Vilnius University
Faculty of Philology
Institute of Foreign Languages

1st Student Conference

Linguistic and Intercultural Research

BOOK OF ABSTRACTS

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Welcome Address: 1st Student Conference on Linguistic and Intercultural Research 2025

Dear Participants,

Welcome to the First Student Conference on *Linguistic and Intercultural Research 2025*.

This event brings together students from the Institute of Foreign Languages to share their evolving perspectives on language, culture, and communication. While many of you are nearing the completion of your studies, others are earlier in your academic journey – and this diversity of viewpoints enriches the dialogue.

Your participation helps create a space that encourages academic exchange and nurtures collaboration across perspectives, backgrounds, and borders.

We wish you a thought-provoking and rewarding experience.

Warm regards,
On behalf of the Organising Team
Prof. Dr Roma Kriaučiūnienė
Director, Institute of Foreign Languages
Faculty of Philology,
Vilnius University, Lithuania

CONTENTS

Technology-Assisted Language Learning: Tools and Strategies

Amina Burkhanova

The advent of Digital tools in English language teaching (ELT) has completely changed learning environments (Amin, 2023; Annamalai et al., 2023). By harnessing the power of game-based learning, collaborative platforms, and AI-powered applications, educators can boost student engagement, tailor instruction to individual needs, and streamline communication. But the success of these tools is really based on how they are used, who has access to them, and if teachers are prepared to use them effectively (Hampel & Stickler, 2015). This talk examines the impact of digital tools on ELT, specifically on student learning outcomes and classroom dynamics. Specifically, it highlights the use of such popular tools as Mentimeter for gamified learning, Vocaroo for audio recording, and Miro for content creation. Vocabulary-building apps such as Wordela and Anki are also evaluated for their effectiveness in second-language acquisition (Godwin-Jones, 2018).

Evidence points towards the benefits of digital technologies, including increased motivation, interactivity, and feedback. Gamification increases engagement, collaborative spaces enhance communication, and AI-powered tools allow for personalised learning. The main challenges are the digital divide, over-reliance on technology, and teacher training in digital pedagogy. While digital tools offer significant advantages, their success relies on effective implementation and accessibility. Educators must develop digital literacy to maximise benefits without undermining the human aspect of language learning.

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Foreign Language (English) Vocabulary Acquisition Using a Storytelling Method

Kamilė Čirvinskaitė

It is well established that there is a large gap between L2 students' receptive and productive vocabulary size, and that learners typically use only 50 to 80% of their receptive vocabulary productively (Milton 2009). This study explores whether a storytelling method could help reduce this gap and be effective in acquiring L2 vocabulary.

Two intact classes of secondary school 11th-grade L2 English students were selected to participate in the two intervention sessions of the study. The students were divided into experimental and control groups, which were later switched. The study followed a pre-test, intervention and immediate post-test, and delayed post-test design. During the pre-test stage, the students indicated their familiarity with the target words using the Vocabulary Knowledge Scale (Wesche & Paribakht 1996). The intervention consisted of two sessions. During the intervention stage, the students were instructed to read two literary texts containing target words. The experimental groups then tried to tell a story using the target word list, while the control groups skipped that step. Both groups were then immediately tested on their knowledge of the target words, followed by a delayed post-test in two weeks. The results show that the storytelling method had a positive effect on vocabulary learning outcomes and student motivation.

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The Role of Intercultural Communication in Language Learning

Kamilla Faizullina

Keywords: *intercultural communication, language learning, cultural competence, multilingual education, communicative competence*

In an increasingly globalised world, language learning goes beyond mastering grammar and vocabulary to include the understanding of cultural contexts in which a language is used. This research explores the critical role of intercultural communication in language acquisition, proposing that language learning is not only a cognitive process but also an intercultural experience that shapes learners' communicative competence (Byram, 1997). The study investigates how exposure to diverse cultural norms, practices, and values enhances learners' ability to comprehend and use language more effectively, supporting the argument that cultural awareness is central to language proficiency (Kramsch, 1993).

Through qualitative research involving language learners in multicultural classrooms, this study examines how intercultural interactions influence the understanding of linguistic nuances,

including idiomatic expressions, cultural references, and non-verbal communication. Findings suggest that cultural context enriches language learning by helping students internalise language patterns and use them appropriately in real-life situations (Risager, 2007).

