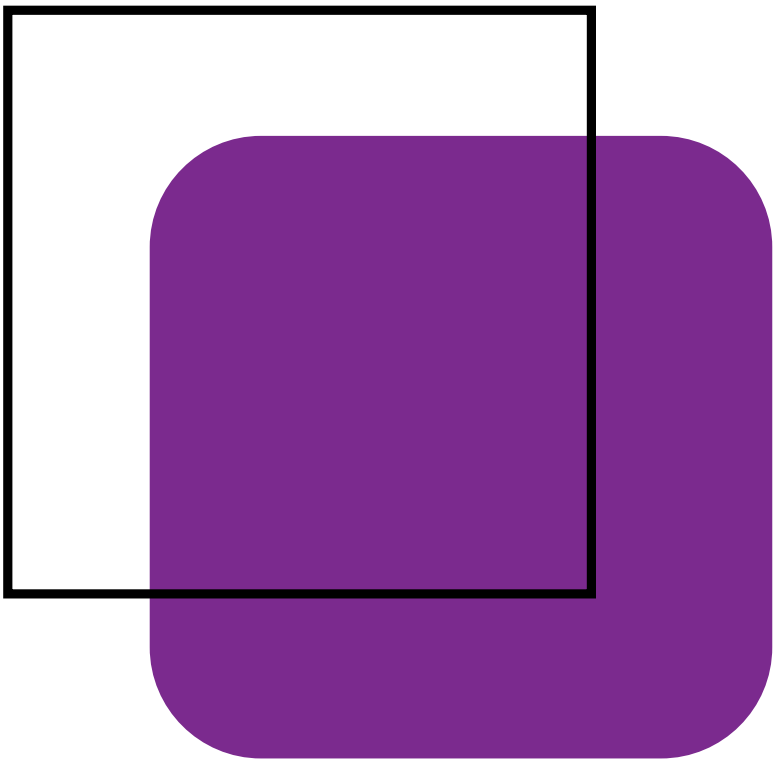
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INTERMEDIALITY IN COMMUNICATION

Translation ▫ Media ▫ Discourse



ABSTRACTS

Contents

Divya Madhavan	**4**
Dario Martinelli	**4**
Akavickaitė Viktorija	**6**
Aljarf Reima	**7**
Ambrazevičienė Agnė	**7**
Banda Tatang	**8**
Barbosa Felipe Venâncio	**8**
Barynienė Jurgita	**10**
Lukienė Jurgita	**10**
Barynienė Jurgita	**11**
Bazaras Mykolas	**11**
Bazaras Motiejus	**12**
Boucheron Sanda	**13**
Aline Boulahcen	**13**
Nicolas Delhopital	**13**
Agnès Ganet	**13**
Joan Porter	**13**
Miguel Queiros	**13**
Melissa Ann Thomas	**13**
Elodie Weyrich	**13**
Celiešienė Vilija	**13**
Derych Alicja	**14**
Alberski Bartłomiej	**14**
Jankowski Hubert	**14**
Dembowski Paweł	**14**
Distefano Giuseppe Christian	**15**
Elkassimi Elalaoui Hajar	**15**
Enguix Ricardo	**16**
Hietaranta Pertti	**16**
Juzelėnienė Saulutė	**17**
Jolevska Tamara Popov	**18**
Vitanova-Strezova Sonja	**18**
Jūrelytė Emilija	**18**
Kikaitė Ieva	**19**
Motiejūnienė Jurgita	**19**
Korzh Oleksii	**20**
Kravcova Liudmila	**20**
Labetoulle Aude	**21**
Freddi Maria	**21**
Rinder Jamie	**21**
Tual David	**21**
Lankauskaitė Viktorija	**22**
Lashari Misbah	**22**
Hussain Muhammad	**22**

Maffei Flavia **23**
Mickienė Ilona **23**
Baranauskienė Rita **23**
Miežanskienė Ramunė **24**
Maria Inmaculada De Potestad Tellechea **25**
Monticelli Daniele **25**
Nalivaikė Augustė **26**
Norberg Ulf **26**
Paliot Elisabeth **27**
Pantelejeva Brigita **28**
Petronienė Saulė **28**
Ponomarevskyi Artemii **29**
Rastorgujeva Jūlija **29**
Rudov Yevhenii **30**
Stankevičienė Virginija **30**
Šarkauskienė Skirmantė **31**
Juzelėnienė Saulutė **31**
Šestakova Viorika **32**
Tuomaitė Virginija **32**
Vabalienė Rita **33**
Varankaitė Ulrika **33**
Budrytė Paulina **33**
Vėžienė Marija **33**
Čeplikė Viktorija **33**
Zavistanavičienė Daiva **33**
Bryll Alina **33**
Stefanova Aneta **33**

INTERMEDIALITY IN COMMUNICATION: Translation, Media, Discourse

KEYNOTE PRESENTATIONS

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Attention Has Lost Its Charisma

We still refer to the institutions where we studied as our Alma Mater — a Latin expression meaning "nourishing mother." The phrase evokes an idea of education and research grounded not only in the transmission of knowledge, but in sustained attention: attention to texts, to ideas, and to one another.
The conditions under which such attention is possible, however, have changed considerably in the last two decades. Academic life now unfolds in an environment of constant connectivity, competing demands, and permanent visibility. In-person meetings take place with its attendees heads' buried in screens, gathering at conferences coexist with endless notifications, and even moments of intellectual exchange are increasingly shaped by the pressure to narrate one's productivity, demonstrate responsiveness, and be present in multiple spaces, most of them digital, at once.
In this context, the difficulty we encounter is not simply distraction. It is a gradual loss of intellectual presence. Conversations become thinner, public speaking has become outright boring, and the shared spaces of higher education risk turning into places where attention is divided before it is even given.
This talk explores what it means to teach, to research, and to speak at a time when attention has become both scarce and contested. Rather than asking how we can eliminate distraction, it asks a more fundamental question: what kind of academic posture is required if our institutions are to remain places that truly nourish?

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The semiotics of infobesity: power, post-truth and the algorithmic society

Contemporary societies are not suffering from a lack of information but from its uncontrolled excess. This condition, which was given the name of "infobesity", profoundly transforms how meaning, truth and authority circulate within political and cultural communication. In a media ecosystem dominated by algorithmic amplification, political actors increasingly operate through strategies that privilege emotional resonance, spectacle and narrative disruption over evidential discourse.
This keynote approaches post-truth communication as a fundamentally semiotic problem. Drawing on cultural and media semiotics, it examines how intermedial environments, where

political rhetoric, digital platforms, artistic practices and AI-generated content constantly translate and reframe one another, reshape the processes through which signs acquire credibility.
Cases such as the communicative style of Donald Trump and other particularly verbally-aggressive politicians, illustrate how provocation, narrative diversion and scandal cycles can function as powerful semiotic strategies, often redirecting public attention from structural political issues to endless streams of symbolic conflict (see the case of the Epstein files). At the same time, geopolitical crises and wars increasingly operate within this saturated information economy, where visibility, distraction and narrative control become central political resources.
By analysing examples from political communication, culture and the arts, the lecture argues that contemporary intermediality is producing a form of semiotic inflation, in which the proliferation of signs paradoxically erodes their capacity to signify reliably. Understanding this condition requires rethinking the ethics and ecology of meaning in the age of algorithmic communication.

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"Artificial stupidity" and what art and performance can teach critical AI studies?

Apart from the common concerns raised about copyright and the undermining of creative labour, art and performance are not the first arenas that come to mind as central to the study of artificial intelligence. Understandably, technical expertise, industrial practice and, increasingly, political economy dominate such discussion.
It should be remembered, though, that one origin of AI lies in a communicative test organised around performance. Alan Turing's 'imitation game', in effect, links intelligence to successful acting. A machine produces responses that convince a human interlocutor.
The ways in which humans, can also play stupid or act the underdog strategically, is relevant here. Turing also considered whether a machine might deliberately give incorrect answers in order to appear more convincing. Philosopher Avital Ronell referred to forms of othering that falsely deemed certain groups intellectually inferior, and to the barbarous uses of IQ testing in the early twentieth century, as 'artificial stupidity'. Extending this, those subject to such stereotyping may exploit it by feigning ignorance or stupidity, another form of artificial stupidity. Paradoxically, people can even fool themselves, as explored in Robert Trivers' sociobiological research. Arguably, such processes are intrinsic to creative processes too. If the relation between intelligence and supposed stupidity is active in human systems, then would it not also be important to algorithmic processes and machine intelligence?
For cognitive scientist and psychologist, Margaret Boden, a reversal of this method was employed: her interest in AI stemmed from what it might teach us about human intelligence including creativity. While her life's work confirmed the importance of artistic domains to questions of cognition, intelligence and creativity, she tended to overlook one applicable feature of art as it developed in the twentieth century. The word intelligence derives from Latin intelligere, from inter ('between') and legere ('to choose' or 'to pick out') and artistic practice

has long treated such operations as central. Marcel Duchamp's readymades transformed ordinary objects through acts of designation. In addition, Niklas Luhmann's systems theory directs attention to decision making as a social process. Cultural value emerges through selection, agreement and institutional recognition.
Perspectives informed by arts/humanities disciplines and approaches, can complicate dominant accounts of machine intelligence within cognitive science. The lecture takes up the relevance of dramaturgy and developed artistic concepts to AI, while using the concept of 'artificial stupidity' to interrogate emerging technologies, systems and definitions of intelligence itself.

