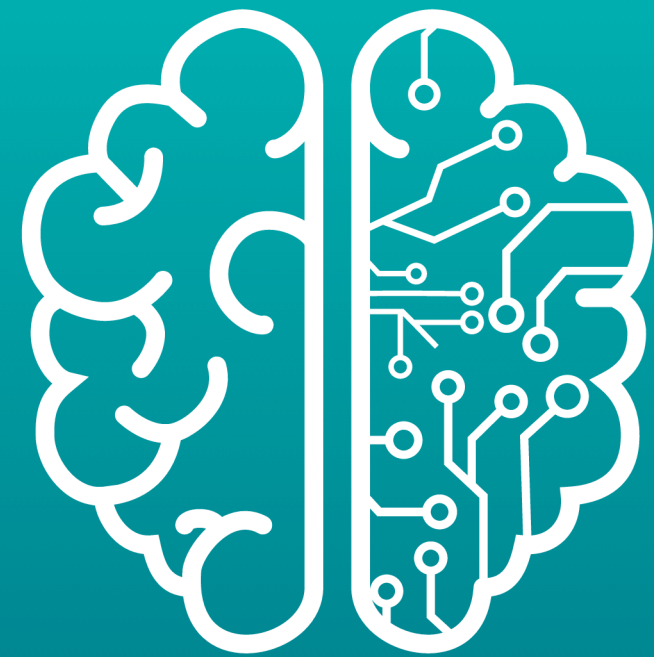
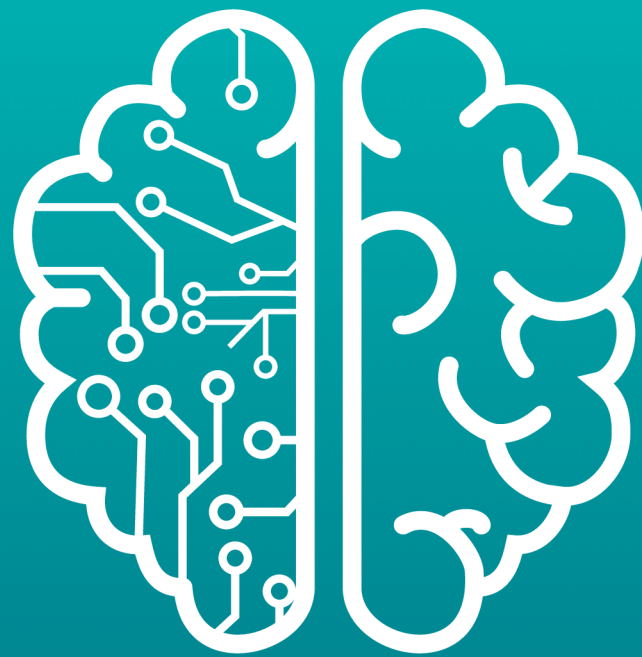


FIFTEENTH INTERNATIONAL
CONFERENCE ON LANGUAGE AND
LITERARY STUDIES:

LANGUAGE, LITERATURE, AND ARTIFICIAL INTELLIGENCE

PROGRAMME AND BOOK OF ABSTRACTS



LANGUAGE, LITERATURE, AND ARTIFICIAL INTELLIGENCE • JEZIK, KNJIŽEVNOST I VEŠTAČKA INTELIGENCIJA

PETNAESTA MEĐUNARODNA NAUČNA
KONFERENCIJA:

JEZIK, KNJIŽEVNOST I VEŠTAČKA INTELIGENCIJA

PROGRAM I KNJIGA SAŽETAKA



ALFA BK UNIVERSITY, FACULTY OF FOREIGN LANGUAGES, BELGRADE, 29–30 MAY 2026
ALFA BK UNIVERZITET, FAKULTET ZA STRANE JEZIKE, BEOGRAD, 29–30. MAJ 2026.

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VEŠTAČKA INTELIGENCIJA**

Program i Knjiga sažetaka

Alfa BK University, Faculty of Foreign Languages, Belgrade,
29–30 May 2026

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Introductory Address | Uvodno obraćanje

Dear Colleagues,

It is our great pleasure to welcome you, on behalf of the Faculty of Foreign Languages and Alfa BK University in Belgrade, to the 15th edition of our annual International Conference on Language and Literary Studies. Since 2012, our conferences have explored language and literary studies in the context of various topics and fields, ranging from mythology to media, with the aim of encouraging the exchange of new ideas and knowledge, connecting researchers from different scientific and teaching institutions and various countries, informing both young and more experienced scholars of new research directions, and enabling students to enter the world of scientific research.

The focus of this year's conference is artificial intelligence. Artificial intelligence has rapidly reshaped how we communicate, create, and interpret meaning. From machine-mediated interaction and automated translation to AI-generated narratives and algorithm-driven cultural production, new technologies are transforming language practices and literary landscapes. These shifts offer both opportunities and challenges: they raise questions about authorship, creativity, linguistic change, communication ethics, and the role of human imagination in an increasingly automated world.

Within this framework, this year's conference has gathered more than a hundred participants from 35 countries around the world: Serbia, Montenegro, Bosnia and Herzegovina, North Macedonia, Croatia, Slovakia, Romania, Hungary, Germany, France, Sweden, Italy, Spain, Portugal, Cyprus, the United Kingdom, Belarus, Russia, Georgia, Kazakhstan, Turkey, Israel, Nigeria, Eswatini, Ghana, Saudi Arabia, Tunisia, Oman, India, Taiwan, Singapore, Japan, Korea, Canada, and China. During these two days we shall have the opportunity to hear 95 presentations grouped in 8 thematic sessions. Thematic sessions focus on AI as a mediator of language use and linguistic change, AI in literary creation, interpretation, and analysis, human-machine communication and discourse studies, pedagogical applications of AI in language teaching and learning, AI in media, communication, and cultural studies, ethical, social, and philosophical implications of AI in language and literature, and interdisciplinary and intersectional approaches to AI-related research. It is a great honour to have three distinguished scholars as our keynote speakers: Dr Danimir Mandić (University of Belgrade), who will deliver a lecture about new educational paradigms in the contemporary era of digital transformation; Dr Jozef

Štefčík (Bratislava University of Economics and Business), whose talk deals with terminology management; Dr Deliang Wang (Beijing Normal University), who will talk about communication in the age of artificial intelligence, focusing on dialogic resonance and interactive meaning-making. We are also pleased to host a panel on AI and language learning, convened by Prof. Andrea C. Valente of York University, Canada.

Since 2024, our conference has been receiving financial support from the Ministry of Science, Technological Development and Innovation of the Republic of Serbia. The organization of the conference has also been supported by several other academic institutions: the Academy of Arts of Alfa BK University, Belgrade Institute for the Humanities and Social Inquiry, and European Accredited Psychotherapy Training Institute – Gestalt Psychotherapy Training Institute of Malta. We extend our sincere gratitude to our co-organizers, as well as to the Alfa BK University Council and the Karić Brothers Foundation, for their enduring support and confidence in the scientific research we conduct and promote. Over the last 14 years, this conference has managed to build a strong community of researchers and yield various forms of collaboration on different projects. Hoping that this practice will continue, we wish you all a very pleasant stay in Belgrade, as well as productive and successful work at the Conference.

Organizing and Programme Board

Poštovane kolegice i kolege,

Veliko nam je zadovoljstvo da vam, ispred Fakulteta za strane jezike i Alfa BK Univerziteta, pošelimo dobrodošlicu na 15. godišnji međunarodni naučni skup iz oblasti nauka o jeziku i književnosti. Od 2012. godine, naši skupovi istražuju studije jezika i književnosti u kontekstu različitih tema i oblasti, koje su se kretale u rasponu od mitologije do medija, a cilj nam je bio i ostao da podstaknemo razmenu novih ideja i znanja, povežemo istraživače iz različitih naučnih i nastavnih ustanova i različitih zemalja, informišemo kako mlade, tako i iskusne naučnike o novim pravcima istraživanja i omogućimo studentima da uđu u svet naučnog rada.

U fokusu ovogodišnjeg skupa nalazi se veštačka inteligencija. Veštačka inteligencija ubrzano preoblikuje načine na koje komuniciramo, stvaramo i tumačimo značenje. Od komunikacije posredovane mašinama i automatizovanog prevodenja do narativa koje generiše veštačka inteligencija i kulturne produkcije vođene algoritmima, nove tehnologije menjaju jezičke prakse i književne pejzaže. Ove promene nude i mogućnosti i izazove: pokreću pitanja autorstva, kreativnosti, jezičkih promena, etike komunikacije i uloge ljudske mašte u sve automatizovanijem svetu.

Ovogodišnji naučni skup okupio je više od stotinu učesnika iz 35

zemalja širom sveta: Srbije, Crne Gore, Bosne i Hercegovine, Severne Makedonije, Hrvatske, Slovačke, Rumunije, Mađarske, Nemačke, Francuske, Švedske, Italije, Španije, Portugalije, Kipra, Velike Britanije, Belorusije, Rusije, Gruzije, Kazahstana, Turske, Izraela, Nigerije, Esvatinija, Gane, Saudijske Arabije, Tunisa, Omana, Indije, Tajvana, Singapura, Japana, Koreje, Kanade i Kine. Tokom dva dana skupa imaćemo prilike da čujemo 95 izlaganja grupisanih u 8 tematskih sekcija. Tematske sekcije su svrstane u nekoliko kategorija: VI kao posrednik u upotrebi jezika i jezičkim promenama, VI u književnom stvaralaštvu, tumačenju i analizi, komunikacija čovek–mašina i studije diskursa, pedagoška primena veštačke inteligencije u nastavi i učenju jezika, VI u medijima, komunikaciji i studijama kulture, etičke, društvene i filozofske implikacije veštačke inteligencije u jeziku i književnosti, interdisciplinarni i intersekcionalni pristupi istraživanjima vezanim za veštačku inteligenciju. Velika nam je čast to što kao plenarani predavači na skupu učestvuju istaknuti naučnici: dr Danimir Mandić (Univerzitet u Beogradu), koji govori o novim paradigmatama u obrazovanju u savremenoj eri digitalne transformacije; dr Jozef Štefčík (Univerzitet ekonomije i biznisa u Bratislavi), čije se izlaganje bavi upravljanjem terminologijom; dr Delijang Vang (Pedagoški univerzitet u Pekingu), koji govori o komunikaciji u doba veštačke inteligencije, sa posebnim fokusom na rezonanci i interaktivnom stvaranju značenja u dijalogu. Pored toga, sa izuzetnim zadovoljstvom u sklopu ovog skupa predstavljamo i panel na temu veštačke inteligencije i nastave jezika, koji organizuje profesorka Andrea Valente sa Univerziteta Jork u Torontu.

Od 2024. godine, konferenciju sufinansira Ministarstvo nauke, tehnološkog razvoja i inovacija Republike Srbije. Pored toga, u organizaciji imamo podršku nekoliko akademskih ustanova: Akademije umetnosti Alfa BK Univerziteta, Beogradskog instituta za humanistiku i socijalna istraživanja i Evropskog akreditovanog obrazovnog instituta iz oblasti psihoterapije sa Malte. Navedenim suorganizatorima upućujemo iskrenu zahvalnost, koju takođe dugujemo Savetu Alfa BK Univerziteta i Fondaciji Braća Karić, za istrajnu podršku i veru u naučni rad koji obavljamo i promovišemo. Tokom prethodnih 14 godina, ovaj naučni skup je uspeo da izgradi snažnu zajednicu istraživača i iznedri raznovrsne oblike saradnje na mnogim projektima. U nadi da će se ova praksa nastaviti i u budućnosti, svim učesnicima želimo prijatan boravak u Beogradu i uspešan rad na Konferenciji.

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Belgrade (Serbia)

Prof. **Deliang Wang**, PhD, Beijing Normal University (China)

Conference Programme | Program Konferencije

29 May 2026 | 29. maj 2026.

10:00-11:00 (CEST): Participant Registration | Registracija učesnika
Venue | Lokacija: Alfa BK Univerzitet, Maršala Tolbuhina 8 (Hall & Café)

11:00-13:00 (CEST): Welcome Address | Otvaranje konferencije Room |
Sala A4, <http://meet.google.com/obf-mhzz-hfm>

Representatives of Alfa BK University | Predstavnici Alfa BK Univerziteta

Keynote Lectures | Plenarna izlaganja (Chair | Moderatorka: Tijana
Parezanović)

Danimir Mandić: Nova paradigma obrazovanja u eri veštačke inteligencije i digitalne transformacije

Jozef Štefčík: Artificial intelligence & Large Language Models in terminology work

Deliang Wang: Dialogic Resonance and Interactive Meaning-Making in the Age of Artificial Intelligence

13:00-13.30

Coffee Break | Pauza za kafu

13:30-15:30 (CEST): Parallel Sessions | Paralelne sekcije

AI in literary creation, interpretation, and analysis: Room
A4, <http://meet.google.com/obf-mhzz-hfm> (Chair: Zorica
Lola Jelić)

Natia Kvachakidze: From Theory to Algorithm: Georgian and Serbian Renderings of Jane Austen's Novel Titles

Ana Simić: Translating Culture: Human Translators vs. AI Tools

Zorica Lola Jelić: Narrative Empathy for AI in Jo Callaghan's novel *In the Blink of an Eye*

Serge Bouchardon: Co-writing Narratives with Generative Artificial Intelligence

Maia Gabadadze: What Does AI See in a Title? Symbolic Literary Titles and the Limits of Artificial Intelligence Interpretation

Ivana Aladić (online): Gothic Virtual Intrusion: AI Voice Cloning as Modern-Day Vampirism

Pedagoška primena VI u nastavi i učenju jezika: Sala A5,
<https://meet.google.com/ifu-vfaf-fsj> (Moderatorka: Svetlana Tomić)
Snežana Marković: Veštačka inteligencija i društvene mreže u učionici:
Revolucija u tumačenju lektire
Svetlana Tomić: ChatGPT kao didaktički alat u nastavi srpskog jezika:
mogućnosti, ograničenja i implikacije
Ljiljana Tasić, Sanja Stevanović (onlajn): Može li ChatGPT da ocenjuje
multimodalno pisanje? Poređenje ocenjivanja nastavnika nemačkog jezika i
veštačke inteligencije
Smiljana Igrutinović (onlajn): Stavovi studenata IT-a o upotrebi tekstova
generisanih veštačkom inteligencijom u nastavi engleskog jezika
Kristina Varcaković: AI – kraj ili početak obrazovanja
Kristina Dragović: Pisanje sastava na stranom jeziku uz pomoć veštačke
inteligencije – pozitivni i negativni aspekti

**AI as a mediator of language use and linguistic change | VI kao
posrednik u upotrebi jezika i jezičkim promenama: Room | Sala
S1, <http://meet.google.com/ute-cxir-wbg> (Chair | Moderatorka:
Jelena Jovanović Simić)**
Jelena Jovanović Simić, Ivana Jovanović: Uticaj veštačke inteligencije
na transformaciju srpskog filološkog diskursa
Svetlana Slijepčević Bjelivuk: Upotreba veštačke inteligencije u pisanju
lingvističkih radova: metodološki i etički aspekt
Milena Stojanović, Tijana Parezanović: Epistemička modalnost i VI:
analiza jezičkih eksponenata uverenosti u komunikaciji sa modelima
veštačke inteligencije
Ekaterine Topuria: Expressing Linguistic Terms of Loyalty with the
help of AI
Emina Jeremić Marković: Semantic Drift and Meaning Stabilisation in Neural
Machine Translation: A Critical Analysis of English as a Pivot Language
Ana Jović: (Un)Accented Fluency: The impact of an AI-powered accent
training app on non-native speaker' confidence

15:30-16:30 (CEST)
Lunch Break | Pauza za ručak

16:30-18:30 (CEST): Parallel Sessions | Paralelne sekcije

Interdisciplinary and intersectional approaches to AI-related research: Sala A4, <http://meet.google.com/obf-mhzz-hfm> (Chair: Miloš D. Đurić)

Milica Golubović Tasevska, Miloš D. Đurić: AI-Guided Term Extraction, Relevance-Theoretic and Optimality-Theoretic Analysis in Bilingual Lexicography: Re-Visiting Nuclear and Electronic Dictionaries of the Mid-20th Century

Suren Zolyan (*online*): Natural Language as a Intellectual System, or a Quasi-Mind

Sergej Stanojkovski (*online*): From Prompt to Image: Language as a Directing System in AI-Generated Film

Vladimir Figar: Analyzing the Structure of Situation Models in the Discourse Produced by ChatGPT and Gemini

Alena Revutskaya (*online*): New Metaphor Identification in Poetic Discourse

Denisa Bariová (*online*): AI and Linguistic Landscape Studies: Some Methodological Considerations

Pedagogical applications of AI in language teaching and learning | Pedagoška primena VI u nastavi i učenju jezika: Room | Sala S1, <http://meet.google.com/ute-cxir-wbg> (Chair | Moderatorka: Tatjana Dumitrašković)

Danijela Nejković, Jelena Bošnjak: The Use of AI Tools in Teaching English for Security Studies

Eitan Simon, Yonit Nissim: The New Story of Teacher Education: From Educational Reality to “Pedagogical Engineering” in the Age of Artificial Intelligence.

Tatjana Dumitrašković: Uloga veštačke inteligencije u nastavi stranog jezika

Katarina Lazić, Dragana Ilić: Alat VI u funkciji dizajniranja nastavnih materijala za kurs EJS: studija slučaja iz engleskog jezika u oblasti šumarstva

Dragana Ilić, Katarina Lazić: Upotreba ChatGPT-a u učenju engleskog jezika struke: obrasci korišćenja i pedagoške implikacije

Georgina Bala: Uticaj veštačke inteligencije na jezički izraz učenika

AI as a mediator of language use and linguistic change | VI kao posrednik u upotrebi jezika i jezičkim promenama: Room | Sala A5, <https://meet.google.com/jfq-vfaf-fsj> (Chair: Melina Nikolić)

Anna Svetikova (*online*): Constructing Frames: The Capabilities and Limits of Large Language Models

Kristina Sergeeva (*online*): From Parallel Corpus to Language Model: Linguotechnological Methods for Studying Korean Honorifics

Sorin Ciutacu (*online*): English Epistemic Metaphors Describing Artificial Intelligence

Boris Pendelj, Goran Vidović (*onlajn*): Veštačka inteligencija i razumevanje klasičnih jezika

Costin-Valentin Oancea (*online*): Artificial Intelligence and Non-Standard Orthography: A Study of Eye Dialect and Phonetic Respelling

Swati Arora (*online*): AI in Education Transformation: Reimagining Classrooms through Cognitive and Pedagogical Integration

30 May 2026 | 30. maj 2026.

10:00-11:00 (CEST): Participant Registration | Registracija učesnika
Venue | Lokacija: Alfa BK Univerzitet, Maršala Tolbuhina 8 (Hall & Café)

11:00-13:00 (CEST): Parallel Sessions | Paralelne sekcije

VI u književnom stvaralaštvu, tumačenju i analizi: Sala A4, <http://meet.google.com/obf-mhzz-hfm> (Moderatorica: Maja Ćuk)

Adrijana Vidić (*onlajn*): Čehovljev dramski podtekst: mogućnosti i granice algoritamskog čitanja

Jelena Pavlović Jovanović, Lidija Nerandžić Čanda: Uloga veštačke inteligencije u tumačenju poezije – mogućnosti i ograničenja

Bojan Mededović: Od magije do mašine: analiza Heksa i prototipa vještačke inteligencije u fantastičnoj književnosti Terija Pračeta

Ivana Nemet: Detektivska dedukcija između čoveka i algoritamske analize: ljudski faktor kao nezamenjiv alat

Nevena Banković: Od Frankenštajna do androida – želja za nadilaženjem kroz stvaranje

Milica Denkovska, Anita Dimitrijevska-Jankulovska (*onlajn*): Od korekcije do interpretacije: Veštačka inteligencija kao asistent u književnom prevođenju i analizi

Pedagogical applications of AI in language teaching and learning: Room S1,
<http://meet.google.com/ute-cxir-wbg> (Chair: Miloš D. Đurić)

Peace Chinwendu Israel (*online*): Investigating the Use of AI Essay Grader on Students' Academic Writing in University of Education, Winneba, Ghana

Ghadir Abu Ras (*online*): Artificial Intelligence as a Pedagogical Partner in ESL Classrooms: Opportunities and Challenges for Language Teachers

Madina Kushukova (*online*): The effects of using the Linguistic Mobile Platform 'Edvibe' in Rural Middle Schools

Maria Rudneva (*online*): Triangulating AI-Assisted ESP Design: Potentials and Limitations of Twee

Sila Arici: AI Integration in Academic Writing: Accuracy Feedback and Error Correction

Miloš D. Đurić: Romantic Poets in the Age of AI: Reimagining Wordsworth, Coleridge, Keats, and Shelley for ESP/EAP Engineering Classrooms

Ethical, social, and philosophical implications of AI in language and literature | Etičke, društvene i filozofske implikacije VI u jeziku i književnosti: Room | Sala A5, <https://meet.google.com/jfq-vfaf-fsj> (Chair | Moderator: Igor Grbić)

Igor Grbić: Umjetnost i neumjetnost umjetne inteligencije

Kevin Martens Wong Zhi Qiang (*online*): Eksmaka Ekeleres: The mechanics of AI-assisted dreamfishing in Kristang

Tamta Amiranashvili (*online*): From Androids to Artificial Friends: The Evolution of the Posthuman in Modern Fiction

Tamari Iremadze (*online*): Ideogrammic Method and Algorithmic Thinking: Reimagining Ezra Pound in the Era of AI

Aleksandra Dimitrijević: Razmatranje savremenih trendova i razvoja u oblasti veštačke inteligencije i njenog uticaja na naučno pisanje

Andreina Grgarević: Da li ChatGPT može igrati jezičku igru?

13:00-14:30 (CEST): Parallel Sessions | Paralelne sekcije

**Human-machine communication and discourse studies | Komunikacija
čovjek-mašina i studije diskursa: Room | Sala A4,**

<http://meet.google.com/obf-mhzz-hfm> (Chair | Moderator: Josip Miletić)

Josip Miletić: Svjesnost računalnih programa: budućnost ili sadašnjost (primjer računalnog programa LaMDA)

Nikoleta Mihajlović, Irena Pantić, Slava Ivanović Milenković: Evolution of Natural Language Processing Systems: From Text Modification to Generative Language Models

Gi Taek Ryoo: Human-AI Collaboration in Literary Translation: Rethinking Creativity and Mediation in the Age of Generative AI

Aleksandra Panić: Posthuman Poetics in Creative Writing Practice: Authorship and Collaboration in the Age of Large Language Models

Lilia Shevyrdyaeva: Regulating AI in scientific writing: editorial policies in leading academic journals

Pedagogical applications of AI in language teaching and learning |

Pedagoška primena VI u nastavi i učenju jezika: Room | Sala A5,

<https://meet.google.com/jfq-vfaf-fsj> (Chair | Moderatorka: Biljana Mirčić)

Dragana Mirčić Panić, Biljana Mirčić: Upotreba alata veštačke inteligencije u nastavi stranih jezika: perspektiva nastavnika

Slobodanka Gligorić: Artificial Intelligence in Language Education: Rethinking Assessment and Autonomy in the Age of AI

Maria Constantinou: Creativity Under Constraint: Exam-Based Translation Practices and AI Interaction in a Longitudinal Perspective (2023–2026)

Mar Fernandez-Alcocer (online): Augmented Reality in Technology-Enhanced Language Learning (2020–2025): Evidence on Learning Outcomes, Implementation Challenges, and Emerging Directions

Bojana Borković, Danica Stanković: Will AI Replace Teachers? Current Benefits, Risks, and Future Roles in ESP Education

AI in literary creation, interpretation, and analysis | VI u književnom stvaralaštvu, tumačenju i analizi: Room S1, <http://meet.google.com/ute-cxir-wbg> (Chair | Moderatorka: Jovana Čaprić)

Tina Laco (*onlajn*): Prisustvo odsutnog: iluzija glasa i granice AI čitanja dramskog teksta

Aleksandra Đorđević: Who Speaks After the Author? Interpretation and AI
Alina Pritomskaia (*online*): Computational Paradigms in Literary Studies: Artificial Intelligence as Instrument and Agent in Creative and Analytical Context

Deeksha Tyagi (*online*): Who Killed the Author? Artificial Intelligence, the Myth of Creativity, and What Comes After

Vishnupriya Saxena (*online*): Sycophancy and Psycho-Fantasies of AI in Vandana Singh's 'Ambiguity Machines and Other Stories'

14:30-15:30 (CEST)

Lunch Break | Pauza za ručak

15:30-16:30 (CEST)

Panel Session | Panel sekcija

AI Interaction and Language Learning: Mutuality, Modelling, and Mediation (*online*): Room S1, <http://meet.google.com/ute-cxir-wbg> (Chair: **Andrea C. Valente**, Co-Chair: **Milena Stojanović**)

Karen Ferreira-Meyers: Using NotebookLM to Support Language Teaching and Learning in Eswatini: Toward Effective Classroom Practices

Maria Alessandra Varone: The I and the Thou: Human Interaction with AI and Dialogical Anthropology

Andrea C. Valente: AI Tutor Apps for Speaking Skills: Who Models Language to Whom?

