MASARYK UNIVERSITY
FACULTY OF EDUCATION

WHERE THEORY MEETS PRACTICE: ADVANCES IN ENGLISH LINGUISTICS

ELEVENTH BRNO CONFERENCE
ON LINGUISTICS STUDIES IN ENGLISH

BOOK OF ABSTRACTS

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Brno, 8–9 September 2025
Editors: Irena Hůlková, Christopher Williams

BRNO 2025

Introduction

This booklet contains abstracts of papers which will be presented at the Eleventh Brno Conference on Linguistics Studies in English entitled *Where theory meets practice: Advances in English linguistics*. The conference is organised by the Department of English Language and Literature of the Faculty of Education, Masaryk University, and is held on 8–9 September 2025.

The Eleventh Brno Conference will focus on the complex interplay between the communicative needs of language users, various parameters of the communicative situation and properties of the English language as such, along with a multitude of theoretical approaches and methods that can be used to better understand and explain it. A special emphasis will be laid on pedagogical implications of such study of the English language. We consider as essential that different theoretical perspectives assist and inspire one another, reflecting thus the plurality of opinions and interests in the fast-developing and often conflicting contemporary world.

The conference organisers are happy to welcome the following keynote speakers, whose plenary lectures will address some of the key issues discussed at the conference:

- **Ruth Breeze, University of Navarra, Spain**
- **Milan Ferenčík, University of Prešov, Slovakia**

The organising committee:
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The editors
Brno, September 2025

PLENARY LECTURES

RESEARCHING EMOTIONS IN DISCOURSE: HOW CAN CORPUS LINGUISTICS HELP?

Ruth Breeze
University of Navarra, Spain

Although we often think of emotions as something experienced by the individual, emotions are learned through processes of socialization and are experienced in particular social environments, in alignment with socially-shaped "feeling rules" (Hochschild, 2012). Sociologists have described how the "affective-discursive practices" associated with particular social settings can be accessed through language and multimodal semiotics (Wetherell et al., 2013). Since corpus linguistics is best suited to studying recurrent patterns in language, it offers potential in detecting and analysing the affective-discursive practices occurring in particular social contexts. However, this is complicated by the fact that the relationship between language and emotion is far from straightforward. We can use language to talk about emotion ("emotion talk") or to express emotion ("emotional talk") (Bednarek, 2008). But we can also use language to provoke emotion in others, without explicitly mentioning or expressing any emotion ourselves. In this plenary, I will use examples from political discourse (news, speeches and social media) to illustrate how corpus linguistics can help us to detect patterns that shed light on the way affective-discursive practices are produced and reproduced. In addition to considering the role of lexical and semantic frequency, keyness and collocations, I look at some ways of complementing quantitative results with qualitative exploration. I will end by looking at how we could study emotions in academic and professional language, suggesting some ways that academic and professional genres can be seen as embodying certain "feeling rules" that can be accessed through corpus linguistics.

Ruth Breeze is Full Professor at the University of Navarra and the PI of the Public Discourse research group (Instituto Cultura y Sociedad, Universidad de Navarra, Spain). She specialises in discourse analysis, specialized communication, corpus linguistics, and educational linguistics. Her work in the field of legal, political and media discourse has been published in many books, articles and book chapters and widely cited. Her most recent publications include *Corporate discourse* (Bloomsbury, 2015), *Teaching English Medium Instruction Courses in Higher Education* (Bloomsbury, 2021), and the co-edited volumes *Pandemic and Crisis Discourse: Communicating Covid-19 and Public Health Strategy* (Bloomsbury, 2021), and *African Migrations. Traversing Hybrid Landscapes* (Lexington, 2024). In addition, Ruth Breeze is co-editor-in-chief of *Revista Ibérica*, the journal of the European Association of Languages for Specific Purposes (AELFE).

HOW TO DO THINGS WITH PRAGMATICS IN PUBLIC SPACE: USING PUBLIC SIGNAGE AS A RESOURCE FOR LEARNING PRAGMATICS

Milan Ferenčík
University of Prešov, Slovakia

Public spaces across the world are sites of meaning-making, where actors involved in semiotic processes control space through discourses that evoke values, express ideologies, and negotiate norms of interaction. Visible public signage, as a ubiquitous layer of urban landscapes, offers a rich resource for language classrooms by providing authentic illustrative material well-suited to enhancing learners' communicative—including pragmatic—competence. In my talk, I draw on data from public signage in various globalized spaces of the world to demonstrate how it can be used to explore all the canonical topics of pragmatics established in its componential view: entailment, presupposition, implicature, speech act theory, deixis, reference, and politeness. Using authentic examples of regulatory signs, the talk presents public signage from as both a rich site of linguistic inquiry and a valuable pedagogical tool for exploring the interface between language and society.

Milan Ferenčík is Full Professor and Director of the Institute of English and American Studies at the Faculty of Arts, University of Prešov, Slovakia. His research interests encompass English stylistics, pragmalinguistics (politeness theory), sociolinguistics, discourse analysis, conversation analysis, English as a lingua franca, World Englishes, linguistic landscape and geosemiotics. He has contributed significantly to these fields through numerous presentations and publications (e.g., in *Journal of Pragmatics*, *Pragmatics*, *Prague Journal of English Studies*, *Brno Studies in English*, *Discourse and Interaction*, *Topics in Linguistics*, *Human Affairs*, *Slovo a slovesnost*, *Jazykovedný časopis*, *Slovenská reč*). He published the monograph *Doing (im)politeness in the media. A study of sociolinguistic (im)politeness in a radio phone-in interaction* (2011), several textbooks: *English Grammar in Discourse. A Course in Systemic-functional Grammar* (in collaboration with Z. Nováková, 2022), *English Stylistics as Discourse Analysis* (2016), and recently co-authored *A Handbook of Research Methods in Linguistics and Translation Studies* (2024).

PRESENTATIONS

IDEOLOGICAL DEPICTION OF LOSS IN FOUR FACES OF LOSS

Ahmad Kareem Salem Al-Wuhaili
Al-Iraqia University, Iraq

This paper investigates the ideological expressions embedded in four contemporary English-language poems from the anthology *Four Faces of Loss* (2023). Using Lesley Jeffries' framework of textual-conceptual functions, the study explores how poetic language constructs, conveys, and reinforces ideological stances related to personal and collective loss. The material under analysis comprises four poems: "To Escape Daddy's Rule I got Married" by Sholeh Wolpé (Iranian-American), "Gone Are the Days" by Sadek Mohammed (Iraqi), "How Exhausted the Dead Must Be" by Brian Turner (American), and "The Dead Have Risen" by Mujib Mehrdad (Afghan). These poems, written in English, span diverse cultural and geopolitical backgrounds, yet are united by shared themes of trauma, exile, grief, and war. The research addresses the following questions: Is the language in these poems ideologically charged? How do poets from disparate national and personal histories deploy linguistic choices to reflect and shape ideologies of loss? And how do Jeffries' textual-conceptual tools elucidate these functions? Findings reveal that each poet mobilizes language to construct powerful ideological narratives—whether in the form of protest, mourning, survival, or identity reclamation. Loss is expressed not only as an emotional state but also as a socio-political condition. Through strategic use of metaphor, modality, deixis, and transitivity, the poets generate affective responses and subtly position the reader to engage with layered ideologies of displacement, resistance, and memory. The study affirms the value of critical stylistics in unpacking how poetic discourse mediates complex human experiences.

