

**Insights & Innovations  
TLC 2023  
Book of Abstracts**



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Fourth international conference  
Teaching Languages and Cultures  
in the Post-Method Era:  
Insights & Innovations  
TLC 2023



## Book of Abstracts

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## Conference Program

Friday, Oct 6th

8.00 – 10.00 Registration

10.00 – 10.15 Amph. 21 - Conference opening

10.15 – 11.15 Amph. 21 - Plenary speech

Prof. Thor Sawin, Middlebury Institute of international Studies at Monterey (MIIS), USA  
*Bringing generative AI into our language classrooms: New tools for tried-and-true tasks*

**11.15 – 11.45 Coffee break**

**11.45 – 12.15 Room 208 USA Embassy, Belgrade, Regional RELO presentation for teachers**

**Panel Sessions**

<b>Room 206 TEACHING TOOLS 1</b>	<b>Room 207 SOCIOCULTURAL ASPECTS</b>
<u>Moderator: Aleksandar M. Novaković</u>	<u>Moderator: Milica Živković</u>
12.00 Milica Vitaz & Sandra Vasković Insights into the Latest Innovations: University Students' Opinions and Attitudes on Using ChatGPT for Educational Purposes	Milica Živković The Role of Literature and Literature Pedagogy in the Era of Posthumanism
12.20 Iryna Piniuta Instagram for Differentiated Culture-Specific Vocabulary Learning: a Case Study in Pre-service Foreign Language Teacher Training Course	Slava Ivanović Milenković & Irena Pantić Translating cultural elements in popular literary works
12.40 Aleksandar M. Novaković Online resources in teaching Serbian as a foreign language	Kristina Riman The possibilities of literary texts for teaching and developing bilingualism
13.00 Andrijana KJose & Mira Bekar Language Economy and Phatic Communion: Abbreviations and Emoji in Social Media	Zorica Trajkova Strezovska & Milan Damjanovski Pragmatic and Sociocultural Adaptation in Literary Translation
13.20 Lela Ivanovska ESL Teachers' awareness of using infographics as a learning & teaching tool	Silvana Neshkovska 'Where there is a will there is a way': Figurative language use and its pragmatic functions in political discourse

**13.40 – 14.40 Lunch break**

**Room 206 TEACHING TOOLS 2**
Moderator: Anastazija Kirkova-Naskova

- 14.40 Jovana Živković  
Collective Leadership as the Foundation of an Effective Teacher Practice
- 15.00 Anders Myrset  
Scientific concepts as a resource for 7th-grade EFL learners' metapragmatic understandings
- 15.20 Dana Vučković  
The Subtle Art of Intentional Improvisation: Teaching Oral English Practice at Nanterre University
- 15.40 Anastazija Kirkova-Naskova  
Understanding classroom reality: Teachers' accounts of their pronunciation teaching practices

**Room 207 ESP CHALLENGES 1**
Moderator: Predrag Niketić

- Maja Stanojević Gocić  
ESP students' metacognitive awareness deployed in making a language learning plan
- Predrag Niketić  
Potential Benefits of Cartoons in Teaching English for Environmental Protection
- Kristina Krčmarević  
Analysis of textbooks for German as a foreign language in a business context
- Danijela Vranješ  
Impact of writing strategies on text quality: A case study

**16.00 – 16.15 Coffee break**
**Room 206 TEACHING TOOLS 3**
Moderator: Vesna Milevska

- 16.15 Elena Kitanovska-Ristoska & Natasha Petrova-Popovski  
Small-group language teaching at tertiary level
- 16.35 Vesna Milevska  
Grammatical Level Variants In English Language And The Way We Use Them In Teaching English
- 16.55 Marta Veličković & Jelena Danilović-Jeremić  
Raising Awareness of the Definite Article in the EFL Classroom: A Corpus Linguistics Approach
- 17.15 Maja Joshevska-Petrushevska  
Creating Trust Through Cohesion in Academic Writing: Supporting Macedonian English Major Undergraduates
- 17.35 Jelena Marković Nikolajeva  
Synonymy in Serbian as a foreign language

**Room 207 YOUNG LEARNERS**
Moderator: Nina Lazarević

- Mirjana Semren & Danijela Šegedin Borovina  
Student teachers' observations on homework-related EFL learning: a Post-Pandemic study
- Ane Ferri  
Practical Aspects of Representational Systems on the Example of Online English Classes for elementary school-age Children
- Nina Lazarević  
Developing writing skills with young learners' generated material
- Marija Živković, MA  
Writing skills in teaching English as a Foreign Language in Elementary School
- Jasminka Sekulova  
Task-based language teaching in primary schools

