

APPLIED LINGUISTICS TODAY
– MODERN APPROACHES TO OLD AND NEW CHALLENGES –

THE 8TH INTERNATIONAL CONGRESS OF

APPLIED LINGUISTICS TODAY

– MODERN APPROACHES TO OLD AND NEW CHALLENGES –

Book of Abstracts

Faculty of Philology
University of Belgrade



23–25 May 2025

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https://doi.org/10.18485/dpls_pld_abs.2025.8

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Belgrade, 2025

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PLENARNA IZLAGANJA / PLENARY TALKS

Ken Hyland

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‘OUR STRIKING RESULTS PROVE...’: THE GROWTH OF HYPE IN ACADEMIC PERSUASION

Academics today are working in a time of intense pressure in research publishing, with greater expectations, more explicit incentives and fiercer competition than ever before. There are over 9 million scholars working in 17,000 universities seeking to publish in English-language journals each year and UNESCO believes the number of researchers grew three times faster than the world population between 2014 and 2018, with publishing output up 21%. It would be surprising if these numbers did not bring corresponding changes to academic writing. In this paper I explore the consequences of this changed context, discovering a significant increase in authors seeking to rhetorically ‘sell’ or ‘hype’ their studies in order to cut through the competing noise.

Based on a corpus of 360 articles in the same five leading journals in four disciplines, I trace the use of 400 ‘hyping’ words at 3 points over the past 50 years. These items seek to promote, embellish or exaggerate aspects of research papers. The results show a massive increase in these items with twice as many hypes in every paper. Increases are most marked in the hard sciences, and hyping displays a greater willingness by authors to display positive attitude, underline their contribution and to hype research primacy, methods and the author’s prior research. I discuss these findings in the context of current career pressures on academics.

Keywords: hype, boosters, attitude markers, research articles, academic rhetoric, persuasive strategies.

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EVERY WORD YOU TAKE: NEW TOOLS FOR OLD CHALLENGES IN INTERPRETING RESEARCH AND TRAINING

Empirical research on both the product and process of interpreting plays a crucial role in addressing contemporary challenges in interpreter training and professional practice. By integrating modern methodologies such as corpus analysis, eye-tracking, and computer-assisted interpreting tools (Bowker 2022), we can systematically identify areas where interpreters encounter difficulties and develop targeted solutions to enhance their performance. In alignment with the theme of this conference – modern approaches to old and new challenges – this talk will explore how cutting-edge research methodologies can contribute to evidence-based interpreter education. Drawing on interpreting research involving Slavic languages, I will illustrate how empirical findings can be leveraged to refine interpreter training and practice.

We will first examine corpus-based interpreting studies, which provide insights into linguistic patterns of interpreted speech (Shlesinger 1998) and strategies employed by professional interpreters (Dayter 2018). Corpus analysis allows us to investigate favoured constructions or unnatural formulations in interpreted texts (Kajzer-Wietrzny et al. 2022), or examine fluency (Chmiel et al. 2022; Kajzer-Wietrzny & Chmiel 2023). Additionally, by analyzing problem triggers (Kajzer-Wietrzny et al. 2024), we can pinpoint areas where students require additional support. Corpus research also enables a comparative analysis of human and machine-interpreted texts, offering valuable insights into strengths and limitations of human and machine generated interpretation. Moreover, process-oriented empirical research employing for instance eye-tracking provides a window into the cognitive mechanisms underpinning interpretation. For example, it can reveal how interpreters adapt to novel technological settings, remote interpreting included (Chmiel et al. 2022), how they interact with their booth mate, and which elements of different technological configurations improve their performance. Eye-tracking data offers critical insights into attention allocation and cognitive load management during interpreting.

All these findings can inform interpreter training curricula, ensuring that they align with the evolving demands of the profession and enable educators to tailor training methodologies to the technology-driven world.

Keywords: interpreting, corpus linguistics, eyetracking, interpreter training.

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ARTS-BASED APPROACHES IN LANGUAGE TEACHER EDUCATION: PROMOTING PLURILINGUAL EDUCATION FOR ALL

This talk will explore how arts-based approaches – such as poetry, drawing, and photograph – can be integrated into language teacher education programs to promote plurilingual pedagogies and plurilingual education for all. Artistic approaches will be discussed as tools to encourage language teachers to become linguistic and social activists in the classroom. Practical examples and strategies will be presented, discussing how arts-based approaches can strengthen pre-service teachers' active participation in society, by motivating

them to adopt plurilingual pedagogies in their classrooms, whether they teach linguistically diverse audiences or not.

Keywords: arts-based approaches, plurilingual education, language teacher education.

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(A)L IN THE ERA OF AI: CHALLENGES AND OPPORTUNITIES FOR TEACHING

About two decades ago, Mark Liberman famously wondered about the future of linguistics, defining the discipline as “small, weak and inward-looking” (Liberman, 2007) and suggesting its re-invention as eScience – “computationally intensive science using immense data sets” (Liberman, 2010). While computing power and the amount of available language data have but increased, the trend benefitted computer science significantly more than linguistics; since the release of ChatGPT in November 2022, many people have learned about large language models, but most without learning much new about language.

With this picture in mind, I will address the question of where (applied) linguistics – (A)L – stands within the ongoing developments in artificial intelligence – AI. I will specifically focus on tendencies in teaching about language, briefly mentioning some of the proposals to expand the skill set of language and linguistics students in the direction of programming, machine learning and data science (cf. Miličević Petrović et al., 2021), zooming in next on the less frequently tackled subject matter of linguistics-related courses. I will argue that (A)L as a field should use the AI and language models that are in the spotlight as an incentive for dedicating more attention to the teaching of linguistics. On the one hand, this involves expanding the target audience and defining the target linguistic knowledge for language professionals vs. experts from neighbouring fields. On the other hand, it appears desirable to develop a stronger strand of pedagogical research within linguistics; with some notable exceptions (the journal *Pedagogical Linguistics*, the “Teaching linguistics” section of *Language*, edited volumes such as Denham & Lobeck, 2010, journal papers such as van Rijt & Coppen, 2017), research on how language analysis is taught is largely absent outside the domain of (second) language teaching. An outline of some possible steps towards building a more solid pedagogical base in (A)L will be presented.

Keywords: teaching (applied) linguistics, artificial intelligence, linguistic skill set.

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LANGUAGE CHANGE OR LANGUAGE ELASTICITY – THE IMPACT OF MODERN TECHNOLOGY ON LANGUAGE AND TEACHING

Even though research in the „new forms“ of language in the digital age are a couple of decades old now, we still find, not only in popular writing, such as newspapers, but also in linguistic literature, papers or research aiming to show that the impact of new digital technology (for example through message texting on the PC or mobile phones) involves the changes in the languages themselves. However, those changes are predominantly occurring in the language use rather than in the language itself. Language is still divided into formal/informal, varies depending on the registers, purpose of communication, etc. both in digital and non/digital environment

Our research is based on the analysis of 3000 SMS messages in Serbian language. We first present a comparison of a few features between authentic everyday conversations and texting. Based on that research we argue that language is not really changing, but is showing a degree of elasticity/ability to adapt to new technological environment. Therefore, certain implications for

teaching language, both foreign and native must be reconsidered, since there is no point in assigning so much importance on linguistic phenomena such as emoji usage, acronyms, multimedia texts, but more on the cultural literacy such as influencers' language, memes, fake news and so on.

Keywords: digital communication, language change, language teaching

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WHEN GRAMMAR GOES WRONG: CHARACTERIZING THE BRAIN'S FIX-IT MECHANISM USING ELECTROENCEPHALOGRAPHY

In addition to being a diagnostic tool, electroencephalography (EEG) is a well-established neuroimaging method used in neuroscience and related disciplines. EEG, and especially its time-locked application in the form of Event-Related Potentials (ERPs), has been used in language research for more than 40 years (Kutas & Federmeier, 2011). One of the main advantages of ERP research is the presence of components, which can be described as a regularity in the brain's electrical signal reflecting a certain cognitive function. In the language field, the two most well-known components are the N400 and the P600. The N400 is usually described as being related to the processing of semantics (Kutas & Federmeier, 2011), whereas the P600 is understood to represent repair and reanalysis (Friederici et al., 1999). The current talk will address the repair aspect of the P600, whereby *repair* refers to the parser correcting an overtly ungrammatical structure online (e.g., *I are > I am). It is generally understood that the P600 reflects the effort it takes the parser to repair an ungrammatical structure. In this talk, I will demonstrate how this online mechanism works using the processing of tense and aspect in BSC as an example (Cordalija et al., 2024; Tokmacic & Popov, 2019). In addition, I will argue that the grammatical tone in Akhan used as tense marking is processed in the same way as inflectional morphology in Indo-European languages based on our P600 findings (Tsiwah

et al., 2021). Furthermore, I will delve deeper into how varying levels of ungrammaticality modulate the size of the P600 effect (Popov & Bastiaanse, 2018; Popov et al., 2020). Finally, I will outline the potential use of the P600 in different areas of research, such as second language acquisition and dyslexia research.

Keywords: EEG, ERPs, P600, sentence processing, repair and reanalysis.

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COGNITIVE, CULTURAL AND LINGUISTIC VARIATIONS AND LEARNABILITY

Due to political and ethical pressures, researchers often shy away from racial differences as a research topic. However, concerning our cognition, there are, or at least were, claims supporting the idea that we are not always equipped with the same ability, and our cognitive behaviour may vary from race to race, with cultural influences in some cases. Previous works such as eye movement and visualisation patterns (Nisbett 2003) and relative and absolute perception patterns (Pederson et al. 1998) deal with visual perception from cross-cultural perspectives, and mathematical education in Australia, commonly known as ethnomathematics (Vithal and Skovsmose 1997; Warren and Miller 2013), reflects cultural impacts on mathematical abilities. This presentation casts a question over whether all human beings are equipped with the same cognitive mechanism, especially in the domain of language use, and it further examines whether language learning can be influenced by racial or cognitive differences, raising awareness of the relationship between our general/culture-induced cognition and the learnability of languages.

Keywords: racial difference, human cognition, learnability, ethnolinguistics, cognitive psychology.

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PARALELNE SESIJE / PARALLEL SESSIONS

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THE EMOTIONAL PALETTE OF AI: VERBAL AND NON-VERBAL MARKERS IN HUMAN AND CHATBOT COMMUNICATION

The research is devoted to the study of the emotional component of artificial intelligence, its ability to imitate human emotions through the use of emotionally coloured vocabulary. The relevance of the study is supported by the need to create databases for training neural networks, as well as to assess the ability of AI to adequately express emotions in the context of communication between humans and bots. The scientific novelty of the study lies in analysing the ability of neural networks to imitate human emotional speech and identifying the peculiarities of their application in Internet discourse. The study focuses on the comparison of verbal and non-verbal means of expressing emotions used by chatbots and real people. The purpose of this study is to identify the degree of emotionality of AI on the basis of a comparative analysis of emotional markers in texts generated by chatbots and texts of real people.

The research material comprised text messages of English-speaking users of the Telegram messenger and chatbots of the Character.ai platform. The empirical base included responses of five subjects and five chatbots to the same type of questions aimed at eliciting emotional reactions.

The results of the study showed the following:

1. AI was able to adequately apply emotionally coloured vocabulary according to the context;
2. the lexicon used by chatbots was less diverse and rarely included stable expressions and neologisms;
3. Chatbot messages tended to be shorter than those of real people, and their emotionality was limited by censorship and platform settings;
4. Chatbots used more exclamation marks, which sometimes looked unnatural;
5. AI did not accurately reproduce the individual communication traits set sufficiently when it was configured.

The main conclusions of the study are that at the current stage emotional AI is able to partially mimic human emotions, using verbal and graphical

means. However, existing neural networks do not reach the level of accuracy inherent to human speech. Further development of deep learning technologies and increased availability of neural networks may make AI more emotionally convincing in the near future.

Keywords: Internet-discourse, emotional aspect of human-AI communication, lexical markers, syntactical markers.

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EFL LEARNERS' PROFESSIONAL IDENTITY FROM THE PERSPECTIVE OF 21ST CENTURY ECOLINGUISTICS

The paper examines the development of English as a Foreign Language (EFL) learners' professional identity through the lens of the 21st-century ecolinguistics, grounded in an extensive literature review. Ecolinguistics, with its emphasis on the dynamic interplay between language, environment, and societal structures, provides a rich framework for exploring how linguistic interactions shape identity. The study highlights the interconnectedness of global multilingual environments and the socio-cultural factors influencing identity formation among EFL learners.

Key themes include the conceptualization of language as symbolic capital, its role in professional positioning, and the negotiation of hybrid identities within globalized contexts. The research emphasizes how English, as a global lingua franca, operates both as a tool for social mobility and as a medium of identity transformation, enabling learners to navigate and construct "imagined communities" and professional aspirations. By integrating principles of languaging and dynamic systems theory, the paper underscores the role of agency in linguistic adaptation and identity negotiation.

The review identifies implications for language teaching, suggesting that recognizing EFL learners as active participants in their linguistic ecosystems can inform the design of learning environments that foster both linguistic competence and professional identity development. The findings encourage educators and policymakers to adopt ecolinguistic perspectives, promoting inclusive practices that value multilingualism and support learners' identity construction in a globalized world.

This exploration of EFL learners' identity through ecolinguistics offers a novel lens to understand the complex interdependencies that shape language

acquisition, professional aspirations, and socio-cultural integration in the 21st century.

Keywords: professional identity, EFL learners, ecolinguistics, identity, globalization, foreign language acquisition.

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AVTIA PROJECT: AUDIOVISUAL TRANSLATION FOR INCLUSION AND ACCESSIBILITY

The aim of this presentation is to introduce the Erasmus+ project entitled Audiovisual Translation for Inclusion and Accessibility. Audio-visual translation (AVT), i.e., subtitling for the deaf and hard of hearing (SDH) and audio description for the blind and visually impaired (AD), is recognised as an essential tool that could improve the position of individuals affected by these sensory disabilities. The European region is estimated to have 90 million people who are blind or partially sighted and about 190 million people who are deaf

or hard of hearing. For instance, there are currently around 12,000 persons in Serbia who are blind or suffer from severe visual impairment, according to the Union of the Blind of Serbia. According to the Report on the Position of the Deaf Community in Serbia in the Field of Media, Availability of Interpreting Services and Education, a large majority of the deaf and hard of hearing in Serbia still rely on their family members or friends, who can also be hard of hearing, to bridge the communication gap between the hearing and themselves. The Strategy for the Improvement of the Position of Persons with Disabilities in the Republic of Serbia 2020–2024 includes the 2019 statistics of the Ministry of Justice of the Republic of Serbia reporting as few as 22 sign language interpreters per 70,000 persons using sign language as their primary language of communication. Furthermore, sign interpreters are reported not to have access to high-quality training and guidance. All of this corroborates the need to improve accessibility to information and education through audiovisual translation. Therefore, one of the primary objectives of this Project is to develop innovative content for lecturers and students in HEIs with knowledge and materials that will enable them to teach, learn, and assess inclusion in audiovisual translation.

Keywords: audiovisual translation, audio description, dubbing, multimodal translation, subtitling.

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THE ACQUISITION OF AMERICAN ENGLISH PRONUNCIATION FEATURES BY SERBIAN EFL STUDENTS: THE REALISATION OF WORD-FINAL INTERVOCALIC /t/

In recent years, American English has emerged as the dominant pronunciation model among Serbian EFL university students. However, studies on the acquisition of this variety by Serbian speakers are still scarce, especially concerning phonological processes that occur in connected speech. Thus, this study aims to investigate the acquisition of pronunciation patterns for word-final intervocalic /t/ in contemporary General American. As this phonetic environment yields some variability in native speakers, we looked for two processes: t-tapping and t-glottalization. To obtain relevant data, we analysed the pronunciation in a passage reading task of forty Serbian EFL university students and five native American English speakers. According to the results, Serbian speakers were divided into three groups based on acquisition level,

and 37.5% of the students used pronunciation patterns resembling our native sample. While many students already acquired t-tapping to a near-native level, some started to shift towards a novelty pattern for intervocalic /t/ and sometimes reinforced it, or even completely replaced it with the glottal plosive. Additionally, a notable frequency of the unreleased /t/ in our Serbian sample might indicate an initial stage in acquiring prevocalic t-glottalization, a feature that is on the rise in American English. Apart from the fact that this suggests that Serbian EFL students can acquire target pronunciation features, the study also tackled the acquisition of characteristics variable in native speech. A practical implication of the obtained data could be a curriculum design that would help students whose pronunciation performance is less accurate acquire prominent features of their chosen variety.

Keywords: phonetics, second language acquisition, language variation, t-tapping, t-glottalization.

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ANALYSING THE DISCOURSE OF SCIENCE PODCASTS AND THEIR USE IN THE EFL CLASSROOM

The idea of ivory tower research is nowadays becoming a thing of the past (Bertemes et al., 2024), as science popularisation is increasingly finding new outlets online (Scotto di Carlo, 2014). In an era of information overload, our current society values attention as a “scarce commodity” (Hyland, 2023, p. 1). Against this background, and within the organic ecology of emerging dissemination practices, science podcasts are gaining momentum to cater for the needs of “the plugged-in smartphone generation” (Newman, 2019, p. 59). However, little research has yet been conducted into podcasts as a science dissemination practice and their potential for contemporary EFL teaching (Egorova, 2018; Ye, 2021; Liu & Jiang, 2024; Vuković-Stamatović & Čarapić, 2024).

This paper seeks to present an analysis of explanatory and engaging strategies employed in science podcasts and their lexico-grammatical realisation. Based on the results, I then set out to explore the use of this dissemination practice in the EFL classroom to raise rhetorical and linguistic awareness and foster scientific literacy. To do so, the analysis is carried out on a corpus

consisting of 8 health- and sustainability-related episodes (SDG3 and SDG13) from two podcast channels: BBC Inside Science and Science Friday. Explanatory and engagement strategies leveraged by science podcasts were unpacked by drawing on previous research taxonomies (Carter-Thomas & Rowley-Jolivet, 2020; Bondi & Cacchiani 2021; Lorés, 2023; Mur-Dueñas, 2024). For their realisation, I drew on Hyland's (2005) interactional framework of metadiscourse. The results look into the frequency of use and linguistic instantiation of specific explanatory strategies (e.g. elaboration, explicitation, analogy) and engagement strategies (e.g. rhetorical questions, directives, audience mentions). From the analysis, task-based proposals for the EFL classroom are made. Ultimately, this study sheds some light on science podcast discourse and their pedagogic exploitation to develop students' scientific and linguistic literacies.

Keywords: science podcasts, recontextualisation, engagement, scientific literacy, task-based learning.

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ELEMENTI DIGITALNE PISMENOSTI U UDŽBENICIMA ZA NJEMAČKI JEZIK

Digitalna pismenost definiše se kao sposobnost sigurnog pristupa i upravljanja informacijama, te razumijevanja, integrisanja, komunikacije, evaluacije i kreiranja informacija putem digitalnih tehnologija (Law i sar., 2018). Zbog ubrzanog razvoja digitalnih tehnologija digitalna pismenost ima ključnu ulogu u svim aspektima života, uključujući obrazovanje, te se u posljednje vrijeme sve više ističe kao predmet istraživačkog interesa. Ipak, na prostorima jugoistočne Evrope ova tema je tek povremeno istraživana, posebno iz aspekta nastave stranih jezika. Imajući u vidu navedeno, predmet ovoga istraživanja su elementi digitalne pismenosti i njihova zastupljenost u udžbenicima za njemački jezik koji se koriste u obrazovnim sistemima u Crnoj Gori, Srbiji i Hrvatskoj. Riječ je o serijama udžbenika za nastavu njemačkog kao drugog stranog jezika u osnovnoj školi: *Beste Freunde*, *Prima Plus* i *#Deutsch*.

Analiza udžbenika sprovedena je prema Belshawovoj (2014) klasifikaciji elemenata digitalne pismenosti koja uključuje kulturalni, kognitivni, konstruktivni, komunikativni, konfidencijalni, kreativni, kritički i građanski element. Kako bi se utvrdila njihova zastupljenost analizirani su zadaci iz udžbenika, pri čemu je od ukupno 1.905 zadataka evidentirano 414 zadataka koji sadrže neki od navedenih elemenata. Rezultati kvantitativne analize pokazali su kako je najviše zadataka s elementima digitalne pismenosti prisutno u seriji udžbenika *Prima Plus*, dok je kvalitativnom analizom utvrđeno kako je najzastupljeniji element u svim analiziranim udžbenicima konfidencijalni (272 zadatka), zatim kognitivni (54 zadatka) te potom komunikativni element digitalne pismenosti (41 zadatak). S druge strane, konstruktivni element

digitalne pismenosti zabilježen je samo u jednom zadatku, dok uključenost građanskog elementa nije evidentirana.

U skladu s dobijenim rezultatima zaključuje se o mogućim metodičko-didaktičkim implikacijama sprovedenog istraživanja koje se odnose na potrebu integrisanja zadataka za razvoj jezičkih vještina u udžbenike za njemački jezik, a kojima se ujedno razvija i digitalna pismenost. Na taj način bio bi u okviru nastave njemačkoga jezika učinjen pozitivan korak u izradi inovativnih obrazovnih materijala i osposobljavanju učenika za zahtjeve digitalnog društva.

Ključne riječi: digitalna pismenost, elementi digitalne pismenosti, analiza udžbenika, nastava njemačkog jezika.

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**UNIVERZITETSKA NASTAVA KONTINENTALNIH SKANDINAVSKIH
JEZIKA: ŠVEDSKI, NORVEŠKI I DANSKI JEZIK
IZ UGLA MEĐUSOBNOG RAZUMEVANJA**

Ciljevi nastave na studijskom modulu Skandinavski jezici, književnosti i kulture Filološkog fakulteta Univerziteta u Beogradu, na kojem se kao glavni jezici izučavaju švedski, norveški i danski, podrazumevaju i pasivno ovladavanje onim dvama kontinentalnim skandinavskim jezicima koje student početkom studija ne odabira kao svoj glavni jezik. U cilju produbljivanja znanja i kompetencija studenata u ovom domenu, te posledično i u domenu skandinavističkih studija uopšte, u najrecentnijem akreditacionom ciklusu je u program druge godine studija na ovom modulu uvršten i predmet čiji primarni cilj predstavlja unapređivanje znanja i kompetencija studenata u oblasti međusobnog razumevanja kontinentalnih skandinavskih jezika. Ovaj predmet iz ugla metodike nastave podrazumeva niz specifičnosti, budući da predviđa kako teorijsku i praktičnu nastavu koja se tiče triju savremenih jezika, tako i povezivanje nastavnog sadržaja iz jednog broja obaveznih predmeta (Savremeni skandinavski jezici, Fonetika i fonologija skandinavskih jezika, Uvod u skandinavistiku 1 (istorija skandinavskih jezika), Morfologija i tvorba

reči skandinavskih jezika) koje su studenti pratili tokom prve godine studija odnosno prate istovremeno s ovim predmetom. Od ovih specifičnosti u radu naročito izdvajamo pitanja srazmere teorijske i praktične nastave, obima i složenosti reprezentativnog materijala, te tehnika kojima se studentima ukazuje na najrelevantnije strukturne i leksičke sličnosti i razlike (poput razlika u glasovnom sistemu, specifičnosti brojevnog sistema, pravih i lažnih kognata i sl.) koje kontinentalni skandinavski jezici podrazumevaju. U radu iznosimo i osvrt na predviđene dalekosežnije pozitivne ishode predmeta u domenu nastave skandinavskih jezika, književnosti i kultura te i kompetencija iz oblasti skandinavistike uopšte, kao i na mogućnosti primene iskustava iz nastave ovog predmeta u kontekstu nastave drugih savremenih jezika koji podrazumevaju sticanje određenih kompetencija i iz njima srodnog/srodnih jezika.

Кljučне речи: skandinavistika, švedski, norveški, danski, međusobno razumevanje.

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ТЕМПОРАЛНИ АКУЗАТИВ И ТЕМПОРАЛНИ ГЕНИТИВ У ДИДАКТИЧКИМ ПРИРУЧНИЦИМА ЗА УСВАЈАЊЕ МОДЕРНОГ ГРЧКОГ ЈЕЗИКА КАО СТРАНОГ

Темпоралност је једна од основних семантичких категорија која игра кључну улогу у процесу учења и усвајања страног језика, с обзиром на то да поимање и изражавање времена представљају основне аспекте људске комуникације. У модерном грчком језику, који има четири падежа (номинатив, генитив, акузатив и вокатив), темпоралне релације се често изражавају употребом темпоралног акузатива и темпоралног генитива. Стога, циљ овог рада је да утврди у којој мери су темпорални акузатив и темпорални генитив заступљени у дидактичким приручницима за усвајање модерног грчког језика као страног на нивоима А1, А2, Б1 и Б2 у складу са Заједничким европским референтним оквиром за језике. Анализа обухвата приручнике: Επικοινωνήστε ελληνικά 1 и 2, Ταξίδι στην Ελλάδα 1 и 2, Συνεχίζοντας, Κлик στα ελληνικά, Περί το ελληνικά и Καλειδοσκόπιο. Конкретније, фокус је на анализи начина презентовања ових падежа у контексту темпоралности, као и на анализи типова вежбања

намењених провери синтаксичких и семантичких аспеката њихове употребе, кроз призму њихове структуре, учесталости и разноврсности. Поред тога, рад настоји да идентификује могуће недостатке у тренутном начину представљања темпоралног акузатива и темпоралног генитива и да предложи стратегије за њихово ефикасније презентовање. Такође, на основу добијених података, пружају се и предлози за формулисање функционалних вежбања која могу олакшати и унапредити процес усвајања наведена два падежа која носе обележје темпоралности. Ове препоруке могу бити применљиве не само у оквиру наставе модерног грчког језика већ и у ширем контексту наставе граматике овог језика, посебно на првој и другој години основних академских студија на Катедри за неохеленске студије Филолошког факултета Универзитета у Београду.

Кључне речи: темпорални акузатив, темпорални генитив, дидактички приручници, модерни грчки језик као страни.

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KEY PRINCIPLES FOR TEACHING INTERCULTURAL COMPETENCE IN THE ENGLISH LANGUAGE CLASSROOM

In the 21st century, teaching and learning a foreign language does not mean only teaching and learning linguistics of a language but it also involves teaching and learning about culture. In other words, communication that lacks appropriate cultural content often results in intercultural incidents or in serious miscommunication and misunderstanding. Therefore, the “intercultural perspective” in language teaching aims to develop learners as intercultural speakers or mediators who are able to engage in intercultural communication with complexity, acknowledge multiple cultural identities, and avoid stereotyping and prejudice. Hence, language teaching from the “intercultural perspective” helps learners to not only acquire linguistic competence needed to communicate in speaking and writing but it also develops their intercultural competence and/or their ability to understand people who come from different cultures and have different social identity, beliefs, values and worldviews. This paper will discuss teaching intercultural competence during English language lessons at the post-secondary level by showing authentic classroom examples. The findings in this paper will encourage teachers to implement this concept in teaching English language at the post-secondary level, it will show what benefits the introduction of intercultural competence will bring into their classroom, and present practical ideas and resources for English teachers who wish to further develop their students’ intercultural competence, which has become indispensable in today’s multicultural world.

Keywords: intercultural competence, teaching, English language, students, teacher(s).

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**THE BENEFITS OF TARGETED TEACHING OF RUSSIAN VERBAL
PREFIXES: THE CASE OF THE PREFIX U- AND ITS MEANING
#SHRINK IN ITALIAN→RUSSIAN INTERPRETING**

Russian and Italian lexicon and word-formation are substantially different. Since 90% of the Russian verbal lexicon consists of prefixed verbs that are semantically very dense (Tichonov, 1971), such verbs rarely have full synthetic equivalents in Italian. Therefore, Interpreters with Italian as A language (IIAs) working into Russian (B) must be fully aware of the semantic contributions of highly polysemous Russian verbal prefixes (RVPs) and verb bases. However, outside verbs of motion, RVPs have received little attention in handbooks for learners of Russian, let alone interpreting students.

Among 20+ RVPs, u- is semantically challenging (Zaliznjak, 2001). In particular, verbs with u- meaning #SHRINK ('umen'sit' [reduce]) are extremely

specific ('uschnut' [shrink by drying]; 'užarit' [shrink by cooking]): their renditions into Italian range from analytical, conveying all meaning components ('užarit' → 'rimpicciolire cuocendo' [shrink by cooking]), to (more frequently) synthetic, conveying only u- or the base ('užarit' → 'rimpicciolire' [shrink]; contribution of the base is lost). Therefore, when interpreting generic Italian verbs like 'rimpicciolire' or 'ridurre' [shrink] into Russian, IIAs must immediately infer the specific base of the contextually required u-verb: to fully develop this skill, IIAs need proper training that goes far beyond language learning and dictionaries.

Therefore, based on our 2021 course on RVPs for IIAs in Bologna and Sayama's approach for learners of Russian (2024), we will present the results of a test conducted on: a) two control groups of Italian interpreting students of Russian (University of Trieste) performing oral translation of Italian sentences with generic verbs for 'shrink' ('rimpicciolire' or 'ridurre'); b) one experimental group doing the same after receiving a lesson on u- and specific #SHRINK-verbs. We thereby aim at: a) determining how and to what extent future IIAs can benefit from targeted RVP teaching, as they are trained at university; b) expanding knowledge on RVPs in translation (still an understudied field of research); c) providing a new method that can be beneficial to other language combinations, especially those featuring Slavic languages, where prefixation plays a key role in word-formation.

Keywords: Russian verbal prefixes, u-, Italian-Russian interpreting, Italian-Russian translation, Semantics of Russian verbal prefixes.
ywords: Russian verbal prefixes, Russian-Italian interpreting, word-formati

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**“DESIGNING CLIL-BASED TEACHING MATERIALS FOR GEOLOGY:
A MULTISENSORY APPROACH FOR STUDENTS WITH DYSLLEXIA”**

Creating teaching materials based on the CLIL (Content and Language Integrated Learning) method for geology students with dyslexia requires a holistic approach that combines linguistic and subject-specific content, with special attention to the needs of students with specific learning difficulties. This paper focuses on developing materials that enable the simultaneous acquisition of English language skills and geological knowledge. Key strategies include using visual elements such as images, clear and consistent text organisation, and professional and direct language adapted to students' reading abilities. The teaching materials are written following the guidelines of the British Association of Dyslexia (BAD), which involves implementing recommended approaches, including dyslexia-friendly fonts, increased line spacing, and clarity in the presentation of information. Additionally, the bionic system is applied in the material design, utilising varying font bolding and styles within words to facilitate reading and improve text comprehension. Special attention is given to creating materials that reduce cognitive load, such as dividing texts into columns, colour-coding words, and segmenting content into smaller units. The results indicate that this approach can significantly enhance both language acquisition and subject-specific knowledge, providing students with dyslexia with an inclusive and encouraging learning environment.

Keywords: CLIL, dyslexia, bionic system, geology, teaching materials.

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LITERACY IN THE NEW AGE

In the new age, defining literacy without considering technology is nearly impossible. Technology has reshaped modern society, transforming how we communicate, work, and interact with one another. This paper examines the ways in which digital tools, platforms, and resources influence literacy in today's world, as well as their impact on students' outcomes. Technology has

significantly enhanced student engagement, accessibility, and personalized learning, leading to improved academic performance, higher motivation, and development of 21st-century-essential skills. It also highlights the importance of digital literacy, equipping students with the skills necessary to navigate, evaluate, and responsibly use digital information. Additionally, ethical technology use and effective integration of digital tools into the classroom prepare students for success in an increasingly tech-driven world. Furthermore, the paper explores both the benefits and challenges of this technological revolution, particularly in terms of its effect on social dynamics and students. In conclusion, technology's impact on education and social life is both revolutionary and complex. While it has opened up new avenues for learning and social interaction, it also requires careful and balanced implementation to ensure that its integration into education and daily life supports meaningful learning and contributes to positive social growth in the digital age.

Keywords: technology, new age, literacy, digital tools, students.

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GEOLINGVISTIKA I MAĐARSKI JEZIK U VOJVODINI

Postoji duga tradicija geolingvističkog izučavanja mađarskog jezika: od kraja 19. veka lingvistička geografija kao dijalektološko istraživačko područje jedna je od najvažnijih grana mađarske lingvistike.

Njen fokus je prostorna dimenzija postojanja jezika, te mi danas imamo nekoliko generacija jezičkih atlasa mađarskog, i znamo mnogo o teritorijalnoj podeli i upotrebi ovog jezika, o impresivnoj raznolikosti, kao i o dijahronijskim jezičkim promenama. Uočljivo je, međutim, da je samo Atlas dijalekata mađarskog jezika (Benkő L. et al., 1968–1977) uzeo u obzir govornike mađarskog jezika koji žive u okolnim zemljama, ali samo do izvesne mere (razloge treba tražiti u tadašnjim tzv. društveno-političkim okolnostima). Ovaj nedostatak je iz perspektive vojvođanskog regionalnog varijeteta mađarskog relativno dobro premošćen. Naime, do kraja osamdesetih godina prošlog veka nastalo je nekoliko jezičkih atlasa koji opisuju dijalekte vojvođanskih Mađara, ali i Mađara u Slavoniji, Baranji i Međimurju. Poslednji ovakav atlas objavljen je 2012. godine.

Ono što nedostaje jeste sveobuhvatno istraživanje koje bi za cilj imalo proučavanje vojvođanskog regionalnog varijeteta mađarskog jezika nastalog po završetku prvog svetskog rata. Ovaj varijetet nije dijalekat već je nastao interferencijom jezika koji se govore u Vojvodini, dominantno srpskog jezika. Pošto se radi o dugotrajnom jezičkom kontaktu, vremenom nastaju određene jezičke promene, pre svega u rečniku i frazeologiji, zatim u morfologiji i sintaksi, a najmanje u fonetici.

U izlaganju želim pokazati koje su se morfološke, sintaktičke, pa čak i fonetske promene pojavile u mađarskom jeziku koji se govori u Vojvodini.

