36th International Conference on Foreign/Second Language Acquisition

ARTIFICIAL INTELLIGENCE IN SLA AND FLL/T: APPLICATIONS, THREATS AND DEVELOPMENTS

BOOK OF ABSTRACTS

Institute of Linguistics, University of Silesia in Katowice, Poland
22-24 May 2025
Szczyrk

A welcome note from the Organisers

Dear Conference Participants, Plenary Speakers and Presenters,

Dear Friends,

We are happy we're meeting here in Szczyrk (with many of you again) to talk about trends, concepts and developments in second language acquisition and foreign language learning and teaching. One particularly urgent and far-reaching development now shaping our field is the rise of Artificial Intelligence, which is the main theme of this year's conference.

Artificial Intelligence is transforming nearly every aspect of our lives, and language education is no exception. As teachers and researchers, we cannot remain indifferent to the rapid developments, opportunities, and challenges it brings. This conference invites us to reflect critically on the ways AI is shaping second language acquisition and foreign language language and teaching, and to explore its applications, threats, and future directions.

We warmly welcome you to our traditional venue, *Hotel Meta*, with all the facilities it offers – not only those related to academic activities – along with its delicious meals and attentive staff.

We wish you fruitful discussions, an enjoyable time, and opportunities to rekindle old friendships and build new ones. As always, we are at your disposal throughout the conference and are happy to assist you whenever needed.

Welcome to the 36th ICFSLA Conference!

Adam, Kasia and Aleksandra

The Organising Committee

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36th International Conference on Foreign/Second Language Acquisition

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PLENARY LECTURES
(in alphabetical order)

Prof. Christopher Alexander
University of Nicosia, Cyprus

The AI Learning Centre: Advancing education and TESOL at the University of Nicosia

This plenary speech will introduce the AI Learning Centre at the University of Nicosia. It will address the challenges AI poses to education, including its ethical use, the integration of beneficial AI tools, the enhancement of educational content, and the reimagining of assessment methods. The speaker will outline the university's vision for AI, highlighting its bespoke Accelerate AI platform with advanced agentic capabilities, its ambitious mission to develop a new AI-driven campus 'brain', and the construction of a €500 million smart campus in Athens, set for completion by 2028. Additionally, the speech will explore the implications of AI for language teaching and learning, discussing the new opportunities it presents in this field.

Prof. Chris Alexander is the Head of the AI Learning Centre (AILC) at the University of Nicosia (UNIC), where he previously served as Head of the Technology Enhanced Learning (TEL) Centre and Head of the Distance Learning IT Unit. AILC's mission is to transform teaching and learning through advanced AI technologies, particularly via the University's bespoke AI platform, Accelerate/PowerFlow, ensuring UNIC remains at the cutting edge of pedagogical innovation. The Centre collaborates with academic and IT teams to enhance AI-driven digital competencies, develop AI-infused learning spaces, enable data-informed education, and support AI-enhanced teaching. Dr Alexander is also an Associate Professor in Technology Enhanced Learning, Applied Linguistics, and TESOL. His research interests include AI, AI-enhanced learning, learning design, and learning/data analytics. He has published over 80 papers, more than 150 AI/TEL-related posts, and co-edited or edited numerous academic collections. He is also Co-Editor-in-Chief of the journal *Teaching English with Technology*, a Scopus Q1 journal in the 93rd percentile, which now exclusively publishes AI in TESOL-related research.

Prof. Gessica De Angelis
Norwegian University of Science and Technology, Trondheim, Norway

Multilingual testing and assessment: Can we push the boundaries with AI?

In recent decades, large-scale migrations have resulted in a considerable increase in linguistic and cultural diversity worldwide, particularly in wealthier countries, where first-generation immigrants have often joined second-generation immigrants and long-established minority language communities. These developments have presented considerable challenges to

education systems around the world, prompting a range of inquiries into the appropriateness of employing monolingual testing practices for the evaluation of multilingual populations, particularly in contexts where languages other than the dominant language are spoken. In the context of standardized international and national testing, concerns have been raised regarding the treatment and classification of migrant and minority language speakers, particularly in bilingual and multilingual regions of the world where multiple languages are spoken within communities or education systems. Monolingual testing practices persist in most regions of the world, resulting in an inevitable disadvantage for non-native test takers. The advent of artificial intelligence has emerged as a potential solution to address the shortcomings of monolingual testing practices, thereby facilitating the development of multilingual testing methodologies. However, the practical implementation of AI in this context is not without its challenges. This paper aims to elucidate the multifaceted challenges and opportunities presented by AI in the realm of multilingual testing practices, with a particular focus on the use of translation tools within testing. The discussion is anchored in current research that explores the adaptability of various language models to a multilingual test format, offering a realistic exploration of the implications, shortcomings, challenges and potential applications of AI in the context of multilingual testing.

Prof. Gessica De Angelis is Professor of Applied Linguistics/TESOL at the Department of Teacher Education, NTNU Trondheim, Norway. Her research focuses on multilingual education, multilingual language acquisition, and multilingual testing and assessment. Her publications include two monographs (*Third or Additional Language Acquisition*, 2007; *Multilingual Testing and Assessment*, 2021), three edited volumes, and several journal articles and book chapters. She is the former Vice-President of the *International Association of Multilingualism* (2009-11; 2012-2014).
https://www.ntnu.edu/employees/gessica.deangelis

Prof. Marina Dodigovic
University of Slavonski Brod, Croatia

How smart are language learning apps?

Language learning apps are popular among learners for the reasons of convenience and low to no cost. They easily fit on a mobile phone, can be used at any time and anywhere to practice listening, speaking, reading and writing, in addition to vocabulary and grammar. Some of the developers claim that their apps are intelligent, which evokes the understanding of the term "intelligent". The initial expectations of intelligent language learning systems have pertained to both natural language processing (NLP) and intelligent tutoring. This would mean that such systems have been expected not only to carry out natural communication with a learner, but also to adjust the tutoring style to the needs, preferences and other characteristics of the learner. While the expectations themselves have not changed, different technologies have addressed those expectations in different ways throughout the recent history, with no commercially available product having quite hit the mark. This talk will examine the "intelligent" features of different aspects of language learning apps, focusing on the communication, skills practiced and the underlying teaching methodology.

Prof. Marina Dodigovic is an honorary professor of English and the University of Slavonski Brod. She is the author of the first book on AI in second language learning. In addition to this, and many other technology-related topics, Marina has more recently conducted research in vocabulary learning. She has taught in MA TESOL programs internationally and has published a number of books and peer-reviewed journal articles.

Prof. Blanka Klímová
University of Hradec Králové, Czechia

Artificial intelligence as a language partner: Bridging gaps in foreign language acquisition

Artificial Intelligence (AI) is increasingly being used as a language partner, offering learners interactive, adaptive, and immersive experiences that support foreign language acquisition. AI-powered tools, such as conversational chatbots, intelligent tutoring systems, and speech recognition software, provide real-time feedback, personalized learning paths, and opportunities for authentic communication. These technologies help bridge gaps in traditional language learning by addressing issues such as limited access to native speakers, individualized pacing, and learner autonomy. However, while AI offers significant advantages, it also raises concerns regarding linguistic accuracy, cultural authenticity, and the potential reduction of human interaction in language education. This talk will explore how AI functions as a language partner, evaluating its role in enhancing communicative competence, fostering learner motivation, and complementing traditional pedagogical approaches. By critically examining the opportunities and challenges AI presents, this session aims to provide insights into its effective integration in foreign language learning and teaching through several examples of best practices.

Prof. Blanka Klímová serves as the Vice-Dean for International Relations at the Faculty of Informatics and Management, University of Hradec Králové, Czechia. She is also a professor in the Department of Applied Linguistics. Her teaching and research focus primarily on English for Specific Purposes (ESP) and the integration of digital tools in foreign language education. In addition to her pedagogical work, she supervises doctoral students both domestically and internationally. Prof. Klímová is an active member of multiple research councils and editorial boards and frequently contributes as a chair or member of conference committees at both national and international levels. With an extensive research portfolio, she has authored over 250 original and review articles indexed in Web of Science. Her leadership in academic projects includes, for example, serving as the head of a working group in the COST project (CA19102) – Language in the Human-Machine Era and as the project leader for the Grant of the Fund for Bilateral Relations (Reg. No. EHP-BFNU-OVNKM-4-257-01-2023) – Artificial Intelligence in Formal Foreign Language Education. Recognized for her scholarly contributions, she has been ranked among the World's Top 2% Scientists by Stanford University's Global List—twice for a single year (2020, 2022) and once for her career-long impact (2020).

Prof. Robert Oliwa
State University of Applied Sciences in Przemyśl, Poland

AI and the Future of Language Learning: Tailoring Skills for Global Careers

Artificial Intelligence continues to transform how languages are taught and learned, offering tools that personalize instruction, enhance engagement and prepare learners for an increasingly interconnected global workforce. AI-driven technologies, including adaptive platforms, real-time feedback systems and advanced speech recognition, are addressing the linguistic and cultural demands of diverse professional environments. However, these advancements also raise ongoing questions about data privacy, ethical issues and the balance between human interaction and AI-supported learning. This talk will explore the role of AI in shaping the future of language education, grounded in both theoretical advancements and practical applications. A key focus will be recent research conducted on the use of an AI-driven virtual avatar in language classes. Designed to simulate professional interactions, the avatar provides personalized feedback, facilitates role-playing scenarios and supports context-specific language practice tailored to learners' proficiency levels. The study investigates how this technology may be applied in real-world educational settings and its potential for preparing students for global careers in healthcare and medicine. Looking ahead, the session will discuss how AI technologies are creating increasingly immersive and adaptive learning environments. By bridging gaps between learners' characteristics and professional aspirations, AI is positioned to redefine language education in profound ways. This session will offer actionable insights into

leveraging these technologies effectively while addressing the challenges they present for global education systems.