PATTERNING DISCOURSE-PRAGMATIC MARKERS IN KUWAITI ENGLISH

Mohammad Alenezi
Kuwait University, Kuwait

Since the mid-20th century, English has become increasingly widespread in Kuwait, yet we still know relatively little about how it is used or how it is taking shape locally. This paper explores one particularly revealing feature, namely discourse-pragmatic markers (DPMs). Using the Kuwaiti English National Corpus, standing at 128 million words, the study investigates how DPMS are distributed and positioned in Kuwaiti English. A multinomial regression analysis shows a marked preference for placing DPMs at the beginning of clauses or sentences, particularly among women, echoing patterns found in other expanding varieties such as Nigerian English (Unuabonah, 2021). These findings contrast with earlier research on structural nativisation. As shown in Alenezi (2022; forthcoming), phrasal verbs in Kuwaiti English tend to be stored and used as fixed units, which shows limited syntactic flexibility. While structural innovations seem somewhat limited, the discourse-pragmatic domain is quite different, as it appears to have varying norms driven by social factors. This contrast points to the importance of examining different layers of language use when investigating new varieties of English. More broadly, the paper highlights the need to look beyond traditional postcolonial

settings and consider how English is evolving in other domains like pragmatics and other contexts like the Gulf that seem to have developed distinct language use.

AI TRANSLATION OF CONTRASTIVE, EMPHATIC NEGATION IN ARABIC DISCOURSE

Reima Al-Jarf
King Saud University, Saudi Arabia

This study explores Arabic structures used in contrastive negation and their emphatic effects and how they are translated by AI (Microsoft Copilot). Analysis of 180 expressions using a variety of negative particles in conjoined and coordinated structures, binomials, and cliches containing antonyms or synonyms showed that structures with single negative particles emphasize differences, highlight distinctions, and clarify choices or preferences by negating one element in comparison to another (الكبير مش الصغير the big stand, not the small one; الكيف وليس الكم quality, not quantity; دون قيد او شرط without restriction or condition; عاجلا غير آجل sooner not later; بلا قيد او شرط without restriction or condition). Correlative conjunction with (لا...ولا neither...nor) are used for expressing total negation, creating balance and parallelism in the sentence, making it clearer and more elegant and emphasizing equality in negation without giving preference to any of them (لا حق ولا باطل, neither right, nor wrong). Overall, structures herein were easier for Copilot to translate than medical and war terminology, educational polysemes, and zero-expressions. Copilot tended to translate word for word, rather than giving the fixed English equivalent or a semantic equivalent (finally, not lastly for أخيرا وليس آخرا rather than last but not least; دون كلل أو ملل without fatigue or boredom instead of tirelessly. Copilot gave more correct translations of structures with a single negative particle than correlative conjunctions, and when the structure has a transparent rather than an underlying meaning. Results of the analysis will be given in detail.

MAPPING SOUNDS IN THE COMMERCIAL LINGUISTIC LANDSCAPE OF KUWAIT: A WORKABLE SOLUTION

Shamlan al-Qenaie
Kuwait University, Kuwait

The field of linguistic landscape research has shown considerable interest in visual communication in the urban global landscape in recent years. This paper explores Kuwait's linguistic landscape through an examination of shop signs displayed in commercial streets. A total of 599 photographs of shop signs on three streets in three different areas were taken and categorized. The streets were selected based on traffic and diversity. The linguistic landscape framework facilitates an understanding of the progress of the urban space as well as the relevance and dominance of language(s). The present study considers not only the signs' content but also the language(s) covered and their hierarchy, location and function in the urban community and space. The findings indicate that the linguistic landscape formed by Kuwait's signs is influenced by the shops' geographical location, prestige, and ethnolinguistic composition. While the major focus of mainstream research is the collection and analysis of (shop) signs, the present project goes beyond that to offer a solution to the problem of proper

sound production of Arabized English shop names that uses designated individual orthographic symbols in Arabic to represent both the consonants and vowels of English. The solution foregrounds and eases the process of pronouncing businesses' names as well as understanding their nature and the services they offer with minimal effort.

CHINESE UNIVERSITY STUDENTS' DYNAMIC PERCEPTIONS OF GenAI IN ENGLISH LEARNING: AN INQUIRY BASED ON VISUAL METAPHORS

Xuchuan Chen
National University of Defense Technology, China

This study investigates Chinese university students' perceptions of the role of Generative Artificial Intelligence (GenAI) in English learning and assesses the impact of a teaching intervention based on a four-step design principle (Ma et al., 2022). Data were collected from 109 university English learners through metaphorical images and explanatory texts both before and after the intervention. Metaphors were employed as a research tool to uncover the underlying cognitive frameworks and attitudes that students hold towards GenAI. Drawing on the concept of conceptual metaphor, the study analyzed the learners' metaphorical expressions and conceptual frameworks across four dimensions: relational, communicative, trustworthy, and accessible (Lee & Geon, 2024). A comparative analysis was conducted to evaluate the specific influence of the teaching intervention on their perceptions.

The analysis of these visual conceptualizations revealed five metaphorical themes, ranked in descending order of prevalence: GenAI as a (1) tool, (2) human, (3) resource, (4) animal, and (5) other. Following the teaching intervention, the frequency of the "animal" and "human" metaphors increased, while that of the "resource" metaphor decreased. In terms of the four dimensions, while positive evaluations increased in the relational dimension, evaluations that recognized the dual nature of GenAI increased in the communicative, trustworthy, and accessible dimensions. The findings suggest that the teaching intervention can enhance university students' understanding of GenAI's role in English learning, providing empirical evidence to support the integration of GenAI into English teaching and offering practical recommendations.

THE SUBJUNCTIVE MOOD IN CZECH ESL CLASSROOMS: TAUGHT, ACQUIRED, OR IGNORED?

Michaela Čakányová
Palacký University Olomouc, Czechia

This study investigates whether Czech university students of English (levels B2–C2) can recognize and use the English subjunctive mood, even without having received explicit instruction. The research combines a corpus analysis, a review of ESL textbooks, and a student questionnaire. First, corpus data show that while both British and American English still make use of the subjunctive mood, their preferences differ: American English retains mandative subjunctives more robustly, while British English favors modal or indicative alternatives. Both varieties, however, show a long-term decline in usage. Second, an analysis of widely used ESL

textbooks reveals that the subjunctive is rarely labeled as a distinct grammatical category. Although past subjunctive forms (e.g., *If I were you*, *I wish he were here*) appear at B1–B2 levels, present (mandative) subjunctives are largely absent. Third, a questionnaire distributed among Czech university students (levels C1–C2) assesses whether they can identify and correctly interpret subjunctive forms. The preliminary results show that most students understand the past subjunctive, especially in conditionals and wish clauses. However, present subjunctive structures such as *It is vital that we not be disturbed* or *She suggested that he leave early* are often misinterpreted or rejected as ungrammatical. Fixed expressions (e.g., *So be it*) are recognized more reliably. These findings suggest that Czech learners may acquire partial knowledge of the subjunctive through exposure, even in the absence of explicit instruction. However, present subjunctive remains a point of confusion, raising the question of whether more targeted teaching would improve learner awareness and accuracy.