Ključne reči: mađarski jezik, dijalekti, regionalni varijetet, Vojvodina.

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НАСТАВНИЧКА ПРОФЕСИЈА: ЗА И ПРОТИВ. МИШЉЕЊА НОВОСАДСКИХ СТУДЕНАТА АНГЛИСТИКЕ

Одувек је улога наставника била од великог значаја за развој целог друштва. Својим професионалним и личним особинама, наставници су увек били један од најважнијих чинилаца постигнућа ученика и узор ученицима. Међутим, захтеви наставничке професије бивају много сложенији и захтевнији у оквиру сваке нове образовне парадигме и промењеног друштвеног контекста. Обесхрабрени неповољним статусом професије у друштву и егзистенцијалним изазовима, нарушеним угледом и поштовањем професије, све мањом аутономијом у раду, међусобним поштовањем, разумевањем и поверењем које испољавају родитељи ученика, а неретко и сами ученици, те све већим обимом посла и притисцима попут константне евалуације, наставници полако али сигурно губе мотивацију за бављење професијом за коју су се школовали, доживљавају стрес и синдром сагоревања, емоционалну исцрпљеност, и суочавају се с изостанком било каквог признања или награде за уложен велики труд, стручно знање, енергију, ентузијазам и љубав према професији за коју су се определили.

Циљ овог рада јесте да испита мишљења, ставове и очекивања новосадских студената 3. и 4. године англистике у вези с избором наставничке професије путем квалитативног истраживања у циљу откривања разлога испитиване појаве: 1) Зашто би волели да раде у просвети? и 2) Зашто не? 3) Ако би, којим видом наставе би волели да се баве? 4) Ако не, чиме би желели да се баве? 5) Да ли би жељеном професијом волели да се баве у својој земљи или у иностранству, и где и зашто? и 6) Да ли их је у томе мотивисала одређена особа коју сматрају узором?

Ово истраживање је пилотског карактера и служи за прикупљање важних података који би могли осветлити суштину студентске мотивације за рад у настави и њихових препорука усмерених на побољшање општих услова рада у просвети који би могли да допринесу стварању квалитетнијег образовног окружења у корист свих: наставника, ученика, родитеља и др.

Кључне речи: наставничка професија, студенти англистике, квалитативно истраживање, друштвени контекст.

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PREOBLIKOVANJE PROCESA PREVOĐENJA PUTEM SAVREMENIH DIGITALNIH TEHNOLOGIJA

Savremene digitalne tehnologije transformišu, olakšavaju i ubrzavaju proces prevođenja. U radu se analizira primena kompjuterskih alata, veštačke inteligencije i onlajn rečnika u procesu prevođenja. Cilj rada je provera hipoteze da li se uloga prevodioca primenom digitalnih tehnologija svela na ulogu lektora. Takođe, ovde se razmatra i pitanje sticanja novih kompetitivnih znanja i veština prevodilaca u prevodilačkom procesu koji je trojnog karaktera: kontekstualnog, interkulturalnog i multimodalnog.

Sprovedeno je empirijsko istraživanje o kompjuterskim alatima nad petnaest prevodilaca, tri tumača i jednim stranim lektorom. Iz dobijenih odgovora merenih Likertovom skalom došlo se do kvantifikovanih istraživačkih rezultata. Isti su detaljno izloženi u odeljku o rezultatima istraživanja, a svode se na zaključak da je njihov rad značajno optimizovan kao i da sopstvenom interaktivnošću automatizuju prevodilački proces.

Razjašnjeni su i ilustrativno predstavljeni i onlajn rečnici koji uz prevodilačke alatke otkrivaju karakteristične detalje upotrebe, uzimajući u obzir njihove prednosti i mane. Za njihovu efikasnu upotrebu su poslužila iskustva eksperata iz istraživanja, koji su svojim dodatnim edukativnim, prevodilačkim i ekstralingvističkim znanjima i radom, kao i stalnim obrazovanjem na polju informatičke obuke dospeli do ekspertskog nivoa. Prevodilačke alatke i online rečnici kojim su ispitanici raspolagali su u tom trenutku aktuelne verzije aplikacija Linguee, SDL Trados Studio, Wordfast, The Free Dictionary, Fluency Now Professional, ProZ, Magic Search, IATE (Interactive Terminology for Europe), Omega T i Website Word count.

Ključne reči: savremene digitalne tehnologije, proces prevođenja, prevodilački digitalni alati.

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DEVELOPING CULTURAL COMPETENCES IN HUNGARIAN L2 WITH MA STUDENTS OF TRANSLATION STUDIES

Teaching Hungarian as a foreign language (L2) at the MA level implies developing not only linguistic, but also cultural competencies in students who already possess knowledge of Hungarian at the B2 level of the Common European Framework of Reference for Languages, when enrolling in their studies. In this paper I would like to examine the didactic material for teaching Hungarian as a second language available at level B2+ and above for the development of cultural competencies, as well as raising intercultural awareness in teaching Serbian native speakers the Hungarian language.

Furthermore, since the focus of the Hungarian translation course in the two-year MA Translation Studies program at the Faculty of Philology, University of Belgrade, is literary translation, this study seeks to align the curriculum of Hungarian literary translation into Serbian with the PETRA-E Framework of Reference for the Education and Training of Literary Translators (in short: PETRA-E Framework). The PETRA-E Framework recognises eight competences: transfer, language, textual, heuristic, literary-cultural, professional, evaluative, and research competence, which can be developed at five levels, from beginner to expert. Although the framework is not intended as a prescription for teaching, but rather as an aid for curriculum development, by linking descriptors describing the levels of translation competence, it can help not only teachers' work but also students in acquiring the translation skill. The aim of this study is to take the first step in connecting Hungarian language teaching for translation studies by presenting the opportunities that Hungarian language teaching materials offer for developing students' cultural competences.

Keywords: cultural competence, Hungarian as a foreign language, literary translation, PETRA-E Framework.

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**VARIETIES OF ENGLISH LEXICOGRAPHY:
EXPLORING THE DICHOTOMY OF COMMONALITIES
AND INDIVIDUALITY**

Scholarly writings on the lexicography of English varieties cover a wide range of topics and use diverse methodologies (Bailey, 2009; Bolton, 2004; Delbridge, 2001; Fischer, 2002). This research examines the lexicographic traditions of Australian English (AuE) and Indian English (IndE), both rooted in British lexicography (Bytko, 2015, 2019; Lambert, 2012; Laugesen, 2024; Skybina, 2010, 2013). While sharing methodological and technical features, each tradition also possesses unique characteristics. The study aims to identify these distinct traits in Australian English lexicography (AuEL) and Indian English lexicography (IndEL), as well as explore their historical development. We hypothesize that lexicography reflects the evolutionary stage of each variety and suggests potential future trajectories.

To investigate these traditions, we analyze twenty dictionaries from each, published between the 18th and 21st centuries, employing sociolinguistic and historical-typological approaches to understand the shaping factors of these lexicographic traditions and their trajectories.

Our research identifies three phases in the development of AuEL individuality: the formation period (1819–1950), when its typological originality emerged in response to adapting to new environments; the actualization period (1951–1999), marked by the rise of national unabridged lexicography and the recognition of AuE as a distinct national variant; and the differentiation period (2000 onward), characterized by diversified lexicographic resources.

Similarly, IndEL individuality developed through three phases: the instrumental period (late 18th c.–1886), characterized by terminological and general dictionaries providing significant amount of encyclopedic and cultural information for native English speakers; the exploratory stagnation period (1887–1947), marked by a decline in lexicographic activity, despite expanding users and political and sociolinguistic shifts; and the developmental period (1947–present), defined by a resurgence in diverse lexicographic materials acknowledging the need for a comprehensive dictionary.

Each phase reflects the socio-cultural and linguistic histories of both Australia and India, charting the trajectory of their respective lexicographic traditions and emphasizing their originality.

Keywords: varieties of English lexicography, Australian English lexicography, Indian English lexicography, lexicographic traditions.

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**LOST AND FOUND IN TRANSLATION:
SYNTACTIC MARKEDNESS, POLITICAL LEXICON,
AND PROSODY IN INTERPRETED EU PARLIAMENTARY
SPEECHES (GERMAN-ITALIAN)**

Multilingualism – enshrined by Regulation 1/1958 as the principle of equality among all 24 official EU languages – is central to the functioning of the European Parliament. In this context, interpreters play a pivotal role, ensuring real-time translation of every speech into all other official languages, thus enabling both Members of the European Parliament (MEPs) and citizens to understand all speeches (Corbett et al., 2011). Simultaneous interpretation, already challenging due to the significant cognitive effort needed to coordinate the reception of the source text and the production of an accurate and faithful rendition in the target language (Riccardi, 1998; Cinato, 2019), proves particularly demanding in the European Parliament, where interpreters must also contend with the rapid speech delivery of MEPs (Schröder, 2019; Anghelli & Mori, 2022).

This study analyses a specific linguistic feature in German-language parliamentary speeches that presents particular complications for simultaneous interpretation: the presence of syntactically marked structures in the right periphery of the utterance, namely verb-free *Nachfeld* constructions; together with prosodic features, they are frequently used to emphasise specific words (Caprioli, 2022). To investigate this phenomenon, the study examines 100 occurrences extracted from a parallel corpus – specially created for this research – of transcribed German plenary speeches delivered between January 2023 and January 2024 by MEPs elected in Germany, alongside their transcribed interpreted Italian versions – Italian being a language lacking a direct equivalent to the *Nachfeld*. A qualitative analysis will assess congruences and divergences between the original and the interpreted speeches not only from a syntactic perspective, but also at lexical and prosodic levels – the former focusing on the translation of ideologically loaded words (Beaton-Thome, 2013; Angelo & Mori, 2022), the latter drawing on the principles of the Language into Act Theory (Moneglia & Raso, 2014). A quantitative analysis will then seek to identify potential recurring patterns in the translation strategies employed.

Keywords: simultaneous interpretation, European Parliament, *Nachfeld*, parliamentary speeches.

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OPŠTE ODLIKE DISKURSNIH MARKERA U ITALIJANSKOM KAO DRUGOM JEZIKU

U ovom radu (up. Ceković 2020, u štampi), sa teorijskog i empirijskog stanovišta razmatramo i ilustrujemo opšte, sintaksičko-distributivne odlike diskursnih markera u italijanskom kao drugom jeziku. Ovi konverzacioni elementi, reči i izrazi visokoučestali u svakodnevnom govoru, poput *allora* (pa), *e* (i), *insomma* (znači), *voglio dire* (hoću da kažem) i niza drugih, bitan su činilac pragmatičko-diskursne kompetencije kako maternjih tako i nematernjih govornika.

Naporedo sa intenzivnim proučavanjem u L1, prvenstveno engleskom ali i u ostalim jezicima, markeri se tokom protekle dve decenije sve detaljnije izučavaju i u L2, među kojima je i italijanski (Fung & Carter 2007, Polat 2011, Nigoević & Sučić 2011, Jones & Carter 2014, Ceković 2014, Jafrancesco 2015, De Marco 2016, De Cristofaro & Badan 2019, Scivoletto 2022). Međutim, i dalje im

nedostaju precizno iscrtani obrisi u okviru dominantnih teorijskih okvira, kao i kompletan, sistematski opis glavnih karakteristika.

Ovaj rad ima za cilj da pruži doprinos upravo na tom polju. Bazzanellin (1995, 2011) funkcionalni opis markera u L1 italijanskom iz pragmatičke perspektive služi nam kao polazište za teorijsku deskripciju predmetne kategorije u italijanskom L2. Pomoću izvoda iz ITALSERB (Ceković-Rakonjac 2013) učeničkog korpusa srbofonih govornika italijanskog kao stranog, na B nivoima kompetencija, ilustrovaćemo opšte markerske odlike: paradigmatiku i sintagmatsku polifunkcionalnost, gramatičku heterogenost, varijabilnost kolokacije, ulančavanje, međurazmenjivost, primovanje i idiosinkratičnost.

Kvalitativna i korpusna analiza, kojima se u radu identifikuju i primerima iz korpusa dokumentuju generalne odlike markera u italijanskom, u svojstvu odraza učenikovog umeća upravljanja interakcijom i vlastitim diskursom, imaju za krajnji cilj pružanje doprinosa njihovom sistematskom opisu i u ostalim L2. Mišljenja smo, naime, da ovi multifunkcionalni razgovorni elementi zavređuju detaljniji, sveobuhvatan pristup u teoriji i praksi usvajanja L2, koji podrazumeva i primenu multidisciplinarnе perspektive, s aspekta ne samo teorije usvajanja, već i pragmatike, analize konverzacije, glotodidaktike, korpusne lingvistike.

Ključne reči: diskursni markeri, italijanski kao drugi jezik, srbofoni učenici, korpus ITALSERB, pragmatičko-diskursna kompetencija.

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INVESTIGATING PHONEME TRANSPOSITION EFFECTS IN MANDARIN: IMPLICATIONS FOR LEXICAL RECOGNITION AND SPEECH TECHNOLOGY

The transposed-phoneme effect refers to the phenomenon in lexical recognition where a word can still be recognized even when the positions of certain phonemes are altered. This effect has been confirmed in languages such as English and French, as demonstrated in studies by Dufour and Grainger (2019, 2021), where phoneme pairs like /bis.kət/ and /bis.tək/ can activate each other. Such findings indicate that phonological flexibility is present in these languages, facilitating word recognition despite phoneme rearrangement. This study aims to investigate whether the phoneme transposition effect can also be observed in Mandarin Chinese, a language that relies on both phonemes and tonal distinctions. Two experimental methods were used: a lexical priming task and a lexical decision task. Twenty native Mandarin speakers, all holding a Level 2-A Mandarin Proficiency Certificate, participated in these tasks to ensure uniform proficiency levels. The experimental materials consisted of high-frequency Mandarin words, specifically chosen to include both phoneme and tone transpositions. Examples of these include 1a 吸取 [ɕi₅₁ tɕ^hy₂₁₄] and 1b 虚起 [ɕy₅₁ tɕ^hi₂₁₄], as well as substitution word pairs such as 2a 书本 [ʃu₅₅ pən₂₁₄] and 2b 尸本 [ʃɿ₅₅ pən₂₁₄], and distractor words to balance the task difficulty. The word pairs were presented randomly, and

both participants' reaction times and accuracy were recorded. By analyzing the participants' reaction times and accuracy rates under the phoneme transposition condition, the study aims to verify the existence of this effect in Mandarin Chinese. The research findings may offer important applications in optimizing speech recognition technologies, providing theoretical support for phonological processing mechanisms in language learners, and improving Mandarin pronunciation and listening comprehension training. Furthermore, it may contribute to the understanding of certain language disorders related to phonological processing in future research.

Keywords: transposed-phoneme, Mandarin, lexical recognition, speech perception.

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EXPLORING URBAN SOCIAL WELL-BEING THROUGH CONTEXTUAL SENTIMENT ANALYSIS: AN APPROACH TO EMOTION DETECTION IN SHORT SOCIAL MEDIA TEXTS

The availability of mobile devices and high-speed internet has created a new social context where online communication has become central to daily interactions, especially in urban environments. Social media platforms play a key role in this process, providing a space for horizontal communication models. Continuous and frequentative feedback creates an emotional context that begins with an individual, but gradually spreads to the entire social group. Analyzing the emotional polarity of discussions on social media helps identify cultural shifts and emotional perceptions of citizens, making public social media segments valuable sources for analyzing social sentiment trends and predicting social stability.

Despite the development of sentiment analysis methods, accurately identifying emotions in short social media texts remains challenging due to linguistic nuances like sarcasm and metaphors. Our study aims to develop a method for analyzing the sentiment of microtexts, considering the context to evaluate emotional tone through the balance of factual and emotional content. Data for the experiments were collected from the public segment of the VKontakte* social network (posts and comments from neighborhood communities in St. Petersburg, Russia; over 530,000 comments on 318,000 posts across 412 communities).

The final formula for emotion assessment is as follows: Final Emotion Score = (FR × W2V Score × Sentiment Score) – GPT Score. The parameter FR reflects the fact-to-emotion ratio, W2V Score assesses emotional weight at the word level, Sentiment Score (calculated using BERT) determines the overall sentiment, and GPT Score captures deep semantic relationships. This formula integrates both objective and subjective aspects of the text, achieving an F1-score of 0.86, indicating high accuracy.

The presentation will include a detailed description of the sentiment analysis method and a practical case study demonstrating how sentiment analysis, combined with topic modeling, allows tracking the dynamics of social sentiment among city residents taking into account districts context and social spheres.

*VKontakte – Russian social network that has same structure and functions as Facebook.

Keywords: contextual sentiment analysis, emotion detection, social well-being, social media texts.

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DO WE PRACTICE WHAT WE PREACH? AN APPROACH TO ELT IN SERBIA

The position of English as a global language, and lingua franca of our time, has been further reinforced by an increased exposure of young adults all over the world to different varieties of both L1 and L2 Englishes predominantly via social media. Only several decades ago, when the Internet was scarce and not easily accessible, EFL learners were exposed to this language mainly in the classroom setting and by watching films and listening to music. English was mainly acquired in English classes and the formation of an English dialect in L2 learners typically depended on English teachers' input. The English teacher was a model whose speech was imitated by students. In this talk I argue that the 21st century pronunciation teaching approach needs adjusting so it follows the increased English language input, mostly associated with General American (abbreviated to GA), not necessarily spoken by English teachers. Serbian EFL students are no exception, and the English spoken by them is heavily influenced by salient pronunciation features characteristic of GA, like rhoticity, t-flapping, and some vowel realizations (e.g. BATH, LOT, etc.), most of which are not explicitly taught. I will attempt at answering the following question: what teaching approach do you take when your English is no longer a model, and when you are unsure of where the model(s) come(s) from?

Keywords: EFL, Serbian learners, English varieties, teaching, pronunciation.

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CONCEPTUALIZATION OF LOVE IN ENGLISH AND SERBIAN

The subject of this paper is a contrastive study of how the domain of LOVE is conceptualized by Serbian university students, conducted during August 2023 via an online survey. The multifaceted corpus that constitutes the material of investigation comprises Serbian and English idioms, collected from several electronic corpora, dictionaries, an AI application, and by means of intuition

(65 idioms in total – 34 in the English language and 31 in the Serbian language, respectively). Theoretical framework is the Conceptual Metaphor Theory (CMT) developed by Lakoff and Johnson (1980), and its further development by Kövecses (2014, 2017). The primary goal was to determine what the dominant expressions for romantic love in both languages are, what conceptualizations lie behind them and what degree of both convergence and divergence exists between them (bearing in mind the established plane of universal human experience, and considering that these two languages belong to different language families). The secondary objective was to try and define as well as depict cultural scripts for romantic love in both languages. All participants were native Serbian language speakers. The gathered data totaled 48 conceptual metaphors in English and 77 in Serbian, a noticeably smaller number of conceptual metonymies (7 in total), while the number of related concepts was 45. The most prominent metaphors present in both languages contain information concerning conceptual domains of: CONTAINER, MOTION, FORCE–COUNTERFORCE, VERTICALITY, indicating that image schemas provide an important part of how people understand and interpret the world and reality in which they are situated. The results obtained coincide to a great extent with the conceptual convergence standpoint, while the remaining examples illustrate deviations, which may be affected by the cultural factor.

Keywords: cognitive semantics, conceptual metaphor theory, English, love, Serbian.

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REVISITING THE WORKSHOP METHOD OF TRANSLATION TEACHING

The paper aims to present the concept of non-literary translation workshop designed and implemented based on the principles of collaborative learning, ‘scaffolding’ and cross-ability peer learning. The workshop was organized in the academic year 2024/2025 with a group of six MA students of English in Translatology, an elective translation course in the master’s study programme Language, Literature, Culture at the Faculty of Philology in Belgrade. The students worked on the English translation of the architectural monograph on monasteries located in the Fruška Gora Mount, the home of a large number of historical Serbian Orthodox monasteries. In the workshop, not only linguistic and translational nuances determining translator’s decision-

making were discussed, but also cultural interactions between the source text and the target text, tailoring the target text to the potential readership and editorial translation-wise policies. This translation teaching model puts students at the centre of their own teaching and learning. The author argues that the contribution of such a translation workshop to the development of translation teaching entails the empowerment of student translators through real-life experience and collaborative formation of knowledge. The author also underlines the role of translation teacher (the workshop supervisor) as crucial in the sense that they have to pre-measure the student translators' competence with meticulous precision since the translator's task must be adjusted to the students' level of competence. Integration of different translation theories (e.g. functionalist approach, social constructivist approach, the Skopos theory) equips the author with a diverse theoretical framework for the exploration and discussion of the translation workshop as a model for translation students' training.

Keywords: translation teaching, translation workshop, collaborative learning, translation competence, translation task.

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PRIMENA JEZIČKIH TEHNOLOGIJA U IZDVAJANJU VIŠEČLANIH LEKSIČKIH JEDINICA IZ TEKSTA UDŽBENIKA

Iako ispitivanja vokabulara u obaveznim školskim udžbenicima traju već čitav vek, počevši od pokreta „Kontrole vokabulara“ i prvih merenja čitljivosti teksta u SAD-u 20-ih godina XX v, nevelik broj istraživača se bavio ovim pitanjem, i ciljevi postavljeni pre jednog veka još uvek nisu postignuti. Glavni razlozi za ovo stanje su (1) skrajnuta pozicija leksikona u okviru lingvistike tokom većeg dela XX v, i (2) mukotrpnost i dugotrajnost procesa (p)opisa jedinica rečnika udžbenika. Ipak, uticaj Korpusne revolucije (i) na (fundamentalna) lingvistička istraživanja, kao i izrazito ubrzan razvoj jezičkih tehnologija, danas nam omogućavaju da analiza vokabulara udžbenika obuhvati sve relevantne jedinice rečnika, i da bude izvedena u optimalnom roku.

Budući da specifičnost jezika udžbenika rezultira velikim brojem netipičnih leksičkih jedinica u vokabularu udžbenika, predmet ovog rada su višečlane leksičke jedinice u udžbenicima geografije za drugi ciklus obaveznog obrazovanja u R. Srbiji. Iako je nepobitna naučna činjenica da su višečlane leksičke jedinice ravnopravne jedinice rečnika, ovaj aspekt vokabulara i dalje ostaje nedovoljno reprezentovan i neuvažavan u istraživanjima koja se tiču leksičkog znanja, pa i u analizi vokabulara udžbenika.

U radu predstavljamo rezultate primene metoda i alata za automatsku obradu teksta u izdvajanju: (1) višečlanih leksičkih jedinica (eng. MWU i MWE) metodom predstavljenom u Stanković i sar. (2016), (2) termina alatom Leximir, i (3) imenovanih entiteta (eng. NER) modelom sr_pln_tesla_j355. Podatke dobijene automatskom obradom poredimo sa rezultatima ručne obrade sprovedene nad istim korpusom (Динић Маринковић, 2017). U delu specijalizovanog vokabulara utvrđene su razlike koje potiču od različitog načina definisanja opsega leksičkih slojeva u njegovom sastavu, dok zanimljive rezultate nalazimo u delu izdvajanja MWE, gde su automatskom analizom izdvojene jedinice koje nisu bile u fokusu istraživača tokom ručnog popisa vokabulara udžbenika, a od značaja su za precizan opis vokabulara udžbenika.

Ključne reči: vokabular udžbenika, specijalizovani vokabular, višečlane leksičke jedinice, automatsko izdvajanje termina, automatsko izdvajanje imenovanih entiteta.

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LANGUAGE DEVELOPMENT PROGRAMME FOR TEACHERS IN ENGLISH-MEDIUM INSTRUCTION

English-medium instruction (EMI) refers to the use of English as a medium of teaching and learning in higher education in non-English-speaking countries (Macaro et al., 2018). Despite its strengths, such as enhanced visibility of the institution, there are some serious weaknesses related to EMI, the main one being teachers' insufficient English language proficiency and lack of language support for EMI teachers. However, at the University of Rijeka, Croatia, one of the rare EMI teacher language development programmes is being conducted (Deroey, 2023). In addition to language proficiency, it also covers pedagogical skills and intercultural communicative competence.

Our aim was to analyse the programme with a particular focus on teachers' satisfaction and their learning from the experience gained there. The qualitative and quantitative data were obtained from teachers' evaluations of the programme and their reflections on their own and their peers' microteaching. The sample comprised four cohorts of programme participants from the Faculty of Medicine in Rijeka and the Faculty of Pharmacy and Biochemistry in Zagreb (N=40).

The findings indicate that teachers were extremely satisfied with the programme and appreciated the opportunity to practise language skills in simulated classroom situations, microteach, get and give feedback, and critically reflect on their own teaching. They also welcomed raising awareness of the importance of student-centred classes and language scaffolding in EMI by the instructors. Finally, the analysis of case studies from international universities was appreciated because it could help teachers meet communication challenges

in an international classroom. Teachers realised that inadequate language proficiency as well as lack of knowledge and awareness hinder their effective performance in EMI.

Drawing on the findings, we advocate the implementation of more development programmes that would be obligatory for EMI teachers and advance their competences, boost their self-confidence and ensure quality instruction.

Keywords: English-medium instruction, teachers, language development programme, language proficiency.

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THE USE OF ENGLISH LOANWORDS IN CROATIAN

The aim of this research paper is to examine the attitudes speakers of Croatian have towards language borrowing. When talking about language borrowing, some linguists, for example Drljača Margić (2014), believe that expanding the language by borrowing from English is desirable and provides countless possibilities for everyday communication. On the other hand, some Croatian linguists see this situation as dangerous for language because it means that Croatian words could potentially die out. For the purposes of this paper, information was collected seeking answers in a form of questionnaire, which was designed in order to see how easily do speakers of Croatian adapt to using English words and phrases. Focus was on the age, gender and level of education of the questionnaire participants. Hypothesis for this research was that younger speakers have more English words and phrases as a part of their vocabulary, while older speakers, on the contrary, use Croatian words instead. When it comes to gender, the hypothesis was that women are more likely to use English loanwords than men are, but this could differ depending on their age and job. However, considering education, people with lower education levels have the

same attitudes as the older generation, while the more educated participants are open to the influence of English.

Keywords: language borrowing, loanwords, purism, Anglicism.

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INCLUSIVE EXCLUSION: THE IDF AND ISRAELI CLASSROOM SOCIALIZING THEIR SEXED, GENDERED, AND QUEERED FUTURES

Childhood is a period of exploration, but society often seeks to control its unpredictability by directing youth into socialization practices, like education and mandatory civil service. These practices reinforce social norms, particularly regarding sexuality and gender (Edelman, 2004; Gilbert, 2014). In Israel, the Israel Defense Forces (IDF) and the Ministry of Education (MinEd) play key roles in shaping youth identities through implicit and explicit expectations of what it means to be an Israeli. However, the completion of education or military service no longer guarantees full rights and benefits in Israeli society, particularly for queer youth (see also Sasson-Levy, 2002). Therefore, this study compares Israeli education and military service, arguing that both institutions function similarly as mechanisms of socialization, especially concerning sexuality and gender, serving as inconsistent or fragmented forms of sexual citizenship (Berlant and Warner, 1998; Mandelbaum, 2018; Samov and Yishai, 2018). The study employs critical discourse analysis and queer linguistic approaches (Leap, 2023) about Israeli queer youth narratives, exploring their experiences within these institutions and how they are both included and yet excluded as citizens (see also Levon, 2014; Girsh, 2019; Pizmony-Levi, 2019). It also explores this aspect through the embodied and language affective experiences of Israeli queer youth. To achieve this, the study contextualizes Israeli queer history alongside the evolution of the IDF and MinEd. It employs a synthesis of theoretical frameworks – sexual strangers (Phelan, 2001) and pedagogy of nation (Millei, 2019) – to highlight the connections between identity practices, citizenship, and the embodied, linguistic, and affective experiences of queer youth within these institutions. By synthesizing literature on queer and affect theories, sexual citizenship, and Israeli militarism, the study illustrates how queer youth are both included and yet simultaneously excluded within these institutions. The study also contributes to the extremely limited literature on

youth discursive constructions of sexual citizenship (Pinson, 2008; Aggleton et al., 2019) by analyzing narratives from queer Israeli youth regarding their experiences in education and military service. We conclude by discussing the implications and affects of practice versus policy within these State institutions on queer youth (sexual) citizenship.

Keywords: Israel, queer identities, education, army service, sexual citizenship.

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EXPLORING EFL TEACHERS' ATTITUDES TO USING ARTIFICIAL INTELLIGENCE IN TEACHING PRACTICE

As artificial intelligence rapidly advances, it is crucial that that language teaching keeps pace with modern technology. Apart from some of the basic digital skills and competences, the application of AI is becoming increasingly significant for every person in the 21st century (Vranješ & Kocevská 2024). For that reason, EFL teachers should be willing to adopt a new approach to teaching by embracing new technology, learning how to apply it in practice, as well as showing their students how to learn with AI in a way that is safe, purposeful and ethical (Kohnke, Moorhouse & Zou 2023). The primary step of advancing teaching practice through the use of AI is to explore teachers' attitudes to such technology and their familiarity with it. The aim of this research was to examine the attitudes of EFL teachers in Serbia to the application of AI in teaching practice. In other words, the research aims were to obtain the answers to the questions whether teachers applied AI in practice, how they applied it, what they believed it could be used for and what their general attitudes towards it were. Another objective of this research was to explore potential correlations between the EFL teachers' use of AI and other factors, such as their age and years of teaching experience. The research is of convergent parallel mixed methods design, in which the participants' responses regarding their application of AI in teaching practice and their opinions on that subject were obtained through a questionnaire. The research focuses on bridging the gap in the domain of interdisciplinary research in applied linguistics and AI in Serbia. It aspires to provide a more detailed insight into this domain, thus allowing for further research and potential enhancement of the process of teaching and learning English as a foreign language.

Keywords: EFL teaching, EFL teachers, artificial intelligence, ChatGPT, teachers' attitudes.

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A JOURNEY TO A HISTORY OF JAPANESE LANGUAGE THROUGH POETRY

This paper describes how linguistic proficiency of Japanese language learners can be improved by using Japanese poetry. The paper outlines the method of using Japanese poems during “Japanese language history” classes in the final year of the bachelor’s degree program “Asian Studies” (Japanese language). This method enables learners to trace how the Japanese language changes over time, from its recorded beginnings until the present day, and helps to develop skills in Modern Japanese Language. The proposed method consists of the following steps:

1. Learners are familiarized with poems of different historical periods.
2. Learners refresh Japanese language skills and cultural knowledge.
3. Learners analyze a poetic text focusing on new phonetic, lexical, grammatical features.
4. Learners make connections between prior knowledge (of Modern Japanese Language) and new information (about Old Japanese Language, Middle Japanese Language etc).
5. Learners make a conclusion how a studied feature (in grammar, phonetics, vocabulary, writing system) changes over time.

The paper illustrates this method on the example one of the most significant changes in the grammar of the Japanese language: the replacement of the terminal form of the verb and adjective (終止形, *shūshikei*) with the attributive form (連体形, *rentaikei*).

References to theoretical grammar and lexicology, as well as to the literary and cultural heritage of Japan, form interdisciplinary connections, fostering critical and systemic thinking among the learners.

Keywords: Japanese Language teaching, terminal form of verbs, attributive form of verbs, Old Japanese Language, Middle Japanese Language, Modern Japanese Language.

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ADDRESSING BLIND SPOTS IN TEACHING VOCABULARY: IN SEARCH OF A NEW APPROACH TO VOCABULARY INSTRUCTION

This paper explores a frequently observed gap in the linguistic competence of advanced English learners (C1 level), based on the authors' teaching experience. Despite their high proficiency, these learners often struggle to articulate common concepts succinctly, relying on verbose paraphrasing or non-verbal cues. These items, often simple yet essential, defy traditional classification systems, as they span various grammatical forms and semantic fields, making them elusive for both learners and instructors. At the same time, they seem to represent the "shortest path" for expressing a given concept, and hardly any native speaker would have difficulty using them. This issue stems partly from a lack of attention given to certain lexical items in standard textbooks and language courses.

Drawing on the insights from applied linguistics and lexicography (Apresjan, 2000; Mel'chuk, 1999), the paper highlights the limitations of frequency-based selection criteria in vocabulary teaching. It introduces an alternative Environment- and Action-driven approach, contrasting it with the prevalent Topic- and Situation-driven methodologies, seen in resources such as *Vocabulary in Use* (Cambridge University Press, various publication dates) and *Business Vocabulary in Use* (Mascull, 2017). The proposed approach emphasizes comprehensive lexical coverage of processes and actions related to real-world contexts, such as driving, where terms like inner lane, hazard lights, or rolling down the window are routinely overlooked.

Additionally, the paper explores the utility of Lexical Functions (Mel'chuk, 1999) for structuring these items. While these functions, developed by Mel'chuk and Zholkovsky and expanded by Apresjan (2010), provide a systematic way to represent semantic relations, they require further refinement to address the full range of such expressions.

The paper calls for a re-evaluation of lexical selection methods and the integration of neglected vocabulary into teaching practices. By doing so, educators can better equip learners to express common ideas more effectively, bridging the gap between "classroom" proficiency and practical communication.

Keywords: lexical items, vocabulary teaching, lexical functions, applied linguistics, language pedagogy.

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EMPOWERING AI LITERACY THROUGH LANGUAGE AND AI INTEGRATED LEARNING AND TEACHING

As artificial intelligence (AI) continues to reshape the educational landscape, particularly following the advent of ChatGPT in 2022, the need for curricula that foster AI literacy has become increasingly urgent (Long & Magerko, 2020; Yi, 2021; Gavriilidou, 2024a; b; c; d). This presentation proposes Content and AI Integrated Learning (CAIIL) as an innovative approach to AI education. Rather than treating AI as a standalone discipline, CAIIL integrates it directly into the curriculum, positioning AI as both a learning tool and a subject of study. Through this approach, students not only learn how to use AI, but also leverage AI to enhance their educational experience.