PRESENTATIONS

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Travel as a Way of Surviving: The Representation of Suicide in Marija Kavtaradzė's Film Summer Survivors

The paper analyses the representation of suicide and mental health in Marija Kavtaradzė's film Summer Survivors (2018), focusing on how audiovisual storytelling constructs an alternative narrative of crisis and recovery. In contemporary cinema, suicide is often portrayed as a dramatic turning point or aestheticized act, which may contribute to problematic representations and potentially harmful audience interpretations. In contrast, Kavtaradzė's film avoids the direct depiction of suicide and instead emphasizes the lived experience of psychological crisis and the gradual process of emotional recovery. The study employs qualitative audiovisual analysis combining narrative and representation approaches. Attention is given to the road-movie motif that structures the film's narrative: the physical journey undertaken by the characters functions as a metaphor for psychological transformation, relational change, and the search for belonging. Cinematographic elements such as long takes, intimate close-ups, natural lighting, and restrained editing contribute to a minimalist aesthetic that foregrounds emotional states rather than sensational events. The analysis argues that Summer Survivors offers an ethically attentive representation of suicide-related experiences by shifting the narrative focus from the act of death to the process of survival, interpersonal connection, and the fragile possibility of recovery. In the Lithuanian cultural context, such representation may also contribute to broader efforts to destigmatize mental health issues and encourage public dialogue about suicide.

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Translation of English and Arabic Political Toponymic Metonyms by Five LLMs (Gemini, Copilot, Claude, DeepSeek, and Qwen)

Political toponymic metonyms (PTMs) are widely used by journalists and politicians as spatial shorthand for institutions, authorities, and collective actors. To examine how large language models handle this category, a dataset of 41 Arabic PTMs (بكريك، يع ا نيتل ة، فيل راب طخ) and 87 English PTMs (Pentagon, Bundestag, Beehive) was compiled and translated by five LLMs: Gemini, Copilot, Claude, DeepSeek, and Qwen. All models translated Arabic and English PTMs with consistently high accuracy, whereas their performance was less accurate on zero expressions, half expressions, sleep metaphors, chemical compound names, Gaza-Israel war terminology, folk medical terms, and animal, plant, and brand names containing Abu/Umm. The strong performance may be attributed to the nature of PTMs, which are widely recognised, relatively unambiguous, and associated with a consistent domain (politics and diplomacy). They also have stable referents and are well documented in encyclopaedic sources. PTMs belong to high-frequency, low-ambiguity content that is richly represented in the overlapping training corpora of all models. The models also recognized PTMs as members of a coherent semantic family: (i) (i) palaces and seats of power (ا تادحتا ة، ادبعب ، رصق ج اطرق); (ii) legislatures and government buildings (ا ودل ا ، ا بلوبدن سات غ); (iii) conflict lines and agreements (ا طخل أ ا رضخ ، ا فتاق); and (iv) security zones and military sites (فيل راب طخ ، ن وغ اتنبل ا ، ء ا رضخل ا ة قطنمل ا). Results, translation strategies, minor weaknesses, and recommendations will be presented.

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Vadovų komunikacijos strategijos organizacijų krizių metu: Lietuvos oro uostų ir ESO atvejų lyginamoji analizė

Organizacijų krizių metu vadovai tampa svarbiais viešosios komunikacijos veikėjais. Jie ne tik informuoja apie situaciją, bet ir paaiškina sprendimus, pristato organizacijos veiksmus bei komunikuoja su krizės paveiktomis suinteresuotosiomis šalimis. Konferencijos pranešimo tikslas – pristatyti organizacijų vadovų viešosios komunikacijos strategijas krizių metu, analizuojant du Lietuvos atvejus: AB „Lietuvos oro uostai“ generalinio direktoriaus Simono Bartkaus komunikaciją dėl kontrabandinių balionų sukeltų oro uostų veiklos sutrikimų ir AB „Energijos skirstymo operatorius“ (ESO) generalinio direktoriaus Renaldo Radvilos komunikaciją dėl stiprios audros sukeltų elektros energijos tiekimo sutrikimų. Lietuvos oro uostai ir ESO teikia visuomenei svarbias infrastruktūros paslaugas, kurių sutrikimai tiesiogiai veikia žmonių kasdienybę. Abiem atvejais krizę sukėlė išorinės aplinkybės, tačiau organizacijos buvo atsakingos už padarinių valdymą, sprendimus, o vadovų komunikacija visuomenei tapo svarbia atsako į krizę dalis.

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Intermedial Construction of Gendered Identities in African Popular Music: Discourse, Digital Media and Society in Cameroon, the Democratic Republic of Congo, Zambia, Nigeria and Kenya

African popular music increasingly operates intermedially in the form of communication where linguistic, sonic, visual and digital resources interact to construct and negotiate social identities. This paper examines how gendered identities are discursively represented and socially negotiated through selected popular songs from Cameroon, the Democratic Republic of Congo, Zambia, Nigeria and Kenya, with particular attention to their circulation across digital media. Drawing on geocriticism and a sociological approach, the study explores how culturally and geographically situated understandings of gender relationships and social roles are encoded in musical discourse and subsequently recontextualised through audiovisual and social-media platforms. The analysis focuses on selected lyrics, cultural references, spatial imaginaries and associated digital representations, considering how meaning changes as musical texts move between local communities, national audiences and transnational digital networks. The study argues that the intermedial circulation of African popular music creates communicative spaces in which gender identities are not only represented but also performed, affirmed, challenged and renegotiated. While some musical texts reproduce gender expectations embedded in particular social and cultural environments, others provide alternative representations that question established roles and relations. Digital platforms further extend these processes by enabling audiences to participate in the reproduction, reinterpretation and contestation of gendered meanings. The paper demonstrates that African popular music therefore constitutes an important intersection of discourse, community, media and society, where sound, language, visual representation and digital communication work together to mediate cultural identities. It concludes that intermedial circulation transforms locally grounded musical discourses into dynamic sites of social interaction.

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Multimodality and Semantics in a Sign Language Visuospatial Grounded Annotation Framework

The paper presents a multimodal, semantically oriented annotation framework for automatic

translation from Brazilian Portuguese (PB) into Brazilian Sign Language (Libras). The proposal addresses limitations of traditional gloss-based corpora, which often reduce the simultaneity and spatial organisation of sign languages to linear representations. Instead, Libras is conceptualised as a multi-articulatory visuospatial system in which meaning emerges from coordinated manual and non-manual activity. The framework comprises temporally aligned tiers for lexical signs, fingerspelling, facial expressions, depictions and classifiers, buoys, pointing signs, eye gaze, and gestures, preserving simultaneity while encoding spatial reference and non-manual marking. Semantic segmentation follows meaningful actions primarily delimited by stroke and hold phases. Glosses function as Portuguese-based semantic labels, while articulatory information remains linked to video and motion-capture data. Particular attention is given to the interface between categorical linguistic structure and gradient depictive resources. Depictive constructions are annotated separately from non-lexical gestures, allowing their semantic contribution to be represented without reducing them to lexical signs. Rather than providing a comprehensive linguistic description, the framework is designed to support computational processing. By representing semantic, spatial, and multimodal information explicitly, it provides richer input for sign language recognition, translation, and production while respecting the visuospatial organisation of Libras.

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Linguistic Processing of Deaf People in the Perception of Automatic Translators from Brazilian Portuguese to Libras: A Study with Eye Tracking

Automatic translation from spoken languages to sign languages represents an important accessibility resource for deaf communities. However, linguistic differences between Portuguese and Libras (Brazilian Sign Language), including their distinct phonological, morphological, and syntactic structures and the use of visual-spatial resources, pose challenges for the development of comprehensible automatic translations. This study investigates the linguistic processing of deaf individuals when receiving automatic translations from Brazilian Portuguese to Libras through avatar-based applications. Twenty-seven deaf participants watched 30 signed sentences presented in three conditions: automatic translations produced by Hand Talk (HT) and VLibras (VL), and human translation performed by a deaf Libras user. Eye-tracking was used to investigate visual attention during sentence processing. Participants subsequently selected, from two images, the one corresponding to the signed sentence. Accuracy was higher for human translation (91.9%)

than for HT (74.8%) and VL (67.4%), with statistically significant differences between human and avatar conditions ($p<0.001$), but no significant difference between the two avatars. Preliminary eye-tracking observations indicate greater fixation on the face during human translation and increased attention to the hands in more difficult processing conditions. Further analyses will integrate eye-tracking measures with comprehension performance to investigate cognitive processing and identify potential improvements for automatic Libras translation technologies.

