

The Faculty of Foreign Languages at the University of Tirana, in cooperation with Kauno kolegija Higher Education Institution, organize the international conference **Multilingualism as a Challenge and Development Opportunity – Linguistic Dynamics in Global Contexts**, 23 October 2026

LIST OF ABSTRACTS

The poster features a teal background. At the top left is the logo of the Faculty of Foreign Languages of the University of Tirana, which includes a circular emblem with a book and the text 'FAKULTETI I GJUHËVE TË HUJË' and 'UT'. To its right, the text 'INTERNATIONAL CONFERENCE' and '23 october 2026' is displayed. Further right is the logo for 'KAUNO KOLEGIJA', consisting of a stylized 'K' and the text 'KAUNO KOLEGIJA'. The central text reads 'MULTILINGUALISM AS A CHALLENGE AND AN OPPORTUNITY FOR DEVELOPMENT' followed by 'LINGUISTIC DYNAMICS IN GLOBAL CONTEXTS' in italics. Below this is a large image showing a hand drawing the word 'MULTILINGUALISM' in black marker over a satellite view of the Earth, with a red location pin marking a spot in the Balkans. A red line connects the hand to a circular logo on the left that contains a red 'U' and the text 'UNIVERSITETI I TIRANËS'. At the bottom, the text 'SHUMËGJUHËSIA SI SFIDË DHE MUNDËSI ZHVILLIMI' is followed by 'DINAMIKA GJUHËSORE NË KONTEKSTE GLOBALE' in italics. The footer states 'KONFERENCË NDËRKOMBËTARE' and '23 tetor 2026'.

FAKULTETI I GJUHËVE TË HUJË
UT

INTERNATIONAL CONFERENCE
23 october 2026

KAUNO KOLEGIJA

MULTILINGUALISM AS A CHALLENGE AND AN OPPORTUNITY FOR DEVELOPMENT
LINGUISTIC DYNAMICS IN GLOBAL CONTEXTS

MULTILINGUALISM

UNIVERSITETI I TIRANËS

SHUMËGJUHËSIA SI SFIDË DHE MUNDËSI ZHVILLIMI
DINAMIKA GJUHËSORE NË KONTEKSTE GLOBALE

KONFERENCË NDËRKOMBËTARE
23 tetor 2026

1. FAMILLE ET ÉCOLE, CLÉS POUR LA PROMOTION DU PLURILINGUISME ET POUR L'ÉPANOUISSEMENT PERSONNEL ET PROFESSIONNEL DANS DES CONTEXTES GLOBALISÉS

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Résumé : Ce qui me guide à cette présentation, c'est le témoignage de nos étudiants au département de langue et littérature françaises de l'Université nationale et Capodistrienne d'Athènes, essentiellement des étudiantes d'origine albanaise, qui ont profité pleinement de leurs études pour s'affirmer professionnellement, en s'adaptant aux occasions offertes sur le marché de l'emploi mondial et en valorisant leur plurilinguisme tout comme leurs études chez nous.

En me basant sur ma propre expérience personnelle et professionnelle (mon histoire familiale, la participation au projet européen sur le plurilinguisme Eu + I, une expérience de quinze ans acquise à notre Master Pro ELE franco-hellénique Enseignants de langue en Europe: formation à la diversité linguistique et culturelle, conjoint avec Angers, et la bibliographie), j'évoquerai des propositions qui aident à promouvoir le plurilinguisme.

Après avoir brièvement décrit les sociétés d'aujourd'hui, on rendra plus clair qu'elles manquent d'homogénéité. On verra par des exemples comment s'effectue le passage d'une langue à l'autre pour arriver au plurilinguisme et l'apport des technologies à cela. Pour y arriver, on revendiquera le droit à l'imperfection en rappelant que même les langues qu'on ne connaît pas parfaitement font partie de notre répertoire. On retracera aussi le parcours par lequel on passe pour devenir plurilingue d'après des théories (essentiellement l'Intercompréhension) tout en mentionnant d'autres facteurs qui aident à cela.

Mots-clés: plurilinguisme, répertoire linguistique, stratégies

2. LEARNING VOCABULARY IN A MULTILINGUAL CLASSROOM: EVIDENCE FROM ALBANIAN – GREEK BILINGUAL EDUCATION

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Abstract: Vocabulary learning plays a pivotal role in second language acquisition and represents a key dimension of multilingual competence in bilingual educational settings. As learners navigate between two linguistic systems, they employ a range of vocabulary learning strategies that support lexical development and language proficiency. Although vocabulary learning strategies have been widely examined in second language research, relatively little attention has been paid to their use in Albanian–Greek bilingual education. In particular, limited evidence exists on how learners' strategic behaviour varies across different proficiency levels in Greek as a second language.

This study explores vocabulary learning in an Albanian–Greek bilingual secondary school, with particular emphasis on the vocabulary learning strategies employed by learners at different Common European Framework of Reference for Languages (CEFR) proficiency levels. A quantitative, descriptive research design was employed, using data collected through a diagnostic vocabulary assessment and a structured learner questionnaire based on Schmitt's (1997) taxonomy of vocabulary learning strategies. These instruments enabled the examination of learners' vocabulary knowledge alongside their reported use of learning strategies within a bilingual educational context.

The findings indicate that vocabulary learning strategies become increasingly diverse as language proficiency develops. Learners at lower CEFR levels rely predominantly on memory and determination strategies, whereas those at intermediate and advanced levels report more frequent use of cognitive, metacognitive, and social strategies that facilitate deeper lexical processing, self-regulated learning, and greater learner autonomy. The results also suggest that learners with higher levels of vocabulary knowledge tend to report a broader repertoire of vocabulary learning strategies.

The study contributes to current discussions on multilingual education by providing empirical evidence from the underexplored Albanian–Greek bilingual educational context. Its findings offer practical implications for language teachers, curriculum developers, and researchers, highlighting the value of strategy-based vocabulary instruction in supporting lexical development, learner autonomy, and multilingual competence.

Keywords: *multilingual education; vocabulary learning strategies; Greek as a second language; bilingual education; CEFR*

3. EMOTIONAL EXPRESSION IN NATIVE AND SECOND LANGUAGES: A CONCEPTUAL PSYCHOLOGICAL PERSPECTIVE

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Abstract: People who speak more than one language often report that expressing emotions feels different depending on whether they are using their native or a second language. While emotions expressed in the native language may feel more personal or emotionally intense, conversations involving grief, shame, fear, or personal vulnerability may sometimes feel easier to navigate in a second language. Although this phenomenon has been documented in research on bilingualism, it has received comparatively less attention from a broader psychological perspective. This conceptual paper explores how language influences emotional expression and examines the psychological processes that may explain why emotions are experienced differently across native and second languages. Drawing on research in bilingualism, autobiographical memory, emotional resonance, and emotion regulation, the paper argues that emotional expression is shaped not only by the language people speak but also by the experiences through which that language is learned and used. The native language is typically acquired during childhood in emotionally meaningful interactions with parents, family members, and close social relationships. As a result, it often becomes closely connected to personal memories and emotional experiences, giving words and expressions greater emotional resonance. By contrast, a second language, particularly when learned later in life or in formal educational settings, may carry fewer emotional associations for some bilingual speakers. This may reduce the emotional intensity of discussing sensitive experiences and, in some situations, make emotional disclosure feel more manageable. Rather than viewing language only as a means of communication, this paper argues that language also shapes how emotions are experienced, expressed, and regulated. By bringing together psychological and multilingualism research, the paper offers a conceptual framework for understanding emotional expression across languages and discusses its relevance for bilingual individuals, education, intercultural communication, and psychological practice.

Keywords: *bilingualism; emotional expression; autobiographical memory; emotional resonance; emotion regulation*

4. ENGLISH IN EVERYDAY LIFE: LANGUAGE USE AND LINGUISTIC IDENTITY AMONG UNIVERSITY STUDENTS IN KOSOVO

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Abstract: This study examines Kosovo university students’ attitudes towards the use and perceived importance of their mother tongue and English in their everyday lives. Against the backdrop of the increasing presence of English in higher education, digital communication, and popular culture, the study explores how students use the two languages across different domains and how these patterns relate to linguistic identity. Data were collected through a bilingual online questionnaire, allowing participants to respond in either Albanian or English. The findings reveal a complex relationship between the two languages. Although the overwhelming majority of respondents identified themselves as bilingual, the mother tongue remains the dominant language of everyday interaction, particularly in communication with family members. Participants also reported relatively high levels of English proficiency, with most rating their skills as good or excellent. While the mother tongue predominates in general communication, writing, and listening, English is more prominent in reading, browsing the web, and accessing online and academic content, largely due to the availability of English-language study materials. English also plays a significant role in entertainment and social media practices, including watching films, reading subtitles, and posting online. The findings further demonstrate that language use is strongly domain-dependent. Participants reported moderate use of English when interacting with friends, but little or no English when communicating with parents and grandparents. Despite the extensive presence of English in their daily lives, students generally maintain a strong attachment to their mother tongue, with the majority agreeing that it is stronger for them than English. At the same time, many participants indicated that English can facilitate self-expression, particularly when discussing unpleasant or sensitive topics. Attitudes towards the unnecessary use of English were more divided. Notably, very few participants had lived in an English-speaking country, suggesting that their substantial exposure to English is primarily mediated through education, digital media, the internet, and globalization. Overall, the findings indicate that English has acquired considerable functional importance while the mother tongue continues to play a central role in interpersonal communication and linguistic identity.

Keywords: *Albanian, bilingualism, English, identity, students*

5. BEYOND ENGLISH-ONLY: MULTILINGUALISM, BELONGING AND LINGUISTIC JUSTICE IN INCLUSIVE EDUCATION

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Abstract: Multilingualism is often celebrated as an educational asset, yet learners continue to experience linguistic discrimination, unequal participation, and exclusion when dominant-language norms determine whose voices are valued. This presentation explores multilingualism through the interconnected lenses of linguistic justice, learner wellbeing, safeguarding, and inclusive pedagogy. Drawing on experience across English language teaching, higher education, and student wellbeing, it examines how language can become both a gateway to opportunity and an invisible mechanism of structural inequality. Particular attention is given to learners whose accents, home languages, migration experiences, or developing English proficiency may influence their confidence, sense of belonging, educational access, and participation. The presentation proposes a human-centred approach in which multilingual identities are recognised as resources rather than deficits. Through practical educational scenarios, participants will consider how teachers and institutions can challenge linguistic bias, create psychologically safer learning environments, widen participation, and protect learners’ right to communicate and belong. Ultimately, linguistic inclusion is not simply about accommodating different languages; it is about ensuring that language never becomes a barrier to dignity, opportunity, voice, or democratic participation.

Keywords: *multilingualism; linguistic justice; inclusion; wellbeing; participation*

6. COMPÉTENCES SOCIO-CULTURELLES EN COMMUNICATION EN FRANÇAIS. LANGUE ÉTRANGÈRE: PERCEPTIONS DES ÉTUDIANTS DANS L'ENSEIGNEMENT SECONDAIRE SUPÉRIEUR ALBANAIS

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Résumé: Pour réaliser cette étude, nous nous sommes appuyés sur les données d'une recherche plus vaste visant à identifier l'impact du curriculum par compétences sur le développement de la compétence communicative en langue étrangère dans l'enseignement secondaire supérieur albanais. La compétence communicative en langue étrangère englobe non seulement la maîtrise des règles et des structures linguistiques, mais aussi la capacité à comprendre et à utiliser la langue en respectant les normes socioculturelles des locuteurs natifs. Cette étude analyse les perceptions des élèves albanais de l'enseignement secondaire supérieur concernant l'acquisition de la compétence socioculturelle lors de communications en français. À cette fin, un questionnaire structuré, utilisant une échelle de Likert à cinq points, a été administré à 1 119 élèves de lycées de différentes villes d'Albanie. L'analyse a porté sur dix affirmations relatives à la connaissance des normes socioculturelles, à l'adaptation du langage en fonction du contexte et de l'interlocuteur, aux interactions avec des locuteurs natifs, à la prise de conscience des différences culturelles et à l'utilisation de documents authentiques en classe. Les résultats descriptifs montrent que les moyennes de toutes les affirmations se situent entre 2,44 et 2,76, restant ainsi inférieures à la valeur neutre de 3,0. Le test T pour un échantillon confirme que ces affirmations sont statistiquement inférieures à la valeur de référence de 3,0. Les résultats suggèrent que les étudiants manifestent un intérêt et une conscience initiale de la dimension culturelle de la langue, mais ne se sentent pas suffisamment à l'aise pour appliquer cette compétence en pratique. En conclusion, l'étude souligne la nécessité d'une intégration plus systématique de la dimension interculturelle, de documents authentiques et de situations de communication réelles dans l'enseignement du français.

Mots-clés: *compétence socioculturelle, compétence interculturelle, français langue étrangère, compétence communicative, enseignement secondaire supérieur*

7. NJË VËSHTRIM DIAKRONIK I ORIENTALIZMAVE NË SHQIPE

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Abstrakt: Prania e elementeve të një gjuhe në një gjuhë tjetër nënkupton huazimet e njërës gjuhë nga tjetra. Në parim, dukuria e huazimeve gjuhësore është fryt i kontaktit që folësit e njërës bashkësi gjuhësore kanë pasur me folësit e një bashkësie tjetër gjuhësore. Një kontakt i tillë mund të jetë rrjedhojë e një gjerdani rrethanash dhe faktorësh, nga ata kulturorë dhe fetarë, deri tek rrethanat dhe faktorët historikë, gjeografikë, politikë, ekonomikë, socialë etj. Vështruar nga ky drejtim, natyra e kontaktit përcakton vetë dinamikën e huazimeve, ndërkohë që shkalla, shtrirja, kohëzgjatja dhe dendësia së tij, përcakton – së paku në parim – tipologjinë e tyre.