Using language teaching as a case study, this paper illustrates how CAIIL can be incorporated into curricula to simultaneously support content learning and AI education. By fostering both domain-specific knowledge and AI literacy, CAIIL equips students with the skills to navigate and apply AI in diverse contexts. The novelty of the paper lies in introducing CAIIL as a framework that addresses the evolving educational demands brought about by advancements in AI. This interdisciplinary model promotes a holistic approach to education, empowering learners to harness the potential of AI effectively.

The presentation is structured as follows: first, we analyze the characteristics of the CAIIL approach and define the concept of AI literacy; second, we outline how CAIIL can be embedded within a language teaching curriculum aligned with the principles of the CEFR to promote AI literacy and empower language learners.

Keywords: Content and AI Integrated Learning, AI literacy, Ai education, Language Teaching, CERF.

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WORD ORDER VARIATION IN THE ACQUISITION/LEARNING OF GREEK AS A SECOND/FOREIGN LANGUAGE

In this study we investigate word order variation in the acquisition/learning of Greek as a second/foreign language (L2), focusing on how learners of different L1 backgrounds deal with word order patterns in Greek. Drawing on the data from learners of Greek, we explore whether the flexibility of Greek word order poses challenges for L2 learners, especially in terms of syntactic realisation, pragmatic competence and discourse organisation.

Greek exhibits great flexibility with respect to word order by allowing for different permutations, such as Object-Subject-Verb (OSV), Subject-Object-Verb (SOV), Object-Subject-Verb (OSV) etc., each of which is linked with different syntactic, pragmatic and intonation properties (see Philippaki-Warbuton 1985; Tsimpli 1995; Alexiadou 1997; Lascaratou 1998; Roussou & Tsimpli 2006; Keller & Alexopoulou 2001; Georgiafentis 2004; Skopeteas 2016; Georgiafentis & Tsokoglou 2020a, among others).

Word order has been associated with information structure (topic-comment, topic-focus) in various frameworks as a mechanism crucial for felicitous communication given that each word order pattern bears a distinct information load. This means that different ways of structuring the information in a given sentence lead to different pragmatic interpretations, and consequently a sentence with a specific pattern may be appropriate in one context but inappropriate in another.

Despite its importance in successful communication, the choice of various word order patterns is neither presented nor explained in coursebooks of Greek as an L2 (cf. Georgiafentis & Tsokoglou 2020b). Yet, the texts used in these coursebooks contain a number of different word order patterns, as we will demonstrate. Thus, the question that arises is whether this kind of input is enough to make learners aware of the information properties of each permutation, so that they comprehend and use it successfully in the respective communicative situation.

In the present study a combination of data from L2 Learners together with acceptability judgement tasks are employed in order to assess learners' knowledge and competence in non-canonical word orders, in contexts where information structure and discourse-pragmatic factors guide word order choice in focus constructions such as OVS, SOV, and OSV. Furthermore, we suggest guidelines for the teaching of word order as part of the information structure for Greek as L2.

Keywords: word order variation, Greek as a second/foreign language, L2 syntax, information structure, focus constructions.

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KRONOTOPSKI KONTEKST ONLINE-DISKURSA MLADIH

Sveprisutni globalizacijski procesi i kompleksne pojave u suvremenom društvu motivirali su sociolingviste u preispitivanju postojećih analitičkih sredstava u deskripciji jezika i različitih diskursa. Sociolingvistika se tako više ne oslanja samo na postojeće koncepte nego uključuje i fleksibilnije, fluidnije i višeslojne koncepte. Također, koncepti kao što su kontekst, zajednica, mjesto i prostor više se ne shvaćaju samo kao objektivni i dani entiteti, već kao društveni i diskurzivni konstrukti.

Novouvedeni koncept kronotopa, koji je inače prvi uveo Bahtin (1981) naglašavajući neodvojivost vremenskog prostora, koji nije samo neki pasivan entitet, trebao bi pomoći u razumijevanju intrinzične povezanosti konteksta i društvenog ponašanja, ali i u stalnim reinterpetacijama komunikacijskog djelovanja čiju prikladnost procjenjuju sami sudionici uz pomoć vrijednosnih sudova, habitusa i nataloženih značenja.

U radu se raspravlja o konceptualizaciji konteksta i kronotopa koji korespondiraju s određenim jezičnim praksama, žanrovima i diskursima i koji sami mogu predstavljati određene identitete. Kronotopska obilježja nekih oblika jezika i identiteta ukazuje na načine funkcioniranja određenih društvenih grupa/zajednica i kultura. I dok Miller (2011) smatra da je digitalna kultura "lišena konteksta", da u internetskom svijetu ne postoji ni vrijeme ni prostor, da je "bez horizonta", Blommaert (2015; 2020) tvrdi da nema ničeg virtualnog u tom online-prostoru jer internet svakom akteru osigurava kronotopsku okolinu u kojoj će demonstrirati neki od svojih identiteta, ovisno o tome s kojom se mikrozajednicom želi identificirati.

U opisu jezične online-prakse mladih, njihova online-diskursa, alati lingvističke etnografije više nisu dostatni već je potrebna i digitalna etnografija. Izbor vernakulara, žargona, slanga ili nekog drugog sociolekta u intragrupnoj online-komunikaciji upravo ukazuje na njegovu determiniranost kronotopskim kontekstom, ali, dakako, i samom pragmatikom.

Ključne reči: kontekst, kronotop, online-diskurs, mladi, digitalna etnografija.

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THE STUDENTS' ATTITUDES TOWARDS CHATGPT FEEDBACK ON THEIR WRITING SKILLS IN EFL AT THE FACULTY OF ARTS AND HUMAN SCIENCE, UNIVERSITY OF NOUAKCHOTT AL AASRIYA

The evolvement of large language models (LLMs), such as OpenAI's ChatGPT, presents transformative opportunities for higher education across various disciplines. In education, particularly, the dynamic evolvement of technology marks a significant paradigm shift in teaching and learning EFL. In this paradigm shift, innovative tools and platforms have emerged to assist students in enhancing their language skills. ChatGPT has particularly become one of the most widely used tools with this respect.

In light of this, this paper investigates students' attitudes towards ChatGPT feedback on their writing skills in EFL. It is hypothesized that both students who had used ChatGPT feedback in writing before and those who used it for the first time during this experiment have positive attitudes towards using it.

The sample of this study consists of first-, second-, and third-year BA as well as first- and second-year MA students at the English Department, Faculty of Arts and Human Sciences, University of Nouakchott Al Aasriya in Mauritania. They are all English majors taking writing subjects, which include Writing Composition I and II, Creative Writing, Research Projects, and Academic Writing.

A mixed-method approach was used by deploying writing tasks, and a Likert-type questionnaire. The writing task was based on the "IELTS Academic Writing Marking Criteria and Scoring Checklist," so the participants had a basis for their evaluation. The questionnaire aimed to gather information about the students' attitudes towards using ChatGPT feedback based on their experience.

The results reveal that ChatGPT offers several advantages as a writing assistant, tackling different aspects of writing. It gives immediate and personalized feedback based on the prompts provided.

Keywords: Large Language Models, Artificial Intelligence, Writing, Prompt, English as a Foreign language.

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REGISTER VARIATION IN INDIAN ENGLISH: ERRORS AND ERROR ANALYSIS

Register refers to a wide range of style variations for a specific purpose among diverse demographics that comprise language choices made in different communication and cultural contexts. Intimate, casual, consultative, formal, and frozen registers are well defined by a formality spectrum. The study was to identify the spelling and grammatical errors and error analysis in the mid- and end-semester answer scripts of young engineering adults affected by English registers in a premier institution in India, the Indian Institutes of Technology (IIT) Kharagpur, within the context of English as a Second Language (ESL). We investigated how the learners perceive, receive, and incorporate attitudes towards English registers and how it influenced errors in language awareness and academic writing. The data were collected from the 'in-group' communication of the B. Tech engineering students' community (boys and girls) and the same quantity of data from the 20 mid- and end-semester answer scripts at the Indian Institute of Technology (IIT) Kharagpur, India. These answer scripts were collected from a wide range of engineering students from diverse departments, having a mutual course entitled *English for Communication* and various mother tongues, and belonging to different geographic locations to ensure a thorough examination of language learning dynamics. The study was conducted using their academic answer scripts, which included a qualitative analysis of cross-cultural diversity and their English usage patterns employing a digital ethnography and emic observation of complex language choices of young engineering adults in their social interaction. As evident from the results, the identified errors were created by overt and covert errors, mistakes, and the deviation of 'correctness' and 'appropriateness' from the British English norms in their 'in-group' communication. Regarding the deviation of 'correctness' and 'appropriateness', the students were unaware of integrating well-developed English language knowledge and norms. The metalinguistic awareness from social media and techno culture also impacted their 'in-group' communication and was transferred to their academic answer scripts. The errors were caused overtly as well as covertly by diverse mother tongues, bi/multilingualism, and cross-lingual influences. Grammatical, spelling, capitalisation, punctuation, pragmatic errors, code-mixing, and usage of jargon were identified to a great extent in social interaction and transferred to their academic writing too.

Regarding the overt error, they tended to omit, abbreviate, and substitute longer terms and phrases, mix code, switch code, blend, and make inflectional errors in the tense aspect, and jargon was marked by considerable use of slang and 'in-group' terminology in their group communication. The percentile rate of errors was shown in the study through quantitative analysis. Furthermore, the study contributes to employing multimodal methodological considerations, enhancing inclusive instructional practices in English learning dynamics.

Keywords: English registers, English as a Second Language (ESL) context, linguistic diversity, metalinguistic awareness, English errors, and error analysis.

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BLAGOSLOV ILI PROKLETSTVO, ZLATNO DOBA ILI TEMPIRANA BOMBA – LEKSIČKA SREDSTVA ZA IZRAŽAVANJE SUPROTNIH STAVOVA O VEŠTAČKOJ INTELIGENCIJI U NEMAČKOM USMENOM MEDIJSKOM DISKURSU

Poslednjih godina, veštačka inteligencija postaje predmet sve više televizijskih debata, podkasta i diskusija. U naslovima ovakvih emisija, koji za cilj imaju privlačenje pažnje, javljaju se brojne suprotnosti kao što su „blagoslov ili prokletstvo“, „kraj kreativnosti ili pesnička sloboda“ i „hoće li nas veštačka inteligencija spasiti ili uništiti“. Emisije debatnog i dokumentarnog tipa na temu veštačke inteligencije nastoje da prikažu prednosti i mane veštačke inteligencije i suprotstavljena mišljenja o njoj. Pritom se koriste različite kreativne složenice, frazemske konstrukcije i idiomi, često sa ciljem naglašavanja ili emotivnog bojenja iskaza koji opisuju veštačku inteligenciju i njene mogućnosti. U ovom radu, analizom su pre svega obuhvaćene kreativne složenice, kao što je „Nachplapper-Automat“ (srp. „automat koji ponavlja kao eho“), sintagme, kao što je „ein stochastischer Papagei“ (srp. „stohastički papagaj“), kojima se slikovito opisuje veštačka inteligencija, kao i frazeme, kao što je konstrukcija X' oder X" („Chance oder Risiko“, srp. šansa ili rizik) ili idiom „neue Gipfel erklimmen“ („Mit den KI-Systemen werde die menschliche Kreativität neue Gipfel erklimmen“, srp. „Sa sistemima veštačke inteligencije ljudska kreativnost će dosegnuti nove vrhove“). U radu su obuhvaćeni i celi iskazi, poput „Doch was den einen als ultimative Bedrohung erscheint, besitzt für andere geradezu utopische Potenziale“, (srp. „Ali ono što se nekima čini kao konačna pretnja, za druge upravo ima utopijski potencijal“). Izvršena je kvalitativna analiza

autentičnih primera ekscerpiranih iz građe. Građu za ovaj rad čine transkripti odabranih nemačkih emisija debatnog i dokumentarnog tipa nastalih u periodu od 2021. do 2024. godine, a koje za temu imaju prednosti i mane veštačke inteligencije. Analiza je sprovedena ručno, kao i uz pomoć u tu svrhu kreiranog korpusa transkripata na platformi „Sketch Engine“, koji omogućava analizu tekstova u pogledu učestalosti pojavljivanja reči i izraza u korpusu, kao i prikaz svih reči određene vrste, npr. svih imenica, kako bi se lakše detektovala leksička sredstva relevantna za ovo istraživanje. Cilj ovog rada je da prikaže kojim se leksičkim sredstvima opisuju prednosti i mane veštačke inteligencije u medijskom usmenom diskursu.

Ključne reči: analiza diskursa, usmeni medijski diskurs, leksikologija, frazeologija, nemački jezik.

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REGISTER VS. GENRE APPROACH TO TEXT ANALYSIS WITHIN ESP CLASSES

Taking the view that register and genre are different approaches to text analysis as the starting point (Biber & Conrad, 2009), this paper makes a comparison between these two approaches – the register and genre approach – in order to determine which one is more suitable to use for text analysis within ESP classes at the tertiary level of education. Firstly, the main features and applications of these approaches are given. After that, the register and genre approach are compared and contrasted in terms of the amount of text, frequency of linguistic features, and the direction of text analysis they employ. After taking into consideration all these elements, the author suggests that the genre approach is more adequate. The genre approach to text analysis considers whole texts, while the register approach neglects texts in their entirety, as well as their communicative purpose. The genre approach represents a top-down analysis, i.e. instead of focusing on the frequency of individual linguistic elements, it puts emphasis on an overall analysis of the text moving towards smaller structural elements, such as moves and steps. The main reason for genre approach preference and proposition over the register approach lies in the fact that through genre analysis university students become familiar with conventions and the structure of various types of documents, such as cover letters, business letters, instruction manuals, etc. These are the types of

documents students will be required to read and write in practice, after their graduation.

Keywords: the register approach, the genre approach, text analysis, ESP.

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ISKAZIVANJE KAUZALNOSTI U ARGUMENTATIVNIM TEKSTOVIMA UČENIKA ČETVRTOG RAZREDA OSNOVNE ŠKOLE

Argumentativni tekst treba da sadrži činjenice kojima se potvrđuju stavovi autora i izražavaju njegove tvrdnje u vezi sa određenom temom, što podrazumeva logičku organizaciju teksta i iskazivanje uzročno-posledičnih veza. U tom smislu argumentativi imaju složeniju strukturu od ostalih tipova teksta jer se primenjuje tzv. *knowledge transforming* strategija (Scardamalia & Bereiter, 1986), koja podrazumeva da se postojeća znanja o temi transformišu i prilagode zahtevima teksta, što za decu na mlađem školskom uzrastu nije jednostavan zadatak, pa se ovaj tip teksta u potpunosti usvaja tek u višim razredima osnovne škole. Teorijski cilj je bio da se ispituju i utvrde načini za izražavanje kauzalnosti u pisanom diskursu desetogodišnjaka, čime bi se dodatno rasvetlile činjenice koje se odnose na usvajanje sredstava za izražavanje kauzalnih odnosa u (srpskom) jeziku, dok bi se njegov primenjeni cilj ogledao u nastavi maternjeg jezika. U radu su analizirani argumentativni tekstovi dveju generacija učenika četvrtog razreda jedne beogradske osnovne škole, tako da se korpus sastojao od ukupno 88 pisanih radova (46+42). Deskriptivnom metodom je omogućeno registrovanje formalnih i semantičkih odlika sredstava za izražavanje kauzalnosti u pisanom diskursu maternjih govornika srpskog jezika na kraju prvog ciklusa obaveznog obrazovanja. Rezultati upućuju na zaključak da se kod dece u fazi proširivanja jezičkih kompetencija semantička kategorija kauzalnosti može formalizovati različitim sintaksičkim sredstvima, od predložko-padežnih konstrukcija do rečeničnih. Pokazalo se da nosioci uzročnih značenja u rečeničnim kompleksima, pored subordiniranih klauza, mogu biti i klauze povezane postupcima jukstapozicije i koordinacije. Međutim, za razliku od subordinacije kojom se direktno iskazuje kauzalnost (posredstvom kauzalno markiranih veznika i vezničkih izraza), jukstapozicijom i koordinacijom se to čini na indirektan način.

Ključne reči: kauzalnost, sintaksa, semantika, srpski jezik, desetogodišnjaci.

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TECHNOLOGY USE AMONG PRE-SERVICE TEACHERS DURING THE ELT METHODOLOGY 3 PRACTICUM AT THE UNIVERSITY OF BELGRADE, SERBIA

With the rapid inclusion of technology into education systems worldwide, especially in terms of language teaching, it has become imperative to instruct pre-service teachers on its pedagogical potential and how to use it effectively once they begin their careers. This is the responsibility of teacher educators and initial teacher education programmes, but the rate of technology adoption among teachers will also depend on their attitudes and beliefs. The aim of this research was to explore if and how pre-service teachers at the University of Belgrade, Serbia, used technology in their practicum, and what their general opinions of the course content were. The study involved 22 fourth-year pre-service teachers who were either doing their practicum or had already completed it. The results show that their attitudes towards both technology use and their teacher training courses were favourable, but potential improvements could be made.

Keywords: initial teacher education, student-teachers, teacher development, technology integration, teacher training.

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INTEGRATING MATH AND SCIENCE WITH FOREIGN LANGUAGE TEACHING AT YOUNG LEARNERS' AGE

The effectiveness of one's native and foreign (or second) language use largely determines one's personal, cultural and professional growth. In modern education, foreign language teaching and learning have acquired novel and multiple forms. They have evolved into individual human-machine interactions, tandem co-teaching sessions, group workshops, or even larger communities of practice, in which both students and teachers have something to learn. In such formats, language use often surpasses the limitations of a single academic subject and finds its purposes across the curriculum.

The earlier learners recognise that foreign language knowledge is a means to many ends, the sooner they will wish to use it in and out of the classroom. Starting with cross-curricular integration in language classes at young learners' age is one way of supporting learners' development. If well balanced, it can boost their motivation to engage in activities, expand their general knowledge, help them improve their language ability and skills, and show them the relevance of personal and digital literacy. While some contents appear to lend themselves to a foreign language syllabus easily, such as songs, rhythmic chants and action songs, or colourful art and craft activities, subjects like Math and Science may be regarded as a potential source of stress or anxiety by both children and teachers. However, this need not be the case. Based on a mixed methods approach, this paper aims to show that integrating contents of these two subjects with English language teaching on a basic level may well lead to young learners' broader reasoning and spontaneity in foreign language use through intriguing and

playful activities. Likewise, training pre-service teachers to think and act in the same direction can bolster their own communicative competence in another language, strengthen their pedagogical intuition and metacognitive skills, and boost their professional growth.

Keywords: foreign language, integrating, Math and Science, young learners, learning and teaching.

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INKLUZIJA I NEURORAZVOJNI POREMEĆAJI: UTICAJ NEURORAZVOJNIH POREMEĆAJA NA UČENJE STRANIH JEZIKA

Neurorazvojni poremećaji predstavljaju grupu različitih poremećaja (poremećaji u komunikaciji, specifične smetnje u učenju, neurorazvojni motorički poremećaji, hiperkinetički sindrom sa poremećajem pažnje (ADHD), autizam i intelektualna ometenost) koji se ispoljavaju tokom ranog razvoja, detinjstva ili adolescencije, a koje karakterišu smetnje u različitim sferama funkcionisanja. Poslednjih decenija veliki broj multidisciplinarnih istraživanja daje uvid u funkcionisanje ove populacije dece. Iako je proces inkluzivnog obrazovanja u Republici Srbiji obavezan, do danas postoji mali broj istraživanja koja su ispitivala učenje stranog jezika kod ove populacije dece.

Cilj studije jeste stvaranje uvida u glavne karakteristike govornih i jezičkih smetnji kod ove populacije dece, kao i povezanost ovih smetnji sa smetnjama koje se očekuju tokom procesa usvajanja novog jezika. Pregledom literature su obuhvaćene neurorazvojne smetnje kod kojih postoji dominantni jezički ili govorni deficit kako bi se, kroz procese interferencije i transferencije, stekao što bolji uvid u mehanizme delovanja smetnji na maternjem jeziku i smanjila odstupanja tokom učenja i ovladavanja novim jezikom.

Različiti podaci sugerišu značajnu povezanost i negativno delovanje jezičkih i/ili govornih smetnji koje postoje na maternjem jeziku na proces učenja novog jezika kod dece sa razvojnim jezičkim poremećajem, poremećajima artikulacije, verbalnom apraksijom, razvojnim poremećajem koordinacije i disleksijom.

Rezultati sugerišu da su deca sa neurorazvojnim smetnjama u čijoj je osnovi dominantno jezički i/ili govorni poremećaj u visokom riziku za slabo ovladavanje novim jezikom u svim jezičkim domenima. Ova studija bi se mogla

posmatrati kao polazna tačka u oblasti multidisciplinarnog istraživanja između jezičkih i govornih smetnji na maternjem jeziku i učenja novog jezika.

Ključne reči: strani jezik, jezički poremećaj, govorni poremećaji, poremećaj čitanja, razvojni poremećaj koordinacije.

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BLOGOVI O PUTOVANJIMA U NASTAVI STRANIH JEZIKA ZA TURIZAM: NA SRPSKOM, POLJSKOM I ČEŠKOM MATERIJALU

U izlaganju će biti predstavljeni rezultati istraživanja frazema ekscerpiranih iz tekstova objavljenih na odabranim češkim, poljskim i srpskim putopisnim blogovima i predložiće se mogućnosti njihove upotrebe u nastavi stranih jezika za turizam.

Sektor turizma zahteva od profesionalaca da budu u stanju da efikasno komuniciraju na različitim jezicima i u različitim kulturama. U svojim izjavama, stručnjaci za turizam treba da prate konvencije koje postoje u okviru turističkog diskursa i potencijalne potrebe primalaca (Rázusová, 2009: 198-199). U njihovom jezičkom obrazovanju treba da se naglasi specifičnost turističkog diskursa, posebno u okviru jezika koji nisu engleski (Ennis, 2014: 2).

Sadržaji objavljeni na putopisnim blogovima su reprezentativni tekstovi za savremeni turistički diskurs. Njihovi autori često teže da budu tzv. *travelebrities*: „heroji masovne mašte“, kojima se ljudi dive zbog njihovih putovanja (Koturbasz, 2009: 121; Morozova, 2016: 123). Oni stvaraju komunikacionu zajednicu čiji je jedan od konstitutivnih elemenata leksika, uključujući tipične kombinacije reči koje su predmet ove analize. Materijal za istraživanje prikupljen je na osnovu definicije frazema poljskog istraživača Vojćeha Hlebde: jedini kriterijum koji kombinacija reči mora da ispuni da bi se smatrala frazemom je njena reproduktivnost u jeziku (Chlebda, 2003: 49). Ovakav pristup je omogućio ekscerpciju ne samo idiomatskih jedinica, već i složenih termina, stereotipnih izraza, klišeja i leksičko-sintaksičkih obrazaca. Zatim su prikupljeni frazemi bili podeljeni u tematske grupe, što je omogućilo identifikaciju najvažnijih vrednosti i potreba kojima se vode autori putopisnih blogova. Urađena je i strukturna, semantička i funkcionalna analiza prikupljenih jedinica.

Rezultati analize mogu se iskoristiti u procesu oblikovanja komunikacijskih kompetencija budućih turističkih stručnjaka ili studenata filoloških smerova

sa turističkom specijalizacijom, kao i za produbljivanje njihovog razumevanja turističkog diskursa. Štaviše, prikupljen korpus fragmenata blogova koji sadrže frazeme može da predstavlja osnovu za kreiranje različitih tipova praktičnih jezičkih zadataka. Upotreba digitalnog okruženja podržava aktivno učenje frazeoloških jedinica i kolokacija (Wible, 2008: 168; Łuszcz, 2013: 60).

Ključne reči: jezik turizma, putopisni blog, slavenski jezici.

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АНАЛИЗА ПРЕВОДИЛАЧКИХ СТРАТЕГИЈА У ПРЕВОДУ ЕНГЛЕСКИХ НАСЛОВА КЊИЖЕВНИХ ДЕЛА НА СРПСКИ ЈЕЗИК

Рад анализира примере превода енглеских наслова књижевних дела на српски језик. Примери су пронађени прегледом сајтова водећих издавачких кућа у Србији и прегледом њихових појединих штампаних издања. Анализом су обухваћени наслови дела која Борис Хлебџ одређује као „вредније књижевне творевине“ (Хлебџ, 1981, стр. 52) и „наслови мање вредне литературе, намењене пукој разоноди“ (Хлебџ, 1981, стр. 52). С обзиром на то да је у првом плану анализа превода, у раду се успоставља

веза са примењеном лингвистиком јер „Примењена лингвистика“ значи да користимо наше знање о [...] језику [...] не бисмо ли остварили неки циљ или у стварности решили неки проблем. Ти циљеви су бројни и разнолики [...],“ (Schmitt & Celce-Murcia, 2019, стр. 1) а у њих се, између осталог, убраја и „[...] анализа текста [...] и превод [...]“ (ibidem). Истраживање се темељи и на контрастивној анализи јер се у њему примењује компаративно-контрастивна метода с обзиром на то да се: „[р]езултати контрастивне анализе [...] могу примењивати у теорији и пракси превођења. [...] Они могу бити релевантни [...] и за преводачки процес [...]“ (Ђорђевић, 2002, стр. 131). Рад је мотивисан значајем који наслов књижевног дела има за читаоца, на шта указује Дејвид Лоџ: „НАСЛОВ једног романа је део текста – заправо његов први део са којим се сусрећемо – и стога има знатну моћ да привуче и услови читаочеву пажњу“ (Lodge, 1993, стр. 193). На основу теоријских разматрања релевантних теоретичара превођења, посебно се обраћа пажња на преводачке стратегије примењене у датим примерима. Циљ рада је да укаже на изазове који могу да се јаве у преводу поменутих наслова и на приступе који се могу применити у њиховом решавању.

Кључне речи: књижевна дела, енглески књижевни наслови, српски превод, анализа преводачких стратегија.

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Завод за унапређивање образовања и васпитања

НАСТАВА НА СРПСКОМ ЈЕЗИКУ ЗА ДЕЦУ У ДИЈАСПОРИ: СТАВОВИ НАСТАВНИКА ПРЕМА ПОСЕБНОМ ПРОГРАМУ ОСНОВНОГ ОБРАЗОВАЊА И ВАСПИТАЊА У ИНОСТРАНСТВУ

У овом раду полазимо од постулата да језичко образовање почива на одређеним општим принципима, али да специфичност контекста у којима се одвија усвајање и учење циљног језика изискује примену различитих дидактичких приступа. Осим тога, како су досадашња истраживања показала, термилошко разграничење појмова првог и другог језика, другог и страног језика и сл., олакшава осмишљавање курикулума и његову примену и евалуацију јер нам помаже да идентификујемо и успешније одговоримо на потребе различитих ученика. Случај наследног језика, који се још назива породичним или завичајним језиком, посебан је јер дели низ карактеристика и са првим и са другим, односно страним језиком; ипак, његове специфичности углавном су повезане са квалитетом и квантитетом језичког инпута, као и са посебним обликом мотивације која је суштински утемељена на осећају припадности заједници и/или земљи порекла. Карактеристике наследног језика стога захтевају посебну врсту педагошког приступа и наставнике чији се рад темељи на познавању и примени низа педагошких, психолошких и лингвистичких начела уз уважавање индивидуалних потреба ученика.

Узимајући у обзир наведене чињенице, у овом раду истражујемо опште и специфичне чињенице од значаја за остваривање Посебног програма основног образовања и васпитања на српском језику у иностранству, намењеног ученицима који су се одлучили за овај вид наставе, а који је прописан од стране Министарства просвете Републике Србије. У анализи користимо анкетну методу како бисмо испитали професионална искуства, очекивања и ставове наставника који изводе образовно-васпитни рад кроз редовни или хонорарни ангажман. Фокусирамо се на различите аспекте ове наставе који су у вези са различитим, али снажно повезаним процесима и то: планирањем, остваривањем и вредновањем, као и управљањем процесом наставе и учења, у складу са његовим курикуларним и ванкурикуларним захтевима, специфичним за дати вид образовања. Резултати анализе података из репрезентативног узорка помажу нам да

боље разумемо ставове и уверења наставника о специфичној природи учења и подучавања наследног језика.

Кључне речи: српски као наследни језик, ставови наставника, потребе ученика наследног језика, језичко-образовна политика и планирање, српски језик у дијаспори.

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THE ROLE OF L1 IN EFL LEARNERS' MEANING CONSTRUAL OF POLYSEMOUS NOUNS

A learner of any foreign language has the arduous task of mastering the vocabulary of that particular language, especially if the person wants to reach a near-native level of proficiency. It is one of the most dreaded parts of learning a foreign language, with English being no exception. In this paper, the role of Macedonian as the learners' L1 and its influence on the understanding of different meanings of polysemous nouns will be examined. The study described in this thesis was conducted to test the hypothesis that learners will transfer some meanings from their L1 into English and distinguish between metonymical and metaphorical extensions of meaning which could affect the acquisition differently. Given that the study was based on another study dealing with a very similar topic, the nouns selected for the instrument were mostly taken from that study, which deals with polysemous nouns in English and Turkish. Some specific examples for Macedonian were added to the study for accuracy reasons. In the aforementioned study, the author Meral Ozturk (2018) tests each word twice: in its core sense and in its extended sense. This approach was adopted for the study at hand, along with the methodology for testing the data. The main criterion for selecting vocabulary for the instrument was that the words had to be familiar to the participants, as the aim was to test if they could discern core and extended meanings of the words with which they should already be familiar, and not to choose the ones the learners are unacquainted with. The first part of the paper deals with the theoretical background and explains the different aspects of polysemy as the main focus of the paper, as well as the difference between polysemy and homonymy. This lays the foundation for data processing in the discussion part of the thesis. The second part of the paper presents the study itself, its aims, and the means through which it was conducted. After that,

there is a discussion about the results of the study and the main conclusions are drawn.

Keywords: polysemy, transfer, English, Macedonian, language.

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GENERATION Z COMMUNICATION PRACTICES AND THEIR EFFECTS ON ZOOMERS' COGNITIVE POTENTIAL AND LEARNING PATTERNS: EMPIRICAL RESEARCH

The current scope of research in the fields of psychology, cognitive sciences, psycholinguistics and linguistics focuses on the specific qualities of communication patterns used in day-to-day social interaction by Zoomers. Among the problems which researchers are most concerned about are the abundance of curtailed sentences, grammatically incorrect syntax, repetitive use of structurally identical/similar patterns. We ran a series of experiments with over 200 Russian-speaking subjects with different gender and age parameters to see if there is a distinct contrast between people aged 40 to 60 and subjects aged 17 to 25 in terms of their communication practices (Pishchalnikova

& Kardanova-Biryukova, 2023). The questionnaire included day-to-day communication contexts, like speaking to a co-traveller on a flight, asking for directions or commenting a picture on a social network. The subjects were asked to reproduce their communication in a given setting. The findings did in fact support our hypothesis that younger females show most vivid intergroup coherence, while younger males seem to be less bound by socially acceptable communication patterns within their age cluster. The obtained findings bring to the fore yet another concern related to Zoomers' cognitive potential, which is to a large extent shaped by their communication practices (many researchers are now developing the clip thinking theory (Ruzhentseva, 2017; Busheyev et al., 2024)) and their functional illiteracy (Functional illiteracy, 2022). These and other effects of generation Z communication practices are debated in this paper.

Keywords: communication practices, Zoomers, empirical research, functional illiteracy, clip thinking.

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**AI AGENTS AS DYNAMIC MONITORING CORPORA:
INTEGRATING LARGE LANGUAGE MODELS (LLMs)
INTO LINGUISTIC AND LEXICOGRAPHIC RESEARCH**

Building on Sinclair's (2005: 1-16) notion of the monitoring corpus—intended to capture ongoing language change and contemporary usage—this presentation examines the potential of AI-powered agents with web access to function as dynamic, real-time corpora for linguistic research, as well as for identification of linguistic trends. The recent development of large language models (LLMs), such as GPT-4 and GPT-4.5, combined with research-oriented capabilities including web browsing and scheduled querying, enables the creation of autonomous linguistic-oriented agents capable of continuously scanning digital discourse. These agents can identify emergent lexical items, morphological blends, semantic shifts, and innovations in pragmatic usage, offering valuable data for lexicographic, varietal, applied linguistic research activities that are compatible with the web-as-a-corpus driven inquiries. By automating the detection of linguistic trends and providing immediate access to authentic usage examples from across the web, such systems augment traditional research workflows while adhering to corpus-linguistic principles. The presentation outlines experimental use cases in English lexicon and pragmatics, highlighting the methodological implications and opportunities afforded by integrating LLMs into the monitoring and analysis of language in real time.

Keywords: web as a corpus, AI-driven corpus monitoring, lexical innovation, LLMs in linguistics, language change and pragmatics.

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BREAD AND MILK ENGLISH AND HEBREW METAPHORS

The study aimed to identify, analyze, classify, and compare English and Hebrew metaphors of bread and milk, which are significant ingredients in human nutrition. Drawing on conceptual metaphor theory and cognitive linguistics, the research explores the relationships between language, culture, identity, and values. A contrastive linguistic method enabled a qualitative analysis of a pilot study corpus comprising 54 metaphors and other forms of figurative language (34 in English and 20 in Hebrew), tested using the Metaphor Identification Procedure (MIP). Three tables illustrate complete and partial equivalents and ethnocultural metaphors.

The results reveal the meta-conceptual nature of bread metaphors, which carry numerous symbolic meanings, with the primary meaning being the metaphor of physical life and human need for sustenance. Bread is also a dichotomous symbol of wealth, abundance, hunger, and poverty. In modern contexts, it has evolved into a symbol of family economic support and earning a living. The most significant ancient sources of equivalent metaphors are the Hebrew Bible and the New Testament, with later influences including Roman satire, Greek mythology, French expressions, and German fairy tales. Ancient philosophical metaphors exhibited a high level of symbolization and conceptualization, whereas later metaphors were more practical, pragmatic, and at times, even cynical.