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Reframing Educational Discourse Through Challenge-Based Learning: Towards Co-Creation and Societal Impact

Contemporary societal challenges require universities to rethink traditional approaches to education and move towards more collaborative, participatory, and socially engaged practices. Challenge-Based Learning (CBL) offers a way to reframe educational discourse by shifting the focus from knowledge transmission towards collaborative knowledge creation and societal engagement. This paper explores how CBL can strengthen the relationship between universities and society by fostering dialogue, interdisciplinary collaboration, and the active involvement of external stakeholders. Through authentic challenges, students, educators, businesses, public institutions, and communities become partners in identifying problems, exchanging perspectives, and co-creating solutions to complex societal issues. In this paper, particular attention is given to how this shift transforms communication and relationships between academic and non-academic stakeholders, fostering shared responsibility and mutual engagement. The paper also considers challenges related to stakeholder participation, sustaining partnerships, and translating collaborative processes into meaningful societal impact. The paper argues that CBL extends beyond an innovative teaching approach, offering a framework for repositioning universities as active partners in societal transformation, where knowledge is not merely transmitted but collaboratively created, negotiated, and applied to address shared challenges.

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Creathons for Real-World Education: Turning Societal Challenges into Evidence of Learning
Higher education institutions are increasingly challenged to equip students with the competencies needed to address complex societal problems. Challenge-based learning (CBL) offers a promising pedagogical approach; however, its implementation and assessment within higher education remain challenging. This paper explores Creathons as an intensive, collaborative format for implementing CBL principles into authentic learning experiences. Creathons are short, challenge-based learning events that bring together students, educators, and societal stakeholders to address real-world problems within a limited timeframe. Through interdisciplinary collaboration, iterative problem solving, and stakeholder engagement, participants co-create solutions applying knowledge and skills in uncertain and dynamic contexts. The findings show that Creathons offer significant potential for authentic assessment by shifting the focus beyond final outputs to the learning process itself. They provide opportunities to capture evidence of students' reasoning, collaboration, decision-making, knowledge integration, adaptability, and reflective practice. The paper highlights several conditions for effective implementation: alignment between societal challenges and intended learning outcomes, shared expectations among stakeholders, educators' capacity to facilitate collaborative learning, and assessment practices that recognise both learning processes and outcomes.

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The Davidsbündler vs. the Philistines 2: Communication and Values Shaping Prominent Generative Artificial Intelligence Music Production Platforms

"The laws of morality are also those of art", claimed Robert Schumann, the epoch-making nineteenth-century pianist, composer and music critic. And he meant it, mounting a fully-fledged critical assault against "Music of the Future", whose chief proponents were Ferencz Liszt and Richard Wagner. He took intellectual leadership and brought together a cast of half-fictitious Avengers, including Fryderik Chopin, Clara Wieck, Felix Mendelssohn, to

weaponise their art and poetry against superficial virtuosity, empty theatrical compositions which were then popular, and called them “Davidsbündler”. Little did he know that members of the European oligarchy had already made their decision to promote Wagner, financially and otherwise, on political grounds. He and other 'futurists' were being deployed as a weapon against great classical music, because their oligarchical sponsors may have understood and opposed the uplifting effects of classical culture, which tend to foster republican ideas.
“It’s not really enjoyable to make music now” is a phrase that has circulated widely within the musician community over the past year. It was uttered by Mikey Shulman on a podcast while promoting his latest product, venture capital investment – an advanced AI-powered music generation programme called 'Suno'. It is a free application capable of generating a new song in seconds based on text input specifying genre, mood, theme and lyrics. The programme automatically generates or selects vocals, instrumentation, song structure, and audio production elements. Furthermore, it offers the option to licence the generated material and to add or remove individual audio tracks. And it requires no prior experience – only to simply press the 'create' button.
What was the reaction of the community of musicians? Who are the “Davidsbündler” of nowadays? And what are the repercussions of implementing commercial generative artificial intelligence technology into the currency of music making? Critical assessment of the discourse, deconstructing the ways and narratives of the most recent disruptive music technology, is presented to the music community. It may reveal that this technology does not necessarily represent the core values its creators are pitching for.

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Four Writers, One Sonata, Many Media: Charles Ives’s Concord Sonata and the Performer as Mediator

Charles Ives’s Piano Sonata No. 2, “Concord, Mass., 1840–60” (1920), is one of the most explicitly intermedial works in the piano repertoire. Its four movements, “Emerson”, “Hawthorne”, “The Alcotts” and “Thoreau”, translate the thought and style of the New England Transcendentalists into sound, and Ives published the score together with a separate book, Essays Before a Sonata, which he presented as a preface to the music. The work, therefore, exists in several media at once: literary sources, a philosophical essay, a score that Ives kept revising for decades, and that includes optional parts for viola and flute, the composer’s own recordings, and live performance. Drawing on the concepts of intermediality and intersemiotic translation, this paper examines how meaning moves between these layers. It asks which elements of the writers’ texts become musical gestures (quotation of hymn tunes, the recurring Beethoven Fifth motif, tone clusters played with a wooden board) and which elements still depend on verbal framing. The paper approaches the question from the position of a pianist who has performed the sonata in recitals alongside the sonatas of Copland and Barber, introducing the works to the audience himself. This practice raises the question of the performer as mediator: the spoken introduction functions as a new paratext, comparable to Ives’s own essays, that shapes how listeners hear the music. Observations from these recitals are used to discuss how much verbal mediation a non-specialist audience needs and how the performer’s interpretive choices act as a further act of translation.

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The Role of Working Groups in Lifting Teacher Voices

Teaching can sometimes be a lonely profession, and never more so than in the age of AI. Working groups are one way of bringing together otherwise isolated members of a community, and with that in mind, Université Paris-Saclay created the artificial intelligence (AI) and language teaching committee. Its overarching goal is to create a space for language teachers to discuss the implications of AI in language learning. One of its first initiatives was to organize an AI and Language Teaching Day. Language teachers, otherwise isolated in the day-to-day business of teaching, found themselves in discussions not only with each other but also with AI researchers. What initially appeared to be an event-organizing task opened up the broader question about whose voices shape institutional responses to technological change. This presentation explores how the working group became a space for collaboration, professional dialogue, and collective agency, with the potential to be the mechanism for making language teacher voices visible in institutional conversations about AI and eventually inform teacher training programs and AI policy development.

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Modalumo raiška akademiniuose studijų tekstuose

Kalbotyroje modalumas laikomas semantine kalbos kategorija, leidžiančia autoriui vertinti situaciją, atskleisti savo subjektyvų požiūrį į kuriamą tekstą bei kurti santykį su skaitytoju. Modalumas reiškiamas modaliniais konektoriais, ne tik siejančiais sakinius, bet ir galinčiais išreikšti įvairius santykius: abejojimą, įsitikinimą, prieštaravimą, lyginimą ir pan. Žinant, jog

kalbinės raiškos pasirinkimas dažnai priklauso ir nuo diskurso tipo, siekiant išsiaiškinti, kokias kalbines priemones savo kaip autorių požiūriui reikšti vartoja akademinių studijų tekstų autoriai, šiame pranešime analizuojami modalinių konektorių vartojimo polinkiai skirtingų mokslo sričių (technikos ir humanitarinių mokslų) magistrų baigiamuosiuose darbuose. Atlikus kiekybinę analizę paaiškėjo, kad modaliniai konektoriai gerokai dažnesni humanitarinės srities tekstuose nei technikos, nes pastarųjų tekstų autoriai, skirtingai nei humanitarai, nėra linkę itin dažnai reikšti abejones, svarstymus ar išsakyti subjektyvų vertinimą. Jų tikslas – efektyviai, nedviprasmiškai ir be interpretacijų perteikti sudėtingą techninę informaciją. Aptariant modalinių konektorių reikšminius atspalvius, taip pat pastebėtos tam tikros tarpdisciplininių skirtumų įžvalgos. Nežymūs skirtumai pastebėti tik vartojant informacijos šaltinį reiškiančius konektorius, kurie vartojami kaip integruota teksto dalis nurodanti į cituojamą šaltinį, todėl būdingi kuriant bet kurios srities mokslinį tekstą. Ryškiausi skirtumai išryškėjo vartojant abejojimo konektorius. Gerokai dažniau abejojimo santykis tarp sakinių būdingas humanitarų darbuose, kuriuose dažniau jaučiamas tam tikras vertinimas, nevengiama ir subjektyvi nuomonė.

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Media and Musical Subwordnets as Resources for New NLP Challenges

In the age of quickly developing media, the rapid increase in the number of new lexical units (LUs) results in a need to create accurate computational tools used in natural language processing (NLP). To meet current needs, we are constructing resources aimed to be used in NLP of text from various domains, including professional lexis of music, musicology, new media, and media studies. We have incorporated the concept of subwordnets: dependent, specialist resources merged (cf. Bentivogli, Bocco, Pianta 2004; Bertorello, 2012; Sagri, Tiscornia, Bertagna, 2004; Marinelli, Roventini, Enea, 2004) with the general-language plWordNet (plWN). plWN is a lexical-semantic database of Polish containing almost 300,000 LUs, including almost 72,000 specialised ones (cf. Dobrowolska, Szpakowicz, 2014; Rudnicka, Alberski, Piasecki, 2025). Following the ongoing project of Musical Subwordnet (c. 55% completed at the moment), we are building Media Subwordnet. We have modified our methodology of extracting vocabulary from existing texts. This time, we have compiled a specialised operational corpus KoMedia to semi-automatically extract professional LUs. LUs (ultimately at least 1,000) will be then manually evaluated, added to s_medio, and interlinked with lexical-semantic relations with plWN (based on standard wordnet ones, e.g. hypernymy, meronymy, defining feature, Piasecki, Broda, Szpakowicz, 2009).