Prof. Robert Oliwa is an assistant professor at the State University of Applied Sciences in Przemyśl, Poland. With over three decades of experience in language education, teacher training and academic leadership, he focuses on second language acquisition, curriculum design and innovative teaching methodologies. His academic interests include hybrid and hyflex models of education, virtual learning environments, learner satisfaction and the practical applications of educational technologies in language instruction. Recently, his work has centred on redesigning flexible education models and developing platforms for foreign language instruction. Robert Oliwa's work attempts to bridge traditional teaching approaches with modern technological advancements, equipping learners with the skills needed for professional and global communication.

Prof. Torben Schmidt
Leuphana University Lüneburg, Germany

A *CALL* for more efficient language practice – Intelligent Tutoring Systems as game changers in EFL education

Successful foreign language learning requires a focus on language forms and targeted practice to ensure the development of effective communication skills. Given the limited classroom time for language instruction and limited resources by teachers to help each student individually, digital applications like *Intelligent Language Tutoring Systems (ILTS)* can potentially support language learning through more personalized, adaptive instruction. These advanced software applications use artificial intelligence and natural language processing to provide tailored feedback and more personalized practice based on individual learners' needs. After theoretical exploration of the relevance of foreign language practice in the context of communicative language learning, as well as the importance of feedback and scaffolding in the learning process, this talk offers a critical discussion of typical features, potentials, and challenges of such systems. This presentation reports on the I4S (Interact for School) project, funded by the German Ministry of Education, which implemented the ILTS FeedBook in 36 seventh-grade English classes in Germany from 2020 to 2023. FeedBook offers targeted exercises and adaptive feedback, with a teacher interface for monitoring student progress. The I4S studies explore various aspects of foreign language education, including the impact of digital feedback on motivation, the relationship between digital tools and language development, and the role of teachers and cognitive abilities in digital learning. This talk presents selected findings and discusses future research questions in digitally supported language practice with intelligent language tutoring systems. The overarching aim is to investigate how language practice changes with the use of an ILTS, what effects it has, how form-focused practice with intelligent software can be meaningfully integrated into teaching, and what changes this brings, particularly regarding the role of teachers and the creation of more personalized learning environments.

Prof. Torben Schmidt is a professor for English didactics at the Leuphana University Lüneburg. His research interests focus on project-based learning, task-based language learning and foreign language learning with digital media (esp. Web 2.0, digital games, intelligent tutoring systems, adaptivity). He is the director of the Future Center of Teacher Education at the Leuphana University, coordinator of the Lüneburger project of the Initiative for Excellence for Teacher Education, editor of a middle-level textbook series and developer of various learning apps. Professor Schmidt is the winner of the Hans-Eberhard Piepho Prize and was awarded the "Germany – Land of Ideas" prize in 2015 for his blended learning project, "Going Green – An Educational Project for Sustainability."

PRESENTATIONS

(in alphabetical order)

Raghad Al Dirani
Jean Moulin University Lyon 3, France

Using Sketch Engine to teach idioms: Exposing students to AI language tools

Using the user-friendly AI platform Sketch Engine, students will be able to acquire new word formations by entering one word as a node and discovering all the possible combinations or collocations with other words. The method will take for example some collocations with certain verbs in French, but can be generalized to other words such as nouns, adjectives, adverbs, or prepositions. Students will be exposed to an idiomatic level of language and will participate in the acquisition process. The present paper employs principles from the field of linguistics to develop a pedagogical lesson plan. This lesson plan is a form of a module that comprises four themes and places significant emphasis on addressing the core language competencies of reading, listening, writing, and speaking. The primary objective is to assist educators in identifying and implementing innovative AI technological tools aimed at facilitating the instruction of idiomatic language, thereby enhancing students' language proficiency while discouraging reliance on literal word-for-word translations. The lesson plan utilizes French as a secondary language as a case study and is designed to be implemented on advanced language levels. Furthermore, the proposed lesson plan underwent evaluation and critique by three professors as an expert panel, whose feedback was used to review and replace specific items. The guide underscores the importance of student engagement in the language acquisition process, advocating for a constructivist pedagogical approach, emphasizing the contextual relevance in comprehending idiomatic expressions, and promoting the integration of language and cultural elements.

Katarzyna Bańka-Orłowska
University of Silesia in Katowice, Poland

Unveiling the challenges: Evaluating AI-generated sentences in pinyin and Chinese characters for accuracy and nuance

With the rapid advancement of artificial intelligence, text generation tools in various languages are becoming increasingly sophisticated and pervasive. The analysis of the accuracy of AI-generated sentences in the Chinese language, including phonetic transcriptions in pinyin as well as traditional and simplified Chinese characters, constitutes a key aspect of evaluating the quality of such systems. This study examines the linguistic quality of AI-generated sentences, focusing on grammatical, semantic, and contextual accuracy. It also addresses potential errors arising from tonal differences and character ambiguity, which can impact the accuracy and interpretation of translations. The findings reveal that while AI-generated sentences often meet basic standards of correctness, significant challenges remain in capturing subtle cultural contexts and idiomatic expressions of the Chinese language. Notably, tonal inaccuracies (which are not explicitly marked in pinyin) and the inherent ambiguity of characters contribute to interpretative uncertainties. These issues are particularly pronounced when the generated sentences pertain to more complex topics or require a deeper understanding of local nuances.

Dong, Z., Yu, H., & Ma, H. (2021). A review of natural language processing for Chinese text: Challenges and prospects. *Journal of Artificial Intelligence Research*, 70, 1–24.

Liu, C., & Zhang, Y. (2019). Evaluating AI-generated texts: Grammaticality, semantics, and context in Chinese language models. *Language Resources and Evaluation*, 53(4), 679–699.

Xu, Y., & Yang, S. (2022). The role of tonal information in pinyin-based text generation: An empirical study. *Transactions of the Association for Computational Linguistics*, 10, 112–127.

Zhang, T., & Zhao, L. (2021). Cultural nuances and idiomatic expressions: Challenges for AI in Chinese natural language understanding. *Journal of Computational and Cultural Studies*, 5(2), 45–60.

Karolina Baranowska
Adam Mickiewicz University, Poznań, Poland

Plurilingual video input for language learning: Experimental findings and the role of ChatGPT

The increasing accessibility of streaming services has intensified research on the impact of foreign-language videos on incidental language learning. While subtitles and captions have been extensively studied, innovative techniques for acquiring multiple languages simultaneously remain underexplored. In this talk I will present my experimental study in which I investigated the effectiveness of an innovative screening mode, i.e. L2 audio + L3 subtitles. The participants were upper-intermediate learners of English (L2) and pre-intermediate of Spanish (L3). The experimental group watched an episode of a series under these conditions once a week for five months, while two control groups followed regular language classes—one in English only, the other in both English and Spanish. The findings suggest that exposure to videos in the L2 audio + L3 subtitles viewing mode can significantly enhance vocabulary acquisition in both languages and improve speaking fluency, all while managing cognitive load. In the talk I will also discuss how AI-powered tools like ChatGPT can support teachers in integrating plurilingual videos effectively.

David Finbar Brett
University of Sassari, Italy

Combining AI and corpus linguistics techniques for the analysis of travel journalism and archaeology texts

Be it a threat or an opportunity, the emergence of easily accessible Artificial Intelligence tools represents a watershed moment for numerous fields of human endeavour, and Corpus Linguistics is no exception. While some welcome the innovation with curiosity, other practitioners may ask themselves if the time for its swan song has come. This paper aims to provide a balanced perspective. On the one hand, AI tools are likely to render certain applications of corpora, such as data-driven learning, redundant. On the other hand, rigorous scientific analyses in which the human researcher retains full control are unlikely to be abandoned anytime soon. Curry et al. (2024) note that one of the most popular AI platforms, ChatGPT, has limited utility for discourse studies using corpora, "owing to issues of repeatability and replicability." Representativeness is also problematic. Zappavigna (2023) highlights the current impossibility of loading entire corpora into AI systems, and we lack access to the texts the tools have been trained on. Additionally, the methodology used is not transparent, which raises concerns about validity. At the same time, AI can serve as a valuable assistant when processing large quantities of textual data. Zappavigna (2023) lists a range of tasks that can be carried out using AI, such as "data cleaning and filtering, suggesting sampling strategies, and aiding feature extraction." Ad hoc scripts and regular expressions can also be generated effortlessly, significantly speeding up the analysis of data. This presentation will illustrate these points with practical examples from corpora compiled by the author, which consist of travel journalism texts and archaeology research articles.

Irena Cani
University "Ismail Qemali" of Vlore, Albania

The power of style: A comprehensive linguistic study of Carlo Bollino's journalistic techniques

This study investigates the rhetorical and stylistic features of Carlo Bollino's journalistic voice, offering a comprehensive linguistic analysis of thirty editorial articles published in Albanian media. Positioned at the intersection of stylistics, classical rhetoric, and critical discourse analysis (CDA), the article explores how Bollino's language not only informs but persuades,

polarizes, and constructs ideological narratives within Albania's politically charged media environment. Through a mixed-methods approach—combining qualitative textual analysis with basic quantitative metrics (e.g., frequency counts of rhetorical devices and evaluative terms)—the study reveals a writing style characterized by rich figurative language, strategic appeals to ethos, pathos, and logos, and a consistently critical tone. Metaphors, hyperbole, and irony are central to Bollino's stylistic repertoire, serving to dramatize political conflict and delegitimize opponents. His rhetorical strategies are reinforced by a hybrid register that blends formal legal terminology with emotive and often sarcastic diction. The analysis also identifies how Bollino constructs journalistic authority through self-referential ethos and selectively invokes institutional legitimacy to support his positions. Viewed through the lens of CDA, these stylistic choices are shown to encode ideological alignments—most notably a liberal-democratic framing that champions press freedom and judicial reform while opposing populism and authoritarianism. The study concludes that Bollino's style exemplifies how journalistic discourse functions as a vehicle for ideological influence in transitional democracies. By foregrounding the persuasive power of language, this research contributes to broader understandings of media rhetoric and the discursive construction of political reality.