This research argues for the integration of intercultural communication strategies into language curricula, emphasising that cultural competence is as essential as linguistic proficiency. By fostering a deeper connection between language and culture, the study highlights how intercultural communication enhances not only language skills but also empathy and global awareness.

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An Analysis of Gendered Narratives: The Propagation of Misogyny in Male-Hosted Podcasting

Diana Girdauskaitė

Keywords: *Discourse, analysis, misogyny, podcast, stereotype*

This study explores the manifestations of misogynistic discourse in male-hosted podcasts, a rising genre of entertainment media that often serves as a platform for perpetuating gender-based stereotypes. Although the genre of podcasting has received significant academic interest, research on misogyny remains limited, with few contributions by scholars such as Niamke et al. (2019) and Shearer et al. (2023). The present research focuses on two male-hosted podcasts sourced from YouTube and known for voicing controversial and often discriminatory opinions about women to their audiences. Drawing on the critical discourse analysis framework by Reisigl and Wodak (2009) and an approach to the language on social media as presented in Coltman-Patel, Elena et al. (2022), the empirical analysis examines how three discursive strategies, those of nomination, predication, and attribution, are used in reference to women. Preliminary findings reveal the presence of sexist slurs, verbs denoting manipulative behaviour, and negative adjectives that characterise women as irrational or inferior. This study seeks to raise awareness of the impact these kinds of podcasts can have on the male and female listeners and to highlight the need for action to stop the spread of misogynistic discourse within the podcasting community.

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Morphological Creativity in Online Communities

Virginija Kanaporytė

Keywords: *morphological creativity, word formation, online communities*

This study examines morphological creativity in online communities. It aims to analyse word formation processes to uncover the patterns through which new words emerge. By examining creative language use, the study will reveal how users generate, modify and disseminate new lexical items (cf. Ahinasha, 2024).

A qualitative research approach is applied; data will be collected from selected online platforms where morphological creativity is most active. The study will classify the most and least dominant word formation processes (cf. Begum et al., 2024). Additionally, a survey will be conducted to assess users' ability to create and interpret newly formed words, providing further insights into the extent and patterns of morphological creativity among online platform users.

Findings are expected to reveal prevalent morphological trends. Preliminary results suggest that blending, affixation, and abbreviation are among the most common word formation processes on online platforms. The survey data on morphological creativity will highlight how users engage in word formation and their ability to generate new lexical items. By showing how online platforms are lively places where language keeps evolving, this study contributes to our understanding of morphological creativity and how new words are formed (cf. Jabeen & Nawaz, 2025).

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A Comparative Analysis of Three Translations of George Orwell's *Animal Farm* into Lithuanian: The Case of Diminutives

Ugnė Kazlauskaitė

Keywords: *prototypical diminutives, morphological diminutives, uniform translation, non-uniform translation, the use of diminutives*

This study examines the use of diminutives in three Lithuanian translations of George Orwell's *Animal Farm (1945)*, comparing their distribution across translations with regard to adherence to the English source text. The study identifies patterns and factors influencing diminutive use, shedding light on translation choices and linguistic adaptation. For the theoretical understanding of diminutives, this study primarily draws on Schneider (2003), while Nida's (2001) work informs the approach to translation. A total of 122 instances of diminutives' cases were identified across four sources of the analysis: the original novel and its three translations. Data was collected by examining the diminutives in each translation and comparing them. Their use was categorized by a developed research instrument, and both quantitative and qualitative methods were applied to assess frequency, consistency, and translation challenges. The study found that non-overlapping translations accounted for 69.67% of the analysed data, highlighting the complexity of diminutive translation and the natural divergence among translators. Only 15.57% of cases featured consistent diminutive usage across all four texts, reinforcing the idea that diminutive translation is not a straightforward process. Therefore, this study highlights the complexities of translating diminutives, offering valuable insights into cross-linguistic meaning transfer and paving the way for further research in translation studies and comparative linguistics.