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Voce Dantis: The Philologist's Body as an Instrument of Reading

Historical philology usually reaches verse through editions, apparatuses, glosses, and silent reading. Voce Dantis begins when the philologist reads aloud and treats the voice as part of the research, rather than as a neutral channel for an established text. The project works with Dante's Commedia and phonological descriptions preserved in historical grammars. It does not claim to recover Dante's voice. It asks instead what performance can expose in a modern reading: a duration, a consonantal contact, a vocal attack that the page records only indirectly. Recorded performances are examined through spectrograms. The purpose is not proof, but comparison of the bodily effects produced by competing philological hypotheses. Practice-as-Research provides the frame, while the performer's training and anatomy remain part of the evidence. A result produced by one voice cannot be detached from the conditions that produced it. This is clearest when a historical grammar describes a sound no longer heard directly. Performance tests that description, imperfectly, against breath, timing, and the verse's continuity. The wider question concerns any discipline reconstructing a once-spoken language from written traces. Reading is not only where interpretation is communicated. It is also where interpretation is made.

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Between the Classroom and the Screen: A Reflexive Thematic Analysis of Moroccan Teachers' Perceptions of Cinematic Portrayals

The present study examines how Moroccan practicing teachers perceive their cinematic portrayals in Moroccan national cinema. Based on a group semi-structured interview with 13 male and female teachers working at primary, middle, and secondary levels across both urban and rural contexts, the study analyses how educators interpret the teacher character in seven Moroccan films. The study is informed by media theories such as Cultivation Theory and Framing Theory, as well as scholarship on teachers' identity, to explain how repeated and deliberately selected images of teachers may influence public perceptions of the profession. Using reflexive thematic analysis (RTA), the study identified patterns in teachers' responses regarding the perceived accuracy and exaggeration of depicted experiences, the relatability of the experiences, their impact on public opinion, alignment with professional values, influence on their own attitudes and practices, and perceived gaps and suggestions. The article argues that Moroccan teachers are active interpreters rather than passive recipients of media representations. They welcome films that realistically portray linguistic policies, student misbehaviour, gendered harassment, and resource constraints, while they also criticize obsolete or sensationalist portrayals that risk reinforcing stereotypes. The study concludes that teachers' readings of cinematic works offer valuable insights for both filmmakers and policymakers and support the use of film as a reflective tool in teacher education and professional development.

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When Teachers Become Developers: Vibe Coding in Foreign Language Education

Generative artificial intelligence is reshaping educational technology by enabling teachers to participate directly in the design and development of digital learning applications. Through vibe coding, educators can create functional web-based resources using natural language prompts, without requiring prior programming knowledge. This emerging approach redefines teachers' roles, transforming them from users of educational technology into designers of customized digital learning environments. This presentation introduces the principles of vibe coding and presents a practical workflow for developing AI-assisted applications for foreign language teaching. It explains how pedagogical needs can be translated into effective prompts and how iterative collaboration with AI supports the creation of increasingly refined educational tools. The presentation showcases a selection of applications designed to foster the four language skills, including interactive activities for reading and listening comprehension, conversational simulators for speaking practice, writing support tools, and games for vocabulary and grammar development. These examples demonstrate how AI-generated applications can be adapted to different languages, proficiency levels, and teaching contexts. Rather than viewing AI solely as a tool for content generation, this presentation argues that vibe coding represents a new direction in educational technology, democratizing software creation and empowering teachers to drive digital innovation in foreign language education.

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Improving Decision Making in Machine Translation:
A Cognitive Look at the Word Sense Disambiguation Problem

Currently, there are several neural and other machine translation systems available to help translators in their work. A frequent problem with the systems is, however, that they are not always able to suggest the right target language word or phrase if the source language text contains a homonymous item. Thus, the English word "screen", for example, may refer to a sieve or to a computer display, depending on the context, and translation systems occasionally fail to figure out which equivalent they should offer in such cases. This paper reviews the problem by considering some real-life cases of professional translation where a machine system failed regarding the decision-making task and proposes one conceivable way towards a solution by means of frames (cf. e.g. Faber 2015). The solution proposed here makes use of the notion of a frame (see, e.g. Stahlberg (2020) by suggesting that the algorithm(s) responsible for the decision-making task be supplemented by cognition-based frames which have the ability to scan the preceding and following contexts for a certain

number of words/phrases and/or clauses or other relevant boundaries to correctly fathom the nature of homonymous items.

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(In)Visibility of Lithuanian Cultural Identity in English Translations of Contemporary Lithuanian Fiction

This presentation examines the (in)visibility of Lithuanian cultural identity in the translation of contemporary Lithuanian fiction into English. Extending Venuti's notion of the translator's invisibility (1995) to the source culture, it asks which markers of Lithuanian cultural identity are visible to anglophone readers. Lithuanian literature enters the English-language market from a peripheral position (Heilbron 2008): translations are few, publishing decisions rest with a small number of agents, and readers' knowledge of the source culture is limited. Under these conditions, translation shapes not only how a text is rendered but also what readers recognise as Lithuanian. Drawing on Genette's theory of paratext (1997) and recent reassessments of the domestication/foreignization binary (Venuti 1995), the presentation analyses fiction by Renata Šerelytė, Vaiva Grainytė and Gabija Grušaitė. It combines a close comparison of source and target texts with an analysis of their textual and paratextual elements, identifying how culture-specific markers are retained, explained, generalised or omitted. It argues that visibility is negotiated on two levels, the translated text and its framing, and therefore cannot be inferred from translation strategy alone.

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Translating Without Words: Multimodal Recontextualisation in the English Covers of Lithuanian Novels

This presentation examines book covers as visual paratexts that perform translational work. Focusing on the English editions of three Lithuanian novels, namely Alvydas Šlepikas's Mano vardas – Marytė (En. In the Shadow of Wolves), Saulius Šaltenis's Kalės vaikai (En. Bees on the Snow and Sigitas Parulskis's Tamsa ir partneriai (En. Darkness and company), it asks how imagery, typography, layout, colour and retitling reframe a novel's themes, tone and cultural identity for anglophone readers. While studies of literary translation have largely

concentrated on the verbal text (Kaindl 2013; Boria et al. 2019), the visual packaging of literatures from smaller languages in the English-language market has received little attention (Kovala 1996; Heilbron 1999; Sonzogni 201; Batchelor 2018). Drawing on Genette's concept of the peritext (1997) and on social-semiotic multimodal analysis (Kress and van Leeuwen 202; Kress 2010), the study compares the source and target covers of each novel as acts of semiotic and cultural recontextualisation that shape readers' expectations, genre attribution and interpretation. The analysis shows the degree of transformation varies, ranging from preservation of source-text symbolism to substantial reorientation toward target-market genre conventions. The article argues that covers are sites of translational agency, where publishers and designers either preserve or rewrite the symbolic meaning of the source text. By foregrounding the visual dimension of translation, the study clarifies how Lithuanian literature is repackaged and positioned for international readerships.

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Novel and Film: An Endless Conversation Between Text and Image

In her 2011 text Poetics of the Iconotext, Liliane Louvel asserts that poetry and images are inseparable, designating them "the two sisters". This brief paper is dedicated entirely to the analogous connections between prose text, particularly serial novels and their adaptations into serial films. It argues that, just as poetry and painting are interconnected, novels and films similarly establish an indissoluble bond, citing affective fidelity as an additional "adhesive" that binds them. Ekphrasis, or the extended, vivid description of an artwork through rich, detailed language, serves to explain the imagery—namely, instances of ekphrasis in A Song of Ice and Fire and its subsequent television adaptation Game of Thrones—and how filmmakers employ these descriptions as meticulously detailed blueprints for constructing crucial visual moments and objects of high narrative and symbolic significance, thereby invoking a form of non-verbal communication between the reader/viewer and the literary/visual work. The objective of this brief study is to draw a parallel with extant scholarship on ekphrasis as a cornerstone intermedial concept for examining the relationship between literary and visual arts, and to apply this framework to the novel–film nexus, leveraging the capacity of prose for profound poetic resonance and the cinematic medium's ability to offer a painterly aesthetic experience for its audience.

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Multimodal metaphors in Lithuanian Feature Film Summer Survivors

Mental-health experience presents a particular challenge for cinematic representation because psychological vulnerability, distress, and recovery are embodied yet not directly observable. This article examines how such experiences are conceptualised through multimodal metaphor in Marija Kavtaradzė's Lithuanian feature film Summer Survivors (Išgyventi vasarą, 2018). The study combines Conceptual Metaphor Theory with approaches to visual and multimodal metaphor and conceptualises film as temporally organised multimodal discourse. Methodologically, it draws on principles of systematic metaphor identification while adapting them to the narrative complexity of feature film. Metaphorical mappings are established through recurrence, contextual relevance, and cross-modal reinforcement across verbal, visual, spatial, material, and embodied resources. The analysis identifies three interconnected conceptual metaphors: INNER TRANSFORMATION IS A JOURNEY, CONNECTION IS A THREAD, and SURVIVAL IS A GAME. The JOURNEY metaphor structures the protagonists' divergent psychological trajectories; THREAD materialises the establishment, maintenance, and fragility of interpersonal connection; and GAME foregrounds participation, performance, agency, and uncertainty. Rather than operating independently, these metaphors form a multimodal metaphorical network that develops across the narrative. The findings demonstrate that feature-film metaphors may accumulate and acquire interpretative force over extended narrative time through recurring and transforming multimodal cues. The study contributes to multimodal metaphor research by showing how cinematic metaphor can render mental-health experience perceptible while resisting a linear model of recovery and foregrounding the relational, embodied, and uncertain dimensions of psychological survival.