Ilona Delekta
University of Silesia in Katowice, Poland

AI in teaching specialized translation classes

The presentation will focus on various ways of using AI in teaching specialized subjects. It will be based on my experience from classes with third- and fourth-year students of English Philology at the University of Silesia and my work as a translator. Thus, it will provide both the teacher's and translator's perspectives. First, I want to discuss some issues I was not aware of when I started my adventure with artificial intelligence last academic year. I have been using AI with all the translation groups I teach. While it has proved very useful in many ways, it has also revealed a number of unpredictable translation, technical, and legal issues. Finding and choosing the right tools poses a problem due to the incredibly dynamic nature of AI and the huge market competition in this area. This leads to an abundance of AI solutions that are constantly modified and improved, requiring translators, teachers, and students to learn, test, and choose the optimal options. In the meantime, new software is released. This multitude can be confusing as there are no fixed standards or specific solutions for using AI in teaching or learning. Assessing its usability is often done through the trial-and-error method at home or during classes when students have the opportunity to compare their translations or terminological searches. Second part of presentation will focus on the ways in which I use AI to prepare my classes, study materials, make tests, create and check assignments, and perform extensive terminological work.

Marek Derenowski
University of Applied Sciences in Konin, Poland
Adam Mickiewicz University, Poznań, Poland

Will you still need me? – The roles of teachers in the AI educational context

As AI slowly reshapes the educational reality the roles of teachers are also evolving. Nevertheless, it is not a vibrant revolution, it is rather a natural evolution of teacher roles. When AI was introduced into classrooms one could hear opinions concerning how negative impact it is going to have on teaching and how learners are going to use AI for creating written texts. There were concerns about the authenticity of learners' work, especially when preparing diploma projects. These concerns still remain, however, it is clear that AI, like other new introductions into education, will become one of many teacher aids used to make the educational process more varied and learner-focused. At the same time, like other new additions, AI is going to influence the roles teachers perform while teaching. It seems that one of the most significant shifts is an increased focus on critical thinking, creativity, empathy, resilience, and emotional intelligence. This 'human touch' seems to be an indispensable element of contemporary education. Furthermore, teachers will become more responsible for making sure learners utilize AI in an efficient and safe way. Keeping the above in mind, the

data for this presentation has been obtained from interviews with teachers who incorporate AI in their classroom to a lesser or larger degree. Their opinions will shed more light on the roles they decided to adopt when AI has been introduced into educational context.

Iwona Dronia
University of Silesia in Katowice, Poland

AI's (in)effectiveness in developing pragmatically-oriented teaching materials and activities: Students' narratives

Integrating artificial intelligence in language education has opened new avenues for enhancing students' pragmatic competence and developing their digital literacy skills. Traditional teaching methods often fail to provide sufficient pragmatic input and practice opportunities. However, AI technologies, particularly NLP and ML, seem to offer innovative solutions to these challenges (Bibauw & Desmet, 2019). As Weninger (2023) reminds us, language learning nowadays occurs due to young people's proactive and socially driven involvement in online communities they strongly identify with. Thus, by leveraging AI, educators can create dynamic, interactive learning environments that simulate real-life conversational contexts, providing learners with immediate, personalized feedback. Research also indicates that AI-driven conversational agents can significantly improve learners' pragmatic skills by exposing them to varied linguistic inputs and promoting active engagement in authentic communicative tasks (Sykes & Reinhardt, 2013; Ziegler, 2016). This research explores the intersection of pragmatic competence and educational effectiveness of advanced artificial intelligence (AI) models, specifically Chat GPT-3.5 and GPT-4.0, to enhance the ability of teachers to create pragmatically-based lessons. Moreover, it also emphasizes the role of prompting as the primary chat management tool in chatbot communication (Kecskes, 2024), which has significant implications for its use in language learning contexts. The study was conducted among teachers-to-be and post-graduate students of teaching specialization at the University of Silesia in Katowice. The respondents attended the "research project" module aimed at verifying the effectiveness of AI in designing lesson plans used to develop pragmatic competence (the speech acts of rejection) among B1-level students. Content analysis of students' narratives relating to their opinions concerning this experience has revealed highly mixed approaches toward AI as a teaching aid, ranging from very negative and hostile attitudes to quite positive ones.

Andrzej Fretschel-Hojarski
Jagiellonian University, Kraków, Poland

Literature and multiliteracies: Redesigning through short stories

The Multiliteracies Framework for the Teaching of Foreign Languages offers a novel approach to introducing textual discourse in the FL classroom, by reevaluating the act of reading as a socially-situated practice. Studying authentic texts, such as literary works written in the target language, has numerous benefits, not just a focus on key lexico-grammatical structures, but also exposure to the rich sociocultural aspects which often remain overlooked during a given pedagogical sequence. Moreover, by expanding the definition of literacy, the MFTFL promotes meaning construction on the basis of the four constituent acts - Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice - while emphasizing the necessity for learners to create transformed representations for their own purposes through the process of *Redesigning*. Due to the thematic specificity of both EAP and ESP courses, the selection and most effective utilization of authentic texts may pose a significant hurdle for educators. My presentation will address the four pillars of the MFTFL with regards to specialized textual discourse for advanced-level learners, in addition to highlighting best practice strategies, sample exercises, and an example lesson plan based on a classic short story (*Genesis and Catastrophe* by Roald Dahl).

Alicja Fyda
University of Applied Sciences in Nowy Sącz, Poland

Edyta Woźniak
University of Applied Sciences in Nowy Sącz, Poland

Arkadiusz Rojczyk
University of Silesia in Katowice, Poland

The comparative analysis of the quality of human and AI translations: The ranking of translated texts in three selected semantic fields

The development of AI has contributed to the usage of translation machines as they seem to be reliable and make the whole process of translation rapid and convenient (Wang 2023). Due to the fact that even professional translators rely on the AI-generated translation, the dispute arises whether it is still purposeful to train students to become professional translators (Okpor 2014), and whether machine translation can fully replace humans in the process (Lihua 2022). In the current study, we are investigating this issue by analysing the evaluations of the AI-generated translations by students trained to become professional translators. Their task was to rank the quality of translated texts according to the following criteria: accuracy, linguistic style, ideology, cultural context, connotations of the source language, and logical expression. We are employing the assumptions of the Turing Test (2000) to verify which translations, made by the AI or human, are of best quality relying on the judgements provided by the recruited raters. We discuss the results in terms of whether the machine translation can successfully replace the translation generated by humans.

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Okpor, M. D. (2014). Machine translation approaches: issues and challenges. International *Journal of Computer Science Issues (IJCSI)*, 11(5), 159.

Wang, L. (2023). The Impacts and Challenges of Artificial Intelligence Translation Tool on Translation Professionals. *SHS Web of Conferences*. 163. 02021 https://doi.org/10.1051/shsconf/202316302021.

Maria Georgiou and Sviatlana Karpava
University of Cyprus, Nicosia, Cyprus

Artificial intelligence in higher education: Challenges, needs and opportunities

Previous research on the integration of Artificial Intelligence (AI) into Higher Education (Crompton and Burke, 2023; McGrath et al., 2023) has concluded that both students and academic staff recognize the potential of AI in Higher Education, even though certain ethical issues and concerns should be properly addressed (Zawacki-Richter et al., 2019; Rasul et al., 2023). This study investigated perceptions of students and faculty regarding the use of AI in Higher Education. The research employed a mixed-methods approach combining closed-ended and open-ended questions in a survey for data collection. The sample consisted of 28 faculty members and 200 students of various courses from a private university in Cyprus. Key findings reveal that both students and faculty generally hold positive attitudes towards AI integration in Higher Education. Students primarily use AI chatbots for academic research, and as writing assistants. Faculty members recognize AI's potential in providing personalized learning opportunities, as well as its capacity to generate educational materials and content. However, the participants also expressed several concerns. Initially, students expressed worries about the potential negative impact on their critical thinking skills and the possibility of their data privacy and security being compromised. In addition, faculty members emphasized the need for training and support on the proper use of AI technologies in Higher Education. Both students and faculty stressed the importance of regulating the use of AI to ensure ethical

practices. Overall, these results highlight the importance of developing AI integration strategies regarding proper training, as well as establishing clear ethical guidelines.

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Marcin Gliński
University of Silesia in Katowice, Poland

The motivational aspects of cloze passages in the context of pre-service interpreter training

The IBM Storyboard software is a 1980s CALL tool celebrating its revival in pre-service interpreter training programmes thanks to the current AI cloze passage generators. A typical storyboard task is divided into five stages. The first stage is devoted to the presentation and analysis of full text. Then certain words are deleted from the passage at regular intervals and with increasing frequency. The fifth stage is a complete reconstruction of the text based on the number of gaps because there are no words remaining. The ratio of deletion is established by interpreter trainers/teachers. The presentation discusses the motivational aspects concerning the use of cloze passages in the lab and classroom context. The project was divided into two parts: 1) the pilot study was introduced to reduce the uncertainty of observation sheets and instructions accompanying the task. There were 6 students of translation studies who participated in it. 2) there were two types of data-elicitation tools applied in the main study. The study was conducted among 71 students of translation studies. Classroom observation was the first tool introduced in order to focus on students' active participation in performing the task. Participant observation was the type of observation selected by the author of the research to gather the data. A questionnaire was the second data-elicitation tool. It was distributed to the students after the classes in order to identify their attitudes towards the task at its different stages.