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Analysis of Puns in the TV Series *The Office* (U.S.) and their Translation into Spanish

Medardas Tomas Kerbelis

Keywords: *humour, pun, English, Spanish, The Office, translation techniques*

This study examines puns in the TV series *The Office* (US) (2005–2007) and the translation strategies applied in their rendering into Spanish. Although substantial research has been conducted by Delabastita (1994 and 1996), Low (2011), Newmark (1988) and Zabalbeascoa (2005) on humour and puns and their translation, little attention has been paid to puns translated from English into Spanish. The key objective of the study is to analyse pun translation strategies used in the Spanish translated version of the first three seasons of *The Office* (US) (2005–2007). Building on the classification of pun translation strategies developed by Delabastita (1996), this study employs a mixed design of various pun translation strategies that could be implemented in many humorous fields. The examples had to meet the definition of a pun in order to be analysed and included in the work. The findings will identify the prevailing trends in the process of translating puns from English into Spanish. Implications for further studies will also be provided. The study seeks to identify which language uses more puns to produce a humorous effect and what translation strategies are implemented when translating puns from English into Spanish.

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Strategies for Translating Crime, Action, and Drama Film Titles from English to Lithuanian through the years 2014–2020

Agnė Meškauskaitė

This study analyses feature narrative action, crime, and drama film title translations from English to Lithuanian through the years 2014–2020, assigning a translation strategy to each title. Although film title translations have been explored in many languages, there is limited research on translations from English to Lithuanian, with notable exceptions being Kudirka et al. (2016) and Šidiškytė et al. (2013). This study seeks to identify the most commonly used translation strategies for translating film titles and find some possible reasoning behind certain translations. All in all, 291 film titles and their translations were collected from the Lithuanian film streaming website GO3, and the titles were categorised according to the theory of translation strategies by Vinay and Darbelnet (1958), employing the translation theory of Pažūsis (2014) for proper name translation. The findings will reveal the prevailing trends in translating film titles from English to Lithuanian through the years 2014–2020 and provide some meaningful insight into the reasons for such translations, as well as possible linguistic differences between the languages. This study extends the findings of previous research on film title translations from English to Lithuanian. Subsequent studies on this topic could conduct a comparative analysis of results, showing the differences in translation throughout the decades.

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Onomatopoeia in Selected DC Comics

Emilija Mončytė

Onomatopoeia has been discussed in various aspects of linguistics, from phonetics to semantics. While most scholars agree that onomatopoeia imitates sounds, it can also involve the creation of a word *ex novo*, as illustrated by the creation of various onomatopoeias in comic books. In addition, the study raises the following research question: Do interjections belong to onomatopoeia? The research explores the onomatopoeias in the selected DC (comic book publisher) comics using Rhodes' (1994) classification of wild and tame onomatopoeias, which focuses on the conventionalisation of the word. In addition, the study examines the onomatopoeias' levels of lexicalisation based on Kadooka's (2005) model. Reduplication, one of the morphological processes that onomatopoeias can go through, usually involves vowel or consonant alternation. The questionnaire, which requires philology students to create reduplicatives of the examples taken from the chosen DC comics, gives insight into the possibilities of word creation. Preliminary findings show that 79% of words found in the comics are tame, e.g., *BLAM,* whereas 21% are wild, e.g., *FWWWT*. Out of four levels of lexicalisation, all the examples only correspond to the two degrees: 58% belong to the second degree of lexicalisation, and 42% belong to the first degree of lexicalisation.

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A Linguo-cultural Study of Basic Negative Emotions Reflected in English and Lithuanian Paremia

Vasarė Šežikaitė

This research investigates the linguistic and cultural depiction of basic negative emotions in Lithuanian and English paremia, concentrating on a comparative study of how negative emotions are articulated. While emotions have been widely studied, limited research has examined them from a linguo-cultural perspective. This study aims to analyse the cultural semantics of negative emotions in the proverbs and sayings of both languages, with the hypothesis that due to shared fundamental emotions, their paremiological representations will be similar. To accomplish this, the research reviews the existing literature on English and Lithuanian paremiology, builds a database of paremia related to basic negative emotions, investigates their semantic characteristics, and compares them within a cultural framework. The thesis is divided into five sections: the introduction introduces the research theme, aims, and hypothesis; the literature review covers essential elements of paremiology, the distribution of proverbs across cultures, their functions and practical uses. The research used the Lublin School of Ethnolinguistics module to examine how language in proverbs reflects cultural and cognitive perspectives (Bartmiński, 2007, 2020, as cited in Snukiškienė, 2022). Alongside this, Bogdzevič's (2020) semantic framework was applied to identify the dominant aspects of proverbs. The analysis explores how negative emotions are expressed in both languages, what similarities and differences appear, substantiated by examples and cultural context. The conclusions synthesise the key findings, revealing the extent to which the initial hypothesis is supported and will further present implications for further research.