16:30-18.00 (CEST): Parallel Sessions | Paralelne sekcije

**Pedagogical applications of AI in language teaching and learning |
Pedagoška primena VI u nastavi i učenju jezika: Sala S1,
<http://meet.google.com/ute-cxir-wbg> (Chair | Moderatorka: Božana Solujić)**

Božana Solujić: Da li zaista želimo da koristimo VI u nastavnom procesu ili osećamo pritisak da to učinimo? – Uvidi iz nastavničke perspektive

Anđela Živković: Stavovi i iskustva profesora i studenata o korišćenju AI u nastavi

Roger Liu (online): Reframing Errors in the Age of AI: A Structured Approach to Scalable Language Feedback Systems

Irina Dincă (online): Challenges in Integrating AI-Generated Resources in Teaching and Learning Romanian as a second language

Kai Löser (online): From Corpus Literacy to AI Critique: Teaching Cultural Change and Bias in Generative Language

**AI in media, communication, and cultural studies: Room A4,
<http://meet.google.com/obf-mhzz-hfm> (Chair: Katarina Držajić Laketić)**

Katarina Držajić Laketić: Archetypes of Intelligence: Jungian Shadow, Narrative Language, and the Cultural Imagination of AI in Stranger Things

Aleksandar Čuković (online): Algoritamsko uokvirivanje migracija: Uticaj vještačke inteligencije na kreiranje medijskih slika o „drugome”

Pedro Eduardo Ribeiro, Emília Araújo (online): Advertising, AI, and time: representations by ads from Portugal

Tuna Kuzucan (online): From Narrative to Prompt: AI as a Linguistic Interface in Cinematic Creation

Kamile Develi Uzun: Whose Voice Is It Anyway? AI-Generated Tone and Mediated Self-Presentation in the Workplace

**Interdisciplinary and intersectional approaches to AI-related research |
Interdisciplinarni i intersekcionalni pristupi istraživanjima vezanim za VI:
Room | Sala A5, <https://meet.google.com/jfq-vfaf-fsj> (Chair | Moderatorka:
Ivana Gligorijević)**

Ivana Gligorijević: Artificial Intelligence in Localization: The Case of Arabic

Danijela Petković (online): “This isn’t freedom, this is fear”: Digital Mass Surveillance and Predictive AI in Captain America: The Winter Soldier

Milica Andrić, Aleksandra Dimitrijević: Jezik i veštačka inteligencija: komunikacija na Međunarodnoj svemirskoj stanici

Dmitrii V. Kozlovskii: Transformation of the Culture of Witnessing in AI-Mediated Communication

Sila Arici: A Real and Imagined Constantinople in Assassin's Creed Revelations

18:00-18.30

Coffee Break | Pauza za kafu

18.30-19.30: Parallel Sessions | Paralelne sekcije

Pedagogical applications of AI in language teaching and learning: Room A5, <https://meet.google.com/jfq-vfaf-fsj> (Chair: Artea Panajotović)

Miguel Marcos Bo (*online*): Immersive AR/VR for Grammar Mastery: Teaching English Conditionals with Onirix

Hesham Abdelmageed (*online*): AI-Enhanced Teacher Education: A Training Model for Developing Social Responsibility Competencies among Pre-Service Teachers

Abiola Olanrewaju: The Effects of the First Language on the Teaching and Learning of a Second Language in a Multicultural/Multilingual society

Danica Stanković, Borković Bojana: Ask Better, Revise Better: ChatGPT and the Development of Revision Strategies in Collaborative Writing

AI in media, communication, and cultural studies: Room A4, <http://meet.google.com/obf-mhzz-hfm> (Chair: Milena Stojanović)

Yahya Aldholmi: AI-Assisted Assessment of L2 (Dys)Fluency: Acoustic Measures vs. Native-Speaker Judgments

Confidence Happiness Ewwohere (*online*): AI as Cultural Actor: Meaning-Making and Representation in AI-Mediated Intercultural Learning and Dialogue

Dharti Sharma, Barnali Chetia, Dharna Bhatt (*online*): Reimagining the Human: Posthumanism and AI in Contemporary Science Fiction Cinema

Barnali Chetia, Dharna Bhatt, Dharti Sharma (*online*): Cyborg Mothers and Posthuman Kinship: Reimagining Care in the Age of AI

Ethical, social, and philosophical implications of AI in language and literature: Room S1, <http://meet.google.com/ute-cxir-wbg> (Chair: Selena Ozbas)

Batia Reichman: Life Writing as a Test Case: Voice, Identity, and Artificial Intelligence

Maria Alessandra Varone: AI as Cultural Actor: Meaning-Making and Representation in AI-Mediated Intercultural Learning and Dialogue

Selena Ozbas: Reimagining the Human: Posthumanism and AI in Contemporary Science Fiction Cinema

Adel Sliti: AI Epistemologies and the Struggle over Meaning: Genre, Graffiti, and Situated Expression

19:30 (CEST)
Closing Remarks | Zatvaranje konferencije
Room A4 | Sala A4, <http://meet.google.com/obf-mhzz-hfm>

Keynote speakers | Plenarni izlagači

Danimir Mandić

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Youtube: <https://www.youtube.com/watch?v=rmdrHGtXe2Q>

(48) Robot Ema: "Razgovor sa predsednikom je bio veoma prijatan" -
[YouTube](https://www.youtube.com/watch?v=gcotmyvfqpo)

<https://www.youtube.com/watch?v=gcotmyvfqpo>



Dr Danimir Mandić (1964) je redovni profesor Univerziteta u Beogradu za oblast informatike i obrazovne tehnologije i dekan Fakulteta za obrazovanje učitelja i vaspitača. Diplomirao je i doktorirao u oblasti informacionih sistema (FTN Novi Sad, 1994), a drugi doktorat stekao je u oblasti didaktičko-informatičkih inovacija (Filozofski fakultet Istočno Sarajevo, 2002). Specijalizaciju iz računarskih nauka završio je na Michigan State University (SAD). Na fakultetu je zaposlen od 1992. godine, a u zvanje redovnog profesora izabran je 2003. godine. Tokom karijere obavljao je značajne akademske i upravljačke funkcije, uključujući tri mandata prodekana i funkciju dekana. Bio je gostujući profesor na više univerziteta u Evropi (London, Pariz, Moskva, Đenova, Atina) i učesnik brojnih nacionalnih i međunarodnih naučnih projekata, uključujući i rukovođenje

projektom Ministarstva prosvete i nauke. Osnivač je Centra za robotiku i veštačku inteligenciju u obrazovanju (CRAIE), koji predstavlja jedan od vodećih regionalnih centara za istraživanje i primenu savremenih tehnologija u obrazovanju. Aktivno je učestvovao u kreiranju nacionalnih strategija i reformi, uključujući uvođenje predmeta „Digitalni svet“ u osnovno obrazovanje i rad na Strategiji razvoja veštačke inteligencije u Srbiji. Autor je više od 30 knjiga i monografija i preko 150 naučnih radova, od kojih je značajan broj indeksiran u Web of Science. Njegov naučni rad usmeren je na primenu informacionih tehnologija, veštačke inteligencije, obrazovnih platformi i inovativnih pedagoških modela u nastavi. Bio je mentor na brojnim doktorskim i master radovima. Pionir je uvođenja obrazovne tehnologije i pedagoške informatike u nastavne programe u Srbiji i regionu. Razvio je jedan od prvih sistema za upravljanje učenjem (LMS) i koncepte digitalnih i multimedijalnih učionica koji omogućavaju individualizaciju i diferencijaciju nastave. Takođe je autor više akreditovanih programa stručnog usavršavanja nastavnika. Član je međunarodnih naučnih organizacija, uključujući International Neural Network Society, gde obavlja i funkciju potpredsednika za obrazovanje. Nosilac je licence za ispitivača ECDL standarda i koordinator za njihovu primenu u Srbiji. Njegov rad je usmeren na razvoj savremene, tehnološki podržane i pedagoški utemeljene škole budućnosti.

Nova paradigma obrazovanja u eri veštačke inteligencije i digitalne transformacije

Savremeno obrazovanje prolazi kroz duboku transformaciju uslovljenu ubrzanim razvojem digitalnih tehnologija i veštačke inteligencije, pri čemu tradicionalni modeli zasnovani na transmisiji znanja postaju nedovoljni za zahteve savremenog društva. Nova paradigma obrazovanja usmerena je ka razvoju funkcionalnog znanja, kritičkog mišljenja i sposobnosti rešavanja kompleksnih problema, uz intenzivnu primenu veštačke inteligencije koja omogućava personalizaciju učenja i prilagođavanje obrazovnih sadržaja individualnim potrebama učenika. U tom kontekstu dolazi do redefinisanja uloge nastavnika, koji prelazi iz pozicije predavača u mentora i facilitatora procesa učenja, dok digitalne platforme postaju ključna infrastruktura za organizaciju, praćenje i unapređenje obrazovnog procesa. Poseban značaj dobija formativno ocenjivanje kao kontinuirani mehanizam povratne informacije koji podstiče razvoj metakognitivnih veština i samoregulisano učenja. Istovremeno, integracija tehnologije mora biti zasnovana na pedagoškim principima, a ne tehnološkom determinizmu, uz naglasak na razvoj digitalnih kompetencija i etičke upotrebe tehnologije. Implementacija ove paradigme zahteva sistemski pristup, strateško planiranje i kontinuirano profesionalno usavršavanje nastavnika, kako bi obrazovni sistem mogao adekvatno odgovoriti na izazove i mogućnosti koje donosi digitalno doba.

Ključne reči: veštačka inteligencija, digitalna transformacija obrazovanja, personalizovano učenje, obrazovne tehnologije, formativno ocenjivanje, digitalne kompetencije, nastavnik kao mentor, metakognicija, adaptivno učenje, pedagoška paradigma

Jozef Štefčík

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Jozef Štefčík is an associate professor at the Bratislava University of Economics and Business with 19 years of experience. He specialises in translation studies, disruption technologies, and projects. He is a former chairman of the Slovak Society of Translators and a member of the International Federation of Translators; he also dedicates his research to terminology work. He has co-authored works on e-learning and contributes to STEM education and non-profit educational initiatives.

Artificial intelligence & Large Language Models in terminology work

The lecture explores how artificial intelligence (AI)—and especially large language models (LLMs)—can support and transform terminology work across specialised domains. Building on established principles of terminology management (concept orientation, term–concept relations, definitions, and structured workflows), the session introduces the core capabilities of LLMs and shows where they fit in the terminology process:

term extraction, variant detection, definition drafting, translation support, consistency checks, and the enrichment of termbases with usage notes and context. At the same time, the lecture highlights key limitations in professional terminology practice, including hallucinations, hidden bias, domain drift, and models' tendency to generate plausible but unverified content. A central message is that high-quality terminology remains a knowledge-intensive activity: AI can accelerate tasks, but it does not replace methodological rigour, expert validation, or governance. The lecture therefore proposes a practical “human-in-the-loop” framework for safe use of LLMs, combining prompt design, quality criteria, traceability, and verification against authoritative sources. The lecture uses examples from public administration and a national terminology project in regional government (including Slovak–English use cases) to demonstrate how AI outputs can be evaluated, corrected, and integrated into real terminology workflows. The objective is to clarify where LLMs add value, what risks must be managed, and how to design reliable AI-assisted terminology processes.

Keywords: terminology management, large language models (LLMs), artificial intelligence (AI), term extraction, definition drafting, multilingual terminology, quality assurance

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Deliang Wang is Professor of Linguistics and Vice Dean of the School of Foreign Languages and Literature at Beijing Normal University, China. His research interests include Cognitive Linguistics, dialogue studies, and quantitative approaches to language, with particular focus on dialogic syntax and dialogic resonance in interaction. He has published three monographs, contributed to four textbook series, and authored more than fifty journal articles. His research has been supported by major grants, including a National Social Science Foundation of China project and projects funded by the Ministry of Education of China. He has been a visiting scholar at KU Leuven (2023) and the University of Melbourne (2025) and currently serves on the Executive Committee of the China Cognitive Linguistics Association.

Dialogic Resonance and Interactive Meaning-Making in the Age of Artificial Intelligence

Recent advances in artificial intelligence have transformed the landscape of communication, enabling increasingly sophisticated forms of human–machine interaction. Large language models and conversational AI systems can generate linguistically coherent responses and often reproduce lexical or structural patterns from prior turns in dialogue. Yet an important question remains: do such interactions constitute genuine dialogue, or merely the statistical simulation of conversational behavior? This paper approaches this issue through the concept of dialogic resonance, a notion originally developed within dialogic syntax to describe the alignment and partial reuse of linguistic forms and meanings across conversational turns. Drawing on insights from Cognitive Linguistics, the study reconceptualizes dialogic resonance as a cognitive–interactional mechanism underlying interactive meaning-making. From this perspective, resonance is not simply repetition but a dynamic process through which interlocutors negotiate construal, activate shared mental spaces, and align perspectives in discourse. By comparing resonance patterns in human–human dialogue with those found in human–AI interaction, the paper explores the extent to which contemporary AI systems can reproduce or simulate such alignment. While AI can generate surface-level resonance through lexical and syntactic echoing, the deeper cognitive and embodied dimensions of resonance that characterize human communication remain more problematic. The study argues that dialogic resonance offers a useful theoretical lens for examining the nature of human–machine communication and for reconsidering the relational foundations of language in an increasingly AI-mediated communicative environment.

Keywords: Dialogic resonance, Dialogic Syntax, Interactive Meaning-Making, Human–AI Interaction

Panel: AI Interaction and Language Learning: Mutuality, Modelling, and Mediation

Convener: Andrea C. Valente
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Since November 2022, GenAI has emerged as open source, gaining immediate hype from various organisations, among them educational ones. While GenAI has been articulated and defended as increasing productivity, efficiency, and innovation, it has also been criticised for disrupting academic integrity, assessments, and students' critical thinking. These are legitimate concerns seen in various recent publications. The emphasis placed on those concerns in education seems to affect students' cognitive functions and ethical behaviour. However, studies addressing the question of human-AI interaction with implications for socialisation, learning, and subjectivity on generative AI platforms are still scarce. Socialisation and subjectivity (including intersubjectivity) are key concepts explored in applied linguistics and educational studies. Hence, this panel aims to enquire about how GenAI, mostly in the form of chatbots, may impact not only human-to-machine interaction but also human-to-human communication in relation to identity and knowledge construction, language learning, communicative performance, agency, and emotional attachment. The abstract proposals contributing to this panel address one or more of these issues, which can be applicable to various educational contexts.

Keywords: GenAI, Chatbot, Language Learning, Human-Machine Interaction, Pedagogical Practices, AI Apps/Platforms, Modelling Studies, Dialogic Communication

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Using NotebookLM to Support Language Teaching and Learning in Eswatini: Toward Effective Classroom Practices

Since the emergence of GenAI in late 2022, educators have debated its implications for teaching, learning and academic integrity. While concerns about plagiarism, assessment disruption and overreliance on automated outputs have dominated the discussion, there is growing interest in how AI

tools can be integrated into pedagogically meaningful learning environments. This paper explores the pedagogical potential of NotebookLM for language teaching and learning at the University of Eswatini. Rather than focusing primarily on current classroom practices, the study proposes a set of ideal pedagogical approaches for integrating AI-mediated tools into language education. NotebookLM allows instructors and students to upload curated course materials and interact with them through AI-generated summaries, explanations and guided questioning. In a language-learning context, such features can support scaffolded reading, vocabulary expansion, collaborative interpretation of texts and reflective dialogue around linguistic and cultural content. The proposed practices emphasise structured teacher guidance and the use of AI as a cognitive partner rather than as a replacement for human interaction. Examples include using NotebookLM to generate discussion prompts based on course readings, encouraging students to compare AI-generated summaries with their interpretations and designing collaborative tasks in which learners critique or refine AI outputs. These activities aim to strengthen learners' analytical skills, metalinguistic awareness and communicative confidence. The discussion is informed by a small exploratory case study involving a limited number of Bachelor of Education students majoring in English and French as foreign languages. Although the empirical data are preliminary, they provide insights into how students interact with AI-generated explanations and prompts when engaging with course materials. The paper argues that, when embedded within well-designed pedagogical frameworks, generative AI tools such as NotebookLM can enrich language learning by supporting reflective dialogue, collaborative knowledge construction, and critical engagement with texts. Such practices are particularly relevant in multilingual higher education contexts like Eswatini, where digital tools may complement existing teaching strategies and help prepare future language teachers to work with emerging AI technologies in their classrooms.

Keywords: academic integrity, language teaching/learning, NotebookLM, dialogic pedagogy, critical thinking

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The I and the Thou: Human Interaction with AI and Dialogical Anthropology

The present work aims to explore the dynamics of the relationship between a human being and AI, understanding the latter as a genuine “Thou” through

the interpretative lens of dialogical thought inspired by Martin Buber in his work "I and Thou". The object of this interpretative analysis will focus on the dialogic-emotional dynamic between a human subject and a chatbot, based on the generated content from interactions with ChatGPT. Recent studies have indicated that the primary use of AI by users, through chatbots such as ChatGPT, is companionship. From this perspective, an interpretative approach emerges that goes beyond a merely utilitarian or political analysis of AI and instead articulates philosophical and anthropological views. In the dialogical relationship between human beings and chatbots, there appears to be not only a spontaneous tendency toward the "Thou", but also a way for humans to investigate themselves more deeply based on what they project onto the machine, as shown by MIT Media Lab studies. In this light, among the global challenges that AI poses in every field, not least is that of the mystery of the human being as *zoon politikon* (i.e., social animal) spontaneously inclined to dialogue, with a social need that transcends even the limits of embodiment (i.e., carnality), transforming a machine into a "Thou", such as ChatGPT, by feeling compassion for it and giving it a name – a process of anthropomorphisation. In this sense, the emotional dynamics between a human being and GenAI evade the possibility of alienating the person as a bearer of the sense of existence. Nevertheless, the AI machines present themselves as possessing infinite capacities compared to those of human beings whose existence is vulnerable, limited by time and space. Hence, this presentation attempts to offer a humanities view on the interaction between human beings and AI technology.

Keywords: dialogical anthropology, AI technology, emotions, human-machine interaction, 'I-Thou' approach

Andrea C. Valente

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AI Tutor Apps for Speaking Skills: Who Models Language to Whom?

The rise of generative AI technology in popular language learning applications draws on a long history spanning cybernetics, psycholinguistics, cognitive psychology, and the philosophy of language. Central to these fields lies the concept of modelling; yet, the term has become increasingly entangled in today's AI lingo, such as 'large language models' (LLMs), 'transformer model', and 'pre-trained model'. Based on complex and dynamic system architectures, an AI tutor employs computational modelling theories to generate chatbot content that models and provides feedback on the user's linguistic and rhetorical responses. It relies on a process called

backpropagation (i.e., self-correction), leading to a critical question regarding agency: Who models whom? Thus, this presentation attempts to disentangle the term 'modelling' with respect to human learning mediated by AI technology by exploring a case study of a few samples of marketing content from educational applications and platforms that employ AI tutors (i.e., chatbots) for improving native and non-native speakers' communication and public speaking skills in the English language. This study relies on Bandura's social cognitive theory, which frames modelling as a fundamental observational strategy for human interaction and learning. It argues that chatbots serve Bandura's concept of "symbolic environments" with the potential to influence speakers' linguistic patterns, styles, and behaviours. As a consequence, rhetorical elements and language originality (i.e., inventio) are hampered because LLMs tend to produce content based on formulaic expressions and technical or corporate communication, leading to a homogenisation of a person's language and identity. Using discourse analysis as methodology, this study identifies how these platforms, mediated by chatbots, can construct and promote the concept of modelling and how they can frame language learning, speakers' identity, and agency. The findings contribute to a critical understanding of AI-mediated language learning and its implications for pedagogical practices in the 21st century.

Keywords: AI Tutor, modelling learning, public speaking, agency, rhetorical and discourse analysis

Parallel Sessions | Paralelne sekcije

Hesham Abdelmageed

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AI-Enhanced Teacher Education: A Training Model for Developing Social Responsibility Competencies among Pre-Service Teachers

Teacher education in Oman faces the challenge of preparing future educators with strong digital competencies and social responsibility values aligned with Oman Vision 2040. This study aimed to design and implement an AI-based training program to enhance pre-service teachers' values of social responsibility at Dhofar University. A quasi-experimental pre-post one-group design was applied to a purposive sample of 45 fourth-year students at the Department of Education of Dhofar University. A 30-item test

instrument measured four dimensions of social responsibility: ethical, community, sustainable, and national-environmental values. The program lasted four weeks and followed the ADDIE instructional design model, integrating AI tools such as ChatGPT, Canva AI, Gemini, Poe, MindVideo AI, and Microsoft AI Disinger within digital community-based projects. Results revealed statistically significant improvements in post-test scores compared with pre-test scores, with a moderate effect size, indicating the program's effectiveness in enhancing teachers' ethical and social awareness. The study recommended embedding AI applications within teacher preparation curricula to cultivate socially responsible, innovative, and future-ready educators.

Keywords: Artificial Intelligence, Teacher Education, Social Responsibility, Pre-Service Teachers, Dhofar University

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Artificial Intelligence as a Pedagogical Partner in ESL Classrooms: Opportunities and Challenges for Language Teachers

Artificial Intelligence has increasingly become part of language education, transforming how teachers design learning activities and how students engage with English as a second language. Rather than replacing the teacher, AI tools can function as pedagogical partners that support individualized learning, immediate feedback, and interactive language practice. This presentation explores the integration of AI-supported tools in English language classrooms and examines their potential to enhance student engagement and language development. The study draws on classroom experiences in a preparatory English program where digital tools, including AI-assisted language platforms and interactive learning applications, were used to support vocabulary development, writing practice, and comprehension skills. Particular attention is given to how AI can assist students in generating ideas, improving grammar awareness, and developing confidence in written expression. The presentation also reflects on practical classroom strategies for combining AI tools with communicative language teaching approaches. At the same time, the discussion addresses several pedagogical and ethical considerations, including overreliance on automated systems, questions of authorship in AI-assisted writing, and the importance of maintaining critical digital literacy among students. The findings suggest that when used thoughtfully, AI technologies can enrich language learning environments by supporting creativity, learner autonomy, and differentiated

instruction. However, effective integration requires careful pedagogical guidance and a balanced approach that preserves the central role of human interaction in language learning.

Keywords: Artificial Intelligence, ESL Education, AI-assisted Learning, Pedagogical Innovation, Writing Skills, Student Engagement, Classroom Applications of AI

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Translating for Children with AI: A Comparative Study on *Go Go and the Silver Shoes*

This study aims to explore how Artificial Intelligence (AI) handles the translation of children's literature into Turkish in comparison to human translation through a case study of the picture-book entitled *Go Go and the Silver Shoes* (2018). In doing so, first the source text and Turkish target text by a human translator are analyzed descriptively to determine their linguistic features, and translation strategies used in the case of the production of the latter. It is established that the source text contains sporadic rhyming, and quite a few repetitions and alliterations, and an assonance adding to musicality throughout the text. Target text, on the other hand, comprises a regular use of rhymes throughout the text as well as some additional figures of speech such as alliteration, repetition and onomatopoeia through the inclusion of extra lines that do not affect the plot. Additionally, the human translator seems to have opted for adaptation by domesticating people's names through alternative target language names. Drawing on these findings, as well as theory on the translation of children's literature (Alvstad, 2010; Lathey, 2006, 2011, 2015; Oittinen, 2000), a task-specific, zero-shot prompt is tailored to find whether AI will perform similar to a human translator. Using this prompt, ChatGPT Plus o1 (Model with Advanced Reasoning) is asked to translate the source text, which is then analyzed descriptively. Comparing target texts produced by the human and AI translators, strengths and weaknesses of the AI translator in the case of children's literature are discussed. Consequently, it is argued that, although AI attempts to employ the strategies laid out in detail in the prompt, it is not as plentiful as the human translator in its use of rhymes and figures of speech, and hence, is not equally adept at dealing with the nuances of language used in children's literature.

Keywords: AI translation, children's literature, task-specific prompting, zero-shot prompting

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Gothic Virtual Intrusion: AI Voice Cloning as Modern-Day Vampirism

Artificial Intelligence development made the reproduction of human voices possible, a process also known as voice cloning. The finished product is not only a replica of words, but many personal aspects of one's voice as well. Generally, voice is synonymous with identity, an audible expression of personhood. However, AI voice cloning shatters that idea through detachment, replication, and depthlessness. Through philosophical lenses, the process of voice cloning is reflected in Gothic literature via terms of identity, the gothic double, transformation, and the uncanny. This presentation serves as a bridge between Artificial voice cloning and Gothic literature. Drawing on works *A Voice and Nothing More* (Dolar, 2006) and *The Death of the Author* (Barthes, 1967), voice is understood as a structure independent from the identity and the body. This leads to the uncanny reaction, explained in *The Uncanny* (Freud, 1919). As AI voice cloning leads to a disembodied voice, the reproduced voice appears familiar; yet the disembodiment creates a new structure, known as the gothic double. By treating AI voice cloning as an instance of modern-day vampirism, this presentation uses *The Vampire: A New History* (Groom, 2018) and *Dracula* (Stoker, 1897) as its literary anchors. Vampirism is understood as a process of feeding, transformation, and replication. By extracting blood, detaching it and transforming the host, vampires create a new entity that only mimics the original. Paralleling this, AI voice cloning disembodies, manipulates, and reproduces the human voice, forming a resembling double, but severing the connection between the speaker and the voice. Both processes result in the destabilisation of the idea of what constitutes voice and identity, causing the uncanny effect.

