetitions in the data) methods. The data was selected as a result of intensive selective work with relevant material from American National Corpus.

As one of the frequently chosen linguistic devices repetition is the key element at the disposal of the sender in discourses across types and genres for various purposes such as to arouse poetic effect (Pilkington 2000, etc.), to perform rhetorical function such as persuasion (Fahnstock 2011, Cockroft et al. 2014, etc.) and to construct cohesion (Halliday and Hasan 1976, Karoly 2003, etc.) which we call textual functions of repetition.

Lexical and syntactic repetitions are very effective rhetoric devices in political discourse to persuade and to attract the real or potential audience. Therefore politicians tend to use repetition quite frequently for certain pragmatic purposes. For example, based on the results of the quantitative analysis we can claim that comparing with the inaugural speeches addressed, first of all, to the national audience, repetition is less common in the speech delivered by President Donald Trump to the international audience, such as the annual speeches at the UN General Assembly. The reason why repetition is so frequent in the inaugural speeches is obvious as any politician`s priority is, first of all, local audience and she/he does utmost efforts to deliver her/his message to this audience in the most effective way.

Jacek Mianowski
Kazimierz Wielki University in Bydgoszcz, Poland

**Painting minis and boasting. Visual storytelling and communicative practices
of tabletop wargamers**

Tabletop wargames provide a rich background for analysing social and linguistic practices. Among the various social roles and actors, as well as practices that may be considered ritualistic to a certain degree, there are several endeavours that players enjoy performing. These include the modelling and hobbyist aspects, such as painting miniatures or building dioramas. While being a pastime based on craftsmanship and practice, painting and modelling incorporate a multitude of actions, performances and activities, whereas the modelling aspect itself provides a rich discourse for players to interact, exchange ideas, boast or construct visual narratives in form of dioramas.

The aim of this presentation is to establish the types of practices involved in the modelling aspect of the tabletop wargames, and provide an overview of linguistic means and discourse practices that embody the process of communication, be it by face-to-face or online means.

Edoardo Nardi
University Guglielmo Marconi of Rome, Italy

**The spread of participial clauses in Post-Hellenistic Greek: Semitic influence,
multilingualism and language contact**

This study addresses a previously-unnoticed phenomenon, the usage frequency increase of participial clauses in Post-Hellenistic Greek (roughly, II B.C.E. - II C.E.), with special attention to documents dating from the I-II C.E. The participial clause, i.e. a clause whose main predicate is a participle, is a marginally-employed construction in Archaic and Classical Greek, but its usage frequency considerably increases since the Hellenistic age, in a corpus consisting of the New Testament, apocryphal and non-canonical Christian and Jewish texts, Josephus' Antiquitates and Bellum and assorted non-literary papyri.

I suggest that this phenomenon should be attributed to the influence of Semitic languages (namely, Hebrew, Aramaic and, to a lesser degree, Syriac), in which participial clauses frequently occur. The scrutinized Greek texts may undergo the Semitic influence in mainly three, not mutually-exclusive ways: 1) some books are Greek translations of Semitic originals; 2) authors' multilingualism; 3) crucial importance of the Semitic Old Testament as linguistic and stylistic model for the later Christian and Jewish literature. Moreover, the Semitic languages at issue underwent the processes of participle paradigmaticization and verbal system rearrangement, by which the participle acquired a central position in those systems (mainly, but not exclusively, as a present tense) and had its productivity augmented, also entailing a usage frequency increase of participial clauses: I claim that, in a situation of multilingualism, these developments may have exerted a promoting effect on the usage frequency of the equivalent pattern in a contact language, namely Greek.

This proposal is primarily grounded on the observation that, while in Ancient and Classical Greek the participial clause was an uncommon construction, displaying both formal and functional restrictions, the Post-Hellenistic participial clause, instead, has those restrictions considerably loosened and exhibits features and usages that are more similar to its Semitic

equivalent than its earlier counterpart. In addition, the issue is analyzed from the language contact perspective, which provides the theoretical and terminological frame by which the main phenomenon and other borrowing epiphenomena are individuated and defined.