Në këtë kumtesë do të bëjmë një sprovë për vlerësimin e huazimeve arabe në shqipen, duke bërë, së pari, klasifikimin tipologjik të turqizmave sipas hershmërisë dhe rrënjosjes apo thellësisë së depërtimit të tyre në mjediset shqiptare, si dhe një shqyrtim të gjeografisë së arabizmave, aramiizmave, turqiamave, asirianizmave në kuadrin e italianizmave dhe anglicizmave në shqipen dhe në arealin ballkanik. Në këtë kuadër do të trajtohet përshtatja fonetike dhe morfologjike e huazimeve shqipen, dhe, do të trajtohen probleme të ashtuquajturave “huazime të tërthorta” të shqipes, si p.sh.: *asqer* – *asker*, *Behxhed* - *Bejxhet* etj.

Fjalët çelës: *arabizma, huazime te tërthorta, frazeologji, orientalizma*

8. GAMIFICATION NË ARSIM: SI E PËRMIRËSON GAMIFICATION MËSIMIN

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Abstrakt: Arsimi po ndryshon – dhe bashkë me të edhe mënyra se si mësojnë nxënësit dhe të rriturit. Gamification në arsim, pra integrimi i elementëve të lojës në mjedise mësimore jo-lojrash, është një nga qasjet më inovative në vitet e fundit. Dhe nuk është thjesht “argëtim”. Është efektiv. Çfarë është Gamification? Gamification është përdorimi i mekanikës së lojës, siç janë pikët, shpërblimet, medaljet, tabelat e renditjes dhe - misionet - në mjediset e të nxënit dhe arsimit. Qëllimi nuk është të luash për hir të lojës, por të rrisë motivimin, pjesëmarrjen aktive dhe ruajtjen e njohurive. Si e Përmirëson Mësimin? Gamification (përdorimi i elementeve të lojës në kontekste jo-loje) nuk shihet thjesht si një mjet argëtimi, por si një katalizator kognitiv dhe afektiv për zhvillimin e kompetencës shumëgjuhëshe. Ndërsa shumëgjuhësia kërkon menaxhimin e vazhdueshëm të sistemeve të ndryshme gjuhësore dhe mund të shkaktojë "ankth gjuhësor", gamification ndërhyr duke ulur filtrin afektiv, ulin frikën nga gabimi në gjuhën e huaj, nxitur ndryshimin e kodit (Code-switching) e qëllimshëm: Përmes skenarëve të lojës, përdoruesit kalojnë nga njëra gjuhë në tjetrën për të zgjidhur enigma, duke stimuluar fleksibilitetin kognitiv që karakterizon shumëgjuhësinë. Megjithatë platformat e gamifikuara (si Duolingo, Memrise, etj.) janë popullore, ka një mungesë të dhënash empirike se si elementet specifike të lojës (p.sh., tabelat e klasifikimit vs. narrativa) ndikojnë në mbajtjen afatgjatë të fjalorit dhe në angazhimin e nxënësve që operojnë në mjedise tashmë shumëgjuhëshe. Kjo kumtesë zbaton një metodologji të përzier (mixed-methods) dhe synon të nxjerrë këto gjetje specifike: Efekti i Tabelave të Klasifikimit (Leaderboards), Përparësia e Narrativës në Shumëgjuhësi, Diferencimi Gjinator/Stilit të Të Nxënit.

Fjalë kyçe: *gamification, mësimdhënie, lojëra edukative, shumëgjuhësia (Multilingualism), Kompetenca shumëgjuhëshe (Multilingual competence), Mekanikat e lojës (Game mechanics)*

9. LA NUMÉRISATION ET L'INTELLIGENCE ARTIFICIELLE (IA) MENACENT-ELLES LE MÉTIER D'ENSEIGNANT DE LANGUES ÉTRANGÈRES?

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Résumé: Face au constat que l'IA et la numérisation ont fait naître un défi ou un sentiment de crainte et d'incertitude quant à l'avenir de notre profession dans le domaine de l'enseignement du français langue étrangère, nous nous sommes interrogées sur les perspectives de survie de ce métier de nos jours. Dans cet article, nous démontrons que l'essor rapide des nouvelles technologies porté par l'intelligence artificielle (IA) et des processus de numérisation plus larges a suscité un débat mondial majeur sur l'avenir de nombreuses professions. L'éducation, et plus particulièrement l'enseignement des langues étrangères, figure indéniablement parmi les secteurs connaissant les bouleversements et les transformations les plus profonds. Les modèles linguistiques avancés (tels que ChatGPT et Claude) ainsi que les plateformes de traduction automatique (comme DeepL) sont désormais capables de traduire des textes complexes, de corriger la syntaxe avec une précision chirurgicale et de simuler des conversations fluides. La question qui se pose naturellement et qui nous préoccupe vivement en tant qu'enseignants de langues est la suivante : notre profession risque-elle de disparaître ? Au terme d'une étude approfondie, nous montrons que la réponse est sans équivoque : non. Si le IA et la numérisation ne peuvent se substituer entièrement à l'enseignant, elles transforment radicalement son rôle. L'enseignant d'aujourd'hui n'est plus un simple « transmetteur d'informations isolé » ou un dictionnaire ambulant de règles grammaticales ; il évolue rapidement vers une posture de mentor, de facilitateur d'apprentissage et de guide culturel. La technologie demeure un outil, tandis que le processus d'acquisition d'une langue reste un acte profondément humain

Mots-clés : *Intelligence artificielle, numérisation, applications linguistiques*

10. THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN SUPERDIVERSE CLASSROOMS: NEW CHALLENGES FOR FOREIGN LANGUAGE TEACHER TRAINING

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Abstract: The rapid advancement of Artificial Intelligence (AI) is fundamentally transforming the process of teaching and learning foreign languages worldwide. This study examines the intersection between artificial intelligence tools and the specific needs of superdiverse classrooms, where students come from diverse linguistic, cultural, and social backgrounds encompassing migration history, varied language proficiency levels, and distinct socio-economic profiles. The primary focus of the paper is to identify specific challenges and methodological opportunities faced by current teacher training programs in responding to this new technological reality. The research questions aim to discover how the integration of AI affects the development of language competence and what the main curricular barriers are in training programs for developing digital competence. The theoretical framework relies on ASCAP guidelines and the Ministry of Education’s Strategy for Inclusion. To conduct the study, a mixed methodology was selected, utilizing questionnaires with 120 pre-university teachers to measure these curricular barriers and interviews with 6 higher education professors to gain an in-depth understanding of AI’s impact on language teaching. The empirical findings reveal the existence of a significant gap between teachers’ current digital competencies and the demands posed by the critical use of new AI tools.

Keywords: *artificial intelligence, superdiverse classrooms, teacher training, foreign languages, ASCAP framework*

11. USING MORE THAN ENGLISH TO LEARN ENGLISH: MULTILINGUAL LANGUAGE USE IN UNIVERSITY EFL TASKS AT SEEU

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Abstract: In multilingual university settings, learning English does not necessarily take place through English alone. At South East European University (SEEU), students complete coursework in a multilingual environment, with access to more than one language in both academic and everyday communication. This paper examines how students in a Level 4 English course draw on languages other than English while completing coursework, focusing on how often this occurs across different task types, why students make these language choices, and how they judge their usefulness for learning English. The study draws on two related sources of data. The first is a corpus of Google Classroom materials from one semester, grouped into reading, grammar and language work, writing, literature, professional communication, and digitally oriented tasks. The second is a short student questionnaire combining frequency-scale items with open-ended questions. Rather than asking about multilingualism in general terms, the questionnaire connects students' responses to specific tasks they have completed, considering where another language enters the process: understanding a text, clarifying vocabulary, generating ideas, planning a response, checking meaning, or discussing a task with classmates. Framed by research on multilingual repertoires and translanguaging, the study considers these language choices as part of how students work through English-language tasks, while also attending to situations where students perceive another language as unnecessary or unhelpful. Data collection is ongoing at the time of submission, and findings from the completed corpus and questionnaire will be presented at the conference. The study aims to offer a task-specific account of multilingual language use in a university EFL classroom, contributing to discussion of how multilingual resources can be used selectively in language learning while English remains the primary language of instruction and academic production.

Keywords: *multilingual language use; EFL; multilingual repertoires; translanguaging; higher education*

12. THE CHANGING ROLE OF ENGLISH IN MULTILINGUAL HIGHER EDUCATION

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Abstract: The role of English in higher education has changed significantly, particularly in universities characterized by linguistic, cultural, and educational diversity. Based on long-term experience of teaching English in a multilingual higher education environment, this paper examines how English language teaching has gradually developed beyond traditional language instruction. While grammar, vocabulary, reading, and writing remain important, English is increasingly used as a common means of communication among students from different linguistic backgrounds and as a tool for academic, professional, and social interaction. Changes in technology, digital communication, international mobility, and students’ everyday exposure to English have also influenced their language needs and expectations. As a result, English language teaching increasingly involves not only linguistic competence but also communication, intercultural awareness, collaboration, critical thinking, and other soft and employability skills. The paper reflects on these changes from the perspective of teaching practice over the past two decades and considers how higher education institutions can respond to the changing role of English while respecting students’ mother tongues and linguistic identities.

Keywords: *English language teaching, multilingualism, higher education, linguistic diversity, soft skills*

13. SELF-RECORDED SPEECH AND STRUCTURED SELF-EVALUATION AS A PEDAGOGICAL TOOL FOR DEVELOPING ORAL COMMUNICATION COMPETENCE: A CLASSROOM-BASED CASE STUDY

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Abstract: This study examines how integrating self-recorded speech assignments with structured self-evaluation supports the development of oral communication competence among undergraduate students in a multilingual higher-education setting. It addresses a persistent challenge in communication pedagogy: helping students move beyond passive knowledge of communication principles toward reflective, self-directed improvement in actual performance. The study draws on the communication competence model, which frames effective communication as the interaction of motivation, knowledge, skill, and adaptability, alongside reflective-practice theory, which positions guided self-observation as a mechanism for translating experience into learning. A qualitative, classroom-based case study design was used within an undergraduate interpersonal/oral communication course. Participants completed a short knowledge-based quiz on communication competence and a self-selected-topic speech, which they recorded, watched back, and evaluated in writing against vocal delivery (pace, tone, articulation), nonverbal delivery (eye contact, gesture, facial expression), and content organization; all student work was anonymized prior to analysis, and thematic analysis was applied to the self-evaluation texts to identify recurring patterns. Students most frequently identified pacing, vocal variety, and eye-contact/camera engagement as areas needing improvement, while clarity of content and topic understanding were commonly cited strengths; quiz responses indicated a sound conceptual grasp of communication competence, most consistently adaptability and motivation. The findings suggest that pairing self-recorded performance with structured self-evaluation is a low-cost, scalable classroom practice that strengthens both conceptual understanding and practical delivery skills, with particular relevance for multilingual and multicultural classrooms in the higher-education context, and contributes a replicable model for embedding reflective practice into communication curricula and teacher training programs.

Key Words: *communication competence; self-evaluation; reflective practice; oral communication pedagogy*

14. LE PLURILINGUISME COMME LEVIER DE COMMUNICATION ET DE DÉVELOPPEMENT DES COMPÉTENCES TRANSVERSALES CHEZ LES ÉTUDIANTS UNIVERSITAIRES

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Résumé: Dans un contexte universitaire marqué par une diversité linguistique et culturelle croissante, le plurilinguisme constitue à la fois un défi communicationnel et une ressource pédagogique. Loin d’être considéré uniquement comme la maîtrise de plusieurs langues, le plurilinguisme peut être envisagé comme un potentiel permettant aux étudiants de mobiliser différentes ressources linguistiques, culturelles et cognitives dans leurs apprentissages et leurs interactions. Cette communication se propose d’examiner dans quelle mesure le plurilinguisme des étudiants peut constituer un levier favorisant le développement de compétences transversales dans l’enseignement universitaire. L’analyse s’intéressera notamment à la compétence communicationnelle, à l’autonomie dans l’apprentissage, à la pensée critique, à la capacité de collaboration, à la médiation linguistique et interculturelle ainsi qu’aux compétences liées à la recherche, à la sélection et à la présentation de l’information. Une attention particulière sera accordée aux pratiques didactiques permettant de valoriser le répertoire plurilingue des étudiants dans les activités universitaires. Dans cette perspective, la diversité linguistique ne serait plus perçue comme un obstacle à l’apprentissage ou à la communication, mais comme une ressource susceptible de favoriser l’interaction, la réflexion métalinguistique, la coopération et la construction progressive de l’autonomie de l’étudiant. À partir d’une approche didactique centrée sur la communication et les pratiques universitaires, cette réflexion vise ainsi à mettre en évidence le rôle du plurilinguisme dans la formation globale de l’étudiant et dans le développement de compétences mobilisables au-delà du seul apprentissage linguistique, dans son parcours académique et professionnel.