Zhuzhuna Gumbaridze
Batumi Shota Rustaveli State University, Georgia

Semantic transparency and interpretation challenges of English analytical terms for EFL learners: A multidimensional approach

This study explores one of the key challenges in English language acquisition, focusing on the interpretation of analytical terms by EFL learners. Specifically, it examines (1) the extent to which English analytical terms maintain semantic transparency for non-native speakers and (2) the types of semantic errors that lead to misinterpretations. The research employs a qualitative, descriptive analysis of a selected set of analytical terms to investigate their semantic characteristics and the cognitive strategies employed by EFL learners in their interpretation. The study hypothesizes that terms with predictable meanings exhibit high semantic transparency, as their interpretations can be directly inferred from their constituent elements. Such terms establish clear morphological and semantic relationships, minimizing interpretative complexity. However, challenges arise with terms influenced by synonymy, polysemy, and homonymy, which introduce ambiguity and necessitate contextual or lexicographic knowledge for accurate comprehension. For instance, the term Green Waste illustrates domain-specific polysemy. The adjective green possesses multiple meanings,

potentially referring to unripe or untreated plant matter, biodegradable organic waste, or environmentally sustainable waste management practices. The interpretative challenges associated with such terms stem from their semantic opacity, requiring extensive contextual and cultural insights. These terms exemplify complex morphological and cognitive phenomena, highlighting the intricate interplay between linguistic structure and conceptual understanding. The study concludes that a systematic, multidimensional approach—integrating linguistic, cognitive, and contextual dimensions—is essential for accurately analyzing term-concept relationships. The findings contribute to the broader discussion on semantic transparency in English for academic and professional communication.

Antony Hoyte-West

Independent scholar, United Kingdom

Hyperpolyglot perspectives on generative AI and language learning

The mainstreaming of generative artificial intelligence technologies has undoubtedly had a transformational impact on countless areas of human activity, including the teaching and learning of languages. Building on the extant literature relating to general aspects of AI in language teaching and learning, this contribution focuses on examining the usage and uptake of these technologies for language learning purposes by a small group of advanced multilinguals, sometimes known as hyperpolyglots. Though definitions may vary, for the purposes of this study, a hyperpolyglot is considered as an individual proficient in six or more languages in addition to the L1, here taken to mean demonstrating skills at the CEFR B2 level and beyond. Based on short interviews with a small sample population who are all active as professional linguists (for example, as language teachers, translators, or interpreters), this study aims to find out if and how relevant AI technologies are incorporated into their personal language learning activities and strategies, their thoughts and opinions on the technologies, as well as other salient points relating to the advantages and disadvantages that AI can bring to the field. As such, in profiling a small sample of highly successful language learners with rare capabilities, it is intended to offer some alternative perspectives on the use of AI in the teaching and learning of languages nowadays.

Mariusz Kamiński
University of Applied Sciences in Nysa, Poland

ChatGPT vs. OALD: Which tool better supports learners in a receptive task?

This paper reports on a study comparing the usefulness of ChatGPT and the *Oxford Advanced Learner's Dictionary* (OALD) in a receptive task. 76 university students of English Philology participated in the research. Their level of English proficiency ranged from B2 to C1 on the CEFR scale. They were provided with a set of sentences containing rare words: *hobnob*, *hillbilly*, *inscrutable*, *lopsided*, *obfuscate*, and *debauchery*. Participants were asked to read the sentences and translate the words into their native language, using either ChatGPT or the OALD as an aid, depending on the assigned group. Following the task, their knowledge of the words was verified in an immediate post-test. The experiment was conducted online, with students using the tool (ChatGPT or OALD) on desktop computers, while entering their translations into a purpose-built website via smartphones. A mixed-effects logistic regression model was constructed to estimate the effect of the tool on the learner's success. The results show that the probability of providing a correct translation increased when ChatGPT was used; however, the effect did not meet the significance threshold but approached it (p = 0.056, β=0.84, SE=0.44). There was no significant effect of the tool on recall success in the post-test. The effect of the tool on consultation time was not significant either (β = -0.03, 95% CI = -0.19, 0.13), though the predicted consultation times for ChatGPT users were slightly shorter as compared with those of OALD users (46.0 vs. 47.6 sec.).

Ireneusz Kida
University of Silesia in Katowice, Poland

Learning Thai through AI-generated stories: A tailored approach with ChatGPT

The paper explores an innovative method of learning Thai by leveraging stories and dialogues generated by ChatGPT. Learners can request ChatGPT to create personalized stories based on everyday scenarios, such as running around a lake, extending a visa at an immigration office, or buying a ticket for public transport. These stories are tailored to the learner's proficiency level and broken into manageable segments (chunks) for effective practice. ChatGPT also provides detailed explanations of individual vocabulary items, phonetic transcriptions in IPA, with a focus on tones, vowel length, and consonant qualities. Additionally, the tool offers comprehension exercises, such as questions and tasks, to reinforce the material. To demonstrate the feasibility and effectiveness of this approach, the paper presents a detailed example, showcasing how a learner can engage with ChatGPT to practice Thai through interactive storytelling. The sample illustrates the method's adaptability, combining tailored input, phonetic precision, and contextual exercises to enhance the learning experience.

Werona Król-Gierat and Sabina A. Nowak
University of the National Education Commission, Kraków, Poland

Regina Kaplan-Rakowski
University of North Texas, USA

Writing with AI: Enhancing empathy in EFL students through AI-assisted intervention

This study investigates the potential of AI-assisted tools in fostering empathetic language skill(s) (development) among EFL freshmen at the Institute of English Studies at a Polish University. As empathetic communication becomes increasingly valuable in intercultural contexts, this project aims to bridge language learning with emotional intelligence by integrating AI tools into the EFL curriculum. Drawing on Nicole Chung's memoir, *All You Can Ever Know*, as a foundation for ethnocultural empathy, students were engaged in writing exercises guided by AI tools, such as ChatGPT or Gemini. Through structured prompts, these tools assisted students in refining word choice, tone, and phrasing to achieve empathy-focused communication. The study employs a pre-intervention (the Scale of Ethnocultural Empathy, SEE), AI-assisted writing intervention, and a post-intervention (an online survey) to assess the impact of the intervention on students' empathetic skills. Findings reveal the specific ways in which AI supports, limits, and influences students' ability to craft empathetic language, highlighting the role of AI in facilitating emotional resonance for non-native speakers. By examining students' reflections and response patterns, this research explores the effectiveness of AI in the pragmatic aspects of language learning, emphasizing its potential to enhance intercultural sensitivity, interpersonal skills and well-being. The study contributes to the discussions on the ethical and practical implications of AI in foreign language education, especially in promoting empathy and inclusivity in EFL classrooms. Findings are expected to have broad applications for AI-enhanced language curricula, with implications for both teacher and learner roles in the evolving landscape of language education.

Renata Kunova
Constantine the Philosopher University in Nitra, Slovakia

Focus on English word stress placement in speech of Slovak teacher trainees

Word stress is a crucial aspect of English pronunciation, yet it remains a persistent challenge for Slovak learners due to phonological differences between the two languages. This study investigates the proficiency of Slovak teacher trainees in word stress placement, examining the influence of syllable count and linguistic interference. The results indicate a high frequency of errors, particularly in polysyllabic words, and a tendency to shift stress to the initial syllable, reflecting interference from Slovak. Additionally, participants performed better when reading

words in isolation than in sentences. These findings highlight the need for targeted pronunciation training in teacher education programs and contribute to the broader discussion on second-language phonological acquisition.

Ewa Kusz and Judyta Pawliszko
University of Rzeszów, Poland

AI-assisted phonetic self-imitation technique in SLA and its impact on L2 pronunciation through voice cloning

Using a well-matched and personalized voice (a so-called golden speaker) in SLA has been found to facilitate L2 pronunciation improvement (e.g. Babel, 2012). Although phonetic self-imitation was first proposed 35 years ago (Nagano and Ozawa, 1990), and numerous studies have proven its effectiveness in SLA, it still requires continuous enhancement through new technological advancements in neural networks and artificial intelligence (Bissiri and Pfitzinger, 2009; Hardison 2004; Kusz, 2022; Peabody and Seneff, 2006). This study examines the effectiveness of selected AI voice cloning tools (Revoicer and Speechify) in phonetic self-imitation practice, aiming to investigate their impact on L2 fluency and comprehensibility. In an 8-week pronunciation training period, 22 Polish learners of English performed self-imitation tasks three times per week (45 minutes per week), involving AI-generated and acoustically modified versions of their own utterances. Progress was assessed through pre-, post-, and delayed post-tests, rated on a 7-point Likert scale by native English speakers and well-experienced teachers of English. Results indicate a significant improvement in L2 fluency and comprehensibility among participants using AI-assisted phonetic self-imitation. The findings indicate that phonetic self-imitation supported by AI tools is a valuable method for both SLA teachers and self-study L2 learners. The findings highlight the potential of this method, which, compared to traditional approaches, offers greater accessibility, allowing L2 learners to work autonomously without the help of teacher. The method presented is a learner-centre approach that may foster greater autonomy and self-regulation in L2 pronunciation training.

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Jolanta Latkowska
University of Silesia in Katowice, Poland

Does smart technology make us smarter? On the benefits and risks of digitising cognition

The paper discusses the impact of smart technology on cognitive functions, including long-term memory storage, working memory, attentional processes, creativity, and language learning and usage. Given that the use of technology to support cognitive operations in communication and educational contexts has a long-standing history, there exists a wide range of research data that provides insights into how specific practices, such as offloading, affect information processing and retention, and how these practices interact with individual user characteristics. The paper reviews various technologies, including electronic memory devices such as smartphones and computers, the Global Positioning System (GPS), the Internet, and AI-driven large language models like ChatGPT. Emerging evidence suggests that while these smart

technologies significantly enhance efficiency, they may also negatively impact certain aspects of cognitive functioning, leading to cognitive reframing. This highlights the need for a careful evaluation of both the benefits and potential risks associated with integrating digital technologies into daily life and educational activities. The paper concludes with recommendations for L2 learning and use.