Hebrew milk metaphors, particularly the combination of milk and honey, convey connotations of pleasure and enjoyment. In contrast, English milk metaphors often carry negative connotations, suggesting a lower status of milk compared to bread. The differences in English and Hebrew bread and milk metaphors should be carefully considered in language teaching, translation, advertising, and direct intercultural communication between representatives of these two linguistic cultures.

Keywords: bread, milk, English, Hebrew, contrastive linguistics.

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SEMANTIKA I PRAGMATIKA ITERATIVNIH PRESUPOZICIJSKIH PARTIKULA: KORPUSNO ISTRAŽIVANJE

Teorija relevantnosti razlikuje dve vrste konvencionalnog značenja jezičkih izraza — konceptualno i proceduralno. Jezički izrazi sa konceptualnim značenjem (npr. kuća, napraviti, lepa) neposredni su konstitutivni elementi iskazane propozicije, dok jezički izrazi sa proceduralnim značenjem (npr. međutim, prema tome; jao, juhu; on, tamo; pa) na različite načine usmeravaju interpretaciju iskaza. U okviru ove teorije predloženo je da se i presupozicijske partikule sa iterativnim značenjem (ponovo, opet, još jednom) svrstaju u kategoriju izraza sa proceduralnom semantikom. U našem istraživanju proverili smo da li je značenje ovih partikula zaista proceduralno i, ako jeste, na koji način se takvo značenje može strukturisati. Došli smo do zaključka da ove partikule imaju proceduralno značenje jer svojom semantikom ne učestvuju direktno u komponovanju iskazane propozicije, već uvode novu, impliciranu propoziciju u tumačenje iskaza. One, naime, daju smernice adresatu da događaj opisan u iskazanoj propoziciji tumači u svetlu istog takvog događaja koji se već desio ranije. Potom smo na korpusu razgovornog jezika ispitali koje uloge implicirane propozicije aktivirane iterativnim partikulama mogu ostvariti u procesu interpretacije iskaza i koliki je stepen njihove snage u ostvarivanju relevantnosti iskaza. Korpus je pokazao da ove implicirane propozicije mogu imati ulogu kontekstualnih informacija, koje tipično nemaju informativnu vrednost i često su deo opšteg ili specifičnog znanja učesnika u razgovoru. Stepenn njihove snage u ostvarivanju relevantnosti iskaza može da varira — od slabije do snažnije. S druge strane, implicirane propozicije mogu imati i centralnu informativnu ulogu (tj. biti glavni informativni izvor iskazane rečenice), te veoma veliku snagu u uspostavljanju relevantnosti iskaza. U slučaju kada bi takva propozicija bila izostavljena (uklanjanjem iterativne partikule), iskaz bi potpuno izgubio

relevantnost za datu diskursnu situaciju. To, međutim, nije slučaj sa primerima kada implicirana propozicija ima kontekstualnu ulogu, bez obzira na to koliko je snažna u tim slučajevima.

Ključne reči: semantika, pragmatika, teorija relevantnosti, proceduralno značenje, presupozicijske partikule.

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АНТРОПОНИМИЈСКИ СИСТЕМ СТАРИХ ЋИРИЛИЧНИХ СПОМЕНИКА У ОКОЛИНИ НОВОГ ПАЗАРА

У овом раду ће бити анализиран систем антропонима у селима Митрова Река, Ковачево и Шароње, општина Нови Пазар. Антропоними који ће бити предмет наше анализе јесу из прве половине 19. и прве половине 20. века. Основни циљ рада јесте да се на основу прикупљеног материјала утврди каква су имена била код Срба у одређеном временском интервалу и на једном простору, односно у наведеним селима. Корпус обухвата 46 имена, од тога 29 мушких и 17 женских антропонима. Наша анализа обухватиће фреквенцију, семантику и етимологију личних имена, а на крају рада даћемо регистар забележених антропонима. Такође, осврнућемо се и на сâм тип писма која су регистрована на надгробним споменицима. Наиме, споменици из наше грађе писани су рускословенском грађијом и савременом српском ћирилицом (посебно они који су из прве половине 20. века). Највећи значај за наше истраживање имају старе некрополе, управо оне које је било тешко рашчитати. У сва три села споменици се налазе на гробљима која су теже доступна и прилично запуштена, па је на неком од њих било немогуће рашчитати све податке. Међутим, они су, иако данас малобројни, сведочанство старине самога насеља, народа, али и језика, као и слика времена и памћења и места на којима су пронађени.

Кључне речи: имена, антропоними, споменици, Митрова Река, Ковачево, Шароње, ћирилица.

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ENGLISH SPELLING VARIANTS – THE WRITING TENDENCIES OF EFL STUDENTS IN NORTH MACEDONIA

English has been long established as the lingua franca and consequently has secured its position as an obligatory subject in schools and universities around the world. However, being an international and global language often conveys the wrong impression of being a unified communication tool. This paper focuses particularly on the lexical spelling variations between British English and American English. The research provides a quantitative data acquired through an anonymous questionnaire that tests the students' preferences and habits in the spelling of English of certain lexical items. The participants of the study are 60 secondary school students and 60 first year university students both studying English as a foreign language. Furthermore, the research includes a qualitative analysis of the textbooks used by teachers in secondary vocational schools in North Macedonia, and the textbooks used by the faculties at Goce Delcev University. The results give an insight into the current educational curriculum of EFL in North Macedonia, the students' habits in English spelling and their ability to differentiate between the two varieties of English.

Keywords: spelling, British English, American English, EFL.

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ESP TEXTBOOK EVALUATION: NEW CHALLENGES TO OLD PROBLEMS

A textbook may play a significant role in L2 acquisition as one of the main teaching aids; hence, its optimum selection is imperative, in the first place for language teachers. At the same time, recent research into the criteria of textbook evaluation, especially within the field of English for Specific Purposes (ESP), is scarce, making novice researchers rely exclusively on works published many decades ago, which primarily pivoted around 'dos and donts' in terms of what an optimum textbook should include or not. Accordingly, the main aim of the current paper is to point to the most problematic aspects of ESP textbook evaluation when they are approached in a scientifically rigorous manner. We therefore underline the main obstacles that evaluators encounter while attempting to measure specific qualities and/or fathom out reliable methods to operationalise them, both in practice and research. We therefore propose some possible ways to approach textbook evaluation. Nevertheless, the potential solutions we put forward herein are far from final and/or indisputable. Thus, further attempts are needed to work towards the feasibility of devising as viable characteristic measures as possible.

Keywords: (im)measurability, textbook evaluation criteria, ESP textbooks.

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SELECTION AND USE OF TEACHING MATERIALS FOR LEARNING GREEK AS A SECOND LANGUAGE: CRITERIA, NEEDS, PRACTICES

New technologies have radically transformed both the socio-economic and the educational landscape, reshaping the ways in which meaning and content are communicated and transmitted worldwide. Within the framework of these sweeping changes affecting all aspects of education, the form and composition of teaching materials have undergone significant modifications. While the textbook remains one of the primary learning resources, it now appears in various forms and is often supplemented by materials from diverse sources.

In the context of teaching Greek as a second/foreign language, modern textbooks, according to the latest language teaching methodologies, contribute to the development of communicative competence. They aim to effectively achieve linguistic and social goals by integrating traditional and digital materials, multimodality, interdisciplinarity, and interculturality in both in-person and distance learning environments – whether synchronous or asynchronous. These textbooks are usually further enriched by a wide range of learning resources, including online materials, images, videos, podcasts, and interactive content on educational platforms, supplementary manuals, etc.

This paper explores the necessity of the textbook in contemporary multicultural adult classrooms for learners of Greek as L2, as well as ways to supplement, enhance, and support its use. Additionally, it examines the criteria for selecting both the core textbook and any supplementary teaching materials, along with the practical applications of these resources based on the perspectives and teaching practices of instructors of Greek as L2.

Keywords: textbooks, materials, educational platforms, methodology.

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LINGUISTIC CYCLICITY AND THE STRUCTURING OF PLURALISTIC THOUGHT: A HISTORICAL LINGUISTIC ANALYSIS OF MODALITY IN JAIN SYNTAX

This paper investigates the evolution of modal and conditional constructions in Jain scriptural language, tracing how these structures developed to articulate the nuanced and context-sensitive reasoning central to Jain pluralist philosophy. Drawing on the concept of *linguistic cyclicity* — the phenomenon whereby languages undergo repeated patterns of structural change over time — I explore how linguistic structures evolve to meet the demands of expressing pluralistic reasoning. Specifically, I examine how modal and conditional constructions, integral to articulating nuanced and context-sensitive philosophical thought, have evolved over time to support the expression of plurality.

Just as linguistic cyclicity traces the development of linguistic forms to accommodate new communicative needs, the evolution of philosophical language reflects a similar dynamic: early expressions of plurality may begin with simpler structures, develop into more sophisticated frameworks to

address the complexity of pluralistic reasoning, and eventually stabilize into streamlined but robust forms. To explore this, the paper is structured around three key tasks. First, it outlines the theoretical framework of linguistic cyclicity, and identifies the key assumptions within it that are relevant to understanding structural change. Second, a diachronic analysis of Jain scriptural language is employed to trace the evolution of conditional and modal constructions as Jain pluralist philosophy matured. Key texts from different historical periods are analyzed to identify shifts from simpler affirmations to compound and layered syntactic structures, followed by subsequent simplifications. This analysis will demonstrate how syntax articulates and sustains pluralistic tendencies in philosophical thought. Third, by demonstrating how the cyclical dynamics parallels the conceptual trajectory of Jain pluralism, this approach illuminates broader patterns in how linguistic structures underpin pluralistic reasoning across diverse philosophical traditions: there are cycles of increasing complexity and periodic simplification and Jain pluralist thought oscillates between foundational simplicity and the intricate articulation of conditional truths.

By mapping the cyclical evolution of modal and conditional constructions, this study sheds light on two key areas: (1) the structural and linguistic means through which Jain philosophy articulates pluralistic reasoning, and (2) the broader, cyclical dynamics that link linguistic evolution with philosophical development. This approach not only illuminates the dynamic interplay between linguistic and conceptual change but also contributes to a deeper understanding of how language support complex systems of thought.

Keywords: Jespersen's Cycle, modality, Jain philosophy.

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**A DA (CUIVA) PAPUSII / ΔΙΝΩ ΣΕ (ΚΑΠΟΙΟΝ) ΤΑ ΠΑΠΟΥΤΣΙΑ
ΣΤΟ ΧΕΡΙ / IA DHA KĚRUSĚT NE DORĚ – О ФРАЗЕОЛОГИЗМИМА
ФОРМИРАНИМ У САВРЕМЕНОМ РУМУНСКОМ, АЛБАНСКОМ И
ГРЧКОМ ЈЕЗИКУ ПОМОЋУ ЛЕКСЕМЕ *ЦИПЕЛА* И ПОМОЋУ
ЊЕНИХ СИНОНИМНИХ ОБЛИКА**

Неоспорна је чињеница да је материјална култура свих савремених балканских народа веома богата и разноврсна те да садржи и још чува неке посебне културолошке елементе који се данас не могу пронаћи код других народа, било њима блиским, било удаљеним. У овом раду сагледаћемо све пописане фразеологизме и паремије у румунском, албанском и грчком језику које садрже кључну лексему око које су формирани – *ципела* – при чему ћемо додатно узети у обзир како све њене лексемске (синонимне) варијанте, тако и фразеологизме образоване помоћу њих. Грађа ће бити ексцерпирана из релевантних једнојезичких и двојезичких речника доступних у штампаној и у онлајн форми, као и из збирки пословица. Наш основни циљ је контрастивна и компаративна анализа свих забележених фразеологизама с указаном лексемом с циљем да се установи да ли је и у ком обиму могуће пронаћи сличности и разлике између три фразеолошке слике, односно колико су оне међусобно конвергентне и дивергентне. Са друге стране, настојаћемо да утврдимо којем семантичком пољу сваки од разматраних фразеологизама припада. Тиме ће се додатно стећи знатно јаснији и прецизнији увид у то како је лексема *ципела* доживљена културолошки, ментално и психолошки код Румуна, Грка и Албанаца. С обзиром на то да ћемо се ослањати на компаративну анализу, сваки од наведених језика може бити сагледан и као полазни и као циљни, посебно уколико имамо на уму да се у сваком језику фразеолошке јединице формирају на посебне, неретко и идиотипичне начине. У исти мах ћемо сваком од фразеологизама пружити и најбољи одговарајући преводни еквивалент на српском, односно семантички парњак. У свим случајевима где буде могуће, српски ће у нашем раду фигурирати као језик *tertium comparationis* како би се пружена слика у што већем обиму заокружила и употпунила.

Кључнe рeчи: фразеологија, лексема *ципела*, контрастивно-компаративни приступ, језичка слика, културолошко-психолошки аспект, румунски, грчки, албански.

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KAKO DOBRO UMETNA INTELIGENCA REŠI DOMAČO NALOGO? – ANALIZA PODANIH REŠITEV CHATGPT-JA ZA DOMAČE NALOGE PRI POUKU SLOVENŠČINE KOT DRUGEGA IN TUJEGA JEZIKA

Z vse bolj pogosto uporabo umetne inteligence se je ta začela pojavljati tudi pri pouku slovenščine kot drugega in tujega jezika, predvsem z aplikacijo ChatGPT. Učenci se k umetni inteligenci zatečejo najpogosteje pri nalogah pisanja, saj jim to najbolj prikraja čas, ki ga porabijo za nalogo. Učenci slovenščine kot drugega in tujega jezika sicer najpogosteje uporabljajo strojne prevajalnike (Google Translate), predvsem pri pripravi pisnih nalog (Stritar Kučuk 2022), učitelji pa opažajo, da se povečuje tudi uporaba umetne inteligence (npr. ChatGPT).

V svoji raziskavi sem prepustila ChatGPT-ju, da je rešil nekaj tipičnih nalog, ki se pojavijo pri pouku slovenščine kot drugega in tujega jezika. Poskusila sem rešiti nalogo z ukazom, ki je bil le prepis naloge, kasneje pa sem podajala ukaze, ki so bolj specifični, kot sta na primer »Napiši besedilo na stopnji A1« in »V besedilo dodaj napake, ki so tipični za govorca na stopnji A1«. Enako sem poskusila tudi z ukazi v angleščini in dopisom »Write the text in Slovene«. Za sledeče besedilo sem na spletni strani, ki preverja, ali so besedila napisana z uporabo umetne inteligence (ZeroGPT), dobila rezultat, da je 0 % napisano z uporabo umetne inteligence.

Zanimalo me je tudi, kako bi napisana besedila ocenile učiteljice in ali bodo prepoznale, da gre za uporabo umetne inteligence. Tri naloge, ki jih je napisal ChatGPT, sem prekopirala in jih poslala v pregled učiteljicam, ki poučujejo slovenščino kot drugi in tuji jezik. Dobljene popravke in komentarje sem analizirala in interpretirala.

Umetna inteligenca se vse bolj pogosto pojavlja v vsakdanjem življenju, prav tako v šolskem okolju. V raziskavi preverjam, kako dobro lahko reši tipične naloge, ki jih učenci pri pouku slovenščine kot drugega in tujega jezika dobijo za domačo nalogo, predvsem pa me zanima, ali učiteljice prepoznajo take rešitve in kako reagirajo na njih.

Ključne besede: slovenščina kot drugi in tuji jezik, umetna inteligenca, pouk slovenščine kot drugega in tujega jezika, pisni prispevki učencev.

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ЯЗЫКОВАЯ КАРТИНА МИРА В СОВРЕМЕННОЙ ЛИНГВОДИДАКТИКЕ

Хотя понятие языковой картины мира впервые появляется уже в трудах Гумбольдта (Humboldt, 1836, p. 58), релевантное для прикладной

лингвистики понимание и определение данного феномена на основе ключевых идей или концептов естественного языка было предложено представителями Московской семантической школы лишь в конце 20-го века (Апресян, 1995, стр. 350–351). В таком понимании языковая картина мира представлена структурными единицами языка на всех уровнях языковой системы, что, в свою очередь, делает её релевантной и для лингводидактики.

Опираясь на наши предыдущие исследования по данной тематике (Купердуаев, 2020), в настоящей работе мы рассмотрим особенности изучения и преподавания русского и сербского языка как иностранного с акцентом на формирование лингвокультурной компетенции, основывающейся прежде всего на овладении важнейшими элементами языковой картины мира, а также культурным кодом соответствующего языкового сообщества.

Центральной темой исследования является анализ трудностей, вызванных недостаточным знанием языковой картины мира при усвоении русского и сербского языка иноязычными студентами. Исходя из анализа трудностей, с которыми сталкиваются учащиеся, и своеобразия языковой картины мира соответствующих языков, нами был выявлен ряд особенностей при формировании лингвокультурной компетенции, характерных именно для русского и сербского языка.

В статье рассматриваются элементы лингвокультурной компетенции на уровне графики, фонетики, морфологии, синтаксиса и лексики. Однако основное внимание уделяется работе с ключевыми понятиями языковой картины мира и лингвокультурами, неправильное употребление которых часто является причиной недопонимания и приводит к трудностям в межкультурном общении.

Ключевые слова: языковая картина мира, лингводидактика, лингвокультурная компетенция, культурный канон, лингвокультура.

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IN-SERVICE EMI TEACHER PROFESSIONAL DEVELOPMENT THROUGH CLINICAL OBSERVATION

It is striking that, at a time when English-medium instruction (EMI) programmes are steadily increasing in universities all over the world, studies recurrently confirm that EMI teachers receive little support from their institutions regarding their professional development (Lasagabaster, 2022). In fact, EMI teachers tend to complain about the fact that the success of EMI is placed exclusively on their shoulders, which increases their sense of isolation and lack of support. Since the use of a foreign language may have an impact on classroom interaction, as both teachers and students do not usually feel as comfortable as in their L1-medium classes due to a lower proficiency in English than in their L1, the objective of this study was to analyse how teacher-fronted questions are tackled in EMI classes. Since questions have an important impact not only on classroom interaction, but also on how teachers co-construct knowledge in collaboration with students, as well as on classroom participation (Al-Adeimi & O'Connor, 2021; Fortanet-Gómez & Ruiz-Madrid, 2014), we decided to zoom in on questioning practices.

With this in mind, four EMI history teachers were video-recorded during six two-hour-long sessions each and three steps of clinical supervision (Gall & Acheson, 2011) were followed: planning conference, classroom observation, and feedback conference. This is a type of side-by-side supervision in which decisions are made on an equal footing by both the teachers and researcher. This model of supervision provides EMI teachers with objective feedback on their instruction while they are encouraged to arrive at their own conclusions. Although the professional teaching intervention was successful, the analysis of the data also brought to light differences in the receptiveness to the reflective practice among the four teachers under observation, which is why individual differences among the observees should always be taken into account.

Keywords: English-medium instruction, EMI, questions, interaction, professional development.

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ACCOMMODATION AND TRANSLANGUAGING PRACTICES AMONG EDUCATED SUDANESE YOUTH IN CAIRO

This paper explores the interplay of language, identity, and social integration among educated Sudanese youth in Cairo. Focusing on young adults with at least some degree of bilingual education (Arabic and English) at the secondary school level or higher, it examines how they navigate the linguistic landscape of Cairo, Egypt in relation to their native country and dialect. Drawing on ethnographic observations and interviews, the research analyzes participants' language choices through their decision to deploy Egyptian Arabic, Sudanese Arabic and English codes, as well as how they relate to identity construction across diverse social domains.

The study focuses on the different accommodation strategies young Sudanese speakers in Cairo use, i.e. divergence, convergence and/or maintenance strategies, during conversations with other Sudanese Arabic speakers, in addition to It also examines how they utilize translanguaging – the fluid and dynamic use of their full linguistic repertoire – to express themselves, build relationships, and negotiate their belonging in Egyptian, Sudanese and other non-Sudanese foreigner communities. This includes analyzing how they draw on Arabic varieties and English to achieve communicative goals and assert diverse identities.

By examining the nuanced ways in which Sudanese youth leverage language in their daily lives, this research provides insights into the dynamic nature of communication within a transnational context. It contributes to broader

discussions on language use in migration, diaspora and refugee communities, highlighting the role of speech accommodation and translanguaging in negotiating identity, fostering social connections, and navigating belonging in a new cultural setting.

Keywords: translanguaging, accommodation, belonging, Sudanese diaspora, migration.

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ЉУДСКИ ОДНОСИ ПРИКАЗАНИ КРОЗ ИДИОМЕ У ЕНГЛЕСКОМ И СРПСКОМ ЈЕЗИКУ – КОМПАРАТИВНА АНАЛИЗА

У раду ћемо се превасходно бавити компаративном анализом идиома који се тичу (међу)људских односа у енглеском и српском језику. Наиме, приликом истраживања дошло се до закључка да неки од идиома који се односе на (међу)људске односе, попут „Give someone an inch and they will take a mile” чији је еквивалент у српском „Даш му прст, он хоће целу руку”, или пак „In times of prosperity friends are plentiful” чији је еквивалент у српском „Кад је кашика у меду око тебе сто лица, а кад си у проблему, само Бог и породица”, показују велику сличност у значењу. Анализом се у раду, на знатно обимнијем језичком корпусу, жели показати значењска сличност идиома који се односе на (међу)људске односе у енглеском и српском језику. Теоријски модел представљаће рад „Конструкциони идиоми у енглеском и српском језику” ауторке Наташе Миливојевић, као и студија „In the Loop: A Reference Guide to American English Idioms” Канцеларије за програме енглеског језика. У каснијим фазама истраживања пружићемо обимом већи теоријски модел.

Кључне речи: идиоми, енглески, српски, компарација, анализа.

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ЧЕСТИЦЕ И ПРИЛОЗИ КАО ОГРАДЕ И ПОЈАЧИВАЧИ У НАУЧНИМ РАДОВИМА НА АРАПСКОМ И СРПСКОМ

Циљ истраживања биће излагање сличности и разлика у погледу ограда и појачивача који се реализују као честице (речце) и прилози у научним радовима на арапском и српском језику. Применом Хајландовог (2005) интерперсоналног модела метадискурса, биће утврђене категорије интеракционих метадискурских маркера – ограда и појачивача. Затим ће бити анализирана њихова употреба у корпусу научних радова на арапском и српском језику. Корпус истраживања биће састављен од 48 научних радова – 24 на арапском језику, 24 на српском језику. Састојаће се од шест парова поткорпуса, где ће поткорпуси представљати следеће науке: 1) теоријска лингвистика, 2) примењена лингвистика, 3) педагогија, 4) медицина, 5) грађевинарство и 6) хемија. Након анотације корпуса, биће изведени примери из оба дела корпуса (арапски и српски). Затим ће употреба честица и прилога као ограда и појачивача бити упоређена на квантитативном и квалитативном нивоу. Што се квантитативне анализе тиче, биће изнети подаци о нормализованој фреквенцији проучаваних маркера у деловима корпуса, односу фреквенција ограда и појачивача у сваком поткорпусу, као и њиховој дистрибуцији у деловима рада (процентуално изражено, просечно на нивоу чланка за сваки поткорпус). Квантитативно контрастирање ће бити реализовано упоређивањем парова поткорпуса.

Најпре ћемо упоредити фреквенцију честица и прилога као ограда и појачивача помоћу хи-квадратног теста. Однос ограда и појачивача и дистрибуција маркера у деловима рада су процентуалне вредности, стога нећемо користити статистички тест, већ само истаћи разлике (у којим случајевима је већа или мања вредност). Што се квалитативне анализе тиче, она ће бити спроведена на формалном, семантичком и прагматском нивоу. Формални ниво представља разврставање маркера према категоријалном статусу на честице, прилоге и прилошке изразе. Приликом разврставања маркера према семантичком критеријуму осврнућемо се на карактеристике епистемичке модалности и евиденцијалности. Затим ће бити упоређени контексти употребе ових маркера у деловима корпуса како бисмо установили да ли има разлика у погледу прагматских функција.

Кључне речи: појачивачи, оgrade, метадискурс, арапски језик, научни стил.

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'NEVER TOO LATE' – TOWARDS A SENIOR-FRIENDLY METHODOLOGY: TEACHING LANGUAGES TO SENIOR LEARNERS

Nowadays human society is aging globally. In 2020, the World Health Organization and the United Nations designated 2021–2030 as the Decade of Healthy Ageing, whose aim is to promote strategies to support older people's well-being and active and healthy aging (WHO, 2020).

The neuropsychological research shows how learning could happen throughout the entire life and how our brain is able to activate important cognitive compensation phenomena thanks to neuroplasticity. In addition, recent studies have demonstrated that learning a new language in mature adulthood can develop more cognitive and neural reserve and can help to avoid or to slow cognitive decline and to contrast neurodegenerative diseases (Antoniou 2013, Antoniou & Wright 2017, Bubbico et al. 2019).

This presentation, based on literature review (Ramírez Gómez 2016, Gabryś-Barker 2018, Derenowski 2021) and on research findings (Słowik-Krogulec 2019, Derenowski 2022), aims at introducing the theme of Later-Life Language Learning (LLLL) and describing the senior learner's profile to reflect together and rethink the way we teach learners over 60. More and more seniors are attending language courses all over the world for different reasons. But are we ready to teach senior learners? Are we adopting different strategies, new material, new techniques or are we simply teaching them the same way we teach adults?

Attending this session about senior foreign language education could make teachers, educators, and material writers aware of the fact that this group of learners have their own characteristics, interests, needs, expectations, and goals. In addition, it could also provide them with some ideas on how to focus on senior learners' strengths and how to overcome their barriers by creating a senior-friendly learning environment, which can stimulate learners cognitively and emotionally and promote active aging.

Keywords: ageism, active aging, experience-dependent neuroplasticity, Later-Life Language Learning (LLLL), senior-friendly learning environment.

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EXPLORING FOREIGN LANGUAGE TEACHERS' VOICES ON FORMATIVE ASSESSMENT: A QUALITATIVE STUDY

This study set out to explore foreign language teachers' perspectives on formative assessment, analyzing narrative comments from 60 respondents taking part in a survey. These participants were identified from a large-scale national questionnaire on formative assessment conducted between September and December 2024. By employing a qualitative thematic analysis, its aim was to determine key themes, including the benefits of formative assessment, its implementation challenges, and suggestions for improvement. The teachers

highlighted the value of formative assessment in providing actionable feedback and fostering student development. The findings also reveal recurring themes such as the lack of clear and unified guidelines, excessive administrative burdens, and the difficulties of implementing formative assessments in classrooms with large student-to-teacher ratios. Moreover, the lack of practical training emerged as a significant barrier to effective implementation. Additionally, teachers reported diverse techniques to enhance formative assessment, including the use of educational apps, creative projects, peer and self-assessments, digital tools like Kahoot quizzes, and personalized feedback systems. These practices demonstrate FLT teachers' commitment to adapting formative assessment strategies to their classroom contexts despite challenges. Suggestions for improvement include reducing class sizes, increasing professional development opportunities, and restructuring administrative tasks. This study emphasizes the need for systemic support to enhance the feasibility and effectiveness of formative assessment practices in educational settings.

Keywords: formative assessment, assessment for learning, teachers of foreign languages, formative assessment techniques.

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КРИТИЧКА АНАЛИЗА ПОЛИТИЧКОГ ГОВОРА ПРЕДСЕДНИКА ВУЧИЋА О РУДАРЕЊУ ЛИТИЈУМА КАО ПРИМЕР ЛОШЕ ЕКОЛИНГВИСТИЧКЕ ПРАКСЕ У ФОРМИРАЊУ ЈАВНОГ НАРАТИВА

Ово истраживање анализира транскрипт политичког говора председника Републике Србије Александра Вучића на тему рударења литијума у Палати Србије 24. јуна 2024. године, посматрајући га кроз призму критичке анализе дискурса и еколингвистике. Фокус истраживања почива на разлучивању имплементираних језичких и металингвистичких стратегија које се користе за обликовање јавног наратива, конкретизованих у приоритизацији потенцијалних економских добити на уштрб еколошких ризика. Мотивација за истраживање произилази из учачања глобално препознатих образаца спрегнутог нативизма и популизма у формирању еколошких политика, који теже да прожму све друштвене слојеве. Анализа показује да овако конструисан политички дискурс поткопава поверење јавности, утиче на свест о еколошкој одговорности

и обликује начин на који грађани перципирају еколошке и друштвене проблеме. Циљ истраживања је да се прикаже како пажљиво осмишљен и идеолошки утемељен језик представља експлоатацију литијума као економски императив, уз истовремено маргинализовање еколошких ризика. Секундарни циљ је указивање на моћ лингвистичких стратегија у формирању јавног мњења о питањима животне средине. Методолошки, истраживање се ослања на критичку анализу дискурса (Blommaert, 2000; Van Dijk, 2005; Fairclough, 2018) и савремени еколингвистички приступ (Mühlhäusler, 2006; Stibbe, 2021). Квантитативна и квалитативна анализа открива доминацију економских термина, док се еколошке вредности минимизирају или игноришу. Лингвистичке стратегије укључују оправдање економских приоритета, дискредитацију начелних неистомишљеника, техничку рационализацију, временско уоквиривање, националистички сентимент, умањивање еколошких ризика и антропоцентрично схватање природе. Напоследку, истиче се потреба за транспарентном, инклузивном и еколошки одговорном комуникацијом како би се донеле праведне и одрживе одлуке, те ће ово истраживање покушати, у духу еколингвистичких студија, да контрастира примере сличне или боље праксе на глобалној политичкој сцени, са тежњом да се понуде етички прихватљивије и корисније дискурзивне стратегије, а све у циљу доприноса обликовању јавног дискурса и политичких одлука о животној средини.

Кључне речи: еколингвистика, критичка анализа дискурса, рударење литијума, политички говор.

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GENERAL AND SPECIFIC EXTENDERS IN LEGISLATIVE TEXTS: A CONTRASTIVE ANALYSIS (ITALIAN, RUSSIAN AND GERMAN)

This study explores the use of general and specific extenders (Overstreet 1999) in legislative texts on Intellectual Property Rights (IPR) in Italian, Russian and German. Extenders, while extensively studied in spoken discourse, remain underexplored in written texts, particularly in formal and controlled contexts such as legislation. The label general extenders refers to typically phrase- or clause-final expressions, whose basic syntactic structure is [connective +

proform (+ similarity)] (Overstreet 2005; Mauri 2017), such as, in English, *and stuff like that* (Overstreet 1999). Specific extenders, on the other hand, include more specific lexical material (Overstreet 1999: 12), following the structure [connective + adjective meaning ‘alterity/similarity’ + noun phrase] (Frade 2005; Roma 2019), such as, in English, *and other materials*.

This research aims to investigate the form, structure, and communicative functions of general and specific extenders within the legislation on IPR in each of the three languages (Italian, Russian and German) and, in particular, from a contrastive point of view. Occurrences of general and specific extenders were identified using a comparable multilingual corpus comprising three subcorpora – one for each language – compiled and analyzed with SketchEngine (Kilgariff et al. 2014). Their frequency, structural patterns, and degrees of modification were then examined. The findings suggest that extenders are employed as a deliberate strategy to introduce intentional vagueness, enabling legislators to craft provisions with varying degrees of specificity. By analyzing their internal modification, it is proposed to situate extenders along a continuum of more or less indeterminacy so as to compare their varying degrees of vagueness across languages. The contrastive analysis reveals significant differences in frequency across the three languages, whilst highlighting similar structural trends, suggesting shared functional tendencies in legislative drafting.

Keywords: legal discourse, general extenders, specific extenders, contrastive linguistics, vagueness.

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THE ROLE OF SYNCRETISM AND STEM ALLOMORPHY IN GREEK NOMINAL INFLECTION: NOTES FROM L2

This paper proposes a novel approach to teaching the nominal inflectional morphology of Greek as a second language (L2). By leveraging insights from theoretical morphology and new observations, the proposed method aims to reduce the cognitive load on learners.

Numerous studies (e.g., Anastasiadi & Mitsiaki 2019) have highlighted the significant complexity of the Greek nominal inflectional system. It is striking that students learning Greek as an L2 are often referred to a set of 70 inflectional paradigms from which they are expected to choose in order to form the appropriate inflected forms of a given word. However, a closer examination of these 70 paradigms reveals that this maximalist approach renders the system outdated and unnecessarily challenging to master. For instance, it completely overlooks the fact that, of these 70 paradigms for nouns, 34 create the cases of the plural using the exact same group of inflectional endings, specifically the suffixes -es, -on, -es, and -es. This observation supports the recent claim of Marinis (2024) that the number of inflectional suffixes available in the nominal system of Modern Greek has been drastically reduced compared to earlier stages, across all noun and adjective groups.

This paper argues that teaching the Greek nominal inflectional system as an L2 needs to be fundamentally redesigned to incorporate (a) stem allomorphy (Ralli 2022; Marinis 2020) and (b) the distribution of syncretic patterns across inflectional classes (Marinis 2024). Although these two factors are currently overlooked in L2 pedagogy, they are critical for significantly reducing the entropy of the system as it is currently taught.

The study is structured into two levels: (a) Theoretical Level: Identifying the key factors that should inform the teaching of Greek nominal inflection. (b) Classroom Research Design: Developing and testing the proposed instructional method in classroom settings to evaluate its effectiveness based on the theoretical framework outlined in (a). This dual approach aims to provide a practical, evidence-based framework for simplifying the learning process while maintaining the linguistic integrity of the Greek nominal system.

Keywords: morphology, syncretism, stem allomorphy, Modern Greek, nominal inflection.