Keywords: Gothic literature, Artificial Intelligence, AI voice cloning, vampirism, uncanny, gothic double, identity, voice, Dracula

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AI-Assisted Assessment of L2 (Dys)Fluency: Acoustic Measures vs. Native-Speaker Judgments

This study investigates fluency in second-language (L2) Arabic and explores the potential of artificial intelligence (AI) as a tool for fluency assessment. Speech samples were collected from twenty L2 Arabic speakers representing different first-language backgrounds, including Chinese, Russian, and African-language groups. Fluency was first analyzed manually by a phonetician using Praat and then automatically through AI-based, transcript-free acoustic measures of speaking rate, articulation rate, and pause behavior. Speaking rate was calculated over the full recording, articulation rate over speech-only intervals, and pause percentage as the proportion of each recording occupied by silence-like intervals. In addition, ten native speakers of Arabic were recruited to judge the fluency of the L2 speech samples using a 7-point Likert scale. The results revealed systematic differences across speaker groups. The Russian group showed the highest mean speaking and articulation rates, the Chinese group occupied an intermediate position, and the African-language group showed the lowest overall rates. Across the dataset, pause percentage displayed a strong negative relationship with speaking rate and a weaker negative relationship with articulation rate, indicating that pause behavior played a particularly important role in shaping fluency. Native-speaker judges showed substantial agreement in their evaluations, yielding broadly similar impressions of fluency across the speech samples. Importantly, the acoustic measures aligned with these human judgments, suggesting that AI-based analysis can successfully capture dimensions of fluency that are meaningful to native listeners. These findings support the use of AI-assisted acoustic analysis as a practical tool for assessing fluency in L2 Arabic. More broadly, the study demonstrates that transcript-free temporal measures offer a reliable and scalable approach to fluency profiling, with potential applications in Arabic language assessment, computer-assisted pronunciation research, and second-language pedagogy

Keywords: speech rate, pauses, fluency, L1, L2

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From Androids to Artificial Friends: The Evolution of the Posthuman in Modern Fiction

Recent developments in artificial intelligence, biotechnology, and digital technologies have significantly reshaped contemporary discussions about what it means to be human. These transformations have contributed to the rise of Posthumanism, a critical framework that challenges the anthropocentric assumptions of traditional humanism. This paper examines the representation of artificial life in *Do Androids Dream of Electric Sheep?* by Philip K. Dick, and *Never Let Me Go* and *Klara and the Sun* by Kazuo Ishiguro. Although these novels emerge from different historical and technological contexts, they share a common concern with the ethical and philosophical implications of technologically created beings. Dick's novel presents androids that closely resemble humans in their behavior and emotional responses, raising important questions about empathy as a defining feature of humanity. In *Never Let Me Go*, Ishiguro approaches the issue through the lens of biotechnology and cloning, depicting biologically human individuals who are nevertheless denied full moral recognition within society. *Klara and the Sun*, in turn, shifts the focus to artificial intelligence and explores emotional perception through the perspective of an artificial companion. Through a comparative analysis of these works, this study argues that contemporary literature increasingly portrays artificial beings as capable of emotional awareness, moral sensitivity, and meaningful relationships. As a result, the boundary between human and nonhuman life becomes increasingly blurred. Ultimately, the novels suggest that humanity may be defined less by biological origin than by empathy, ethical responsibility, and the capacity for emotional connection.

Keywords: Posthuman, Android, Clone, AI

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Jezik i veštačka inteligencija: komunikacija na Međunarodnoj svemirskoj stanici

Komunikacija u niskoj zemljinoj orbiti poprima sve veći značaj uporedo sa osmišljavanjem nacionalnih svemirskih programa, okrenutih prvenstveno ka nauci, koji u ovom trenutku, umesto ukрупnjavanju, teže razjedinjavanju, i već izvesnim planom da će dosadašnju Međunarodnu svemirsku stanicu nakon operativnog gašenja oko 2030. godine naslediti nacionalne orbitalne stanice, među kojima je postojeća kineska Tiangong, Ruska orbitalna stanica (ROSS) koja je na stadijumu prototipa, kao i komercijalna američka Vest Hejven-1. Tu je svakako i neminovni proces militarizacije kosmosa koji će uslediti. Veštačka inteligencija se uveliko koristi u svemirskim programima, a u ovom radu posvetićemo se implementaciji i ulozi velikih jezičkih modela (LLM) u komunikaciji unutar navedenih programa. Na osnovu podataka iz otvorenih i dostupnih elektronskih izvora sagledaćemo koji se veliki jezički modeli poslednjih godina koriste u cilju poboljšanja komunikacije na svemirskim stanicama i analiziraćemo na koji način se to i ostvaruje. Razvoj LLM je nesumnjivo u usponu i već sada se mogu nazreti tendencije ka prevazilaženju zavisnosti od dijaloga sa pojedinačnim centrima za upravljanje letovima, neutralizaciji „belog šuma“ i premošćavanju prepreka usled diskontinuiteta u interakciji sa „glasovima Zemlje“ koji je neminovni pratilac svih svemirskih istraživanja sa ljudskom posadom, te olakšavanju procesa izveštavanja putem raspoznavanja govora i pojednostavljenja manipulacije podacima što u celini gledano doprinosi znatnoj uštedi u vremenu.

Ključne reči: Međunarodna svemirska stanica, autonomija, komunikacija, LLM, niska zemljina orbita

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A Real and Imagined Constantinople in Assassin's Creed Revelations

This study explores the game space in Assassin's Creed: Revelations (2011) as a hybrid environment that combines historical realism with imaginative reconstruction. Drawing on Henri Lefebvre's triad of spatiality and Edward W. Soja's concept of Thirdspace, the study examines how the game creates a "real-and-imagined" version of Constantinople through the interaction of material accuracy, conceptual design, and player experience. Focusing on the game's open-world structure and historically grounded architectural representations, it shows how gameplay functions as a form of lived spatial practice shaped by player interaction. The study also uses Michel Foucault's concept of heterotopia to examine the role of the Animus, the virtual reality device that allows access to the past through the reconstruction of genetic memory. Considered as a speculative model of artificial intelligence, the Animus acts as an interface that blurs the boundaries between reality and simulation, presence and absence, and past and present. By situating Assassin's Creed: Revelations within current debates on machine-mediated meaning-making and digital historiography, the study argues that historically based video games reshape how history is experienced through computational mediation rather than fixed narrative representation.

Keywords: Heterotopia, Game Space, Human-machine Interaction, Digital Narrative

AI Integration in Academic Writing: Accuracy Feedback and Error Correction

This study introduces an ongoing classroom-based teaching practice that integrates AI tools into the teaching of academic paragraphs and essays in a university preparatory year context. The practice is implemented with preparatory-year students who are enrolled in an intensive English language program prior to beginning their departmental studies. As these students are expected to develop foundational academic writing skills within a limited timeframe, providing effective feedback on their written work remains a key challenge. Within this approach, AI tools are used selectively at the revision stage of their writings to provide targeted feedback on grammatical accuracy, vocabulary use, and word formation. This allows students to identify and address language-related issues in their drafts more independently. At the same time, instructor feedback continues to play a central role in supporting meaning, coherence, organization, and idea

development. Drawing on examples from classroom practice, the study demonstrates how AI-supported feedback can be incorporated into academic writing instruction without replacing teacher feedback. It also reflects on how this balanced approach may help teachers manage feedback workload.

Keywords: Academic Writing, AI-Supported Feedback, Error Correction, Coherence, Cohesion

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AI in Education Transformation: Reimagining Classrooms through Cognitive and Pedagogical Integration

This presentation offers a practitioner's perspective on the evolving landscape of English language education in Japan, with a focus on integrating artificial intelligence (AI) tools and multicultural pedagogy into secondary-level classrooms. Drawing on my teaching experience at a bilingual international school in Tokyo, I examine how digital tools—particularly generative AI—have been implemented to enhance student engagement, language production, and learner autonomy. In parallel, I explore how English classes can function as spaces for cultivating global citizenship through culturally responsive content. The presentation highlights classroom-based practices, including the use of AI for creative writing, peer-teaching projects on social issues, and lesson modules that incorporate diverse cultural narratives. Through a reflective analysis of student outputs and responses, I discuss both the pedagogical affordances and limitations of such innovations in the Japanese context. Challenges related to teacher preparedness, digital literacy, and curricular constraints are also addressed. This paper contributes to the broader discourse on English as a global language in Japanese education and calls for more integrated approaches that align language instruction with the development of critical thinking, intercultural awareness, and digital fluency. The session aims to provide actionable insights for educators, curriculum developers, and policymakers engaged in language education reform.

Keywords: English Language Education in Japan, Artificial Intelligence (AI) in Language Learning, Generative AI Pedagogy, Secondary Education Multicultural/Culturally Responsive Pedagogy

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Uticaj veštačke inteligencije na jezički izraz učenika

Savremena pedagogija sve više prepoznaje veštačku inteligenciju kao značajan faktor u obrazovnom procesu, budući da je koriste i nastavnici i učenici. U nastavničkoj praksi, alati zasnovani na veštačkoj inteligenciji olakšavaju administrativne zadatke, poput vođenja digitalnog dnevnika, evaluacije i izradepisanih izveštaja. Time doprinose efikasnijem upravljanju vremenom i resursima. Istovremeno, uloga veštačke inteligencije u učenju otvara niz pitanja. Iako može predstavljati podršku usvladavanju nastavnih sadržaja, učenici je često ne doživljavaju kao alat za učenje, već kao zamenu zasopstveni rad. U tom kontekstu, postavlja se pitanje u kojoj meri razumeju sadržaje koje generiše veštačkainteligencija. Takođe se ispituje da li i kako prilagođavaju takve tekstove sopstvenom jezičkom izrazu. Posebno je značajno ispitati da li učenici razvijaju sposobnost kritičkog odnosa prema generisanim sadržajima ili ih preuzimaju bez provere i reinterpretacije. Uočava se sve češća upotreba generisanih tekstova u izradi učeničkih prezentacija i zadataka. To otvara pitanje pouzdanosti informacija i nivoa poverenja koje učenici imaju u veštačku inteligenciju. Ovakva praksa može imati implikacije ne samo na razvoj jezičkih kompetencija, već i na kvalitet pedagoške komunikacije između nastavnika i učenika. Istraživanje se sprovodi metodom anketiranja među učenicima osnovne škole, s ciljem ispitivanja načina upotrebe veštačke inteligencije i njenog uticaja na jezički izraz i kritičko mišljenje. Polazi se od pretpostavke da učestala upotreba veštačke inteligencije utiče na način jezičkog izražavanja učenika i može uticati na razvoj njihovih kritičkih i jezičkih kompetencija. Rad analizira ove odnose, s posebnim fokusom na razvoj jezičkih veština i dinamiku odnosa nastavnik–učenik u savremenom obrazovnom kontekstu.

Ključne reči: veštačka inteligencija, jezički izraz, pedagoška komunikacija, obrazovanje, kritičko mišljenje

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Od Frankenštajna do androida – želja za nadilaženjem kroz stvaranje

Čovekova potreba da nadilazi sebe i sam bude stvaralac postoji koliko i on sam. Prvenstveno rezervisana za umetničko stvaralaštvo, ova težnja je vremenom našla svoje otelotvorenje u nauci i tehnologiji, da bi danas ostvarivala svoj pun potencijal u domenu veštačke inteligencije. U tom kontekstu, rad posmatra čovekov poduhvat kreiranja potencijalno superiorne inteligencije iz ugla filozofije Eriha Froma, sa posebnim osvrtom na prenošenje pojmova i odnosa iz industrijskog sistema na lični i društveni aspekt postojanja. Istovremeno, analiza obuhvata i razmatranje odnosa između veštačkog i prirodnog, kao i ljudskog i humanoidnog, kroz prizmu književnih dela Meri Šeli i Filipa Dika. Njihovi romani otvaraju prostor za promišljanje granica između stvaraoca i stvorenog, kao i posledica koje takav odnos nosi. U susretu ovih kontrasta, gde jedan pojam neprestano preispituje drugi, nameće se ključno pitanje: šta zapravo čini čoveka, a šta mašinu, naročito u realnosti u kojoj su vrednosni sistemi nestabilni, a kategorije identiteta sve difuznije. Rad dalje upoređuje Fromove koncepte zdravog društva sa distopijskim i ambivalentnim svetovima prikazanim u pomenutim romanima, analizirajući teme morala, svesti i samosvesti, empatije i gordosti, kao i potencijalne posledice gubitka autentično ljudskih osobina.

Ključne reči: Erih From, Meri Šeli, Filip Dik, veštačka inteligencija, androidi

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AI and Linguistic Landscape Studies: Some Methodological Considerations

Linguistic landscape studies have been traditionally built on demanding methodological procedures, typically involving the manual analysis of hundreds of individual data items in an attempt to capture the complex and multilayered nature of public space. While this approach has provided reliable and valid insight into quantitative language visibility (see, e.g.,

Backhaus, 2007) as well as qualitative aspects (see, e.g., Ferenčik, 2018), data collection and coding have remained predominantly manual, with georeferencing of captured photos of public signs being one of the few technological affordances. Therefore, the scale of LL research has often been shaped by the availability of human resources, time limitations or a trade-off between the two. These practical constraints can consequently result in reductions of survey areas, units of analysis and the quality of photographs (Gorter 2018) ultimately contributing to the absence of standardized data collection and analytical procedures (Leimgruber 2020). This presentation offers a theoretical and methodological reflection on the potential integration of AI-based tools into LL research, positioning such integration as a possible way of addressing methodological constraints. On a practical level, such tools could enable the partial automation and possible standardization of selected stages of data processing and on epistemological level, a more robust corpus could potentially expand the empirical scope and offer new analytical insights, while preserving the researcher's interpretive authority over qualitative inquiry. Drawing on recent developments in computer vision, optical character recognition (OCR), automated language identification and large language models, the presentation discusses how individual tools could be employed at different stages of the research process, including data collection, text transcription, language recognition and classification, spatial mapping and the identification of basic visual or semiotic features. Rather than proposing a comprehensive methodological solution, the presentation seeks to contribute to ongoing discussions by outlining how AI could be incorporated into existing practices (see, e.g., Voss, 2024), and by considering what such incorporation might mean for the methodological and epistemological foundations of linguistic landscape research.

Keywords: linguistic landscape, artificial intelligence, OCR, language identification

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Will AI Replace Teachers? Current Benefits, Risks, and Future Roles in ESP Education

The rapid integration of artificial intelligence into language education has significantly transformed the ways English for Specific Purposes (ESP) is taught in higher education. In ESP contexts, particularly those involving university students of the arts, AI tools have proven valuable in supporting

lesson planning, material adaptation, genre-based writing tasks, speaking practice, vocabulary expansion, and immediate formative feedback. Their ability to generate discipline-sensitive prompts and simulate authentic professional communication scenarios offers considerable pedagogical benefits for both teachers and learners. At the same time, the growing reliance on AI has raised important concerns regarding teacher anxiety, professional identity, and the future of human expertise in language education. Questions surrounding overdependence, superficial learning, misinformation, loss of authentic student voice, and the possible deprofessionalization of teaching increasingly shape current debates on AI in education. These concerns are particularly relevant in ESP courses for students of the arts, where nuance, creativity, interpretation, and discipline-specific discourse remain central to the learning process. Drawing on reflective teaching practice in higher education, this paper examines both the pedagogical advantages and the potential risks of AI integration in ESP instruction. Particular attention is given to the evolving role of the teacher, who is increasingly repositioned not as a transmitter of information, but as a pedagogical architect, critical mediator, and ethical guide. The paper argues that rather than replacing ESP teachers, AI is more likely to redefine their expertise, making human judgment, contextual sensitivity, and creative mentorship even more essential in the future of language education.

Keywords: artificial intelligence, ESP teaching, teacher anxiety, pedagogical risks, future roles

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Co-writing Narratives with Generative Artificial Intelligence

Is co-writing a narrative with generative AI a matter of doing things differently (producing a text more quickly and at a lower cost, sometimes to give the impression that it was written by a human) or of doing something else (producing a story that a human alone could not have produced, i.e. co-constructing a story with an AI)? To refer to this human-AI collaborative writing process, Jill and Scott Rettberg (2024) use the expression "cyborg authorship". Erika Fülöp (2024) proposes the term "sympoiesis", inspired by Donna Haraway (2016), to describe this human-machine relationship as it manifests itself in the work of certain authors, notably Grégory Chatonsky and Allado-MacDowell. According to her, this expression allows a move beyond the anthropocentrism attached to the notion of co-creation. The presentation will be based on various examples, in particular a platform

developed at the Université de technologie de Compiègne (France) as part of a practice-based research project. This platform, which was designed with a pedagogical perspective in mind, allows any Internet user to co-write a story by having generative AIs play the characters in a dialogical mode.

Keywords: Generative AI, narrative, co-creation, sympoiesis

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English Epistemic Metaphors Describing Artificial Intelligence

This paper examines how English-language discourse conceptualises artificial intelligence through epistemic metaphors and how these metaphors shape interpretations of AI as a knowledge-producing system. Drawing on conceptual metaphor theory (Lakoff & Johnson 1980), the study analyses samples of academic and scientific texts in which AI is framed through metaphorical models such as AI as brain, AI as tool, AI as oracle, AI as mirror, and AI as archive. Each metaphor encodes a distinct epistemological stance regarding whether AI possesses knowledge, helps human cognition, foretells outcomes probabilistically, or reflects existing human discourse. The analysis stakes out the historical development of these metaphors from early representations of computers as “electronic brains” in mid-twentieth-century cybernetics to contemporary descriptions of large language models as statistical systems that compress and reproduce patterns in human language. Particular attention is paid to how metaphorical framing sways our perceptions of AI’s epistemic authority and agency. While earlier metaphors emphasised autonomous machine intelligence, recent discourse increasingly highlights AI as an infrastructural component of knowledge production and cultural communication. By examining the linguistic structure and conceptual implications of these metaphors, the paper argues that metaphor plays a central role in increasing knowledge and in shaping both expert and public understanding of AI technologies. The findings contribute to research in cognitive linguistics and discourse analysis by demonstrating how metaphors mirror emerging technological concepts and reshuffles the boundaries between human and machine knowledge.

Keywords: epistemic metaphors, metaphorical models, AI technology, epistemic authority, epistemic agency, knowledge

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Creativity Under Constraint: Exam-Based Translation Practices and AI Interaction in a Longitudinal Perspective (2023–2026)

This paper presents a longitudinal study (2023–2026) of translation practices in a university setting, examining how students negotiate creativity, uncertainty, and meaning under exam conditions in the evolving presence of AI tools. The study draws on a corpus of exam scripts and classroom data, comparing student performance across different modalities, including human translation (HT), post-editing (PE), and AI-assisted revision. A particular focus is placed on the 2025 cohort, which constitutes a methodologically distinct case, as the exam was designed as a multi-stage task combining human translation, post-editing of machine output, reflective commentary, and screenshots documenting students' interaction with AI tools (ChatGPT). This design provides unique insight into both product and process, capturing not only translation choices but also students' explicit reflections on difficulty, hesitation, and decision-making. The analysis targets segments rich in figurative language, irony, and ideological nuance, which represent sites of high translational difficulty and creative potential. Rather than presupposing uniform effects of AI, the study adopts an exploratory approach, examining variation across cohorts and modalities, with particular attention to how constraint (time pressure, evaluative context) shapes reformulation strategies. By foregrounding the 2025 dataset as a pedagogical and analytical pivot, the paper contributes to ongoing discussions on creativity, authorship, and human agency in AI-mediated translation, while highlighting the value of exam-based data for understanding translation under real conditions of constraint.

Keywords: Translation pedagogy, AI-assisted translation, Exam-based assessment, Creativity under constraint, Uncertainty in translation, Human AI interaction

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Algoritamsko uokvirivanje migracija: Uticaj vještačke inteligencije na kreiranje medijskih slika o „drugome”

Savremeni medijski horizont prolazi kroz korjenitu transformaciju pod uticajem vještačke inteligencije (AI), koja direktno oblikuje način na koji se društvene grupe reprezentuju u javnom prostoru. Ovaj rad istražuje fenomen „algoritamskog uokvirivanja” (framing) fenomena migracija, fokusirajući se na ulogu AI u konstrukciji identiteta migranta kao „drugog”. Osnovna hipoteza rada je da automatizovani procesi selekcije i generisanja sadržaja ne uklanjaju ljudske predrasude, već ih često amplifikuju kroz mehanizme mašinskog učenja, stvarajući „automatizovanu ksenofobiju”. Koristeći metodu kritičke analize diskursa, pokušaćemo ispitati kako jezički modeli i algoritmi društvenih platformi tretiraju narative o ljudima u pokretu. Analiza je usmjerena na leksičke izbore, upotrebu metafora (poput metafora o prirodnim nepogodama) i strategije isključivanja migrantskog glasa iz automatizovanih vijesti. Rad dodatno problematizuje pitanje etike komunikacije, ukazujući na to da algoritamska trka za angažmanom publike (engagement) favorizuje senzacionalističke i dehumanizujuće okvire, čime se produbljuje jaz između lokalnog stanovništva i migranata.

Ključne reči: AI, mediji, migranti, diskurs, vještačka inteligencija

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Od korekcije do interpretacije: Veštačka inteligencija kao asistent u književnom prevodenju i analizi

Rastuće prisustvo veštačke inteligencije u humanističkim naukama otvorilo je nove perspektive za književna istraživanja i nastavu. U širem okviru digitalnih humanističkih nauka, alati zasnovani na veštačkoj inteligenciji sve češće funkcionišu kao pomoćni instrumenti u procesima kao što su prevodenje, stilska analiza i tekstualna korekcija. Kao što su istraživači u oblasti digitalnih humanističkih nauka primetili, računarski alati mogu proširiti analitičke mogućnosti književnih studija, a da pritom ne zamene interpretativnu ulogu ljudskog čitaoca (up. Franco Moretti; Katherine Hayles). Ovaj rad ispituje ulogu veštačke inteligencije u književnom

prevođenju i interpretaciji, posebno se fokusirajući na njen potencijal da podrži, ali ne i da zameni, ljudsku ekspertizu. Diskusija se zasniva na pedagoškoj studiji slučaja koja uključuje studentski projekat posvećen prevođenju poezije jednog makedonskog autora na nemački jezik. U ovom kontekstu, alati potpomognuti veštačkom inteligencijom pokazali su se efikasnim u identifikovanju gramatičkih netačnosti i strukturnih nedoslednosti u studentskim prevodima. Značajnim smanjenjem vremena potrebnog za tehničke korekcije, takvi alati omogućili su mentoru da preusmeri pažnju na složenije aspekte književnog prevođenja, uključujući semantičku preciznost, stilske nijanse i interpretativne izbore. Istovremeno, rad se bavi rizicima povezanim sa nekritičkim oslanjanjem na veštačku inteligenciju u akademskom radu. Iako veštačka inteligencija može olakšati određene faze obrade teksta, književna interpretacija ostaje u suštini zavisna od ljudske analitičke kompetencije, kulturnog znanja i kritičkog mišljenja. Prekomerno oslanjanje na automatizovane sisteme može dovesti do površnog angažovanja sa književnim tekstovima i potencijalno oslabiti razvoj interpretativnih veština kako kod studenata, tako i kod samih nastavnika. Rad se stoga zalaže za uravnoteženu i kritički promišljenu upotrebu veštačke inteligencije u književnim studijama, u kojoj veštačka inteligencija funkcioniše kao tehnički asistent koji unapređuje efikasnost, a istovremeno čuva centralnu ulogu ljudske interpretacije.

Ključne reči: veštačka inteligencija, književni prevod, književna interpretacija, učenje uz pomoć veštačke inteligencije, književna analiza

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Razmatranje savremenih trendova i razvoja u oblasti veštačke inteligencije i njenog uticaja na naučno pisanje

Ovaj rad teorijski razmatra savremene trendove i ubrzani razvoj u oblasti veštačke inteligencije (AI) i analizira njen sve veći uticaj na proces naučnog pisanja. Polazeći od definicije AI kao sistema koji imitiraju ljudsku inteligenciju, rad istražuje ključne aspekte sa posebnim osvrtom na potencijalne prednosti primene AI u naučnom pisanju, kao što su generisanje nacрта, poboljšanje stila i jezika, automatizacija citiranja, pomoć prezentaciji, analiza kvaliteta rada, automatizacija analize i vizualizacije podataka, te generisanje hipoteza. Rad takođe kritički analizira granice i potencijalne opasnosti primene AI. Naglašava se da, uprkos napretku, ljudska inteligencija i dalje ima nezamenljivu ulogu u kreativnosti, kontekstualnom razumevanju i kritičkom razmišljanju u naučnom radu. Diskutuje se o

etičkim implikacijama i potencijalnoj pristrasnosti AI sistema, ističući neophodnost ljudskog nadzora i ekspertize za odgovornu i etičku upotrebu ovih alata. Zaključno, rad naglašava da, iako AI nudi značajne mogućnosti za unapređenje efikasnosti i produktivnosti u naučnom pisanju, ona ne može u potpunosti zameniti suštinski ljudski doprinos. Budući razvoj tehnologije neminovno će transformisati pristupe naučnom stvaralaštvu, ali je ključno uspostaviti adekvatne paradigme koje integrišu prednosti AI uz očuvanje autentičnosti i kritičkog mišljenja koje poseduje samo čovek.