Mots-clés: *Plurilinguisme, communication, compétences transversales, didactique universitaire, autonomie*

15. INFORMATION LITERACY AND L2 SELF-EFFICACY IN MULTILINGUAL HIGHER EDUCATION: EVIDENCE FROM KUWAIT

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Abstract: Multilingual university students often engage with academic information through a language that differs from the language used in their wider social environment. This study examines how information literacy self-efficacy relates to students’ confidence in learning and using English in Kuwaiti higher education. Participants were 316 undergraduates enrolled in English-related programmes at two higher-education institutions in Kuwait. The study assessed information literacy self-efficacy, L2 learning self-efficacy, and English use self-efficacy across listening, reading, speaking, and writing. Data were analysed using psychometric and structural modelling procedures. The findings showed that students’ confidence in using English across the four language domains was largely organised around a broader general dimension of L2 use self-efficacy. Information literacy self-efficacy was positively associated with both L2 learning self-efficacy and general L2 use self-efficacy. L2 learning self-efficacy accounted for a significant but modest part of this relationship, while information literacy self-efficacy retained a substantial direct association with students’ perceived ability to use English. Additional associations were observed for reading and writing, even after the broader L2 use dimension was considered. The findings highlight the close relationship between informational and linguistic confidence in multilingual academic settings. They support greater coordination between information-literacy instruction and language-oriented academic support, particularly through source-based reading and writing activities.

Keywords: *Information literacy; L2 self-efficacy; multilingual higher education; English language learning; Kuwait*

16. MULTILINGUALISM AND LANGUAGE SHIFT: LANGUAGE REGIMES AND THE SOCIOLINGUISTIC DYNAMICS OF KURDISH

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Abstract: This paper examines de facto multilingualism in the context of language regimes, taking Kurdish as a case in point, and discusses how functional, status-based, and symbolic inequalities between languages are produced across different social domains. The point of departure is that although individuals and communities use more than one language, these languages are not positioned equally across domains such as education, the family, public life, the workplace, and everyday communication. From this perspective, multilingualism is understood not simply as the coexistence of multiple languages within the same social context, but as a sociolinguistic condition in which languages are unequally distributed across domains of use, generations, and social functions.

The paper conceptualizes language regimes as social arrangements through which these inequalities are produced and reproduced. Drawing on Fishman’s approach to domains and intergenerational language transmission, it discusses transformations in the use of Kurdish through the relationship between different language regimes and social domains. The broader use of Kurdish among the grandparent generation, the increasing bilingualism between Kurdish and the dominant language among the parent generation, and the growing position of the dominant language as the default language across a wider range of communicative domains among younger generations illustrate how linguistic hierarchies are reproduced across generations. Practices such as code-switching and receptive bilingualism further reveal more implicit dimensions of this transformation.

From this perspective, language shift is understood not simply as the outcome of individual language choices, but as a redistribution of the domains and functions of languages across different language regimes. Migration, urbanization, and digital communication further transform this redistribution by extending existing linguistic hierarchies into new domains. The paper therefore proposes to discuss the sustainability of Kurdish not merely in terms of the presence of multilingualism, but through the ways in which Kurdish’s functional domains, intergenerational transmission, and social legitimacy are shaped across different language regimes.

Keywords: *de facto multilingualism; language regimes; language shift; functional domains; intergenerational transmission*

17. SHUMËGJUHËSIA DHE PËRFSHIRJA NË ARSIMIN FILLOR: STRATEGJI DIDAKTIKE PËR INTEGRIMIN E NXËNËSVE ME GJUHË AMTARE TË NDRYSHME

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Abstrakt: Në kontekstin e rritjes së lëvizshmërisë ndërkombëtare dhe të diversitetit kulturor, klasat e arsimit fillor po karakterizohen gjithnjë e më shumë nga prania e nxënësve me prejardhje të ndryshme gjuhësore. Kjo situatë kërkon zhvillimin e qasjeve pedagogjike që mbështesin njëkohësisht përvetësimin e gjuhës së shkollimit, pjesëmarrjen aktive dhe përfshirjen sociale të çdo nxënësi. Ky punim synon të analizojë sfidat që lidhen me integrimin e nxënësve që nuk e kanë gjuhën shqipe si gjuhë amtare dhe të evidentojë strategjitë didaktike që mund të përdoren nga mësuesit në arsimin fillor.

Studimi mbështetet në një qasje cilësore dhe në analizën e praktikave pedagogjike të zbatueshme në klasat shumëgjuhësore. Në fokus vendosen strategji të tilla si përdorimi i materialeve vizuale, mbështetja gjuhësore e diferencuar, të nxënit bashkëpunues, puna në çifte dhe grupe, aktivitetet përmes lojës, situatat autentike të komunikimit dhe përshtatja e detyrave sipas nivelit gjuhësor të nxënësit.

Analiza eidenton se përfshirja efektive nuk kufizohet vetëm në zhvillimin e kompetencave gjuhësore, por lidhet ngushtë me krijimin e ndjenjës së përkatësisë, rritjen e vetëbesimit dhe ndërtimin e marrëdhënieve pozitive ndërmjet nxënësve. Roli i mësuesit rezulton thelbësor në transformimin e diversitetit gjuhësor nga një sfidë pedagogjike në një burim të të nxënit.

Punimi përfundon me rekomandime praktike për zhvillimin e një mjedisi mësimor shumëgjuhësor, gjithëpërfshirës dhe të orientuar drejt barazisë në arsim.

Fjalë kyçe: shumëgjuhësi, përfshirje, arsim fillor, strategji didaktike, gjuhë shqipe, diversitet gjuhësor, barazi në arsim

18. PËRDORIMI I ANGLICIZMAVE NË GJUHËN E PËRDITSHME TË TË RINJVE SHQIPTARË NË MAQEDONINË E VERIUT

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Abstrakt: Ky punim trajton përdorimin e anglicizmave në gjuhën e përditshme të të rinjve shqiptarë në Maqedoninë e Veriut, duke u fokusuar në ndikimin e rrjeteve sociale dhe kulturës globale në praktikën e tyre gjuhësore. Në kushtet e globalizimit dhe zhvillimit të shpejtë të komunikimit digjital, anglishtja është bërë një burim i rëndësishëm huazimesh leksikore, veçanërisht në ligjërimin informal dhe të përditshëm të të rinjve. Ky fenomen është i dukshëm në mënyrën se si të rinjtë ndërtojnë dhe përdorin gjuhën në ndërveprimet e tyre sociale, duke reflektuar ndryshime të rëndësishme sociolinguistike. Qëllimi kryesor i këtij studimi është të identifikojë llojet më të shpeshta të anglicizmave, kontekstet në të cilat ato përdoren, si dhe funksionet që ato kryejnë në komunikim. Këto funksione përfshijnë shprehjen e identitetit rinor, ndjenjën e modernitetit, si dhe përkatësinë ndaj një kulture globale. Studimi bazohet në një qasje sociolinguistike dhe përdor të dhëna të mbledhura nga komunikimi i përditshëm, rrjetet sociale dhe ndërveprimet joformale të të rinjve shqiptarë në Maqedoninë e Veriut. Rezultatet paraprake tregojnë se anglicizmat përdoren gjerësisht në platforma digjitale si Instagram, TikTok, WhatsApp dhe Facebook. Ato shpesh integrohen natyrshëm në ligjërimin e përditshëm dhe shërbejnë si elementë të një stili komunikimi më dinamik, ekspresiv dhe global. Për më tepër, vihet re se përdorimi i tyre nuk lidhet vetëm me mungesën e fjalëve përkatëse në shqip, por edhe me dëshirën për të krijuar një imazh social më modern dhe të avancuar. Në përfundim, punimi thekson se anglicizmat nuk duhet të shihen vetëm si një fenomen gjuhësor, por si një pasqyrim i ndryshimeve më të gjera sociale, kulturore dhe identitare në shoqërinë bashkëkohore shqiptare në Maqedoninë e Veriut.

Fjalë kyçe: *anglicizma, sociolinguistikë, të rinjtë, rrjete sociale, globalizim*

19. EVERY VOICE MATTERS: COMMEMORATING REPERTOIRE DIVERSITY IN THE LANGUAGE CLASSROOM

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Abstract: Traditional language teaching has often been ushered by monolingual standards, aiming for native-like proficiency in a single target language while disregarding the compound and diverse linguistic repertoires that learners bring to the classroom. This paper questions such deficit-based standpoints by recommending a pedagogical switch that admits and acknowledges learners’ full communicative repertoires - counting home languages, dialects, informal registers, and partial competencies in multiple languages. Drawing on theoretical frameworks from plurilingualism, translanguaging, and sociocultural theory, the study asserts that repertoire diversity is not a deterrent but an opulent pedagogical resource. Through a qualitative analysis of classroom interactions and learner reflections in a multilingual secondary school setting, the research illustrates how inclusive run-throughs - such as cross-linguistic comparisons, multilingual projects, and metalinguistic awareness activities - strengthen learner engagement, cognitive flexibility, and language development. Findings designate that when learners feel their voices and linguistic identities are validated, motivation enhances and deeper learning takes place. The paper winds up with practical recommendations for teacher training and curriculum design, foregrounding that celebrating repertoire diversity is all-important for equitable, effective, and humanising language education in today’s linguistically omnifarious classrooms.

Keywords: *repertoire diversity, plurilingualism, translanguaging, language teaching, learner identity, inclusive pedagogy*

20. FROM LINGUISTIC DIVERSITY TO PROFESSIONAL COMPETENCE: THE ROLE OF ESP WRITING AND PLAIN ENGLISH IN GLOBAL PROFESSIONAL COMMUNICATION

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Abstract: Multilingualism has become an increasingly significant feature of global professional communication, creating both challenges and opportunities for language development. Professionals working across linguistic and cultural boundaries are often expected not only to communicate accurately in English but also to adapt their language to specific professional purposes, genres, and audiences. In this context, general English proficiency does not necessarily guarantee effective professional writing. Multilingual writers may experience difficulties related to linguistic transfer, register, terminology, sentence structure, and the tendency to equate professional language with complexity and formality. This article examines the potential of English for Specific Purposes (ESP) writing and Plain English principles to address these challenges and support the development of professional communication competence. It argues that ESP provides the contextual and disciplinary framework through which multilingual learners develop awareness of professional genres, communicative purposes, and audience expectations, while Plain English promotes clarity, precision, conciseness, and accessibility. Rather than viewing multilingualism primarily as a source of linguistic interference, the article considers multilingual awareness as a potential developmental resource that can strengthen learners’ ability to make informed linguistic choices. The paper proposes an integrated perspective in which multilingual awareness, ESP writing, and Plain English contribute to the gradual transformation of linguistic diversity into professional communicative competence. The discussion has implications for language educators and professional institutions seeking to prepare multilingual learners for effective communication in increasingly interconnected professional environments.

Keywords: *ESP writing; Plain English; professional communication; linguistic diversity; communicative competence*

21. BETWEEN LANGUAGES AND EMPIRES: MULTILINGUALISM, EDUCATION AND NATION-BUILDING IN ALBANIA THROUGH ITALIAN DIPLOMATIC DOCUMENTS, 1908–1912

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Abstract: This paper examines the relationship between multilingualism, education and nation-building in Albania during the formative years preceding independence, with particular attention to the period 1908–1912. Drawing primarily on Italian diplomatic documents, the study explores how language and education became interconnected fields of cultural and political competition, as different external actors sought to expand their influence in the Albanian-speaking territories. Rather than approaching multilingualism simply as the coexistence of several languages, the paper considers it as a historically situated space in which political interests, cultural affiliations and emerging national aspirations intersected. Italian diplomatic reports and correspondence reveal the complex linguistic environment in which Albanian-language education developed alongside competing educational and cultural influences associated with Italian, Austro-Hungarian, Greek and Slavic actors. Schools, textbooks, alphabets and the language of instruction were therefore not merely educational matters, but also elements of broader struggles over cultural orientation and national formation. The paper focuses particularly on the ways in which Italian diplomatic observers interpreted the development of Albanian education and the growing efforts to establish Albanian as a language of education and collective identification. It argues that the expansion of Albanian-language education should be understood not only as part of the national awakening, but also within a multilingual and geopolitically contested environment in which language itself became an important dimension of nation-building. Methodologically, the study combines historical analysis with a discourse-oriented reading of diplomatic documentation, treating diplomatic representations not simply as descriptions of linguistic realities but also as evidence of how multilingualism, education and national identity were perceived and politically interpreted by external actors. By placing the Albanian case within the broader relationship between language, power and nation-building, the paper contributes to the conference discussion of multilingualism as a dynamic historical and social phenomenon rather than merely a linguistic condition.

Keywords: *Multilingualism; Education; Nation-Building; Language and Power; Italian Diplomatic Documents*

22. FORMER LES ENSEIGNANTS DE LANGUES À L'ÈRE DU PLURILINGUISME ET DE L'IA: RETOUR D'EXPÉRIENCE SUR UN DISPOSITIF NATIONAL DE FORMATION CONTINUE EN ALBANIE

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Résumé: Les transformations actuelles de l'enseignement des langues, liées à la diversité linguistique et culturelle, aux évolutions curriculaires et au développement du numérique et de l'intelligence artificielle (IA), nécessitent une adaptation continue des pratiques professionnelles. Dans ce contexte, la formation continue constitue un levier essentiel pour accompagner les enseignants dans la traduction des orientations curriculaires en pratiques pédagogiques concrètes.

Cette communication présente un dispositif de développement professionnel mis en œuvre en Albanie auprès d'environ 800 enseignants de langues. Conçu dans le contexte de l'actualisation des curricula scolaires, le dispositif s'appuie sur le Cadre européen commun de référence pour les langues (CECRL) et son Volume complémentaire (2020), en accordant une attention particulière à l'approche actionnelle, à la notion d'acteur social, aux quatre modes de communication, à la médiation ainsi qu'aux compétences plurilingue et pluriculturelle.

La formation intègre également le numérique et l'intelligence artificielle comme ressources susceptibles de soutenir la conception pédagogique, la différenciation, la création de tâches et l'accompagnement des apprentissages. Des activités collaboratives, études de cas et ateliers de conception permettent aux enseignants de mettre en relation objectifs, tâches, évaluation et outils numériques, tout en réfléchissant aux enjeux éthiques liés à l'IA.