**20.00 Conference dinner – 'Nišljiska mehana' (Kralja Stefana Prvovenčanog 22)**

Saturday, Oct 7th

10.00 – 11.00 Amph. 21 Plenary speech

Prof. Milica Savić, Faculty of Arts and Education, University of Stavanger, Norway:

*“If an astronaut were on the moon...” Young language learners’ resources  
for making sense of L2 pragmatic practices*

11.00 – 11.30 Coffee break

### Panel Sessions

Room 206 ESP CHALLENGES 2	Room 207 TEACHER WORKSHOPS
<u>Moderator:</u> Anja Petrović	
11.30 Milevica Bojović Relationships between biotechnology engineering students' anxiety in foreign language learning and communication language ability in higher education context	11.30 – 12.15 Workshop 1 Desislava Duridanova & Verzhiniya Velkova Embracing the Transformative Power of AI in Language Teaching
11.50 Tijana Vesić Pavlović & Danijela Đorđević The use of metadiscourse markers in achieving persuasion in short advertisements written by ESP students	
12.10 Jelena Basta The use of student-generated video recordings in teaching/learning ESP	12.25 – 13.10 Workshop 2 Iliyana Georgieva & Tinka Bonina-Hristova Daniela Borisova STEAM – A holistic, interdisciplinary approach to learning that combines science, technology, engineering, arts and mathematics
12.30 Anja Petrović The Use of Metaphors in Political Speeches: Metaphors in the Speeches of Barack Obama and Donald J. Trump	

13.10 – 14.10 Lunch break



## Plenary panels for participants, teachers & students

Room 206 L2 teacher education and development – Building professional identities

Moderator: Raúl Enrique García López

- 14.10 Raúl Enrique García López  
“So I think it can make you a better teacher because you can... you can just plan your methods in a better way” – Research Literacy and Identity in English teacher education.
- 14.30 Elisabeth Amptor & Kari Naumova  
Developing a Peace Perspective through Reflective Teaching Journal Practice
- 14.50 Dragiša Vukotić  
The concept of the 2-year Master programme (teaching module) at the English Department, Faculty of Philology, University of Donja Gorica, Podgorica

15.10 – 15.30 Coffee break

Room 206 L2 teacher education and development – Building professional identities (cont.)

Moderator: Tatjana Paunović

- 15.30 Nina Randelović & Natalija Milošević – NELTA  
Benefits and challenges that teachers face during continuous professional development within *Erasmus+* projects
- 15.50 Ema Živković Nikolić, Ljiljana Marković, & Tatjana Paunović  
Exploring the teaching practicum: Insights from mentors and pre-service EFL teachers
- 16.10 Kristina Petrović  
Teaching a heritage language – Why so different? Issues in teaching Serbian as a heritage language

16.30 Discussion & Conference closing (Amf. 21)



## Plenary talk 1

Prof. Thor Sawin

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### Bringing generative AI into our language classrooms: New tools for tried-and-true tasks

The introduction of Artificial Intelligence (AI) tools, which are capable of instantly generating natural-sounding text, has made language teachers equal parts curious and fearful. Our finally-honed techniques for identifying plagiarism, our tried-and-true writing assignment prompts, and our long-held ideas about how our students will use in English in their future - all of these must change. On the other hand, artificial intelligence offers great opportunities for transforming the language classroom. Teachers have noticed that AI provides learners more personalized and immediate feedback. This allows teachers to spend less time on repetitive error correction and more on improving the content and arguments in learners' writing. AI can potentially add value to the language classroom in many other regards - allowing learners to practice conversation in a less-threatening way, generating lists of key vocabulary, creating creative activity prompts and ideas. Teachers have also noticed that AI-generated-texts can serve as one important step in the writing process if it is combined with reflection, tools for marking up screenshots, and social annotation in GoogleDocs.

This presentation provides language teachers with important frames for deciding when, for what, with whom, and how to use AI in the classroom. We will also examine several examples of how AI has been integrated into language classrooms to illustrate these “best practices.”

The following questions can serve as interesting prompts to raise our curiosity about AI's strengths and weaknesses in the language classroom.

- The field of language learning has focused on authentic **input**, as well as **communicative output**, since the 1980's, neither of which are provided by Generative AI. So what aspects of language acquisition **could** generative AI be useful for?
- Much language acquisition happens in interaction - interaction about topics that both parties are interested in. Can the chatbot functions of AI be used as a **trial interaction partner**? (Goga et al, 2021; Lopez & Qamber, 2022) (How) can we make it sustain a good conversation?
- What writing assignments can take advantage of generative AI intentionally as **one step in the writing and revision process**? Can AI assist in our focus on process, rather than product, in L2 writing?
- AI can produce highly personalized answers to writing prompts - prompts previously considered plagiarism-proof. Are any **writing prompts now AI-proof**?