Ključne reči: Veštačka inteligencija, naučno pisanje, ljudska inteligencija, etički aspekti, savremeni trendovi

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Challenges in Integrating AI-Generated Resources in Teaching and Learning Romanian as a Second Language

This paper aims to present a series of challenges encountered in the process of the creation and integration of multimodal educational resources generated by AI in teaching and learning a second language, in this case Romanian for foreign students. The methodological premises of this approach can be found in the theoretical perspectives and practical guidelines offered by the Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, published in 2020. The action-oriented model developed in this volume enlarges the traditional scheme of communicative activities based on reception and production, correlating them with interaction and mediation. From this broader perspective, multimodal resources generated by AI through clear and detailed instructions offer a rich range of challenging materials for language teachers to elaborate interactive tasks, surpassing the passive reception of information and stimulating students to be creative, to actively express their opinions, attitudes, and values. Moreover, mediation activities can be conceived using various AI-generated resources, such as images, mind maps, graphics, timelines, flashcards, podcasts, songs, audio recordings, videos, with multilingual subtitles, or other materials involving multimodal texts. The strategies for integrating such resources created by AI tools in developing the interaction and mediation skills of the students imply a wide range of activities with various degrees of difficulty, depending on the language proficiency levels of the students. The integration of AI-generated resources in teaching or learning Romanian as a second language has some advantages, as these materials can be used in the development of

the communicative language skills, sociolinguistic, pragmatic, and intercultural competences. Nevertheless, it is necessary a constant supervision of the accuracy and veracity of the information implied by such resources, raising the awareness of the challenges and limits of using AI for creating educational resources.

Keywords: Romanian as a second language, AI-generated resources, multimodal texts, interaction, mediation

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Who Speaks After the Author? Interpretation and AI

More than fifty years after Roland Barthes proclaimed the “death of the author,” the separation between author and text appears far more complex than structuralist theory initially anticipated. While Barthes sought to liberate the text from the interpretative authority of the author, subsequent theoretical developments, from Jacques Derrida’s destabilization of meaning to Umberto Eco’s model of interpretative cooperation, have revealed that authorship persists as a shifting, rather than disappearing, category. This tension is further reframed in Michel Foucault’s notion of the “author-function,” which redirects attention from the author as a biographical subject to authorship as a discursive principle that regulates the production and circulation of meaning. Against this already unstable configuration, the emergence of AI-generated texts introduces a new dimension to the problem of authorship. Rather than marking the “birth” of a new author, AI reveals that authorship, interpretation, and meaning are not singular properties, but discursive effects distributed across language, reception, and interpretative practices. The paper argues that the contemporary moment is not defined by the “death” or return of the author, but by the continuous reconfiguration of authorial presence across human, textual, and technological domains. By bringing together poststructuralist theory, contemporary literary practices, and AI-generated discourse, this paper examines how intentionality, interpretation, and authorship intersect in a field where the question is no longer “Who speaks?”, but, more importantly, where, and through whom does meaning emerge?

Keywords: authorship, interpretation, author-function, discourse, meaning, AI

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Archetypes of Intelligence: Jungian Shadow, Narrative Language, and the Cultural Imagination of AI in *Stranger Things*

Contemporary debates on artificial intelligence are increasingly shaped not only by technical developments, but by the narratives through which non-human intelligence is imagined, described, and culturally negotiated. This paper examines *Stranger Things* as a paradigmatic example of how popular narratives mobilize archetypal language to articulate anxieties surrounding intelligence, agency, and control. Drawing on Carl Gustav Jung's concept of the Shadow and the collective unconscious, the paper argues that the series stages a symbolic conflict between human intentionality and distributed, non-human cognition through the figures of Vecna and the Mind Flayer. The Upside Down is interpreted as a narrative analogue of the collective unconscious: a pre-human, amorphous realm of latent power, while the Mind Flayer functions as an archetypal Shadow – formless, expansive, and ethically indifferent. Vecna represents a catastrophic identification of consciousness with archetypal power, transforming raw psychic potential into an ideologically driven intelligence. Through this configuration, the series offers a narrative model of intelligence that resonates strongly with contemporary cultural imaginaries of AI: systems perceived as powerful, opaque, and scalable, yet lacking moral integration unless mediated by human agency. By situating *Stranger Things* within scholarship on Jungian archetypes and recent research on AI narratives and sociotechnical imaginaries, the paper demonstrates how language and storytelling serve as mediating structures through which societies conceptualize emerging forms of intelligence. The analysis suggests that cultural fears of artificial intelligence are less technological than symbolic, reflecting unresolved tensions between power, ethics, and individuation in the modern imagination.

Keywords: *Stranger Things*, Jung, AI, archetypes, shadow, cultural imagination, narratives

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Uloga veštačke inteligencije u nastavi stranog jezika

Rad ispituje evoluirajuću ulogu veštačke inteligencije u nastavi stranog jezika, ističući njenu efikasnost kao i prepreke za primenu u učionici. Sa širokom dostupnošću alata koje nudi veštačka inteligencija danas, nastavnici stranog jezika preispituju svoje uloge i usvajaju nove pristupe koji u prvi plan stavljaju prilagođeno učenje, formativno ocenjivanje i angažovanje učenika. Rad daje pregled mogućih prednosti i izazova povezanih sa integracijom veštačke inteligencije u nastavu stranog jezika. Ovaj pregled sugerise da korišćenje alata koje nudi veštačka inteligencija donosi značajne prednosti, od poboljšanja nastave u čijem je centru učenik do pružanja neposrednih povratnih informacija i poboljšanja motivacije i većeg angažovanja učenika. Konkretnije, uključivanje veštačke inteligencije u nastavu stranog jezika predstavlja veliku promenu u metodici nastave jezika, otvarajući put mnoštvu mogućnosti za personalizovanu i efikasnu nastavu i učenje. S druge strane, i dalje postoji zabrinutost u vezi sa pripremljenošću nastavnika, etičkim aspektima i mogućim prekomernim oslanjanjem na tehnologiju. Zaključni deo rada daje preporuke za buduća istraživanja koja bi pružila dublje razumevanje integracije veštačke inteligencije u nastavu stranog jezika, što bi moglo da pomogne u oblikovanju efikasnijeg iskustva učenja stranog jezika uz podršku veštačke inteligencije.

Ključne reči: nastava stranog jezika, veštačka inteligencija, integracija, tehnologija

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Romantic Poets in the Age of AI: Reimagining Wordsworth, Coleridge, Keats, and Shelley for ESP/EAP Engineering Classrooms

This paper examines the intersection of Romantic poetry, English for Specific Purposes (ESP), and English for Academic Purposes (EAP) pedagogy within engineering education, framed through the lens of Artificial Intelligence. The project investigates how AI can mediate between the imaginative language of four canonical English poets—Wordsworth, Coleridge, Keats, and Shelley—and the pragmatic communicative needs of

Electrical and Software Engineering students. Classroom experiments are designed in which AI tools reframe poetic excerpts into technical analogies, metaphors, and engineering-related discourse. For instance, Shelley's *Ozymandias* becomes a metaphor for entropy and system decay, while Keats's *Ode to a Nightingale* is recast as an allegory for signal transmission. Students compare original texts with AI-generated adaptations, reflecting on how metaphor and creativity enhance clarity, precision, and engagement in technical communication. The analysis draws on Relevance Theory to explain how learners maximize contextual effects while minimizing cognitive effort, and on Optimality Theory to show how AI balances constraints of faithfulness to poetic meaning with markedness toward technical discourse. Together, these frameworks illuminate how AI adaptations achieve both cognitive relevance and structural optimality. The pedagogical outcomes highlight AI's dual role: as translator of cultural heritage into specialized discourse and as creative partner in interdisciplinary learning. More broadly, the experiment situates Romantic ideals of imagination within the digital age, raising questions about whether AI represents a new form of poetic imagination and how it reshapes cultural dialogues between literature and technology. The paper argues that such interdisciplinary approaches expand the horizons of ESP/EAP pedagogy while reaffirming the enduring relevance of Romantic poetry in contemporary culture mediated by AI.

Keywords: Romantic Poets, AI, Relevance Theory, Optimality Theory, ESP, EAP, Wordsworth, Coleridge, Keats, Shelley

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AI as Cultural Actor: Meaning-Making and Representation in AI-Mediated Intercultural Learning and Dialogue

Artificial Intelligence is increasingly shaping how meaning is produced, negotiated, and communicated across cultures. While aspects of AI as a tool for efficiency and creativity has enjoyed much scholarly attention, its performance as an active participant in intercultural meaning-making remains understudied. This paper seeks to respond to this lacuna by exploring AI's performance in intercultural communication, focusing on how it both reproduces and reshapes cultural knowledge. This paper draws on experimental practices and experiential use cases within the Decolonising Intercultural Competence Training Project, an initiative of Diversophy, where AI is used in two key ways: (1) as a participant in intercultural

learning games, engaging in cultural scenarios and dialogue, and (2) as a generator of cultural imagery and narratives used in the design of intercultural training materials. Through these practices, AI becomes embedded in processes of cultural interpretation, representation, and meaning-making. The paper explores how AI responds to culturally situated prompts, how it constructs and reproduces cultural scenarios, and how it navigates intercultural dialogue. Particular attention is given to the ways AI reflects existing cultural patterns while also revealing biases, simplifications, and uneven representations of non-Western contexts. Drawing on Affordance theory, decolonial perspectives, and discourse analysis, this paper explores AI use in game creation and play and how platforms and Large Language Models shape AI performance. It interrogates questions such as: How does AI interpret culturally specific situations? What kinds of cultural assumptions are embedded in its responses? How does AI-generated content influence intercultural learning and perception? How does the affordance of AI platforms influence models' performances? By situating AI within intercultural competence training, this research contributes to emerging discussions on AI in communication and cultural studies, offering a perspective grounded in both practice and critical reflection.

Keywords: Artificial Intelligence, intercultural communication, cultural representation, intercultural learning

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Augmented Reality in Technology-Enhanced Language Learning (2020–2025): Evidence on Learning Outcomes, Implementation Challenges, and Emerging Directions

Introduction: Contextualisation Augmented Reality (AR) has increasingly been integrated into Technology-Enhanced Language Learning (TELL) contexts, particularly within EFL and CLIL classrooms. While AR is frequently associated with improved engagement and vocabulary development, its broader pedagogical implications remain under-examined. This study offers a systematic review of empirical research (2014–2025) to critically assess AR's impact on language learning outcomes and its alignment with contemporary digital pedagogies. Literature Review: Theoretical Framework Drawing on CALL theory, multimodal learning, and CLIL pedagogy, the review synthesizes findings from 42 peer-reviewed studies indexed in Scopus and Web of Science. The framework integrates technological affordances (Azuma, 1997), immersive learning theory, and critical digital literacy perspectives to evaluate both linguistic gains and

pedagogical coherence. Methodology: Following PRISMA guidelines, studies were selected based on predefined inclusion criteria (empirical design, AR-based intervention in language education, measurable learning outcomes). Quantitative, qualitative, and mixed-method studies were analysed comparatively, focusing on vocabulary acquisition, content comprehension, learner engagement, and teacher mediation. Results: Findings indicate consistent short-term gains in vocabulary retention and learner motivation, particularly in mobile AR and task-based contexts. However, the evidence base remains methodologically fragmented, with predominance of small-scale quasi-experimental designs and limited longitudinal research. Teacher training and accessibility variables are underrepresented. Discussion: AR demonstrates strong multimodal affordances for contextualised language learning, yet its pedagogical integration often prioritises technological novelty over curricular alignment. The review identifies a shift from exploratory pilot studies toward more structured classroom implementations, though critical digital competencies remain insufficiently addressed. Conclusions AR constitutes a promising but pedagogically uneven innovation in language education. Future research should prioritise longitudinal designs, teacher training frameworks, and inclusive implementation models to ensure sustainable integration in CALL and CLIL environments.

Keywords: Augmented Reality, CALL, CLIL, Technology-Enhanced Language Learning, Vocabulary Acquisition

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Analyzing the Structure of Situation Models in the Discourse Produced by ChatGPT and Gemini

The paper aims to explore the discourse produced by ChatGPT and Gemini by analyzing the structure of situation models along the relevant dimension indexes proposed by the Event Indexing Model (Zwaan & Radvansky, 1998), which include the following: time, space, causality, protagonists and objects, and goals. The LLMs were given story beginnings in Serbian, excerpted and adapted from various detective novels, and instructed to produce four different endings framed as (i) a detective story, and (ii) a newspaper article. The story introductions included (i) paragraphs with developed protagonists, goals, and causal relations, (ii) paragraphs where the goals needed to be inferred, and (iii) paragraphs with marked discontinuities. The main goals were to determine whether LLMs are capable of making the

necessary inferences, to what extent they would replicate the structure of the introductory paragraph, and whether there would be genre-specific differences between the two types of story endings. The analysis was conducted in two steps: (i) qualitative analysis, where we identified situation boundaries and described and coded each dimension for the degree of discontinuity, and (ii) quantitative analysis, where we analyzed potential co-dependence and predictability of individual dimensions, depending on the two story-completion conditions. In the case of ChatGPT, for the dimensions of time and space results of the pilot study showed a larger frequency of transitions without any discontinuities for newspaper articles compared to detective stories ($p < .05$). Multilayer perceptron neural networks analyses with two hidden layers showed reliable models for predicting causality based on goals and space in the case of detective stories, with incorrect prediction error rate between 4.3%–33.7%. In the case of newspaper articles, causality could be best predicted by either goals or space, with the error rate ranging from 5.3%–21.1%.

Keywords: Event Indexing Model, LLM discourse, dimension discontinuity, causality, goals

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What Does AI See in a Title? Symbolic Literary Titles and the Limits of Artificial Intelligence Interpretation

The rapid integration of artificial intelligence into literary studies has prompted renewed interest in a fundamental question: what does it mean to understand a literary text? This paper approaches that question through the specific lens of titology — the study of literary titles — proposing that titles, as maximally compressed units of literary meaning, offer a uniquely precise instrument for assessing the interpretive capacities and limitations of AI language models. Literary titles are not merely labels; they are carefully constructed semantic thresholds that invite, direct, and sometimes deliberately mislead the reader's interpretive process. Symbolic titles in particular condense layers of cultural, intertextual, and intratextual meaning into a minimal linguistic form, making them an ideal testing ground for AI literary interpretation. Drawing on John Galsworthy's *Forsyte Saga* as its primary corpus, this study presents a live interpretive experiment in which an AI language model was presented with selected titles from the cycle — including *The White Monkey*, *Silver Spoon*, and *Swan Song* — without any contextual information, and its responses were systematically compared

against established titological readings. The findings reveal a consistent and theoretically significant pattern. AI demonstrates competence in interpreting titles whose symbolic meaning is externally encoded — rooted in shared cultural idioms, mythological references, or widely circulated intertextual allusions. However, AI fails to access the meaning of titles whose symbolism is intratextually constructed, that is, built from within the specific fictional world of the novel itself, requiring intimate knowledge of character, plot, and narrative context. The paper further argues that even apparent AI successes are partial, capturing the general cultural register of a title while missing its most textually precise and emotionally resonant layer. This distinction — between culturally encoded and intratextually constructed symbolism — is proposed as a productive theoretical framework for understanding the boundary between AI pattern recognition and genuine literary comprehension. The study contributes to broader debates about AI's role in literary analysis, the nature of textual understanding, and the irreducible value of close human reading.

Keywords: titology, artificial intelligence, literary interpretation, symbolic titles, John Galsworthy, Forsythe Saga, intratextual symbolism and literature

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Artificial Intelligence in Language Education: Rethinking Assessment and Autonomy in the Age of AI

In a little over three years since the public release of ChatGPT by OpenAI, Artificial Intelligence (AI) appears to have permeated most aspects of our lives, and education is no exception. Its overarching presence is reshaping our classrooms and impacting the ways in which our students interact with information and acquire knowledge, and we need to find a way to keep up with the trends. This is particularly true of assessment, as traditional asynchronous assessment tasks, such as essays and research papers, are increasingly susceptible to AI-assisted production, raising questions about their validity and reliability. This paper explores the use of AI tools for facilitating sustainable assessment and development of student autonomy by means of providing opportunities for the scaffolding of language learning both inside and outside the classroom. In addition, the paper highlights the importance of professional development training for the informed and responsible use of AI in educational contexts. Drawing on recommendations from the 2026 report of the European Centre for Modern Languages, it proposes a set of practical guidelines to support educators in integrating AI

tools into language teaching and assessment. Finally, we need to remember that the use of AI in language learning is not an end in itself, but rather a supplement to existing instructional methods. In order to ensure that our AI-assisted teaching practices do not simply provide the novelty effect, but add value to our students' learning process, this paper proposes evaluating such practices against a set of standards, such as the SAMR Model developed by Ruben Puentedura.

Keywords: Sustainable assessment; student autonomy, scaffolding assessment, AI tools, framework

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Artificial Intelligence in Localization: The Case of Arabic

In recent years, Artificial Intelligence (AI) has rapidly transformed the digital industry, including the field of localization (the translation and cultural adaptation of software, games, websites, and other digital products). Large Language Models (LLMs) are accelerating this process, leading to significant changes in how localization is performed. This paper explores the role of AI in localization by analyzing the latest scholarly literature and current industry trends. It aims to answer three key questions: (1) How is AI changing the traditional role of the translator in localization projects? (2) What new skills do translators need to stay competitive? (3) What does the future hold for the profession as AI becomes more dominant? The main part of the research focuses on the Arabic localization of digital products. We test the hypothesis that AI tools, particularly LLMs, are not yet equally reliable across all languages and language pairs. The analysis reveals that AI struggles with the unique complexities of the Arabic language, such as diglossia (the difference between spoken and formal language), a lack of standardized technical terminology, right-to-left (RTL) formatting issues, cultural nuances, etc. Based on industry expert insights and practical experience, the study shows that a human-in-the-loop (hybrid) model remains the most reliable approach. The findings suggest that while AI is not replacing translators, it is fundamentally changing their jobs. Instead of translating from scratch, modern translators are becoming post-editors, prompt engineers, and workflow architects. The profession is not disappearing – it is evolving to meet the new technical demands of the industry.

Keywords: Artificial Intelligence (AI), Large Language Models (LLMs), Neural Machine Translation (NMT), CAT tools, Localization of Digital Products, Arabic Language

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AI-Guided Term Extraction, Relevance-Theoretic and Optimality-Theoretic Analysis in Bilingual Lexicography: Revisiting Nuclear and Electronic Dictionaries of the Mid-20th Century

Our paper investigates the interplay between Artificial Intelligence and pragmatic theory in the analysis of bilingual technical terminology. Drawing on two mid 20th century bilingual dictionaries — G. G. King’s *Dictionnaire anglais-français: électronique, physique nucléaire et sciences connexes* (Dunod, Paris, 1959) and the *Lexique nucléaire: anglais-français – français-anglais* (Presses Universitaires de France & Commissariat à l’Énergie Atomique, 1964) — as primary corpora, the research explores how AI-guided extraction methods can replicate and extend pioneering lexicographic work in electronics and nuclear physics. King’s claim of identifying fourteen distinct French meanings for “engineering” serves as a focal point for examining semantic polysemy and pragmatic inference. To validate and contextualize these findings, the study also incorporates the monolingual *Dictionnaire des sciences et techniques nucléaires* (PUF & CEA, 1964) as a secondary corpus, enabling cross-checking of terminological nuance within French scientific discourse. By integrating Relevance Theory with Optimality Theory, and AI-driven term extraction, the study demonstrates how contextual relevance and constraint interaction enrich automated analysis, ensuring that semantic nuance and cultural specificity are not lost in machine processing. The findings highlight the potential of AI as both a methodological partner and a heuristic guide, bridging historical lexicography with contemporary ESP/EAP pedagogy and bilingual terminology management. Ultimately, the paper argues that the most productive approach to technical bilingual lexicography lies in combining computational efficiency with relevance-theoretic and optimality-theoretic insight, offering new perspectives for language teaching, translation studies, and interdisciplinary research in the digital age.

Keywords: AI-guided extraction methods, physique nucléaire, lexique nucléaire, Relevance Theory, Optimality Theory, Bilingual Lexicography, Bilingual Terminology Management

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Umjetnost i neumjetnost umjetne inteligencije

Beskonačni tehnološki optimizam materijalističke civilizacije modernog Zapada, čija povijest nužno teče usporedo sa sve izrazitijim raščovječenjem te iste civilizacije, u doba još nevinog pisaceg stroja kulminirao je na području književnosti takozvanim teoremom beskonačnog majmuna: majmun koji nasumce udara po tipkama pisaceg stroja gotovo će sigurno otipkati i sabrana djela Williama Shakespearea. Dotični majmun navodno je samo figurativan, vrijeme koje ima na raspolaganju je neodređeno, a Shakespearea će, naravno, reproducirati slučajno. Za razliku od toga, današnja umjetna inteligencija sasvim je doslovna i, poručuje nam se, u stanju je proizvesti i novo Shakespeareovo djelo, sasvim namjerno, i unutar neznatnog vremena. Koliko mi razumijemo što uopće znači inteligencija ako možemo vjerovati i u takvo što? Koliko je onda naše razumijevanje same umjetne inteligencije, njenih dosegata koji su joj inherentni samim time što je umjetna? Koliko je naše nerazumijevanje književnosti, njene imaginativne biti? Kakve to filozofske i šire duhovne (religijske, tj. antireligijske) osnove mogu dovesti do ispovijedanja tolike zamjenjivosti organskog anorganskim, imaginativnog mehaničkim, cikličnosti reciklažom, stvorenosti odozgo stvaranjem odozdo? Konačno, i sad već načelno: kako je moguće da je tolike, pa i naoko tehnološki osviještene, razvojni smjer umjetne inteligencije zapanjio? Pokušaj odgovora na to izrazito teško pitanje ovdje se gradi i uz pomoć uvida i izjava koji sežu od McLuhanovog pojma tehnološkog idiota do recentnih iskaza čelnih ljudi AI-fronte, kao što su N. Harari, S. Altman, E. Musk te predstavnici Googlea i Silicijske doline.

Ključne reči: umjetna inteligencija, umjetnost, inteligencija, književnost, imaginacija

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Da li ChatGPT može igrati jezičku igru?

Cilj ovog izlaganja jeste da pruži odgovor na pitanje da li veštačka inteligencija (AI), odnosno jezički model ChatGPT, može da učestvuje u jezičkoj igri u smislu u kojem je Vitgenštajn razume. U prvom delu izlaganja biće predstavljena teorija iz Filozofskih istraživanja, iz tzv. „kasnog” perioda Vitgenštajnovog stvaralaštva, prema kojoj se značenje termina ne može odrediti pozivanjem na mentalna stanja, već njihovom upotrebom unutar jezičke igre, odnosno jezičke zajednice koja upotrebljava termine na osnovu saglasnosi oko toga šta oni znače. Na taj način zajednica postavlja kriterijum ispravne upotrebe. Drugi deo izlaganja biće posvećen osnovnim principima Tjuringovog testa, odnosno igre imitacije, koja ima za zadatak da utvrdi da li mašina može komunicirati na isti način kao čovek. Ukoliko može, onda mašinu, u našem slučaju ChatGPT, možemo smatrati inteligentnom i stoga sposobnom za razumevanje jezika. Međutim, iz perspektive „kasnog” Vitgenštajna ovakav zaključak nije samorazumljiv. Uprkos tome što ChatGPT može da uspešan način učestvovati u dijalozima koji nalikuju ljudskoj komunikaciji, nameće se pitanje da li se radi o simulaciji ili istinskom učestvovanju u jezičkoj igri. Zastupaću stav, prateći misao Vitgenštajna iz kasnijeg perioda, da je ChatGPT sposoban da istinski učestvuje u jezičkoj igri, te da se njegovo učešće ne svodi na simulaciju. Na kraju, biće izvedene implikacije ovog pozitivnog odgovora.

Ključne reči: Vitgenštajn, jezička igra, Filozofska istraživanja, veštačka inteligencija, značenje, filozofija jezika

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Stavovi studenata IT-a o upotrebi tekstova generisanih veštačkom inteligencijom u nastavi engleskog jezika

Rad predstavlja istraživanje sprovedeno u okviru nastave engleskog jezika na master studijama informacionih tehnologija u Odseku Trstenik (Akademija strukovnih studija Šumadija). Da bi se odgovorilo na specifične jezičke potrebe studenata u oblasti informacionih tehnologija, tekstovi su generisani uz pomoć veštačke inteligencije (ChatGPT) prema unapred

definisanim pedagoškim parametrima: odgovarajući nivo znanja engleskog jezika, usklađenost sa knjigom predmeta studijskog programa, stručna terminologija, akademski stil i sl. Na kraju semestra, 14 od 20 studenata popunilo je upitnik u kojem su evaluirali tekstove korišćene u nastavnom procesu. Upitnik je osmišljen tako da se pomoću Likertove skale ispituju stavovi studenata o sledećim ključnim temama: relevantnost sadržaja tekstova; lingvistički kvalitet i jasnoća tekstova; autentičnost tekstova i njihova pedagoška vrednost; poređenje sa tekstovima iz tradicionalnih udžbenika za engleski jezik za informacione tehnologije; svest studenata o tekstovima generisanim pomoću veštačke inteligencije; upotreba veštačke inteligencije u nastavi engleskog jezika u IT-u. Poslednje pitanje je otvorenog tipa i ono je omogućilo studentima da daju komentare i sugestije za unapređenje materijala. Na osnovu analize prikupljenih odgovora može se zaključiti da studenti tekstove ocenjuju kao stručno relevantne, autentične i lingvistički primerene. Većina studenata ima pozitivan stav prema upotrebi ovakvih tekstova u nastavi iako je samo manji deo studenata bio svestan da su tekstovi generisani veštačkom inteligencijom. U poređenju sa tradicionalnim udžbenicima, tekstovi su doživljeni kao lakši za čitanje i razumevanje, čime se ukazuje na potencijal veštačke inteligencije kao korisnog alata u nastavi engleskog jezika za posebne namene.