Shawn Loewen
Michigan State University, USA

'I don't see myself as a teacher': The role of conversation partners in second language video chat sessions

Video chat technology provides opportunities for foreign language learners to interact with target language speakers in contexts where such individuals are typically not physically present (Kessler et al., 2021). Extra-curricular video chat sessions are available via commercial platforms and are sometimes required alongside regular language instruction for learners to practice conversational skills without any explicit language instruction. Research on video chat has found that learners can improve their interaction skills (Tecedor, 2025), gain motivation or confidence (Hetrovitcz, 2022), and notice target language forms (Kessler et al, 2020). While numerous studies have instigated learners, few studies have investigated the conversation partners that comprise the other half of the video exchange and are a vital influence on learners' conversational experiences. Consequently, the current study investigates video chat conversation partners and their perceptions of (a) the training they receive, and (b) the conversations they engage in. Eighteen conversation partners (8 Spanish, 6 French, 2 Chinese, 1 Portuguese, and 1 German) from the video chat platform TalkAbroad were recruited to participate in semi-structured interviews. The interviews were recorded, transcribed and coded using thematic analysis. Results showed that the conversation partners were positive about their initial, general training, as well as on-going, individualized training. Regarding interactions with students, conversation partners discussed: 1) their own positionality (e.g., not being a teacher, 2) language use (e.g., using only the target language), and 3) affective issues (e.g., making students feel comfortable). Implications for improving the effectiveness of video chat for both students and conversation partners will be discussed.

Barbara Loranc
University of Bielsko-Biala, Poland

An AI-de or an AI-lment? Exploring student perceptions of the role of generative Artificial Intelligence in higher education

The widespread availability of Generative Artificial Intelligence tools, such as ChatGPT, represents a quantum leap in the range of technology-driven tools that all participants in the learning process can now make use of. While there has been much discussion regarding the potential (mis)use of this technology in the educational setting, there have been very few studies that explore university students' perspectives on AI literacy and how both studying and teaching should evolve in response to this technology. This study examines student perceptions of the use of generative artificial intelligence in higher education, specifically its role in assisting both studying and instruction. By analysing survey data collected from 150 participants, this mixed-methods study provides insights into the perceptions of generative AI technologies amongst university students enrolled at a middle-sized public university in Poland. The findings suggest that the majority of participants believe that AI cannot currently replicate both the expertise and emotional competence possessed by human teachers. The survey data also indicates the need for developing AI literacy among both teachers and students, as well as addressing ethical issues.

Lavdosh Malaj
University "Ismail Qemali" of Vlore, Albania

Enhancing communicative language learning through digital tools and generative AI

This paper investigates innovative strategies to engage students by leveraging technology, with a particular emphasis on the transformative capabilities of Artificial Intelligence. By exploring various technological tools and their integration into language classrooms, we aim to illustrate how educators can empower and inspire learners, preparing them for a future where AI will be present in both professional and academic settings. From interactive language learning applications to generative AI, we examine a wide range of digital resources that are revolutionizing traditional language learning approaches. We particularly highlight the effectiveness of AI-driven platforms and chatbots in delivering personalized and adaptive learning experiences, fostering a learner-centric environment that resonates with today's tech-savvy generations. Ultimately, this paper seeks to provide language teachers with practical insights and strategies to motivate learners by using the potential of technology and AI in English language education.

Herland Franley Manalu
University of Innsbruck, Austria

English language teaching in Indonesian high schools: Evidence-based suggestions for improvement

Teaching English as a Foreign Language (TEFL) in Indonesia is essential to prepare students for global communication. However, significant challenges remain in aligning classroom practices with the communicative goals outlined in the curriculum (Zein et al., 2020). Several studies have highlighted the need to improve teachers' language competences to achieve this goal (Listyani, 2022; Renandya, 2018). This study forms part of my PhD project and investigates the current state of TEFL education in Indonesia by focusing on actual classroom practices and teacher competencies. It aims to explore effective strategies for enhancing teachers' competences and improving English language teaching. The presentation outlines the following research question: What is the status quo of TEFL education in Indonesia? A mixed-methods approach was employed, combining qualitative and quantitative data for thorough analysis. Data collection included semi-structured interviews with English teachers (n=36) from various Indonesian high schools to offer insights into their experiences and instructional methods. The interviews were analysed according to Braun and Clarke's (2012) thematic analysis, a methodological process used to identify, organise, and interpret patterns of meaning or themes in qualitative data, using MAXQDA software to detect recurring themes regarding instructional methods, challenges, and teacher experiences. Additionally, classroom observations with English teachers were conducted and evaluated using Kersten et al.'s (2018) Teacher Input Observation Scheme (TIOS). Observational data were analysed in Excel to compute descriptive statistics, summarising teaching practices across the sample and aligning them with the interview findings. The presentation gives insights into the findings and draws implications for enhancing teacher competences in Indonesia's TEFL context.

Łukasz Matusz
University of Silesia in Katowice, Poland

The darker side of modern technologies: A study of attitudes towards cyberbullying among students of English at the University of Silesia

This paper presents the findings of a survey conducted between May 2024 and January 2025 among 167 students of English at the University of Silesia in Katowice. The primary aim of the survey was to examine the prevalence and forms of cyberbullying experienced or observed by the respondents. Participants were asked whether they had been personally subjected to cyberbullying or had witnessed it directed at others. Additionally, they were invited to provide examples of language used in cyberbullying incidents and to share additional observations on the issue of electronic aggression. The survey results largely align with previous studies on the

nature and prevalence of cyberbullying (e.g., Lange 2021; Hinduja & Patchin 2023). Among the respondents, 34% reported having been victims of cyberbullying, while 72% stated they had witnessed such behaviour targeting others, typically friends or classmates. The analysis revealed that insults used in cyberbullying commonly drew from strongly dysphemistic lexical fields, including those related to sexuality, mental health, animals, and death (Allan & Burridge 2006). The findings further indicate that most students are aware of the negative consequences of cyberbullying. At the same time, their responses highlight emerging trends in electronic aggression, such as the increasing prevalence of abuse in online gaming communities and the role of artificial intelligence in generating harmful content.

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Judyta Mężyk
University of Silesia in Katowice, Poland

Dual subtitling and more: Exploring the scope of the language reactor tool for language learning

Subtitling has long been linked to enhanced language proficiency, with citizens of traditionally subtitling countries, such as Sweden and the Netherlands, demonstrating greater fluency in English compared to those in traditionally dubbing countries like France and Italy (Rupérez Micola et al. 2019). In this context, the use of dual bilingual subtitles (simultaneous display of source language captions and target language subtitles) in second language acquisition has gained popularity, leveraging multimedia technology to improve various language skills. By combining audiovisual materials with bilingual subtitles, learners are exposed to the target language in a contextualized setting, fostering both listening and reading skills. Furthermore, the use of bilingual subtitles increases learner engagement and improves retention of linguistic structures compared to traditional methods (Talaván 2010). With video-on-demand platforms like Netflix streaming thousands of hours of subtitled content, this approach has become more accessible than ever. This presentation will explore the applications of a Google Chrome extension tailored for Netflix: the Language Reactor (LR) tool (formerly known as "Learning Languages with Netflix"), focusing on its dual bilingual subtitling capabilities as well as its new AI-aided features, all of which will be discussed in terms of their potential applications in both classroom settings and self-directed learning. Additionally, findings from a survey conducted among LR users will highlight innovative ways in which the tool is utilized. The presentation will conclude with practical recommendations for educators seeking to integrate this tool into their teaching strategies.

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Talaván, N. (2010). Subtitling as a Task and Subtitles as Support: Pedagogical Applications. In J. Díaz Cintas, A. Matamala, and J. Neves (eds.) *New Insights into Audiovisual Translation and Media Accessibility*. Amsterdam: Rodopi. 285-299.

Anna Mystkowska-Wiertelak and Agata Słowik-Krogulec
University of Wrocław, Poland

Flow as a mediator of the wellbeing of teachers of multiple languages and multilingual teachers

Teacher well-being translates into an improved classroom environment, more efficient learning, and higher levels of student achievement (Mason, 2017), all of which positively affect teachers and learners (Mercer et al., 2018). Yet, language teaching is an inherently stressful activity. Teachers are not only exposed to the adversities of the immediate classroom context, institutional demands, or harsh labour market conditions, but unlike other teaching professions, they also need to cope with language anxiety (Piechurska-Kuciel, 2011). Among factors contributing to teacher well-being, flow, which is the state of optimal experience (Csikszentmihaly, 1990), still needs to be better understood. This study concerns perceptions of the flow and well-being of multilingual teachers and teachers of multiple languages (Ln) and was based on semi-structured interviews with 10 teachers speaking different mother tongues (L1), teaching and learning experiences, and contexts. The analysis of the data revealed a wealth of interrelated themes concerning conditions facilitative for teacher flow, ways of achieving it, its relationship to well-being, the impact of migration, and the need to adapt to context demands. Subtle differences were revealed between teaching one's L1 or Ln, the experience of flow as well as the level, the age of the students, and the language taught.

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Mason, S. (2017). Foreign language teacher attrition and retention research: A meta-analysis. *NECTFL Review, 80*, 47-68.
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Magdalena Niedbał
Zespół Szkół i Placówek Oświatowych w Skale, Poland

The significance of AI in bridging the gap between textbooks and learners: Supporting dyslexic students in decoding grammar

Contemporary challenges in teaching English grammar to dyslexic students demand creative approaches suited to their individual requirements. Textbooks used in Second Language Acquisition frequently contain complex and academic language, which presents substantial difficulties not only for general learners but particularly for those with dyslexia. The question is how Artificial Intelligence, namely tools like Chat GPT, may help to decode complicated grammatical definitions by making them more accessible, personalised, and learner-friendly. Based on my experience in primary and secondary school teaching, I would like to present pilot studies illustrating how AI-driven methods can "bridge the gap" between intricate textbook content and clear, dyslexia-friendly explanations. Feedback from students highlights that AI-generated simplifications are easier to process visually and facilitate the understanding and retention of grammatical concepts. It is also worth mentioning that teachers' skillful use of AI tools saves their time and provides an opportunity to approach the aspect from a perspective that they might not have noticed on their own. However, the use of AI also raises critical questions regarding accuracy, teachers' oversight and the risk of oversimplification. Therefore teachers must act as mediators, validating AI-generated content to ensure it aligns with pedagogical aims and effectively supports students' individual needs. These findings point out the transformative role of artificial intelligence in inclusive education. As AI continues to evolve, its application in SLA presents a promising avenue for creating accessible and adaptive learning environments.