## Plenary talk 2

**Prof. Milica Savić**

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### “If an astronaut were on the moon...” Young language learners’ resources for making sense of L2 pragmatic practices

Research on second language (L2) pragmatics, which in essence focuses on how language is used and interpreted in different communicative situations by L2 users, has traditionally focused on adult learners, primarily university students. Similarly, teaching L2 pragmatics has mainly been confined to adult language learner classrooms and, as a consequence, teaching materials addressing pragmatics with young language learners (YLLs) are still comparatively rare (Ishihara, 2013; Myrset, 2021). This seems to suggest that L2 pragmatics is often regarded as “simply an area to be fine-tuned once the learners’ proficiency has reached an intermediate or advanced level” and once their “cognitive ability is fully developed” (Ishihara, 2013, p. 136).

Pragmatics-related learning aims have now made it into beginner-level English curricula across Europe as well as into the CEFR language competence descriptors for young learners (Goodier & Szabo, 2018a, 2018b). Thus, primary school teachers are expected to actively work towards these aims with YLLs. However, introducing a focus on pragmatics in a YLL classroom is an extremely challenging task for teachers for a number of reasons. These include the paucity of teaching materials for YLLs (Myrset, 2021); sparse knowledge about the teaching approaches that are conducive to L2 pragmatic learning with YLLs (Myrset, 2021a, 2021b); the scarcity of applied pragmatics courses in teacher education programmes (Glaser, 2023); as well as a lack of research-based knowledge about the resources YLLs have in their repertoire for making sense of L2 pragmatic practices (Savić, 2021; Savić & Myrset 2021).

With a view to shedding light on YLLs’ resources that can be fruitfully utilised by primary school language teachers to scaffold YLLs’ pragmatic development, our studies set out to investigate YLLs’ metapragmatic understandings, i.e., their verbalized reflections about language use in communication, and the resources that YLLs draw on in collaborative dialogue with their peers to make sense of L2 pragmatic practices. The data was collected through task-based group interviews conducted with 167 young Greek Cypriot and Norwegian EFL learners, aged 9 to 13. Altogether, 42 groups of EFL learners completed three tasks: a video-based oral discourse completion task, Emoticon task and Ranking circle. The video-based oral discourse completion task aimed to elicit request production data while the other two tasks focused on the learners’ metapragmatic understandings of requestive behaviour in English, as well as on L1 and L2 pragmatic practices more generally. This

presentation will highlight the most relevant findings regarding these learners' metapragmatic understandings, the frames of reference they use when trying to make sense of pragmatic practices, and the discursive devices they employ in their discussions, based on a number of recent publications (Myrset & Savić 2021; Savić 2021; Savić & Myrset 2021, 2022; Savić, Myrset & Economidou-Kogetsidis 2022). Throughout the presentation, these findings will be considered in the light of their potential for early pragmatic instruction, specifically with regard to how YLLs' lived experiences, knowledge and discursive resources can be actively employed by English teachers to scaffold early pragmatic development.

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## Regional English Language Office (RELO) Presentation

**Ivana Banković**

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### Free resources for busy teachers

The American English website provides a variety of engaging materials and resources for teachers' professional development and for students in the classroom, all free for teachers to access around the world. The aim of this session is to explore AE resources and provide the participants with the opportunity to discuss how to use them in their teaching.

Bio: Ivana Banković is RELO Assistant in Belgrade, who previously worked as an English language teacher in several schools in Serbia, a teacher trainer on various national educational programs, as well as a Project Officer for Erasmus+, European education cooperation program. Ivana earned her degree in English language and Literature from the University of Kragujevac (Serbia), as well as her M.A. from the International Master in Early Childhood Education and Care, a joint program by Oslo and Akerhus University College, Dublin Institute of Technology, and the University of Malta. Her areas of interests are project-based learning, teaching English to young learners, using technology in ELT, drama and storytelling, etc.

Bio: Marica Vukomanović joined the Regional English Language Office in Belgrade in October 2022, as a RELO Assistant. She has been working in education for 15 years and her previous experience includes English language teaching, designing and delivering teacher trainings, working on Erasmus+ projects and coordinating European educational platforms in Serbia. She graduated from the Faculty of Philology in Kragujevac, Serbia with a Master's degree equivalent in English Language and Literature. She believes that education can change the world.