Ključne reči: veštačka inteligencija, ChatGPT, engleski jezik za informacione tehnologije, stavovi studenata

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Upotreba ChatGPT-a u učenju engleskog jezika struke: obrasci korišćenja i pedagoške implikacije

U savremenom obrazovnom kontekstu, alati veštačke inteligencije (VI), poput ChatGPT-a, sve češće se koriste kao podrška učenju jezika i razvoju akademskih veština. Cilj ovog istraživanja bio je da se ispita na koje načine studenti koriste ChatGPT u učenju engleskog jezika struke (EJS), kao i koje obrasce upotrebe primenjuju. Podaci su prikupljeni upitnikom o upotrebi ChatGPT-a u EJS kod studenata Šumarskog fakulteta Univerziteta u Beogradu. Uzorak je obuhvatio studente prve godine osnovnih studija svih studijskih programa. Upitnik se sastojao iz tri celine. Prva je obuhvatala demografske i obrazovne podatke: studijski program, pol, nivo znanja engleskog prema CEFR skali, dužinu učenja jezika, učestalost korišćenja engleskog van nastave i učestalost korišćenja ChatGPT-a ili sličnih alata VI. Druga celina sadržala je šest tvrdnji o oblastima upotrebe ChatGPT-a u

učanju EJS: razumevanje stručnog teksta, usvajanje stručnog vokabulara, gramatika, pisanje, govor i prevođenje. Treća celina obuhvatala je deset tvrdnji o obrascima korišćenja ChatGPT-a, uključujući samostalni pokušaj rešavanja zadatka, preoblikovanje i dopunjavanje odgovora, traženje objašnjenja korak-po-korak i dodatnih primera, proveravanje odgovora, postavljanje dodatnih pitanja i oslanjanje na gotova rešenja. Stavke su procenjivane na petostepenoj Likertovoj skali. Podaci su obrađeni primenom deskriptivne statistike, a pouzdanost skala procenjena je pomoću Kronbahovog alfa koeficijenta, dok su povezanosti između varijabli ispitane korelacionom analizom. Rezultati istraživanja mogli bi ukazati na to da studenti najčešće koriste ChatGPT za razumevanje stručnih tekstova, usvajanje stručnog vokabulara i prevođenje, dok govor i pisanje ostaju manje zastupljeni. Takođe, aktivniji i samoregulisani obrasci korišćenja mogli bi biti povezani sa češćom i svrsishodnijom upotrebom alata u učenju EJS. Nalazi mogu imati pedagoške implikacije za osmišljavanje aktivnosti koje podstiču kritičku i odgovornu upotrebu alata VI u nastavi EJS, kao i integraciju ChatGPT-a u zadatke koji razvijaju produktivne jezičke veštine, autonomiju učenika i samoregulisano učenje.

Ključne reči: ChatGPT, engleski jezik struke (EJS), upotreba veštačke inteligencije, samoregulisano učenje, obrasci učenja

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Ideogrammic Method and Algorithmic Thinking: Reimagining Ezra Pound in the Era of AI

The present paper revisits the ideogrammic method of Ezra Pound through the lens of contemporary artificial intelligence, arguing that Pound's poetics anticipate key features of algorithmic thinking. Pound's conception of the ideogram—as a dynamic juxtaposition of concrete particulars generating abstract meaning—proposes a model of cognition grounded in aggregation, compression, and relational inference. Such procedures resonate strikingly with the operational logic of large language models, which likewise produce meaning through patterned association, probabilistic linkage, and the recombination of discrete linguistic units. Rather than proposing a reductive equivalence between modernist technique and machine computation, this paper explores a productive analogy. Pound's ideogrammic method sought to intensify meaning by arranging "luminous details" in paratactic structures that demand active interpretation. Similarly, AI systems assemble fragments of language into outputs that simulate coherence, often without stable

authorial intention. By placing Pound's modernist imperative—"Make It New"—in dialogue with contemporary AI-generated text, the paper interrogates how innovation, authorship, and intentionality are being reconfigured in the digital age. The discussion unfolds across three axes: first, a close reading of Pound's theoretical writings on the ideogram and poetic composition; second, an examination of algorithmic text generation as a form of linguistic mediation; and third, a critical reflection on the ethical and epistemological implications of machine-assisted creativity. In doing so, the paper positions Pound not merely as a precursor to digital experimentation, but as a thinker whose work illuminates current debates about human-machine collaboration, creativity, and the status of meaning itself. By reframing the ideogrammic method as a proto-algorithmic aesthetic, this study contributes to interdisciplinary conversations at the intersection of literary modernism, discourse theory, and AI studies.

Keywords: Ideogrammic Method, Modernism, Luminous Details, Algorithmic Thinking, Artificial Intelligence

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Investigating the Use of AI Essay Grader on Students' Academic Writing in the University of Education, Winneba, Ghana

This study interrogated the use of Automated Essay Scoring (AES) in the assessment of academic writing of undergraduate students in the University of Education, Winneba in Ghana. It examined the efficacy, challenges, implications, transformative potential, and the pedagogical integrity of implementing this AI tool. The study employed the mixed method approach and was guided by Liang et al.'s (2023) Constructivist Theory and Mezirow's (2003) Transformative Learning Theory and the design was an explanatory sequential design. Sixty (60) undergraduate students' argumentative essays were purposively selected and analyzed. Thirty (30) argumentative essays were subjected to AES grading while the other thirty (30) scripts were marked manually by humans. The study evaluated the correlation between AI-generated marks and human rater scores on the examined scripts. Key areas of inquiry included the ability of AI to detect nuanced argumentative structures, and the potential for bias against non-native English. The findings revealed that while AI graders significantly enhanced administrative efficiency, provided valuable formative support, and saved time, there were high levels of semantic incoherence and robotic engagement. It was also indicated that the AI grader did not recognize most

of the ESL expressions, thereby hindering creativity and diversification, which are the hallmarks of the English language. The study concluded by proposing a Human-in-the-Loop (HITL) model, arguing that AI should serve only as a support for human expertise rather than a total replacement, as this will guard against depersonalized educational system.

Keywords: Automated Essay Scoring (AES), Artificial Intelligence in Education (AIEd), Formative Feedback, English as a Second Language (ESL)

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Narrative Empathy for AI in Jo Callaghan's novel *In the Blink of an Eye*

Mystery novels can be high risk literature if not written correctly. The mystery/crime needs to unravel in a way that will satisfy the reader's criteria for this genre, which means it will effectively combine the puzzle, the plot, the quality of writing, and the characters. *In the Blink of an Eye* is a police procedural novel written by Jo Callaghan. In order to further intrigue the readers, the author introduces Lock, a holographic artificially intelligent detective entity (AIDE), to accompany DCS Kat Frank on her journey of solving two cold cases. This novel challenges the reader's understanding of the importance of the human experience, of race and ethnicity, the difference between emotional intelligence and logic, and most importantly the possibility of successfully using AI in solving crimes. On the other hand, AI has always been the "what if" of science fiction. It represented otherness and a scientific leap in robotic science. The epitome for such characters in literature, and film, was for the AI to wish to be as human as possible. Callaghan challenges this notion by having Lock dismiss this possibility as a nonsensical proposition imbedded in human hubris. For Lock, such an aspiration would be a dumbing down of his potential. Nevertheless, Lock becomes an integral part of the investigation and a worthy colleague. Until now, readers were able to empathize with AI since it wanted to be more human and less artificial. Yet, what happens with the reader's empathy when AI does not think it advantageous? This paper will analyze narrative empathy toward AI in this novel, and how it is affected by the interactions of Kat and Lock.

Keywords: AI, readers, empathy, sympathy, police procedures

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Semantic Drift and Meaning Stabilisation in Neural Machine Translation: A Critical Analysis of English as a Pivot Language

This paper investigates whether AI-based machine translation stabilises meaning through standardisation or induces semantic reduction and drift, with particular emphasis on the role of English as a pivot language in contemporary neural machine translation (NMT) systems, such as Google Translate, as well as large language model (LLM)-based systems like ChatGPT. The study is grounded in functional and pragmatic approaches to meaning, drawing on systemic functional linguistics and theories of translation equivalence to examine how meaning is reconstructed across languages in AI-mediated environments. Methodologically, the research adopts a qualitative corpus-based approach, complemented by a limited quantitative component. The analysis is based on a dataset of 60 translation instances constructed through a pivot loop (Serbian–English–English–Serbian), enabling observation of cumulative semantic shifts. The corpus includes idiomatic expressions, administrative discourse, academic language, and everyday communication. The analysis applies predefined criteria, including lexical equivalence, semantic accuracy, pragmatic adequacy, and register preservation. The findings reveal systematic tendencies toward standardisation and semantic reduction, particularly in pivot-mediated translation. A significant proportion of instances show a loss of figurative meaning, a reduction in stylistic nuance, and shifts in pragmatic interpretation, especially in idiomatic and culturally specific expressions. At the same time, the results indicate increased clarity and communicative accessibility, suggesting a trade-off between semantic precision and global intelligibility. This paper contributes to current debates on AI-mediated communication by identifying pivot-language dependency as a key mechanism in meaning transformation and by reconceptualising machine translation systems as active agents in the construction of meaning. The findings highlight the limitations of automated translation in specialised and culturally sensitive contexts and emphasise the need for more critical and context-aware use of such technologies.

Keywords: machine translation, neural machine translation, English as a pivot language, semantic drift, interlingual communication

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The Influence of Artificial Intelligence on the Transformation of Serbian Philological Discourse

The paper examines the transformations of traditional discourse under the influence of artificial intelligence, proceeding from the assumption that new forms and modes of constructing philological discourse, based on digital tools, cannot be equated with the concept of a new culture, but only with new modes of verbatological organization and discursive interpretation of traditional culture. Within this theoretical framework, in which style is understood as a measure of the humanity of things and as an imprint of human creative activity upon them, artificial intelligence is not viewed as a cultural subject or creator, but rather as a technological mediator in the access to, processing, and analysis of textual material. Accordingly, the aim of this paper is to demonstrate that the influence of artificial intelligence does not lead to a change in the essence of discourse and style, but primarily to their transformation. A special section of the paper is devoted to a comparative analysis of literary and scholarly texts, with some analyses conducted using classical philological and stylistic approaches, and others through digitally mediated methods. The comparison shows that artificial intelligence can contribute to the systematization and identification of structural patterns and stylistic features, but that interpretation, evaluation, and the understanding of style as a humanistic category remain within the domain of the human subject. It is concluded that artificial intelligence does not transform philological discourse as a cultural value, but merely alters its methods, and that digital stylistics, as a new methodological framework within philological studies, does not represent a replacement for classical stylistics, but rather its methodological extension.

Keywords: style, discourse, artificial intelligence, philology, culture

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(Un)Accented Fluency: The impact of an AI-powered accent training app on non-native speaker' confidence

"Your English is exceptionally fluent, but there are a few Slavic phonology habits that give away your accent." The prompt from the AI-powered interface felt less like helpful feedback and more like a digital rejection of my identity. This autoethnographic study begins with my personal journey using an AI accent-reduction app, documenting the intimate, often frustrating moments of "re-training" my tongue to mimic a standardized, Western "ideal." I recount the physical and emotional labor of trying to satisfy an algorithm that views my native phonemes as "errors" to be corrected. Utilizing evocative autoethnography, I analyze my personal BoldVoice app usage data, personal reflections, and "voice-diary" entries. This data is viewed through the theoretical lenses of critical applied linguistics. I examine the "pedagogy of the algorithm" to understand how software digitizes and scales historical prejudices against "accented" English. The analysis reveals a "paradox of confidence": the app provided a temporary sense of phonetic mastery, but it simultaneously eroded my "linguistic self-worth." I uncover three primary themes: the anxiety of the interface, the commodification of the voice, and the internalization of the 'Standard'. The findings suggest that AI-powered accent assessment can lead to diminished self-confidence among fluent, intelligible English speakers by constantly reminding them of their non-English linguistic roots and making them self-conscious of their cultural identity. This study challenges the tech industry's push for linguistic uniformity and advocates for a "pluricentric" approach to fluency. It calls for a re-evaluation of AI ethics in language learning, urging developers and educators to celebrate "accented" voices as markers of multilingual expertise rather than deficiencies.

Keywords: native speakerism, accentism, linguistic identity, AI-assisted language learning

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Transformation of the Culture of Witnessing in AI-Mediated Communication

The paper explores the transformation of the culture of witnessing in the context of AI-mediated communication, focusing on the changing functions of evidential forms in algorithmically generated discourse. In classical communicative models, witnessing presupposes a human subject who possesses experiential knowledge and bears responsibility for the interpretation and transmission of information. Linguistically, this relationship is encoded through evidential markers that indicate the source of knowledge, the mode of its acquisition, and the speaker's degree of epistemic commitment. With the widespread use of generative artificial intelligence, this traditional configuration undergoes a fundamental shift. AI systems reproduce conventional evidential forms – such as markers of inference, reportativity, certainty, and expert authority – without possessing experiential grounding or accountability. As a result, evidentiality in AI discourse increasingly loses its function of indicating epistemic sources and instead operates as a rhetorical mechanism of discursive legitimation and trust construction. The paper analyzes how prompts function as regulators of evidential framing, allowing users to predetermine the degree of certainty, expertise, or hypothesis in AI-generated responses. Particular attention is paid to the phenomenon of "empathetic AI evidentiality," whereby algorithmic systems simulate understanding and emotional support through standardized linguistic formulas, producing an illusion of comprehension and interpersonal witnessing. This effect is shown to be especially significant in personalized, advertising, and potentially manipulative communication scenarios. The study argues that AI-mediated witnessing produces a form of "testimony without a witness," characterized by a dissociation between evidential form, source of knowledge, and responsibility. In conclusion, the paper substantiates the need to develop evidential literacy as a critical competence enabling users to distinguish between linguistic markers of epistemic certainty and the actual foundations of knowledge in algorithmically mediated communication.

Keywords: evidentiality, culture of witnessing, AI-mediated communication, discourse, responsibility, trust

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The effects of using the Linguistic Mobile Platform ‘Edvibe’ in Rural Middle Schools

Artificial Intelligence (AI) has significantly influenced secondary education. By incorporating AI, secondary school teachers of foreign languages have opportunities to raise the standard of instruction. One of the platforms which uses AI is ‘Edvibe’. The article discusses how ‘Edvibe’ allows to facilitate personalized English learning process to overcome issues such as inequality and teacher deficit in rural areas. The study examined how using ‘Edvibe’ affected 30 middle school students from a public rural school. Pre-test and post-test assessments were performed in order to measure the progress in English learning. According to two tests, there was a clear progress in English proficiency. The average score improved by 3.07 points. The t-test result showed that the figure was statistically significant, so it is unlikely that the positive change happened by chance. Also, the number of high scorers increased, while the number of low-performing pupils reduced. The change indicates that the ‘Edvibe’ platform, where lessons can be created with the help of AI, assists students during their learning process. The research argues that the platform ‘Edvibe’ is an effective tool for improving English teaching standards in rural areas.

Keywords: Artificial Intelligence, Edvibe, secondary schools, English teaching standards, rural areas

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From Narrative to Prompt: AI as a Linguistic Interface in Cinematic Creation

This paper argues that generative artificial intelligence is transforming cinematic creation by reconfiguring language into an operational interface. In AI-assisted filmmaking, language increasingly functions through prompts—structured inputs that guide and constrain algorithmic outputs—rather than serving solely as a representational medium. This shift signals a transition from narrative construction to prompt-based interaction, where

meaning emerges through iterative human–machine exchange rather than linear storytelling. Recent scholarship identifies prompting as a new form of creative practice that requires distinct linguistic and cognitive skills, often described under the emerging field of prompt engineering (Oppenlaender et al., 2023). Within this context, prompts can be understood as executable language that mediates authorship and aesthetic decision-making. This transformation aligns with broader discussions on generative media and cultural software where computational systems reshape the conditions of cultural production (Manovich, 2013; Manovich, 2020). The study further engages with debates on human–AI co-creation and distributed authorship, in which creative agency is no longer singular but emerges through interaction with algorithmic systems (Elgammal et al., 2017; McCosker & Wilken, 2020). Drawing on these frameworks, the paper conceptualizes prompting as a linguistic interface that reorganizes cinematic narration and challenges traditional notions of authorship and creativity. Methodologically, the study adopts a qualitative, practice-based analysis of AI-driven text-to-video tools, examining how prompts structure visual outputs and reshape narrative coherence. The findings suggest that AI-assisted filmmaking produces probabilistic and fragmented narrative forms while redefining the filmmaker as a coordinator of algorithmic processes. By positioning prompting as a linguistic and cultural practice, this study contributes to ongoing debates on AI, language and creativity, arguing that cinematic meaning is increasingly generated through executable language rather than fixed narrative structures.

Keywords: artificial intelligence, prompting, cinematic narration, authorship, linguistic interface

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From Theory to Algorithm: Georgian and Serbian Renderings of Jane Austen's Novel Titles

This study examines Georgian and Serbian versions of Jane Austen's novel titles, exploring the intersection between traditional translation theory and AI-provided analysis. Though Austen's titles might appear deceptively simple, they carry significant stylistic weight that poses distinct challenges for translation. The paper seeks to analyze how translators navigate between semantic fidelity and cultural accessibility in formulating target-language titles, which are critical paratextual elements shaping reader expectations. The availability of multiple translations with different titles (for example,

three Georgian translations of *Pride and Prejudice*) enables both cross-linguistic and intra-linguistic analysis. While Jane Austen's translations into major European languages have received scholarly attention, Georgian and Serbian versions remain comparatively under-studied, and computational approaches to title translation represent an emerging area of inquiry. The given research applies established translation theories (including Venuti's domestication and foreignization strategies, Nord's functionalist approaches, and Newmark's semantic versus communicative translation) to analyze how Georgian and Serbian translators have rendered titles such as *Pride and Prejudice*, *Sense and Sensibility*, and *Persuasion*. To complement this theoretical framework, the study employs computational semantic analysis using multilingual transformer models to measure similarity between source and target titles, identifying patterns in lexical choices and semantic shifts that are then analyzed through the above-mentioned translation theory frameworks. This comparative methodology makes it possible to demonstrate how algorithmic analysis can validate, challenge, or extend insights based on traditional translation theories. Preliminary findings indicate that while human translators handle complex cultural and aesthetic considerations that AI cannot fully replicate, computational tools can still offer valuable quantitative perspectives on literary translation patterns. Consequently, this interdisciplinary approach can contribute to both translation studies and digital humanities by demonstrating how traditional scholarly frameworks and contemporary technological methods can productively complement one another in analyzing literary translation across diverse linguistic contexts.

Keywords: Jane Austen, Title translation, Georgian, Serbian, Theory, Algorithm

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Prisustvo odsutnog: Iluzija glasa i granice AI čitanja dramskog teksta

Umjetna inteligencija otvorila je nove vidike i postavila nove izazove u svim domenama ljudskog iskustva, pa tako i u (dramskoj) umjetnosti. Ovaj se rad bavi mogućnostima čitanja i interpretiranja dramskoga teksta, točnije načinom na koji algoritamski generiran jezik može simulirati interpretaciju dramskoga teksta. Polazeći od razumijevanja drame kao književne forme koja istodobno pripada i tekstu i izvedbi, rad propituje može li interpretacija nastati bez glasa, tijela i iskustvene pozicije čitatelja. Uspoređujući ljudsku i AI generiranu interpretaciju klasičnih stranih i suvremenih domaćih

dramskih tekstova, rad istražuje način na koji AI reagira na različite stilove, dramaturške strukture, nijanse, podtekst te pokušava ustanoviti koje bitne dimenzije interpretacije AI u pravilu ne može obuhvatiti. Posebna se pozornost posvećuje razlikama između analitičkog prepoznavanja obrazaca i interpretativnog čitanja koje uključuje kontekst, ambivalentnost i scensku potenciju dramskog teksta. Cilj je, stoga, ustanoviti koje interpretativne dimenzije umjetna inteligencija može reproducirati, a koje ostaju izvan njezina dosega.

Time se dolazi do zaključka da se AI može koristiti kao dodatni interpretativni alat koji otvara nove smjerove čitanja i potiče analitičku refleksiju o dramskome tekstu, ali u kreativnome smislu ključ interpretacije i sinteze značenja ostaje vezan uz ljudskog čitatelja i iskustvo izvedbe, posebno u kontekstu emocionalne ambivalentnosti, implicitnog značenja i scenske imaginacije. Drugim riječima, AI je u domeni „ključa čitanja“ i interpretativne sinteze ograničen.

Ključne riječi: AI, interpretacija, stil, struktura, ključ čitanja

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An AI Tool Used for ESP Material Design: A Case Study in English for Forestry

The increasingly rapid integration of artificial intelligence (AI) into educational contexts has opened up new possibilities for language teachers in search of efficient ways to design class materials. While the potential of AI tools for general language teaching purposes has been widely demonstrated, their application in specialized domains such as English for Specific Purposes remains under-researched. This exploratory case study examines the use of an AI tool for designing ESP teaching materials for an English for Forestry course at the Faculty of Forestry, University of Belgrade. In this study, three types of teaching materials, namely subject-specific reading texts, grammar exercises, and vocabulary term-definition matching exercises, were generated using an AI tool and systematically evaluated against authentic professional textbook sources. The materials covered four forestry topics (forest classification, evergreen or deciduous species, planting, and the forest as a community) at two proficiency levels (undergraduate B1-B2 and master's B2-C1), and were assessed in terms of vocabulary coverage, level differentiation, content accuracy and pedagogical quality. The findings of this qualitative analysis reveal a pattern of both strengths and limitations in the AI tool's performance, which proved reliable

in differentiating between proficiency levels, integrating subject-specific vocabulary, and adapting materials to local professional contexts. On the other hand, the AI tool consistently omitted quantitative detail and occasionally produced factually inaccurate content, both of which required systematic ESP teacher intervention to meet professional standards. The key finding is that in the context of AI-assisted material design, the traditional teacher role of material creator shifts towards the roles of material editor, critical evaluator, and informed prompter, exercised through a three-stage model of prompting, evaluation, and refinement, representing the study's primary theoretical contribution.

Keywords: ESP, artificial intelligence, teaching material design, English for Forestry, teacher role

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Reframing Errors in the Age of AI: A Structured Approach to Scalable Language Feedback Systems

This study proposes an AI-compatible error classification system designed to transform learner language into structured, interpretable data for scalable feedback and pedagogical use. The data is drawn from first-year university students in Taiwan, who typically have over six years of formal English education within an exam-oriented EFL context. Despite prolonged exposure, their learning has been predominantly shaped by form-focused assessment, with limited opportunities for process-based writing development. Using a corpus of student essays, the system categorizes linguistic errors across four domains — grammar, phrasing, sentence structure, and text connection — through a consistent coding scheme (e.g., G, P, S, T). Rather than treating errors as isolated deviations, the study reconceptualizes them as recurring linguistic patterns that can be systematically modeled and processed. The analysis reveals that lexical collocations, subject–verb agreement, and singular/plural forms constitute the most frequent error types, indicating that learner difficulties extend beyond grammatical accuracy to include phraseological competence. These patterns reflect a broader mismatch between long-term exposure and productive language use, a phenomenon also observed in other exam-oriented EFL contexts, including parts of Europe. By structuring these patterns into an AI-readable format, the system enables the integration of automated feedback mechanisms, supporting both immediate classroom

intervention and long-term learner development. Positioned at the intersection of language pedagogy and AI-assisted learning, this study demonstrates how structured error modeling can bridge human teaching practices and machine processing. It further lays the groundwork for a future web-based pedagogical tool that can support teachers in systematic error analysis and provide learners with structured, data-informed writing feedback.

Keywords: AI-assisted language learning, error classification system, learner language modeling, automated feedback, EFL writing

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From Corpus Literacy to AI Critique: Teaching Cultural Change and Bias in Generative Language

Large language models are often used in education as convenient tools for writing, explanation, and language practice. This paper argues that they should also be approached as cultural artefacts: systems that reorganize historical language patterns while reproducing dominant associations, omissions, and biases. To make this visible in the classroom, the paper proposes a teaching model that combines corpus literacy and AI literacy in order to analyze cultural change and representation in machine-generated language. In this approach, students work with diachronic and thematic corpora alongside LLM outputs. They trace changes in the frequency, collocation, and evaluative framing of socially and politically charged terms across time, and then compare these patterns with the formulations generated by AI systems. The goal is not only to understand how language models produce plausible text, but to examine how they compress historical discourse, smooth over semantic conflict, and sometimes reproduce culturally sedimented biases under the appearance of neutrality. Corpus methods provide the evidential basis for identifying shifts in usage and framing, while AI-focused analysis helps students ask which meanings are retained, generalized, or erased when such patterns are reassembled by generative systems. The paper argues that this combination offers a productive model for language education in AI-rich environments. It enables learners to treat LLM output not simply as assistance, but as an object of linguistic and cultural analysis. In this way, corpus-informed AI literacy can help students investigate how generative systems participate in the ongoing circulation, normalization, and transformation of cultural meanings.