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Translating Taboo Expressions: A Comparative Analysis of Gender-related Differences in Translation Strategies

The translation of taboo language has gained increasing attention in the twenty-first century due to its widespread use across various forms of media. Translating taboo expressions

poses significant challenges because of their culture-specific nature and the lack of direct equivalents in the target language. The choice of appropriate translation strategies is, therefore, particularly important as taboo language often plays a crucial role in character portrayal. Furthermore, translators' emotional responses and gender may influence their translation choices. Previous studies (Güvendir, 2015; Gauthier & Guille, 2017) suggest that men use taboo language more frequently than women, potentially indicating gender-related differences in how taboo expressions are translated (Samir, 2024). Although research on this topic remains limited, existing studies suggest that gender may influence the selection of translation strategies.

The present study examines whether men and women translators employ different translation strategies when dealing with taboo expressions. The analysis focuses on two different novels, both containing a high volume of taboo language, one translated by a woman and the other by a man. A quantitative analysis reveals differences in their approaches. The woman translator chose to neutralise and generalise taboo language more frequently than the man translator, whereas the man translator preferred word-for-word translation, used neutralization less frequently, and occasionally added taboo expressions that were absent in the sources text. The findings suggest that translator gender may be associated with differences in the treatment of taboo language. The study contributes to a better understanding of the relationship between translator identity and translation choices, while highlighting the potential value of gender-sensitive approaches and specialised resources for translating taboo expressions.

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Knowledge and Competence in Contemporary Education

This presentation explores an emerging shift in contemporary educational discourse through a critical review of recent literature on competency-based and student-centred education, foundational knowledge, learner persistence, and productive struggle. Particular attention is given to the tension between providing sufficient pedagogical support and preserving opportunities for learners to engage independently with cognitively demanding tasks. Rather than positioning traditional and progressive pedagogies as opposing models, the presentation examines whether contemporary educational discourse is moving towards a reconsideration of their respective strengths and limitations.

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Mados pramonės institucijos per kognityvinės lingvistikos prizmę

Mada šiandien laikoma svarbiu visuomeniniu reiškiniu ir tampa įvairių mokslų – filosofijos, psichologijos, sociologijos, taip pat lingvistikos – tyrimo objektu. Pradedant prancūzų

semiologo Rolano Barto darbu „Mados sistema“, mada gali būti laikoma lingvistikos mokslo objektu, nes žodžiai, kuriais ji apibūdinama, paverčia madą tikra prasmių sistema. Pranešime analizuojamas nedidelis, tačiau labai reikšmingas mados pasaulio sektorius, aprašytas atitinkamuose žodynuose ir sudarantis nacionalinės kalbos žodyno dalį, atitinkamai atspindintis tam tikrą pasaulėvaizdžio fragmentą. Kalbama apie žodžių grupę, reiškiančią „mados instituciją (organizaciją)“. Šios grupės svarba grindžiama tuo, kad šiuolaikinė mada, atsiradusi prieš šiek tiek daugiau nei 100 metų, dabar yra išsivysčiusi pramonės šaka, daranti didelę įtaką mūsų pasaulio suvokimui. Žvelgiant į mados pramonę per kognityvinės lingvistikos prizmę, segmentą „institucijos (organizacijos) mados pasaulyje“, remiantis kognityvine „iš viršaus į apačią“ schema, galima pateikti kaip hierarchinę struktūrą; klasifikuoti šias institucijas pagal komercinį ir nekomercinį pobūdį, taip pat pagal aukštosios ir masinės mados sąvokas. Be to, esami mados įstaigų pavadinimai ir jų veiklos turinys leidžia daryti išvadas tiek apie tarptautinį mados pobūdį, tiek apie nacionalinę konkurenciją šioje srityje.

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TechTalk: What Engineers’ Communication Needs Mean for Engineering Education

The TECHTALK project extends previous research through a new international needs analysis survey that investigates and maps engineers’ professional language needs and communicative activities. The project’s objectives, survey methodology, and some of the findings are presented and discussed. The analysis of the survey data examines both the frequency and perceived difficulty of language and communication activities across six categories: interpersonal communication, listening and reading comprehension, writing, oral communication, collaborative communication, and technical and project-related communication, including activities related to career and professional development. Qualitative findings indicate that engineers in both industry and academia require a broad range of cultural competencies. These include pragmatic competencies, such as managing politeness, formality, and humour, as well as the ability to address differences in work cultures, including approaches to time, meeting practices, and audience management. The findings highlight the importance of intercultural communication training and provide a basis for syllabus design and the development of teaching and learning activities.

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Is Biophilic Cinema Possible?
The debates on climate change often focus on the environmental impact of industries such as fossil fuels, agriculture, and fashion, while the film industry receives less attention despite being reliant on industrial systems and energy consumption. As Bozak (2011) argues, cinema is deeply connected to the energy economy supporting contemporary life, which creates a paradox where even environmentally conscious films can engage in environmentally harmful production and distribution. The context of the Anthropocene begs the question of whether cinema can exist in a more ecological mode. The presentation aims to explore this question through the concept of biophilia, defined by Wilson (1984) as the human tendency to seek connections with other forms of life. It proposes biophilic cinema as a framework of examination, where film content, form and production practices can be discussed through biophilic values. Drawing on the fourteen patterns of biophilic design developed by Terrapin Bright Green, the presentation evaluates how these patterns might be applied to cinematic aesthetics and filmmaking processes. The work functions as a thought experiment that reimagines cinema beyond the Anthropocene and considers whether a fundamentally technological medium can encourage a deeper relationship with the natural world.

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Dismantling or Serving the Patriarchy? Women Subordination and Autonomy in the Selected Contemporary Pakistani Drama Serial Titles and Dialogues: A Discourse Study

This study explores the discursive production of gender power relations in contemporary Pakistani dramas by analysing whether Pakistani dramas challenge or serve gender hegemony. The study analyses a stratified sample of 296 Pakistani television drama serial titles and significant dialogue extracts (broadcast 1978–2024, totalling over 35 billion digital views) using Michelle Lazar's Feminist Critical Discourse Analysis (FCDA) paradigm. FCDA demonstrates the discursive institutionalization, normalization, and occasional contestation of prevailing patriarchal beliefs in prime-time media. The results reveal that 57.1% of the sampled dramas (169 titles; 21.04 billion views) discursively promote traditional patriarchal roles. Under the pretence of family honour (izzat) and moral policing, these dramas normalize male ownership, female servitude, domestic monitoring, and victim-blaming. On the other hand, counter-hegemonic discourses that support female autonomy, structural resistance, and progressive self-determination are presented in 35.1% of serials (104 titles; 12.54 billion views). The results further reflect that the remaining 7.8% serve as tools that are

either neutral or humorous. In the end, the results show that although progressive counter-narratives are gaining institutional and visual space, modern Pakistani television discourse is still overwhelmingly rooted in overtly patriarchal and traditional gender roles frames. Under the guise of popular entertainment, these media portrayals consistently commodity female agency and uphold patriarchal power structures.

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Male Gaze and Human Gaze: Gender, Species, and Audiovisual Power

How do audiovisual representations sustain and challenge hierarchies of gender and species? This paper brings feminist film theory into dialogue with ecofeminism and critical animal studies to examine structural correspondences between the "male gaze" and the "human gaze". Drawing on Laura Mulvey's account of the gendered organisation of cinematic looking, it uses "human gaze" to designate anthropocentric regimes that position nonhuman animals as objects of spectacle, knowledge, and symbolic appropriation. The comparison examines how objectification and bodily fragmentation construct bodies as objects of vision in Western audiovisual culture. These mechanisms reveal correspondences between distinct relations of power without equating women's and animals' experiences. Carol J. Adams's concept of the absent referent illuminates how the availability of bodies for visual and symbolic consumption may depend on the effacement of living subjects. Anat Pick's creaturely poetics offers a framework for exploring resistance to this appropriative gaze. Attention to the materiality, vulnerability, and finitude of human and nonhuman bodies calls into question the spectator's position of mastery. Brief examples consider how extended shot duration, the omission of explanatory voice-over, and attention to bodily rhythms and environmental sound may weaken narrative control over the animal and resist its reduction to anthropocentric meanings. The analysis examines how these devices reconfigure the relations between representation, its object, and the spectator. The paper asks whether an alternative to the appropriative gaze can take the form of a different organisation of visibility: an audiovisual practice that makes the limits of its own operations perceptible and resists reducing the animal body to its assigned narrative or symbolic function.