TOWARDS A FUNCTIONAL AND CORPUS-INFORMED APPROACH TO THE PRESENT PERFECT

Jaroslav Emmer & Kateřina Klementová
University of South Bohemia, Czechia

This study examines the alignment between authentic usage patterns of the English present perfect and the selection of lexical verbs in freely available online English Language Teaching (ELT) materials. Drawing on evidence that the present perfect in contemporary English exhibits a strong preference for a relatively small core set of verbs (e.g., *have*, *be*, *know*, *see*, *make*; Divjak et al., 2024), we first compile a representative snapshot of open-access teaching resources. We then identify all verbs presented in these materials as examples of the present perfect and compare their distribution against frequency data from the British National Corpus 2014 (BNC2014), a reliable reference for current usage. Our analysis reveals a notable mismatch: Verbs frequently occurring in the present perfect (such as *be*, *have*, and *see*) are under-represented in teaching materials, while verbs seldom taking the present perfect form (according to the BNC2014) appear more often. We argue that this misalignment reinforces a predominantly form-focused pedagogy, reducing the present perfect to a formulaic exercise devoid of meaningful function. To bridge the gap between research and practice, we advocate for a functional-grammar framework that emphasizes verb meaning and discourse function while remaining fully accessible to teachers and material developers. Such an approach seeks to produce resources that mirror authentic usage and promote meaningful engagement with the present perfect in everyday ELT contexts.it.

A PILOT STUDY ON THE LINGUISTIC IMPACT OF AI-POWERED AUTOMATED FEEDBACK ON EFL STUDENT WRITING

Barbora Faktorová
University of South Bohemia, Czechia

This presentation introduces a pilot study within a quasi-experimental intervention research initiative exploring the linguistic effects of automated feedback on undergraduate students' academic writing. The participants are EFL teacher trainees enrolled in a university-

level program. Situated at the intersection of applied linguistics and educational technology, the study investigates how automated feedback influences linguistic features in student writing, building on prior work by Link et al. (2020), Miranti et al. (2023), and Muftah (2023).

Automated feedback tools were integrated into a series of classroom-based writing tasks. Written samples were collected from students before and after the intervention. A survey combining Likert scale and open-ended questions gauged student perceptions of the feedback received. The core of the analysis focuses on linguistic changes in student writing, specifically in terms of language use, syntactic complexity, and grammatical complexity, between the pretest and posttest.

Preliminary findings suggest that automated feedback can support improvements in certain linguistic features of student writing, while also influencing learner awareness of form and structure. These insights have potential implications for language teachers, curriculum developers, and applied linguists seeking to enhance writing instruction in EFL contexts.

By emphasizing linguistic outcomes, this pilot study contributes to the broader discourse on integrating automated feedback tools into language pedagogy, with relevance for EFL instruction at the tertiary level.

ESTABLISHING A PRESENCE: SELF-MENTION IN L2 (CZECH) DOCTORAL AND EXPERT WRITING IN LINGUISTICS

Daniel Gerrard
Masaryk University, Czechia

Self-mention is the most prominent form of stance expression, by which a writer clearly establishes their presence in a text to enhance the persuasiveness of their arguments. Although self-mention has been widely researched in student and expert academic writing, surprisingly little attention has been given to writing at the PhD level in Europe and the Czech Republic. This lack of awareness of doctoral students' specific writing needs may create challenges for teachers when developing academic writing courses and instructional materials. To address this gap, this contribution reports on a corpus-based study investigating the use of self-mention by Czech doctoral students and expert writers in linguistics. The aim is to compare the writers' use of self-mention across the sections of 30 English-medium PhD theses written by Czech doctoral students and 30 published research articles written by Anglophone scholars. Quantitative and qualitative analysis of the frequency, forms, and rhetorical functions of self-mention is carried out in Sketch Engine, based on Hyland's (2005) model of stance and engagement. The findings may inform future academic writing instruction on self-mention for Czech doctoral students aiming to publish internationally.

THE PRAGMATICS OF ICONS AND SECOND LANGUAGE TEACHING

Peter Grundy
University of Durham, UK

While Peirce's definition of pragmatics, according to which our conception of the effects of an object "is the whole of our conception of the object", applies equally to each of his three semiotic sign categories, linguistic pragmatics has typically focused only on symbolic

and indexical signs. However, it's easy to show that the pragmatic phenomena associated with linguistic representations, including the invitation to infer, the expression of intentionality and indexicality, are equally applicable to iconic representations when they occur in communicative contexts. Moreover, linguistic and iconic representations frequently occur in communicative contexts/message events with both complementary and overlapping functions, which isn't surprising considering the increasing use of iconic representations of a supposedly universal nature in the physical and virtual spaces which speakers of different languages inhabit. As an illustration, in this presentation I explore an evolving sequence of three generations of mixed symbolic and iconic communication in a public transport context in UK between 2020 and 2025.

In second language classrooms, iconic signs in the form of pictorial representations are typically used as an aid to vocabulary learning within a methodology that largely ignores their indexical, inferential and intentional properties. Iconic representations are thus incorporated into mainstream sentence-based language teaching methodology. In this presentation, I'll argue that iconic signs have an important pragmatic role to play in the kind utterance-oriented language teaching methodology best suited to the real-world needs of C21st language learners.

INTERTEXTUALITY IN ENGLISH AS A LINGUA FRANCA ACADEMIC WRITING: FORMS AND RHETORICAL FUNCTIONS OF CITATIONS IN RESEARCH ARTICLES

Tereza Guziurová
University of Ostrava, Czechia

In the global academic landscape, English has emerged as the dominant lingua franca, shaping scholarly communication and the dissemination of knowledge. Following a large body of research on English as a lingua franca, this paper aims to investigate citation practices in English-medium research articles written by L2 users of English. The investigation is carried out on the SciELF corpus (2015) consisting of research papers written by non-native speakers of English from ten different L1 backgrounds, which have not undergone any professional proofreading. 72 articles are analysed from the field of social sciences and humanities, totalling over 432,000 words. The findings are compared with a specialized corpus of 72 published research articles written by Anglophone authors (621,267 words), which has been designed as a comparable corpus to the SciELF. The study draws on Swales's (1990) and Hyland's (1999) categorisation of the surface forms of citations, and Petrić's (2007) and Dontcheva-Navratilova's (2016) typologies of the rhetorical functions of citations. The findings should indicate whether citation patterns and reporting structures in unedited L2 texts differ from published research articles written by L1 scholars and whether there is any variability in citation functions.