L'analyse du dispositif s'organise autour de trois dimensions: l'évolution des représentations des enseignants, leur capacité à mobiliser les principes du CECRL dans la conception de situations d'apprentissage et les facteurs facilitant ou limitant l'évolution des pratiques. Cette expérience à grande échelle permet ainsi d'interroger les conditions d'une formation continue capable d'articuler plurilinguisme, médiation, innovation numérique et développement professionnel des enseignants de langues.

Mots-clés: *plurilinguisme, formation des enseignants, médiation, compétence plurilingue, IA, développement professionnel*

23. FROM BLOOM'S TAXONOMY TO DIGITAL LITERACY: A NEW DIDACTIC MODEL FOR MULTILINGUAL LEARNERS

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Abstract: The accelerated adoption of digital technologies into education, together with the rising linguistic diversity of today's classrooms, has revealed the shortcomings of conventional teaching models grounded in mid-20th-century learning theory. This paper scrutinizes the ongoing usefulness of Bloom's Taxonomy as a keystone of instructional design in multilingual and digitally mediated learning settings. Two questions guided the analysis: how far does Bloom's cognitive hierarchy still suffice to explain and promote learning in classrooms defined by the pressures of digital literacy and linguistic plurality? What conceptual refinements or complementary approaches are required to account for the juncture of cognition, language, and technology? By weaving together cognitive taxonomy theory, sociocultural theories of language learning (namely Vygotskian mediation and translanguaging pedagogy), and digital literacy models (encompassing the DigComp model and multiliteracies theory), the paper advances a unified theoretical model that recasts digital literacy as a transverse competence intersecting with and operating alongside cognitive taxonomies rather than in a subordinate position to them. The discussion outlines a restructured model of didactic design that treats taxonomic progression, linguistic repertoire, and digital competence as reciprocally dependent axes of learning design, not as parallel or walled-off entities. Close attention is devoted to implications for teacher education, curriculum design, and assessment practices in multilingual contexts where students simultaneously negotiate several languages and digital tools. The paper offers a conceptual framework meant to steer future empirical research and shape the revision of didactic models for diverse, technology-rich classrooms. This study aims to promote renewed theoretical debate on designing responsive, inclusive pedagogy that aligns with contemporary educational realities by bringing the interplay between cognition, language, and digital literacy to the fore.

Keywords: *Bloom's Taxonomy; Digital Literacy; Multilingual Education; Didactic Models; 21st-Century Pedagogy*

24. CROSS-LANGUAGE AWARENESS IN ALBANIA’S NEW ENGLISH CURRICULUM FOR GRADES 1, 6 AND 10: CONNECTIONS BETWEEN ALBANIAN AND ENGLISH

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Abstract: Albania has recently introduced an updated curriculum for Grades 1,6 and 10 in the academic year 2026–2027. As entry and transition grades across primary, lower-secondary and upper secondary education, these grades are particularly important for continuity in learners’ linguistic development. This paper discusses how the updated English curriculum positions learners’ existing linguistic knowledge and how teachers interpret opportunities for cross-language awareness and mediation-oriented pedagogies, focusing on connections between Albanian and English.

The policy-to-practice qualitative design involves document analysis of the official English programmes for Grades 1, 6 and 10, as well as semi-structured interviews with twelve ELT teachers from Elbasan (four teachers each at Grades 1, 6 and 10; three to twenty-four years’ experience). Curriculum analysis focuses on cross-language awareness, mediation, intercultural learning, communication strategies and the use of learners’ prior linguistic knowledge in learning English. Teacher interviews focus on how these curricular principles are understood and translated into reported classroom practice, particularly through the use of Albanian alongside English.

The analysis identifies a developmental progression within the curriculum: Grade 1 introduces linguistic diversity and connections between learners’ existing linguistic knowledge and English; Grade 6 encourages strategic mobilization of prior linguistic knowledge in language learning; and Grade 10 places greater emphasis on independent cross-language comprehension, mediation and intercultural interpretation. Policy-to-practice analysis then highlights strategic use of Albanian, comparison between Albanian and English, and mediation-like practices as areas where curriculum expectations can be aligned with classroom pedagogy, while assessment and teachers’ familiarity with new conceptual terminology are areas that need further support.

Recognition of learners’ existing linguistic knowledge at curricular level is argued to support cross-language awareness within Albanian EFL education, provided that it is aligned with curriculum intentions, classroom methodology, assessment literacy and teacher professional development. Within the Albanian-English context examined, these practices are discussed as opportunities to build on learners’ linguistic resources rather than as evidence of broader multilingual competence.

Keywords: *cross-language awareness; Albanian–English; EFL; curriculum reform; mediation; Albania*

25. SERMENTS, PRIÈRES ET IDENTITÉS EN EXIL: VOIX FÉMININES DANS SWORN VIRGIN D'ELVIRA DONES ET CONFIDENCES À ALLAH DE SAPHIA AZZEDDINE

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Abstract: Cette étude comparative analyse Sworn Virgin et Confidences à Allah en interrogeant la condition féminine dans des contextes marqués, selon des modalités différentes, par des normes patriarcales, sociales, coutumières et religieuses. À travers les trajectoires de Hana, devenue « vierge jurée » dans les montagnes albanaises, et de Jbara, jeune Marocaine confrontée à la violence sociale et sexuelle, l'étude examine les mécanismes de domination exercés sur le corps féminin ainsi que les formes de résistance et de recomposition identitaire mises en œuvre par les protagonistes. La recherche s'articule autour des questions suivantes: comment les femmes peuvent-elles se reconstruire dans des contextes où leur corps et leur parole sont contrôlés?

Dans quelle mesure les différentes formes d'exil (géographique et transnational chez Hana, social et intérieur chez Jbara), la transgression des normes et l'énonciation de soi permettent-elles une réappropriation identitaire?

L'analyse s'inscrit dans une approche comparatiste et interdisciplinaire mobilisant les études de genre et l'anthropologie du corps, à travers les travaux de Pierre Bourdieu, Antonia Young et Françoise Héritier. La méthodologie repose sur une lecture thématique et textuelle des œuvres, centrée sur les représentations du corps, de l'exil, du sacré et de la parole féminine. Une attention particulière est accordée aux rapports entre langue, identité et appartenance culturelle, à travers l'expérience migratoire de Hana et les modalités d'expression de soi de Jbara.

En complément, la psychologie analytique de Carl Gustav Jung est mobilisée de manière ponctuelle comme outil d'éclairage des processus de construction subjective. L'étude montre que, malgré la différence de leurs trajectoires, les deux héroïnes transforment l'expérience de la contrainte, du déplacement et de l'exil en processus de reconfiguration identitaire. Le corps, d'abord espace de domination et de violence, devient progressivement un lieu de réappropriation de soi, tandis que la parole intime, confessionnelle ou sacrée, ouvre un espace d'émancipation et d'affirmation subjective. La fiction constitue ainsi un espace de visibilité et de mise en récit des voix féminines marginalisées, où les différentes expériences de déplacement et d'exil deviennent des vecteurs de transformation et de subjectivation.

Mots-clés: *féminité, résistance, exil, corps, parole*

26. MULTILINGUALISM, EQUALITY AND INCLUSION IN HEALTH EDUCATION: LEGAL AND INSTITUTIONAL PERSPECTIVES

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Abstract: Multilingualism is an important issue in higher education, especially in health-related programmes where communication plays an important role in learning and professional development. Students come from different linguistic backgrounds, and differences in language proficiency may sometimes affect their participation in academic activities and access to learning opportunities. This paper examines multilingualism in health education from a legal and institutional perspective, focusing on equality, inclusion and non-discrimination. The study uses a normative legal approach and considers principles related to the right to education, equal treatment and institutional responsibility. It also looks at the role of institutional language policies and support measures for students with different linguistic backgrounds. The paper argues that linguistic diversity should be addressed as part of the broader principles of equality and inclusion in higher education. Higher education institutions have a responsibility to provide an environment in which students can participate in academic activities without being disadvantaged because of their linguistic background. This is particularly relevant in health education, where effective communication is also important for future professional practice. The paper concludes that clear institutional policies and appropriate support for students can help promote equal participation and a more inclusive learning environment. Addressing multilingualism in this way can strengthen students' educational opportunities while also supporting the quality of health education.

Keywords: *Multilingualism; Equality; Inclusion; Health Education; Non-discrimination*

27. RRËFIMI I KARMINE ABATES MIDIS GJUHËS SË ZEMRËS DHE GJUHËS SË BUKËS

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Abstrakt: Kontributi i këtij artikulli është i lidhur ngushtë me lajtmotivin e jetes dhe veprës së shkrimtarit Arbëresh Karmine Abate dhe ka për objektiv të analizojë mënyrën sesi autori arrin të ngerthejë në mentre harmonike, në një pjesë të madhe të veprave të tij, gjuhën e zemrës me gjuhën e bukës. Abate është bërë i famshëm pikërisht për këtë bashkëjetesë harmonike të kodeve gjuhësore duke u cilësuar nga kritikët bashkëkohorë si perfaqësuesi me origjinal i "Letërsisë së emigracionit në gjuhën italiane". Artikulli vë në dukje faktin se arbërishtja, gjuha e ndjenjave dhe ëndrrave, e ka shoqëruar autorin edhe në hapsirën e gjuhëve të tjera duke krijuar një situatë gjuhësore të ndërlikuar dhe të pasur në të njëjtën kohë. Autori, me gjuhën e bukës, ndërton pjesën më të madhe të veprës së tij, por nuk harron të mirpresë fjalë dhe shprehje nga gjuha e zemrës, duke shërbyer edhe si model për bashkëjetesën në këtë shoqëri me shumëkultura.

Fjale kyce: *Abate, gjuha e zemrës, gjuha e bukës, bashkëjetesa*

28. SUPPORTING MULTILINGUAL STUDENTS IN ACADEMIC LANGUAGE LEARNING: CHALLENGES AND PEDAGOGICAL POSSIBILITIES IN KAZAKHSTAN

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Abstract: Kazakhstan represents a linguistically diverse educational context in which students may draw on Kazakh, Russian, English, and other languages throughout their academic and everyday lives. This multilingualism can provide valuable linguistic resources for learning, while also creating challenges when students are expected to participate in academic environments that privilege particular languages and forms of academic communication. This paper explores pedagogical approaches to supporting multilingual university students in developing academic language competence while recognizing and drawing upon their existing linguistic resources. Particular attention is given to the relationship between students’ multilingual backgrounds, academic participation, and the development of English academic communication skills. Drawing on relevant research in multilingual education, translanguaging, and academic language development, the paper discusses how teachers can move beyond deficit-oriented approaches to multilingualism and create learning environments in which students’ existing linguistic knowledge can support new language development. It considers practical strategies including strategic use of students’ linguistic repertoires, comparison across languages, collaborative learning, and reflective activities that develop metalinguistic awareness. The paper also discusses challenges teachers may encounter when implementing such approaches in multilingual higher education contexts. By connecting research on multilingualism with classroom practice, the paper argues for a more resource-oriented approach to academic language education. The discussion is particularly relevant to multilingual higher education contexts in Central Asia and contributes to broader conversations about how linguistic diversity can be recognized as a pedagogical resource rather than treated solely as a challenge.

Keywords: *multilingualism; academic language; higher education; translanguaging; Kazakhstan*

29. MULTILINGUALISM IN CAMEROON: BETWEEN EDUCATIONAL CHALLENGES, IDENTITY CONSTRUCTION AND DEVELOPMENT OPPORTUNITIES

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Abstract: Cameroon is a particularly rich linguistic space characterized by the coexistence of numerous indigenous languages alongside French and English, the country’s two official languages. This linguistic diversity is further shaped by migration, cultural exchanges, media and digital communication. Such multilingualism represents both a challenge for the educational system and a valuable resource for identity construction, intercultural dialogue and social development.

This paper examines the dynamics of multilingualism in the Cameroonian context, with particular emphasis on the role of languages in young people’s educational experiences. It explores how the coexistence of French, English and indigenous languages influences communication practices, language attitudes and processes of identity construction. Particular attention is paid to the challenges associated with multilingual education, including language learning, access to education and the recognition and valorisation of local languages and cultures.

Drawing on a sociolinguistic and educational perspective, the study also argues that multilingualism should not be viewed solely as a challenge to be managed, but also as a resource to be developed. Proficiency in several languages can enhance academic and professional mobility, facilitate intercultural communication and contribute to the integration of young people into an increasingly interconnected global society.

The paper therefore seeks to highlight the conditions under which Cameroon’s linguistic diversity can become a genuine resource for development, inclusion and intercultural dialogue. It also contributes to broader discussions on the role of multilingualism in contemporary societies and on the ways linguistic diversity can be transformed from an educational challenge into an opportunity for individual and collective development.

Keywords: *Multilingualism; Cameroon; Multilingual Education; Language and Identity; Intercultural Communication*

30. SUPPORTING MULTILINGUAL LEARNERS IN ALBANIAN PRIMARY EDUCATION: CHALLENGES AND INCLUSIVE TEACHING STRATEGIES

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Abstract: Growing linguistic diversity in primary classrooms creates new pedagogical demands for teachers, particularly when pupils enter school with different levels of proficiency in the language of instruction. Although multilingual education has received increasing international attention, evidence remains limited on how Albanian primary school teachers perceive these challenges and which inclusive strategies they consider feasible within everyday public-school practice. This planned descriptive study aims to explore the difficulties teachers encounter when supporting multilingual learners and to identify the strategies, resources, and professional support they use or consider necessary in the Albanian context.