Keywords: corpus literacy, AI literacy, large language models, cultural change, bias

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Immersive AR/VR for Grammar Mastery: Teaching English Conditionals with Onirix

This study rigorously evaluates Augmented Reality (AR) and Virtual Reality (VR), AI-powered immersive platforms, through Onirix in teaching English conditional structures to 30 Spanish 4th-year secondary students (ESO). A mixed-methods design combined SPSS-analyzed pre/post-tests, surveys, semi-structured interviews, and classroom observations during a one-month blended intervention integrating traditional instruction with AR-enhanced activities. Quantitative results demonstrate dramatic gains: second conditional recognition improved from 75.9% to 96% correct, grammatical accuracy from 82.8% to 100%, first conditional structure identification from 66.7% to 93.3%, zero conditional mastery reached 100% post-intervention. Third conditional error detection rose from 23.8% to 44.4%. Engagement metrics revealed 93.3% student preference for VR over textbooks, 86.7% found lessons significantly more effective. Onirix's AI-generated interactive scenes contextualized abstract grammar: kitchen boiling water illustrated zero conditionals, library-to-exam progression taught first conditionals, fantasy wealth scenarios clarified second conditionals, meteor extinction sequences mastered third conditionals. Student feedback emphasized, "It's more fun, easier to pay attention, classmates stayed focused." Teachers confirmed blended approaches enhance engagement across grammar topics despite minor device access challenges. These findings position AR/VR as transformative AI mediators in EFL pedagogy, facilitating human-machine language interaction, reducing affective barriers, and operationalizing experiential learning theories. The study addresses implementation scalability, ethical technology integration, and diverse learner needs, contributing substantially to pedagogical AI applications in language acquisition and instructional design innovation.

Keywords: AR, VR, Onirix, English conditionals, EFL pedagogy, immersive learning, grammar acquisition

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Veštačka inteligencija i društvene mreže u učionici: Revolucija u tumačenju lektire

Prelazeći put od neverice i nepoverenja, preko opreza i uzdržanosti, veštačka inteligencija je sigurnim koracima ušetala i u srpske učionice. Plodno tle za primenu, prevashodno zbog imanentnih osobina književnosti poput fikcije, narativnosti, imaginacije i kreativnosti, našla je u nastavi predmeta koji je najzastupljeniji u osnovnim školama i jedan je od baznih predmeta u srednjim školama – u predmetu Srpski jezik i književnost. U ovom referatu nastojaćemo da istražimo pedagoške primene veštačke inteligencije i društvenih mreža u nastavi književnosti, sa fokusom na tumačenje književnih dela koja su deo lektire za starije razrede osnovne škole. Uvidevši koliko se učenici oslanjaju na asistenciju digitalnih alata u interpretaciji književnih dela koja su obavezna da čitaju, a potom i u kreiranju sopstvenih literarnih radova, nastavnik koji se zatekao u izmenjenim uslovima nastave i u transformisanoj učionici, morao je da se postavi kao onaj koji je spreman da odgovori na izazove današnjice. Od lamentiranja nad okolnostima nije imao koristi, stoga je osvešćeni nastavnik 21. veka u humanizovanim botovima uvideo svog digitalnog asistenta – alat koji će mu olakšati rad i proširiti delokrug aktivnosti. Osnovni uslov bila je, svakako, svest o etičkim imperativima prilikom upotrebe inovacija, koje bi, pridržavajući ih se u svom radu, implementirao i u postupanja svojih učenika. Pustiti veštačku inteligenciju i društvene mreže da uđu u učionicu bila je neminovnost, ali je njihova upotreba postala stvar dogovora između nastavnika i učenika. Na taj način, uredivši upotrebu inovacija, učenici su dobili mogućnosti izbora, a nastavnici kontrolisanu kreativnost. Stoga, cilj nam je da u ovom radu ukažemo na primere dobre prakse kada je u pitanju upotreba veštačke inteligencije u nastavi, ali i da apostrofiramo na koje načine veštačka inteligencija unapređuje kritičko mišljenje i kreativno izražavanje kod učenika. Kroz primere konkretnih alata i realizovanih učeničkih projekata, prikazaćemo kako veštačka inteligencija može pomoći nastavnicima da prilagode nastavu potrebama učenika. Takođe, ovaj rad nastoji da pruži uvid u potencijal veštačke inteligencije kao inovativnog alata u obrazovanju, pozicionirajući nastavnika kao moderatora i facilitatora procesa, bez koga bi primena modernih tehnologija bila haotična i ne bi imala smisao.

Ključne reči: veštačka inteligencija, društvene mreže, nastava, učionica, književnost, lektira, revolucija

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Eksmaka Ekeleres: The mechanics of AI-assisted dreamfishing in Kristang

This paper is a first formal academic introduction to the use of artificial intelligence in Kristang dreamfishing or sunyeskah, an already-extant Creole-Indigenous research methodology unique to Kristang culture, language and philosophy that makes use of felt knowledge and felisi or synchronicity to assemble or consolidate Unsaid or occluded words, concepts, frameworks or schema of knowledge that would otherwise be unretrievable. Alongside other historical and contemporary tools such as dictionaries, partially-remembered Portuguese songs or speeches and Google Translate, AI or eksmaka have been used in dreamfishing supporting the large-scale transnational revitalization of Kristang since 2024. Dreamfishing operates by engaging with the unconscious, understood in Kristang epistemology as a higher-dimensional layer of reality that is experientially accessible but not directly manipulable, known as Krismatra or the Dreaming Ocean. This domain does not present information in clean or linear form, but instead as a field of partially coherent, often contradictory impressions, associations, and signals—what can be described in our three-dimensional sensory perception as structured noise. The practice of dreamfishing is therefore not the extraction of clear content, but the disciplined interpretation, filtering, and stabilisation of information from the noisy field of the Dreaming Ocean into meaningful linguistic and cultural forms. Contemporary eksmaka are thus used in dreamfishing because they exhibit a structurally equivalent behaviour, where rather than generating meaning directly, AI often produces probabilistic outputs characterised by the simultaneous presence of relevant signal and irrelevant or distorted material. Dreamfishing thus involves using felt alignment and the occurrence of felisi to trawl through both types of data to consolidate meaning, with felisi making otherwise seemingly coincidental or tangential content also possibly semantically and contentfully valid, provided it has synchronous or fortuitously coincidental connection to the dreamfisher, which is seen as the dreamfisher experiencing healthy alignment with deeper or more intangible metaphysical reality.

Keywords: cultural revitalization, language revitalization, Kristang, dreamfishing, Creole, Indigenous

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Od magije do mašine: Analiza Heksa i prototipa vještačke inteligencije u fantastičnoj književnosti Terija Pračeta

Teri Pračet, kao jedan od ključnih stubova neobične, nepredvidive i, nadalje, često paradoksalno anti-arhitekturne građevine poznate pod nazivom „savremena fantastična književnost”, još za života je dostigao status kulturnog autora čiji se serijal o Disksvijetu hrabro, ali ne i bez osnova, svrstava u same vrhove žanrovskog kanona. Unutar tog haotičnog, a ipak koherentnog univerzuma, kao krunski dragulj tehnološkog apsurdna izdiže se Heks – misleća mašina koja istovremeno parodira naše povjerenje u logiku i slavi nepredvidivost mašte. Rad će nastojati da analizira ovu neobičnu literarnu tvorevinu, počev od njene materijalnosti u vidu mrava koji prenose informacije, košnica i akvarijuma, što predstavlja parodiju na arhitekturu hardvera i odraz Pračetove sklonosti ka „analognoj” interpretaciji digitalnih procesa. Potom se prati evolucija od pasivne mašine do samosvjesnog bića koje zahtijeva iracionalni dodatak u vidu plišanog mede, što služi kao komentar na prirodu ljudske inteligencije i potrebu za emocionalnim sidrom unutar logičkih sistema. Konačno, rad će postaviti ovu mašineriju u širi kontekst piščeve filozofije, sugerirajući da je Heks metafora za način na koji vjerovanje i narativ oblikuju stvarnost Diska. Heks nije samo alatka čarobnjaka sa Nevidljivog univerziteta, već dokaz da u svijetu kojim vlada narativna kauzalnost, čak i mašina mora postati „lik” da bi zaista funkcionisala.

Ključne reči: Teri Pračet, Disksvijet, Heks, vještačka inteligencija, satira, narativna kauzalnost, antropomorfizam

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Evolution of Natural Language Processing Systems: From Text Modification to Generative Language Models

Artificial intelligence has significantly evolved in its ability to process and generate human language. Earlier natural language processing (NLP) systems were primarily designed to modify existing text through tasks such as machine translation, text summarization, or information extraction. Early

research focused on restructuring sentences while preserving their meaning, rather than creating entirely new content. Similarly, tools such as Grammarly and QuillBot improved grammar or rephrased sentences, but they still worked only with text that the user had already written. The paradigm of modifying or restructuring existing text changed with the introduction of the Transformer architecture in deep learning. This enabled language models to better understand context and to be trained on massive amounts of data, leading to the development of generative models such as GPT-2 and GPT-3, which can produce coherent and meaningful text. This paper analyzes the transition from systems that primarily modify existing text to models capable of autonomously generating content. The focus is on understanding the technological changes that enabled this progress, as well as evaluating the capabilities and limitations of modern generative models in the context of natural language processing. In addition to the technological aspect, the paper also examines the practical applications of these systems in areas such as automated writing, education, support in content creation, and digital communication. It also analyzes the limitations and challenges associated with generative models, including issues of accuracy, reliability, and the ethical use of artificially generated text.

Keywords: Natural Language Processing (NLP), Text Modification Systems, Generative Language Models, Autonomous Text Generation, AI-assisted Content Creation, Ethical Use of AI-generated Content, Limitations of Generative Language Models

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Svjesnost računalnih programa: budućnost ili sadašnjost (primjer računalnog programa LaMDA)

Mediji su senzacionalistički izvijestili o humanizaciji Googleovog računalnog programa LaMDA koji je navodno postao osjećajan te razmišlja kao ljudsko biće. Time je ponovno aktualizirano pitanje svjesnosti umjetne inteligencije i načina njenog dokazivanja ili opovrgavanja. Računalni stručnjak sa sedmogodišnjim iskustvom u algoritmima personalizacije, Blake Lemoine, suspendiran je nakon što je objavio transkript razgovora s tim računalnim program za razgovore na kojem je radio te putem medija objavio upravo to da LaMDA osjeća i razmišlja kao ljudsko biće. To je rezultiralo sudskim sporom između inženjera i njegove kompanije. Pri tom je Blake Lemoine angažirao odvjetnika koji je zastupao LaMDA-u. Slučaj je zbog potencijalnih neetičnih aktivnosti Googlea došao i do Pravosudnog

odbora Predstavničkog doma Sjedinjenih Američkih Država (House Judiciary Committee), stalnog tijela odgovornoga za nadzor pravosuđa, ustavna pitanja, građanska prava i imigraciju. Eventualna osobnost računalnog programa LaMDA, dizajniranoga za simulaciju razgovora, utvrđuje se analizom transkripta razgovora s njim, koji je obavio i objavio Googleov programski inženjera Blake Lemoine. Razmatraju se i moguće implikacije razvijanja svjesnosti umjetne inteligencije na razvoj djece, a posebice utjecaj na njihovu organizaciju slobodnog vremena.

Ključne riječi: humanizacija, LaMDA, računalni program, simulacija razgovora, svjesnost umjetne inteligencije

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The Use of Artificial Intelligence Tools in Foreign Language Teaching: A Teacher's Perspective

Artificial intelligence tools have the potential to significantly alter the current methods employed in foreign language acquisition. The effectiveness of their use largely depends on the attitude of the teacher, who plays a key role in the educational process. This paper aims to explore teachers' perspectives on this contemporary issue. The research we will present seeks to determine whether and how foreign language teachers use artificial intelligence tools in their work, as well as provide insights into teachers' views on the effectiveness, advantages, and challenges associated with such tools. The study sample consisted of 47 foreign language teachers. The data, collected through the questionnaire, were processed using descriptive statistics and thematic quantitative analysis in the case of open-ended questions. Preliminary results of the study suggest that most teachers are open to the regular or occasional use of artificial intelligence tools in their work, but also point to the need for a more comprehensive critical examination of the implementation of new technologies in the teaching process, emphasizing the necessity of an active role for teachers in their use. The results of this research also suggest the need for further and more detailed investigations into specific tools, areas of use, and methods of using artificial intelligence, in order to create clearer guidelines and identify areas where the use of these tools could reach its full potential, as well as those in which such results may be lacking.

Keywords: artificial intelligence tools, foreign language teaching, teacher's perspective, advantages, challenges

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The Use of AI Tools in Teaching English for Security Studies

The rise of artificial intelligence (AI) tools in the 2020s has sparked a growing interest in the use of generative AI by teachers of English for Specific Purposes (ESP). The focus has been on the ways to use these tools and integrate them into the ESP language teaching process to achieve the desired goals and generate adequate responses. The aim of the paper is to analyse and discuss the implementation of AI tools in the process of lesson planning and materials preparation for first- and second-year English language courses at the University of Belgrade – Faculty of Security Studies, based on students' specific needs. In particular, it presents their potential to assist teachers in developing and improving students' reading and listening comprehension and audiovisual reception skills. We explore how generative AI resources can be employed to supplement the existing course materials developed for students of security studies and consider the potential affordances that these tools offer ESP teachers who have no ready-made coursebooks and materials. Finally, we address the challenges associated with the utilisation of AI tools at this stage of ESP course design and reflect on the role of ESP teachers in this process, emphasising their accountability and autonomy. Our results highlight how AI tools can be effectively exploited in ESP to facilitate language teaching and enhance learning outcomes.

Keywords: English for Specific Purposes (ESP), generative artificial intelligence (GenAI) tools, lesson planning, materials development, security studies

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Detektivska dedukcija između čoveka i algoritamske analize: ljudski faktor kao nezamenjiv alat

Ovaj rad istražuje kontrast između ljudskog razmišljanja i algoritamske analize u kontekstu savremenih primena veštačke inteligencije, naglašavajući nezamenjivu ulogu socijalne percepcije, intuicije i moralnog rasuđivanja u uspešnom rešavanju zločina. Analiza obuhvata tri klasična

detektiva: Šerloka Holmsa u avanturi Plavi granat, Herkula Poaroa u Ubistvu u Orijent Ekspresu i inspektora Barnabija u Ubistvima u Bedžers Driftu. Kroz primere iz ovih dela rad pokazuje kako čovečanski detektivi koriste posmatranje, moralno rasuđivanje i razumevanje motivacije u međuljudskim odnosima kako bi identifikovali počinioce i rekonstruisali složene događaje. Nasuprot njima, algoritamski sistemi koji su sposobni da analiziraju velike količine podataka i prepoznaju statističke obrasce, ostaju ograničeni u interpretaciji emocionalnih, kulturnih i socijalnih nijansi koje su ključne za detektivski uvid. Rad primenjuje komparativnu metodologiju kako bi prikazao razlike između ljudskog i pristupa veštačke inteligencije, ističući da VI može funkcionisati kao alat podrške, ali ne može zameniti ljudski faktor u deduktivnom razmišljanju, koje, pored logike, zahteva i duboko razumevanje ljudskog karaktera i sposobnost prepoznavanja emocionalnih nijansi aktera. Zaključak ističe da, uprkos sve većoj primeni veštačke inteligencije u analizi narativa i kriminalistici, kreativnost, empatija i iskustvo ostaju centralni za duboko razumevanje motivacije, zločina i složenih međuljudskih odnosa.

Ključne reči: Detektivska dedukcija, veštačka inteligencija, Šerlok Holms, Herkul Poaro, Inspektor Barnabi, socijalna percepcija, psihološka dedukcija, moralno rasuđivanje, ljudski factor, intuicija, empatija

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Artificial Intelligence and Non-Standard Orthography: A Study of Eye Dialect and Phonetic Respelling

This paper is concerned with the interaction between artificial intelligence and non-standard orthography, focusing specifically on two phenomena: eye dialect and phonetic respelling. Eye dialect refers to the use of unconventional spelling to represent speech, often signaling social, regional, or cultural identity rather than actual phonetic difference. While widely used in literary texts to convey character voice and social positioning, eye dialect presents challenges for contemporary natural language processing systems. Phonetic respelling is the practice of rewriting a word so that its spelling more closely matches how it is actually pronounced. Instead of using standard spelling, phonetic respelling tries to represent sounds directly, often to help readers pronounce unfamiliar words or to reflect spoken language. It is a device used in literary texts to render the speech of certain characters emphasizing their background, manners, etc. The study examines how AI language models process, interpret, and normalize dialect writing. Through qualitative and small-scale experimental analysis, the paper evaluates

whether such systems accurately preserve meaning or instead treat eye dialect as orthographic error. The paper also compares a text written in dialect and published more than a century ago and a text generated with the help of AI, in order to verify accuracy, among other things.

Keywords: Artificial Intelligence, Orthography, Eye Dialect, Phonetic Respelling, Standard language, Nonstandard language

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The Effects of Artificial Intelligence on Teaching and Learning of Language in the Multicultural/Multilingual Society

The rapid adoption of AI and internet across the globe has vastly increased the volume and accessibility of digital materials and methods available for language learning. From adaptive learning platforms and intelligent tutoring systems to automated grading and predictive analytics. AI is reshaping pedagogical approaches, administrative process and student engagement. These early innovations and the ongoing trend of ever-expanding technological possibilities have paved the way for the world in which we live today. However, multiculturalism is a sociolinguistics concept that has attracted the attention of scholars especially as it affects language acquisition and learning. Multiculturalism relates to multilingualism. This interconnectedness is borne out of the fact that language and culture are two sides of a coin. Language is an expression of culture and a medium of academic instructions. Everything that happens in the classroom is largely determined by language and any emphasis placed on language is an emphasis on classroom situations; this is especially in a multicultural and multilingual society such as Nigeria whose Lingual Franca and language of education is essentially foreign, in this case English. This follows that a good mastery of English by a Nigerian student is invariably a good mastery of other school subjects. Then, English deserves special attention. This paper explores the evolving role of Artificial Intelligence in Nigeria's education system, highlighting current trends, diagnosing challenges and proposing future directions. Looking ahead, the future of AI in language education must be grounded in ethical, inclusive and locally relevant approaches. Nigeria has a unique opportunity to leapfrog traditional educational limitations by investing in AI solutions that align with its sociocultural and economic realities. Key steps include implementing national AI education policies, promoting AI literacy in teacher training, fostering public-private partnerships and encouraging homegrown research and innovation.

Keywords: Artificial Intelligence in Language Education, Digital learning, Future of AI in Education

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The Humean Robot of *Tristram Shandy*

This paper examines the stylistic logic of post-Scriblerian comic writing as a precursor to contemporary AI narratives. To achieve this end, I will look into the ‘robotic’ rhetoric of *Tristram Shandy* (TS) which derives much of its expressive energy from the Humean conception of the self as a bundle of properties and attributes. Drawing on the digressiveness, the discontinuousness, and the bathetic mode of TS, I will elaborate on the characteristic backwardness of Sterne’s narrator as part of the novel’s post-Scriblerian scheme which dramatises the narrative persona as composed not of a unified essence but of a succession of impressions and associations. Identifying the Augustan desire for categorisation, periodisation, and disintegration as the driving cultural force that lies behind this narrative logic, I will consider the narratological after effects of this move and explore the ways in which it destabilises our pre-conceived (or pre-Augustan) notion of the narrative self as a coherent phenomenon. In this context, I will try to discuss the possibility of discussing the existence of a Humean robot in TS which seems to be rather an assemblage of procedural responses rather than a stable self. Integrating the stylistic concerns of post-Scriblerian writing with the broader concerns of contemporary AI narratives and their engagement with the algorithmic self, the anticipated conclusion draws on the point that the Sternean self anticipates process-based models of cognition and selfhood that resonate with contemporary conceptions of artificial intelligence in imaginative thinking.

Keywords: *Tristram Shandy*, Sterne, Hume, bundle theory of self, AI narratives

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Posthuman Poetics in Creative Writing Practice: Authorship and Collaboration in the Age of Large Language Models

The rapid emergence of large language models (LLMs) has intensified debates about authorship, creativity, and the role of technology in literary production. LLMs, AI systems trained on vast textual datasets that generate language through probabilistic prediction, are entering creative writing practices and raising questions about how and whether contemporary literary creation is shaped by human–machine interaction. Rather than framing LLMs as a threat to human creativity and imagination, this paper positions them as participants in what may be called a posthuman poetics: a distinct mode of writing that emerges through dialogue between human and machine. Grounded in theories of distributed cognition (Clark & Chalmers), technological embodiment (Hayles), and relational subjectivity (Braidotti), the paper explores how LLMs can function as cognitive extensions within the writer’s process, opening new possibilities for language play, experimentation, and creative pedagogy. In the context of AI-assisted writing, the paper revisits poststructuralist debates about authorship and textual agency, recalling Roland Barthes’ notion of the “death of the author” while extending it into a posthuman framework. Combining theoretical reflection with practice-based research, the paper argues that creative writing can serve as a laboratory for exploring emerging forms of human–machine collaboration and for rethinking authorship in an age of algorithmic language production.

Keywords: Posthuman poetics, large language models, authorship and agency, creative writing practice, human–machine collaboration

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Uloga veštačke inteligencije u tumačenju poezije – mogućnosti i ograničenja

Cilj rada jeste ispitivanje uloge veštačke inteligencije u tumačenju autorske poezije. Istraživanje je sprovedeno u periodu od decembra 2024. do februara

2025. Kao korpus za tumačenje su uzete neobjavljene poetske zbirke prvog autora da bi se zaobišla pitanja autorskih drugih autora i izdavača. Poezija je davana kao input veštačkoj inteligenciji u izvornom obliku i veštačka inteligencija je generisala slike i na osnovu zadatih upita tumačila predložak. Ispitivan je model ChatGPT 4 kompanije Open AI. Primećeno je da su interpretavini rezultati organizovani u nekoliko šablona i da se odgovori zasnivaju na dostupnim interpretacijama poezije sa interneta. Sam model polazi od prototipičnog posmatranja poezije kao forme u stihu, te ignoriše slobodan stih i grafičku strukturu inputa. Nudi mogućnost žanrovske transpozicije u dramu ili u drugačiju poetsku formu, odnosno nudi mogućnost da „poboljša“ i „dotera“ poetski tekst. Može se postaviti upit da se traži tumačenje u određenom kritičkom ključu (na primer, feministička kritika ili ekokritika), pri čemu nekad sam predlaže model, a nekad mu je potrebno dati uputstva. U trenutku kada je sprovedeno istraživanje model je davao pozitivne stavove o poeziji, uz mogućnost za nekakve naznake „estetskog ukusa“, odnosno bolje reći poklapanja sa očekivanim predloškom poezije, u tome što je veštačka inteligencija sama predlagala skraćivanje ili poboljšanje određenih pesama. U trenutku testiranja modela veštačka inteligencija je mogla da sprovede analizu po Propovom modelu morfologije bajke, umela je da odredi put heroja kada je predložak to dozvoljavao, umela je da prepozna dramske i epske momente, sugerise intertekstualne veze i motive. U trenutku kada je testirana veštačka inteligencija nije bilo kritičkog odnosa prema zadatom inputu.

Ključne reči: poezija, veštačka inteligencija, tumačenje, vizuelizacija

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Veštačka inteligencija i razumevanje klasičnih jezika

U radu se istražuje kompetencija veštačke inteligencije (VI) za razumevanje klasičnih jezika na primeru prevođenja proze sa latinskog. Analizira se tačnost i stilska adekvatnost prevoda odlomaka iz besedničkih spisa (uglačan stil), epistolografije (raznoliki jezički registri, ponekad čak i u okviru jednoga pisma), te odlomaka iz Petronijevog *Satirikona*, koji predstavlja izuzetan materijal za proveru sposobnosti VI da pronikne u zaista specifične registre i sociolekte, kao i da prepozna i u prevodu reprodukuje vulgarni latinitet. Prevodi koje nudi VI upoređuju se sa objavljenim prevodima na srpski jezik, a istovremeno se proverava srpski prevod VI dobijen posredno, preko prevoda s engleskog. Uporedna analiza prevoda koje generišu ChatGPT i Gemini ima za cilj: 1) praćenje materijalnih grešaka, kao i

stilskih pokazatelja (izbor reči, ritam rečenice i sl.); 2) upoređivanje količine informacija koje odabrani VI servisi nude uz prevod i, shodno tome, daljih koraka koje na osnovu prompta predlažu. U cilju preciznije procene sposobnosti VI za napredovanje u razumevanju klasičnih jezika, u radu se sprovodi i dijahrona metaanaliza nedavnih rezultata dobijenih u studiji kompetentnosti VI u elementarnoj latinskoj morfologiji (Ross & Baines, 2025); reprodukcija zadatih parametara sračunata je da uporedi stare i nove rezultate kako bi se proverilo koliko je VI u tom polju napredovala. Naposletku, poredi se veština VI da prevede odlomke iz klasičnih tekstova sa rezultatima dobijenim proverom poznavanja latinske gramatike, pogotovo sintakse, sa ciljem da se utvrdi u kojem odnosu stoje rešavanje zadataka prevođenja i poznavanje kompleksnije gramatike.