MORE INFORMAL? THE DIACHRONIC CHANGE OF THE SCHEMATIC STRUCTURES AND STANCE TAKING STRATEGIES IN ACADEMIC WRITING

Ping He
National University of Defense Technology, China

It is argued that academic writing is not purely informative and impersonal, but also a site where academic writers contrive to engage readers and persuade audience to achieve their private intentions. This paper seeks to explore whether academic writers are prone to construct less rigidly objective texts and craft a more inclusive relationship with readers. Based on a corpus of 360 research article conclusion sections from lead journals in four hard disciplines (i.e., biology, chemistry, mechanical engineering and physics) over the past twenty years, we investigate the the changes of the schematic structures and stance taking strategies as representing presentation of writers and engagement of readers. The results show that there is a small increase in the use of moves, which i mainly accounted for by increases of Move 2 (Evaluating the study) and Move 3 (Deductions from the research). However, our results indicate a big increase in the use of stance markers, which is largely contributed by self-mention markers, followed by attitude markers, boosters and hedges. We discuss these results and hold that such changes can facilitate academic writers to achieve both socially recognized communicative purposes and private intentions, accommodating more obvious and interpersonal interactions in hard science. The results may be explained by the the social context and its change, the evolving nature of genre, academic publishing and competition, the development of discipline and the upsurging readers. It helps to cultivate writers' genre awareness and academic writing competence.

POSSIBILITY MODAL VERBS IN LEARNER ACADEMIC DISCOURSE: INSIGHTS FROM CZECH LEARNERS OF ENGLISH

Petra Huschová
University of Pardubice, Czechia

This paper investigates the occurrence and usage of modal verbs expressing possibility in academic discourse produced by Czech EFL graduates. Through an analysis of discussion sections of selected Bachelor's and Master's theses, the research aims to explore the distribution and patterns in the use of the key modal verbs which convey possibility and tentativeness (*can*, *could*, *may*, and *might*). The prevalent patterns identified are compared to those found in native English academic discourse, highlighting both similarities and differences. The findings reveal that the examined modal verbs are predominantly used in their root possibility meanings to present alternative possibilities, with a substantial proportion occurring in passive constructions. In contrast, epistemic readings of may/might, which signal subjective evaluation, seem to be underused by Czech learners. The results also offer insights into challenges encountered by Czech EFL students in employing modal verbs to qualify their statements in academic writing.

THE R-OVER-Q STRATEGY AND ITS MEANING IN ENGLISH

Masaru Kanetani
University of Tsukuba, Japan

Based on Horn's (1984) hearer-based Q-principle and speaker-based R-principle, Kanetani (2022) proposes that in English, by default, while the R-principle is given priority (R-over-Q) in the domain of discourse modality, the Q-principle is prioritized (Q-over-R) in the domain of propositional content. This study investigates English constructions with elements implicitly connected in the domain where Q-over-R is expected, and considers why such R-over-Q expressions are used. In phrasal compounds (e.g., *my 'can you believe this bullshit' face*; Shirtz & Goldberg, 2023), the semantic relationship between the quote and head noun is implicit; in "innovative" denominal verbs (e.g., *he extract-of-beefed his bread*; Clark & Clark, 1979, p. 802), the relation between the verb and its argument is left implicit. The use of these R-over-Q expressions brings about similar, interrelated effects, such as friendliness, in-group, etc. The use of these R-over-Q expressions disrupts the default speaker-hearer equality in English, which is essentially based on "reciprocal information sharing" (Hirose, 2013, p. 25). Compressed into short forms, these constructions are economical for the speaker, while imposing additional costs on the listener for familiarizing the information. The speaker provides less information than necessary, describing the situation from within (Hirose, 2013) and placing themselves above the hearer. This egocentric attitude is allowed when the hearer is familiar with the content and/or the interlocutors are close enough to understand each other well. Thus, the speakers can be R-oriented and save their efforts as long as they consider their interlocutors close to them and they can depend/presume upon the cooperative listener's friendliness.

THE ROLE OF EMOTIONAL FRAMING AND IMPLICIT POWER DYNAMICS IN BUSINESS NEGOTIATION DISCOURSE

Ivana Kapráliková
Bratislava University of Economics and Business, Slovakia

This study investigates the role of emotional framing and implicit power dynamics in English-language business negotiations, with a focus on how emotional language is strategically employed to assert dominance, build rapport, or manipulate the emotional tone of interactions. Drawing on the framework of Critical Discourse Analysis (CDA), the research explores the intersection of emotion and power by analyzing authentic negotiation transcripts from both high-stakes and low-stakes business contexts. The analysis centers on emotional lexis, metaphorical expressions, and evaluative language to uncover how affective discourse contributes to the negotiation process and reflects underlying power asymmetries.

The study adopts a qualitative methodology, using a purposive sample of negotiation dialogues sourced from publicly available corpora and simulated business role-plays. Through close textual analysis, the research identifies recurring discursive patterns that signal emotional influence and power positioning. Particular attention is given to how emotional appeals are framed differently depending on the stakes of the negotiation and the relational dynamics between interlocutors.

Findings indicate that emotional framing is more overt and assertive in high-stakes negotiations, often serving to reinforce hierarchical positioning, while in low-stakes contexts, emotional language tends to foster alignment and relational harmony. These insights suggest

that emotional discourse functions as a subtle yet powerful tool for managing interpersonal dynamics. Pedagogically, the study proposes integrating discourse-based role-play scenarios and reflective analysis exercises to help learners recognize, interpret, and respond to emotional framing strategies, thereby enhancing their communicative competence and critical awareness in business negotiation settings.

INSIGHTS FROM PRE-SERVICE TEACHERS ON THE FUTURE OF GLOBAL ENGLISH

Yasemin Kırkgöz
Çukurova University, Turkey

As English continues to function as a lingua franca in global communication, education, business, and technology, understanding how future teachers perceive its evolving role is crucial. This study explores pre-service English teachers' perceptions of the future of English as a global and international language, using a mixed-methods research design to capture both quantitative and qualitative insights. The study was conducted with 120 pre-service English teachers enrolled in a teacher education program at a well-known state university in Turkey. Quantitative data were collected through a questionnaire measuring pre-service teachers' attitudes toward global status of English, and its implications for language teaching. Qualitative data were gathered via semi-structured interviews with a selected subgroup of 26 participants, offering deeper insight into their views on issues such as the shifting norms of English use in diverse international contexts. Findings suggest that while most participants recognize English as a powerful tool for global mobility and access to resources, they also express concern over the dominance of native-speaker norms and the potential marginalization of local languages and cultures. Many advocate for a more inclusive, context-sensitive approach to English language teaching reflecting the pluralistic nature of global English. The study highlights the need for teacher education programs to prepare future teachers for the complexities of teaching English in a globalized world, where the language is both a bridge and a site of tension. Implications for curriculum design and teacher training are discussed in light of these findings.