Joanna Nijakowska
University of Warsaw, Poland

Universal design for learning in English medium instruction architecture program: Exploring current practices and student needs

English Medium Instruction (EMI) is a growing global phenomenon facilitating the internationalization of higher education (HE) by offering English-taught programs in multilingual and multicultural settings. Meeting diverse student needs in EMI settings requires attention to accessibility and inclusion, which can be addressed through Universal Design for Learning (UDL). This study, part of a larger research project on inclusive EMI instruction at the Faculty of Architecture (FoA) at the Warsaw University of Technology (WUT) in Poland, investigates EMI students' beliefs and needs regarding accessibility and UDL practices in their courses. Questionnaire data, collected from 62 students representing fifteen countries, explored the frequency and perceived importance of UDL practices. Findings reveal that, in the students' view, EMI instruction at the FoA is not universally designed. This gap exists across all types of UDL practices linked to three UDL principles: engagement, representation, and action and expression. Students expressed a strong need for all UDL practice types, significantly exceeding current offerings. This difference is statistically and practically significant, both overall and for each individual UDL principle. These findings underscore the need to adapt EMI instructional practices in architecture to better meet student needs.

Katarzyna Papaja
University of Silesia in Katowice, Poland

EFL future teachers' positive and negative feelings about using Artificial Intelligence (AI) in a language classroom: A preliminary study

The incorporation of Artificial Intelligence (AI) in language education presents both opportunities and challenges (Grassini, 2023; Huang et al., 2023), particularly for future English as a Foreign Language (EFL) teachers. This study investigates the positive and negative feelings of prospective EFL educators regarding the use of AI tools within the classroom context. Using a qualitative approach, data were gathered through focus group discussions with future EFL teachers (n=50). The results indicate a strong enthusiasm for the potential of AI to enhance personalized learning, facilitate differentiated instruction, and provide immediate feedback, thereby enriching the teaching and learning experience. Conversely, participants expressed apprehensions related to depersonalization of the educational process, ethical implications of AI technology, and the fear of diminished teaching roles. By offering insights into these contrasting feelings, this research aims to emphasize the need for a balanced approach that embraces technological advancements while addressing the current challenges. Furthermore, it is a valuable starting point for longitudinal studies based on structured questionnaires with learners and in-depth interviews with EFL teachers.

Grassini, S. (2023). Shaping the future of education: exploring the potential and consequences of AI and ChatGPT in educational settings. *Education Sciences*, 13(7), 692.

Huang, X., Zou, D., Cheng, G., Chen, X., & Xie, H. (2023). Trends, research issues and applications of artificial intelligence in language education. E*ducational Technology & Society*, 26(1), 112–131.

Mirosław Pawlak
Adam Mickiewicz University, Poznań, Poland

Using CALL to enhance self-regulated L2 learning: The case of grammar learning strategies

Research into language learning strategies has never lost its popularity since the construct emerged from good language learner studies (e.g., Rubin, 1975) and this field has managed to reinvent itself by, among others, incorporating the construct of self-regulation (Rose, 2012). That said, there are areas that have been neglected by researchers, one of which are grammar

learning strategies (GLS), employed to better understand and use grammar features in different contexts (Pawlak, 2018, 2020). Not only is such research scant but also limited in scope, with most studies seeking to describe patterns of GLS use. What is even more disconcerting, there have been almost no attempts to gauge the effectiveness of strategy based instruction (SBI) targeting GLS. Things look even worse in the domain of CALL, where investigations of GLS are almost non-existent (e.g., Hwu, 2007). The paper reports a study that sought to address these gaps by exploring the effects of CALL-based SBI targeting GLS among 23 English majors. The treatment comprised 8 30-minute sessions and relied on digital resources including artificial intelligence. A one-group pretest-posttest design was adopted. GLS use was tapped by means of the Grammar Learning Strategy Inventory (Pawlak, 2018) and grammar attainment was gauged through measures of explicit and implicit knowledge of the English passive. The analysis showed that the SBI led to more frequent use of some categories of GLS (metacognitive, focus on form, corrective feedback) and contributed to significant gains in the mastery of the targeted feature, especially for receptive (automatized) knowledge. Pedagogical implications and directions for future research are discussed.

Arkadiusz Pietluch and Magdalena Trinder
University of Rzeszów, Poland

A threat or an opportunity? A mixed-methods investigation into the impact of AI integration on pre-service language teachers' efficacy

Although Artificial Intelligence (AI) is increasingly integrated into various aspects of teaching, its role in shaping the professional competencies and beliefs of pre-service teachers remains largely unexamined. Thus, the present study investigated whether AI integration in teacher training enhances teacher efficacy beliefs among 20 pre-service language teachers pursuing an MA degree at a Polish university. Initial assessments showed somewhat low teacher efficacy (M=102.4; SD=16.67) among the sample, with many participants reporting uncertainty about their willingness to pursue a teaching career in the future. Following initial interviews, participants received AI-focused training covering the ethical use of AI, content development, differentiated feedback, and instructional strategies. In the next phase, each participant conducted six AI-assisted mock lessons. These sessions were video-recorded to allow participants to assess their teacher efficacy afterward using specifically designed graphs. The data were then used to compute means and standard deviations. Additionally, post-microteaching semi-structured interviews were conducted and analyzed using inductive thematic analysis (Braun & Clarke, 2007). Findings revealed gradual improvements in participants' efficacy, particularly in instructional competence, feedback delivery, and content design. However, participants also identified potential challenges stemming from excessive reliance on AI, particularly in aspects such as classroom management and professional development. Overall, the results suggest that AI integration in teacher training may help equip future educators with the skills and knowledge essential for success in their professional roles.

Blanka Pojslova
Masaryk University, Brno, Czechia

AI-enhanced writing activities: A scaffolded approach

The presentation aims to share the findings of an action-research study that examines the potential of a series of AI-supported writing activities. These activities were designed to introduce ESP students to the fundamentals of academic and professional writing. First implemented in the autumn semester of 2024 in the bachelor's degree ESP course, these scaffolded activities aimed not only to develop students' academic and professional writing skills but also to familiarise them with various aspects of artificial intelligence, including its challenges and benefits for writing development. Recognising the value of student feedback, a questionnaire was administered to gather ESP students' opinions on using AI to develop their writing. This allowed students to reflect on their experience and share their perceptions of the process. Analysing written production of 20 students in response to AI-enhanced writing activities provides insight into how the students interact with AI-generated content and

integrate it into their own writing. It also highlights their engagement with teacher instructions and their ability to critically evaluate AI output. These findings will be complemented by the questionnaire results. Although these activities are still evolving, they may offer a starting point for addressing the challenges of teaching writing in the age of artificial intelligence. Additionally, they may also offer inspiration and a foundation for refining and developing more effective AI-supported writing activities.

Andrzej Porzuczek and Arkadiusz Rojczyk
University of Silesia in Katowice, Poland

Phonological awareness and autonomy in EFL pronunciation learning: Insights from Polish English studies majors

Language awareness and metacompetence are considered important factors in foreign language learning, particularly for English studies majors, usually prospective EFL teachers or translators. While widely recognized by academic tutors, the development of metacompetence may not always be prioritized by learners if they perceive the process as tedious or irrelevant to their practical educational goals. This study investigates advanced Polish learners' perspectives on the didactic potential of modern and traditional autonomous metacompetence-related learning aids, such as phonemic transcription and artificial intelligence. Our previous research suggested a correlation between self-reported proficiency in active phonemic transcription and the accuracy of foreign language vowel recognition. In order to gather more objective evidence, this follow-up study incorporates phonemic transcription writing tasks alongside a questionnaire collecting students' opinions on the role of transcription, AI and other didactic resources as practical tools for phonetic development. The results indicate that a stronger motivation to adopt autonomous metacompetence-based strategies in EFL pronunciation learning, along with greater proficiency in transcription, correlates with improved practical vowel identification skills.

Sara Profeta
University of Zagreb, Croatia

Teaching Swedish pronunciation: Croatian-speaking teachers’ perspectives on MALL and traditional methods

The use of Mobile-Assisted Language Learning (MALL) and artificial intelligence is creating new opportunities to improve language skills, especially pronunciation, which can be a challenge when learning a foreign language. This study examines how Croatian-speaking teachers of Swedish teach pronunciation to Croatian learners. It focuses on their methods for teaching and correcting pronunciation, as well as their opinions on how important pronunciation is for clear communication with native speakers. A key aspect of this research is the role of MALL in learning pronunciation – not just for students, but also for teachers, since they are non-native speakers of Swedish. So far, MALL has mostly focused on helping learners with vocabulary and grammar. On the other hand, a systematic review by Hui, Liu, and Chi (2023) found that pronunciation has not been given much attention. This study analyzes teachers’ perspectives on how technology can support both learners and educators, how they perceive the balance between digital tools and traditional teaching, and whether pronunciation should be taught explicitly or implicitly. The results of this study will give a better understanding of current teaching methods and how artificial intelligence could help with pronunciation learning. This may lead to improvements in language teaching and more effective ways to teach Swedish pronunciation in Croatian classrooms.