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Chia-Rung Lu
National Taiwan University, Taiwan

Application of spilling schema in English and Vietnamese: from peeing to extremely

This study aims to compare the different application patterns of spilling schema in English and Vietnamese. The verb *spill* depicts a scattering motion in English. Its counterpart in Vietnamese is vãi. These two words have a common schema, as shown in Fig. 1, which gives rise to different patterns of semantic extension in English and Vietnamese. In English, *spill1* is defined as an action that "cause (a liquid) to fall, pour, or run out (esp. over the edge of the containing vessel)" (from OED). *Spill2* is a figurative sense 'divulging secrets' as shown in *spill the beans*. However, in Vietnamese, *vãi* means 'spreading' (small things) in (1), 'pee someone's pants' in (2), 'burst out' (tears) in (3), 'extremely' in (4), and an interjection in (5). The interjection *vãi* is widely used in the modern Vietnamese young generation. The different routes of semantic extension may indicate different degrees of grammaticalization that spilling has gone through in these two languages. This study is carried out with a corpus approach, covering various sources from corpora, Youtube, and social networks. The motivations of this difference may be embodiment, lexical blocking, and the power of taboo words, which will be further discussed in the study.

Dorota Osińska
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**Encountering a primeval Eden: English and Bengali Influences
in Toru Dutt's "Sonnet – Baugmaree**

An English colonial impact in Victorian India does not only extend to political and social spheres but also encompasses the literary scene. The intertwining of English and Bengali traditions that focuses primarily on aesthetic modes goes beyond the simple tale of conquering and preservation. This division is mediated by Toru Dutt – a late-Victorian Bengali poet and translator who wrote in English. Being one of the founders of Indo-Anglian literature, in her "Sonnet–Baugmaree" Dutt interweaves both English and Bengali cultures in a mesmeric and gentle manner.

In my presentation, I wish to focus on the close analysis of the sonnet, taking into consideration the historical context of Dutt's literary career, her innovative approach towards sonnet, as well as aesthetic influences in her work. Dutt combines the Western and the Oriental, making her poetry lusciously synesthetic, resembling the Pre-Raphaelite style. Bearing in mind the historical implications of the Victorian colonial past, "Sonnet–Baugmaree" offers a compelling refashioning of Western thought through Bengali sensibility.

Aneta Pawlak
Nicolaus Copernicus University in Toruń, Poland

Metaforyczny obraz Boga w przysłowiach polskich i hiszpańskich a aktualny obraz religijności katolickiej w Polsce i w Hiszpanii

Referat łączy dwie płaszczyzny analizy kontrastywnej: z jednej strony – płaszczynę językoznawczą, skoncentrowaną na polskich i hiszpańskich przysłowiach, ukazujących metaforyczny obraz Boga, a z drugiej strony – płaszczyznę socjologiczną, odzwierciedlającą aktualny stan religijności katolickiej w Polsce i w Hiszpanii. Zakładając, że analiza paremiologiczna, pomimo że sama w sobie jest bardzo cenna i interesująca, mogłaby okazać się zbyt subiektywna w interpretacji, uzupełnię ją o empiryczne statystyki, które nawiązują do pozajęzykowej relacji obydwu społeczeństw do Boga. Analizę przysłów przeprowadzę na podstawie wyselekcjonowanego korpusy, natomiast badania socjologiczne oprę na polskich i hiszpańskich centrach statystycznych i na publicystyce prasowej. Końcowe wnioski będą miały na celu rozstrzygnąć, czy więcej jest zbieżności czy też różnic w paremiologicznym obrazie Boga oraz w statystykach dotyczących praktyk religijnych obydwu narodów.

Qijun Song
China University of Geosciences, China

Intracommunity cohesion and intercultural adaptation: metaphor translation of CPC's anniversary discourse

The 100th anniversary of the Communist Party of China reflects a conspicuous phase where a socialist community has been unfolding its resolution of rejuvenation to the globe. Its speech utilizes plety of metaphors to create an encouraging function. Some of the English translations, however, have endured discourse adapations, only to achieve milder effects. To elaborate on these adaptations, the study investigates first and foremost through our self-built corpus the metaphors in the source text (ST) with special concern to their fuctions. Then, their corresponding translations in the target text (TT) are analyzed based on our modified Ideological Square Model. The results show that (1) while most of the metaphors are faithfully rendered in the TT, the WAR metaphor have seen a significant adaptation to mitigate the aggressiveness; (2) the traditional value of harmony and restrained foreign policy are discursively at play in metaphor translation, though China attempts to reinforce his tone for intra-cohesion and resolution voicing in the ST. We argue that cultural and ideological factors are likely to mingle in political translation to adapt the represented attitude in case of intercultural misinterpretation.