DECENT CITIZENS OR THE UGLY NEIGHBOURS? FRAMING AND AGENDA-SETTING OF THE GEORGIAN MUSLIM MINORITY IN WESTERN DIGITAL NEWS

Lenka Kopečková
University of Ostrava, Czechia

Inequality and dominance in news discourse has been reinforced by the development of the digital age, which has made information more accessible. While previous studies on power in discourse have focused on Western societies (e.g., Teun van Dijk), Georgian Kists, one of the marginalised Muslim communities in Europe, have been neglected and left to fall victim to negative framing in both domestic and Western media. This has lead to profound consequences for their lives, such as negative stereotyping, social exclusion, discrimination, and emigration. Combining qualitative analytical methods and corpus-assisted analysis, and applying the concepts of framing and agenda-setting, I have examined discourse structures expressing

dominance in online news articles from the most widely-read British and American online media published between 2000 and 2022. The findings have revealed the prevalence of War on Terror frames, which frequently refer to Kists indirectly, with their place of residence, Pankisi, depicted negatively and only as setting for Kist-unrelated themes. Several counter-frames have been identified in more recent articles, whose hyperthemes are Kists, portraying them as a peaceful Muslim community with strong women actively contributing to the benefit of their community. The findings of this research aim to contribute to the development of more balanced and inclusive media, ensuring fair representation of minority communities in digital news discourse.

AN IMPACT INVESTIGATION OF THE ENABLING OF AI TO THE IMPROVEMENT OF POSTGRADUATES' ACADEMIC WRITING CAPABILITIES

Xiaobo Liang
National University of Defense Technology, China

This study, based on a sample of 298 graduate students in STEM fields in five universities, systematically investigates the impact of Artificial Intelligence (AI) technology on writing for international journals from four dimensions: functional application, perceived effectiveness, risk perception, and future needs. The findings are as follows: (1) The application mode exhibits a characteristic of tool dependence, with the penetration rate of basic functions generally higher than that of innovative functions, and the rate of grammar checking as high as 79.53%; (2) The perception of AI-enabled effectiveness is varied, with immediate effectiveness perceived more commonly than delayed effectiveness. 60.74% of participants reported a significant improvement in writing efficiency, while 44.3% acknowledged the long-term benefits to methodological innovation, a difference of 16.44 percentage points; (3) Risk perception is differentiated, with long-term risk perceived more commonly than short-term risk. 48.33% of the group observed a weakening of academic critical thinking skills, a proportion 11.41 percentage points higher than the 36.92% concerned about the risk of disciplinary misfit; (4) The demand for technological and institutional support is multifaceted, with 61.74% of respondents advocating for the establishment of an academic normative system, and 57.05% supporting innovation in ethical review mechanisms for technology, reflecting a collaborative demand for the governance of the "AI-Academia" ecosystem. This research is beneficial for the adoption and specific approach of using AI in the postgraduates' courses of academic writing for international journals.

EMBRACING TECHNOLOGY: A STUDY ON MACHINE TRANSLATION TOOL ADOPTION IN ENGLISH ACADEMIC WRITING AMONG CHINESE STEM POSTGRADUATES

Ming Liu
National University of Defense Technology, China

With the rapid advancement of machine translation tools, there is increasing interest in exploring their potential to support academic reading and writing. This study investigates

Chinese STEM postgraduates' perceptions of machine translation tools and their usage behaviors, with the aim to enhance students' ethical use of these tools in academic writing. A questionnaire, designed based on the Technology Acceptance Model (TAM), was administered to students enrolled in an English Academic Paper Reading and Writing course at a top-tier university in China. A total of 374 responses were collected, and data analysis was conducted using Microsoft Excel and SPSS. The findings reveal several key insights: (a) Students with a strong understanding of machine translation tools demonstrate a high willingness to use these tools as aids in their scholarly endeavors; (b) Participants exhibit sophisticated and personalized usage patterns when employing these tools; (c) There is a prevailing optimism regarding the positive impact of these tools on their writing quality, accompanied by a demand for training in machine-assisted academic writing. Conversely, the study also highlights a critical gap: many students lack comprehensive knowledge about the ethical implications of technology use in academic settings. This suggests the urgent need to incorporate training on ethical technology use into academic writing courses to better prepare students for responsible scholarship.

ARCHITECTURE AS A SOURCE DOMAIN OF METAPHORS IN BUSINESS ENGLISH: A COGNITIVE STUDY BASED ON ROBERT PATTERSON'S COMPENDIA OF BANKING, FINANCE AND ACCOUNTING TERMS

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This article explores the patterns of construction of meaning in specialised discourses and, in particular, the conceptual metaphors underpinning the language of business and economic concepts. The study draws upon Robert Patterson's compendia of banking, finance and accounting terms as primary sources. Employing the framework of Conceptual Metaphor Theory, it identifies and analyses selected metaphorical expressions in English and Polish that are grounded on architectural terminology. By examining these metaphorical patterns, the study sheds light on the cognitive mechanisms that influence specialised discourse in question and highlights the role of metaphor in shaping economic thought and communication, whether it hinders or facilitates comprehension, which latter dimension is also a matter of the authors' concern.

SINGLE-WORD QUOTATIONS IN ACADEMIC RESEARCH ARTICLES: AN INTER-DISCIPLINARY APPROACH

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The aim of the present paper is to explore the functions of quotation marks (QM) enclosing single words in research articles from five academic disciplines, namely biology, civil and genetic engineering, education, philosophy and sociology. The study adopts a discourse pragmatic perspective on quotations and takes into account the traditional distinction between hard and soft sciences (Becher & Trowler, 2001; Brendel et al., 2011; Gutzmann & Stei, 2011; Hyland, 1999; Meibauer, 2015; Predelli, 2003; Shapin, 2022). The data were collected from the

DOAJ corpora accessed via Sketch Engine (https://www.sketchengine.eu/doaj-corpora/). In assessing the function of QM, a distinction is made between authorial/non-reported discourse and "mixed quotes," that is, combinations of direct and indirect reports (e.g., Saka, 2013). A preliminary analysis suggests a number of functions of QM. In the "emphatic" function, QM serve as indicators of emphasis and contrast (Dillon, 1988; Gutzmann & Stei, 2011; Saka, 2013). In the "name-informing" function, QM highlight the conventional relation between the concept and its lexical shape (Härtl, 2018; Schlechtweg & Härtl, 2020). Not infrequently, QM play a "distancing"/"modalizing" function (Härtl & Seeliger, 2019), signalling the need for a narrowed-down context-dependent interpretation. More marginally, QM draw attention to a clash in style or register or to the word's linguistic properties ("pure quotes") (Rodríguez et al., 2022; Saka, 2013). The use of QM to indicate irony or disagreement (Härtl, 2018; Wiślicki, 2023) is avoided. A preliminary analysis shows disciplinary differences in the proportion of authorial discourse and mixed quotes and in the incidence and concrete realizations of the above-mentioned functions.

COMMUNICATIVE DYNAMISM OF DIALECTAL ELEMENTS IN TRANSLATION

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In my presentation I want to investigate the communicative dynamism (CD) of dialectal words in three of Thomas Hardy's novels—*The Mayor of Casterbridge*, *Tess of the d'Urbervilles*, and *Far from the Madding Crowd*—through the lens of Jan Firbas's Functional Sentence Perspective (FSP). The analysis focuses on selected passages containing dialectal expressions, examining how these linguistic elements contribute to thematic and rhematic structures and affect the flow of information in discourse.