The study will involve approximately 80 primary school teachers from public schools in Durrës and Tirana, recruited through voluntary purposive sampling with the support of school-level professional networks. Data will be collected through a structured questionnaire containing four sections: (1) demographic and professional background; (2) teachers’ experience with multilingual learners and the main linguistic, academic, and classroom-management challenges they perceive; (3) inclusive practices such as visual scaffolding, differentiated tasks, peer support, strategic use of pupils’ first languages, and family collaboration; and (4) access to training, teaching materials, institutional support, and perceived professional-development needs. Closed-ended items will use multiple-choice and Likert-type response formats, supplemented by a small number of open-ended questions. Quantitative data will be analysed using descriptive statistics, including frequencies, percentages, and mean scores, together with exploratory comparisons by teaching experience and prior training. Open-ended responses will be coded thematically to identify recurrent needs and context-specific practices.

As the study is planned and data collection has not yet been completed, the outcomes presented here are anticipated rather than empirical findings. The study is expected to identify the most common barriers faced by teachers, the strategies perceived as most practical, and gaps in training and school support. Its contribution lies in providing context-sensitive evidence that can inform teacher professional development, classroom resources, and inclusive language-support practices in Albanian primary education.

Keywords: multilingual learners; primary education; inclusive education; teacher practices; Albania

31. LE RÔLE DES GRANDS MODÈLES DE LANGAGE (LLM) DANS LA RÉALISATION DES DEVOIRS À LA MAISON, LE RISQUE DE PERTE D'IDENTITÉ DES APPRENANTS ET LA CLASSE INVERSÉE EN TANT QUE SOLUTION

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Résumé: Auparavant, les devoirs sont perçus comme une source de pression à la fois lancinante et inquiétante pour les adolescents (Elisabeth et al.) tandis qu'aujourd'hui la maîtrise d'une consigne donnée à un modèle, en un seul clic, permet d'obtenir une solution en quelques secondes. Les enseignants de leur côté sont confrontés à la même question que celle que nous nous posons aujourd'hui : les devoirs (assistés) par LLM témoignent-ils encore une réflexion personnelle ou ne sont-ils que des réponses robotiques et automatisées ? Cet article se focalise sur le rôle de devoirs à la maison dans l'acquisition de connaissances et sur leur originalité depuis la création de Grandes Modelés de Langage (LLM : Large Language Machines). Une enquête a été menée auprès des enseignants et des élèves du lycée Sami Frashëri de Pristina sur l'intégration de l'IA dans leur travail scolaire, l'implication des parents et le temps qu'ils consacrent aux devoirs. Les résultats obtenus nous conduisent à une réflexion centrale dans cet article: si l'IA intervient nuit la créativité des apprenants, ne serait-il pas préférable d'inverser les éléments spatio-temporels en déplaçant les devoirs en classe pour mieux modérer l'utilisation de l'IA ? La classe inversée promeut une réorganisation de ces éléments, en stimulant les interactions en classe et en mettant en œuvre un usage encadré de l'IA en classe tout en gardant les apprenants, plutôt que les machines, au centre de l'apprentissage.

Mots clés: *LLM, devoirs, créativité, classe inversée*

32. MBI STRUKTURËN E LEKSİKUT AKTIV NË SHQIPE: VËZHGIME SASIORE MBI FJALËSIN E SHKRONJËS “GJ”

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Abstrakt:Ky studim paraqet një vëzhgim sasior mbi strukturën e leksikut aktiv në gjuhën shqipe, me fokus të veçantë te fjalësi i shkronjës GJ, vazhdim i një projekti disertacioni që synon të ndërtojë në mënyrë sistematike, shkronjë pas shkronje nga A në K hartën e leksikut aktiv, mbi bazën e të dhënave empirike të mbledhura nga një kampion nxënësish dhe studentësh folës të shqipes si gjuhë amtare. Fjalësi i shkronjës GJ u përzgjodh nga FGJSSH (2006) dhe FD (ribotim 2015), duke dhënë 292 fjalë për testim. Instrumenti i kërkimit, i administruar përmes platformës Google Forms, dallon fushën e njohjes dhe fushën e përdorimit duke mundësuar një vlerësim mbi frekuencën e përdorimit dhe të disponueshmërisë të fjalëve në ligjërimin e përditshëm. Të dhënat u mbledhën përmes dy testeve paralele, 40 pjesëmarrës në Google Forms dhe 10 pjesëmarrës plotësuan fjalësin në Excel në fazën e parë të testimit duke na dhënë një kampion total prej 50 pjesëmarrësish të grupmoshës 15-45 vjeç. Pjesëmarrja në testim ishte vullnetare dhe anonime në përputhje me parimet standarde të kërkimit shkencor. Analiza tregon se fjalët nuk aktivizohen njësoj: disa përbëjnë bërthamën e leksikut aktiv të kësaj shkronje, me përdorim të shpeshtë dhe disponueshmëri të menjëhershme; të tjera njihen por përdoren rrallë, me disponueshmëri të kufizuar; kurse një pjesë e konsiderueshme mbetet e panjohur ose e paaktivizuar, në kufi me leksikun pasiv. Në këtë mënyrë, studimi nuk synon vetëm përshkrimin e shkallëve të njohjes dhe të përdorimit por përcaktimin e përbërjes së fondit leksikor të përdorimit mbi bazën e të dhënave të matshme. Të dhënat për fjalësin e shkronjës GJ përbëjnë kështu një hap të mëtejshëm për ndërtimin sistematik të fondit aktiv të shqipes së sotme.

Fjalë kyçe: *leksik aktiv, pasiv, fusha e njohjes, fusha e përdorimit, gërma GJ*

33. NGA “GJUHA E HUAJ” TE “REPEDITORI PLURILINGUAL”: A E TRAJTOJNË METODAT E FRËNGJISHTES DHE GJERMANISHTES NXËNËSIN SI PËRDORUES TË NJË GJUHE TË RE APO SI PËRDORUES TË NJË REPEDITORI TË INTEGRUAR GJUHËSOR?

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Abstrakt:Në kontekstin e diversitetit të sotëm gjuhësor dhe kulturor, mësimi i gjuhëve të huaja po kalon nga një qasje e bazuar në zotërimin e veçuar të gjuhëve drejt një konceptimi më dinamik të repeditorit gjuhësor të individit. Kuadri i Përbashkët Evropian i Referencave për Gjuhët (KPER) e vendos kompetencën plurilinguale dhe plurikulturore në qendër të këtij konceptimi, duke e trajtuar nxënësin si një aktor social që mobilizon në mënyrë fleksibël njohuritë, përvojat dhe strategjitë e fituara në gjuhë të ndryshme. Companion Volume (2020) e zgjeron më tej këtë perspektivë përmes kompetencës plurilinguale, ndërmjetësimit dhe qasjes së orientuar drejt veprimit.

Ky punim synon të shqyrtojë se në çfarë mase dhe në çfarë forme parimet e kompetencës plurilinguale konkretizohen në metodologjinë e mësimdhënies së frëngjishtes dhe gjermanishtes si gjuhë të huaja. Në qendër të analizës vendoset pyetja nëse metodat dhe materialet didaktike bashkëkohore e konsiderojnë repeditorin gjuhësor të nxënësit si burim për përvetësimin e një gjuhe të re, apo nëse gjuhët trajtohen ende si sisteme të ndara dhe relativisht të pavarura.

Studimi mbështetet në një analizë krahasuese të metodave dhe materialeve didaktike të përdorura për mësimin e frëngjishtes dhe gjermanishtes, duke u fokusuar në: përdorimin e gjuhëve të tjera të njohura nga nxënësi; krahasimin ndërgjuhësor; ndërgjuhësinë dhe transferimin e njohurive; strategjitë e ndërmjetësimit; reflektimin mbi funksionimin e gjuhëve dhe aktivitetet që mobilizojnë repeditorin plurilingual të nxënësit.

Hipoteza e studimit është se, megjithëse metodat bashkëkohore të mësimi të frëngjishtes dhe gjermanishtes si gjuhë të huaja ndikohen nga koncepti i kompetencës plurilinguale të përcaktuar në KPER, integrimi i këtij koncepti mbetet kryesisht i kufizuar në aktivizimin e njohurive gjuhësore paraprake të nxënësit, në krahasimin ndërgjuhësor e transferim, ndërsa dimensionet më të avancuara të kompetencës plurilinguale, si zhvillimi i strategjive plurilinguale, reflektimi metagjuhësor dhe metakognitiv, ndërtimi i një repeditori plurilingual dhe mobilizimi i tij në mënyrë të qëllimshme në situata komunikative, janë më pak të integruara në mënyrë sistematike në materialet dhe aktivitetet didaktike.

Në këtë kuadër, punimi synon të kontribuojë në diskutimin mbi kalimin nga një didaktikë monogjuhësore drejt një didaktike plurilinguale, duke evidentuar potencialin e repeditorit gjuhësor ekzistues të nxënësit si një burim didaktik për mësimin e gjuhëve të reja dhe duke dhënë propozime konkrete mbi llojin e veprimtarive didaktike.

Fjalë kyçe: *kompetencë plurilinguale; didaktika e gjuhëve të huaja; repeditor plurilingual; ndërmjetësim; krahasim ndërgjuhësor*

34. THE GRAPHIC NOVEL AS MIGRANT ARCHIVE: DISPLACEMENT AND INTERCULTURAL ENCOUNTERS IN JEPI JORA

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Abstract: This paper aims to examine Jepi Jora, a graphic narrative that engages with the experience of Albanian migration to Italy, focusing particularly on the mass emigration that followed the collapse of Albania's communist regime in the early 1990s. This period of upheaval precipitated one of the most significant migratory movements in modern Balkan history, as thousands of Albanians crossed the Adriatic in search of stability, opportunity, and a new life, often under precarious and traumatic circumstances. Situating Jepi Jora within this broader historical and sociopolitical context, the study will investigate how the graphic narrative represents the lived realities of migration and the multifaceted processes of displacement, adaptation, and belonging that accompany it. Methodologically, the study draws on an interdisciplinary framework that brings together migration theory, graphic narrative studies, and multimodal discourse analysis. This combined approach allows for a close examination of the interaction between images, language, layout, framing, symbolism, and narrative sequencing, treating the graphic novel as a complex semiotic text in which meaning is produced through the interplay of multiple modes of communication. Particular attention is given to the ways in which visual and verbal elements work together to convey the emotional, cultural, and psychological dimensions of the migrant experience. Through this analysis, the paper will further explore how Jepi Jora represents displacement, intercultural encounters, social integration, memory, and the formation of hybrid identities. It considers how the narrative negotiates questions of loss and longing, the ambivalence of belonging, and the challenges of adapting to a host society while maintaining ties to a homeland left behind. Finally, it argues that Jepi Jora presents migration not simply as physical movement from one country to another, but as an ongoing process of cultural negotiation and identity transformation.

Keywords: *Albanian migration; graphic narrative; displacement; hybrid identity; memory; multimodal discourse analysis*

35. FUNCTIONAL FEATURES OF PAST TENSE VERB FORMS IN THE INDICATIVE MOOD IN RUSSIAN: A COMPARATIVE ANALYSIS WITH THEIR CORRESPONDING FORMS IN ALBANIAN AND ENGLISH

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Abstract: This paper examines, from a contrastive perspective, the ways in which past-tense verb forms are expressed in Russian, Albanian, and English, with particular emphasis on the interaction between the categories of tense and aspect in Russian. The analysis takes as its point of departure the asymmetry among the verbal systems of the three languages under consideration. Russian is characterized by the interaction of tense forms with the grammaticalized opposition between *несовершенный вид* / *совершенный вид* (*imperfective aspect* / *perfective aspect*), whereas the meanings associated with this opposition may be expressed in Albanian and English through a range of tense and aspectual forms. This phenomenon is illustrated by the Russian aspectual pair *читать* / *прочитать* (*to read*). In the sentence *Он читал книгу, когда я вошёл* – Alb. *Ai po lexonte librin kur hyra* – Eng. *He was reading the book when I came in*, the imperfective form *читал* presents the action as ongoing; Albanian uses the imperfect tense in the construction *po + verb*, while English employs the *Past Progressive*. The same Russian form in *В детстве он часто читал книги* – Në fëmijëri ai lexonte shpesh libra – *As a child, he often read/used to read books* expresses a habitual and repeated action in the past. In Albanian, this meaning is conveyed by the imperfect tense, whereas English uses the *Simple Past* or the construction *used to + infinitive*. A similar asymmetry can also be observed with the perfective aspect. *Вчера он прочитал книгу* corresponds to Alb. *Dje ai e lexoi librin* / Eng. *Yesterday he read the book*, whereas *Он уже прочитал эту книгу* may be rendered as Alb. *Ai e ka lexuar tashmë këtë libër* / Eng. *He has already read this book*. Thus, depending on the context, the same Russian form *прочитал* may correspond to either the simple past or the perfect in Albanian and to either the *Simple Past* or the *Present Perfect* in English. The analysis demonstrates that the two aspectual forms in Russian do not have single formal equivalents but may correspond to several tense forms in Albanian and English. This asymmetry is of particular relevance to contrastive linguistic studies, translation, and foreign-language teaching.

Keywords: *past tense, perfective aspect, imperfective aspect, contrastive study, linguistic interference*

36. MULTILINGUALISM AS CULTURAL AND SOCIAL PRACTICE IN LITHUANIAN CINEMA

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Abstract: The paper examines multilingualism in contemporary Lithuanian cinema as a cultural and geopolitical phenomenon rather than merely as the coexistence of different languages. It focuses on two Lithuanian films, Justinas Krisiūnas’s *Emigrantai* (*The Emigrants*, 2013) and Kristijonas Vildžiūnas’s *Kai apkabinsiu tave* (*Back to Your Arms*, 2010), which represent different historical and social contexts of linguistic and cultural encounter. While *The Emigrants* addresses the issue of emigration of Lithuanians to the United Kingdom in the nineties, *Back to Your Arms* situates multilingual communication within the geopolitical divisions of Cold War Europe. The latter incorporates Lithuanian, Russian, German and English, making linguistic choice particularly significant for the representation of borders, social relations, historical memory and belonging.