Noelia Ruiz Ajenjo
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Andrés Canga Alonso
University of La Rioja, Spain

Benefits of Cultural Translation for Advanced Undergraduate EFL leaners

This paper explores how cultural translation can favor English as a foreign language teaching (EFLT) and learning (EFLL), to raise students' awareness on cultural diversity among different linguistic communities since the vocabulary of a language conveys cultural reference (Armstrong 2015). More specifically this research aims to (i) test whether the students usually translate from the foreign language into their mother tongue; (2) the activity is a challenge for the students; (3) it has benefited their learning of new specific cultural vocabulary, and (4) the participants consider translation a useful tool in their process of learning a foreign language.

A translation activity was designed and carried out during the academic year 2020-21 by a group of undergraduate students from the University of La Rioja (Spain), with an advanced English level and were enrolled in a subject devoted to translation. They were inquired to translate two texts from South African and Indian English into Spanish and answer a questionnaire on their own reflections about the activities.

Our findings back up the ideas and theories presented in the theoretical framework to foster the use of cultural translation as a pedagogical tool for foreign language teaching. The questionnaire revealed that our informants tend to translate from the foreign language into their mother tongue, the activity has benefited students' learning of new specific cultural vocabulary and background from the linguistic communities, and the participants consider translation practice an adequate and useful tool in their process of learning a foreign language as it can widen and improve their knowledge on cultural lexicon in a challenging way. This data also reveal that translation activities could be implemented in EFL classrooms as a beneficial teaching method to foster our students' learning process.

Medea Saghliani
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**Towards phonetic-phonological and semantic adaptation of
borrowed lexical units in Svan**

In Svan, as in any language (unwritten or written), words borrowing is one of the main sources of vocabulary enrichment. This paper presents general conclusions on all aspects related to words borrowing, taking into account the borrowing-adaptation of foreign-language lexical units assimilated into Svan from Georgian-Zan, as well as North Caucasus, Western European, Russian and Eastern languages (directly or indirectly), to determine the ways and chronology of borrowings, which is very important and interesting to present a general picture of the development of Svan phonological and lexical systems.

As research has shown, borrowed Svan vocabulary includes many examples of North Caucasian (Kabardian, Circassian, Abkhazian, Ossetian ...), Western European (Greek, Latin), Russian and Eastern (Turkish, Persian, Arabic, Armenian) languages, which is due to certain contacts in time and space…

It turns out that the roots of foreign language lexemes are confirmed as phonetically-semantically unchanged in Svan (e.g.: anḳes (Upper Svan, Lower Svan) < Georgian ankes-i < Pra-Indo-European *ankes; s・ilo (Upper Svan, Lower Svan) < Georgian spilo < Pahlavi pīl and etc.), so with different phonetic variants (e.g.: barak (Upper Bal, Lower Svan) < Georgian baraka < Arabic baraq; …) or in the context of data modified by semantic nuances (e.g. ḳalmax (Upper Svan, Lashkhian)/ḳakmaxw (Lakhamulian) "fish" < Georgian kalmakh-i; mäjdan (Upper Svan) "the door of balcony" < Georgian moedan-i < Persian maydān;).

Some borrowed roots are "Svaned", it means they contain morphonological inventory typical of Svan: palatal, veral or labial umlaut (e.g.: bän, upäl, gwirgwin...), long vowel (e.g.: zīreb, macxwär,...), anaptyctic element (e.g.: aḳəldam, gərznewil,...) and etc., which guides to clarify geographical direction of borrowings.

Determining the chronological boundaries of borrowed words is usually difficult, especially when dealing with ancient borrowings, which may have been represented by sound correspondence in Kartvelian languages.