Hardy's consistent use of the Dorset dialect serves as a marker of sociolect and regional identity and plays an important role in shaping the CD of narrative and dialogic structures. The presentation applies FSP principles to assess how thematic progression and degrees of communicative dynamism are realised in dialectal utterances within the original English texts.

A comparative dimension is introduced by examining Hungarian translations of these novels, each produced by a different translator. The study evaluates how dialectal features and their communicative functions are preserved, neutralised, or transformed in translation, and to what extent the translated sentences maintain the thematic-rhematic structure and communicative weight of the original utterances.

By integrating literary linguistics with translation analysis, this research highlights the role of dialect in shaping textual meaning and explores how FSP provides a valuable framework for evaluating stylistic and structural shifts across languages.

NEGOTIATING CULTURE AND AUTHENTICITY: THE ENGLISH LINGUISTIC LANDSCAPE IN THE FORBIDDEN CITY

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Taking a sociolinguistic approach to culture commodification, this paper investigates how aspects of Chinese culture are discursively represented and promoted in the English linguistic landscape of the Forbidden City in Beijing, China. To ensure a comprehensive understanding of the topic under research, a one-month field trip was conducted in the Forbidden City during the peak tourist season. Research data were collected from two sources: photographic documentation of English signage in the touring zone of the Forbidden City and spontaneous interviews with international tourists and English-speaking service workers on site. The findings reveal that the English landscape predominantly promotes four key dimensions of imperial Chinese culture: the Confucian ideal of universal harmony; the emperor's supreme authority; the ethos of diligent, virtuous administration; and the cultivation of filial piety and ancestor worship. The study also interrogates the issue of authenticity in the postmodern tourism context, emphasizing that culture authenticity is not a fixed or monolithic concept but rather a multifaceted one shaped by temporal, contextual, and individual factors. It pertains that carefully restored environments and curated English narratives in the Forbidden City generate a "staged authenticity" that mediates tourist perceptions while preserving Chinese cultural integrity.

By foregrounding the role of English linguistic landscape in heritage commodification in the international tourist marketplace of the Forbidden City, this research offers theoretical insights into the English language's pivotal role in cultural promotion and provides practical guidance for cultural managers aiming to balance authenticity with international tourist engagement.

LOCAL GRAMMAR OF UNCLEAR(ITY)

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This study explores lexicogrammatical patterns of unclarity, specifically examining constructions with the negative adjective unclear or the negation not clear within the pattern it vlink unclear/not clear. Findings indicate that using negation—whether through the prefix un- or the particle not—alters the local grammar of the pattern, affecting its distribution and structure. The initial corpus, composed of over 500,000 tokens from front-page articles across six British newspapers (including *The Sun*, *The Guardian*, and *The Telegraph*), showed a significantly lower occurrence of the unclear/not clear pattern compared to its affirmative counterpart. To assess the consistency of this pattern across broader discourse, further analysis was conducted using the BNC 2014, a larger and more representative corpus. Findings from this comparison highlight distinctive grammatical behaviours in expressions of negative clarity, emphasising their nuanced role in shaping discourse.

INTRODUCING THE CEFR & A LANGUAGE PORTFOLIO IN A JAPANESE UNIVERSITY: LOCAL RESPONSES TO A GLOBAL CHALLENGE

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Soka University, one of Japan's Top Global Universities, recently embarked on a project to align its core English programs with the Common European Framework of Reference for Languages (CEFR). This study replicates previous research on the CEFR and language portfolios to evaluate the latest stage of the project, which involves developing and implementing two interrelated components: (1) online materials to improve students' understanding of the CEFR and (2) an online Japanese version of the European Language Portfolio (ELP). Together, these components aim to realize the CEFR's vision of empowering learners to exert agency in the learning process. The materials and portfolio were introduced in five teachers' classes over one semester, with each teacher keeping a journal to record how they used and modified them. Pre and post-semester questionnaires and interviews were conducted to monitor students' understanding and evaluation of the CEFR and the portfolio. The results from each of the teachers' classes and the previous studies were compared in order to answer three research questions. Do the materials improve understanding of the CEFR? How useful do students find the CEFR and portfolio? Were some implementation methods more effective than others? The results show clear improvements on previous studies regarding the first two questions. Discussion of the third question provides practical input for teachers and program managers planning to integrate the CEFR or a portfolio into their classes, or anyone wanting to empower their students with greater control over their learning.

IDENTIFICATION OF RHEMATIC SUBJECTS BY SLOVAK AND CZECH STUDENTS IN ENGLISH AND IN THEIR NATIVE LANGUAGES

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The paper is a follow-up to an earlier research project which examined the ability of Slovak and Czech students of English to intuitively identify preverbal rhematic subjects in English and, correspondingly, to mark their rhematic status by nucleus placement in a short text read aloud. Analysis of the recordings indicated that a substantial proportion of the participants, most likely owing to the influence of their native languages, placed the nucleus on the final non-rhematic clause constituents rather than on the preverbal rhematic subjects, prosodically distorting the information structure of the sentences.

The present paper extends the scope of the original research by asking its participants (first-year BA, third-year BA, and MA students of English) to translate the English text they read into Slovak and Czech, respectively. It is expected that the information status of the subjects will be manifested by the word order of the translation, namely by the final position of those subjects that are intuitively identified as rhematic. The data obtained from the translation will then be compared with the results of rheme identification by means of intonation nucleus placement in English, and the degree of correspondence will be determined for the respective participants and levels.

Conclusions will be drawn from the research about convenient methods of transferring the skill of intuitive rheme identification in the native languages into shaping the prosodic structure of English presentation sentences.

ON THE PP OBJECT CONSTRUCTION IN ENGLISH

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While there has been a large amount of research carried out to provide an analysis of the so-called prepositional phrase (PP) subject construction in present day English, much less work has been conducted on the so-called PP object construction in English.

The aim of this paper is to explore the grammatical structure of the PP direct object construction in English instantiated by the sentences like "we'll give him until Thursday to prove his fitness" (NOW Corpus) and "you have until tomorrow to think about the proposition" (BNC: GUU 777).

The previous studies including a constructional or phraseological approach leave open the question of how the until (till) phrase ends up appearing in the object position though it should be obvious that PPs normally do not occupy the object position, as well as the question of whether it is in fact a constructional unit or not.

I argue that the until phrase in the construction behaves as a noun phrase (NP) and therefore should be categorised as such, based on the diagnostic set of evidence. The claim is based on, among other things, distributional properties of the until phrase, most notably its ability to stand for an NP and to serve as the object of the verb, implying that it also has a nominal property in category. This claim is borne out by the examples such as "the campaigners planned until Christmas in detail", where the direct object of the verb is the until phrase and the verb is one other than *have.* Furthermore, it is promoted to the subject position in the corresponding passive.