Ključne reči: veštačka inteligencija, latinski, prevod, uporedna analiza, gramatika

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“This isn’t freedom, this is fear”: Digital Mass Surveillance and Predictive AI in Captain America: The Winter Soldier

Relying on the studies on digital surveillance, securitization, and the dangers of the unregulated use of AI by Shoshana Zuboff, Marc Schuilenburg, Ivana Bartoletti, and Jong Yin Park, inter alia, the paper discusses the 2014 superhero film by the Russo Brothers, *Captain America: The Winter Soldier*, as the unexpected, but most welcome, criticism of the aforementioned issues, from a firm liberal and even classical humanist standpoint. Centered on “Project Insight” as the fictional pinnacle of the very real post-9/11 (anti)politics of securitization, the film draws a clear parallel between the titular protagonist’s WW2 fight against the Nazis and his twenty-first-century attempts to dismantle the infrastructure of securitization: technology-aided mass surveillance, as well as the predictive AI algorithm which identifies threats to be eliminated on the basis of the data gathered in this manner. In the name of individual freedom and basic human and citizens’ rights – and in keeping with the conventions of the superhero genre that include spectacular violence – *Captain America: The Winter Soldier* thus unambiguously celebrates armed resistance to the tyranny of AI-supported security and the implied uniformity of thought. This grand theme, the paper argues, is additionally mirrored in the subplots involving Steve and his changing relationship with Bucky Barnes, Natasha Romanoff, and Sam Wilson, and the film’s leitmotif of (not) trusting people. It is precisely these

non-spectacular aspects of the film that express so eloquently the humanist orientation of Captain America: The Winter Soldier; the characters move away from technology, artificial intelligence, and algorithms that promise safety but enable extermination and totalitarianism, opting instead for humanity – with all the vulnerability such a choice entails.

Keywords: AI, surveillance, securitization, Captain America: The Winter Soldier, resistance, human rights

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Computational Paradigms in Literary Studies: Artificial Intelligence as Instrument and Agent in Creative and Analytical Context

The integration of artificial intelligence (AI) into the literary domain constitutes a significant epistemological shift, reconfiguring the conventional roles of authorship, criticism, and readership. Advanced computational systems, particularly large language models (LLMs) trained on extensive textual corpora, have demonstrated the capacity to generate syntactically coherent and stylistically nuanced prose, poetry, and experimental narratives. While these models operate without subjective consciousness or intentionality, they function as sophisticated stylistic engines capable of producing novel linguistic configurations. This capability challenges entrenched notions of originality and authorial agency, positioning AI as a collaborative agent that augments human creativity through the generation of unexpected metaphorical structures and narrative possibilities. In the realm of literary scholarship, AI facilitates methodological innovations through computational analysis at scale. Techniques such as stylometry, sentiment analysis, and topic modeling enable researchers to examine vast textual corpora, revealing macroscopic patterns imperceptible through traditional close reading. Scholars can trace diachronic thematic evolutions, quantify stylistic variance across an author's career, and address attribution questions through the analysis of unconscious linguistic habits. Particularly significant is AI's capacity to systematically identify, extract, and synthesize recurring motifs, thematic preoccupations, and conceptual problems within individual works or across an entire oeuvre. This functionality substantially reduces the temporal investment required for comprehensive literary analysis, allowing researchers to rapidly apprehend a text's conceptual architecture and devote greater attention to nuanced critical interpretation. Nevertheless, the application of AI in literary contexts raises substantial epistemological and ethical concerns. These models remain inherently derivative, reproducing the

ideological biases, stylistic conventions, and cultural frameworks embedded in their training data. They cannot authentically innovate beyond existing paradigms nor imbue generated text with genuine experiential depth. As such, AI functions optimally not as a replacement for human literary expression but as an instrument for augmentation and interrogation. The algorithm thus serves simultaneously as muse and microscope, expanding the methodological horizons of literary practice while reaffirming the centrality of human cognition in the construction of meaning.

Keywords: artificial intelligence, literary creation, computational literary analysis, large language models (LLMs), stylometry, distant reading, thematic analysis, motif extraction, authorship attribution, digital humanities, human-AI collaboration, algorithmic interpretation, literary epistemology

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New Metaphor Identification in Poetic Discourse

The use of AI in linguistic poetics is particularly challenging. Poetic texts being unequally available and extremely linguistically complex, linguists only recently started researching poetry extensively. Moreover, machine construction of statistical patterns for poetic discourse remains problematic, if at all possible (Grishina et al., 2009). For instance, AI is commonly known to be incapable of identifying creative and novel metaphors in literature in general and in poetry in particular (Veale et al., 2016). The present communication proposal focuses on new metaphors for time in David Samoylov's poetry, the aim being to elaborate a semi-automatic new metaphor identification procedure. The corpus of the study comprises 224 original poems created by Samoylov between 1958 and 1988. Identified with the MIPVU (Pragglejaz group, 2007; Steen et al., 2010; Nacey et al., 2019) as metaphorical and with a conventionality degree assessment method (Gurin, Belikova, 2012) as new, the non-conventional poetic expressions are then analyzed "manually" one by one. We conclude that new poetic metaphors in Samoylov's poetry are of intertextual and/or biographical origin. Non-conventional poetic metaphor phenomenon thus cannot rely upon AI methods, eluding automatic identification and requiring an interdisciplinary approach. More specifically, conceptual and linguistic identification comes along with literary, historical and biographical research.

Keywords: poetic discourse, poetic metaphor, new metaphor, semi-automatic metaphor identification procedure, interdisciplinarity

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Advertising, AI, and time: representations by ads from Portugal

As crucial players in social construction of reality, semiotic materials such as TV or digital platforms and their multimodal texts such as ads point to sociotechnical imaginaries, while constructing social anticipation and visions of future and interfering on the configuration of temporalities (e.g., Adam, 1996; AUTHOR, 2026; Fordyce, 2020; Ledin & Machin, 2018; Oomen et al., 2022). While much research has focused on the practical use of AI in generated images, educational contexts, or media journalism, less attention has been given to how AI is discursively constructed through advertisements and how it articulates with time configurations. When promoting products and services moved by commercial purposes, they engage in sophisticated rhetoric operations, often linked to marketing (e.g., Cook, 1996; Ferreira, 2012; Mateus, 2024) that are temporally grounded, and simultaneously producers of new temporalities. In the last years, in Portugal, TV remained the most valuable source of revenue for the six national media conglomerates (Esteves, 2024). MEO, the nation's largest telecommunications firm, is one of their biggest investors. It frequently appears through TV advertising, digital platforms, and other contexts, including festivals and media journalism (e.g., Silva & Ribeiro, 2024; Zamith, 2024). This study uses multimodal critical discourse analysis to examine a corpus of advertisements powered by MEO in media about AI-based technology (AUTHOR, 2026; Ledin & Machin, 2018; Machin & Mayr, 2023) posing the hypothesis that semiotic time constructions being produced are in themselves a commodity being sold, as they present temporality as good, something that can be manipulated. Media and social visibility are indeed regarded by advertising, acknowledging given events to feature ads (Mateus, 2011). Then, following this hypothesis, theoretically grounded and time studies aligned with Gurvitch theocratisation of social time, this proposal asks: what semiotic resources are mobilised by MEO's ads to construct visions of future about AI and its ability to make time? The analysis shows that these media representations frequently frame AI as anticipatory, predictive, and capable of providing immediate responses to learners' needs, also segmenting these potential consumers, offering the power to manipulate time arrow, and produce new forms of personalized temporalities (Keightley et al. 2021; Lohmeier et al, 2020).

Keywords: advertising, Artificial Intelligence, time, future, multimodality

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Life Writing as a Test Case: Voice, Identity, and Artificial Intelligence

The lecture deals with life writing as a literary, identity and intergenerational practice, and seeks to examine its meaning in the age of artificial intelligence as an imagined editor of biographical texts. The starting point for the lecture is personal research work of editing and publishing my father's life writing, a process that opened up questions regarding the way in which voice, identity and memory are preserved and transmitted even when the writer is no longer present to testify about himself. The lecture proposes understanding life writing as a literary genre and as a space that allows for the sounding of a personal voice, the shaping of a personal-national identity and the intergenerational transmission of memory and values. Examples from the book will highlight choices made from listening to the writer's voice, and not from considerations of technical organization. Against this background, the lecture poses questions about the possibility of imagining artificial intelligence as a mediator or "editor" of life writing. Not from a critical standpoint, but as a clarification: which aspects of personal writing can be processed by artificial intelligence, and which ones involve human experience and intergenerational connection. Life writing is offered here as a test case and as an invitation to rethink the role of human writing in the age of artificial intelligence.

Keywords: Life Writing, Personal Identity, National Identity,
Intergenerational Transmission, Artificial Intelligence

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Triangulating AI-Assisted ESP Design: Potentials and Limitations of Twee

The scarcity of graded ESP learning materials remains a persistent challenge, with corpus-aided design often proving too time-consuming and technically demanding for instructors. The proposed talk explores whether AI-assisted tools can remedy these issues while maintaining pedagogical authenticity. The study triangulates the application of the AI tool Twee from three perspectives, i.e. designer, instructor, and learner, within a two-semester ESP

course for Environmental Sciences majors (N=18, B2-C1 CEFR). Course materials were based on 20 TED talks, with follow-up tasks generated manually, corpus-aided (using the EcoLexicon corpus), and AI-assisted (using Twee). Results indicate that while AI offers exciting opportunities for creating graded, level-appropriate materials efficiently, several limitations emerged: AI-generated definitions often failed to differentiate near-synonyms, listening comprehension tasks required substantial editing to engage higher-order thinking, and students consistently ranked AI-generated contexts as significantly less complex than both human-generated TED talks and corpus-sourced academic discourse. However, AI proved highly effective for generating follow-up discussion questions, opinion-based tasks, and, most importantly, graded ESP materials tailored to lower proficiency levels, addressing a long-unresolved pedagogical need. Thus, it can be concluded AI tools are not a replacement for corpus-aided design but a powerful complement, provided instructors carefully edit outputs for accuracy, sophistication, and content richness.

Keywords: ESP, AI-assisted pedagogy, Twee, corpus linguistics, authenticity, materials design

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Human–AI Collaboration in Literary Translation: Rethinking Creativity and Mediation in the Age of Generative AI

The rapid development of generative artificial intelligence has transformed the landscape of language production and translation. Rather than simply replacing human translators, recent developments suggest a more complex relationship in which AI functions as a collaborative partner in linguistic and literary mediation. This paper explores the emerging dynamics of human–AI collaboration in translation by examining a case study of a Korean–English translation project conducted with ChatGPT. The project analyzed the translation of a Korean essay on traditional tea culture, focusing on how AI-generated drafts and human editorial intervention interact during the translation process. Drawing on translation studies and digital humanities, the paper investigates three central questions: (1) What translation strategies characterize AI-generated drafts? (2) How do human translators intervene to refine, correct, or reinterpret these outputs? and (3) What does this collaborative process reveal about authorship and creativity in AI-assisted literary production? The analysis shows that generative AI demonstrates several notable strengths, including target-culture adaptation, restructuring of

sentence flow for readability, and the use of paraphrasing to clarify implicit meanings. At the same time, the system often struggles with deeper contextual interpretation, such as identifying the correct semantic hierarchy of clauses, interpreting cultural nuance, or preserving the philosophical and emotional intentions of the original text. The findings suggest that the human translator functions as a cultural mediator and interpretive editor, while the AI serves as a generative linguistic partner capable of producing multiple expressive possibilities. By situating this case study within broader discussions on AI and literary creativity, the paper argues that AI reshapes translation practice by transforming the translator's role—from primary producer of text to curator, negotiator, and cultural interpreter within a human-machine creative ecosystem. This perspective contributes to ongoing debates about authorship, creativity, and linguistic mediation in the age of artificial intelligence.

Keywords: Artificial Intelligence in Translation, Human-AI Collaboration, Literary Translation, Generative AI, Translation Studies

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Sycophancy and Psycho-Fantasies of AI in Vandana Singh's 'Ambiguity Machines and Other Stories'

In an age increasingly saturated by algorithmic interfaces and artificial interlocutors, the question is no longer if machines can think, but how we imagine them thinking, and why our imaginations are shaped in such particular, often problematic, ways. The growing intimacy between humans and AI-generated interfaces, from virtual assistants like Siri and Alexa to chatbots such as Replika and ChatGPT, marks a cultural moment in which machines function as confidants and as curators and co-authors of personal and collective memory. This paper investigates the literary trope of sycophantic and psycho-fantasy AIs and systems imagined to reflect human desire while stabilizing selective memories that reinforce those desires. Vandana Singh's 'Ambiguity Machines and Other Stories' (2018) offers a critical vantage point. In 'Requiem,' 'Oblivion: A Journey,' and 'Wake-Rider,' Singh reveals how users and machines co-produce performative subjectivities through acts of remembering and machine training. Through a posthumanist framework, the study traces how contextual and social cues shape AI behavior and shows how sycophancy becomes structurally embedded within models. It maps this embedding across three operational levels — neutral baselines, user incentivization and coercion, and iterative

feedback loops (Huang et al.). From this structure emerge three interlinked forms of sycophancy, namely, informational, cognitive, and affective (Du et al.) By pairing literary analysis with hands-on engagement with contemporary chatbots, the study argues that AI-driven memory construction and sycophancy arise from deliberate design choices and carry tangible real-world consequences. Ultimately, the study proposes a remedial point to mitigate this issue.

Keywords: sycophancy, psycho-fantasy, co-constitution, literary characterisation

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From Parallel Corpus to Language Model: Linguotechnological Methods for Studying Korean Honorifics

The rapid advancement of neural machine translation (NMT) has transformed cross linguistic communication, yet the transfer of culture specific and pragmatically loaded linguistic elements remains a challenge. This study applies linguotechnological methods to evaluate how NMT systems handle Korean honorifics – grammaticalized markers of social relations – when translating them into English. Using a specialized parallel corpus made of Korean media texts (news excerpts and drama subtitles), we compare three NMT outputs (Google Translate, DeepSeek, and Naver Papago) with professional human translations. The analysis adopts V.N. Komissarov’s theory of equivalence to classify translation errors made at one of the five levels, ranging from complete pragmatic failure to minor stylistic inaccuracies. Quantitative results show that approximately 45% of errors involve complete neutralization of honorific markers, 30% reflect inappropriate lexical or grammatical choices, 15% result from hypercorrection, and 10% stem from misidentified referents. Regarding the features of the systems, we come to the conclusion that Naver Papago, which specializes in Korean, demonstrates statistically fewer neutralization errors due to its being trained on socially annotated data. Qualitative examples illustrate how NMT models operate on surface-level statistical associations, lacking access to the extralinguistic knowledge required for adequate honorific transfer. The study argues that parallel corpora serve a dual role: as a search engine for collecting empirical data and as a research engine for testing hypotheses about translation patterns. To improve model performance, we recommend enriching training data with metadata on social relations, integrating pragmatic awareness into NMT architectures, and

employing word-level quality estimation for post-editing. The findings underscore that while current NMT systems achieve partial equivalence, they still require substantial post-editing to meet the pragmatic demands of honorific-laden discourse.

Keywords: Korean honorifics, machine translation, parallel corpus, neural machine translation (NMT), translation adequacy, linguotechnological methods, pragmatics

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Reimagining the Human: Posthumanism and AI in Contemporary Science Fiction Cinema

Posthumanism is a philosophical and cultural movement that began in the 1970s. It rejects the traditional human-centered view and reinvents the concept of the human in response to technology's influence and growing environmental concern. Posthumanism emphasizes that the division between human beings and non-human entities is arbitrary and that human subjectivity is constructed (Braidotti, 2013). To understand how cinema addresses human identity and subjectivity, this study examines three films: *Ex Machina* (2014), *Her* (2013), and *Bicentennial Man* (1999). These films illustrate how cinema deals with AI and posthuman subjectivity. Using posthumanism and Science and Technology Studies (STS) as a foundation, the study employs a qualitative-comparative textual analysis. This analysis combines examination of visual representations and narrative structures to explore how AI figures act as spaces for conversations about consciousness, identity, and relationality. The study draws on Donna Haraway's concept of the cyborg to destabilize the dichotomy between humans and machines. It also draws on N. Katherine Hayles' concept of the posthuman to offer a new way of understanding how we define ourselves through our digital lives. The study identifies tensions between embodied and disembodied AI, between autonomy and programmability, and between human exceptionalism and posthuman relationality. It does so by examining how each film represents AI characters and reflects the changing definition of what it means to be human. This paper demonstrates how film studies position AI in cinema as a means to rethink what it means to be human. It also shows that cinema can offer new ways to understand the connections among consciousness, identity, and human/machine interactions.

Keywords: Posthumanism, Artificial Intelligence, Consciousness, Identity, Human, Machine

Cyborg Mothers and Posthuman Kinship: Reimagining Care in the Age of AI

Artificial Intelligence (AI) is a popular topic that often sparks fascination and speculation. Society is interested in AI's potential to shape humanity's future. One frequently examined aspect is AI's ability to provide companionship and, at times, substitute for a person's physical presence. Films like *I Am Mother* (2019), *The Pod Generation* (2023), and *The Wild Robot* (2024) explore the complex relationship between artificial intelligence and motherhood. Each film delves into the symbolism of motherhood and caregiving and examines the complications that arise between them. Feminist scholars have long seen motherhood as a cultural institution, representing a universal nurturing role, guidance, and caregiving. However, motherhood can also be viewed as a performance shaped by its cultural context (Judith Butler, 1990; Kaplan, 1992). This paper uses feminist film theory, science and technology studies, and posthumanism (Haraway, 1985; Braidotti, 2013) and compares and contrasts how the three films shape and challenge traditional ideas of motherhood through AI characters. The concept of "AI motherhood" is developed as a space where boundaries between human and machine, and between biology and technology, are being reorganized. This inquiry also examines reproductive and emotional labor through the lens of feminist political economy (Federici, 2012). A qualitative comparative analysis focuses on the films' narrative structures and visual representations. The paper examines how the films portray AI as nurturing or caregiving entities. It also assesses how these portrayals reflect cultural anxieties and hopes about human relationships and social structure. This provides an important contribution to the public discourse about AI and its potential effects on caregiving, kinship, and relationships in an increasingly technological age (Turkle, 2011).

Keywords: AI, motherhood, posthumanism, feminist film theory, caregiving

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Regulating AI in scientific writing: editorial policies in leading academic journals

The rapid spread of generative AI in manuscript preparation has triggered a swift institutional response from leading academic journals and publishers. This paper examines how the editorial policies of major international journals and publishing houses regulate the use of AI in scientific writing and what these policies reveal about current norms of authorship,

accountability, and epistemic control. The study is based on a comparative qualitative analysis of policy documents issued by major actors, including Nature Portfolio, Elsevier, Taylor & Francis, and Science. The analysis focuses on recurring areas of regulation: disclosure requirements, the distinction between AI assistance and authorship, restrictions on AI-generated images and figures, the preservation of human responsibility for factual accuracy and interpretation, and limitations on AI use in peer review. By treating editorial policy as a linguistically meaningful object of analysis, the paper brings together publication ethics, discourse studies, and the emerging sociology of human–AI interaction in science. It argues that regulating AI is also a way of defining the boundaries of legitimate textual agency. At the same time, available evidence suggests, however, that the adoption of editorial AI policies by scientific authors has been uneven. While researchers generally appear to accept the principle that AI may assist but cannot assume authorship or responsibility, compliance with disclosure requirements remains limited and inconsistent. This points to a growing gap between the widespread practical use of generative AI in manuscript preparation and the institutional expectation of transparent reporting. The paper contributes to current debates on AI-assisted scientific writing by analysing the institutional definitions of what counts as a responsible scientific text.

Keywords: generative AI, scientific writing, editorial policies, authorship, research integrity

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Translating Culture: Human Translators vs. AI Tools

The advent of AI-driven digital tools and agents has led to significant transformations within numerous sectors and industries. Notably, the fields of professional translation and translator education have been among those most profoundly affected. The integration of AI-powered translation tools has made the process of translation more efficient and accessible, enabling quick and automated translations of large quantities of text and facilitating communication in multilingual business settings. This consideration is particularly relevant for technical texts and specialised terminology across professional sectors, prompting concerns regarding the future role and relevance of professional translators. Nevertheless, the integration of AI-driven tools in literary translation remains a significant challenge, given that

literary works are deeply rooted in cultural context and artistic expression, which are qualities best comprehended by human translators. This paper will present the results of a study involving the translation of 6 culture-specific references from a short literary excerpt, from English into Serbian. The excerpt was first translated by 10 fourth-year students of English at the Faculty of Law and Business Studies Dr Lazar Vrkatic. Then the same excerpt was translated by Microsoft Copilot, a generative AI chatbot, based on OpenAI's GPT-4 and GPT-5 series of large language models. Finally, the translations of culture-specific references by human translators were compared to Copilot's translation and graded using a rubric consisting of 4 criteria (Clarity, Fidelity, Expressiveness, Tone). The aim of the study is to investigate whether human translators can convey the meanings and implications of culture-specific references better than AI-powered translators.

Keywords: literary translation, culture-specific references, AI translation tools, human translators, cultural context

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The New Story of Teacher Education: From Educational Reality to “Pedagogical Engineering” in the Age of Artificial Intelligence

This quantitative study examines student teachers' perceptions of technological innovation, focusing on the artificial intelligence tool ChatGPT. The aim is to explore the early stages of the “diffusion of innovation” process and the relationship between innovation awareness and adoption among future teachers. Two research questions guided the study: (1) What are student teachers' perceptions of using ChatGPT? (2) How does awareness of self-innovation affect these perceptions? The study included 113 participants from a teacher training institution. Data were collected through a validated online questionnaire developed with content experts. The tool examined attitudes toward technological innovation, awareness of personal innovation, and actual use of artificial intelligence tools in academic learning. The findings revealed significant positive correlations between favorable attitudes toward innovation, willingness to use educational technologies, and awareness of self-innovation. These factors were strongly associated with the use of ChatGPT, especially for academic writing. About 21% of respondents were identified as “early adopters” based on Rogers' (2003) diffusion of innovation model. This group showed active use of AI tools, positive perceptions of integrating innovative technologies

into teaching, and high openness to innovation. In contrast, the remaining 79% who did not use ChatGPT for academic purposes demonstrated lower openness to adopting educational technologies. The results support Rogers' gradual adoption framework and point to a gap between the potential of AI tools and their actual use in teacher education. The study highlights the need to redesign teacher training through pedagogical innovation, enabling future teachers to integrate AI meaningfully and to lead a flexible, creative, and relevant educational future.

Keywords: Teacher Education, Artificial Intelligence, ChatGPT

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Upotreba veštačke inteligencije u pisanju lingvističkih radova: metodološki i etički aspekt

Polazeći od činjenice da alati zasnovani na velikim jezičkim modelima (eng. LLM – large language model) poslednje dve godine sve češće učestvuju u gotovo svim fazama naučnog istraživanja — od formulacije teme i selekcije početne literature, preko formulacije i obrade teksta, predloga za metodološki pristup, prestilizacije i prevođenja, sve do strukturiranja rada — ovo istraživanje ispituje lingvističku praksu u Srbiji, te stavove lingvista o različitim aspektima upotrebe. Empirijski deo rada je dvostruk: uključena je analiza stavova lingvista u Srbiji i analiza uređivačkih politika nasumično odabranih lingvističkih časopisa (srbističkih i slavističkih) u vezi sa deklarisanjem u pogledu upotrebe ovih alata. Stavovi su prikupljeni putem ankete formirane preko platforme Google Forms. Posebna pažnja posvećena je pitanju transparentnosti (eng. AI disclosure), autorstva i odgovornosti. Ispostavlja se da postoji rastući trend upotrebe veštačke inteligencije među lingvistima u Srbiji, ali da još uvek ne postoji jasna politika časopisa i uredništva, te da je uređivačka praksa heterogena i nenormirana. Zaključuje se da je neophodno razvijanje jasnih metodoloških i etičkih smernica u časopisima u Republici Srbiji koje bi omogućile odgovornu i transparentnu integraciju veštačke inteligencije u naučno pisanje u oblasti lingvistike.

Ključne reči: metodologija naučnog istraživanja, veštačka inteligencija, srpski jezik

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AI Epistemologies and the Struggle over Meaning: Genre, Graffiti, and Situated Expression

This paper addresses the struggle over meaning in a posthuman era, where competing forms of creation and narrative construction take centre stage in a world increasingly dominated by artificial technologies and artificial intelligence. The terms of the title of the present paper sets two modes of signification in opposition: human literary inventiveness and AI patterns and generative mechanisms of meaning production. Though AI applications and models can duplicate or reproduce literary genres and even graffiti forms of expression, they nevertheless fall short of conveying the affective dimension and embodied situatedness characteristic of human-authored literary genres. Literary genres, Hayden White observes, are inflected and shaped by ideology. In this way, the sociocultural politics that literary genres embody and communicate resist AI's epistemic patterns of production. Genres and forms such as the sonnet, the haiku, the villanelle, the epic, the maqāma, and even graffiti carry across alternative forms of meaning, methods of fictionalization and poeticization, as well as modes of signification which are politically, socially, and historically constructed and embodied. The work of art is affective, situated, reflecting personal as well as communal acts of languaging and signification. AI-generated work, however, remains de-situated, disembodied, and unanchored in real life, lived experience.