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**QUO VADIS HOMO DEUS? ИЛИ: ВЕЧНИ МИР СВЕТСКЕ ДРЖАВЕ
ВЕШТАЧКЕ ИНТЕЛИГЕНЦИЈЕ**

У настојању да укажемо на повезаност Кантових идеја вечног мира и светске државе са концептом вештачке интелигенције, вратићемо се неколико корака уназад, ради јасније перспективе. Наиме, поћи ћемо од Хаманове *Метакритике* Кантове *Критике чистог ума*, као родног места модерне, постмодерне и метамодерне философије језика, имајући на уму и антрополошке и теолошке проблеме са тим у вези, као и метафизику и философију духа. Истражујући Кантове концепте чистог ума, вечног мира и светске државе, у контрапункту са Хамановим метакритичким заснивањем философије језика, приближићемо се концепту вештачке интелигенције из донекле неуобичајене холистичке и филантропске перспективе, наглашавајући проблематику могућег хибриса и алијенације као латентних опасности које се надвијају над човечанством: у виду трансхуманистичке дехуманизације (под привидом суперхуманизације, па чак и човекобоштва), па чак и антихуманизма: или другим речима речено: испитаћемо где човечанство заправо иде путем такозване конвергенције природне (људске) и вештачке (машинске) интелигенције?

Тај пут, као један од многих других, постоји већ вековима, па и миленијумима. Ми ћемо настојати да испитамо да ли води у пожељном и правом смеру, или се можда ради о странпутици. Иако, наравно, Кант

није први кренуо путем „чистог“ ума (а ми ћемо се потрудити да покажемо да се ни у ком случају не ради о чистом, већ заправо о безличном, обесчовеченом, обестеловљеном и аисторијском „уму“), поћи ћемо од њега, да бисмо стигли до Курцвејла, Харарија и Шваба, као његових нама савремених следбеника и настављача, те до концепата проистеклих из „чистог“ ума, као што су „чисти“ језик и „чиста“ интелигенција (која по дефиницији и не може бити другачија него вештачка, неприродна, нежива и нељудска). Закључујемо да аисторичност и безличност „чистог“ ума, „чисте“ интелигенције и „чистог“ језика (што су заправо синоними: баш као и *lingua universalis* и *mathesis universalis*) савршено одговарају настојањима да се дође до Краја историје, до Краја личности, и до Краја човечанства у крајњој линији. У Вечном миру светске државе, дакле: не би живео нико и не би постојало ништа. Баш као што и Кант вели, говорећи о натпису на крчми, пропраћеним сликом гробља: „Вечни мир“. *Quo vadis Homo Deus?*

Кључне речи: светска држава, вечни мир, метакритика.

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ÉLÉMENTS DE RÉFLEXION SUR LA TECHNICITÉ DU DISCOURS ARCHITECTURAL DANS LE TEXTE TOURISTIQUE EN FRANÇAIS

La communication vise à mettre en évidence les spécificités et les visées du discours architectural intégré aux écrits touristiques en français qui, de façon générale, apparaissent tissés d'une pluralité de discours. Les observations s'appuieront sur un corpus composé de documents touristiques imprimés sur le patrimoine architectural d'une destination touristique française de premier plan, celui de la Vallée de la Loire (châteaux de la Renaissance et villes historiques), et des sites web correspondants afin d'analyser la composition du discours architectural employé et la manière dont celui-ci s'inscrit dans les fonctions plus générales de la communication touristique : informative, publicitaire, expressive. Le degré de technicité de ce discours spécialisé sera considéré, notamment à travers les particularités de la terminologie présente, mais aussi par le biais de ses croisements avec d'autres types de vocabulaires et de discours (historique, poétique, imagé, ludique). L'insertion des termes architecturaux dans des jeux de mots constitutifs des messages structurant les brochures, dépliants, tracts et sites web de caractère touristique, le glissement de formules littéraires, qualitatives et métaphoriques dans les descriptions spécialisées de l'architecture des sites présentés et la juxtaposition de ces dernières avec des fragments de narration historique feront l'objet d'un intérêt particulier en tant que procédés de construction de sens dans la documentation

touristique et de l'offre touristique qu'elle sert à promouvoir. La recherche s'interrogera, à la lumière des notions de créativité, modalité et subjectivité discursives, sur le statut du discours architectural en tant que support de l'exceptionnalité du patrimoine suggérée au lecteur-visiteur potentiel.

Mots-clés: discours architectural, texte touristique, technicité, modalité, subjectivité.

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CASE STUDY ON APPLICATION OF LARGE LANGUAGE MODELS IN SERBIAN DESCRIPTIVE LEXICOGRAPHY

Large language models (LLMs) have applications in various fields of applied linguistics, and one significant area is lexicography. Traditionally, lexicography has been viewed as a somewhat academic art and craft. However, the modernisation and automation of lexicography have revolutionised the field. This shift has provided lexicographers with a new perspective on their work and has led to the emergence of a new lexicography model known as “post-editing lexicography.” In this model, the lexicographer’s role involves post-editing the first draft of an automatically generated dictionary (Rundell 2024).

The arrival of LLMs, including ChatGPT, could further shift dictionary production. Since its launch in November 2022, numerous papers have explored the potential use of LLMs in dictionary production. Some authors express optimism, suggesting that this could signal “the end of lexicography” (de Schryver & Joffe, 2023), while others are somewhat sceptical (Rundell, 2023). They base their opinion on the number of experiments in which ChatGPT was used to create entry components or complete entries for a monolingual English dictionary.

In this presentation, we will illustrate three experiments conducted on a small dataset to evaluate the usefulness of LLMs in Serbian lexicographic tasks, namely word sense disambiguation (WSD), definition writing, and illustrative example generation. We will highlight the challenges and issues encountered with two different models, GPT-4 and Gemini, and discuss the differences in their performance based on given LLM prompts.

Findings from similar tasks for the English monolingual dictionary indicate that ChatGPT struggled with WSD and the generation of illustrative examples (they had to be changed completely). However, the definitions provided by Chat were assessed as “well-written and accessible” (Rundell, 2023: 15). While it is clear that these models are better adapted to English and yield superior results in that language, evaluating their performance on similar tasks in an underrepresented language like Serbian presents its unique challenges.

Keywords: lexicography, large language models, definition writing, illustrative example generation, word sense disambiguation (WSD).

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RECONTEXTUALIZING SCIENTIFIC CONTENT FOR ADOLESCENT AUDIENCES IN THE DIGITAL MEDIUM: ANALYZING EXPLANATORY STRATEGIES

Adolescent audiences show significant interest in topics of concern, such as mental and physical health, climate change, and renewable energy sources. These topics are closely linked to their reality, and this demographic frequently turns to digital sources, such as websites, for information.

To make expert content accessible to this audience, recontextualization plays a key role. It is therefore crucial to understand the strategies used by writers of digital texts to facilitate comprehension for this demographic (Lorés, 2023). Past studies have highlighted specific explanatory strategies employed for this purpose (Mur-Deñas, 2024) and how this cognitive discourse function supports the development of academic language, which enhances comprehension (Dalton-Puffer, 2023).

This paper analyzes the process of recontextualization and the extent to which these strategies are employed to generate engagement (Hyland, 2009) with scientific texts. A corpus of 30 digital texts, compiled under the name SciDisTA, was analyzed to do so. These texts focus on health and natural sciences and target young adult audiences. They originate from three websites that include links to the academic papers from which the information is derived and author attributions to enhance content credibility. SciDisTA is part of the general corpus developed by the InterGEDI research group under the name SciDis (Scientific Dissemination).

The findings provide insights into the role of explanatory strategies as a cognitive discourse function when recontextualizing expert scientific content and demonstrate how these strategies create engagement. Additionally, the

analysis clarifies whether information has been simplified or decomplexified in the recontextualization process to achieve its communicative purpose.

Keywords: recontextualization, explanatory strategies, scientific dissemination, adolescent audiences, engagement.

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ДИДАКТИЧКА ИГРА КАО ИЗВОР ПОВРАТНИХ ИНФОРМАЦИЈА У НАСТАВИ И УЧЕЊУ РУСКОГ ЈЕЗИКА КАО СТРАНОГ

Дидактичка игра има снажан утицај на мотивацију студената и ученика, а поред тога може веома успешно послужити и за разјашњавање наставног садржаја, стога је не треба искључити из наставног процеса ни на једном од нивоа образовања и васпитања. Формативно оцењивање и давање повратних информација представљају веома значајан део наставног процеса, односно интеракције између наставника и ученика, а самим тим заузимају веома важно место у оквиру дидактичке игре. У раду указујемо на могућу употребу формативног оцењивања на примеру конкретне дидактичке игре која је реализована са студентима прве године Филолошког факултета Универзитета у Београду на предмету Савремени руски језик Г-1. У игри је укупно учествовало

45 студената и то у три наврата: у децембру 2022. године игра је реализована са две групе студената почетника, а у децембру 2023. године са једном групом студената почетника. У тренутку реализације игре студенти су владали руским језиком на нивоу A1 према Заједничком европском референтном оквиру за живе језике. Иако је утицај савремених технологија на наставу и учење страних језика огроман, у раду желимо да укажемо на који начин добро осмишљена дидактичка игра која се реализује у реалном времену у учионици може да резултира интензивном интеракцијом између учесника наставног процеса и може да представља веома користан извор потребних информација за наставника, који кроз формативну оцену пружа ученику помоћ у савладавању препрека, а све у циљу достизања зоне наредног развоја. На примеру конкретне игре “Упознајмо се” наводимо неколико значајних фаза ове дидактичке игре, могуће варијације њене реализације и начине давања повратних информација и смерница за даљи рад студената.

Кључне речи: дидактичка игра, руски језик као страни, формативно оцењивање.

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THE PROBLEMATIC CHAPTER ON SLAVS IN AL-MAS'UDIS MEADOWS OF GOLD AND MINES OF PRECIOUS STONES

The Meadows of Gold and Mines of Precious Stones is an abridged version of a more voluminous (but considered lost) universal history by the 10th century Arab historian al-Mas'udi, in which the author describes the world known to his contemporaries, ranging from Spain in the West to China and Korea in the East, and presents general information about various peoples with whom Arabs had come into contact. One on them are Slavs (as-Saqaliba), to whom Chapter 34 is devoted. Apart from some more general remarks, al-Mas'udi indicates there eleven names of Slavic tribes (with a special reference made to one that can be identified with some certainty as the Serbs – though whether Lusatian or Balkan is unclear), five names or titles of their rulers, as well as three more ambiguous names of what can be interpreted as the names of tribes, cities or rulers. Since Arabs at that time were little familiar with this part of the world and due to linguistic factors, all these names appear in distorted forms, making it difficult, if not impossible, to link them to historically known tribal entities. Various readings have been proposed by different scholars–historians, Slavists and Arabists – since the early 19th century, with the most recent being

Lewicki (1948, 1951), Pellat (Mas'ūdī 1962-1997), Michalski & Stephan (2013) and Khalidi (Mas'udi 2020). The present study recapitulates the attempts to decipher these names, shows how linguistics and translation theory have interacted in them with history, palaeography and even political factors. Finally, a new translation of this problematic chapter in al-Mas'udi's work is proposed.

Keywords: al-Masudi, history of Slavs, Arabic historiography, translation, palaeography.

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UPOTREBA DIGITALNIH ALATA U PRIPREMI I IZVOĐENJU NASTAVE U ŠKOLAMA STRANIH JEZIKA NA TERITORIJI GRADA NOVOGA SADA

Digitalni alati u obrazovanju igraju ključnu ulogu u modernizaciji nastavnog procesa, omogućavajući interaktivno i prilagodljivo učenje koje odgovara individualnim potrebama učenika. Ovi alati, koji obuhvataju sve od osnovnih softverskih programa do naprednih sistema za upravljanje učenjem i obrazovnih aplikacija, značajno su unapredili način na koji se izvodi nastava posebno u kontekstu učenja stranih jezika. U poslednjoj deceniji njihova primena postaje je sve prisutnija, omogućavajući nastavnicima da efikasnije planiraju, prate i procenjuju napredak učenika, te da obogate nastavu multimedijalnim i interaktivnim sadržajima.

Istraživanje je pokazalo da u školama stranih jezika u Novom Sadu upotreba digitalnih alata u nastavi kontinuirano prati proces digitalizacije obrazovanja.

Nastavnici prepoznaju prednosti, poput obogaćivanja nastavnog procesa, unapređenja interakcije sa učenicima i prilagođavanja različitim stilovima učenja zatim, lakše organizacije časova i praćenja napretka, što učenicima pruža veću autonomiju i angažovanje. Međutim, identifikovani su i izazovi, uključujući nedovoljnu obuku nastavnika i složenost određenih platformi, što otežava njihovu efikasnu implementaciju. Stavovi nastavnika prema ovim alatima i veštačkoj inteligenciji variraju, od entuzijazma zbog inovativnih mogućnosti do sumnjičavosti u smislu potencijalnih zloupotreba i nedostatka resursa.

Zaključeno je da digitalni alati imaju značajan pedagoški potencijal i da transformišu tradicionalnu ulogu nastavnika u savetnika i moderatora. Uspešna integracija zahteva stalnu edukaciju i podršku, kao i prilagođavanje alata specifičnim potrebama nastave, čime se podstiču kreativnost i motivacija učenika, a proces učenja postaje interaktivniji i efikasniji.

Ključne reči: digitalni alati, obrazovanje, škole stranih jezika, Grad Novi Sad.

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ΤΟ ΛΕΞΗΜΑ ΨΩΜΙ / ХЛЕБ ΣΕ ΦΡΑΣΕΟΛΟΓΙΣΜΟΥΣ ΤΗΣ ΝΕΟΕΛΛΗΝΙΚΗΣ ΚΑΙ ΣΕΡΒΙΚΗΣ ΓΛΩΣΣΑΣ

Στην εργασία μας θα επιχειρήσουμε να προβούμε σε μια αναλυτική σύγκριση όλων των καταγεγραμμένων φρασεολογικών δομών όπως και παροιμιών διαμορφωμένων γύρω από το κύριο λέξημα ψωμί/хлеб, μαζί με πιθανές παραλλαγές τους σε δύο σύγχρονες βαλκανικές γλώσσες: τη Νεοελληνική και τη Σερβική γλώσσα. Επειδή θα χρησιμοποιήσουμε την αντιπαραθετική μέθοδο, δεν θα εκληφθεί καμία γλώσσα ως γλώσσα-πηγή από τη στιγμή που οι φρασεολογικές δομές στις γλώσσες σχηματίζονται με διαφορετικούς και ιδιαίτερους τρόπους.

Όσον αφορά την μεθοδολογία που θα εφαρμόσουμε, οι αναλυμένοι φρασεολογισμοί και παροιμίες θα διερευνηθούν υπό το πρίσμα ανάλογων σημασιολογικών πεδίων με σκοπό να καθοριστεί ο βαθμός σύμπτωσης που υπάρχει ανάμεσα σε αυτές και να εντοπιστεί αν συνδέονται περισσότερο ή λιγότερο είτε με μια θετική είτε με μια αρνητική βίωση.

Κύριοι στόχοι της εργασίας είναι: να επιχειρήσουμε να παρουσιάσουμε σε ποια έκταση οι καταγεγραμμένοι φρασεολογισμοί και παροιμίες με το λέξημα ψωμί στη Νεοελληνική είναι ταυτόσημοι με αντίστοιχες εκφράσεις

στη Σερβική, με βάση μια συγκριτική, στατιστική και γνωστική μέθοδο, να καθορίσουμε τον βαθμό και τη δυνατότητα μεταφοράς τους στα Σερβικά, και να παρουσιάσουμε τα αντίστροφα φαινόμενα – σε ποιο βαθμό και εάν τέτοιες φρασεολογικές δομές και παροιμίες στη Σερβική αντιστοιχούν σε ελληνικούς ιδιωματισμούς.

Λέξεις κλειδιά: ψωμί/хлеб, Νεοελληνική, Σερβική γλώσσα, φρασεολογικές δομές, ισοδυναμία.

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APPLYING CORPUS ANALYSIS TOOLS TO THE STUDY OF ANGLICISMS IN MACEDONIAN MEDIA TEXTS

Researchers studying Anglicisms have benefited from technological advancements in corpus analysis software and the availability of digital corpora. Corpus-based and corpus-aided research on Anglicisms has been applied by many scholars who study English's ever-increasing and multi-faceted influence on other languages. In the first two decades of the 21st century researchers interested in the linguistic phenomena of Anglicisms started to apply corpus linguistics methods to detect and analyze Anglicisms in different corpora quantitatively. Automatic and semi-automatic detection of anglicisms in

corpora, with various degrees of success, are discussed by Andersen (2012), Furiassi and Hoflan (2007), and Gottlieb (2015) to mention just a few.

This paper describes the compilation of a specialized corpus of Macedonian magazine texts and the application of a certain corpus analysis software to extract anglicisms from the corpus. The paper will discuss the methodological procedures applied for the corpus collection, anglicism extraction, data processing, and the software's strengths and weaknesses regarding the extraction of anglicisms. The texts were collected from the Macedonian magazine Kapital. The texts cover two time periods - the years 2000 and 2020. The size of the corpus is about 2 million tokens. The software utilized for this study is AntConc v 4.2.0. The findings of the study show that while the software is extremely helpful in producing frequency lists and concordances a significant amount of careful manual inspection has to be applied to the data for the findings to be reliable.

Keywords: Anglicisms, corpus linguistics, corpus analysis software, media texts, AntConc.

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ORIENTATIONAL METAPHORS IN ENGLISH POLITICAL DISCOURSE

Employing the theoretical apparatus of cognitive linguistics, this paper focuses on a specific metaphorical lexical-semantic segment in English political discourse which is semantically grounded in spatial orientational concepts. At a more specific level, using authentic, politics-related linguistic material recorded in English journalistic discourse, the research is aimed at identifying various orientational metaphors which conceptually structure the aforementioned political discourse. As the research findings demonstrate, the recorded metaphors stem from the following twelve pairs of opposite orientational concepts: FRONT-BACK, AHEAD-BEHIND, ABOVE-BELOW, UP-DOWN, IN-OUT, ON-OFF, CENTRAL-PERIPHERAL, RIGHT-LEFT, NEAR-FAR, FULL-EMPTY, DEEP-SHALLOW and NARROW-WIDE. The given orientational concepts, in fact, represent some of the most common image schemas, which can be mapped from concrete to abstract domains by means of conceptual metaphors, such as POLITICAL PROGRESS IS FRONT, ADVANTAGE IS AHEAD, MORE IMPORTANT IS CENTRAL, LIBERAL IS LEFT, POLITICAL COOPERATION IS NEAR, etc. Thus, a good number of linguistic expressions denoting abstract political entities, activities, and processes are metaphorically extended and conceptually organised in a highly systematic way. Finally, the paper concludes that the observed lexical portion of the language of politics in English journalistic discourse shows a high level of cognitive salience, which comes from different orientational metaphors responsible for structuring its conceptual semantic framework.

Keywords: cognitive linguistics, orientational metaphors, image schemas, politics, journalistic discourse.

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NOVE REYNELL RAZVOJNE JEZIČKE SKALE

Nove *Reynell* razvojne jezičke skale (NRDLS-SR) predstavljaju četvrto revidirano izdanje široko primenjivanog instrumenta za otkrivanje jezičkih poremećaja kod dece od ranog uzrasta. Ovaj instrument odgovor je na

decenijski nedostatak objektivnog i standardizovanog testa za procenu jezičkih sposobnosti na planu razumevanja i produkcije na srpskom jeziku. Predstavlja prvi adaptirani, standardizovani i normirani instrument za procenu jezičkih sposobnosti govornika srpskog jezika. Standardizovan je na srpskom uzorku i sa zadacima prilagođenim specifičnostima srpskog jezika. U adaptaciju su ugrađene sve kulturne i jezičke specifičnosti srpskog jezika koje su dobijene kroz izmenu originalnih engleskih stavki i hrvatske verzije u skladu sa jezičkim specifičnostima srpskog jezika.

Nove *Reynell* razvojne jezičke skale (NRDLS-SR) predstavljaju sveobuhvatan test za procenu jezičkih sposobnosti dece starosti od 2:00 do 7:05 godina namenjen isključivo logopedima u postupku logopedске procene. Testom se procenjuju razumevanje i produkcija od pojedinačne reči do prvih jednostavnih, a kasnije i složenih sintaksičkih struktura. Osim leksičkih i morfosintaksičkih sposobnosti, testom se ispituje i pragmatička sposobnost, i to putem praćenja inferencijalnog razumevanja, kao i metajezičke sposobnosti putem procene sposobnosti za korekciju negramatičnih iskaza.

NRDLS-SR omogućava dobijanje profila detetovih jezičkih sposobnosti, kao i poređenje tog profila sa profilima dece istog uzrasta, čime se omogućava utvrđivanje detetovih specifičnih poremećaja. Test se sastoji od dve skale: Skale jezičkog razumevanja i Skale jezičke produkcije. Prva ispituje razumevanje vokabulara i gramatičkih obeležja jezika, dok druga ispituje detetovu produkciju na istim jezičkim obeležjima. Normiranje NRDLS-SR sprovedeno je na postignućima 577 dece kojoj je srpski maternji jezik, ali su govornici različitih dijalekata.

Ključne reči: nove *Reynell* razvojne jezičke skale, procena, jezičke sposobnosti.

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**ANALIZA POJMOVNIH METAFORA ZA PODSTICANJE
KREATIVNOSTI, RAZVOJA I UČENJA VAŽNIH ŽIVOTNIH
PORUKA KOD DECE U SLIKOVNICAMA**

Tema ovog istraživanja je analiza pojmovnih metafora upotrebljenih u tekstovima dečijih slikovnica na engleskom jeziku koje imaju za cilj podsticanje kreativnosti i učenje pravih vrednosti. Stoga će rad objasniti koje se pojmovne metafore najčešće koriste kako bi se deci lakše prikazao proces razvijanja kreativnosti i na koji način se bitne životne poruke prikazuju kroz određene pojmovne metafore. Za korpus smo pojmovne metafore preuzeli i analizirali

iz sledećih slikovnica: *Frederick, Gruffalo, Harold and the Purple Crayon, The Rainbow Fish, Berenstain Bears Learn About Strangers, The Very Hungry Caterpillar, Ish, Not a Box, The Dot i The Most Magnificent Thing*. Pojemne metafore iz odabranih slikovnica su podeljene u tri kategorije: metafore o učenju bitnih poruka za vaspitanje dece, metafore o usvajanju pravih vrednosti i metafore za podsticanje kreativnosti kod dece. Rad je zasnovan na teorijskom okviru kognitivne lingvistike, odnosno teoriji o pojmovnoj metafori koja nam omogućava da razumemo jedan apstraktan pojam putem drugog, konkretnijeg i opipljivijeg pojma, koji je bliži našem fizičkom, telesnom iskustvu (npr. LJUBAV JE PUT, VREME JE NOVAC, itd.). To je delimično preslikavanje iz poznatog izvornog domena na manje poznati ciljni domen. Obrazac CILJNI DOMEN JE IZVORNI DOMEN opisuje metaforičku vezu između ova dva domena. Kroz pažljivu analizu ovih metafora, možemo otkriti dublje slojeve značenja koji podstiču dečju maštu i njihov emocionalni i kognitivni razvoj. Fokus istraživanja suštinski leži u tome da se utvrdi kako slikovne i multimodalne metafore doprinose predstavljanju apstraktnih pojmova deci i kako autori i ilustratori ovih slikovnica pokušavaju deci preneti važne životne poruke. Rad će kroz ovakav metodološki pristup doprineti dubljem razumevanju uloge slikovnica u procesu razvoja kognitivnih i intelektualnih sposobnosti kod dece.

Ključne reči: pojmovna metafora; slikovnice; učenje bitnih poruka; podsticanje kreativnosti.

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LITERACY IN ROMANI: PILOT DATA FROM SERBIA

This study analyses literacy in Romani based on data from the sociolinguistic V LingS Questionnaire, administered within the “Vulnerable Languages and Linguistic Varieties in Serbia” project. The questionnaire was applied to 56 adult Roma respondents from Batajnica (Belgrade) and Bavanište (the Banat region) during fieldwork in 2023. The study explores literacy in Romani and Serbian, focusing on respondents’ reading and writing habits, content and frequency, education, and self-assessed proficiency.

Results show that nearly one-fifth of the respondents are illiterate. Of those who are literate, 52.2% rarely or never read in Romani, and 56.8% rarely or never write in Romani. In contrast, 79.6% regularly read in Serbian, and 72.8% write in Serbian. Many respondents read (R) and write (W) SMS or Viber messages in Romani (R: 65.9%, W: 63.6%). Fewer engage with social media (R: 47.7%, W: 34.1%) or letters/emails (R: 20.5%, W: 15.9%). For Serbian, the percentages are higher.

Regarding education, 51.8% of respondents are aware of Romani classes in schools, though only 5.4% attended them. Awareness of publications in Romani is low, with 27.3% recognizing such materials (textbooks, religious publications). Only 14.3% report using publications in Romani themselves. Furthermore, just 3.6% of respondents read Romani newspapers, though around 20% are familiar with Romani websites and social networks.

Self-assessments reveal that respondents rate their speaking and understanding skills in Romani significantly higher than their reading and writing abilities, while Serbian is always rated higher. The mean ratings across skills and languages are: understanding (Romani: 4.77, Serbian: 4.93), speaking (Romani: 4.77, Serbian: 4.87), reading (Romani: 3.33, Serbian: 4.48), writing (Romani: 3.15, Serbian: 4.57).

Serbian is dominant in all areas, which suggests that promoting written Romani could help improve literacy in the language. This study highlights the need for increased efforts to encourage the use of Romani in written form, leveraging educational and digital spaces.

Keywords: Romani, literacy, sociolinguistic questionnaire, V LingS, Serbia.

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ОБРАДА ПРЕДЛОГА ПО У РЕЧНИЦИМА СРПСКОГ ЈЕЗИКА

У овом раду бавићемо се анализом речничког чланка датог о предлогу ПО у једнојезичним речницима српског језика. Овим истраживањем биће обухваћени ови речници: Речник српскохрватског књижевног и народног језика САНУ (1959–), Речник српскохрватског књижевног језика Матице српске (1967–1976) и Речник српског језика Матице српске (2011). У првом делу анализе размотрићемо сва значења која су дата у поменутих речницима, а потом ћемо утврдити постоје ли међу њима разлике. Након тога упоређићемо значења која су дата у овим речницима са значењима која се наводе у граматикама српског језика и утврдићемо постоје ли она која нису обухваћена речничким чланком. У главном делу анализе бавићемо се описима значења и примерима који их илуструју, тј. разматраћемо да ли ти описи у потпуности одговарају значењу примера, при чему ћемо примере посматрати и с обзиром на потребе говорника савременог стандардног српског језика. Предмет анализе ће бити и анкета која је спроведена међу изворним говорницима, а подразумевала је уписивање прве реченице с предлогом ПО које су се испитаници сетили. Анкета је спроведена с циљем да се утврди које је значење предлога ПО основно код изворних говорника. Фреквентност значења утврђених спроведеном анкетом упоређићемо с редоследом значења у речничком чланку овог предлога. Циљ рада јесте утврдити да ли обрада предлога ПО у речницима одговара захтевима његове употребе у савременом стандардном српском језику, у вези с тим и да ли је потребно у њу унети измене. На крају ће се размотрити и да ли дати описи задовољавају потребе наставе српског језика као страног, тј. да ли садрже све информације потребне неизворном говорнику.

Кључне речи: српски језик, предлог ПО, речник.

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TRANSFORMING ENGLISH LANGUAGE LEARNING IN VOCATIONAL SCHOOLS IN SERBIA: THE BENEFITS OF USING LEARNING STATIONS IN THE CLASSROOM OVER TRADITIONAL TEACHING

In vocational secondary schools, where English is often not perceived as a valuable subject, English teachers face daily challenges. They must be more creative and imaginative than ever, using a variety of teaching methods to engage students and encourage them to learn English for the sake of their future careers. One of the methods is *the learning station*, which differs from traditional teaching. The learning station method is a classroom management strategy in which teachers divide students into groups or pairs, assigning tasks that require active student participation as they move from station to station in the classroom. In this paper, we will show how learning stations are used in the classroom of a mechanical engineering vocational school, in which four different grades were given two questionnaires – one before the lesson using learning stations and the second after the lesson – to gather their impressions of the innovative approach to learning English. The paper will also include quantitative and qualitative analyses of the research conducted with control and experimental groups of students. Two control groups were taught using traditional methods, while the other two groups incorporated learning into their English lessons.

In these lessons, students learned about electric cars as part of their ESP (English for Specific Purposes) curriculum and worked on improving the four language skills – reading, listening, writing, and speaking – in alignment with the Common European Framework of Language Reference (CEFR). This study aims to demonstrate the benefits of using learning stations in the English classroom of a vocational secondary school and how this approach is more effective than traditional teaching methods to which students are accustomed.

Keywords: vocational schools, learning stations, ESP, teaching method, benefits.

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**KONTRASTIVNA ANALIZA ČENGJU IDIOMA IZGRAĐENIH
OD KARAKTERA 天/TIĀN/(NEBO) U KINESKOM I FRAZEMA
IZGRAĐENIH OD LEKSEME „NEBO“ U SRPSKOM JEZIKU**

Ovaj rad najpre pruža uvid u kulturne, filozofske i religijske obrasce koji leže u osnovi čengju idioma koji su izgrađeni od karaktera 天/tiān/(nebo) u kineskom jeziku. Takođe, u radu smo predstavili i neke od najvažnijih kulturnih i religijskih modela koji se sreću u frazemima koji u sebi sadrže leksemu „nebo“ u srpskom jeziku, čime smo hteli da pružimo dublji uvid u značenja koje leksema NEBO ima u oba jezika. Potom smo kontrastivnom analizom frazeoloških jedinica iz rečnika idioma u kineskom jeziku i frazeološkog rečnika u srpskom jeziku prikazali primere pomenutih jedinica koje u sebi sadrže karakter 天/tiān/(nebo), odnosno leksemu „nebo“. Analiza je pokazala da se NEBO u oba jezika u frazeološkim jedinicama najčešće kategorizuje kao prirodni, atmosferski prostor i da najveći broj čengju idioma u kineskom jeziku i frazema u srpskom jeziku nosi upravo ovo značenje lekseme „nebo“. Pored toga, u frazeološkim jedinicama oba jezika, NEBO može imati značenje božanskog prostora. Međutim, analiza je takođe pokazala da se kroz kineske kulturne i filozofske obrasce 天/tiān/(nebo) sjedinjuje sa čovekom, dok se u srpskoj kulturi, prema hrišćanskim verovanjima, „nebo“ razlikuje od čovekovog sveta.

Cilj ovog rada jeste da se putem ukazanih sličnosti i razlika učenicima olakša usvajanje jedinica koje su izgrađene od karaktera 天/tiān/(nebo) u kineskom jeziku, kao i savladavanje prevodilačkih zadataka u ovoj oblasti.

Ključne reči: kineski jezik, srpski jezik, čengju idiomi, leksema 天/tiān/(nebo), frazemi.

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**RECONTEXTUALISING SCIENTIFIC KNOWLEDGE
IN THE DIGITAL MEDIUM: WHAT ROLE DO COGNITIVE
DISCOURSE FUNCTIONS PLAY?**

Specialised knowledge is increasingly shared and accessed through the digital medium, which necessitates the recontextualisation of scientific ideas and findings for non-expert audiences. This is critical to ensure that such knowledge is accessed, understood and accepted. Recontextualisation has been highlighted as a key aspect in the digital dissemination of science (e.g., Luzón, 2013, 2019; Calsamiglia & VanDijk, 2004; Gotti 2004; Bondi et al, 2015; Carter Thomas & Rowley-Jolivet 2020; Bondi & Cacchiani, 2021; Lorés, 2023). It is here understood as encompassing both intertextual and interdiscursive features (Mäntynen and Shore 2014), aimed at transforming discipline-specific knowledge for broader audiences. This process entails cognitive and discursive challenges requiring the selection, decomplexification, and reframing of specific ideas in ways that are accessible to digital users with varying degrees of expertise.

In this paper I will explore the role of Cognitive Discourse Functions (CDFs), namely, classification, definition, description, evaluation, explanation, exploration, and reporting (Dalton-Puffer 2013), in the recontextualisation of scientific knowledge for diversified audiences in the digital medium. The study analyses a corpus of 20 scientific disseminating digital texts, 10 texts taken from *The Conversation* platform and ten feature articles taken from two different sites (*Nature* and *The Smithsonian Magazine*). The texts focus on circular economy and sustainability, a topic of current significant societal relevance.

The results will examine the frequency of use of each CDF across the digital disseminating texts and discuss their role in redressing knowledge asymmetries between expert and lay audiences. This analysis aligns with current trends for open science and democratisation of scientific knowledge. The findings have significant implications for training scholars and writer mediators in the effective dissemination of specialised knowledge in the digital medium.

Keywords: scientific dissemination, knowledge communication, recontextualisation, cognitive discourse functions, digital scientific discourse.

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TEACHING CZECH CONDITIONAL TO PORTUGUESE SPEAKERS

Teaching the conditional within the field of Czech as a foreign language has been an unheeded topic, probably because of its formal simplicity compared to other grammatical contents. There has not been any research done on that question yet, but in works concerning other related topics (e.g. Kotková, 2017; Mašín, 2015), we can see that students do not use the conditional. In our research, we try to answer the question of whether Portuguese students understand and use the Czech conditional. To explore this topic, we use qualitative methods: a

test on the knowledge of the Czech conditional followed by interviews with the students. To gain other perspectives, we also collected questionnaires from the Czech teachers. Also, we have analyzed the presentation of the conditional in the most used textbooks.

Our results show that the conditional is not considered a difficult topic, neither by the students nor by the teachers. While students think they use the conditional, the teachers are less convinced. The textbook analysis shows shortcomings in the presentation of the conditional, such as a formalistic approach, lack of division, a misleading presentation of usage, etc. With our research, we aim to contribute to the unexplored areas of teaching the Czech conditional and teaching Czech to Portuguese speakers. Also, we hope that the results could help to rethink how to present the conditional in the textbooks.

Keywords: teaching, conditional, Czech, Portuguese, textbooks.