Bojan Prosenjak
University of Zagreb, Croatia

AI in lesson planning: A reflective practice study with pre-service EFL teachers

This study investigates the role of AI tools in lesson planning for pre-service EFL teachers at Zagreb University, with a focus on their applications, pedagogical value, and potential

challenges within the context of language teaching. The group of 20 pre-service EFL teachers will use three different AI tools to design lesson plans on the same topic, within communicative language teaching framework, reflecting on the effectiveness and quality of these plans through a reflective practice framework. Data will be gathered in March 2025 through a post-task survey assessing teacher perceptions, a lesson plan evaluation rubric, and a focus group discussion. The rubric will measure key aspects of the AI-generated plans, including learning outcomes, lesson structure, engagement, skill integration, and teacher guidance. The survey and focus group will examine the pre-service teachers' views on the role of AI tools in enhancing lesson design, their pedagogical soundness, and the challenges they present in language teaching. The findings will explore AI's potential to support or supplement traditional lesson planning methods in language education and will discuss the implications for teacher training programs. This research will contribute to understanding the practical applications, benefits, and potential threats of AI tools in foreign language teaching, providing insights into AI's transformative impact on teacher education and its future developments in the field of SLA and FLL/T.

Katarzyna Rokoszewska
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Phase transitions in the development of syntactic complexity in L2 English writing at secondary school

In complex dynamic systems theory (CDST) phase transitions or bifurcations are observed when a dynamic system enters a period of fluctuations which leads to a new stable pattern in this system (Larsen-Freeman & Cameron, 2008). So far phase transitions in language development have been examined in several case studies at the tertiary level by means of min-max graphs, Monte Carlo simulations, and change point analyses. Nevertheless, according to Hepford (2020), they still remain elusive in L2 writing research because their detection requires clear criteria and sufficiently dense data. The aim of the present study was to examine phase transitions in individual learners' development of subordination, coordination, and nominalisation in L2 English writing at secondary school. The study was based on the analysis of the Written English Developmental Corpus of Polish Learners (WEDCPL), which consists of 1923 texts produced by 100 learners during 21 repeated measurements conducted over the period of three years at secondary school. The results showed that the individual learners differed from the whole group in terms of progress in syntactic complexity, represented various learning profiles, and underwent mostly positive phase transitions. Moreover, the chi-square test indicated that progress was more likely to take place if learners underwent positive phase transitions.

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Raising L3 learners' pragmatic awareness through multilingual instruction

Most studies in L2 requests comprehension have focused on the identification of specific forms and recognition of the intended pragmatic effect, but very few acknowledge the understanding of those politeness variables (i.e. P, D, R) that influence requestive behaviour (Savić & Myrset, 2022). Hence, we may say that there has been a focus on the forms and functions of request strategies but not so much on the contextual variables underlying their use. In addition to that, some critical views (McConachy, 2018; Kecskes, 2022) call for the need to reconsider the native vs EFL speaker perspective in examining multilingual speakers' pragmatic awareness. In fact, as recently argued by some authors (Safont, 2022; Taguchi, 2022), multilingual learners

combine the pragmatics of several languages and cultures to create a blended and dynamic system, and we need to find ways of examining the multilingual influence of pragmatic behaviours. In an attempt to meet the above quoted gap, the present study adopts a sociopragmatic and multilingual focus in analysing the extent to which bilingual and multilingual learners of English are aware of the sociopragmatic variables (i.e. power, social distance, rank of imposition) underlying appropriate requestive behaviour in all their languages. Participants include 50 adolescent learners of English as L3 from a multilingual sociolinguistic setting in which Catalan, Spanish and English coexist. They took part in a discourse evaluation task in which they assessed the appropriateness of specific request forms by focusing on contextual variables and perlocutionary effects. Data from this judgement test were codified and analysed bearing in mind the effect of the learners' multilingual background on their degree of pragmatic awareness in Catalan, Spanish and English. Results show that multilingualism may be a good predictor of pragmatic awareness in line with previous research (Portolés, 2015). They also indicate a generalised lack of knowledge regarding the sociopragmatic variables that underlie requests, and the extent to which an explicit multilingual focus on pragmatic instruction may benefit multilingual English learners. Interestingly, findings point to existing correlations between Catalan and English despite the politeness orientation of the languages involved. However, further research adopting a multilingual perspective is needed to truly recognise multilingual learners' pragmatic development.

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Savić, Milica and Myrset, Anders (2022). "But in England they`re certainly very polite, so you mustn't forget that: Young EFL. Learners making sense of pragmatic practices": In McConachy, Troy and Liddicoat, Anthony (eds.). *Teaching and learning second language pragmatics for intercultural understanding*, Routledge.

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Paweł Scheffler
Adam Mickiewicz University, Poznań, Poland

ChatGPT as a recast provider for learners of English as a foreign language: A comparison of written and spoken feedback

This study examines the effectiveness of ChatGPT in providing recasts to intermediate learners of English in both written and spoken interactions. Ten learners engaged in two separate conversations with ChatGPT—one in writing and one using voice mode—on different but related topics. The study aimed to compare the frequency, nature, and uptake of recasts across both modes. Conversations were analyzed to determine how often ChatGPT provided recasts, what language forms they targeted, whether they were implicit or explicit, and how learners responded. Additionally, post-task reflections were collected to assess learners' awareness of recasts and their perceptions of effectiveness. The findings shed light on whether written or spoken interaction with ChatGPT leads to greater accuracy in learner output and whether learners prefer one mode over the other. By exploring differences in ChatGPT's corrective feedback across modalities, this study contributes to research on AI-assisted language learning. The results have implications for integrating AI tools into language education, particularly for fostering interactional feedback in both written and spoken practice.

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Artificial intelligence in English language learning: A case study of master`s students at the University "Ismail Qemali", Vlore

English is the most widely spoken language in the world and it is a contact medium for international communication. Consequently, more and more young people in Albania are becoming strongly motivated to learn English because they are aware that this language will allow them to get in touch with the rest of the world. The rapid development of information technology as well as the extension of the use of the Internet computer in almost all areas of activity of society arose the need for the acquisition of English as a common means of understanding. Thus, the emergence of Artificial intelligence in recent years is being adopted to support English language learning in order to overcome challenges and enhance learning. This study aims to shed light on the way AI is being used in ELL by the Master`s students of the Foreign Language Department, obstacles encountered as well as its benefits. To address this issue, a survey was conducted among the students containing both quantitative and qualitative questions. The respondents provided insightful data about their attitudes, experiences, or challenges.

Josh Skjold
University of Warsaw, Poland
The American School of Warsaw, Poland

Cultivating eco-conscious learners through ecopedagogical approaches to language learning

This research explores how integrating ecological philosophy, or ecosophy, and ecopedagogical approaches within teaching strategies can shape learners' attitudes toward the environment and enhance language learning. The project "In Your Own Backyard" involves English language learners from the Polish public secondary school system in tasks that connect learning with the student's immediate ecology and beyond. Learner-generated texts are analyzed using Ecolinguistic Discourse Analysis (EDA) to classify them as ecologically beneficial, ambivalent, or destructive. This analysis is done through identifying ecological property, or elements found in the text as a reference to the natural environment of the writer, which emerge through foregrounding, backgrounding, framing, appraisal items, and actor, to communicate narratives or the "stories we live by" (Wu, 2018, pp. 646-647). The ecological property is then juxtaposed against a sustainable methodology or ecosophy of "diversity and harmony, interaction and co-existence" (Naes in Drengson 2000, p. 69; Stibbe 2015, 202; Wei 2021), Findings thus far have revealed a significant shift in learners' ecological orientation, with an increase in eco-beneficial texts and a decrease in eco-destructive texts. Quantitative data showed improved English proficiency among participants, while qualitative findings highlighted high levels of student satisfaction and engagement. The project demonstrates that integrating ecopedagogy, ecological philosophy, and ecolinguistics in language learning can enhance both environmental awareness and language skills, cultivating a stronger connection to nature and critical thinking skills.

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Grammar learning through corpus-based CALL

This study investigates the impact of Computer-Assisted Language Learning (CALL), specifically corpora, on students' understanding of grammatical rules and the promotion of learner autonomy. Grounded in constructivist theory (Jonassen, 1994), sociocultural theory (Vygotsky, 1978), and the principles of data-driven learning, the study highlights the role of real language data accessed through CALL tools, such as corpora, in fostering meaningful grammar learning experiences. It also examines how this approach enhances learners' awareness of grammatical forms while promoting autonomy. Using a mixed-methods approach, the study combined quantitative measures, including pre- and post-tests of grammatical knowledge, with qualitative insights gathered from questionnaires and interviews to assess the effectiveness of CALL in grammar instruction and learner autonomy. A case study was conducted with first-year Vietnamese university students (no: 35), where lectures on using concordances (corpora) for teaching grammar served as an intervention. Following the lectures, students participated in corpus-based exercises and assessments, which were followed by focus group interviews. The findings indicate a significant improvement in post-test scores following the intervention and demonstrate the advantages of this approach in fostering learner autonomy in grammar learning. The study provides valuable insights for both educators and learners and offers directions for future research. Despite the benefits, some challenges were noted by participants, which are further explored in the discussion of pedagogical implications.

Konrad Szcześniak
University of Silesia in Katowice

The Noticing Hypothesis Redux. How much consciousness is necessary for language learning formulaic language?

Schmidt's (1990, 1993) Noticing Hypothesis posits that conscious attention is a prerequisite for language learning. The strong version of the hypothesis (without conscious attention, no learning is possible) is challenged in the present study which examines the acquisition of formulaic expressions with low perceptual salience (Szcześniak 2024). Foreign language learners were tested on their familiarity with irreversible binomials—expressions such as yes or no (rather than *no or yes), black and white or love and hate—forms that are structurally regular and semantically transparent, making them unlikely to attract conscious attention. Indeed, in a separate experiment, it was found that these expressions did not attract the learners' conscious attention. The findings indicate that despite their inconspicuousness, these expressions are internalized as part of learners' lexical representations. Additionally, the learners' performance patterns were closely correlated with the frequency of these expressions in input, suggesting that repeated exposure alone plays a significant role in shaping lexical knowledge. Importantly, while conscious attention cannot be retrospectively ruled out, the study provides evidence that attention to form is not a necessary condition for learning. By demonstrating that learners acquire formulaic sequences that they are unlikely to have consciously noticed in every encounter (see also Sampaio & Konopka 2012), this study contributes to the ongoing debate on the necessity of awareness in language acquisition. The results bolster a usage-based perspective and its emphasis on the cumulative effect of repeated exposure (e.g. Ellis 2002) over focal attention in the learning of non-salient linguistic structures.