"ACCORDING TO THEORY, IT IS UNWISE TO USE 'INTRODUCTORY IT' IN ACADEMIC WRITING, BUT…" SECTION-SPECIFIC VARIATIONS OF THE STRUCTURE IN PUBLIC HEALTH RESEARCH ARTICLES

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In theory, academic writers are often advised to avoid "introductory it" because of its "willful and nasty" character (Rodman, 1991, p. 18), but practice shows that many appreciate its communicative value, which includes the potential to claim "objective necessity or certainty for what in fact may be a matter of opinion" (Collins, 1994, p. 20). Therefore, as an important persuasive device for expressing evaluation (Hunston, 2011), "introductory it" has been reported to occur frequently in academic writing (Biber et al., 1999), where it helps to specify and elaborate knowledge claims while enhancing their validity (Charles, 2004) and de-emphasizing the writer's involvement (Zhang, 2015).

This corpus-based study examines the structure in 200 public health research articles along four dimensions of analysis: frequency, matrix predicate semantics, syntactic composition, and inclusion of modifying features. The aim is to see how the use of introductory it varies across the Introduction-Method-Results-Discussion sections to meet their specific communicative purposes. WordSmith Tools (Scott, 2012) was used to extract a full range of realisations of the structure, with both verbal and nonverbal matrix predicates.

The analysis reveals similarities and differences in the use of introductory it across the sections, as well as section-specific patterns of its semantic, syntactic and lexical variability. For example, Introductions, Results and Discussions have high proportions of evaluation, while Methods opt for dynamic and deontic predicates. The study contributes to a better understanding of the in-text use of introductory it in research articles, and provides important insights into discipline-specific writing practices.

ENHANCING IRAQI EFL LEARNERS' ABILITY TO ANALYSE POETIC LANGUAGE BY USING THE FRAMEWORK OF TEXTUAL STYLISTICS

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In this co-authored presentation with Dr Mahmood K. Ibrahim, we examine how Iraqi EFL learners' ability to understand a poetic text benefits from being introduced to the framework of Textual Stylistics (TS hereafter; Jeffries, 2022). TS was developed by Lesley Jeffries and was originally known as Critical Stylistics (2010). It lists eleven textual conceptual functions of texts such as naming and describing entities, and their linguistic realizations, for example, in noun phrase constructions, nominalization, or apposition.

Whereas traditional Iraqi teaching methods often take a predominantly literature-based focus, our study highlights how instructions in TS enable students to link linguistic features to meaning in poetic texts and utilize their findings in their interpretation of the text. We statistically compared the effect of TS-based instructions on the students' output by working with an experimental group of Iraqi undergraduate students (n=34) and a control group (n=34). Both groups were asked to write an interpretation of the Renaissance poem *A complaint by night* by Henry Howard, Earl of Surrey. The students' texts were marked and the results of the pre- and post-teaching tests were compared by using paired-sample t-tests and ANOVA as statistical methods.

In our talk we present the poem and offer our textual stylistic analysis of some selected features. We then present some of the students' results and outline our statistical comparison.

A PRAGMATIC APPROACH TO SELF-PRESENTATION IN STUDENT REFLECTIVE WRITING

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University of Ostrava, Czechia

This paper presents a study that uses both qualitative and quantitative methods to examine how university students express themselves in written reflection journals. The data come from a course designed to improve students' presentation skills. In their journals, students

describe how they prepared for and delivered their presentations, commenting on how they felt about their performance.

The main focus of the study is on the pragmatic strategies students use when evaluating themselves. Using politeness theory and speech act analysis, the paper explores how students manage face and present themselves in a written, teacher-facing context. Although some students express pride or satisfaction, most prefer indirect or modest expressions. Self-deprecating comments, hedging, and attribution of success to others are frequent. These are interpreted as face-saving acts, often shaped by both the hierarchical nature of the student–teacher relationship and cultural norms in the Czech Republic, where direct self-praise can be seen as inappropriate.

By analyzing frequent speech acts and politeness strategies in the corpus, the study shows how students carefully manage their self-image and navigate the expectations of academic discourse. The paper concludes by considering the implications for teaching practices that involve self-assessment and feedback.

MERGING LANGUAGE THEORY WITH CLASSROOM PRACTICE FOR TEACHING EFFECTIVE COMMUNICATION IN A FOREIGN LANGUAGE

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Despite extensive research over the past two centuries, the mechanism of effective interpersonal communication remains an evolving field, particularly with recent advancements in technology-assisted communication. This study aims to bridge language theory and classroom practice by familiarizing foreign language teachers, particularly EFL instructors, with a broad range of linguistic and extra-linguistic factors that shape students' communication skills as effective communication teaching must extend beyond linguistic competence and incorporate pragmatic, social, psychological, and cultural dimensions, as well as AI-driven developments. Three essential perspectives guide this integration: First, the activity-based approach views communication as a goal-directed action, aligning with Speech Act Theory, which emphasizes intentional meaning-making. Second, pragmatic considerations highlight the speaker's adaptation to communicative contexts and partners, which is increasingly complex with the rise of AI-assisted communication. Third, an anthropocentric approach underscores the speaker's centrality, focusing on personality, social role, and behavioral strategies as critical elements of communication. By reconstructing authentic communicative situations in a series of case studies, this research demonstrates how integrating key theoretical propositions into teaching can enhance students' communicative competence, linguistic awareness, and ability to overcome cultural barriers. The case studies match suitable EFL methodologies with the desired practicle outcomes, offering insights into fostering meaningful verbal interactions in the classroom. The findings are expected to contribute to more effective language instruction and better assessment of communicative efficiency in foreign language education.

THE USE OF DISCOURSE MARKERS AMONG CZECH UNIVERSITY STUDENTS: THE ENGLISH-CZECH INTERFACE

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Within the theoretical framework of functional and systemic grammar, this presentation offers partial results from a long-term research aimed at communicatively-regulative units of language in general, and discourse markers (DMs) in particular.

Discourse markers, although expected in our everyday encounters, are not prescribed by rules. Their choice and frequency of occurrence are principle-controlled in nature (Leech, 1983, 2014) and, consequently, language users have to be socialized into their appropriate usage (Halliday, 1984). The results of various studies show that in their spoken mode of English, non-native speakers tend to prioritize a limited number and a rather restricted variety of DMs.

In order to find out what the situation is like with the Czech speakers of English, I decided to conduct research which can be described as a three-step procedure ranging from mapping the field via corpus-based research with quantitative and qualitative data processing, to applying the results of the previous phases and their incorporation into ELT methodology with the aim to improve the pragmatic and communicative competences of a target group of non-native speakers of English, as represented by Czech learners of B2 level.

In my presentation I would like to share some of the results of the first two steps, i.e. background information and existing research about DMs, with an addition of selected outcomes of quantitative and qualitative data processing of the Czech Students' Spoken English Corpus with the help of a freeware corpus analysis toolkit AntConc.