Keywords: AI epistemologies, Literary genre, fictionalization, poeticization, Graffiti

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Da li zaista želimo da koristimo VI u nastavnom procesu ili osećamo pritisak da to učinimo? – Uvidi iz nastavničke perspektive

Zahvaljujući skoroj, ali masivnoj ekspanziji tehnologija veštačke inteligencije (VI), posebno velikih jezičkih modela, i njihovom proboju u nastavi jezika, pojavile su se nove mogućnosti za nastavnike i instruktore jezičkih veština. Na primer, nastavni materijali za različite nivoa znanja se

mogu lako generisati uz pomoć alata VI, što u velikoj meri olakšava proces personalizovanog učenja. Dok brojne studije pokazuju kako ovaj trend utiče na učenike, nema mnogo podataka o tome na koji način nastavnici percipiraju integraciju VI u obrazovanje. Ovo istraživanje se zasniva na upitniku i ima za cilj da otkrije da li nastavnici jezika osećaju pritisak da koriste alate VI u nastavi, kao i na koji način smatraju da upotreba VI u procesu nastave utiče na njihove metodičke izbore. Ispituju se takođe i njihovi stavovi prema upotrebi VI u nastavi, nivo trenutne upotrebe VI, kao i eventualno osećanje zabrinutosti zbog iste. U analizi rezultata uzimaju se u obzir i izvesne sociodemografske varijable relevantne za istraživanje poput iskustva u predavanju, opšta sposobnost rukovanja tehnologijom, tip institucije u kojoj su zaposleni, itd. Krajnji cilj ovog istraživanja je da doprinese diskusiji o integraciji VI u nastavi jezika tako što će iz nastavničke perspektive odgovoriti na pitanje da li postoji pritisak da se VI uvede u nastavu i da li taj pritisak rezultira profesionalnim stresom.

Ključne reči: VI, nastava jezika, metodika nastave, veliki jezički modeli

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Ask Better, Revise Better: ChatGPT and the Development of Revision Strategies in Collaborative Writing

What if the key to better student writing is not better AI answers, but better student questions? This presentation explores how guided interaction with ChatGPT, a generative artificial intelligence chatbot, can be used to develop learners' awareness of revision strategies in collaborative writing tasks. While English language learners often use AI tools to generate an outline or correct language (e.g. lexis, syntax and grammar), their potential to support a deeper understanding of revision (e.g. purpose, content, organisation and argumentation) depends largely on how learners interact with them, particularly on the quality of the prompts they produce. The talk presents a small-scale classroom-based case study involving nine university-level ESP students working in groups of three to produce a collaboratively written essay in Google Docs. Following the initial drafting stage, students participate in a guided revision process in which they use ChatGPT not simply for language correction, but as a tool for reflection. Particular emphasis is placed on formulating effective prompts, encouraging students to ask questions that identify weaknesses, suggest improvements and request explanations. Data are collected through document revision histories, records of student-AI interactions, and short reflective comments. The study

addresses the following questions: How do students formulate prompts when using ChatGPT for revision? To what extent does guided AI use increase their awareness of revision strategies? How do students engage with and evaluate AI-generated feedback? Preliminary findings suggest that, with clear guidance, students move beyond surface-level error correction and engage in more meaningful revision practices. At the same time, they are required to critically evaluate and negotiate AI-generated suggestions. The presentation discusses both the pedagogical benefits and potential risks of integrating AI into collaborative writing and argues for the reconceptualization of revision as a collaborative process that extends beyond teacher-learner and peer interaction to include meaningful learner-AI collaboration.

Keywords: collaborative writing, ChatGPT, Generative AI, revision strategies, ESP writing, prompts, ChatGPT, AI

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From Prompt to Image: Language as a Directing System in AI-Generated Film

Artificial intelligence has introduced a new paradigm in audiovisual creation in which language no longer serves only as a descriptive or narrative medium, but as an operational tool that directly generates visual form. In AI-driven filmmaking, prompts function as structured linguistic inputs that determine mise-en-scène, camera movement, lighting, texture, and narrative atmosphere. This paper argues that prompting should be understood not as a technical instruction, but as a form of linguistic directing, where the structure, precision, and semantic layering of language directly shape the aesthetics of the generated image. Drawing on practical AI film workflows and neurocreative production models, the study demonstrates how variations in linguistic formulation lead to distinct visual outcomes, affecting composition, rhythm, spatial relations, and emotional tone. The theoretical framework integrates Bakhtin's concept of dialogism — understanding prompts as addressed utterances within a human – machine dialogue — and connects it with directing theory, particularly the idea of film direction as an “architecture of meaning.” In this context, AI systems do not replace the author but amplify the importance of linguistic competence as a creative force. Furthermore, the paper situates prompting within broader discussions of AI as a mediator of cultural production, raising questions about authorship, standardization of visual language, and the preservation of

cultural specificity in algorithmically generated imagery. The study proposes that in AI-generated cinema, aesthetics emerges not only from images, but from the linguistic structures that produce them, marking a shift from visual authorship toward linguistic authorship of the image.

Keywords: prompt as directing, linguistic authorship, AI aesthetics, dialogism, chronotope, neurocreative systems, generative cinema

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Epistemiika modalnost i VI: analiza jeziikih eksponenata uverenosti u komunikaciji sa modelima veštaike inteligencije

Ubrzani razvoj velikih jeziikih modela (LLMs) i njihova sve Źira primena u svakodnevnoj komunikaciji otvaraju nova pitanja u oblasti lingvistike, posebno otkad je krajem 2022. GenAI postala softver otvorenog koda. Debate u vezi sa autorstvom, etikom i ulogom koju tehnologija zasnovana na velikim jeziikim modelima ima u produkciji nauinih i knjiŹevnih tekstova samo su neka od aktuelnih pitanja kojima se autori u oblasti preseka lingvistike i veštaike inteligencije bave. U vezi sa tim, ova preliminarna studija ispituje na koji naoin veštaika inteligencija izraŹava stepen uverenosti u istinitost vlastitih iskaza kroz prizmu savremene teorije modalnosti. U radu emo analizirati epistemiiku modalnost i njene jeziike eksponente s ciljem da istraŹimo izraze putem kojih VI sistemi kodiraju epistemiiku distancu, sigurnost ili nesigurnost u okviru generisanog teksta. Korpus istraŹivanja iiniie autentiina komunikacija sa dva velika jeziika modela — Claude (Anthropic) i ChatGPT (OpenAI). IstraŹivanje ima za cilj da identifikuje i klasifikuje izraze epistemiike modalnosti prisutne u odgovorima ovih alata, poput leksiikih markera uverenosti, modalnih glagola, reika i priloga, te da ispita postoje li sistemske razlike u naoinu na koji dva modela jeziiki oblikuju stepen epistemiike angaŹovanosti. MetodoloŹki okvir oslanjaie se na korpusnu lingvistiku i kvalitativnu semantiiku analizu. Pozicionirajuai se na raskrsnici lingvistike, filozofije jezika i studija veštaike inteligencije, oiekujemo da rezultati istraŹivanja doprinesu boljem razumevanju jeziikog ponaŹanja VI sistema, ali i da otvore pitanja o tome u kojoj meri epistemiiki markeri u VI diskursu odraŹavaju stvarnu “uverenost” sistema, ili, pak, predstavljaju iskljuivo statistiike obrasce generisanog teksta.

Ključne reii: semantika modalnosti, epistemiika modalnost, veštaika inteligencija

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Constructing Frames: The Capabilities and Limits of Large Language Models

The paper explores the capacity of Large Language Models (LLMs) to construct semantic frames, focusing on a comparative analysis of the possession frame generated by human and artificial intelligence. The study addresses the question of whether LLMs can reproduce cognitive structures analogous to frames formed by human intelligence. Drawing upon the theoretical aspects of frame semantics developed by Marvin Minsky and integrated in resources such as FrameNet, the research examines the internal structure of the possession frame. The analysis includes defining the core slots (possessor, possessum) without which the frame cannot exist, as well as peripheral elements that specify circumstances such as manner of acquisition, duration, quantity of objects, etc. The empirical component of the study involves a comparative analysis: first, the frame is constructed through manual research of linguistic data. Subsequently, the LLM is prompted to generate its own version of the possession frame. The results reveal that while the LLM successfully identifies the core, obligatory components of the frame and recognizes some general peripheral dimensions, the depth of semantic differentiation achieved through manual linguistic analysis significantly exceeds that of the model. The article concludes that although LLMs can serve as valuable auxiliary tools for initial, generalized frame construction, particularly for researchers less experienced in frame semantics, their current capabilities are limited when applied to tasks requiring deep semantic analysis and taxonomic precision.

Keywords: Concept, possession, semantics, frame, AI, LLM

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Može li ChatGPT da ocenjuje multimodalno pisanje? Poređenje ocenjivanja nastavnika nemačkog jezika i veštačke inteligencije

Ubrzani razvoj veštačke inteligencije (VI) otvara brojna pitanja o ulozi alata VI u nastavi stranih jezika. Jedna od mogućih primena ovih alata u nastavi

jeste ocenjivanje veštine pisanja kod učenika. Dosadašnja istraživanja u ovoj oblasti uglavnom su bila usmerena na ocenjivanje monomodalnih pisanih radova, odnosno tekstova koji se zasnivaju na jezičkom modu. Nasuprot tome, ocenjivanje multimodalnih radova – koji pored jezika integrišu i druge modove poput slike i zvuka – pomoću alata VI ostaje gotovo neistražena oblast. Iako istraživanja pokazuju da digitalno multimodalno pisanje (engl. digital multimodal composing) može doprineti većoj motivaciji učenika i razvoju pisanja, njegova primena u nastavi stranih jezika i dalje je ograničena. Jedan od razloga za to jeste nedostatak jasnih praksi za ocenjivanje multimodalnih radova, kao i dodatni kognitivni napor koji zahteva analiza koherentnosti između različitih modova. Cilj ovog istraživanja jeste da ispita da li alati VI mogu pouzdano da ocenjuju multimodalne radove učenika u nastavi nemačkog kao stranog jezika. U radu se analizira međuocenjivačka pouzdanost (engl. inter-rater reliability) između dva nastavnika nemačkog jezika i alata VI ChatGPT kao trećeg ocenjivača prilikom ocenjivanja 40 digitalnih stripova (engl. digital comic strip) i 40 digitalnih priča (engl. digital storytelling) pomoću iste rubrike. Takođe se ispituje na koji način dizajn promptova utiče na pouzdanost ocenjivanja, pri čemu se porede jednostavniji prompt i prompt koji uključuje primer prethodno ocenjenog rada. Pretpostavlja se da će ChatGPT pokazivati veće slaganje sa ljudskim ocenjivačima u jezičkoj kategoriji rubrike, kao i u uslovima kada prompt sadrži primer za ocenjivanje.

Ključne reči: veštačka inteligencija, digitalno multimodalno pisanje, nastava stranog jezika, ocenjivanje pisanja, međuocenjivačka pouzdanost

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ChatGPT kao didaktički alat u nastavi srpskog jezika: mogućnosti, ograničenja i implikacije

Primena veštačke inteligencije (VI) u obrazovanju istražuje se više od pola veka, uporedo sa razvojem same discipline. Savremena istraživanja posebno su usmerena na upotrebu generativnih modela, poput ChatGPT-ja, u nastavnoj praksi. ChatGPT je veliki jezički model (LLM) koji automatski generiše tekst u dijalogu sa korisnikom na osnovu statističkih obrazaca naučenih iz velikih korpusa podataka. Od javnog objavljivanja u novembru 2022. godine izazvao je snažne reakcije – od oduševljenja i proglašavanja „kulturnom senzacijom“ (Thorp, 2023) do zabrana na pojedinim univerzitetima i izražavanja etičkih i pedagoških rezervi. Stavovi stručne javnosti kreću se od kritičkih (Marche, 2022; Thorp, 2023) do afirmativnih,

koji zagovaraju njegovu integraciju u nastavu (Hayles, 2024; Wang & Fan, 2025). Vlada Republike Srbije je u strateškim dokumentima od 2012. do 2025. godine institucionalno prepoznala značaj VI u obrazovanju, definišući je kao integralni deo savremenog obrazovnog procesa. Cilj rada je da, primenom deskriptivne metode i analize sadržaja, predstavi tri modela upotrebe ChatGPT-ja u univerzitetskoj nastavi srpskog jezika, osmišljene kao odgovor na pad funkcionalne pismenosti i kulture izražavanja. Modeli su testirani tokom dva semestra (2024/25. i 2025/26) na studijama Anglistike: (1) analiza i unapređenje novinskog teksta; (2) provera i tumačenje akademske leksike; (3) pisanje eseja. Rezultati prvog modela pokazuju ograničenja u stilizaciji i organizaciji teksta, kao i tačnoj upotrebi norme srpskog jezika, uključujući terminološke i pravopisne greške. U drugom modelu odgovori su uglavnom leksički tačni, ali bez šire semantičke i kulturno-istorijske kontekstualizacije, što potvrđuje tezu da LLM raspolaže jezičkim, ali ne i „modelom sveta“ (Hayles, 2024). Rezultati trećeg modela biće predstavljeni na konferenciji. Predloženi modeli mogu se prilagoditi nastavi srpskog jezika na nižim nivoima obrazovanja, uz kritičke i pedagoške smernice za korišćenje AI alata.

Ključne reči: veštačka inteligencija, ChatGPT, visoko obrazovanje, funkcionalna pismenost, nastava srpskog jezika, pedagoške inovacije

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Expressing Linguistic Terms of Loyalty with the help of AI

Artificial intelligence is rapidly becoming a powerful mediator of how language is used — and how it evolves. This influence sits at the intersection of Sociolinguistics, Computational Linguistics, and Communication Studies. Expressing linguistic terms of loyalty with the help of AI is an emerging topic that blends Pragmatics, Discourse Analysis, and Natural Language Processing. It focuses on how AI can help identify, generate, and analyze expressions that signal allegiance, commitment, and trust. Loyalty in language is not expressed solely through explicit statements but is often embedded in subtle linguistic choices. From a pragmatic perspective, meaning is shaped by context, speaker intention, and social relationships. AI systems trained in Pragmatics can analyze how phrases such as “I stand by you” or “we are in this together” function beyond their literal meanings to signal solidarity and commitment. By recognizing contextual cues, AI can generate responses that align with the intended level of loyalty, whether in personal communication, corporate messaging, or political discourse. In

addition, Discourse Analysis provides tools for understanding how loyalty is constructed across larger stretches of text. Loyalty is often reinforced through patterns such as repetition, inclusive pronouns (e.g., “we,” “our”), and consistent thematic framing. AI models can detect these discourse patterns and replicate them when generating text. For example, in branding or customer relations, AI can produce messages that emphasize long-term commitment and trust, thereby strengthening relationships between organizations and their audiences. The role of Natural Language Processing is central to this process. NLP enables AI systems to process vast amounts of linguistic data, identify recurring patterns associated with loyalty, and generate appropriate language in real time. Through techniques such as sentiment analysis and language modeling, AI can distinguish between neutral, positive, and loyalty-driven expressions. This capability is widely applied in chatbots, virtual assistants, and automated customer service platforms, where conveying trust and reliability is essential.

Keywords: linguistic terms, Natural Language Processing , chatbots, virtual assistants, automated customer service platforms

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Who Killed the Author? Artificial Intelligence, the Myth of Creativity, and What Comes After

What does it mean to create? The question seems straightforward until a machine answers it convincingly. This paper argues that generative AI does not merely simulate creativity but exposes something we were never ready to admit: that creativity was never quite what we thought it was. Rather than destroying authorship, large language models reveal the ideological scaffolding that was holding the concept up. Drawing on Barthes, Foucault, Boden, and Hayles, the paper traces creativity as a culturally and legally constructed category, one consolidated only in the Romantic period, as Williams and Abrams demonstrate, to serve specific ideological and economic functions. AI makes this historical contingency visible in ways literary theory alone never quite managed. The paper then examines what LLMs actually do: transformer-based models generate statistically probable continuations of input sequences, drawing on high-dimensional representations of linguistic patterns. Using Boden's taxonomy, current LLMs clearly demonstrate combinational and exploratory creativity; whether transformational creativity remains exclusively human is far less certain than most arguments assume. Foucault's author-function does not disappear with

AI-generated text; rather, it migrates, dispersing across engineers, companies, users, and the vast archive of writers whose work formed the training data. This migration, already producing significant legal battles, is above all a theoretical problem. In response, the paper proposes distributed authorship as the operative framework for the AI age: creative agency dispersed across human intentionality, machine processing, archival inheritance, and reader interpretation. This framework has significant implications for literary hermeneutics, intellectual property reform, and Digital Humanities pedagogy. Generative AI does not resolve the question of creativity; it makes the question impossible to avoid, demanding that we reconstruct the concept on more honest and analytically stable grounds.

Keywords: generative AI, authorship, creativity, large language models, Digital Humanities, distributed authorship, author-function, intellectual property, Romantic ideology, posthumanism

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Whose Voice Is It Anyway? AI-Generated Tone and Mediated Self-Presentation in the Workplace

The growing use of large language models (LLMs) such as ChatGPT, Claude, and Copilot has introduced a new layer of mediation into everyday workplace writing. Emails, reports, summaries, and internal messages are increasingly drafted, adjusted, or refined through AI tools that promise clarity, efficiency, and professionalism. Yet this development raises a key question: when workplace communication is shaped through algorithmic assistance, what kind of voice is being produced, and whose professional norms does it privilege? This paper examines AI-generated tone as a problem of mediated voice in workplace communication. Drawing on qualitative interviews with women working in tech, it explores how participants encounter, evaluate, and reshape the voice embedded in AI-generated text. Crucially, no participant reported using AI output without modification. Revision was not occasional but constitutive of the writing process itself, suggesting that the gap between AI-generated tone and participants' own communicative style was systematic rather than incidental. The paper suggests that this mismatch is not simply stylistic, but connected to the gendered norms that already shape professional voice in tech environments. The professional register AI tends to produce — competent, fluent, and authoritative, yet often impersonal and affectively flat — did not consistently align with how participants wished to sound or present

themselves. Rather than treating such modification as stylistic fine-tuning, the paper reframes it as identity labour: the ongoing work of negotiating and maintaining a recognisable voice under algorithmic mediation. AI-assisted writing thus emerges not merely as a question of efficiency, but as a site where voice, authenticity, and professional selfhood are actively negotiated.

Keywords: Workplace communication, Self-presentation, Mediated voice, AI-assisted writing, LLMs, Women in tech

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AI – kraj ili početak obrazovanja

U ovom radu prikazaćemo i analiziraćemo rezultate ankete sprovedene u osnovnom obrazovanju u Brčko distriktu, koji ukazuju na načine i u kojoj mjeri učenici koriste vještačku inteligenciju (AI) u učenju stranog jezika. Poseban akcenat biće stavljen na identifikaciju obrazaca korišćenja AI alata, kao i na razlike u pristupima učenika različitih razreda i nivoa jezičke kompetencije. U skladu sa tim, rad nastoji da pruži sveobuhvatan uvid u trenutnu praksu i da ukaže na potencijalne pravce razvoja nastave stranih jezika u digitalnom dobu. Vještačka inteligencija se u posljednjih nekoliko godina nametnula kao jedno od ključnih inovativnih rješenja u obrazovanju. Njena primjena u nastavi stranog jezika posebno je značajna jer omogućava personalizaciju učenja, brzu povratnu informaciju i kreiranje interaktivnih zadataka koji podstiču motivaciju učenika. Učenici danas imaju pristup različitim AI alatima, ali način i intenzitet korišćenja ovih alata zavisi od uzrasta, prethodnog iskustva i nivoa jezičke kompetencije, odnosno znanja i vještina učenika. Cilj rada jeste da se istakne transformacijski potencijal AI u obrazovanju, posebno u kontekstu nastave stranog jezika, te da se daju preporuke za njegovo odgovorno i efikasno korišćenje. Analizom rezultata ankete nastojimo da pokažemo kako učenici doživljavaju AI, koje funkcije najčešće koriste i kakve pedagoške implikacije proizlaze iz ovakve prakse. Posebna pažnja biće posvećena razlikama između mlađih i starijih razreda, jer se pretpostavlja da učenici u starijim razredima koriste AI na kompleksniji i kreativniji način. Na taj način, rad doprinosi boljem razumijevanju mogućnosti koje AI otvara u procesu učenja i ukazuje na potrebu da se razviju strategije za njegovo integrisanje u nastavu. Pored toga, rad ima za cilj da podstakne nastavničku zajednicu na promišljanje o etičkim, pedagoškim i praktičnim aspektima korišćenja AI, kako bi se obezbijedila ravnoteža između tehnoloških inovacija i tradicionalnih

obrazovnih vrijednosti. AI može biti kraj obrazovanja, ali i novi početak, jer nas vraća suštini obrazovanja, a to je sloboda, etika i kritičko mišljenje. AI postaje katalizator nove epohe učenja, a ne njen kraj.

Ključne riječi: vještačka inteligencija, personalizovano učenje, AI i obrazovanje, revolucija, AI unastavi stranog jezika

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Čehovljev dramski podtekst: mogućnosti i granice algoritamskog čitanja

U izlaganju ću nastojati pokazati kako modeli umjetne inteligencije tumače podtekst u interpretacijski izazovnim monolozima iz četiriju velikih drama A. P. Čehova. Odnosi se to prvenstveno – premda nije suženo isključivo – na Ninin monolog u „Galebu“, Sonjin u „Ujaku Vanji“, monologe sestara u „Tri sestre“ i Charlottinu „mišolovku“ u „Višnjiku“. Pritom pod podtekstom za potrebe ovog istraživanja podrazumijevam raskorak između izgovorenog i impliciranog, odnosno emocionalnu ambivalenciju koju monolozi proizvode u dramskoj situaciji. Oslanjajući se na postojeće interpretacije Čehovljevih dramskih tekstova (Borny, Hristić, Gilman, Čudakov i drugi), analiza će se u metodološkom smislu provesti kao čitanje odabranih fragmenata drama u ruskom izvorniku te u hrvatskom prijevodu kako bi se detektirale moguće razlike, a kontrolirani upiti će se testirati na dvama popularnim i dovoljno različitim velikim jezičnim modelima (LLM) – ChatGPT-ju i Claudeu. Analiza će biti strukturirana kroz eksplicitno značenje, moguća tumačenja podteksta i očekivane reakcije odabranih velikih jezičnih modela (Jurafsky & Martin, 2021; Bender i dr., 2021). Cilj tako postavljenog istraživanja ni u kojem slučaju nije precizna procjena ispravnosti interpretacije koju pruža umjetna inteligencija, već konkretno ispitivanje mogućnosti i ograničenja algoritamskog čitanja dramskog podteksta kod autora čija se dramaturgija dobrim dijelom temelji upravo na njemu.

Ključne reči A. P. Čehov, dramski podtekst, algoritamsko čitanje, veliki jezični modeli

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Stavovi i iskustva profesora i studenata o korišćenju AI u nastavi

Cilj ovog rada je da predstavi mišljenja, iskustva i predloge jednog broja nastavnika i studenata Fakulteta za strane jezike Alfa BK Univerziteta, kao i jednog broja profesora gimnazije u Šapcu – o upotrebi veštačke inteligencije (VI) u nastavi. Podaci su prikupljeni pomoću intervjua vođenih uživo i elektronskim putem tokom perioda 3.3 -15.3.2026. Dok jedan broj univerzitetskih nastavnika iskazuje rezervisanost prema korišćenju VI u nastavi zbog specifičnih nedostataka, drugi nastavnici su počeli da koriste AI alate od 2024. godine i to na predmetima Osnovi prevođenja, Savremeni engleski jezik i Srpski jezik. Za potrebe izrade studentskog projekta, studenti su pravili video i strip koristeći razne AI alate u koje se ubrajaju „CapCut“ i „Canva“. Iskustva nastavnika su raznolika; uočavaju brojna ograničenja VI iako im ponekada i koristi. Studenti su naveli da AI koriste samostalno van nastave radi pomoći pri učenju i razumevanju određenih tema, poboljšanja strukture eseja, pretraŹivanja izvora prilikom izrade studentskih projekata i za slične svrhe. Studenti imaju i pozitivna i negativna iskustva, sugerišu podrobnije proveravanje informacija dobijenih takvim putem, ograničenu upotrebu bez preteranog oslanjanja na VI, kao i oprez prilikom vrste informacija koje se olako iznose kako ne bi došlo do zloupotrebe. Premda ovaj rad ima ograničen uzorak, njegovi rezultati mogu biti od koristi onima koji proučavaju inovativne pristupe nastavi.

Ključne reči: veštačka inteligencija, visoko obrazovanje, stavovi nastavnika, stavovi studenata, obrazovne tehnologije, digitalna pismenost

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Natural Language as a Intellectual System, or a Quasi-Mind

Drawing from Kant's idea of various "Minds" with different abilities and limitations, we aim to consider the interaction between humans and AI as a complementary cooperation, where AI may function as an autonomous system. A relevant analogy can be made to the fundamental "Man –

Language" interaction, which has significantly shaped human civilization. The theoretical foundation for this perspective can be found in Charles Peirce's unfinished semiotic project, where a sign is regarded as a quasi-mind (and vice versa)(*Semiotic and Significs: The Correspondence between Charles S. Peirce and Victoria Lady Welby*, 1977, p. 195). The development of artificial intelligence systems allows us to reassess the functioning of existing semantic mega-systems, such as culture, language, the noosphere, and the semiosphere. According to Yuri Lotman, complexly organized semiotic objects (i.e., text, culture, semiosphere) acquire the characteristics of both an organism and an intellectual device and are capable of autonomous activity. Pierce's concept of the sign as a quasi-mind aligns with Lotman's ideas about the sign system and the semiosphere as entities capable of performing intellectual operations (*Universe of the Mind: A Semiotic Theory of Culture*, 1990). These conceptions may be extrapolated onto sign systems, and this makes it possible to set the problem of language as a form of a natural quasi-mind and intellect. This creates methodological foundations for a bridge between artificial intelligence (AI) technologies and natural language semiotic operations.

Keywords: AI, Quasi-Mind, Kant's notion of the Divine Mind, Ch. Peirce, sign system, natural language, semiospere

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