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Comparing ChatGPT 4.0 and human responses using the Practicing Pragmatics Fun Deck App: Case study findings

Pragmatic competence presents distinct challenges for AI models, which often struggle with context-sensitive and socially appropriate communication (Bunt & Petukhova, 2023). Despite its significance, pragmatic competence is frequently overlooked in educational contexts (Dronia, 2022) and in the development of AI (Sharobiddin o'gli, 2023), which impacts the naturalness of social interactions (Bunt & Petukhova, 2023). The present study aims to analyze and compare the spoken outputs of ChatGPT 4.0 and an adult English learner using the tasks retrieved from the Practicing Pragmatics Fun Deck application regarding effectiveness, appropriateness, politeness, pragmatic tone, and grammatical accuracy. Additionally, this study intends to identify the potential advantages and disadvantages of the application and explore teaching implications. The results indicate that while ChatGPT 4.0 demonstrates proficiency in producing contextually appropriate responses, it occasionally experiences difficulty comprehending pragmatic transfer, highlighting ongoing challenges in replicating human-like pragmatic competence. Contrastingly, the adult English learner exhibits an awareness of the pragmatic aspects of the tasks but shows a tendency towards verbosity and overly expressive utterances. Moreover, some differences in effectiveness, conciseness, and grammatical accuracy have been distinguished. The findings underscore the significance of prioritizing the development of pragmatic competence and teachers' guidance when incorporating AI models into educational settings.

Anna Szuchalska and Eliza Krotke
University of Bialystok, Poland

Digital exclusion in the age of Artificial Intelligence – Teachers' perspective

The presentation examines digital exclusion in the age of AI from teachers' perspective. The study comprises data from a self-report questionnaire, consisting of 16 closed questions on a 5-point Likert scale, completed by 87 respondents. The survey addresses four core areas: awareness and access, skills and training, impact on teaching and learning, and measures for addressing digital exclusion. The results reveal that while a majority of participants are aware of AI's potential in teaching and learning, only few feel confident using these tools in their classrooms. The survey highlights a critical concern: 65% of respondents identify a lack of equitable access to digital tools among students, which exacerbates digital exclusion and threatens equal learning opportunities. Additionally, most participants agree that disparities in AI access create significant challenges, and almost half of them cite insufficient professional training as a barrier to effective integration of AI technologies. Participants generally recognize AI's potential to improve education, particularly through personalized learning experiences. However, many also highlight risks, such as increasing teacher workloads (41%) and widening gaps between advantaged and disadvantaged students (59%). Qualitative responses suggest that institutional support, free training, and affordable access to AI tools are crucial for fostering inclusivity. The presentation concludes with recommendations for enhancing digital equity, improving training programs, and integrating AI responsibly into language education.

Magdalena Szyszka
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Investigating language anxiety and L2 perceived fluency in a reading aloud task

Language anxiety (LA), a negative emotional arousal occurring while learning or using an L2, may limit functioning of all stages of Levelt's (1989) model of speech production: conceptualisation, formulation, articulation, and self-monitoring (Pérez Castillejo 2019), which contribute to L2 speech fluency (Segalowitz, 2010). More recent research confirms the relationship between LA and several utterance fluency indices (e.g., Bielak, 2019; Pérez Castillejo, 2019; Peltonen et al., 2024; Szyszka et al., 2024). However, little is known about the interplay between LA and L2 speech fluency as perceived by listeners (perceived fluency) (Segalowitz, 2010). The present study aims to investigate the levels of LA as trait-like characteristics of L2 learners and task-specific LA experienced prior to and during a reading aloud task. The aim is also to explore the relationship between LA levels and perceived fluency scores. Trait-like and task-specific LA levels of 41 participants were determined using a post-recording questionnaire. Each participant's L2 (English) reading aloud performance was recorded, and then a two-minute sample was extracted from each file for further evaluation. Pre-service and in-service EFL teacher-raters assessed L2 speech fluency on a 9-point Likert scale in three 45-minute sessions, each preceded by a short training on L2 speech fluency assessment. Correlational and multiple regression analyses were conducted to explain the relationships and predictive power of trait-like and task-specific LA on perceived fluency. The results contribute to a better understanding of how affective factors relate to L2 speech fluency.

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Sylwia Twardo
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Assessing argumentative quality of student writing

As there are differences in the ways argumentative texts are composed in Polish and in English and as the instruction in this sphere is often neglected at English classes in Polish schools, many Polish students write their texts in English according to the rhetorical principles valid for the Polish language. As a result these texts lack certain rhetorical features typical of English argumentative writing, which may have an impact on their clarity and understandability. The aim of this study is to investigate to what extent student readers disagree in the interpretation of the rhetorical structures of English paragraphs written by Polish students and what may be the causes of these discrepancies. First, a group of university students of English as an additional subject (n=48) (level C1) was instructed about the rhetorical structure of the English paragraph and given practice in rating short paragraphs according to their argumentative content. The tasks were performed online and there were differences between participants as to the time and effort they devoted to this practice as well as to the success in training. The paragraphs which were used for the analysis had been written by an earlier cohort of students at different levels of English (B1-C1), either trained or untrained in writing English paragraphs, and thus represented different argumentation quality. In order to have a

point of reference (gold standard), the paragraphs were rated by the AI (Gemini) and this author. The concept of EDUs (elementary units) rather than argumentative units (ADUs) used in argument mining (Budzynska, Villata 2016, p. 3), was applied in the study, as in many cases the student written paragraphs included passages which did not contain any arguments. Next, pairs of paragraphs (different from the ones used online) were rated by pairs of students during a class test held in the classroom. The ratings were analysed as to their agreement, and the respective classes of the EDUs were ranked according to the scope of differences in their ratings. Also, an attempt was made to determine whether these discrepancies were caused rather by the unclear argumentation structure of the texts or the degree to which the participants were involved in the preliminary training.

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The comparative analysis of human and machine translations of Polish medical texts into English using DeepL Translator and ChatGPT

The rapid scientific development in the field of medicine has provoked the increasing demand for both scientific and technical translations (Al-Smadi 2022). As the translation process might be time-consuming for professional translators, the employment of machine translation tools and AI-powered chatbots (Cho et al. 2014; Takakusagi Y. et al. 2021) seems to be unavoidable (Wiesmann 2019). Nevertheless, due to the fact that medical texts have features that may pose some challenges for machine translation (Kościałkowska-Okońska 2015), the dispute arises as to the quality of machine translations of medical texts and whether they can fully substitute human translation. The current study not only detects the most common mistakes made by AI translators in translations of medical texts, but also contributes to a better understanding of the potential of AI mechanisms and whether they may dominate the human factor in the field of translation. The analysis is based on the comparison of the translations of the selected Polish medical texts into English made by the professional human translators and machine translators such as DeepL, and ChatGPT. In our analysis we used error categories elaborated by American Translators Association (2022). These categories are typically used in the evaluation of the translated texts according to three criteria: Target Language Mechanics, Meaning Transfer, and Writing Quality. We discuss the results in terms of whether the human translation of specialized texts may be fully substituted by the AI translation.

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On the use of ChatGPT by English and Romance philology students – a pilot study

In the era of rapid advancements in Artificial Intelligence, ChatGPT (Chat Generative Pre-Trained Transformer) emerges as a pivotal tool reshaping language education (Gałan, 2022). In FL learning, ChatGPT serves many different purposes going beyond simple information retrieval (Rudolph et al., 2023). In general, these include supporting language intake, enhancing communication, facilitating information integration, and reinforcing learning by means of individually tailored exercises. More specifically, the chatbot can identify the meaning of a word in context, correct and explain language mistakes, create texts in various genres, develop quizzes, annotate texts, and offer dictionary definitions, example sentences, and translations, to name a few. In academic educational contexts, ChatGPT is also gaining ground recently, being useful in areas such as improving teaching and learning processes, developing critical thinking in the classroom, training in searching, comparing sources, correcting texts, as well as offering students a personalized learning experience and efficiency in managing their time. Its use, however, also raises some concerns (Rodriguez et al., 2023, Van Horn, 2024). In addition to educational applications, the tool has also become the subject of many research studies. The aim of the paper is to explore ChatGPT's potential as a language learning tool among English and Romance philology students from the University of Silesia in Katowice, Poland. Apart from answering the question whether the students under investigation use ChatGPT as part of their studies, the authors intend to collect data regarding the frequency and effects of its use to check if it offers more merits than demerits in the context of university education. The questionnaire data will be analyzed in two ways, presenting the use of the tool during classes (with the teacher) and outside the classroom (combining all activities involving student preparation for the subject). The results of the study are believed to show the tendencies of the use of ChatGPT spotted among the sample representing the two degree programmes, and provide implications for language teachers.

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Language is not art for art's sake – ways of integrating language and culture teaching in the museum spaces

During the workshop, I will present the techniques used at the Warsaw Museum for working with adults learning Polish as a foreign language. We will discuss how to use not only museum exhibitions but the entire space of the institution accessible to visitors as a tool for foreign language learning. Participants will take on the roles of learners with migration experience who are simultaneously exploring the culture and language of the country they wish to settle in. I will use teaching aids and learning resources applied in language and mediation activities

within the project “Promoting inclusive language learning opportunities through local culture and cultural heritage for learners with refugee and migrant backgrounds (PILLOT)”, implemented under the Erasmus+ KA220 program. As part of PILLOT, 590 participants from countries such as Ukraine, Belarus, China, Santo Domingo, Syria, Colombia, Sudan, Cameroon, and Burkina Faso took part in 81 language lessons at museums in Poland, Romania, the Czech Republic, and Luxembourg. Each class was subject to evaluation by the participants and the facilitator. Its results will form the basis for discussions about the structure of the classes and about the way teaching materials should be constructed.