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A Comparative Analysis of Evaluative Adjectives in Human-Written and ChatGPT-Generated Texts

Emilija Tomašiūnaitė

Keywords: *evaluative adjectives, evaluation, appraisal, journalistic, ChatGPT*

The world as it exists today could not be imagined without evaluative adjectives, which allow us to express ourselves more clearly and thus enrich our language. Rocklage and Fazio (2014) state that emotional reactions play a part in concluding an evaluation of the object. For this reason, it is essential to understand whether one requires emotional intelligence in order to give the right evaluative answer or whether it is possible to correctly replicate it with Artificial Intelligence (AI). In order to identify evaluative adjectives, the widely recognised Appraisal Theory and the classification developed by Martin and White (2005) are used. Evaluative adjectives were extracted from 10 journalistic articles, which were taken from National Geographic Magazine, and 10 generated by ChatGPT on the same topic with the prompt given. The research proposes the hypothesis that ChatGPT-generated journalistic texts potentially utilise an excessive number of evaluative adjectives, compared to human-written works. It is expected that the findings will demonstrate that ChatGPT-generated texts excessively prioritise the diversity of evaluative adjectives and make them appear less natural to readers.

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Incidental Vocabulary Acquisition: Acquiring New Verbs from Reading

Ieva Verbytė

Previous studies on vocabulary acquisition have shown that vocabulary can be learned incidentally (without intention) through reading (Laufer & Nation, 2012; Webb, 2008). However, most prior research has focused on the incidental acquisition of nouns with concrete meaning, with little attention given to verbs, likely due to their complexity, semantic instability and cross-linguistic differences (Wochna, 2012; Gentner, 1981; Gleitman et al., 1999). Building on Pellicer-Sanchez's (2016) study, which investigated the incidental acquisition of nouns from reading, the present study explores the incidental acquisition of verbs; 45 BA students, L2 English speakers, participated in the study. To assess their vocabulary size, a short, standardised vocabulary test (LexTALE) was administered. During the experiment, students read a short story that included six pseudowords (letter strings resembling real English verbs) to ensure that all target words were unfamiliar to the participants. Every pseudoword appeared eight times in the story. After reading, participants answered comprehension questions to confirm their understanding of the story and completed three lexical tests on the verbs they could have acquired. The post-reading tests assessed different aspects of vocabulary knowledge: form recognition (spelling), meaning recall (providing a Lithuanian equivalent), and form recognition (choosing an English equivalent). The study aims to evaluate whether repeated exposure to unfamiliar verbs leads to their acquisition, in contrast to Pellicer-Sánchez's (2016) findings on noun acquisition. The results will indicate whether verb acquisition is more complex due to the complex nature of verbs and will also present implications for further research.

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Compound Nouns and Adjectives in George Orwell's novella *Animal Farm*

Viltė Zavadskytė

Keywords: *compound noun, compound adjective, internal structure, pattern*

This research focuses on the analysis of compound nouns and adjectives in George Orwell's novella *Animal Farm* (1945). The aim is to conduct a morphological analysis of compounds to reveal their internal structure and the patterns governing their formation. The sample consists of 116 compounds, which were classified according to their word class and headedness (exocentric and endocentric). The frameworks proposed by Lieber (2009), Plag (2002) and Adams (2001) were chosen to classify the examples. This involved identifying the structure of each compound present in the selected words. Preliminary data show that in George Orwell's novella *Animal Farm*, compound nouns predominate (80%), while compound adjectives are less common (20%). The majority of compound nouns (82%) are endocentric, while the rest (18%) are exocentric. A similar pattern emerges when analysing compound adjectives: more than three-quarters (77%) are endocentric, while less than a quarter (23%) are exocentric. The most frequent pattern for forming compound nouns is the combination of two nouns (73%). Other patterns mentioned above show a noticeable decline, occurring in the descending order: 12%, 10% and 5%. Compounds are often overlooked in this particular novella; in that case, this study will benefit future researchers studying compounds in the literature. Further research implications will be presented.

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Hinc itur ad astra