Saidi Ahlam
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Hybrid language in social networks : A sociolinguistic approach to Arabizi among arabe youth on Facebook

Communication through social media is witnessing the circulation of different linguistic patterns of the youth edition, in addition to the official language at their formality and informality levels, and the use of foreign languages, we have noticed the emergence of a new language as a result of the contact between these languages, led by modern technology, mixing previous languages, rather, it mixes letters and numbers, and it has allowed itself to confuse linguistic systems, so Arabic is written in Latin script and foreign in Arabic script, and all of this represents an important issue in the field of linguistics that must be shed light on and stand on these practices, the reasons for resorting to them and their effects on natural language, In front of this proposition, our study addresses the detection of the hybrid language that has dominated social media, especially Facebook, and we will take Arabizi as a model, which is the language that arose through friction between Arabic and English, and we try to analyse it and the reasons for its formation and impact on the nature of the Arabic and English languages, as well as on language users.

Gina Scarpete Walters
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On the metaphorical conceptualization of the Romanian DOR

The emotion concept DOR is considered to be characteristic of Romanian national spirituality and cultural identity, which makes it almost impossible to translate into other languages. 'Dor' is an emotion, a state of mind, the happiness of our pains, "a complex inner tension with shades of anxiety, pain, pleasure, love, aspiration, etc." (Noica 1987: 206, apud Teletin & Manole 2015). In the works of famous Romanian writers of the 19th and 20th centuries (i.e., Eminescu, Goga, Blaga, etc.), 'dor' is regarded as a fundamental lyrical and esthetic category. This paper

explores a linguistic approach to understanding Romanian ethnopsychology through the culture-specific concept of dor, specifically it draws on the conceptual metaphor approach (Lakoff and Johnson 1980, 1987, 2003; Kövecses 1988, 1990, 2000, 2002; Steen 2007) and the inter-cultural linguistic theory (as advocated by Wierzbicka 1997; Sharifian 2017) for the semantic analysis of the given occurrences. Furthermore, it investigates how Romanian lexicalizes various conceptual metaphors, such as DOR IS PHYSICAL FORCE, DOR IS FLUID IN A CONTAINER, DOR IS INTENSITY, etc. The first part of the study will discuss previous works on 'dor', treated mainly from a philosophical perspective. The various meanings of 'dor', starting with definitions given by linguists, philosophers, and writers, will be revisited. In the second part of the study, 'dor' will be analyzed semantically, starting from data provided by corpus (The Reference Corpus of the Contemporary Romanian Language). It is widely agreed among linguists, philosophers, and writers that dor expresses the essence of Romanians' existence (Teletin & Manole 2015; Eliade 2006; Blaga 1994). Examining the meanings of dor, reflected in different expressions describing this emotion, in both written and folk literature and in daily conversations, contributes to enforcing the idea that dor functions as a cultural identity-symbol for Romanians.

Nato Shavreshiani
Tbilisi State University, Georgia

The repetition of words, context and expression in syntactic constructions

It is known that the repetition of words (as one of the lexical actuators), which serves to activate any event, to raise an issue or problem, is typical for Kartvelian languages, including Svan. This issue has been more or less studied in Kartvelian languages (in Georgian and Mingrelian), which we can not say about Svan, because Svan dialects have not been the object of research according to this particular issue up to date. Accordingly, we present the result of observations on the samples of Cholur speech in Lover Svan, since in the oral speech of Cholur, in hypotaxic sentences, the mentioned syntactic phenomenon is not infrequently confirmed, which became noticeable based on the materials obtained in the field condition.

In Cholur speech in relation to other dialects of Svan there are a number of differences regarding certain grammatical issues, including the repetition of words in hypotaxic constructions, when the speaker tries to impress, emphasize and better express the utterance through repetition: sg'ōčadd dabte, k'ādsķine ečka ažay, k'ē adskine, ečka axpišṭw ažay amnēm, xaqid i čwadķwār xoša yellekwa „We entered in the copse, then he jumped again, that he jumped, then he threw him and, hit and threw him in a big gully".

As the discussed material has shown, the repetition of the members takes place in the context of the sentences of the previous position, and in this way the reader's or listener's attitude is focused on the concept expressed by the repeated word or sentence.
In order to emphasize and express the utterance in the prolonged speech, not only the verb or the noun can be repeated, but also the complete components of the hypotaxic sentence - the main, or dependent sentence, mainly in the super complex (compound) constructions, which we will discuss in detail in the report.