METONYMICALLY MOTIVATED METAPHORS IN CONCEPTUAL AND TERMINOLOGICAL FRAMES IN EMERGING SOCIAL SCIENCE TERMINOLOGIES

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The creation of new scientific concepts necessitates the development of corresponding terminological units, a process deeply rooted in the cognitive mechanisms of meaning construction. As metaphor is a vital means of conceptualising expanding fields, drawing on similarities to already known and more accessible semantic domains is frequently used in the coinage of new terminologies. Although a distinction is typically made between metaphor (a cross-domain mapping) and metonymy (a mapping within the same domain), numerous correlation metaphors appear to be inherently metonymic, deriving from underlying metonymic structures. Using the approach of Frame-Based Terminology (Faber & López Rodríguez, 2012), emerging terminologies in the domains of gender and generation studies are analysed to identify patterns of conceptual structuring and lexical realisation. The analysis highlights how scholars and scientists name new concepts and how figurative language in particular facilitates conceptual accessibility and understanding. Findings show that metonymic metaphors, motivated by different aspects of a central term within a frame, are as productive as multiple-correspondence conceptual metaphors. Moreover, metonymic pathways often serve as the cognitive basis for further metaphorical extension, indicating a layered and dynamic process of figurative abstraction in the evolution of scientific or specialised terminologies.

THE BENEFITS OF PRAGMATICS INSTRUCTION FOR UNIVERSITY EFL STUDENTS' WRITING DEVELOPMENT

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The presented study investigates the role, and especially the benefits of explicit pragmatics instruction in developing students' writing skills in relation to pragmatic aspects of the texts they produce. The presentation also demonstrates pedagogical implications and practical examples of pragmatics instruction in a university EFL classroom.

In order to collect required data, a quasi-experimental approach was used, with students of the Primary School Teaching program at Masaryk University being the participants. The control group received no additional instruction beyond their coursework, while the experimental group was taught key pragmatics concepts and practised them through applied tasks. The impact of this intervention was measured using an assessment scale evaluating six pragmatic categories (speech acts and communicative intent; the cooperative principle; explicitness and implicitness; formality; politeness; deixis). Both groups completed pre- and post-tests consisting of formal and informal email writing. This presentation discusses the results of the analysis of the formal emails.

The experimental group showed more significant progress than the control group, demonstrating that explicit pragmatics instruction positively affects EFL students' writing performance. Complementary questionnaire data revealed increased student confidence and positive attitudes toward the pragmatics instruction, which the students considered useful. These findings have several implications for the EFL teaching practice, also included in the presentation.

The research confirms that incorporating pragmatics into language instruction benefits students' writing proficiency, especially in terms of expressing pragmatic competence and audience and context awareness.

NO TEACHER, NO PROBLEM? ChatGPT AS A SPEAKING PRACTICE PARTNER

Christopher Williams
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The increasing accessibility of generative AI tools presents new opportunities for language learners to engage in autonomous practice outside of formal educational settings (Li et al., 2024; Xu et al., 2025). This case study examines how adult EFL learners interact with ChatGPT as a spoken language partner during a six-week summer break, focusing on learner-AI interactions and potential pedagogical implications.

Participants (A2-B1) were encouraged to use ChatGPT for a minimum of 60 minutes per week, engaging in spoken interactions on self-selected topics. Half were instructed to prompt the AI to act as a language tutor (grading and recycling language, giving feedback), the remaining participants used it without explicit role assignment. Pre- and post-study interviews explored learners' expectations and reflections, while pre- and post-study dialogic tasks were recorded to track changes in lexical and syntactic complexity, as well as markers of fluency. Interaction transcripts were analysed to trace engagement patterns, including the suitability and extent to which the AI acted as a pedagogical agent.

The case study highlights both the opportunities and limitations of AI tools in sustaining spoken language practice during instructional gaps. Implications are discussed in relation to learner autonomy, the delegation of pedagogical functions to AI, and the role of teacher preparation in equipping learners to use such tools effectively and critically.

DISCURSIVE CONSTRUCTION OF WARTIME MEMORY ON THE OFFICIAL WEBSITE OF IWM: COMBINING MULTIMODAL DISCOURSE ANALYSIS AND TOPIC MODELING

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This study explores the discursive construction of wartime memory on the official website of the Imperial War Museum (IWM). The data set consists of textual materials collected from the IWM website, including exhibition introductions, event information, historical narratives, and accompanying visual resources such as posters, collection images, and exhibit photographs. Data were gathered through a combination of automated web scraping and manual collection to ensure high-quality multimodal content. In order to approach this vast span of unstructured data, we suggest a novel methodological synergy combining multimodal discourse analysis (MDA) and topic modeling – a type of statistical model for the automated categorization of large quantities of texts developed in computer science.

Findings reveal that the IWM website constructs wartime memory across four key dimensions: highlighting tactical collaborative efforts, emphasizing strategic defense, fostering military-civilian unity, and encouraging educational engagement. These dimensions are realized through the technical, situational, and social semiotic resources embedded on the website, collectively portraying a professionalized, dramatized image of Britain's wartime resilience. Critically, the study also reveals that while IWM effectively enhances the accessibility of wartime memory, it tends to idealize military images, under-represent the brutality of war, and foreground technological advancements over ethical reflections, thus calling for the need for more nuanced and critical approaches to study the discourse of war.

By combining computational topic modeling and qualitative discourse analysis approaches, this research offers a fresh perspective for analyzing the construction of historical narratives in digital and multimodal contexts.

MODULATING NEGATION WITH INTENSIONAL OPERATORS

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The aim of the present paper is twofold. On the one hand we are trying to investigate the interaction of metaphoric financial-banking terms (NPs) and various operator-like elements that a sentence may contain: negation and intensional verbs (verbs like *want, expect, hope for, seek*), mainly. As already known, negation is not an intensional operator; so one of the questions that may arise is how negation, sometimes, but not always, patterns with the intensional operators and if any ambiguities arise. On the other hand, we are interested in seeing how students in the Translation Studies cope with translations of sentences containing financial-

banking terms in the scope of negation or other intensional operators and if they make use extensively of the concept of modulation, which, as a translator procedure presupposes a shift in perspective from negative to positive and vice versa. “Modulation is motivated by metalinguistic information”, as Vinay and Darbelnet (1995) specify, metalinguistic meaning “the totality of relationships which link social, cultural and psychological facts to linguistic structure” (Vinay & Darbelnet, 1995, p. 278). The hope is that the experimental data may shade some light on how native users of Romanian interpret and translate sentences which might be ambiguous between a de re and de dicto reading in this case. In terms of interesting problems posed by the sentences we selected for our experiment, it is not only the translation of financial-banking terms that poses an interesting problem, but also their collocation with polarity items like *some* or *any*, items which are constituents which are sensitive to the polarity of the sentence, to the negative/affirmative form of the sentence and whose translation poses problems may cause difficulty if students confuse polarity item *any* with Free Choice *any*, for example, or *strong some* with *weak some.*

For the experiments we worked with students from our faculty who had never seen the sentences or similar ones in our seminars. The point of interest was to see if any experience with the syntax of the language or with translation techniques acquired throughout their studies might help to improve their results. The questionnaires asked of them to evaluate the sentences in terms of their correctness and make comments if anything sounds inappropriate and identify what had hindered their processing of the sentences. Also, they were asked to make comments on possible translations and evaluate if there can be more than one translation and why.

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