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THE IMPORTANCE OF LINGUISTIC LANDSCAPE IN ANALYZING MINORITY LANGUAGE POLICY

The paper discusses the concept of the linguistic landscape, which uses written language in public spaces as the main source of information about the linguistic situation in a particular territory. The authors argue that researchers of minority language policies have not paid enough attention to the “written display” of minority languages in public spaces. New developments in how written language is displayed in public spaces, as well as the rapid spread of new

technologies compared to the period when linguistic landscape studies began, will present both challenges and opportunities for researchers to fully explore the concept of societal multilingualism. Further theoretical advancement in this field is necessary, and one of the greatest challenges for future research will be the use of empirical testing to validate its theoretical foundations. The linguistic landscape, as the perception and interpretation of the presence and use of languages in public spaces, provides insights into the necessity of preserving or changing existing minority language policies, as well as into the status and roles of minority and/or official languages in a given territory. The importance of investigating the linguistic landscape stems precisely from this, as well as from the fact that such research can reveal issues faced by minority communities in specific areas, thereby contributing to their better cooperation with state institutions in achieving and implementing minority language rights. It is concluded that the linguistic landscape makes a significant contribution to the study of the “language visibility” of minority languages in social, political, and economic contexts, and thus contributes to the empowerment of minority language groups.

Keywords: landscape, written language, public space, minority languages, linguistic rights.

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IL CONDIZIONALE NELLE PROPOSIZIONI SUBORDINATE ESPLICITE IN ITALIANO E I LORO EQUIVALENTI NELLA LINGUA MACEDONE: UN'ANALISI CONTRASTIVA

Il condizionale implica di norma l'idea di un condizionamento reale o virtuale. Esso può servire anche a connotare un'azione nel senso della soggettività e della relatività. Il condizionale assume diversi valori soprattutto nelle proposizioni subordinate esplicite. Con il presente contributo si cercherà di effettuare un'analisi contrastiva dei diversi valori del condizionale nell'ambito della subordinazione attraverso gli esempi estratti dai romanzi italiani e dalle corrispondenti traduzioni in macedone. L'analisi contrastiva del condizionale in questo articolo è motivata soprattutto dalla comprensione delle strutture grammaticali del condizionale e delle loro funzioni, nonché dall'apprendimento dell'italiano come lingua straniera per scoprire come funziona il condizionale in italiano e in macedone. Lo scopo è quello di trovare le somiglianze e le differenze nell'uso di questo modo nelle proposizioni subordinate esplicite per facilitare l'apprendimento, ma anche per ridurre le difficoltà e i possibili errori nel loro uso.

Il campo d'indagine è stato ristretto all'uso dei tempi del condizionale nella produzione scritta di alcuni romanzi italiani e nella loro traduzione in macedone. Ai fini di condurre un'analisi in modo completo e significativo abbiamo utilizzato il metodo descrittivo per spiegare tutte le caratteristiche di questo modo sia nella lingua italiana che nella lingua macedone, nonché il metodo contrastivo per fare un paragone delle varie funzioni del condizionale nelle due lingue a confronto. L'accento è posto non tanto sulla quantità dei romanzi presi in considerazione quanto sulla profondità e sulla qualità degli esempi analizzati, nonché sulla disponibilità di romanzi italiani tradotti in macedone. Ci auguriamo che questo lavoro sarà molto utile soprattutto per la didattica delle lingue visto che un'analisi contrastiva può essere un ottimo strumento per sviluppare materiali didattici più efficaci, mirati alle esigenze specifiche degli studenti.

Parole chiave: condizionale, analisi contrastiva, l'italiano, il macedone, somiglianze, differenze.

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**ПРЕВОДИЛАЧКИ ДУЕЛ ИЗМЕЂУ ЧОВЕКА И ГЕНЕРАТИВНЕ
ВЕШТАЧКЕ ИНТЕЛИГЕНЦИЈЕ: КОМПАРАТИВНА АНАЛИЗА
ПРЕВОДА КОЛОКАЦИЈА СА СРПСКОГ НА НЕМАЧКИ ЈЕЗИК**

Предмет овог истраживања је компаративна анализа превода колокација са српског на немачки језик, са посебним фокусом на упоређивање људског превода и превода генеритивне вештачке интелигенције. У процесу анализе биће разматране евентуалне разлике, грешке и одступања између ова два приступа. Такође, истраживање ће обухватити процену способности генеритивних модела да препознају и адекватно интерпретирају колокације у контексту. Корпус обухвата примере колокација ексцерпираних из уџбеника *Das Leben*, који се користи у настави немачког као другог страног језика на терцијарном нивоу образовања на факултету филолошке оријентације. Циљну групу су чинили студенти Филолошко-уметничког факултета који уче немачки језик на нивоу Б1. Методолошки оквир се заснива на квалитативној анализи превода колокација, при чему се упоређују преводи студената са преводима генерисаним помоћу алата вештачке интелигенције. Анализа обухвата евалуацију семантичке тачности, синтаксичке исправности и природности превода у циљаном језику. Очекивани резултати указују на то да људски преводи у већој мери рефлектују идиоматску употребу језика, док преводи генеритивне вештачке интелигенције могу бити синтаксички исправни, али контекстуално неадекватни. Закључци овог истраживања пружају дубљи увид у могућности и ограничења примене генеритивне вештачке интелигенције у превођењу колокација, што може имати значајне педагошке импликације у домену језичке медијације.

Кључне речи: немачки као страни језик, колокације, превођење, генеритивна вештачка интелигенција, људски превод.

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РАЧУНАРСКА ЛИНГВИСТИКА И ПАРАЛИНГВИСТИЧКИ ЕЛЕМЕНТИ: ТЕОРИЈА И ИМПЛИКАЦИЈЕ ЗА УНАПРЕЂЕЊЕ УСМЕНОГ ДИСКУРСА КОНВЕРЗАЦИОНИХ АГЕНАТА ВЕШТАЧКЕ ИНТЕЛИГЕНЦИЈЕ

Разумевање свих структурних елемената усменог и писаног дискурса основ је за формирање аутоматског рачунарског система способног за генерисање и обраду природног језика. Стога су актуелна истраживања у области вештачке интелигенције усмерена на детаљније испитивање спонтане усмене и писане продукције у реланом времену, а све ради добијања што савршенијих интелигентних аутономних агената. У свакодневной употреби срећемо се са све напреднијим генеративним и креативним апликацијама које служе вербалној размени информација и решавању различитих типова задатака. Алгоритам у основи ових апликација базиран је на синтаксичким и семантичким информацијама, на мрежи концепата, речи и граматичких облика скоро свих познатих изучаваних природних језика. Велики језички модели интегришу све нивое језика, од фонолошког до синтаксичког, односно сви аспекти језичке структуре су представљени у једном векторском простору, док се за остале карактеристике људског говора очекује да изникну из саме кохерентности (Cai et al. 2023:41).

Како се тежи формирању агента који симулира функционисање људског размишљања и самостално доношење одлука у разговору човек-агент, неопходан је систем заснован и на симболима који ће учитати и повратну информацију (енгл. „backchanneling”) коју емитује слушалац (Urakami, Seaborn 2023:13), као и контекст, регистар, колокације, те дешифровати гестове, мимику, али и интонацију, паузу у говору, као и прагматичке аспекте интерпункције у тексту. За сада је информатички дизајн агената вештачке интелигенције ускраћен за потпуну интерпретацију паралингвистичких сегмената писаног и усменог дискурса, којима се управо манипулише говором, и којима се додају значењски слојеви емитованој поруци.

Рад кроз теоријски приступ анализира дискурс агента вештачке интелигенције за управљање дијалогом напредне конфигурације, као и

досадашње домете и развој комуникације, ограничења и неусклађености. Сматрамо да за достизање аутентичне и убедљиве комуникације између агената за разговор, такође и хуманоидних робота и људи, рачунарска лингвистика треба даље развијати софтвере који ће нужно укључити и кодирање паралингвистичких елемената говора.

Кључне речи: агенти за управљање разговором, системи за дијалог, рачунарска лингвистика, паралингвистички елементи, примењена лингвистика.

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MANIPULATING TIME AS A STRATEGY IN POLITICAL DISCOURSE

Power dynamics play a central role in institutional conversations, particularly in political interview, where participants employ a range of discursive strategies to gain and maintain control over the interaction. Political interviews serve as a crucial medium for politicians to account for and justify their activities, creating a direct channel of communication between political elites and the overhearing audience, where the main role of the politician is to disclose news of public interest while simultaneously navigating the provocative and challenging nature of the interviewer's questions through various discourse strategies. One such strategy, often overlooked yet highly effective, is the manipulation of time and tense. In political interviews, interviewers aim to prompt their guests to share valuable information for the public's benefit, while

interviewees, who are accountable to the general public for their actions, often seek to limit their disclosures, especially regarding sensitive or controversial topics. To do so, they both may manipulate time or tense as a strategy of eliciting (journalists) or evading (politicians) answers. By applying critical discourse analysis alongside conversation analysis, we can reveal this strategy in the discourse of both interviewers and interviewees, explore its consequences, and gain valuable insights into how it influences power control in political interviews. The results indicate that participants manipulate time and tense in both the English and Serbian corpora with the aim of either provoking the interlocutor or avoiding direct answers to delicate questions.

Keywords: political interview, critical discourse analysis, conversation analysis, manipulation, contrastive analysis.

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ЛЕКСИКОЛОГИЈА НА ТЕСТОВИМА СА ЗАВРШНИХ ИСПИТА ИЗ СРПСКОГ ЈЕЗИКА И КЊИЖЕВНОСТИ

У раду ће бити анализирана питања из области лексикологије која су се јављала на тестовима са завршних испита на крају основног образовања и васпитања из предмета Српски језик и књижевност. У истраживање ће бити укључени тестови из протеклих 14 година (од шк. 2010/2011. до шк. 2023/2024), доступни на сајту Завода за вредновање квалитета образовања и васпитања. Циљ истраживања јесте да се дође до података колико је лексикологија заступљена на тестовима које ученици полажу на крају основношколског циклуса образовања, из којих лексиколошких области се даје највећи број питања, који типови задатака доминирају, да ли се у формулацијама питања или понуђеним одговорима јављају одређени проблеми и сл. Такође, кроз ово истраживање бисмо желели да видимо колико се статус лексикологије на завршним испитима променио од 2010. године до данас будући да су лексиколошка истраживања у научном смислу све актуелнија. Један од крајњих циљева рада јесте и да се понуде решења за евентуално уочене недостатке.

Кључне речи: лексикологија, српски језик, завршни испит, тест.

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СЛОВЕНАЧКО-СРПСКИ ДВОЈЕЗИЧНИ РЕЧНИК ПРИ УЧЕЊУ СЛОВЕНАЧКОГ И СРПСКОГ КАО СТРАНИХ ЈЕЗИКА

Двојезични речници су (били) традиционално примарни и неизоставни приручници у процесу учења и подучавања страних језика и превођења са једног језика на други. С развојем језичких технологија и машинских преводаца, коришћење и статус двојезичних речника се свакако мења. У раду ће бити представљени постојећи штампани и онлајн двојезични речници за језички пар словеначки-српски, а након тога и концепт словеначко-српског онлајн речника који настаје у оквиру изучавања српског и словеначког као страних језика на додипломском студијском програму Словеначки језик и књижевност на Филозофском факултету у Марибору. У раду ће бити представљен лексикографски рад студената који слушају оба предмета и утицај лексикографског рада на процес њиховог учења словеначког и српског језика као страних језика. У раду ће такође бити приказана структура речничког чланка и његова надградња с приказом флективних облика, фразеолошких јединица и етимологије словеначких одредница, до којих се долази помоћу језичких технологија истраживачке организације АМЕБИС, која одржава словеначке речничке портале Фран (fran.si) и Терманиа (termania.net). Рад потенцира корисност двојезичног речника као језичког приручника и потенцијал за његову трансформацију у двојезични језички портал, као одговор на конкуренцију машинских преводаца и вештачке интелигенције, као и важност лексикографског рада на речнику при учењу словеначког и српског као страних језика.

Кључне речи: е-лексикографија, двојезични речник, концепт речника, словеначки језик, српски језик.

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ПЛАТФОРМА *AMAZINGTALKER* У НАСТАВИ СРПСКОГ КАО СТРАНОГ ЈЕЗИКА

Предмет овога рада је сагледавање места и функције платформе *AmazingTalker* у настави српског као страног језика са циљем пружања основних смерница младим предавачима о важним питањима њеног коришћења. У истраживању је коришћена методе опсервирања, дескриптивна метода и метода теоријске анализе са техником анализе садржаја. Резултати истраживања су показали да је *AmazingTalker* платформа намењена учењу језика (и других предмета) путем интернета. Реч је о платформи комерцијалне природе која функционише на бази убирања процентуалне зараде за пружену могућност комуникације и сарадње између предавача и ученика. Тренутно постоји тенденција раста броја предавача који странце подучавају нашем језику користећи наведену платформу. Анализа функционисања платформе и радних биографија предавача показала је да компанија, вођена интересом стицања финансијске користи, чини различите уступке који утичу на умањење утиска професионалног приступа овој врсти наставе. Ипак, ангажовање предавача-почетника на пословима подучавања српског као страног језика може имати (најмање) две добре стране. Са једне стране, оно претпоставља врло једноставно коришћење, док са друге стране омогућава стицање одговарајућег радног искуства.

Кључне речи: српски као страни језик, предавач, електронске платформе, *AmazingTalker*.

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АЙВА (*CYDONIA OBLONGA* MILL.) В ЯЗЫКАХ И КУЛЬТУРАХ АЛБАНСКО-СЛАВЯНСКОГО ПОГРАНИЧЬЯ

Роль определенных растений, и особенно значение айвы (*Cydoniaoblonga*Mill.) в алиментарной культуре народов запада Балкан, исключительно гипертрофирована. В исследовании речь идет о

номинациях Айвы обыкновенной, которую выращивают в торговых объемах в Албании, Косово, Сербии, Северной Македонии и других странах региона, с особым вниманием к территориям непосредственно албанско-славянского пограничья. Исследование базируется на многолетние полевые изыскания на Балканах (1990–2024) и данные профильных архивов. Устойчивость нарративов о культивировании растения и употреблении его плодов для разных целей позволяет провести определенные изоглоссы, изопрагмы и изодоксы, маркирующие границы в традициях и идиомах народов и этнических групп Балканского полуострова. Все албанские (ftua, ftue и др.) и релевантные южнославянские (dunja, gunja и др.) фитонимы *Cydonia oblonga* проанализированы, этимологизированы и сопоставлены с названиями айвы в других языках Средиземноморья – в греческом, латыни, итальянском, арумунском, румынском, турецком.

Так, в албанском стандартном языке (тоскская норма) имеется: ftua, ftoim.ftonj(të) pl., чему в северной, гегской, норме соответствует fëtrue(северная Албания), ftue (Косово и Метохия). Восходит к позднелат. qudenaeamāla < лат. cotōneum (mālum) < cydōneum (mālacydōnia – плод айвы, cydōnia (arbor) айва-дерево) (Genaust, 1996, p. 193; Topalli, 2017, p. 508).

Сербский и хорватский стандартный облик фитонима для *Cydonia oblonga* – dunja (Šulek, 1879, p. 513; Vajs, 2003, p. 131), восходящее через цепочку элизий и метатез к тому же латинскому источнику: dunja, gunja < dgunja < gdunja < лат. cydoneum (Skok, 1971, p. 557; Vajs, 2003, p. 131). Ср. также арум. gutun'й, рум.gutui.

Подтверждением проникновения культуры на Балканы с запада, с Апеннин, является то, что характерное турецкое название айвы аува (тур. аува < *avja < *abja < персид ābia 'айва' (Stachowski, 2019, p. 70) здесь не привилось. Встречается лишь переносное название сортов фруктов, соотносимых по внешнему виду с айвой и название соответствующей древесины: алб. ajvan 'сорт яблок' (по всей видимости, желтых) (<аува-elma 'айва-яблоко') (Dizdari, 2006, p. 12) и серб. (босн.) хајвaнија, хајвaнилија (Босния) 'древесина (айвы)' (EPCJ, 2003, с. 45).

Ключевые слова: айва, фитонимия, лексика, языковые контакты, албанцы, славяне, балканские языки, заимствования, этнолингвистика.

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DRUŠTVENO-KULTURNE PROMENE KAO ČINILAC U REŠAVANJU PREVODILAČKIH I GRAMATIČKIH ZADATAKA NA STUDIJAMA ANGLISTIKE

Rad se bavi analizom društveno i kulturno uslovljenih promena u percepciji i rešavanju izvesnih prevodilački i gramatički orijentisanih zadataka kod studenata osnovnih akademskih studija anglistike u poslednjih 25 godina. Uočeno je, naime, da bi studenti izraze kao što su, na primer, Christmas tree ili pioneer, ili pak institucionalna imena poput KFC ili FedEx, drugačije i percipirali i stoga i preveli 2025. nego 2001. godine, prevashodno zahvaljujući određenim promenama koje su dovele do nemalih društveno-kulturnih zaokreta u srpskom društvu u poslednje tri decenije. Kad je reč o gramatičkim pojavama, upotreba pojedinih modalnih glagola, kao i upotreba ili izostanak negacije s modalnim glagolima u određenim glagolskim vremenima, takođe se mogu pripisati nejezičkim činiocima koji studente navode na određeni misaoni tok i odluku koji modal da upotrebe i da li da ga (ne) negiraju prilikom rešavanja ovakvih zadataka. Kvalitativnom metodologijom opisa pre svega prevodnih, ali i nekih gramatičkih rešenja ponuđenih pre 20–25 godina, a zatim i danas, biće upoređen način na koji su ovakvim zadacima pristupali studenti Filozofskog fakulteta Univerziteta u Novom Sadu nekad i sad, pri čemu su dve studentske grupe praktično istovetne prema svim relevantnim parametrima (uzrast, pol, obrazovanje, stepen znanja jezika, brojnost grupe), osim upravo prema socio-hronološkom kriterijumu, odnosno opštim društveno-kulturnim okolnostima u kojima su studenti odrastali i obrazovali se. Cilj rada jeste da pokaže da značajne promene u kulturnoj paradigmi u relativno kratkom periodu, kao i promene i novine u materijalnoj sferi uslovljene i globalnim i lokalnim činiocima, dovode do toga da bi srpski prevod kulturno-specifičnih reči ili institucionalnih imena unutar jednog te istog relativno savremenog teksta sa engleskog govornog područja, kao i neka rešenja gramatički orijentisanih zadataka, bili nezanemarljivo različiti u odnosu na prevodna ili gramatička rešenja ponuđena pre samo dve i po decenije, ukoliko bi isti zadatak bio poveren tadašnjim i današnjim studentima engleskog jezika i književnosti.

Ključne reči: promena u prevodu, promena u upotrebi gramatičke strukture, društvene promene, društveno-kulturni kontekst, engleski jezik.

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ENGLISH-SLOVENE MACHINE TRANSLATION OF NOMINAL PHRASES IN TECHNICAL TEXTS

Technical translation focuses on texts with technical content, representing an applicative extension of scientific writing. Although technical translation is estimated to represent as much as 90% of global translation output (Kingscott 2002: 247), according to the BITRA bibliography of translation research, only 9.3% of publications address technical translation (Aixelá 2004). Research on English-Slovene technical translation is even scarcer, including research on the implications of machine translation of technical texts into Slovene. The paper partly fills the gap with a case study based on an analysis of nominal phrases in a service manual machine-translated from English into Slovenian.

The paper will comprise two parts. First, the authors will present the main characteristics of technical texts and technical translation, as well as the translation engines (DeepL and Google Translate) that were used in the study. Second, the results of a case study based on a machine-translated service manual for a forklift will be presented and discussed. Nominal phrases in the original English manual will be compared with their corresponding phrases in Slovene generated by machine translation engines. The translations will be analyzed using a set of predefined criteria, including semantic shifts, terminological shifts, grammatical shifts, orthographic shifts, and terminological inconsistencies. The results generated by different translation engines will be examined both quantitatively and qualitatively to evaluate their usability in technical translation.

Keywords: technical translation, machine translation, nominal phrase, translation studies, terminology.

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**ФРАЗЕОЛОШКЕ МОДИФИКАЦИЈЕ У РОМАНУ
„КОНТРАЕНДОРФИН” СВЕТИСЛАВА БАСАРЕ**

Анализа фразеолошког слоја у роману „Контраендорфин” Светислава Басаре усмерена је у овом раду на употребу модификованих фразеолошких израза и представља део ширег истраживања које прати фразеологију овог аутора у два различита дискурса, новинарском и књижевноуметничком. Модификацијама фразеолошких израза приступа се са аспекта теорије језичке личности и оне се посматрају на лексичком, граматичком и семантичком плану, уз праћење мотивационог плана који се одражава на прагматичком нивоу језика. Задаци истраживања били су испитати поступке модификовања фразеологизама и циљеве њихове употребе на примеру књижевног текста, те добијене резултате упоредити са резултатима проучавања у новинарском дискурсу. Полази се од претпоставке да ће ауторов приступ фразеолошком фонду српског језика бити исти без обзира на врсту дискурса, али да ће начини модификовања фразеолошких јединица бити условљени различитим прагматичким циљевима њихове употребе у књижевном тексту и особинама самог књижевног жанра. Очекује се и да ће сама тема романа „Контраендорфин”, бавећи се деконструкцијом националних митова у српској култури као представа укоренењих у њеном систему вредности, условити велики број модификација фразеолошких израза, јер би се модификовањем ових устаљених језичких јединица, које су носиоци културних и вредносних информација, могло утицати на промену језичке слике света у књижевном тексту. Циљ истраживања јесте указати на употребу фразеолошких модификација као битну карактеристику и препознатљиво обележје језичке личности аутора, која упућује на његов јединствен приступ језику и начину изградње ауторске слике света, те потврдити почетну тезу да се анализом модификованих фразеолошких израза може проучавати језичка личност аутора, нарочито њен лингвокогнитивни и мотивациони ниво.

Кључне речи: фразеолошке модификације, језичка личност, језичка слика света, Светислав Басара.

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KO VREME NI VREME IN JE ZNATI LAHKO TUDI VEDETI. PRENOS BESEDIŠČA MED SORODNIMI JEZIKI

V besedilih, ki jih v slovenščini tvorijo govorci drugih južnoslovanskih jezikov, pogosto opažamo prvine, ki so značilne za prve jezike uporabnikov, ne pa za slovenščino. Ti elementi so posledica negativnega jezikovnega prenosa (Požgaj Hadži in Ferbežar, 2002; Balažic Bulc, 2004), ki se dogaja med jeziki v stiku, njegovi rezultati pa so vidni na različnih jezikovnih ravneh. V prispevku se bomo omejili na prenos besedišča iz južnoslovanskih jezikov v slovenščino. Zanimalo nas bo, kolikšen delež napačno rabljenega besedišča pri uporabi pisne slovenščine med govorci drugih južnoslovanskih jezikov predstavljajo napake zaradi jezikovnega prenosa. V ta namen bomo analizirali besedišče v označenem delu korpusa slovenščine kot tujega jezika (KOST) (Stritar Kučuk, 2020, 2022, 2023). Zanimalo nas bo, kaj se dogaja v procesu jezikovnega prenosa in do kakšnih rezultatov na ravni besedišča pripelje ta proces. Preverili bomo, če med govorci različnih južnoslovanskih jezikov prihaja do razlik, npr. v količini prenesenega besedišča. Med prenesenim oziroma sposojenim besediščem bomo iskali tudi lažne prijatelje. Ti so bili v paru slovenščina in hrvaščina že obravnavani z vidika prevajanja (Tušek, 2011) in priprave slovarja (Peti Stantić, 2014), ne pa z vidika analize dejanske produkcije jezikovnih uporabnikov. Poskušali bomo nakazati možnosti prenašanja spoznanj v neposredno pedagoško prakso, se pravi, kako v poučevanju izrabiti vedenje o jezikovnem prenosu, uzavestiti in preprečevati ter odpravljati napake, ki nastajajo kot posledica jezikovnega prenosa, in kako obravnavati lažne prijatelje.

Ključne besede: slovenščina kot tuji jezik, jeziki v stiku, sorodni jeziki, korpusna analiza, kontrastivna analiza.

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**PERCEPTIONS OF HERITAGE LANGUAGE INSTRUCTION:
TEACHING SERBIAN AS A HERITAGE LANGUAGE IN SERBIA
(SERBIAN LANGUAGE CENTERS)**

Teaching heritage language (HL) never presumes just teaching the language itself (Janjić & Mijajlović, 2020, p. 284). Thus, having in mind that students tie that learning experience to their identity, and consider it their cultural artifact, a link to their ancestors or homeland (Carreira & Kagan 2018, p. 156; Janjić, 2018, p. 152; Beaudrie, 2021, p. 803), HL teachers face diverse difficulties. The hypothesis we start from is that HL studies are underdeveloped in the Serbian context and that teachers are not formally fully educated to teach Serbian as a heritage language, which seems especially challenging considering that HL teaching presumes special teaching techniques to be applied (Janjić, 2018, p. 154; Janjić & Mijajlović, 2020, p. 284). With that in mind, the research task consists of presenting the teachers who work in Serbian language centers (university-based and private) and have experience teaching Serbian as a heritage language. Their own perceptions of their education and practices will be obtained via mixed methods. By taking a two-part online survey, the information on their formal and informal education is to be gathered first, as well as their opinions on it, thus introducing the qualitative component so as to research their profiles thoroughly. In the second part, their experiences with heritage learners will offer insights into the frequency of teaching an HL student, as well as how the teachers teach Serbian as a heritage language. According to the data collected, two research questions will be addressed: What is the profile of an HL teacher like? And to what extent is teaching and learning Serbian as a heritage language different from teaching Serbian as a second/foreign language? The results could offer an overview of heritage language teaching in Serbia and therefore help in the further development of heritage language studies.

Keywords: heritage language studies, Serbian as a heritage language, heritage language teachers, initial teacher education, heritage language learners.

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SRPSKI REČNIK NOVIJIH ANGLICIZAMA: SAZNANJA STEČENA IZ, IZMEĐU I IZVAN REDOVA

Ovaj rad bavi se analizom saznanja koja je autor, kao izvršni urednik i jedan od sastavljača *Srpskog rečnika novijih anglicizama* (SRNA; Prčić, Dražić, Milić, Ajdžanović, Filipović Kovačević, Panić Kavgić, Stepanov; Filozofski fakultet, Novi Sad, 2021), stekao, neposredno i/ili posredno, iz, između i izvan redova *Rečnika*, kao i namenski formiranog elektronskog korpusa na kojem je *Rečnik* zasnovan. Izlaganje će biti organizovano u dva dela: u prvom biće govora o tri vrste stečenih saznanja: (1) o jezičkim saznanjima, onima *iz* redova, koja su u vezi s pet nivoa primarne i sekundarne fonološke, morfološke, grafološke, semantičke i stilističke adaptacije anglicizama u svakodnevnoj praksi današnjeg srpskog jezika, (2) o lingvističkim saznanjima, onima *između* redova, koja su u vezi sa specifičnim kontaktno-kontrastivnim pojavama nastalim ili nastajućim u srpskom jeziku pod uticajem engleskog, i (3) o vanjezičkim saznanjima, onima *izvan* redova, koja su u vezi s radom na *Rečniku*, dostupnošću *Rečnika* i vrednovanjem rada na *Rečniku*. U drugom delu izlaganja biće govora o mogućim, poželjnim i očekivanim teorijsko-metodološkim i praktičnim implikacijama ovde opisanih i ilustrovanih saznanja, s težištem na tri značajna aspekta: (1) na nastavi lingvistike, te engleskog i srpskog jezika u našem obrazovnom sistemu, (2) na trenutnom stanju i perspektivama domaće jednojezične i dvojezične, opšte i specijalizovane, primenjene leksikografije, i (3) na razvijanju i negovanju srpske jezičke i rečničke kulture, kako unutar obrazovnog sistema – od osnovne

škole do doktorskih studija, tako i izvan obrazovnog sistema – u čitavom društvu, naročito njegovim profesionalnim, izdavačkim i medijskim segmentima.

Ključne reči: *SRNA*, jezička saznanja, lingvistička saznanja, vanjezička saznanja, implikacije.

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**DIGITALNA PISMENOST U SAVREMENOM OBRAZOVANJU:
POTREBE I MOGUĆNOSTI**

Pismenost u 21. veku daleko nadilazi tradicionalno znanje čitanja i pisanja, obuhvatajući nove veštine neophodne za uspešno snalaženje u digitalnom okruženju. Ovaj rad razmatra koncept „pismenosti novog doba” sa fokusom na digitalnu pismenost, njene alate, tehnologije i platforme koje omogućavaju komunikaciju, razmenu i obradu informacija. Kroz analizu savremenih medija i načina na koji utiču na javnost, istražujemo značaj kritičkog procenjivanja sadržaja i razvoja kritičkog razmišljanja kao osnovnih elemenata digitalne pismenosti. Jedno od ključnih pitanja koje rad postavlja jeste mogućnost sticanja veština digitalne pismenosti kroz formalno obrazovanje i uvođenje kurseva u škole, kao i optimalno doba za takav pristup. Takođe, razmatra se potencijal digitalne pismenosti za poboljšanje obrazovanja i profesionalnih veština, ali i mogući negativni aspekti, kao što su izloženost dezinformacijama, manipulaciji i digitalnoj zavisnosti. S obzirom na činjenicu da je u prošlosti nepismenost podrazumevala odsustvo osnovnih znanja čitanja i pisanja, danas se nameće pitanje da li se pojam „nepismenosti” može proširiti i na digitalnu sferu. Stoga, definiše se šta podrazumeva digitalna nepismenost i zašto je značajno raditi na njenom prevazilaženju. Istraživanje u ovom radu pruža uvid u važnost digitalne pismenosti kao neizostavnog dela kompetencija u savremenom društvu, podstičući potrebu za formalnim obrazovanjem koje odgovara izazovima digitalne ere. Ukazuje se i na ulogu digitalne pismenosti u građenju odgovornih i samostalnih korisnika koji su sposobni da kritički promišljaju i donose analitične odluke u kontekstu digitalne kulture.

Ključne reči: pismenost novog doba, digitalna pismenost, obrazovanje, kritičko razmišljanje, digitalna kultura.

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O KONTRASTIVNOJ FRAZEOLOGIJI ITALIJANSKOG I SRPSKOG JEZIKA

Kontrastivno proučavanje frazeoloških izraza dvaju jezika često se tumači kao mesto na kome počinje analiza misterioznog odnosa između jezika i kulture, kako u domenu kontrastivne lingvistike, tako i u domenu etnolingvistike. Predmet ovog rada jesu tendencije u proučavanju kontrastivnih frazeoloških jedinica italijanskog i srpskog jezika. Cilj istraživanja je da se, kroz pregled radova naučnih časopisa i međunarodnih zbornika objavljenih u Srbiji u odabranom vremenskom periodu, utvrdi koji je dominantan pravac u proučavanju frazeologije ova dva jezika: leksikografski, prevodni ili korpusni. Naime, postavili smo pitanje da li se rezultati izučavanja u oblasti kontrastivne frazeologije u užem smislu (Korhonen, 2007), u ovom slučaju italijanskog i srpskog jezika, zasnivaju na kontrastivnom proučavanju izdvojene leksikografske građe, analizi prevodnih rešenja na odabranim tekstovima ili rezultatima dobijenim u korpusnim istraživanjima. Preliminarna ispitivanja pokazuju da se postojeći radovi zasnivaju uglavnom na leksikografskim poređenjima, manje na ispitivanju stepena prevodilačke ekvivalentnosti u prevodenju frazeologizama na odabranim primerima, a da su najmanje zastupljena istraživanja u oblasti kontrastivne frazeologije rađena na paralelnim korpusima. Očekuje se da će nalazi ovog istraživanja pružiti sveobuhvatan pregled postojećih trendova u proučavanju frazeologije italijanskog i srpskog jezika na osnovu čega će biti identifikovani dominantni metodološki pristupi u kontrastivnoj frazeologiji ova dva jezika. Rezultati istraživanja će pokazati i tendencije frazeoloških proučavanja na osnovu postojeće kategorizacije naučnih časopisa. Konačno, imajući u vidu predmet izučavanja kontrastivne frazeologije i etnolingvistike, ovaj rad će doprineti boljem razumevanju kulturnih specifičnosti koje se ogledaju u frazeološkom bogatstvu italijanskog i srpskog jezika, što može imati praktičnu primenu u oblasti prevodenja, nastave jezika i izrade leksikografskih resursa.

Ključne reči: kontrastivna frazeologija, italijanski jezik, srpski jezik.

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THE ROLE OF LANGUAGE ANXIETY IN SHAPING LEARNER AUTONOMY IN ENGLISH LANGUAGE TEACHING

The proposed study explores the role of language anxiety in shaping learner autonomy among secondary school learners in English language teaching (ELT). Language anxiety is considered as a key individual characteristic influencing the process of foreign language learning. The nature of foreign language learning often requires active participation in various communicative activities, which can trigger the emergence of language anxiety in some learners. While language anxiety is widely recognized as an impediment to successful language acquisition, its effect on learners' ability to manage and control their own learning remains underexplored. Learner autonomy is recognized as a significant factor in effective language learning, which enables learners to identify their learning goals, understand their learning process, and plan learning activities accordingly. By examining the relationship between language anxiety and learner autonomy, this study examines whether increased language anxiety limits learners' capacity to self-direct the process of learning.

Data will be collected from secondary school learners using validated scales to measure language anxiety and learner autonomy. Correlation analysis will determine the relationship between these dimensions, while regression analysis will identify the degree to which language anxiety predicts learner autonomy.

The findings are expected to provide important insights into the relationship between these two constructs, offering significant pedagogical implications for ELT practice. By understanding how language anxiety affects learner autonomy, teachers can more effectively address psychological impediments that limit learners' ability to understand and manage their learning. The study aims to propose strategies for reducing anxiety and promoting autonomy, ultimately fostering more effective and self-directed language learning.