Shorena Shavreshiani
Sokhumi State University, Georgia

Linguistic-expressive forms in European and Georgian postmodernist historiographical meta-novel

Historical past / events / characters were presented differently at different stages of the development of fiction. Starting from the 20th century, when the genre of historical novels was established in fiction, writers were required to carefully protect historical facts and reflect them with the utmost accuracy in work of art. Accordingly, the author tried to present the historical past objectively by considering the details and nuances. Over time, in the wake of changes in literature requirements, attitudes towards the historical past have changed and, as mentioned above, during the last quarter of the 20th century, it has become a trend to update the historical narrative, to find new forms and stylistic features. The classic historical novel, the historical narrative has been replaced in the postmodern era by the historiographical meta-novel, the historiographical metanarrative.

Forms and means of expression have changed in Georgian literature since the 90s of the 20th century; meta-novels of the historiographical genre emerged in which it was no longer necessary to preserve historical authenticity; On the contrary, their basis was the "disappearance of historicity."

Due to the specifics of the genre, traditionally, historical time and archaic language were considered to be the main features of the historical novel. This tendency is also observed in the Georgian historical novels of the first half of the XX century; In particular, with Vasil Barnov and Konstantine Gamsakhurdia. The language matched the historical time and, in a way, created the appropriate mood. In the second half of the 20th century, this trend was no longer observed, and by the 1990s - in postmodernist reality, attitudes toward history / historical past were changing radically. Changes are also observed in the historiographical novel in this regard; In particular, language is free from norms and archaisms; It is also permissible to write in modern language and also use archaisms. The work of Aka Morchiladze, Dato Turashvili, Jemal Karchkhadze and others is noteworthy in this respect. This issue will be discussed in detail in the report.

Shen Lin
Beijing Foreign Studies University, China

Translation of Traditional Chinese Medicine: Medical Translation or Cultural Translation? – A Genre Comparative Analysis

Like traditional medicine in many countries, Traditional Chinese Medicine (TCM) is not free from intrinsic culture-specific philosophical concepts. This mix of medical knowledge and cultural concept is manifested linguistically as a mix of genres: "medical or scientific exposition" and "literary or philosophical prose", and it creates dilemmas for translators. Do translators tend to render more of the medical knowledge or the cultural-specific concept of medicine? Through mixed approaches, this study aims to investigate the genre variation that occurs during the translation of TCM texts through comparative analysis. Specifically, this study conducts quantitative multi-dimensional corpus-based analysis of the translations of Huangdi Neijing (literally Yellow Emperor's Classic of Internal Medicine, a TCM Classic written in 2600 BC) to generate the data on the genres of English translations. Then, the research

uses interviews with TCM specialists to determine the mixed genre of the original TCM text. This combination of quantitative and qualitative research methods is expected to produce more scientific results. The results can shed light on the dilemma between cultural translation and medical translation for the translation of a country's traditional medicine from the perspective of comparative genre analysis.

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Dutch Language Institute in Leiden, The Netherlands

Barbara Lewandowska-Tomaszczyk
State University of Applied Sciences in Konin, Poland

Crowdsourcing Applications

The paper addresses an investigation of crowdsourcing applications, in particular those that contribute to vast linguistic data/repositories collection, i.a., sociolinguistics, lexicography, translation and terminology. A lexicological analysis of language forms, in their dialectal and social variations and tools relevant for the crowdsourcing activity (TAALRADAR developed at the Dutch Language Institute) will be demonstrated and discussed. Linguistic research, language and translator education are the areas that will benefit from the collaborative and crowdsourcing tasks and collected data. We aim to contribute to current methodological vistas in linguistics and language/terminology acquisition by presenting evidence of how the creation of a common collaborative space, typically in terms of cloud technology at present, for linguists, language learners, translator trainees and other specialists, can work to contribute to the development of language proficiency. At the same time this will enrich the techniques of language use and terminology acquisition, as well as the quality of the language product. The competences focusing on these techniques, particularly those related to how crowdsourcing applications lead towards a more general phenomenon which involves collaborative knowledge acquisition and internet-based task sharing, will be presented and their role in language and knowledge acquisition will be emphasized.