The paper discusses multilingualism as cultural and “social practice” (Schnitzer, 2023). Drawing on Bourdieu’s (1991) concepts of linguistic capital and symbolic power, Bleichenbacher’s (2012) work on the representation of multilingualism in cinema, Blommaert’s (2017) understanding of language in relation to mobility, identity and social positioning, and the ideas on the peculiarities of multilingual in films by Lithuanian scholars Eglė Aloševičienė (2020), and Jurgita Kerevičienė and Miglė Urbonienė (2023), the paper examines how language choices contribute to the construction of cultural meaning and social identities.

A qualitative descriptive method is used to analyse selected scenes and dialogues from the two films. Special attention is given to the languages used, interactions between speakers, and the cultural, social and geopolitical meanings associated with particular languages and communicative situations. The analysis also considers how these multilingual representations may shape audience interpretation by drawing on viewers’ linguistic and cultural knowledge. The paper argues that multilingualism in Lithuanian cinema functions as a meaningful representational resource through which cultural belonging, social hierarchy and historical experience are constructed and communicated to audiences.

Key words: *Cultural belonging, Lithuanian film, multilingual cinema, mobility, social practice*

37. FROM LINGUISTIC CONTACT TO NEW NAMING: RETHINKING NOMINATIVE INNOVATION IN MULTILINGUAL CONTEXTS

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Abstract: Contemporary multilingual environments are increasingly characterized by intensive linguistic interaction, accelerated circulation of concepts, and rapid transformation of communicative practices. These processes create conditions in which speakers do not merely adopt existing lexical items from another language but also develop new naming solutions through adaptation, restructuring, semantic reinterpretation, and hybrid formation. Although language-contact research has extensively examined lexical borrowing, loan translation, semantic transfer, and other forms of contact-induced change, the broader process through which a newly emerging concept is transformed into a socially usable linguistic designation remains insufficiently conceptualized. This study addresses this gap by reconsidering nominative innovation as a multidimensional process situated at the intersection of conceptual novelty, multilingual contact, lexical creativity, and linguistic adaptation. The study adopts a qualitative comparative approach and examines selected contemporary lexical innovations emerging in multilingual communicative contexts. The analysis distinguishes several pathways of new naming, including direct lexical transfer, adapted borrowing, calquing, hybrid formation, semantic extension, and internally motivated nomination. Particular attention is given to the relationship between the communicative need for designation and the linguistic resources available within the receiving language. Rather than treating innovation as a simple outcome of borrowing, the study conceptualizes nominative innovation as a dynamic sequence involving conceptual identification, naming choice, structural or semantic adaptation, and subsequent communicative diffusion. The proposed framework contributes to a more differentiated understanding of lexical change by demonstrating how multilingual contact can function not only as a mechanism of lexical transfer but also as a stimulus for creative processes of naming and lexical restructuring.

Keywords: *nominative innovation; multilingualism; language contact; lexical creativity; lexical adaptation; neologization*

38. BIBLICAL REGISTER AND PAGAN SYMBOLISM AS A MULTILINGUAL CODE IN CONTEMPORARY UKRAINIAN WAR POETRY

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Abstract: The research examines biblical intertext and pagan religious markers as a multilingual symbolic code across contemporary Ukrainian war poetry. The study identifies how biblical imagery, pre-Christian symbolism, and prayer strategies function as a stable semantic core within the poetic text of both combat and non-combat authors. Combining the structural-semiotic method, hermeneutic analysis, and an intertextual approach, the research argues that biblical diction operates on two interrelated levels: first, as an internal register-switch within individual poems, where liturgical or Church-Slavonic-inflected Ukrainian is juxtaposed with contemporary colloquial or war-technical vocabulary; and second, as a shared interpretive framework rooted in a European textual tradition. Particular attention is paid to how prayer frames, psalm-like numbering, anaphoric and litanic structures organize the poetic text on rhythmic, generic, and theological levels.

The study concludes that the biblical register serves as a genuinely multilingual code pre-shared across linguistic and cultural boundaries, making the authors' messages readable worldwide. The findings also reveal distinct numerical paradigms that recur across multiple contemporary texts. The combatant discourse, in particular, manifests somatic numerology, military-technical codification, and the metrics of liminal endurance. The numerological code performs several core functions: depersonalizing (numbers replacing names, such as 234, 457, 451), sacralizing (biblical and archetypal numbers, including 3, 5, 14, 33), temporal-traumatic (dates such as 2014 and 24.02.2022 functioning as mnemonic nodes of collective experience), and existential-meditative, wherein counting becomes a ritual of resistance and a means of preserving mental integrity. Within the framework of biblical intertext and pagan religious markers, this numerological system operates as a symbolic language that bridges the sacred and the profane, the archaic and the contemporary. The numerological matrix constructs a distinctive semiotic and philosophical model through which poets articulate the ineffable dimensions of trauma and convert loss into a form of symbolic creation.

Key words: *chthonic tension, sacred space, sensus numinis, incantatory rhythmicity*

39. FROM MULTILINGUAL CLASSROOMS TO MULTILINGUAL TEACHER EDUCATION: RETHINKING PEDAGOGY IN LINGUISTICALLY DIVERSE PRIMARY CLASSROOMS

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Abstract: Abstract: Contemporary primary classrooms increasingly reflect societies shaped by mobility, migration, internationalisation, and transnational communication, yet educational systems and teacher preparation programmes often remain grounded in predominantly monolingual assumptions. This paper examines how multilingualism can be recognised as a pedagogical resource in linguistically diverse classrooms and what implications classroom practice may have for teacher education.

The paper addresses two research questions: How can learners' multilingual repertoires support learning in diverse primary classrooms? And what implications can multilingual classroom practice offer for the preparation of future teachers? The discussion is informed by contemporary perspectives on multilingualism, multilingual pedagogies, translanguaging, language awareness, and inclusive education, viewing learners' languages as dynamic and interconnected resources rather than separate linguistic systems.

Methodologically, the paper presents a practice-based qualitative study drawing on classroom observations and pedagogical experience from a previous Grade 1 teaching context in Pristina, Kosovo. The classroom comprised 19 young learners representing six nationalities and six different home languages, with English serving as the principal language of instruction. The study applies the concept of layered multilingualism to describe how children navigate different languages across home, community, school, and subsequent foreign-language learning. A classroom vignette, in which a Turkish-speaking pupil taught Turkish vocabulary to a Norwegian-speaking classmate during recess using English as a bridge language, illustrates how peer interaction can create opportunities for language learning and intercultural understanding.

Drawing on this classroom experience, the paper argues that teacher education should move beyond monolingual paradigms by integrating multilingual pedagogy, CLIL, language awareness, and subject-specific academic language into teacher preparation. It proposes stronger collaboration between Faculties of Foreign Languages, Faculties of Education, and subject-specialist teacher education programmes to prepare educators for increasingly multilingual learning environments.

Keywords: *multilingual pedagogy; translanguaging; teacher education; primary education; language awareness*

40. MULTILINGUALISM AND CULTURE AMONG PEOPLES

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Abstract: In this paper we aim to reflect various data enabled by the multilingualism of modern times, mainly under the conditions of cultural globalization, when multilingualism is not taken merely as the coexistence of languages and their independent development, but at the same time as their mutual relationship on the multicultural level. We attempt to present the unceasing effort made by human knowledge, from the philosophical treatment of language—when man called foreign peoples “barbarians” on the basis of the language they spoke—through Humboldtian theories and up to our own days, with the well-known work of the Italian semiotician Umberto Eco, *In Search of the Perfect Language*; where the idea is expressed that we will never be satisfied with the strange notion, born to some, of fantasizing about a universal language! We will convey the advanced linguistic and cultural stance that the state of multilingualism, as much as it restrains, often also hinders the rapprochement and influence of culture in different countries and peoples, and from past epochs to modern ones, this fact has also helped humanity, especially in the field of literary translation and in the domain of scientific achievements and the understanding of the very nature of language, of groups and families that linguistics has divided according to similarities, affinities, and phonetic differences and in their grammatical systems. The phenomenon of multilingualism has produced lexical borrowings, syntactic structures so diverse, idiomatic expressions complex and even untranslatable, flexible communication models, depending on cultural formation and way of life.

Keyword: *bilingualism, culture, idiom, translation, perfect language*

41. SHUMËGJUHËSIA NË UDHËKRYQ: SFIDAT E REJA TË EDUKIMIT NËPËRMJET GJUHËS DHE KULTURËS NË SHKOLLË

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Abstrakti: Në kontekstin e botës së sotme, të karakterizuar nga një lëvizshmëri e madhe e individëve dhe diversiteti gjuhësor e kulturor, shumëgjuhësia përbën një sfidë të rëndësishme të arsimit dhe edukimit. Këshilli i Evropës, në dokumentet e tij, flet gjithnjë e më tepër për një arsimim shumëgjuhësh dhe ndërkulturor. Pra, nuk bëhet fjalë vetëm për zotërimin e gjuhëve të veçanta, por për tërësinë e repertorit gjuhësor të një individi. Njohja dhe mësimi i disa gjuhëve dhe kulturave në nivel universitar sjell sfida të reja për procesin mësimor, por njëkohësisht krijon mundësi për pasurimin e përvojës së të nxëniet nëpërmjet zhvillimit të kompetencave gjuhësore e ndërkulturore. Në këtë kuadër, kumtesa synon të shqyrtojë mënyrën se si studentët shqiptarë e perceptojnë shumëgjuhësinë dhe rolin që repertori i tyre gjuhësor e kulturor mund të luajë në mësimin e një gjuhe të huaj.

Studimi do të zhvillohet me studentë që mësojnë frëngjisht dhe do të mbështetet në një pyetësor të konceptuar për të identifikuar repertorin e tyre gjuhësor, përfytyrimet dhe perceptimet ndaj shumëgjuhësisë, strategjitë e përdorimit të gjuhëve të njohura dhe përvojat e vështirësive të tyre gjatë të nxëniet të frëngjishtes. Në punim do të ndalemi te raste kur gjuhët e tjera shërbejnë si burim për të kuptuar fjalorin, strukturat gramatikore, tekstet apo situatat e komunikimit, si dhe raste kur ato perceptohen si burim vështirësish ose gabimesh. Përmes analizës së të dhënave, synojmë të vëmë në pah mundësitë që ofron repertori shumëgjuhësh si burim didaktik dhe shfrytëzimin e tyre në mësimdhënien e gjuhëve të huaja. Kështu, shumëgjuhësia trajtohet jo vetëm si një sfidë që kërkon përshtatje të praktikave pedagogjike, por edhe si një mundësi për një edukim më gjithëpërfshirës dhe të hapur ndaj diversitetit gjuhësor dhe kulturor.

Keywords: *shumëgjuhësia, repertori shumëgjuhësh, komunikim ndërkulturor, diversitet gjuhësor*

42. ALBANIAN LANGUAGE REPRESENTATION IN ARTIFICIAL INTELLIGENCE: LINGUISTIC INEQUALITY IN DIGITAL SPACES

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Abstract: A high-resource language like English has substantial digital and computational resources representation available which support creating of AI and NLP systems. But low-resource language such as Albanian have not been in same position which has raised concerns about multilingualism and uneven inclusion in the AI.

In this research, the position of the Albanian language is examined through the following questions: (1) What are the existing models created especially for Albanian and how they compare to English in term of resources, (2) What are the differences if there is any, between AI-generated answers in Albanian and English in the aspect of linguistic quality, informational depth and the cultural accuracy? The study draws on the concepts of multilingualism, inequality, and digital representation for Albanian and English as a high-resource languages. These concepts help to check how the differences affect the representation in AI, access to information and cultural representation.

The research employs a qualitative review and a detailed comparative analysis. The study compares English and Albanian using 7 widely used LLMs. By creating prompts in both languages and checking the responses from both languages. Moreover, the study will identify created LLMs that are specifically for Albanina and compare the digital resources used for it and for high-resource language as English. The study aims to identify potential inequalities, the difference in the information depth and the cultural representation. It addresses the consequences of these potential inequalities in a future where the dependency in the use of Ai application is expected to increase almost in every field.

Keywords: *Albanian Language, Artificial Intelligence (AI), Natural Language Processing (NLP), Low-Resource Languages, Linguistic Inequality, Linguistic Diversity, Large Language Models (LLMs), Cultural Representation*

43. SHUMËGJUHËSIA DHE MULTIKULTURALIZMI NË PRAKTIKË: MUNDËSI PËR PROMOVIMIN E GJUHËS DHE KULTURËS SHQIPE NË UNINOVIS

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Abstrakti: Shumëgjuhësia dhe multikulturalizmi zënë një vend të rëndësishëm në strategjinë e aleancës universitare UNINOVIS. Megjithatë, përfshirja e tyre në një dokument strategjik ngre edhe pyetjen se si mund të bëhen të pranishme gjuhët dhe kulturat e universiteteve partnere në veprimtaritë e aleancës. Si mund të matet kjo prani? Studimet mbi aleancat universitare evropiane tregojnë se zbatimi i shumëgjuhësisë dhe multikulturalizmit kërkon vëmendje edhe ndaj përdorimit të gjuhëve dhe kulturave në mësimdhënie, komunikim dhe bashkëpunim, përtej ofrimit të kurseve të gjuhës (Angouri & Delmas, 2025).