Keywords: language anxiety, learner autonomy, English language teaching.

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НЕКИ АСПЕКТИ НАСТАВЕ ФРАНЦУСКОГ ЈЕЗИКА КАО СТРАНОГ У СРБИЈИ, РУМУНИЈИ И АЛБАНИЈИ У ПОРЕЂЕЊУ СА ФРАНЦУСКОМ

У раду ће бити представљени делови анкете и добијени резултати везани за наставу француског језика у Србији, Румунији, Албанији и Француској. Анкета је спроведена у оквиру научног пројекта ДИДАФЕ у свим наведеним земљама у исто време и односила се на учење француског језика као страног, при чему је у Француској контекст учења језика друкчији у односу на остале три земље. Испитаници су били наставници француског језика као страног, на свим нивоима учења (рано, основношколско, средњошколско, универзитетско), а у овом раду биће представљени резултати који се односе на њихове ставове о тешкоћама са којима се сусрећу како у раду са ученицима тако и на нивоу система школства у својим земљама, као и о могућностима њиховог превазилажења. И поред знатног броја поклапања у појединим одговорима, било је и оних сасвим специфичних и везаних за једну земљу, док су се поједина поклапања у броју одговора јављала у земљама за које то нисмо очекивале с обзиром на то да су узорак чинили наставници из две земље припаднице Европске уније и две земље на путу придруживања ЕУ.

Кључне речи: пројекат ДИДАФЕ, настава француског језика, Србија, Румунија, Албанија, Француска.

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**ΣΗΜΑΣΙΕΣ ΡΗΜΑΤΙΚΟΥ ΧΡΟΝΟΥ/ΡΗΜΑΤΙΚΗΣ
ΟΨΗΣ ΤΩΝ ΝΕΟΕΛΛΗΝΙΚΩΝ ΚΑΙ ΣΕΡΒΙΚΩΝ ΡΗΜΑΤΩΝ ΑΠΟ
ΤΗΝ ΠΡΟΟΠΤΙΚΗ ΤΗΣ ΓΛΩΣΣΙΚΗΣ ΔΙΔΑΣΚΑΛΙΑΣ ΚΑΙ ΤΗΣ
ΠΟΛΙΤΙΣΜΙΚΗΣ ΓΛΩΣΣΟΛΟΓΙΑΣ**

Η παρούσα μελέτη διερευνά τις σημασίες του ρηματικού χρόνου και της ρηματικής όψης στα ελληνικά και τα σερβικά, εστιάζοντας στις επιπτώσεις τους στη γλωσσική διδασκαλία και την πολιτισμική γλωσσολογία. Μέσα από μια συγκριτική ανάλυση, εξετάζονται οι τρόποι με τους οποίους οι δύο γλώσσες αποδίδουν την έννοια του χρόνου και της όψης, καθώς και πώς αυτές οι γραμματικές κατηγορίες επηρεάζουν τη διδασκαλία της Νέας Ελληνικής ως ξένης γλώσσας. Ιδιαίτερη έμφαση δίνεται στις τροπικές και χρονικές σημασίες των ρηματικών τύπων, λαμβάνοντας υπόψη φαινόμενα όπως η γραμματική μεταφορά και οι διαφοροποιήσεις στη χρήση των ρηματικών μορφών ανάλογα με το γλωσσικό περιβάλλον. Από την προοπτική της πολιτισμικής γλωσσολογίας, η μελέτη εστιάζει στις πολιτισμικές παραμέτρους που επηρεάζουν τη χρήση του ρηματικού χρόνου και της ρηματικής όψης, καθώς και στις διαφορές και ομοιότητες που αναδεικνύονται μεταξύ των δύο γλωσσών. Η ανάλυση λαμβάνει υπόψη όχι μόνο τις μορφοσυντακτικές και σημασιολογικές δομές αλλά και τις συμφραστικές συσχετίσεις που καθορίζουν τις προτιμήσεις των ομιλητών στην επιλογή ρηματικών τύπων. Συμπεραίνεται ότι η συγκριτική μελέτη για γλωσσοδιδακτικούς σκοπούς πρέπει να συνδυάζει λειτουργικές και σημασιολογικές προσεγγίσεις, ενσωματώνοντας τις πραγματολογικές χρήσεις των ρηματικών κατηγοριών. Η πολυεπίπεδη ανάλυση συμβάλλει τόσο στην καλύτερη κατανόηση των μηχανισμών έκφρασης της χρονικότητας και της όψης στις δύο γλώσσες όσο και στη βελτιστοποίηση των διδακτικών πρακτικών, διευκολύνοντας την εκμάθηση της Νέας Ελληνικής από σέρβους ομιλητές και αντιστρόφως.

Λέξεις κλειδιά: ρηματική όψη, χρόνος, διδασκαλία της ΝΕ ως ξένης, πολιτισμική γλωσσολογία.

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**ÉDUCATION AUX GESTES DE PAROLE ET AUX GESTES
LANGAGIERS CHEZ UN ENFANT TSA NON VERBAL ÂGÉ DE 7 ANS :
VERS UN APPRENTISSAGE ÉMERGEANT EN LANGUE ORALE ?**

Nous proposons de rendre compte d'une recherche qui a reposé sur un atelier hebdomadaire de 30mn en éducation en langue orale chez des enfants présentant un trouble du spectre autistique (TSA) non verbaux (NV), âgés de 6 à 11 ans. L'atelier a été réalisé en dyade chercheur/enfant pendant 40 semaines. Il repose sur un entraînement aux gestes de parole (formes) et aux gestes de langage (structures verbales). Si l'atelier évoque une prise en charge orthophonique (Garié, 2021), il s'en dissocie en ce qu'il questionne une production ni strictement imitative (Nadel, 2016) ni reposant sur la construction et l'élaboration d'échanges. Surtout, l'atelier est construit sur un fonctionnement ritualisé reposant sur des régularités d'actions motrices et corporelles favorisant le renforcement neuronal (Vidoni et Boyd, 2008), mais aussi la mémorisation grâce à l'exposition à des régularités de pratiques langagières (Wodka et al., 2013 ; Mottron, 2016) tout en assurant des productions qui de par leur ritualisation s'inscrivent dans une dimension contrôlée et prévisible, tout en permettant de réguler la vitesse des productions verbales émises et ainsi d'en favoriser l'appropriation par l'enfant (Gepner et al., 2022).

Nous présenterons les résultats portant sur l'impact de l'atelier sur le souffle, l'articulation et la production langagière du jeune enfant avec TSA NV. Nous questionnerons également le rôle des gestes, du regard, de la mimique et de la posture accompagnant la production vocale et la production verbale attendues : ces éléments sont-ils convoqués en tant que marqueurs pragmatiques gestuels (McNeill, 1992) ou bien en tant que gestes interactifs, adaptatifs (Goldwin-Meadow & Alibali, 2003) participant à la construction de la production conjointe ou encore en tant que procédés substitutifs (Duboisdindien, 2019) aux compétences en parole et en langage attendues ? Nous nous demanderons ainsi dans quelles mesures cette multimodalité sémiotique corrèle un apprentissage émergent en langue orale (Colletta, 2009).

Les résultats de cette recherche conditionneront la mise en place de l'atelier dans le cadre de l'enseignement inclusif en unité localisée pour l'inclusion scolaire d'élèves présentant un TSA dans des établissements scolaires français.

Mots-clés : langage oral, souffle, son, prononciation, intonation, autisme.

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ΔΙΔΑΣΚΑΛΙΑ ΤΗΣ ΓΛΩΣΣΑΣ ΩΣ ΞΕΝΗΣ: ΤΟ ΛΟΓΟΤΕΧΝΙΚΟ ΚΕΙΜΕΝΟ ΩΣ ΑΥΘΕΝΤΙΚΟ ΥΛΙΚΟ

Η αξιοποίηση ποικίλου αυθεντικού υλικού στη διδακτική των ξένων γλωσσών αποτελεί πόλο έλξης του ενδιαφέροντος των διδασκόμενων και ταυτόχρονα ισχυρό μαθησιακό κίνητρο. Με την ένταξη αυθεντικών κειμένων στην εκπαιδευτική διαδικασία εισάγεται ένα αίσθημα ευχαρίστησης καθώς αίρεται η μονοτονία ενός συμβατικού μαθήματος και οι εμπλεκόμενοι δραστηριοποιούνται. Ο αυθεντικός λόγος διαδραματίζει τον ρόλο πειστηρίου ότι η διδασκόμενη γλώσσα είναι μία γλώσσα ζωντανή, που τη χειρίζονται άτομα διαφόρων πολιτισμικών επιπέδων και προέλευσης. Σε αυτό το πλαίσιο

μπορούμε να αντιληφθούμε τον ρόλο της λογοτεχνίας ως πρωτότυπου και αυθεντικού υλικού, στο οποίο κανείς εντοπίζει ποικιλία γλωσσικού και πολιτισμικού περιβάλλοντος, κάτι που απουσιάζει από άλλα κειμενικά είδη. Οι σπουδαστές μέσω αυτής έρχονται σε άμεση επαφή με την ξένη χώρα, την ζωή, τα έθιμα, την επικαιρότητα, την ιστορία της. Η δουλεμένη, «καλλιτεχνική» έκφραση της λογοτεχνικής γλώσσας λειτουργεί ως πηγή ενεργοποίησης και ενθάρρυνσης, γεγονός ιδιαίτερα σημαντικό για έναν σπουδαστή γεωγραφικά απομακρυσμένο από αυτήν. Στην παρούσα εργασία, πέρα από την εξήγηση του «αυθεντικού υλικού» και τη συνοπτική καταγραφή πλεονεκτημάτων που προκύπτουν από την αξιοποίησή του κατά την εκμάθηση της ξένης γλώσσας, θα σχολιαστούν επιμέρους σχετιζόμενα με τη λογοτεχνία: πιο συγκεκριμένα, θα διερευνηθεί ο συνδυασμός λογοτεχνίας και αυθεντικότητας, προκειμένου να αποδειχθεί ότι η δεύτερη αποτελεί βασική αξία της πρώτης. Ως προς την εφαρμογή στην εκπαιδευτική διαδικασία θα γίνει εστίαση σε παραμέτρους που φέρουν τα λογοτεχνικά κείμενα, καθώς και του πλαισίου αξιοποίησής τους σε ποικίλο κοινό (ενήλικες σπουδαστές, αρχάριοι γνώστες της γλώσσας κ.ά.). Βάση για τη συνολική ανάλυση θα αποτελέσει η Αναγνωστική Θεωρία (Rosenblatt 1978).

Λέξεις κλειδιά: διδασκαλία ξένης γλώσσας, αυθεντικό υλικό, λογοτεχνία.

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SLOVENSKE EMPIRIČNE RAZISKAVE O RAZVOJU STROKOVNE SPORAZUMEVALNE ZMOŽNOSTI NA UNIVERZI: KJE SMO IN KAKO NAPREJ?

V okviru projekta »Empirična podlaga za digitalno podprt razvoj pisne jezikovne zmožnosti« (<https://www.cjvt.si/prop/>) smo med drugim preučevali, kako v študijskem procesu na terciarni ravni potekata praksa pisanja besedil v slovenščini in podajanja povratnih informacij o študentskih besedilih. V ta namen je bila v študijskem letu 2022/2023 izvedena anketna raziskava, v kateri je sodelovalo 459 pedagogov slovenskih visokošolskih zavodov, večinoma strokovnjakov nejezikoslovnih smeri (v celoti rešenih vprašalnikov je bilo 375), in iz katere je razvidno, kako so se v času pred množično uporabo umetne inteligence posvečali različnim jezikovnim vidikom (upoštevanje knjižne norme, zgradba besedila, slog pisanja, terminologija) ter kakšen odnos imajo do jezikovne norme in razvoja strokovne sporazumevalne zmožnosti. V prispevku

bodo predstavljene izbrane ugotovitve o pedagoškem usmerjanju študentov in študentk, dopolnjene pa bodo tudi z delno analizo učiteljskih popravkov in komentarjev v nastajajočem pilotnem Korpusu študentskih besedil KOŠ. Empirično pridobljeni podatki o konkretnih praksah bodo predstavljeni v luči ugotovitev projekta »Upravljanje jezikovne politike visokega šolstva: pregled stanja, dobrih praks in ukrepi« o razvoju strokovne slovenščine na akademski ravni, in sicer z namenom razmisleka o smiselnih smereh razvoja visokošolske jezikovne didaktike v času intenzivnega razvoja sodobnih umetno-inteligenčnih orodij.

Ključne besede: strokovni jezik, visokošolska didaktika, univerzitetno pisanje, empirične raziskave.

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BRIDGING PAST AND FUTURE: LEARNER CORPUS RESEARCH IN THE AI ERA

LCR has evolved considerably since its emergence in the late 1980s as part of corpus linguistics to its current recognition as a distinct field of research. Situated at the intersection of Second Language Acquisition (SLA), Foreign Language Teaching (FLT), and Natural Language Processing (NLP), this field of research continued with the development of specialized corpora designed

to meet specific research objectives. Recent advancements in learner corpus research have increasingly focused on diversity and inclusion by exploring Less Commonly Taught Languages (LCTL) and learner populations. Efforts to broaden inclusivity include re-evaluating terminology, norm selection, and the representation of diverse learner groups. Moreover, technological developments, particularly in artificial intelligence and machine learning, have facilitated the automated processing of corpus data, enabling more sophisticated and multidimensional analyses. The practical applications of learner corpus research extend to educational domains, such as the development of learner dictionaries, Computer-Assisted Language Learning (CALL) tools, and AI-driven web-based teaching platforms, significantly enhancing curriculum design and language learning strategies. This paper aims to provide a comprehensive overview of the development of LCR, tracing its evolution from its foundational principles to the current era, characterised by the integration of artificial intelligence (AI). Nowadays, AI-powered tools can not only contribute to the design and development of learner corpora but also facilitate intelligent tagging of data and metadata, as well as providing analysis and reporting. Moreover, they enable researchers to establish standards for the further development of error detection systems. The paper also explores the challenges and opportunities associated with combining traditional corpus approaches with AI, highlighting its potential for a more comprehensive understanding of the SLA process. By reflecting on past achievements and future directions, this paper underscores the importance of interdisciplinary collaboration in advancing LCR while upholding its core values of inclusivity and methodological precision.

Keywords: learner corpus research, second language acquisition, artificial intelligence, error analysis, interlanguage.

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ILLEISM IN THE ALBANIAN POLITICAL DISCOURSE (THE CASE OF THE OPPOSITION LEADER S. BERISHA)

Illeism is a third-person self-reference form for representing the views of someone else, creating illusion of a speaker linguistically and thematically who is trying to distance themselves in the narrative. The substitute of first-person reference with third-person reference may have a bearing on the relationship of the speaker to the addressee and may indicate the attributes of the speaker (conveyed either through describing them or through rendering them to particular category) (Van der Wal & Rutten, 2013). The use of illeism implies an embellishment of the perception of someone's reputation in public perception and thereby contributes to the action(s) a speaker is employing through their

talk. This paper aims to apply a discourse analysis approach to analyze the use of illeism in the politic discourse of some Albanian political leaders in public speech and media. The study explores the political discourse of opposition leader S. Berisha qualitatively to highlight the implication of illeism (through linguistic signifiers), which influences the actions that the speaker takes through discourse.

Keywords: Illeism, discourse analysis, political discourse, third-person reference, speaker.

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SELECTING CONSTRUCTIONAL IDIOMS OF GERMAN AS L2 FOR L1 SPEAKERS OF DIFFERENT SLAVIC LANGUAGES

Constructional idioms (Booij, 2002; Taylor, 2002), also dubbed syntactic idioms (e.g., Mel'čuk, 2022), phraseme constructions (Schlund & Pavlova 2024; German Phrasemkonstruktionen, e.g., Dobrovol'skij, 2011, p. 11), phraseological schemes (Russian: frazeologičeskie konstrukcii, frazeosxemy, e.g. Šmelev, 1977, p.327-330), or semi-preconstructed phrases (Wray, 2002, p. 7), constitute a specific type of prefabricated language that is typically underrepresented in foreign language teaching (FLT) and often relegated to higher levels of proficiency in FLT (e.g. Pavlova 2022, p. 77-99 for Russian as a FL).

As constructional idioms are typically associated with colloquial style and everyday communication (e.g., Schlund & Pavlova, 2024, p. 39), it seems desirable to include constructional idioms into FLT early on. It is a plausible assumption that language learners will acquire constructional idioms more easily if there is an equivalent constructional idiom in their L1. Drawing on a database of more than 250 German constructional idioms, the proposed talk presents equivalents of a subset of highly frequent constructional idioms of German in Russian, Ukrainian, and Serbian. Importantly, equivalence of idiomatic expressions is not only a matter of structure and semantics (Čagalj & Svítková, 2014), but also of pragmatic correspondence in terms of frequency, productivity, and style (that is, in terms of “functional equivalence”, Mellado Blanco, 2023, p. 283), which is why the equivalents will be classified accordingly. Then, teaching strategies for different kinds of equivalents will be discussed, including some first results from a pilot study with L2 learners of Russian. The teaching strategies are inspired by recent theoretical and methodological developments in Construction Grammar

imitating L1 acquisition by including multimodal learning techniques (de Knop, 2025). Additionally, the selection of three Slavic languages as compared to German promises to shed some light on typological differences with respect to constructional idioms – an area that has hardly been investigated to date.

Keywords: Constructional Idioms, Foreign Language Teaching, equivalence, translation.

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STRIKING THE BALANCE: INTEGRATING TECHNOLOGY-MEDIATED AND TRADITIONAL INSTRUCTION IN ENGLISH FOR MEDICAL ACADEMIC PURPOSES

This paper examines the teaching of English for Medical Academic Purposes (EMAP) at the Faculty of Medicine, University of Belgrade, with a focus on balancing technology-mediated and traditional classroom instruction. The blended approach to the compulsory course English Language 2 integrates Moodle-based online instruction with conventional methods, aiming to address and overcome some limitations associated with purely classroom-based instruction. Through this blended model, we analyze the development of the four language skills — listening, reading, writing, and speaking — by showcasing specific examples and assessing student performance improvements linked to the online component. A key emphasis has been placed on using authentic materials, such as video clips, medical case reports, academic texts, and comics, to engage students with real-world medical contexts, enhance vocabulary retention, and stimulate critical thinking.

Additionally, grammar exercises, discussion forums, quizzes, and exam preparation resources have been utilized to deepen students' understanding and foster active participation. The blend of these resources has shown positive impacts on skill acquisition and knowledge retention, as well as on the students' ability to communicate more confidently in English within medical settings.

Finally, this paper delves into the dynamics of lecturer-student interaction, highlighting the unique benefits and challenges presented by both online and traditional instruction. By examining the impact of communication tools on student engagement and feedback, this study underscores the importance of strategically balancing these approaches to optimize learning outcomes and address diverse learner needs in the EMAP context.

Keywords: English for Medical Academic Purposes (EMAP), technology-mediated instruction, classroom-based instruction, blended model.

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**SLOVENIAN STUDENTS' PERSPECTIVES ON THE USE
OF ARTIFICIAL INTELLIGENCE IN LANGUAGE
FOR SPECIFIC PURPOSES (LSP) LEARNING**

Research on the use of artificial intelligence (AI) in Language for Specific Purposes (LSP) teaching is rapidly evolving, offering new opportunities and challenges for education. This study explores Slovenian university students' views on using AI tools for LSP learning. Data were collected through an anonymous online survey from 387 students across four major Slovenian universities. The results reveal diverse attitudes toward AI use, highlighting the advantages and concerns about dependency and data accuracy. Descriptive analysis of the responses showed interesting results, with as many as two-thirds of respondents using AI tools occasionally and just under a fifth not using them in their foreign language learning. Almost 90% of respondents use ChatGPT, around 30% use Grammarly, and 10% use AI Writer. More than a third of the respondents rate their knowledge of the tools and their use as a medium.

The majority use the tools to learn English; many students also use them for Slovene language assignments, and a little less for German and Italian. The most frequent uses of the tools are for preparing homework or seminar assignments, improving the quality of expression and correcting grammatical errors in written work, preparing written work for assessment, and acquiring new skills. Students perceive their foreign language teachers' warnings about the risk of copyright infringement, cheating on an independent assignment, and the

high risk of data/information veracity as frequent or very frequent when using AI tools. Interesting are also the reflections of the interviewed students, who mostly point to the time-saving aspect in the preparation of the written product as an advantage of using AI tools, and the discouragement of independent and critical thinking and the fear of unrealistic data, as disadvantages. The study offers insights into how AI is perceived and how it impacts modern educational practices, informing future pedagogical approaches.

Keywords: artificial intelligence, attitudes, learning and teaching, LSP learning, university students.

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ZUR STRUKTUR UND ÜBERSETZUNG VON KURZWÖRTERN (AM BEISPIEL EINES RUSSISCH-DEUTSCHEN WÖRTERBUCHES VON A.F. NESSLER)

Der vorgeschlagene Beitrag thematisiert das Problem der Struktur und Übersetzung von Kurzwörtern, die in einem Russisch-Deutschen Wörterbuch von A.F. Nessler registriert werden. Das zu analysierende Wörterbuch wurde in Moskau veröffentlicht und stellt eine besondere Materialquelle dar, da es in der Zwischenkriegszeit herausgegeben und an deutsche Minderheit gerichtet wurde. Aus diesem Grund enthält das Wörterbuch viele lexikalische Einheiten, die als Russizismen, bzw. Sowjetismen interpretiert werden können. Zu diesen Gruppen gehören auch zahlreiche Kurzwörter, weil die Abbreviation nach der Oktoberrevolution 1917 als ein produktiver Wortbildungsprozess im Russischen galt. In der Einführung sollen einige Anmerkungen zum Schicksal der Deutschen in der Sowjetunion gemacht werden, was einen historischen Kontext des Beitrags skizziert. Anschließend wird der Begriff Kurzwort behandelt, indem dieser mit dem Terminus Abkürzung bzw. Abbréviatur konfrontiert wird. Zunächst wird die Aufmerksamkeit auf die strukturelle Vielfalt von Kurzwörtern gelenkt. Einen wichtigen Kontext bilden auch die Probleme, die mit der Übersetzung von Kurzwörtern zusammenhängen. Im empirischen Teil des Beitrags werden die Ergebnisse der Forschung präsentiert. Das gesammelte sprachliche Material umfasst Kurzwörter, die dem Wörterbuch von A.F. Nessler entnommen wurden und: 1) in strukturelle Klassen unterteilt werden; 2) unterschiedliche Modelle der Äquivalenz aufweisen. Der Beitrag soll u.a. beweisen, dass die untersuchten Kurzwörter als sprachliche Einheiten betrachtet werden können, die zu einem besonderen sprachlichen System gehören, die deutsche Minderheit in der Sowjetunion entwickelt hat, nämlich zu der sogenannten sowjetdeutschen Sprache.

Schlüsselwörter: Kurzwörter, Russisch-Deutsches Wörterbuch von A.F. Nessler, Struktur, Übersetzung.

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ADAPTATION OF A STANDARDIZED READING TEST FOR YOUNGER CHILDREN INTO SERBIAN

To ensure proper reading development in children, psychometrically justified and standardized assessment tools are required (Hasbrouck & Tindal, 2006). From a psychometric perspective, the Three-Dimensional Test of Reading (Kostić et al., 1983), used for reading assessment in Serbian has some limitations. Namely, it lacks linguistic justification of texts for each age group and second variants of texts for repeated testing in each age group. More importantly, the test has not been standardized. To fill this gap, we adapted a recently developed reading test for Russian-speaking primary school students (Zdorova et al., 2023, under review) into Serbian. The test includes two texts (for repeated testing) to be read aloud within one minute at least, each with six comprehension questions. The test enables us to assess reading skills extensively, including reading speed, reading accuracy and text comprehension. It comes in a form of a tablet application, which is both appealing to children and practical for teachers, who may thus automatise reading assessment. Our study covers the adaptation of this tool to the Serbian language, compares the linguistic complexity of the two texts in the tool, and presents a plan for standardization and validation using the sample of Serbian elementary school students.

Keywords: test adaptation, reading assessment, dyslexia, linguistic complexity, readability.

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VREDNOVANJE USPEŠNOSTI PREVEDENIH LEKSIČKIH SLIVENICA S ENGLESKOG JEZIKA NA SRPSKI: EMPIRIJSKO ISTRAŽIVANJE

Ovaj rad bavi se prevodnim rešenjima za odabrane slivenice iz engleskog jezika u srpskom. Osnovni cilj rada jeste ispitivanje uspešnosti prevoda slivenica putem ankete u kojoj će učestvovati oko 30 studenata 3. i 4. godine anglistike na Filozofskom fakultetu u Novom Sadu, čiji je maternji jezik srpski. Korpus će sačinjavati ukupno 30 engleskih slivenica i 30 autorkinih srpskih prevodnih rešenja. Svaka slivenica biće praćena definicijom na engleskom jeziku i biće smeštena u rečenički kontekst. Prvi anketni zadatak biće usmeren na razumevanje prevedene srpske slivenice ponuđene u rečeničkom kontekstu. Od ispitanika biće najpre zatraženo da srpsku slivenicu definišu, pri čemu neće imati uvid u polaznu englesku slivenicu. U okviru ovoga zadatka biće neophodno i naznačiti, odabirom jednog od tri ponuđena odgovora, da li datu prevedenu slivenicu razumeju u potpunosti, delimično ili ne razumeju uopšte. Prilikom definisanja slivenica i ocenjivanja njihovog razumevanja ispitanici će biti podstaknuti da svaku slivenicu što detaljnije objasne, čak i kada im značenje nije u potpunosti jasno, kako bi se prikupila što sadržajnija građa. Nakon izrade prvog zadatka učesnicima će biti ponuđen drugi anketni zadatak u kome je potrebno povezati istih 30 prevedenih slivenica, datih van konteksta, sa 30 engleskih originalnih slivenica. Ovaj zadatak ima za cilj da proveru u kojoj meri moguće prepoznati polaznu englesku slivenicu uz početnu pretpostavku da ispitanici vladaju engleskim jezikom na nivou B2 ili višem. Prikupljeni odgovori ispitanika biće naučno protumačeni, a prevodna rešenja vrednovana kao uspešna, delimično uspešna ili nedovoljno uspešna. Očekivani rezultati ovog empirijskog istraživanja trebalo bi da pokažu, na skali uspešnosti, stepene

valjanosti prevoda slivenica u pogledu njihove strukture, sadržine i, naročito, komunikativnih efekata.

Ključne reči: leksičke slivenice, prevođenje, uspešnost prevoda, anketa, srpski jezik, engleski jezik.

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ИНТЕРПЕРСОНАЛНА ОБЕЛЕЖЕНОСТ ПОЈЕДИНИХ ЛЕКСЕМА ИЗ ИТ СФЕРЕ У СРПСКОМ ЈЕЗИКУ КАО ВИД ТРЖИШНИХ СУПСТИТУТА И КОМПЛЕМЕНАТА

У овом интердисциплинарном истраживању анализирана су три именичка пара лексема из ИТ сфере, од којих су два страног порекла и један пар састављен од лексеме страног и домаћег порекла. Предмет истраживања су парови *умрежавање/нетворкинг*, *лајковати/лајкати* и *гуглаш/гуглер*. Оправдање за њихову анализу нађено је у чињеници да се често срећу у дигиталном окружењу, као и да их поједини речници, попут Речника новијих речи у српском језику Ђ. Оташевића, М. Николић и В. Ђорђевић, бележе. Ипак, они нису део *Речника српског језика* Матице српске, *Великог речника страних речи и израза* Клајна и Шипке (осим *нетворк*), али ни В. Васић, Т. Прђија и Г. Нејгебауер, па су зато утолико занимљивији јер су својеврсна допуна.

Интердисциплинарни приступ теми пошао је од тржишта, тј. криве тражње где се занимљивим учинио аксиом да је један од параметара који утиче на криву тражње цена сродних добара, односно став да пад цене једног добра смањује тражњу за другим добром. У економији, ово је познато као појам супститута. Такође, познат је и појам комплемента, који подразумева да пад цене једног добра повећава тражњу за другим. Зато се у овом истраживању поставио истраживачки проблем да ли фреквентност употребе једног парњака анализираних лексема чини супституте или комплементе на замишљеној криви тражње за наведеним лексемама у ИТ сфери. Истраживање је осмишљено лингвокултуролошки, јер је пресудан став испитаника у вези са темом.

Методолошки, путем онлајн упитника, помоћу ликертове скале у вези са ставовима

испитаника добијени су резултати који су интерпретативном анализом, помоћу систематизације, дескрипције и тумачења, показали какви су ставови испитаника у вези са фреквентношћу употребе лексема које су предмет истраживања, важности ових лексема у дигиталном окружењу, као и мишљења у вези са њима. Структуру одговора чинила је ординална скала са четири одговора дата опадајућим редом. Њоме се мерио интензитет ставова када је реч о слагању, фреквенцији и значају. Упитник је попунило укупно 90 испитаника, углавном жена, а ареал Београда, Западне Србије, Јужне Србије и Војводине био је доминантан. Старосну структуру чинили су хетерогени испитаници дрштвене мреже

Фејсбук, где су доминантни били они старости од 18 до 40 година (44,9%), а најмање је било средњошколаца и пензионера.

Резултати су показали да испитаницима пар *лајковати/лајкати* јесте пример тржишног комплемента, јер се први парњак на скали користи веома често (42,2%) и често (28,9%), а други никад (86,7%). Пар *гуглаш/гуглер* пример је тржишног супститута јер пад фреквентне употребе једног значи смањење тражње за другим. Отуда се *гуглаш* код једног дела испитаника не користи никад (42,2%) а код мањег дела веома често (23,3%), док се *гуглер* не користи никад (95,6%) или ретко (2,2%). Мерећи важност лексема које су предмет истраживања, резултати су показали да је лексема *умрежавање* умерено важна лексема (37,8%) јер је „српског порекла“, док је *гуглаш* највећим делом неважна (48,9%) или умерено важна код једног дела испитаника (30%). Резултат је упутио и на занимљив податак да у пару *умрежавање/нетворкинг* испитаници (57,8%) предност дају лексеми домаћег порекла, што је и став струке будући да када постоји реч домаћег порекла, нема потребе за позајмљивањем. Предност је дата лексеми *лајковати* у пару *лајковати/лајкати* (60%), док постоји двоумљење у пару *гуглер/гуглаш* јер 37,8% испитаника сматра да су обе лексеме примери савршено конкурентних лексема у дигиталном окружењу.

Кључне речи: тржиште, економија, тржишни супститути, тржишни комплемент, лингвокултурологија, интернет технологије, лексика.

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INTERNATIONALIZATION OF SERBIAN HIGHER EDUCATION: EXPERIENCES AND PERSPECTIVES ON USING ENGLISH AS A MEDIUM OF INSTRUCTION AT THE UNIVERSITY OF BELGRADE

Over the past two decades, the internationalization of Serbian universities has become a key priority, reflected in decisions and documents such as the University of Belgrade's Strategy for Internationalization and initiatives like the English as a Medium of Instruction (EMI) project, coordinated by the Tempus Foundation. Despite these efforts, the goals set forth in the Strategy remain only partially realized, as indicated by official reports and the experiences of university lecturers. This paper aims to investigate various approaches and challenges related to internationalization at the University of Belgrade. In our

research, we analyze publicly available documents on internationalization and go on to contrast them with interviews with ten lecturers who participated in the EMI project. These lecturers, from various faculties, have a certain experience teaching in English and working with international students, and they sought to improve their teaching strategies and language skills. Key issues include the need for further professional development in English-language instruction, more institutional support for faculty members, and a more comprehensive strategy to address the demands of English-taught courses. This research underscores the importance of expanding training opportunities for lecturers, as well as fostering a university-wide culture of internationalization. The findings point to the need for more comprehensive training and support for lecturers to successfully develop English-taught courses. This paper argues that such efforts are crucial for the continued improvement of the University of Belgrade's internationalization goals, which will ultimately enhance the quality of education offered to both local and international students.

Keywords: Language Skills in Higher Education, Serbian Higher Education, English as a Medium of Instruction (EMI), Internationalization in Education.

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**ПОРЕЂЕЊЕ СРЕМСКИХ ЛЕКСЕМА У ВУКОВОМ
ПРВОМ И ДРУГОМ РЈЕЧНИКУ СА ЛЕКСЕМАМА
У РЕЧНИКУ СРПСКИХ ГОВОРА ВОЈВОДИНЕ**

У овом раду упоређене су сремске лексеме које су забележене у првом и другом издању Вуковог *Српског рјечника* са лексемама из *Речника српских говора Војводине*. Након прикупљених речи које су забележене „у Сријему“, али и у Бачкој и Банату, па чак и у Барањи, све забележене лексеме упоређене су са лексемама које су присутне у *Речнику српских говора Војводине*. Узимајући у обзир временски оквир од два века, овим истраживањем утврђене су извесне разлике.

Процес прикупљања грађе подразумевао је, пре свега, речи које су биле искључиво сремске, као и оне које је Срем делио с другим подручјима. Интересантно је било приметити како се већина речи из првог издања Вуковог *Рјечника* није нашла у другом издању речника, те да су сремске лексеме из другог издања готово потпуно другачије од оних лексема из 1818. године.

Након прикупљене грађе, лексеме су анализиране на основу четири критеријума: (1) присутност лексема из првог издања у другом издању Вуковог *Рјечника*; (2) присутност искључиво сремских речи, као и оних које Срем дели са другим подручјима; (3) присутност у *Речнику српских говора Војводине*; (4) територијални оквир лексема посведочених у *Речнику српских говора Војводине*.

Циљ овог истраживања био је да се утврди да ли су сремске лексеме остале у домену сремских говорника, да ли су се прошириле и на друга подручја Војводине, или их, пак, у *Речнику српских говора Војводине* нема у својству сремских речи.

Кључне речи: *Српски рјечник*, Вук Стефановић Караџић, 19. век, *Речник српских говора Војводине*, сремске лексеме.