Adam Świątek
State University of Applied Sciences in Konin, Poland

A good online academic teacher – a case study

Sophisticated as it sounds, the growing impact of the COVID-19 pandemic seems to be gradually redefining the entire methodology of language teaching, thus bringing ubiquitous changes in how teachers approach their classes and duties in daily activities, including the choice of exercises, techniques and approaches in order to make their teaching as effective as possible. Furthermore, since March 2020, all universities have been operating via specific online platforms, and this forced teachers to educate themselves immediately in terms of innovative solutions and applications as well as to conduct their classes in completely different ways and then verify the expected outcomes of their teaching after a period of education that has never been practiced and experienced before. When it comes to teachers, over the years, numerous pieces of research have been conducted to define, or at least prompt, what it means

to be a good teacher for students. However, is there anything like a good online teacher? The aim of this presentation is to shed new light on how students of language faculties define their good, online academic teacher, and thus prompt other teachers what to take into consideration to meet their students' expectations in case online education returns. Using qualitative and quantitative research, the author investigated what Polish students of two language faculties, i.e. English philology and Foreign languages in media and business expect from their metaphorical 'guides' in terms of such factors as the extent of assistance and guidance, classroom management, or individual knowledge, among others, in terms of online education. As a result, the presented study aims to familiarise the audience with an initial sketch of the profile of the online academic teacher that modern students of language faculties wish they had in the online classroom of the 21st century.

Kuldar Taveter
University of Tartu, Estonia

Barbara Lewandowska-Tomaszczyk
State University of Applied Sciences in Konin, Poland

Applying the theory of constructed emotion to the design and implementation of Interactive Digital Narratives (IDNs)

The presentation addresses processes of emotion construction by means of Interactive Digital Narratives (IDN), defined as a computational system containing potential narratives and experienced through a participatory process that results in products representing instantiated narratives (Koenitz 2015:91). We will discuss how the process of instantiating IDNs can be enhanced by the human participants of IDNs experiencing particular emotions, understood here as essentially social constructs instantiated to maintain the body balance in life situations. With IDNs, participants are embedded in artificial situations which activate the construction of emotions based on those experienced in similar real situations. The question to discuss is the way the theory of constructed emotion empowers the emotion construction processes within IDNs, with language playing a pivotal role in such contexts. Based on these premises, we postulate that emotion terminology should be used, firstly, for eliciting and representing requirements for IDNs and, secondly, for constructing emotions to be expressed within IDNs by human-like characters, by means of Artificial Intelligence instruments, to achieve emotion co-construction with human participants of IDNs. Finally, we will also shortly present the relevance of the materials acquired from language corpus data to achieve this goal.

Aleksej Tikhonov
Humboldt University in Berlin, Germany

**Polish and Russian in German Rap:
A corpus study on language contact and social semantics**

In the 2010s, rap became the most commercially successful music genre in Germany and an active platform for young people who reflect on politics and society in their songs. Most recently, musicians with a Slavic mother or heritage language have contributed to popularizing

rap and initiating new linguistic influences and tendencies in the genre. Besides Turkish and Arabic, musicians with a Polish and Russian migration background belong to the dominant groups in German rap, where dynamic contact, exchange, and hybridization processes occur between languages and cultures. One of Germany's most famous female rappers is of Polish origin and the most popular male gangsta rapper of Russian-Ukrainian origin. The consecutive study should consider the current developments as they arise and not analyze a trend that is already over in retrospect.

The study compares the lyrics of the six most popular musicians with Polish and Russian backgrounds with corpus linguistics and Digital Humanities methods, such as precise semantic KWIC-analysis and stylometric clustering. The study's primary focus is the relationship to the country of origin and Germany and the concept of the homeland projected through the songs. In addition, the proportion and use of the Slavic languages in contrast to other languages are analyzed in more detail. The study aims to extract the linguistic, social, and cultural connections and better understand the role of rap in today's multicultural society.

One of the central questions that the study answers is whether the mono- and bi-ethnic identity concepts apply to the examined constellation of languages and cultures in Germany. In any case, the answer to the question encompasses an exciting field of research with plenty of room for discussion, which has only been marginally examined by European linguistics, cultural studies, and ethnology.

Marcin Trojszczak
University of Białystok, Poland
State University of Applied Sciences in Konin, Poland

Machine translation dilemmas in translator training

In recent years, technology, in particular machine translation, has changed the translation industry and translation pedagogy. Translator trainers and translation curricula have been adapting to the new reality by introducing novel in-class activities, skill-sets and modules, e.g., machine translation post-editing. The integration of machine translation technology in translation curricula has enabled a number of practical and theoretical advancements. At the same time, however, it has brought about various previously unseen challenges. The present study discusses some of these dilemmas, that is, the importance of detecting the effects of machine translation-enhancement in trainee translators, teaching autonomy vis-à-vis machine translation systems, and helping students to understand and take advantage of the added value of human responsibility in post-editing contexts. By focusing on these selected challenges in translator training the study attempts not only to describe their intricate natures in detail but it also aims to propose practical ways of accommodating them in translation curricula.