Kjo kumtesë shqyrton mundësitë që pedagogët shqiptarë të gjuhës shqipe të kontribuojnë në zbatimin e strategjisë së UNINOVIS, duke promovuar gjuhën dhe kulturën shqiptare në bashkëpunim me kolegët e universiteteve partnere. Ajo mbështetet në konceptin e ndërkombëtarizimit në shtëpi (Beelen & Jones, 2015), në literaturën për shkëmbimin virtual (O’Dowd, 2020) dhe në qasjen ndaj kompetencës shumëgjuhëshe e shumëkulturore dhe ndërmjetësimit gjuhësor të Kuadrit Evropian të Referencës për Gjuhët (Council of Europe, 2020).

Duke ndërthurur këto perspektiva, kumtesa diskuton forma të mundshme veprimtarish që u japin pjesëmarrësve të aleancës mundësinë të njihen me shqipen dhe kulturën shqiptare, si edhe të shkëmbejnë përvoja e këndvështrime me njëri-tjetrin. Vëmendje i kushtohet rolit të pedagogëve të shqipes në hartimin e veprimtarive, bashkëpunimit me partnerët dhe kushteve që mundësojnë përfshirjen e tyre në mësimdhënie e në jetën universitare. Kumtesa synon të ofrojë një bazë të argumentuar për përzgjedhjen dhe zhvillimin e aktiviteteve konkrete gjatë punës së mëtejshme në UNINOVIS.

Fjalë kyçe: shumëgjuhësi, multikulturalizëm, gjuha shqipe, kultura shqiptare, aleanca universitare, UNINOVIS

44. NARRATIVE STRATEGIES AND DYSTOPIAN SOCIAL CONTROL IN KURT VONNEGUT’S HARRISON BERGERON AND SHIRLEY JACKSON’S THE LOTTERY

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Abstract: This article offers a comparative analysis of Kurt Vonnegut’s Harrison Bergeron and Shirley Jackson’s The Lottery, examining how the two authors employ distinct narrative and stylistic strategies to represent dystopian forms of social control, conformity, and the suppression of individuality. The first part of this paper will focus on the theoretical perspectives on dystopia, particularly the relationship between power and social organization, as well as Michel Foucault’s conceptualization of discipline and social control. The main emphasis will be the exploration of the way how oppressive systems are constructed and maintained within the two narratives. Although both texts depict communities in which individual autonomy is subordinated to collective values, by introducing the reader with very different mechanisms of control. Thus, the second part of the paper will elaborate how both authors approach the idea of control, Vonnegut by giving us an institutionalized dystopian society in which the state enforces equality through physical and psychological restrictions. His use of satire, exaggeration, absurdity, and irony exposes the contradictions underlying the enforced equality. Jackson, by contrast, presents a seemingly ordinary community in which violence is legitimized through tradition, collective participation, and social conformity. The restrained narrative tone, symbolism, realism, and gradual development of suspense reveal how oppressive practices can become normalized within a community. By comparing these different styles, the article shows how both authors use dystopian fiction to critique society, proving that conformity can be driven by either powerful institutions or social pressure from within a community.

Key words: *dystopian literature, narratives, stylistic approaches, irony*

45. DU FAIT PLURILINGUISTIQUE DANS LE TEXTE SCIENTIFIQUE ET DE SES MODES DE TRAITEMENT DANS LE PROCESSUS DE TRADUCTION

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Résumé: Dans une optique lexico-sémantique et traductologique, la communication se proposera d'examiner les marques de plurilinguisme dans un texte scientifique original et leur prise en charge dans la traduction de celui-ci vers une autre langue. L'intégration d'éléments d'origine linguistique multiple dans la version originale de l'Allégorie du patrimoine de Françoise Choay, ouvrage français fondateur en matière d'histoire et de théorie du patrimoine architectural, sera analysée en vue d'une mise en évidence des raisons et des finalités d'une telle démarche. L'inventaire des langues étrangères apparaissant dans le texte français, des modalités et effets de l'insertion d'unités lexicales et notionnelles plus ou moins complexes participant de cette perspective plurilingue pour laquelle a opté l'auteure, embrassera une variété de vocabulaires scientifiques, de locutions, de noms propres, de titres, empruntés à des langues comme le latin, le grec ancien, l'allemand, l'anglais, l'italien etc. Les modes de traitement mis en œuvre dans le cadre de la traduction bulgare de l'ouvrage en question permettront d'aborder le sujet du maintien et des transformations possibles du plurilinguisme d'un texte scientifique lors du passage d'une langue à une autre. La réflexion portée sur une sélection d'échantillons de texte original et traduit envisagera les modifications observables dans le sens d'une réduction, amplification ou altération de l'hétérolinguisme initial, conditionnées par une diversité de facteurs en lien avec un contexte linguistique, culturel particulier.

Mots-clés: *plurilinguisme – texte scientifique – traduction – modes de traitement*

46. LOST IN AI TRANSLATION - *When does machine translation help learners notice meaning, register, and culture, and when does it hide errors?*

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Abstract: Machine translation tools such as DeepL, Google Translate and AI chatbots are now part of everyday language learning. They are fast and often fluent, but fluency is not the same as accuracy. This presentation asks when machine translation helps learners notice differences in meaning, register and culture, and when it hides errors behind natural-sounding output. On the helpful side, comparing a source text with its translation, or comparing several tools, can prompt learners to see how languages package meaning differently: word order, formality levels, and culturally loaded expressions. On the risky side, idioms, humour, politeness conventions and culture-specific

references are often translated literally or flattened into neutral language, and learners who trust the output may not notice. The presentation argues that the difference lies less in the tool than in how it is used. Passive copying hides problems, while critical comparison, back-translation and guided noticing turn machine translation into a learning resource. It opens with a "translation detective" challenge in which the audience examines AI translations of tricky idioms, spots what was lost or distorted, and discusses what a human reader would need to know to get the meaning right.

Key words: Machine translation, Noticing, Register, Cultural meaning, Critical language awareness

47. AI, TRANSLATION, AND LINGUISTIC DIVERSITY: INSIGHTS FROM ENGLISH–ALBANIAN

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Abstract: The rapid expansion of artificial intelligence in language technologies is reshaping the possibilities for communication across linguistic boundaries. For widely represented languages, the development of AI-based translation tools offers increasingly accessible ways of producing and accessing multilingual content. For less-resourced languages, however, the implications are more complex. This study considers the position of Albanian within this changing technological landscape and explores what current AI translation capabilities may mean for linguistic diversity and multilingual communication. Using English–Albanian translation as a case study, the research examines outputs generated by a range of widely used AI-based translation technologies across different types of texts. Human evaluation is used not only to assess the acceptability of the resulting Albanian texts, but also to identify recurring patterns of strengths and weaknesses in the representation of Albanian across different communicative contexts. Particular attention is given to the treatment of terminology, contextual information, and translation choices that may affect the accuracy and accessibility of multilingual content. The analysis suggests that AI translation technologies have the potential to expand access to communication across languages, while their variable performance raises questions about the quality of technological support available to less-resourced languages. Differences across systems and text types point to broader questions concerning how languages such as Albanian are represented within rapidly developing AI ecosystems and whether technological progress is distributed evenly across languages. The study situates these findings within broader discussions of multilingualism and linguistic diversity. It argues that the development of AI translation should be considered not only as a technological advance but also as a linguistic and societal development. For languages with comparatively fewer digital resources, continued human involvement, linguistic expertise, evaluation, and development of language resources remain important for ensuring that increased access to AI technologies supports rather than marginalizes linguistic diversity. The study therefore highlights both the opportunities offered by AI for expanding multilingual communication and the challenges that must be addressed to ensure more equitable technological support across languages.

Keywords: *artificial intelligence, linguistic diversity, multilingualism, AI translation, English–Albanian, low-resource languages, language technologies*

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**48.TRANSLATING SUPERDIVERSITY: HUMAN-AI NEGOTIATION OF MEANING IN
MULTILINGUAL AND MULTIMODAL CONTEXTS**

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Abstract: Generative artificial intelligence is increasingly used to translate texts produced in linguistically and culturally diverse environments. However, superdiverse communication is rarely limited to transferring information from one language into another. It may include code-switching, culturally embedded references, institutional conventions, humour, implicit meanings, multimodal cues, and identity-related choices. This presentation examines how AI-assisted translation negotiates such complexity and asks whether fluent output necessarily preserves the meaning, voice, and social positioning of the original.

The presentation is based on a reflective, practice-oriented case study drawing on anonymised examples from professional translation, translator education, and audiovisual translation. Selected Lithuanian–English examples represent several types of superdiverse communication, including institutional texts, social media discourse, culturally marked expressions, and audiovisual dialogue. AI-generated translations are compared with context-informed human translations. The analysis focuses on semantic accuracy, pragmatic meaning, cultural appropriateness, register, translator visibility, and the treatment of ambiguity. Particular attention is paid to cases in which AI produces linguistically correct but socially or culturally misleading solutions.

The case analysis identifies four recurring tendencies: the normalisation of hybrid or non-standard language, the loss of implicit cultural meaning, the overconfident resolution of ambiguity, and the reduction of individual voice in favour of statistically predictable phrasing. At the same time, the examples demonstrate that AI can support translators by generating alternatives, identifying terminology, and accelerating initial drafting when it is used critically and supplied with sufficient contextual information. The central argument is therefore not that AI fails in superdiverse contexts, but that its apparent fluency may conceal interpretive decisions that require human evaluation. The presentation proposes a context-sensitive human–AI translation workflow in which the translator acts as an interpreter, cultural mediator, prompt designer, and ethical decision-maker. This approach is relevant to professional translators, educators, and researchers because it shifts the discussion from whether AI can translate to how responsibility for meaning should be distributed between human and machine. It also offers practical examples that can be incorporated into translator training to develop students’ critical AI literacy and their ability to recognise when a fluent translation is not necessarily an adequate one.

Keywords: *Superdiversity; AI-Assisted Translation; Human–AI Interaction; Multimodal Translation; Multilingual Communication; Cultural Mediation; Pragmatic Meaning; AI Literacy in Translation*

49. IS SPEAKING STILL THE HARDEST SKILL? AN AI-ASSISTED ANALYSIS OF SPOKEN AND WRITTEN OUTPUT

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Abstract: The purpose of this research study is to compare lexical density and CEFR aligned proficiency scores in spoken and written production among advanced English major students. Speaking is widely regarded as the most challenging of the four primary language skills (Brown, 2001), largely due to the cognitive demands of real time processing because learners must simultaneously retrieve vocabulary, structure grammar, and maintain communicative coherence (Thornbury, 2005). In contrast, writing allows for planning, revision, and more deliberate lexical selection. This study investigates whether these theoretical differences are reflected in AI assisted lexical density measurements and whether instruction leads to measurable improvement across modalities. The aim is to understand how topic familiarity, instructional input, and modality specific constraints influence lexical density and how these insights may inform teaching practice. The study was carried out with 16 English major students enrolled in an intensive English course. Each participant produced a written samples of approximately 200 words during class time on a randomly assigned topic without prior preparation. Lexical density and CERF - aligned proficiency score was calculated using AI-assisted measurements: Analyze My Writing tool and Pearson’s GSE Teacher Toolkit. After the first writing task, participants completed a full instructional unit consisting of reading, listening, vocabulary development, grammar work, and guided speaking activities. Students then produced a second written sample on the same topic, now with greater topic familiarity and enhanced lexical resources. Spoken data were collected in parallel: students recorded spontaneous one minute speech pods on an unfamiliar topic and again after completing the unit. Spoken samples were analyzed using the same AI assisted tools to ensure comparability across modalities. Preliminary analysis suggests that lexical density increases in both spoken and written production after instruction, with stronger gains in writing due to the additional time available for planning and lexical retrieval. Spoken samples show improvement but remain lexically less dense, supporting the theoretical position that speaking is the more demanding skill. Students’ post instruction writing demonstrates greater use of topic specific vocabulary, collocations, and academic connectors, while spoken improvements are more modest and influenced by real time processing constraints. Topic familiarity appears to play a significant role in both modalities.

The findings suggest that AI assisted lexical density measurement can provide valuable insight into modality specific development and serve as a motivational tool for advanced learners. Because progress in speaking is often difficult to perceive at higher proficiency levels, automated feedback offers learners concrete evidence of improvement and highlights strategies for producing more sophisticated and informative language. The study contributes to multimodal assessment practices and demonstrates how AI supported tools can enhance instructional design and learner awareness in advanced English courses.

Keywords: *English Language Teaching (ELT); Speaking Skills; Written Production; Lexical Density; AI-Assisted Assessment; CEFR-Aligned Assessment; Language Proficiency*

50. EXPRESSION AND MEANING OF TEMPORAL CONVERBS: A COMPARATIVE ANALYSIS OF NATURAL AND AI-GENERATED SPOKEN TURKISH

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Abstract: This study examines the expression and meaning of temporal converb constructions in natural and AI-generated spoken Turkish through the lens of how faithfully large language models reproduce the grammar that governs event structuring in a typologically distinct, non-Indo-European language. Turkish encodes temporal relations - simultaneity, anteriority, posteriority - primarily through non-finite converb clauses rather than finite subordinators, making converbs a linguistically precise diagnostic for evaluating AI-generated morphosyntax.