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Šiaurės Lietuvos miesto gatvėvardžiai: semantika ir kalbinis vietiškumas

Straipsnyje analizuojami 200 Biržų miesto gatvėvardžių, siekiant nustatyti jų semantines grupes ir kalbinio vietiškumo laipsnį. Gatvėvardžiai traktuojami kaip miesto kalbinio

kraštovaizdžio elementai, atliekantys ne tik orientacinę ir informacinę, bet ir simbolinę funkciją; tokį požiūrį pagrindžia užsienio autorių tyrimai, siejantys gatvių vardus su erdve, tapatybe ir sociokultūriniais procesais (Bucher et al. 2013; Neethling 2016; Nyström 2016; Felecan 2013; Purschke 2021). Lietuvių urbanonimikos tyrimuose nagrinėti Vilniaus ir Kauno gatvėvardžiai, jų istorinė kaita, asmenvardinė kilmė ir vietiškumas (Čaplinskas 2004; Sajauskas et al. 2001; Balkus 2020; Baranauskienė & Mickienė 2024; Mikulėnienė et al. 2023; Šidlauskas 2026). Tyrime taikoma struktūrinė ir semantinė analizė: gatvėvardžiai klasifikuojami pagal pirmojo komponento kilmę ir semantinę motyvaciją, remiantis A. Vanago pateikta klasifikacija, leksikografiniais šaltiniais ir vietovardžių duomenų bazėmis. Kalbinio vietiškumo laipsnis nustatomas taikant kiekybinę 1–9 įverčių skalę, anksčiau naudotą Kauno rajono, Rumšiškių ir Šlienavos gatvėvardžių tyrimuose. Nustatyta, kad 149 gatvėvardžiai (74,5 proc.) yra apeliatyvinės, 32 (16 proc.) – asmenvardinės, 19 (9,5 proc.) – vietovardinės kilmės. Gausiausią semantinę grupę sudaro augalų pavadinimai. Vietiškumo analizė parodė, kad gatvėvardžio kilmė savaime nenulemia jo vietiškumo: svarbiausias yra vardo referento ryšys su vietos istorija, kultūra ir atmintimi. Vietiniais laikomi 34 gatvėvardžiai, sudarantys 17 proc. visų Biržų gatvėvardžių ir 67 proc. iš onimų kilusių pavadinimų. Aukščiausias vietiškumo laipsnis būdingas vardams, susijusiems su aplinkiniais kaimais, vietiniais geografijos objektais ir Biržų kraštui reikšmingomis asmenybėmis.

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An Advanced Methodological Framework for Teaching Legal Subjects to Foreign Residents

This study conceptualises the methodological framework for teaching legal subjects while addressing foreign residents' context. It empowers communication and legal consciousness theoretical approaches and provides a framework that is useful to address while constructing legal education pathways. The research introduces a literature review and empirical studies-based approach which identifies factors for an effective legal education process. The model addresses a set of internal and external factors that play a role in migrants' lives and operate as obstacles in the process of the transaction of legal information. The model suggests a) lowering the threshold of accessibility of national-level legal information. This can be executed by navigating study material between national and supranational legal regulation levels, as well as applying AI-based translation models; b) enhancing the comprehensibility of legal information by establishing a standard of plain language and an absence of legalese usage rule as an overall course standard. It is expected to cover all levels of interactions: lectures, individual or group assignments. These measures are introduced as a strategy of overcoming internal/legal consciousness-related barriers such as fear/lack of trust regarding the foreign legal system or a tendency to proceed with “legal transplants”; c) “providing legal education via a mode from wide to narrow” - from more comprehensive, system-based knowledge to personal, practical usage. The overall knowledge of the host country's system enhances personal attention in identifying and reframing a personal spectrum of rights and obligations; d) developing an outcome-based, practically applicable knowledge framework which could be implemented in a further residency period in the welcoming country. This

framework is focused on foreign residents and therefore, helpful to enhance teaching of legal subjects at the university.

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Institutional Communication on Microbusiness Activities to Foreign Residents: A Comparative Study of Lithuania and Spain

The research is grounded in an enhanced public communication framework focused on effective communication to the new residents in the host countries. It employs a literature review-based communication framework which derives its specificity from integration and communication theoretical frameworks. Through a case study of Lithuania and the Autonomous Community of Navarre in Spain, this paper applies the proposed theoretical framework to analyse how public institutions communicate processes for launching and running a microbusiness. The findings indicate that public communication in both countries could be enhanced by incorporating information comprehensiveness, verification, and consolidation regarding microbusiness activities within the updated legal framework. Based on the proposed theoretical approach, both analysed countries should prioritise migrant-targeted communication by a) deploying fully functional and interlinked online resources; b) consolidating information using a systems-knowledge-based approach; c) introducing structured information verification along with actionable guidance on the next steps for microbusiness legalisation; d) ensuring transparent, full-scope information that includes the legal consequences of non-compliance; e) a range of support mechanisms with a strategic focus on mediators and direct human assistance; f) adopting clear, precise communication to introduce legal requirements in plain language.

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Visualizing and Computing translation in history: The Network of Estonian Translation Literature

This paper presents the Network of Estonian Translated Literature (NETL, https://data.digar.ee/netl/) as a digital humanities application for translation history and a case study in network thinking in Translation Studies. Recent scholarship uses networks both conceptually, to understand relations among agents, institutions, texts and technologies, and computationally, to map large-scale patterns. NETL brings these approaches together. Developed by Tallinn University and the National Library of Estonia, it transforms curated

bibliographic records of literary translations into Estonian into a temporally indexed network connecting authors, translators, source languages, genres and publication dates. The paper outlines its data architecture and analytical affordances, showing how diachronic sub-networks and centrality measures can disclose changing translation flows, literary canons and translators' positions, including gendered patterns, obscured in conventional narratives. It distinguishes the network as a computational object, available for reproducible, custom analysis, from its open interactive visualization, which enables researchers and wider publics to explore the data through filters and visual queries. This distinction foregrounds NETL's methodological contribution and the interpretive choices involved in rendering bibliographic records visually. It also supports public engagement and wider scholarly exchange. The paper argues that NETL makes translation history more relational and explorable while requiring critical attention to metadata, historical context and visualization's limits.

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Communicating Myths: Media Narratives of Women in Prostitution

Media narratives play a central role in constructing public discourses on prostitution by producing, reinforcing, or challenging widely shared cultural myths about women involved in prostitution. Rather than presenting prostitution as a complex social phenomenon, media representations often rely on recurring narrative patterns that portray women as passive victims, empowered agents, or morally deviant individuals. This paper examines how such narratives are communicated in Lithuanian media and explores the discursive strategies through which these representations are constructed. Drawing on critical discourse analysis and feminist media studies, the study analyses a corpus of Lithuanian media texts to identify dominant themes, framing strategies, and linguistic choices that shape media narratives of women in prostitution. Particular attention is paid to the ways in which these narratives simplify, legitimise, or contest broader societal understandings of gender, agency, and vulnerability. By examining the communicative mechanisms through which myths are reproduced and negotiated, the paper contributes to discussions on media representation, gendered discourse, and the social responsibility of journalism. The study highlights the importance of critically examining media narratives as sites where meanings about women in prostitution are continuously produced, challenged, and redefined.

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Quality in Live Subtitling: An Interview Study

Live subtitling (LS) can be classified as a form of predominantly intralingual, simultaneous subtitling of mainly TV programs that are broadcast live, but also of other live events, such

as talks, parliamentary debates, conferences, etc. In comparison to pre-recorded subtitling (often interlingual), LS is characterized by lower quality of the output, often long latency, omissions and poor text segmentation. However, without LS, Deaf and hard-of-hearing persons would not have access to many live events, including political debates, news and chat shows, sports and cultural programs, and others. Quality assessment of LS can be divided into linguistic and technical dimensions. To the linguistic dimensions, accuracy, grammar, spelling, punctuation and text segmentation are usually counted, and to the technical dimensions, synchronicity and latency, subtitle speed, legibility and readability, as well as subtitle display mode and placement, belong. However, into a broader quality concept, also ergonomic factors, and factors of sustainability, regarding the live subtitlers themselves could be taken into account. In the present paper, results from a number of interviews with Swedish live subtitlers regarding their comprehension of quality in LS are presented.

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Teaching What AI Cannot Automate: Intermediality in Intercultural Education

This presentation demonstrates how strategic intermediality supports intercultural competence development by embedding theoretical frameworks within authentic professional practice across multiple communicative modalities. This design addresses two challenges: bridging theory and practice in intercultural education, and preventing AI-generated assignment completion. This presentation demonstrates how strategic intermediality supports intercultural competence development by embedding theoretical frameworks within authentic professional practice across multiple communicative modalities. This design addresses two challenges: bridging theory and practice in intercultural education, and preventing AI-generated assignment completion. The pedagogical architecture integrates three iterative cycles pairing developmental frameworks (Stalder's collective competence, Bennett & Bennett's DMIS, Nishii & Leroy's inclusive leadership) with progressively complex workplace scenarios: analyzing a hospital team's intercultural conflicts, designing a diversity intervention, and constructing personal development trajectories. Each cycle intentionally leverages distinct media affordances: digital psychometric assessment IDI (Intercultural Development Inventory) creates measurable self-awareness; embodied experiential activities generate interpersonal friction; written case analysis demands articulated reasoning; oral team presentations require real-time intercultural negotiation. This intermedial design resists AI circumvention not through detection but through pedagogical structure, competence demonstration across media that AI cannot seamlessly integrate (embodied presence, peer negotiation, IDI data synthesis, contextualized judgment). Students complete the Intercultural Development Inventory at the course beginning and near completion, revealing measurable developmental gains through pre-post comparison. The presentation argues that intercultural competence, as fundamentally relational and situated capacity, demands pedagogical designs integrating theory-practice oscillation with intermedial architecture.