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POPULAR MUSIC GENRES IN TEACHING MODERN GREEK AS AN ADDITIONAL LANGUAGE: A SHIFT FROM LANGUAGE EDUCATION THROUGH POP CULTURE TO POP CULTURE LITERACY

The use of music in second language acquisition has been a well known practice for decades. The combination of rhythm and lyrics in songs offers significant aid in vocabulary learning and maintaining it in memory (Tegge, 2018), whereas pop lyrics are proposed as authentic means of practicing conversational English grammar in the classroom (Werner, 2021). Moreover, pop music, as a subgenre of pop culture, is particularly appealing among young and adult learners, providing symbolic, social, and cultural capital for second language learners and facilitating investment in the target language (Norton, 2013).

Although pop music – especially hip-hop and rap – is pervasive in innovative English language curricula (Johnson & Goering, 2016), it hardly appears in teaching materials and curricula of Modern Greek as an additional language. The minimum presence of Greek pop songs in course books either serves as a light intermission between overt teaching and demanding tasks or, at best, as a gap-filling activity aimed at vocabulary and/or grammar practice. We present a pilot study of incorporating pop music into language teaching as more than a means to teach grammar and lexis, but rather as an opportunity to increase learners' cultural and critical awareness.

The starting point of this project was the soundtrack of the *Maestro in blue* series which was released in Greek TV during 2023–2024 and soon became a big hit on the Netflix platform. Adult students of Greek as an additional language brought songs from the series to class when asked to connect lessons with extramural contexts trending at the time being, within a learner-centered pedagogy. We discuss how a popular soundtrack led to cultural awareness of pop music genres in Greece and how the use of song lyrics and clips for language teaching purposes (i.e., to demonstrate verbal aspect in conversational use) led to critical awareness of contemporary, rapidly changing Greek society.

Keywords: pop culture, second language acquisition, cultural awareness, critical literacy.

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DETECTION OF AUDIO DEEPPAKES – FORENSIC APPLICATION

With the emergence of artificial intelligence and its application in the creation of voice recordings, also known as deepfakes, forensic caseworkers have received an increased number of enquiries for audio authentication. The paper outlines some of the procedures employed in forensic cases to determine if a voice recording is genuine or created with the help of artificial intelligence. The processes include auditory, acoustic and statistical analysis as well as the application of automatic AI detection tools.

Considering that AI technology is ever-evolving, it is crucial that experts remain informed about the latest developments, at least concerning commercially available tools. An understanding of what is feasible to create using contemporary models of artificial intelligence will allow proper screening, i.e., early elimination of the hypothesis that the sample is a deepfake. For instance, the majority of tools require a substantial amount of training data to faithfully represent the target voice (e.g. Adeogba, 2021; Altered, 2025; Resemble Knowledge Base, 2025). Therefore, if there are publicly available recordings of the target's voice, the likelihood that their voice will be used for the creation of a deepfake is higher than if the sample of their voice was not available to the wider public, even though the latter scenario is not impossible.

Auditory analysis can help determine any unusual occurrences that render the recording inconsistent with genuine voice recordings. For instance, notable absence of speech disfluencies (Mihajlik et al., 2024) or irregular patterns of breath pauses may be of significance for determining whether a recording is a deepfake. Furthermore, acoustic analysis based on Mel Frequency Cepstral Coefficients (MFCCs) and Linear Frequency Cepstral Coefficients (LFCCs) (Davis & Mermelstein, 1980), including the inspection of background noise, is often crucial for the detection of AI. The acoustic method mentioned above is often used by automatic AI detection tools; however, as the accuracy of these largely depends on the training data, the reliability of such software is varied.

Keywords: artificial intelligence, authentication, deepfake, forensic analysis.

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Η ΛΕΙΤΟΥΡΓΙΑ ΤΗΣ ΓΝΩΣΙΑΚΗΣ ΜΕΤΑΦΟΡΑΣ ΣΤΙΣ ΠΟΙΗΤΙΚΕΣ ΣΥΛΛΟΓΕΣ ΤΟΥ ΟΔΥΣΣΕΑ ΕΛΥΤΗ ΤΗΣ ΤΕΛΕΥΤΑΙΑΣ ΠΕΡΙΟΔΟΥ

Η θεωρία της γνωσιακής μεταφοράς των Lakoff και Johnson, έχει σημαντικές εφαρμογές τόσο στην ανάλυση των δημοσιογραφικών και των επιστημονικών κειμένων όσο και στην προσέγγιση των λογοτεχνικών κειμένων και ειδικότερα των ποιητικών. Οι υπάρχουσες μελέτες για τη γνωσιακή μεταφορά σε ελληνικά ποιητικά κείμενα εστιάζουν σε ζητήματα λειτουργίας της μεταφοράς, καθώς και στη σύγκρισή της με την αντίστοιχη λειτουργία της σε κατηγορίες κειμένων με χαρακτήρα επιστημονικό. Η μελέτη του ποιητικού κειμένου με βάση τη γνωσιακή ανάλυση της μεταφοράς παρέχει τη δυνατότητα συστηματικής ταξινόμησης των ποιητικών εικόνων. Καταγράφοντας τη λειτουργία των μεταφορών εντός του κειμένου, οδηγεί στη χαρτογράφηση του συνολικού κόσμου του ποιητή. Η δόμηση του πεδίου-στόχος μέσω του πεδίου-πηγή αποδίδει την πολύπτυχη ενασχόληση του δημιουργού με τη γλωσσική πολυπλοκότητα και τη συνειδητή εμβάθυνσή του στο επίπεδο της σημασίας, αναδεικνύοντας έτσι τον εξέχοντα ρόλο της μεταφοράς στον κόσμο του ποιήματος. Η ανάλυση των μεταφορών των ποιητικών συλλογών του Οδυσσέα Ελύτη της τελευταίας ποιητικής του περιόδου, περιλαμβάνει τα κείμενα των συλλογών Τρία ποιήματα με σημαία ευκαιρίας, Το ημερολόγιο ενός αθέατου Απριλίου, Ο Μικρός Ναυτίλος, και Δυτικά της Λύπης.

Λέξεις κλειδιά: γνωσιακή μεταφορά, γνωσιακή ανάλυση, ποιητική μεταφορά.

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SOURCES OF LOANWORD DATA IN STANDARD GREEK AND LOCAL LANGUAGES

Language borrowing (LB) is defined as the integration of lexical forms and/or other mostly morphosyntactic structures from one language (LO) to another (HL) (cf. Winter-Froemel 2008). LB is not a recently emerging language process, nor is it a linguistic phenomenon which is relevant only to Greek (McMahon, 2005; Winter-Froemel, 2008). Hadzidakis (1915, p. 103-123) argued that the cross-linguistic product of language contact is systematized depending on the intensity of language contact. It is considered to be a necessary characteristic of any language and its dialectal variants and it is influenced by sociocultural conditions (Anastasiadi-Simeonidi, 1985a, 1985b, 1994, 1996, 2001; Apostolou-Panara, 1999; Setatos, 1971; Charalambakis, 1991). Loan forms provide crucial information regarding the time and degree of their integration into the HL. Papanastasiou (2001) and Tzakosta (2022) argue that the level of integration of

the loan form in the HL is related to the time of integration of the loan form in the HL. As a result, the longer the time of integration, the deeper and more complete the integration of the loan form in the HL. In addition, a long time of integration contributes to the perception of loan forms as native forms. Therefore, the word ‘αφίσσα’ – ‘afisa’ (= poster) tends to be perceived as a native form and is adapted to the conjugational system of Greek, unlike ‘ασανσέρ’ – ‘asanser’ (= elevator), which is clearly perceived as a loan form and is not adapted to the conjugational system of Greek.

The aim of this paper is to shed light on the potential data sources which are essential for the study and teaching of LB. We will present corpora of:

- grammars, glossaries, dictionaries of SMG and its LVs (including e-dictionaries, e.g., <https://lexikolefkadas.gr/>),
- literary texts/mass culture texts (e.g., TV series, videos, advertisements),
- public documents,
- dialectal data uploaded on digital museums (e.g., the Digital Museum of Greek Oral History, www.mohi.edc.uoc.gr),
- webpages of specialized laboratories (e.g., the Laboratory of Modern Greek Dialects of the University of Patras (<http://www.philology-upatras.gr/modern-greek-dialect-research-laboratory/>))
- other corpora, like the corpus of the EmmiGrec project (a joint project between the Laboratory of Modern Greek Dialects of the University of Patras, the Greek Studies of McGill University, and the Simon Fraser University – SNF Center for Hellenic Studies) which explores the history and language of Greek immigrants in Canada and contributes not only to the study of Greek immigration but also to the understanding of ethnic and linguistic diversity in the Canadian society (<https://immigrec.com>); data selected by research projects focused on the systematic study of dialectal variants of Greek and their comparison with the standard language (e.g., www.voclect.eu); social media web pages (e.g., <https://www.facebook.com/thrakiots>, <https://www.facebook.com/groups/2014258605509422>).

We will discuss how the use of the above data sources may facilitate the introduction of variant LB in class and the promotion of students’ vocabulary enrichment.

Keywords: language borrowing, standard Greek, Greek variants, local languages, language teaching.

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PROGRÈS TECHNOLOGIQUES ET CONNAISSANCE DES LANGUES : LA TRADUCTION AUTOMATIQUE DU POINT DE VUE LINGUISTIQUE

Lors du dernier colloque auquel j'ai participé début novembre, des collègues serbes estimaient que la TA (traduction automatique) en serbe n'était pas de bonne qualité. L'intervenant suivant débutait sa présentation en affirmant qu'il allait contredire ce qui venait d'être présenté car la TA fonctionnait bien pour l'italien. Si l'on comprend comment fonctionne la TA, ces divergences de point de vue n'ont rien d'étonnant : que des langues qui ont des corpus gigantesques soient mieux traitées que d'autres dont le corpus est limité semble assez logique.

En ce qui concerne le français, si l'on traduit de ou vers l'anglais, les résultats sont quelquefois excellents. Si l'on passe au couple français-turc, les mêmes outils (Google, Reverso, DeepL, etc.) donnent des traductions parfois incompréhensibles.

Nous verrons dans une première partie les problèmes linguistiques posés par la TA. Comme l’a expliqué Poibeau (2019), la TA neuronale convient parfaitement à une langue analytique ayant peu de flexion, ce qui ressemble fortement à l’anglais. Par contre, les langues agglutinantes comme le turc ne sont pas les meilleures candidates pour ce type de fonctionnement.

Dans la seconde partie, nous nous arrêterons sur des points plus techniques. Malgré les discours triomphants des équipes de recherche de Microsoft ou de Google, il existe toujours plusieurs problèmes techniques évidents pour un humain:

- La notion de genre textuel est ignorée;
- Les textes ne sont pas des unités mais sont découpés en parties indépendantes;
- DeepL par exemple utilise l’anglais comme langue-pivot, ce que ne ferait pas un traducteur;
- Les langues qui ont peu de locuteurs peuvent facilement subir le Google Bombing.

Nous assistons à un évident progrès technologique mais la vision des langues qu’ont les informaticiens n’est pas encore suffisante pour arriver à un résultat pleinement satisfaisant, les linguistes peuvent humblement les aider grâce à leurs connaissances.

Mots-clés: traduction automatique, ‘petites’ langues, genre textuel, syntaxe, langue-pivot.

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**VERBALIZING THROUGH SUFFIXATION: PARALLELS
IN THE ADAPTATION OF FRESH ENGLISH BORROWINGS
IN BULGARIAN AND HUNGARIAN.**

The current papers examines certain parameters in the solutions that are realized in the process of the adaptation of the most recent verbal borrowings into two languages – Bulgarian and Hungarian, which, as known, are genealogically non-related and structurally and typologically non-identical languages. The loanwords predominately have English origins and are largely connected with the fields of computer and information technologies, including social networks, computer-mediated communication etc. English, as many would agree, is a dominant linguistic “invader” world-wide, thus presenting

a finely developed and rich set of “intrusive” linguistic elements varying from phonological to lexical. This paper attempts to unveil an example of such an “intrusion” manifested within the morphophonological domain. The examined language material reveals common strategies in the adaptation process of the most recent verbal borrowings resulting from such a language contact. Both Bulgarian and Hungarian demonstrate the tendency for obligatory verbalization to be carried out by native suffixes, which seem to take the place of the active suffix containing a foreign (i.e., previously borrowed) element added to loanwords from (Western-) European languages.

Keywords: loanword adaptation, verb suffixation, Bulgarian-Hungarian comparison.

Milana Vojvodić

ANALYSE DER SYNTAKTISCHEN REDUKTIONEN IN RESPONSIVEN SUCHANZEIGEN AM BEISPIEL VON WANDERSCHUHWERBUNGEN

In der vorliegenden Studie wird die Verwendung der syntaktischen Reduktion in deutschsprachigen responsiven Suchanzeigen analysiert. Ziel der Studie ist es, Formen und Häufigkeit der syntaktischen Reduktion in Google-Anzeigen festzulegen. Zur Analyse wird ein Korpus von gesponserten responsiven Suchanzeigen zur Suchanfrage Wanderschuhe kaufen aus Google-Suche herangezogen, wobei die Forschungsmethodik aus einer Kombination aus Korpuslinguistik und syntaktischer Analyse besteht, um syntaktische Merkmale und Besonderheiten solcher Strukturen systematisch zu erfassen. Es wird erwartet, dass die Untersuchung verschiedene Formen der syntaktischen Reduktion (Ellipsen, Nominalkonstruktionen, Infinitivkonstruktionen usw.) innerhalb von Anzeigentiteln und Textzeilen aufdeckt, wozu es wegen der vorgeschriebenen Zeichenbeschränkung kommt. Die Arbeit zielt darauf ab, einen Beitrag zur Internetlinguistik zu leisten, indem sie die Häufigkeit der verschiedenen syntaktischen Reduktionen in den Mittelpunkt stellt und sie als entsprechende Formen für responsive Suchanzeigen hervorhebt. Sie bietet sowohl theoretische als auch methodologische Anregungen für weitere linguistische Forschungen in der Schnittstelle zwischen Linguistik und digitalen Medien.

Schlüsselwörter: Internetlinguistik, responsive Suchanzeigen, syntaktische Reduktionen, Sprache und Internetwerbung.

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EXPLORING CONCEPTUAL INCONSISTENCIES IN TRANSLATING EMOTION TERMS: A CORPUS-BASED STUDY ON ENGLISH-RUSSIAN EQUIVALENCE

The study of conceptual (in)equivalence in emotion term translation presents significant challenges in applied linguistics, as stated by Panayiotou (2006) and Pavlenko (2008), particularly when translating culturally-bound terms between English and Russian. This research focuses on the term “anger” and its translations between the languages, examining the conceptual gaps that arise from cultural and linguistic asymmetries. Using the bilingual Russian National Corpus, this study examines how emotion terms are translated between English and Russian, identifying patterns that highlight mismatches in intensity, scope, and connotation.

The corpus analysis aligns with the principles of emotional linguistic relativity, which suggests that languages encode emotions differently based on cultural and conceptual frameworks (Wierzbicka, 1999, 2003; Ponsonnet, 2022). The conducted corpus analysis confirms the idea implied by Fontaine et al. (2013, p. 339–352) that direct equivalents often fail to capture the cultural and conceptual connotations of “anger” in the target language. For instance, Russian translations such as “гнев” (gnev) and “злость” (zlost') differ in intensity and situational use, leading to potential misinterpretations of emotional states in cross-cultural communication. The findings also highlight discrepancies in how metaphors and figurative expressions related to anger are preserved or transformed in translation, which further complicates the conveyance of intended meanings.

By integrating corpus-based analysis with theoretical frameworks of cognitive linguistics and translation studies, the research advances understanding of conceptual equivalence in emotion term translation. These findings might be of particular relevance to applied linguistics, as they provide practical implications for improving translation accuracy and cross-cultural understanding. This presentation will address the methodological approach, key findings, and applications of the research, and demonstrate how corpus studies can offer innovative solutions to longstanding challenges in achieving conceptual equivalence and emotional representation in translation.

Keywords: emotion terms, translation, conceptual equivalence, corpus-based analysis.

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RAZVOJ VEŠTINE KREATIVNOG MIŠLJENJA KOD STUDENATA FILOLOŠKOG FAKULTETA

U savremenom poslovnom okruženju koje karakterišu dinamične promene, mladi ljudi se suočavaju sa izazovima prilikom započinjanja karijere nakon završetka studija. Kao ključne veštine kojima pojedinci moraju ovladati kako bi se izborili sa izazovima globalizovanog sveta u 21. veku izdvajaju se komunikacija, saradnja, kritičko mišljenje i kreativnost (Gursoy & Bag, 2018). U izveštaju o budućnosti poslovnog tržišta Di Batista i dr. (2023) navode da su u 2023. godini kreativno i analitičko mišljenje bile dve najcenjenije veštine kod radnika. Kreativno mišljenje kao set „mekih veština“ prema okvirima projekta SoftSkills4EU podrazumeva inovativnost, kontinuirano usavršavanje, analitičko mišljenje, implementaciju promena i podsticanje kreativnosti (SoftSkills4EU, 2019).

U izveštaju o mladima u Evropi koji traže zaposlenje navodi se da mladi ljudi tokom studija često ne uspevaju da ovladaju neophodnim opštim veštinama (Mourshed et al., 2014). Shodno tome, ovim istraživanjem želimo da ispitamo u kojoj su meri studenti osnovnih studija Filološkog fakulteta

Univerziteta u Beogradu uspeli da tokom studija razviju veštine potrebne za buduće zaposlenje, a konkretnije veštinu kreativnog mišljenja.

Za potrebe istraživanja kreiran je upitnik za samoprocenu veština po ugledu na Modul 5 (Kreativno mišljenje) projekta SoftSkills4EU (SoftSkills4EU, 2019), koji je distribuiran među studentima. Prva hipoteza našeg istraživanja glasi da će segment kontinuiranog usavršavanja biti ocenjen višim ocenama u odnosu na druge segmente, posebno kod studenata viših godina. Druga hipoteza podrazumeva da će implementaciji promena i analitičkom mišljenju biti dodeljene niže ocene, budući da studenti ređe imaju priliku da se bave praktičnim radom koji podrazumeva analizu podataka i rešavanje konkretnih problema. Treća hipoteza pretpostavlja da će kreativnost u timskom radu dobiti niže ocene u odnosu na individualni rad, budući da studijski programi i kurikulumi predmeta na Filološkom fakultetu Univerziteta u Beogradu ne pružaju dovoljno prilika za timsku saradnju u kreativnom kontekstu. Na osnovu rezultata istraživanja biće definisane preporuke za izmene koje bi doprinele boljoj konkurentnosti studenata na tržištu rada.

Ključne reči: kreativno mišljenje, analitičko mišljenje, meke veštine, tržište rada.

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JEZIČKA POLITIKA U INTERKULTURALNOJ KOMUNIKACIJI MULTINACIONALNIH KOMPANIJA

Cilj rada jeste deskriptivna analiza jezičke strategije interkulturalne komunikacije u multinacionalnim kompanijama na osnovu dostupne literature. S obzirom na to da je ovo tema koja nije detaljno izučavana do sada, detaljnije istraživanje na temu jezičke strategije u poslovnom kontekstu je od ključne važnosti, budući da uspešna komunikacija predstavlja stub ispravnog i profitabilnog poslovanja svake kompanije, te joj se, kao takvoj, mora prići na sistematičan i strateški način.

Po mišljenju mnogih autora, problem jezika u poslovanju se uglavnom zanemaruje kao sporedan u poređenju sa drugim faktorima. Ipak, s obzirom na to da celokupno poslovanje počiva na uspešnoj komunikaciji, jezik kao takav jeste zapravo vredan resurs svake kompanije. Sve ono što čini srž komunikacije, pa samim tim predstavlja i preduslov za izbor strategije iste će u ovom radu biti obuhvaćeno, te će se, na osnovu toga, analizirati različite jezičke politike u različitim interkulturalnim kontekstima.

Kvalitativno istraživanje prikazano u ovom radu u vidu studije slučaja ispituje usklađenost između navoda u teorijskom pregledu i njihove praktične primene. Detaljnom analizom dve multinacionalne kompanije se dolazi do pozitivnog zaključka o usklađenosti teorije i prakse. Radom je utvrđen značaj kreiranja adekvatne jezičke politike s ciljem uspešnijeg poslovanja, što je prikazano mnogobrojnim primerima. Shodno tome, zaključuje se da je jezička strategija nezaobilazno važan faktor u celokupnoj komunikacijskoj strategiji. Ograničavajuća okolnost tokom izrade rada je oskudna literatura na temu interkulturalnih komunikacija, kao i nemogućnost potpunog uvida u poslovnu politiku i strategiju pojedinačnih firmi. Buduća istraživanja koja bi se oslanjala na ovaj rad mogu ići u pravcu definisanja direktne pozitivne korelacije između efektivne komunikacijske strategije i profitabilnosti kompanije.

Ključne reči: jezička politika, komunikacija, multinacionalna kompanija.

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УТИЦАЈ ФРАНЦУСКОГ ЈЕЗИКА НА НАУЧНУ ТЕРМИНОЛОГИЈУ СРПСКОГ ЈЕЗИКА

Француски лексички утицај на српски језик био је слаб све до 18. века, када у наш језик почињу да улазе француске речи, најпре посредно (преко немачког, у мањој мери и преко руског и италијанског језика), а касније и директно. Француски утицај у нашим крајевима јача од средине 19. века, чему посебно доприносе преводи књижевних дела и школовање наших младих људи у Француској, а касније се утицај врши и преко трговине, штампе, радија, телевизије, филма, научне делатности. Постаје и доминантан у многим областима науке и јавног живота: политици, праву, историји, социологији, математици, физици, астрономији, геологији, филозофији, медицини итд. Отуда и научна и стручна терминологија српског језика обилује речима француског порекла. Полазећи од хипотезе да су многи научни и стручни термини српског језика или интернационализми (најчешће пореклом из латинског језика) или уже посматрано позајмљенице из француског језика, циљ нам је да у овом раду на примеру француског и српског језика анализирамо позајмљивање научних и стручних термина, односно разлоге и критеријуме, као и облике и факторе адаптације речи страног порекла. Користећи дескриптивну и компаративну методу, посебно анализирамо француске позајмљенице из области различитих наука. Резултати нашег истраживања показују да је српски језик француску научну и стручну терминологију првенствено позајмљивао из сасвим практичних разлога, да би попунио лексичке празнине неопходне за развој наука и струка на српском језику, да је еволуирање овакве терминологије током времена знатно слабије него код речи из свакодневног језика, што је и разумљиво имајући у виду честу једнозначност и врло прецизну терминолошку одређеност иманентну научној и стручној терминологији. Импликације за наставу и учење француског као страног језика струке и науке у нашем високом и средњем стручном образовању односе се на значај и неопходност ангажовања свих већ постојећих знања научних и стручних интернационализама која студенти имају и њиховог повезивања са оним што уче у области француског језика своје струке.

Кључне речи: француски језик, српски језик, лексичко позајмљивање, научна терминологија, интернационализми.

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**DISCOURSE ANALYSIS AND BILINGUAL EDUCATION:
AN EXAMPLE OF MANAGING MISUNDERSTANDINGS**

In this paper, we aim to demonstrate that discourse and interaction analysis (e.g., Roulet et al., 2001; Pekarek Doehler, 2006), combined with research on the potential benefits of bilingual education for constructing subject knowledge (e.g., Gajo et al., 2008), can provide valuable insights for the study of bilingual education. This approach is particularly relevant when addressing language difficulties that learners may encounter and how teachers resolve those issues. Indeed, while misunderstandings and incomprehension are common in any classroom interaction, they occur more frequently in bilingual classes, where subject knowledge (e.g., in subjects like mathematics, biology, or history) is developed in a second or foreign language (L2). To address communication problems and ensure the progression of subject content, teachers can employ various strategies such as translation, reformulation, or contextual cues (Delorme, 2012). However, these strategies can be time-consuming (Grobet, Vuksanović & Gajo, 2022). Bilingual teachers face another challenge: balancing content clarity with adherence to lesson planning. Therefore, it is essential to identify which strategies are most effective for resolving comprehension issues while contributing to subject knowledge development. The answer to this question depends on the difficulties encountered, prompting us to examine various problematic situations before misunderstandings arise (Bousquet, 1996; Bautier, 2006). Our proposals involve a discourse and interaction analysis of sequences from diverse bilingual classes, chosen for their variety, to reveal different practices – ranging from the rapid resolution of communication problems to more complex negotiations of meaning. Thus, our approach will demonstrate how linguistic analysis of empirical data can lead to valuable observations from a didactic perspective.

Keywords: discourse analysis, classroom interactions, bilingual education, misunderstandings, language difficulties.

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SPORNI PRIMERI ZELENOG MARKETINGA U REKLAMNIM KAMPANJAMA U SRBIJI

Ovaj rad istražuje pojavu ekomanipulacije u promotivnim kampanjama u Srbiji u proteklih nekoliko godina. Cilj je identifikovati strategije koje kompanije koriste da privuku pažnju potrošača kroz zeleni marketing, ali i taktike pomoću kojih nastoje da na njih utiču. Teorijski deo rada obuhvata definicije zelenog marketinga i ekomanipulacije, dok se kroz kritičku analizu diskursa skreće pažnja na primere obmanjujućeg zelenog marketinga u Srbiji, odnosno metode manipulacije. Na kraju rada izložene su preporuke za dobre prakse na globalnom nivou - za kompanije koje žele istaknuti ekološke vrednosti u svojim reklamnim kampanjama, ali i za donosiocje odluka, kako bi se uspostavila regulativa za ovu vrstu marketinga.

Ključne reči: ekomanipulacija, kompanije, manipulativne tehnike, reklamne kampanje, zeleni marketing.

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A MULTIMODAL ANALYSIS OF FILMS AND SERIES FOR ENGLISH AS A FOREIGN LANGUAGE TEACHING

As communication is multimodal, communicative competence in a second language cannot be fully developed by focusing solely on the verbal mode, since it is just one of many diverse sign systems we rely on to communicate (Hafner, 2024). As a result, and considering that most texts students encounter nowadays are multimodal, language teachers need to be aware of the need to incorporate multiple modes into their practice to develop learners' multimodal communicative competence (Royce, 2006; Kessler, 2022). A way of doing this is through the integration of audiovisual materials such as films and series in the language classroom.

The main aim of this paper will be to explore how scenes from films and series can be multimodally analysed in order to use the results in the EFL classroom. For this, I will present an analytical model designed to examine

the main verbal and nonverbal elements that convey the communicative purpose(s) of a given scene. The verbal elements in the proposed analytical model encompass syntactic-discursive features and vocabulary in the scripts, while the nonverbal ones encompass the embodied modes (those generated by people/characters, such as facial expressions and gestures) and disembodied modes (those present in the environment, such as the setting and music) (Norris, 2004) that communicate meaning in the scene. Using this analytical model can help users understand how meaning is communicated through different modes, which can, in turn, inform the scenes' exploitation in the EFL classroom.

I will present the results of the application of this model to two different scenes; one heavily relies on nonverbal features to communicate meaning (from the film *Wall-E*) and the other on verbal features (from the series *The Office*). It will be argued how the analysis results might inform exploitations for EFL learning, developing learners' multimodal communicative competence.

Keywords: Audiovisual materials, English as a Foreign Language, language teaching, multimodal analysis, multimodal communicative competence.

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**DESIGNING ECO-FRIENDLY ADVERTISING CAMPAIGNS:
A CROSS-CURRICULAR APPROACH TO STUDYING ENGLISH
AND ENVIRONMENTAL SCIENCE THROUGH
PROJECT-BASED EXPERIENCES**

This study investigates the integration of creative writing and environmental science through the implementation of a cross-curricular teaching approach, focusing on the development of eco-friendly advertising campaigns. The initiative engages MA students in designing advertisements that promote sustainable practices and products, such as reduce-reuse-recycle concepts. By combining English language instruction with environmental science, the approach connects language learning to real-world challenges, fostering critical thinking, collaboration, and communication – core competencies for the 21st century. Furthermore, contextualized learning enhances students' vocabulary and grammar while addressing pressing global sustainability issues.

To evaluate the effectiveness of this approach, both a survey and an interview were conducted among students at the end of the course. The findings reveal that the cross-curricular design of the syllabus significantly contributed to the improvement of their creative and writing skills. Moreover, students reported that the activities also enhanced their understanding and application of concepts within their specialized fields of expertise, demonstrating the practical benefits of this interdisciplinary framework. In addition to promoting environmental awareness, this pedagogical approach equips students with transferable skills, empowering them to become advocates for sustainability while reinforcing their academic and professional development. These findings highlight the transformative potential of interdisciplinary education in fostering holistic learning experiences.

Keywords: cross-curricular teaching, creative writing, environmental science, eco-friendly advertising, sustainability education, real-world learning, 21st-century skills.

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**SEMI-LONGITUDINAL ANALYSIS OF MOTIVATIONAL, ETHNIC
IDENTITY, AND DEMOGRAPHIC FACTORS IN PREDICTING CHINESE
PROFICIENCY AMONG ADOLESCENT CHINESE HERITAGE
LANGUAGE LEARNERS IN BELGIUM**

The growing Chinese immigrant population in Belgium underscores the need to understand the factors shaping Chinese proficiency among Chinese heritage language learners (CHLLs). This longitudinal study examines demographic, linguistic, motivational, and ethnic identity factors impacting adolescent CHLLs' proficiency, offering insights to improve Chinese heritage language (CHL) education.

Sixty-five adolescent CHLLs (ages 10 - 19) from Chinese language schools in Belgium completed questionnaires in October 2023 and May 2024, covering nearly one academic year. Data on demographic and linguistic backgrounds were collected using a modified Heritage Language Experience questionnaire (Tomic et al., 2023), alongside additional variables such as years of formal HL education. Motivational factors were assessed using the L2 Motivational Self System (Dörnyei, 2005, 2009), and ethnic identity was measured with the Ethnic Identity Scale (Umaña-Taylor et al., 2004). Self-reported Chinese proficiency was evaluated using Mu's (2014) scale for listening, speaking, reading, and writing skills.

Results showed that personal motivation, particularly the “Ideal HL Self Own” – the ideal self as a fluent, culturally connected heritage language speaker (Papi et al., 2019) – was the strongest predictor of Chinese proficiency across both waves. Additionally, Integrativeness and Speak in Community/Entertainment were also predictive of proficiency. Mediation analysis indicated that ethnic identity influences proficiency through motivational constructs. Most variables remained stable, likely due to the short timeframe and participants’ steady learning states. “Chinese Learning Experience” showed a slight improvement, suggesting a positive shift in engagement.

The study suggests that CHL education should focus on nurturing intrinsic motivation, strengthening ethnic identity, and promoting cultural engagement to support language acquisition. It also highlights the relatively stable proficiency of CHLLs over a short period, underscoring the importance of long-term support for continued language development.

Keywords: heritage language acquisition, heritage language education, motivation, ethnic identity, proficiency.

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THE POWER OF STRATEGIC COMMUNICATION IN EDUCATION

Communicative strategies are defined as procedures that enable speakers to overcome challenges in language interaction, including supportive techniques such as clarification, negotiation, compensation, avoidance, and stress reduction. In the educational environment, these strategies play a crucial role in the development of communicative competence, allowing both students and teachers to successfully address challenges in the classroom, such as language barriers, misunderstandings, and social differences. This paper explores key communicative strategies that speakers use to overcome language barriers and achieve effective communication in educational contexts.

The first part of the study will discuss the classification of strategies into four main categories: reduction strategies, which include topic avoidance, message abandonment, and semantic avoidance; achievement strategies, such as code-switching, interlanguage transfer, and paraphrasing; cooperative strategies, such as seeking help and non-verbal communication; and those for speech planning and regulation, including goal-setting and resource assessment. These strategies enable participants to overcome language barriers and achieve communication goals in interactions with different interlocutors, whether in formal or informal situations.

Subsequently, we will focus on the application of these strategies in educational contexts contributes to inclusivity and efficiency in learning, as they help overcome language and social barriers. The implementation of strategies such as negotiation and stress reduction helps students adapt to challenges in the classroom and creates an environment that is adaptable and encourages active learning.

In conclusion, the paper will highlight the importance of communicative strategies as vital tools for enhancing communicative competence and addressing challenges in educational situations.

Keywords: communicative competence, communication strategies, foreign language interaction, language performance.

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**THE 8TH INTERNATIONAL CONGRESS OF
APPLIED LINGUISTICS TODAY**

– MODERN APPROACHES TO OLD AND NEW CHALLENGES –

Book of Abstracts

Publisher:

University of Belgrade – Faculty of Philology
Professor Iva Draškić Vićanović, Dean of the Faculty of Philology

Editors:

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Emilija Milojević, University of Belgrade – Faculty of Philology
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Proofread by:

Jelena Grubor Hinić, Melina Nikolić, Ivan Knjižar, Saša Marjanović,
Anka Rađenović, Maja Đukanović, Danijela Vranješ, Luka Medenica,
Nevena Ceković

Typeset and graphic design by:

Predrag Žižović

Printed by:

MAB, Belgrade

Print run:

200

ISBN 978-86-6153-769-1

This publication is funded by the Ministry of Science, Technological
Development and Innovation of the Republic of Serbia.

CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд

81'362(048)
37.019.3::811(048)

**INTERNATIONAL congress of applied linguistics today Modern
approaches to old and new challenges (8 ; 2025 ; Beograd)**

Modern approaches to old and new challenges : book of abstracts / The
8th international congress of applied linguistics today, 23–25 May 2025.
; [editors Borko Kovačević ... [at al.]]. - Belgrade : University, Faculty of
Philology, 2025 (Belgrade : MAB). - 199 стр. ; 24 cm

Tiraž 200. - Bibliografija uz sve apstrake

ISBN 978-86-6153-769-1

- а) Компаративна лингвистика -- Апстракти
- б) Страни језици -- Настава -- Апстракти

COBISS.SR-ID 168667913