Drawing on the eight-suffix temporal-converb framework of Yazar and Baydal (2025) - (y)IncA (when), -DIğIndA (when), -DIğI zaman (when), -(y)ken (while), -Ir...-mAz (as soon as), -mAdAn önce (before), -DIktAn sonra (after) and -DIkçA (whenever) - the study compares the spoken component of the Turkish National Corpus (TNC) with an AI-generated corpus of 140 texts (c. 45,900 words) produced by GPT-5.6 Terra across the same 28 communicative activity types documented in the TNC, spanning institutional and everyday registers. Following regex-assisted extraction, linguist-verified exclusion of lexicalised homographs, and de-duplication of the natural corpus, 411 converb tokens were retained in the AI corpus and 194 in the natural corpus, each coded for temporal-semantic relation and discourse function.

Results show that the AI-generated corpus employs temporal converbs at almost twice the density of natural speech (8.95 vs. 4.99 tokens per 1,000 words), with the largest disparities concentrated in the bound, synthetic forms -DIğIndA and -(y)IncA, and a reversed pattern for the periphrastic -DIğI zaman, which natural speakers favour considerably more. Despite this formal divergence, the proportional distribution of Anteriority, Simultaneity and Posteriority is strikingly similar across corpora (53%/42%/5% vs. 49%/45%/6%), and converbs overwhelmingly serve a canonical temporal-clause function in both, rather than the topic-marking or relative-clause functions attested in formal written Turkish.

These findings indicate that the model has internalised the semantic architecture of Turkish temporal converbs with high fidelity while systematically over-using bound over analytic strategies - a dissociation between well-calibrated meaning and miscalibrated expression that parallels patterns documented in other non-monolingual Turkish varieties, such as heritage speech. The study proposes a register-calibrated, construction-specific expression–meaning framework for evaluating AI-generated morphosyntax, with direct relevance to language teaching materials, machine-assisted translation, and content moderation in superdiverse, multilingual digital environments.

Keywords: *Temporal Converbs; Spoken Turkish; Artificial Intelligence-Generated Language; Expression–Meaning Interface; Corpus-Based Analysis; Temporal Semantics; Turkish Morphosyntax; Large Language Models (LLMs)*

51. CROSS-LINGUISTIC TRANSFER IN LOCALISED VIDEO-BASED MULTILINGUAL ASSESSMENT FOR UZBEK EFL STUDENTS

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Abstract: Multilingual Assessment (MA) lets learners draw on all the languages they know to show what they can do. In Uzbekistan, EFL assessment remains monolingual and textbook-bound — a particular problem for students who move into English-medium university lessons soon after schooling in Uzbek. Since performance changes with the language of instruction (Tsimpli, 2019), multilingual assessment could help teachers assess this transition more systematically and adjust teaching to students' actual level.

This study explores whether mother-tongue narration can be used deliberately as a structured scaffold, and what it reveals about the cognitive-linguistic resources multilingual first-year Philology students use across languages. Forty-two students (F=41; M=01), in three groups of 14, narrated two Uzbek commercials (Pepsi, Chocotella), structured on the MAIN Cat Story (Gagarina et al., 2012). Two groups each narrated one commercial, mother tongue then English; the third narrated both, once each, freely mixing languages. The muted video stayed on as support throughout, yielding 84 narrations.

Mother-tongue and English narrations are compared for macrostructure, Internal State Terms, and microstructure; the mixed-language group's narrations are analyzed for how they distribute Uzbek and English. Cognitive-linguistic demands (Robinson, 2011; Cummins' BICS/CALP, 2021) are examined across task type and elicitation format (structured vs. free). This reveals the transfer of linguistic elements between languages, which depends on task or format, and how far these language independent competencies support performance. The study offers localization criteria for video materials, an inclusive within-student assessment model, and elicitation-informed scaffolding strategies.

Findings expected to provide teachers with richer evidence of learners' strengths and weaknesses, encouraging more inclusive, alternative assessment in EFL classrooms.

Keywords: *Cross-Linguistic Transfer; Multilingual Assessment; English as a Foreign Language (EFL); Uzbek EFL Students; Video-Based Assessment; Mother-Tongue Scaffolding; Language Transfer; Inclusive Assessment*

52. SUPPORTING MULTILINGUALISM THROUGH MULTIPLE INTELLIGENCES AND ARTIFICIAL INTELLIGENCE

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Abstract: Multilingualism creates diversity. Multilingualism in education calls for flexible approaches that recognise linguistic, cognitive and individual differences. Multiple Intelligences framework enables the understanding of this diversity, while Artificial Intelligence provides new possibilities for responding to it. However, providing multilingual students with access to the same digital tools does not guarantee equal engagement or identical learning outcomes. This study explores the potential of combining Howard Gardner’s Multiple Intelligences (MI) framework with AI-supported learning to investigate how learners’ perceived strengths, preferences and needs may influence their engagement with technology-mediated learning activities. The purpose of the study is to examine the relationship between students’ perceived Multiple Intelligence profiles, their preferred multilingual learning pathways, and their use and perception of AI-supported learning tools. The research focuses on the question of whether learners with different perceived strengths prefer different ways of achieving the same learning objective and whether AI can support the creation of alternative learning pathways while maintaining a common educational goal. A mixed-methods survey design was employed. The participants, higher-education students studying in a technology-mediated learning environment, responded to the questionnaire using Google Forms. The data were analysed using descriptive and comparative statistics, while responses to open-ended questions were examined thematically. Anticipated findings suggest that students’ preferred learning pathways vary significantly, and that students value different forms of AI-supported learning even when working towards the same learning objective. The study also highlights AI’s potential to diversify multilingual instruction alongside the essential role of teacher guidance, human interaction, and critical reflection. Rather than replacing the teacher or determining a single “best” way to learn, AI may function as a tool for extending the range of learning opportunities available to students. The study contributes to the discussion of personalised and technology-mediated education by proposing an MI–AI Learning Adaptation Cycle consisting of six stages: identify, diversify, personalise, create, reflect and adapt again. This cyclical approach positions AI not as a replacement for human intelligence, but as a technology that can support, extend and challenge learners’ different intellectual strengths across multiple languages.

Keywords: *Multilingualism; Multiple Intelligences; Artificial Intelligence (AI); Personalised Learning; AI-Supported Learning; Language Education; Learning Pathways; Higher Education*

53. PICKING ALL LINGUISTIC LOCKS: STUDENTS' EXPRESSIONS OF DIVERSE MULTILINGUAL EXPERIENCES

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Abstract: In English-dominant universities, courses often treat students' other languages as background rather than as resources for learning. This presentation examines a multilingual writing assignment that is designed to do the opposite. The final paper in this required undergraduate writing course asks students, who come from a variety of mono- and multilingual backgrounds, to present a central thesis on a topic related to language, include both researched and creative sections, and utilize at least one additional language in a way that supports their thesis. The assignment invites students to consider the diversity of language issues in their lives, and it asks them to make deliberate, complex writing choices in regards to research, creativity, and multilingualism. In doing so, it treats students' linguistic repertoires as legitimate knowledge, which connects directly to themes of inclusion and knowledge pluralism.

This talk will discuss both the pedagogical practices of this assignment and the results of a thematic analysis of students' work. The presenter will start with a brief overview of the context, aims, and process of the assignment itself. Then the talk will turn to an ongoing thematic textual analysis of 193 student papers collected across a decade. This analysis asks: (1) What language-related topics do students choose to write about? (2) How do they use their additional languages, and how does that use differ between the researched and creative sections? (3) How do students negotiate competing identities, audiences, and languages within a single text? Early observations show that students are concerned with themes such as language learning and language loss, attitudes toward different accents and toward code-mixing, and questions about what it means to be multilingual (or not). The presenter will show preliminary themes from the coding along with anonymized excerpts and consider what they suggest about how students express diverse multilingual experiences.

The talk will conclude with considerations for assigning such a work in different linguistic contexts, including settings where English is not the dominant language and where students' language repertoires differ from those in this study. It will also consider the future of this assignment at a time when artificial intelligence tools can produce plausible texts in many languages, which raises questions about what the assignment can still ask of students and what it can reveal about their lived experience that a tool cannot supply.

Attendees will leave with a replicable assignment structure, a set of preliminary themes for discussion, and questions to consider when designing multilingual writing tasks for their own contexts.

Keywords: *Multilingualism; Multilingual Writing; Linguistic Diversity; Language Identity; Code-Mixing; Language Attitudes; Inclusive Pedagogy; Artificial Intelligence in Education*

54. LANGUAGE, IDENTITY AND BELONGING AMONG ALBANIAN RETURNEES FROM GREECE: A SOCIOLINGUISTIC INVESTIGATION

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Abstract The experience of migration and subsequent return often leaves lasting traces on individuals’ linguistic practices and their perceptions of cultural belonging. This article explores the relationship between bilingual language use and identity among Albanian migrants who have returned from Greece, focusing on the continued presence of Greek in their everyday interactions. Drawing on questionnaire data collected from 60 participants aged 16–50, the study examines how Albanian and Greek are used across different communicative settings and what these linguistic choices reveal about speakers’ experiences of living between two sociocultural environments.

The research adopts a mixed-methods approach, combining descriptive statistical analysis with qualitative accounts of participants’ language preferences, communicative habits, and attitudes toward bilingualism. The results show that the use of both languages remains an established feature of everyday communication, particularly within families, friendship networks, and digital interactions. While Albanian generally predominates in formal and public contexts, Greek continues to fulfil important interpersonal and emotional functions. Participants associate language alternation with several factors, including emotional expression, vocabulary availability, habitual bilingual use, and sensitivity to the linguistic preferences of their interlocutors.

The findings further suggest that the significance of bilingual practices extends beyond immediate communicative needs. For some returnees, maintaining Greek alongside Albanian represents continuity with earlier experiences of migration, whereas others express uncertainty about the social acceptance of mixed-language speech. These contrasting perspectives illustrate the complex relationship between linguistic practices, identity, and belonging following return migration. The article argues that understanding bilingualism in this context requires attention not only to patterns of language use but also to the personal and social meanings attached to them.

Keywords: *return migration; Albanian–Greek bilingualism; linguistic identity; cultural belonging; code-switching; language attitudes; sociolinguistics*

55. LITERARY TRANSLATION AS CULTURAL MEDIATION IN MULTILINGUAL SOCIETIES: DIALOGUE BETWEEN MACEDONIAN AND ALBANIAN LITERATURE

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Abstract: In multilingual societies, literary translation is an important form of cultural mediation that enables the exchange of literary values, engagement with diverse cultural experiences, and the building of bridges between linguistic communities. This paper examines the role of translating Macedonian and Albanian literary works as a social and cultural practice, with particular emphasis on their availability, visibility, and presence in educational and cultural life.

Special attention is given to poetry and the novel. The translation of poetry presents a particular challenge due to its linguistic density, metaphoricity, rhythm, stylistic features, and culturally embedded meanings. The novel, through its broader narrative structure, offers opportunities to convey social experiences, cultural patterns, and collective memories. The paper explores how translation can bring literary traditions closer and increase the visibility of literary voices across different linguistic contexts. It also considers the selection of works for translation and the role of publishing policies in determining their accessibility. The study focuses on multilingual settings in North Macedonia, particularly Struga, Debar, Kičevo, Tetovo, Gostivar, and Skopje, where Macedonian and Albanian are present in educational and public life. Translated books, schools in which both languages are taught, and publishing houses that publish works in Macedonian and Albanian can contribute to the development of linguistic awareness, reading habits, and intercultural understanding. Using a theoretical and interpretative approach, the paper highlights the need for sustained translation in both directions and for cooperation among translators, teachers, and publishers. Such efforts can strengthen cultural dialogue, inclusive education, and equal access to literary works.

Keywords: *literary translation, cultural mediation, multilingualism, Macedonian literature, Albanian literature*

56. THE FANTASY OF EROTIC UNION IN BAUDELAIRE’S “L’INVITATION AU VOYAGE” AND “MOESTA ET ERRABUNDA”: THE NECESSITY OF A MULTILINGUAL APPROACH

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Abstract: This article reconsiders the fantasy of erotic union in Charles Baudelaire’s “*L’Invitation au voyage*” and “*Moesta et errabunda*” by situating the poems within the multilingual poetic traditions they inherit and transform. Reading Baudelaire’s invitation to elsewhere in relation to Petrarchan tradition, Renaissance erotic lyric and to the tradition extending from Goethe’s Mignon song to Théophile Gautier’s French reworking, I argue that a multilingual approach is necessary to understand how the fantasy of union is constructed through the projection of the beloved into landscape and the longing to depart with her toward an idealized elsewhere. Drawing on Paul Ricœur’s account of metaphor as the creation of proximity between previously distant meanings, the article examines whether the relations of resemblance and correspondence established in “*L’Invitation au voyage*” overcome difference or instead make union imaginable across it. Revisiting Barbara Johnson’s influential reading of the poem as tending toward unity and the abolition of difference, I contend that its grammar, imagery, and rhetoric distinguish the fantasy of erotic union from its accomplishment. The beloved and the country resemble one another without becoming identical, while the silent addressee remains distinct from the speaking subject. Jenny Laurent’s account of Baudelairean correspondences further illuminates this relational unity, in which heterogeneous elements enter into intimate communication without necessarily losing their difference. Finally, drawing on Henry Staten’s account of the constitutive relation between Eros and mourning, I consider how “*Moesta et errabunda*” complicates the promise of departure and fulfillment. Read across these poetic traditions, Baudelaire’s two poems reveal the ambivalence of erotic desire: the elsewhere that promises union may also preserve the distance that makes desire possible. Multilingualism thus becomes not merely a means of tracing literary influence but a critical method for understanding the poetics of erotic union in Baudelaire.

Keywords: Charles Baudelaire; *L’Invitation au voyage*; *Moesta et errabunda*; multilingualism; erotic desire; erotic union; poetic tradition; metaphor; correspondence; difference; mourning.

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