Implications for designing competence-focused, assessment-resistant intercultural curricula in higher education will be discussed.

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Keeping the Writer in the Writing: Student Agency in the Age of AI

Generative AI can support students at almost every stage of academic writing, but its increasing presence also raises questions about student agency and confidence as writers. Building on Kovanen et al.'s (2020) writing-as-process approach in engineering education, this presentation explores how a process-oriented approach can help keep students actively involved in their writing when using AI. Rather than focusing primarily on the final product, selected points in the writing process can provide opportunities for students to make their thinking visible by evaluating the validity and appropriateness of AI suggestions and deciding what to accept, modify, or reject. Drawing on examples from academic writing instruction with engineering students, the presentation demonstrates practical ways of incorporating such decision-making without creating an additional assessment burden. The central argument is that meaningful AI integration should strengthen rather than replace students' confidence in their own judgement and voice. By creating opportunities for students to take responsibility for their writing choices, a process-oriented approach can support both student agency and writing self-efficacy, while positioning the lecturer as a mentor who guides students through their writing decisions rather than simply evaluating the final text.

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Languages on Walls: Multilingual Murals, Cultural Memory and Place Identity in Kaunas

Murals contribute to urban linguistic landscapes by bringing languages, cultural narratives and collective memories into public view. This study explores multilingual murals in Kaunas, Lithuania, examining how verbal and visual resources communicate cultural diversity and contribute to the construction of place identity. Drawing on observations of murals in public spaces and interviews with local artists involved in their creation and maintenance, the study considers the relationships among language choice, visual representation, and the artworks' specific locations. The findings suggest that murals function as forms of language activism and cultural expression, making the city's linguistic diversity and heritage visible. The presence of Lithuanian and Hebrew, alongside interactions between verbal and visual elements, foregrounds multilingual histories and opens up possibilities for interpreting murals through the perspectives of translanguaging and multiculturalism. Representations of historical events, community traditions and cultural heritage connect individual artworks

to broader narratives of urban memory. The analysis further highlights the importance of site specificity: the meanings of murals emerge through their relationships with surrounding spaces and local histories. By inviting engagement with these histories, murals can influence perceptions of language and culture while strengthening a sense of belonging and pride. The study contributes to linguistic landscape research by showing how multilingual public art participates in the ongoing negotiation of cultural memory, diversity and urban identity.

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English-Medium Instruction as Intercultural Practice: Educational Approaches to Learning Improvement

Demand for international specialists in various fields who can communicate in English has remained steady over the past decades. In addition, several EU countries face a shortage of educators in fields where instruction is conducted in English, so there is a need to train such educators (Akıncıoğlu, 2025; Galloway & Rose, 2021; Lasagabaster, 2022). However, approaching English-medium instruction (EMI) as a purely linguistic issue has been criticised by researchers, who emphasise the need for full internationalisation (Marcjanik, 2023; Sah & Fang, 2025). This includes, among other things, organising preparatory courses, academic orientation, mentoring programs, and improving disciplinary literacy alongside the study of English in one's field of specialisation, as well as teaching that takes into account the cultural characteristics of both faculty and students (García-Sánchez & Rodríguez-Gil, 2026; Karakaş & Kırkgöz, 2025; Ponomarevskyi & Horbačauskienė, 2026). Through semi-structured interviews with students and faculty at two European universities, the study identified educational approaches to improve learning in an EMI setting. To a large extent, these approaches overlap with intercultural communication practices because of the diverse cultural backgrounds of those involved in the educational process. These approaches centre, in particular, on decisions about using diverse cultural and academic potential for educational purposes, incorporating multilingual educational resources, developing curriculum content based on real-world international professional practice, and promoting self-evaluation practices as well as the use of feedback.

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Practitioner-Researcher Reflexivity in Audio Describing a National Silent Film Epic: The Case of Lāčplēsis (1930)

This paper reports on creating Latvian audio description (AD) for Lāčplēsis (1930, dir. Aleksandrs Rusteiķis), the only Latvian film in a twelve-film corpus built for a doctoral study of AD as intersemiotic translation. Unlike the other corpus items, works by Méliès, Porter,

Chaplin, Keaton, Lloyd, Weber, and Murnau, Lāčplēsis is a national epic whose visual content (costume, landscape, folkloric symbolism) is culturally loaded in ways the rest of the corpus is not. Describing it extends an existing taxonomy of intertitle-handling strategies (explicit marking, verbatim and paraphrased integration, omission) to a case where visual meaning itself carries dense cultural specificity. The paper adopts a practitioner-researcher stance: the author is both sole describer and analyst, a position raising reflexivity questions rarely addressed in AD scholarship. Working within a framework built from Jakobson's intersemiotic translation, revised through Gottlieb's diasemiotic model and Elleström's four modalities, the paper documents strategic decisions as they are made rather than analysing finished scripts. Findings will address how culturally specific visual content demands a distinct decision layer, and the methodological risks of single-describer corpora conflating genre effects with evolving practice.

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Error Detection in MT-Assisted English Economic Text Translation into Ukrainian

This study presents a comparative analysis of the original English text of Hernando de Soto's The Mystery of Capital, its machine translation (MT) produced by DeepL Pro, and the official human-translated Ukrainian version. Although English serves as the primary source language for global economic literature, current MT systems frequently exhibit limitations in domain-specific accuracy, indicating that exclusive reliance on unedited MT output is insufficient. As comprehensive MT benchmarks such as the ECB multilingual benchmark and DOLFIN do not currently include Ukrainian, De Soto's text was employed as a custom evaluation dataset. The translations were evaluated using the COMET metric in conjunction with a manual qualitative assessment focusing on semantic equivalence, stylistic appropriateness, and grammatical correctness. The analysis specifically addressed domain-sensitive errors prevalent in Ukrainian MT, including mistranslation of economic terminology, morphology-related inflection errors, inappropriate register shifts, and inconsistencies at the document level.

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Informatikos terminų vartosenos tendencijos

Naujos technologijos lemia naujų žodžių ir terminų atsiradimą įvairiose srityse. Pastaruoju metu aktualu ne tik terminų taisyklingumas, jų norminimas, tačiau ir jų vartojimas, todėl kalbos variantiškumo arba kitaip tariant sinonimiškumo tyrimai ir toliu išlieka aktualiais ir reikalingais naujai sudarant ar pildant jau esamus žodynus. Netikslus ar nenuoseklus terminų reikšmių interpretavimas gali lemti klaidingą informacijos suvokimą. Informatikos terminų ir

jų variantų pavartojimo atvejų aptarimas yra ypač aktualus, nes ši sritis sparčiai tobulėja, kinta, o naujos sąvokos dažniausiai perimamos iš anglų kalbos, todėl dažnai iš pradžių jos suprantamos ir vartojamos nevienodai. Tikslūs visapusiškai taisyklingi terminai konkrečios srities tekstuose yra svarbūs ne tik norint suvokti turinį, įvardinti sąvokas, tačiau jie yra svarbūs ir vertinant tam tikrus kalbos reiškinius. Tai ypač svarbu kalbant ir apie mokymosi procesus ir apie profesinę bei kasdienę veiklą. Tiriamoji medžiaga – VU Matematikos ir informatikos instituto parengto V. Dagienės, G. Grigo, T. Jevsikovos „Enciklopedinis kompiuterijos žodynas“ IV leidimas. Šis žodynas koreguojamas ir kas mėnesį atnaujinamas. Iš viso aptariama 210 terminų. Terminai išanalizuoti struktūros, kilmės, vartosenos aspektu. Apibendrinant surinktą medžiagą bei kalbininkų mintis reikia nepamiršti, kad nors variantų buvimas kalboje – objektyvi kalbos raidos ir funkcionavimo ypatybė, tačiau reikia siekti, kad terminų žodynuose jų būtų pateikiama kuo mažiau, nes vienas svarbesnių terminų norminimo principų yra pastovumo principas. Nors žodynai paprastai būna kaip pagalbinė priemonė, padedanti suvienodinti terminų pavadinimus, nepakankamai tikslius terminus žodynuose reiktų pažymėti kaip nerekomenduotinus, nes tik taip bus užkirstas kelias abejotinoms ir klaidingoms svetimybėms ar jų vertalams.

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Between Assistance and Agency: Multimodal Representations of Disability Inclusion in Advertising

The article examines how TELIA advertising in Lithuania represents disability inclusion through image schemas and multimodal metaphors. A qualitative discursive analysis of scenes involving visual impairment considers how BLOCKAGE, RESTRAINT-REMOVAL and ENABLEMENT organise access to information, support and participation. Visual, verbal and auditory resources juxtapose sensory difference with ordinary domestic, social and family activities. The interpretation distinguishes schematic patterns from cross-domain mappings and literal assistance. Candidate metaphors connect participation with visual access and technological mediation with guidance, while the closing Christmas invitation frames interpersonal care as reciprocal. These representations can affirm disabled people's agency while associating enabling value with helpers, devices and the brand. The article argues that inclusion is neither reducible to restored sensory capacity nor established by a positive commercial narrative. Its contribution links embodied and figurative meaning to the conditions and agents of represented participation, without claiming audience effects or speaking on behalf of disabled people.