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Cultural content analysis of Kazakhstani textbooks: Focusing on situational tasks

The aim of this research is to investigate the representation of cultures in local foreign language textbooks, placing particular focus on situational tasks that foster critical cultural awareness (savoir s'engager). The first part of the paper analyses the European and Kazakhstani key documents in the field of FL education and in professional education, in order to explore what specific requirements should be fulfilled by EFL textbooks to be suitable for developing ICC in training future professionals. The second half of the paper sheds light on some FL textbooks analysis applied by foreign researchers. The cultural content of university textbooks is analysed based on Byram's cultural content checklist (1993). The basic features of the examined studies will be discussed in the concluding part.

Paul Wilson
University of Łódź, Poland

Barbara Lewandowska-Tomaszczyk
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Emotion Concepts and Prototypes

In this paper we advance the viewpoint that emotion concepts differ from the conceptualisation of physical and abstract objects in a number of fundamental ways and constitute a phenomenon of 'the third kind', inspired broadly by the ideas originally put forward by Keller (1994) with reference to language change. In the present case, the classical dichotomy referring to natural, i.e., physical phenomena on the one hand, and abstract concepts on the other, should be replaced with a trichotomy incorporating categories of the third kind, which should be treated here as conceptual constructions, resulting from physical, biological processes as well as an abstract conceptualisation level, both immersed in particular cultural and discourse contexts. We discuss emotion prototypes within emotion conceptual structures and theories as well as Emotion Event scenarios (Lewandowska-Tomaszczyk & Wilson, 2013). As opposed to constructionist theories of emotions (e.g., conceptual act model (Barrett, 2006)), basic emotion theories and appraisal theories are more consistent with prototype theory as they are more fixed in the sense that there is a more causal relationship between an event or set of appraisals that elicit a specific emotion. Constructionist theories propose that a specific emotion arises when core affect is converted by conceptual representations that are context dependent. We further present a selection of our comparative analyses of British English versus Polish emotion concepts (e.g., contempt, compassion and surprise) on the basis of these conceptual structures and theories.

Nika Zoričić
University of Zadar, Croatia
University of Bergamo, Italy

**English loanwords in Russian and Croatian and their integration
into the word-formation processes**

The beginning of XXI century is characterized by radical changes in the social, economic, political and cultural spheres in Russia and Croatia. The exponential spread of new concepts has set the stage for a constant enrichment of vocabulary. Such circumstances have resulted in a significant intensification of the processes of lexical borrowing and word-formation. Furthermore, globalization processes have undoubtedly contributed to the increasing prestige of Anglo-American culture. English is thus widely regarded as having become the global language of intercultural communication and a symbol of power and modernization, of economic, scientific and technological progress, of social and professional success. It is not surprising therefore that as a consequence of this language contact situation, unprecedented in its scale and intensity, Anglicisms have nowadays become the most numerous group of loanwords in both Slavic languages.

Nowhere is the effect of the dominance of English more evident than in the language of modern electronic media and in the language of electronically mediated intercultural communication. As a matter of fact, in these domains the most interesting examples of the glocalization of the language, i.e. of the combination of elements from the global language and the local languages, could be observed. Namely, recent English loanwords are in most cases very rapidly included not only in the morphological system, but also in the word-formation system of both Slavic languages. Given the speed at which they are formed and their high frequency of use, it is thus particularly interesting to investigate the main tendencies in the formation of new lexemes based on English loanwords in Russian and Croatian in the abovementioned domains.

The comparative analysis shows that recent English loanwords actively participate in the formation of new nominal, verbal and adjectival derivatives, frequently developing - with rare gaps - particularly complex derivational families, i.e. sets of derived lexemes all (in)directly interconnected and characterized by similar meaning and form relations.
Similarly, English loanwords are very frequently used as indeclinable premodifying nouns in the formation of new lexemes by compounding, which additionally shows how, under the influence of English, non-conventional word-formation patterns are increasingly expanding in both Slavic languages.