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New Words for a New Era: Scientific and Technological Neologisms (2020–2025)

Language develops alongside changing patterns of human perception, knowledge, and external realities, thereby functioning as an essential link between society and communication. Not only does its ongoing transformation attest to its inherent adaptability but it also reinforces its significance as a fundamental instrument of interpersonal and societal interaction. New words and phrases, or neologisms, are essential to the ongoing development of language, acting as a direct reflection of societal, cultural, and technological shifts. They allow speakers to precisely define emerging innovations and experiences. By studying these linguistic innovations, we gain insight into how languages adapt to digital communication, globalization, and scientific progress. This research analyses newly coined terms within technology, engineering (civil, computer, transport), and science (physics, chemistry, biology) from 2020 to 2025. It explores how these neologisms are formed, their origins, and which specialized fields are generating the highest volume of new terminology. The study sample comprised 189 neologisms. Based on these results, it may tentatively be concluded that, within the Database of Neologisms of the Lithuanian Language, Lithuanian-derived lexical innovations considerably outnumber those originating from English. Furthermore, the analysis revealed distinct patterns of distribution across different fields of usage in relation to their origin. Specifically, English-origin neologisms were predominant in the field of technology, whereas Lithuanian-origin lexical items prevailed in the domain of transportation. Taken together, these findings suggest that the expansion of the Lithuanian lexicon is shaped by the concurrent operation of two principal processes: international lexical borrowing, particularly from English, and the ongoing development of native lexical resources through internal word-formation processes.

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An Intermedial Approach in Developing Academic Integrity, Information Literacy, and Communication Skills in Higher Education IT Students

Higher education student performance in oral and written academic communication is a highly relevant issue, particularly within the interdisciplinary field of Information Technology (IT) studies. This paper looks at the development of students' academic literacy, focusing on two key areas: academic oral skills (the preparation and delivery of presentations based on the analysis of scientific texts) and academic written skills (summary writing and short research

reports based on independent team problem-solving). Within the framework of Discourse and Media Communication, the paper addresses the specific challenges IT students face when switching from technical IT coding and jargon to academic and professional dialogue. Special emphasis is placed on information literacy, i.e., searching complex digital databases to find reliable scientific sources, and oral and written academic communication integrity, i.e., teaching appropriate citation and paraphrasing strategies to prevent plagiarism in an age of increasingly prevalent digital technologies. Furthermore, the diverse international discourse of higher education requires developing students' global academic literacy and their familiarity with universal scientific standards. The integration of modern technologies makes this topic highly relevant to digital literacy, as it redefines the teaching of academic ethics, source validation and research reporting. In summary, analysing and discussing the academic literacy of technical university IT students is crucial for improving the quality of higher education, enhancing student employability and promoting ethical responsibility in a rapidly changing global context. This paper is ultimately aimed at sharing best practices and innovative strategies to support higher education students in acquiring the essential communication tools and strategies necessary for academic and professional success within modern information networks.

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Metodologijos ir testavimo duomenų rinkinių (angl. benchmarks) kūrimas lingvistiškai motyvuotam kalbos modelių lietuvių kalba vertinimui

Didžiųjų kalbos modelių (angl. Large Language Models, LLM) plėtra skatina ieškoti patikimų ir kalbos specifiką atliepiančių jų vertinimo būdų. Nors tarptautiniu mastu sukurta daug įvairiems modelių gebėjimams vertinti skirtų testavimo duomenų rinkinių (angl. benchmarks), jų taikymas mažesnių išteklių kalboms, tarp jų ir lietuvių kalbai, yra ribotas. Bendrieji arba išversti vertinimo rinkiniai ne visada leidžia atskleisti konkrečiai kalbai būdingus modelių gebėjimus ir sunkumus. Pranešime pristatomas doktorantūros tyrimas, kurio tikslas – inicijuoti lingvistiškai motyvuotos kalbos modelių lietuvių kalba vertinimo metodologijos kūrimą ir jos pagrindu parengti reprezentatyvius testavimo duomenų rinkinius. Tyrime analizuojamos esamos kalbos modelių lingvistinio vertinimo prieigos, jų metodologinės ir struktūrinės charakteristikos, taip pat lietuvių kalbos ypatybės, aktualios modelių kompetencijai vertinti. Numatomuose testavimo rinkiniuose siekiama aprėpti leksinį, gramatinį, sintaksinį ir semantinį kalbos lygmenis. Pranešime aptariami pagrindiniai metodologiniai principai, leisiantys sistemingai vertinti skirtingų kalbos modelių veikimą lietuvių kalba ir nustatyti konkrečias jų lingvistines stiprybes bei sunkumus. Tyrimas prisideda prie mažesnių išteklių kalboms pritaikytų LLM vertinimo metodų plėtojimo.

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Čiurlionis in Protest

On 5 October 2025, amid a political crisis concerning the cultural sector, one of the largest protests in Lithuania took place. As an example of artivism, the main symbolic action of resistance during the event involved listening to M. K. Čiurlionis's (1875–1911) symphonic poem 'The Sea' simultaneously at 2 p.m. in different locations across the country. 'The Sea' draws deeply on the symbolism of the sea, evoking images of movement, changing waves, vastness, and collective force. In the context of the 2025 protest, these meanings gained a new civic dimension: the sea is a metaphor for society, while its waves represent individuals coming together as a growing collective. This paper focuses on the protest as a form of artivism—artistic activism—and as a spatially widespread cultural movement, examining its symbolism in relation to collective identity and civic engagement. The multi-layered analytical approach focuses on the communication of the official protest website and social media, maps protest locations and key organizers, and investigates the symbolic links between Čiurlionis's 'The Sea' and (extra)musical experiences within a civic context.

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LEAN Methodology for Various Classroom Activities at University

Lean methodology is well known all around the world. As an invention of Henry Ford, with its main purpose of efficiency, LEAN methodology has nowadays been widely applied in various types of business and education. The purpose of this research is to investigate how LEAN methodology could be used in language, marketing and fashion design classes among university students. The objectives of this research are as follows: 1. To introduce LEAN methodology to various students at universities in Lithuania, Turkey, Kosovo, etc., emphasising possible wastes; 2. To carry out a few exercises based on LEAN methodology to see how university students understand this concept; 3. To discuss the potential possibilities of university students to apply this methodology in their regular classroom activities. The mixed methodology has been chosen for this research. The Likert scale is chosen for the quantitative analysis, as a reflection methodology is used for open-ended questions. The results show that the majority of students know about LEAN methodology but are not well-

aware of its possibilities in education. Moreover, motion and inventory wastes have been identified as the most common during the given exercises. Students see a great potential of applying LEAN methodology not only in their studies, but also in everyday activities.

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Cross-Cultural Digital Collaboration Through Blog Writing Collaborative Learning Practices

The purpose of this presentation is to investigate the challenges and opportunities associaed with cross-cultural digital communication and collaboration. The study analyses the ways in which cultural differences emerge in digitally mediated interaction and teamwork through an international student blog-writing project involving participants from diverse cultural backgrounds. It further examines the extent to which cultural diversity influences collaboration processes and overall project outcomes. Through qualitative analysis of participant feedback, the findings demonstrate that cultural differences significantly shape communication styles, interpersonal interactions, and team dynamics. The study identifies notable regional variations in attitudes towards deadlines, approaches to task management, and perceptions of leadership and responsibility. In addition, the paper explores the impact of language barriers on participation, with particular emphasis on the relationship between language confidence and the degree of engagement in collaborative activities. The results suggest that limited language proficiency may contribute to unequal or exclusionary participation patterns within multicultural teams. Overall, the findings highlight that effective cross-cultural digital collaboration depends on the development of cultural competence, flexible communication strategies, and inclusive participation frameworks. Rather than minimising cultural differences, successful collaboration requires recognising, valuing, and strategically leveraging diversity as a source of learning, innovation, and mutual understanding in international digital environments.

Intermediality in Communication: Translation, Media, Discourse
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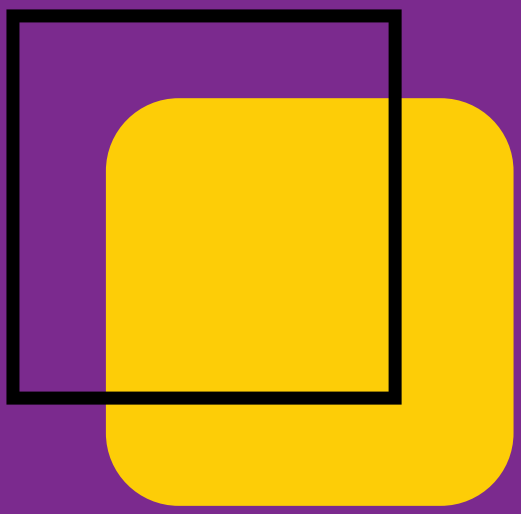
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