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## Panel presentations

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### Developing a Peace Perspective through Reflective Teaching Journal Practice

Among the many things that novice teachers have to attend to, a peace linguistics perspective is easy to overlook, despite the fact that many English classrooms, including intensive ESL programs with culturally or linguistically diverse students, offer great potential for adopting a peace approach. English teachers can contribute to world peace locally and globally (Birch, 2022), and deliberately cultivating a peace linguistics perspective through a reflective practice may stimulate awareness of identity, practice, or belief (Farrell, 2016) to help them do so. Teacher trainees may benefit from exploring areas of shared interest with peers, and a collaborative reflective practice project may help them understand the interaction of teaching context and concepts and develop a supportive community during early teaching experiences. However, exploration into the integration of peace linguistics with reflective practice and teaching remains sparse.

In this self-case study, two teacher trainees developed prompts to guide their reflective teaching journals with the intention of cultivating a peace linguistics perspective in their unrelated English language teaching contexts. The prompts draw on concepts of peace linguistics and conflict transformation (Curtis, 2022; Oxford, 2013), topics that are of shared interest to the teacher trainees despite their different backgrounds and ambitions. After the conclusion of their respective programs, the teacher trainees identify common themes that emerge in both teaching journals, share about differences in responses to common prompts, and reflect on the evolution of their identities and beliefs as peaceful practitioners.

The presentation invites attendees to reconsider their existing reflective practice and integrate a peace perspective into that practice, and provides practical tools (in the form of reflection prompts/questions) to guide a reflective teaching journal. In addition, teacher trainers in attendance are encouraged to incorporate similar peace-oriented reflection projects in pairs or small groups in their work with teacher trainees.

**Key words:** peace linguistics, reflective practice, collaborative reflection, teacher trainee, teaching journals.

#### References:

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## The use of student-generated video recordings in teaching/learning ESP

The Covid-19 pandemic, announced in March 2020, brought about numerous changes in the educational process. Many teachers were advised to use various teaching/learning platforms, and this seemed to be an acceptable solution, particularly for those subjects and courses for which active participation is not a fundamental prerequisite. However, the use of Learning Management Systems (LMS) revealed many drawbacks with regard to the teaching/learning of fields requiring intensive oral communication. Apparently, language teachers, including English for Specific Purposes (ESP) instructors, encountered the greatest challenges concerning the teaching of speaking skills – the bedrock of language instruction – since they were supposed to think of the functional, effective, efficient and successful ways of focusing on students' development of communicative competences. Making students-generated videos on various topics was one such teaching/learning method. The aim of the paper is to investigate the effectiveness of the use of students' video recording in teaching/learning (ESP) at the Faculty of Economics, University of Niš. It examines the utilization of student-produced video recordings as a means of enhancing the teaching and learning of ESP. The study focuses on the use of Google Classroom, a popular LMS, where students were tasked with creating and sharing their own videos, recapping economic lessons in English. The primary objective of this research is to investigate the impact of student-generated video recordings on language learning outcomes, engagement, and motivation within the ESP context. By employing qualitative and quantitative research methods, including surveys and interviews, data were collected to evaluate the efficacy of this innovative pedagogical approach. The findings indicate that incorporating student-generated video recordings into ESP instruction offers significant benefits, which will be further explored in the paper. Some of these benefits, as the paper will show, include an active engagement of students in a learning process, the promotion of student autonomy, an increase in the student motivation and interest in ESP and so on.

**Key words:** English for Specific Purposes (ESP), student-generated video recordings, Learning Management Systems (LMS), distance learning, Google Classroom, engagement, motivation, language learning outcomes.

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### Relationships between biotechnology engineering students' anxiety in foreign language learning and communication language ability in higher education context

The study explores the biotechnology engineering students' anxiety levels in foreign language learning, their communicative language ability, and the relationships between communicative language ability and anxiety in a foreign language.

Foreign language anxiety, a distinct complex of self-perceptions, beliefs, and behaviors arising from the uniqueness of the language learning process, consists of three performance anxieties: communication apprehension, test anxiety, and fear of negative evaluation.

Communicative language ability involves the language competence and capacity for implementing the competence in appropriate, contextualized communicative language use, which could be modified in a specific context. This concept involves grammar competence, textual competence, functional competence, sociolinguistic competence, strategic competence, fluency, and non-verbal communicative competence.

The sample consists of undergraduate biotechnology students, learning English as a foreign language at the Faculty of Agronomy, University of Kragujevac, in Serbia.

The procedure involved the following: the students simulated participation in a scientific conference in the field of biotechnology with oral presentations; students' oral presentations were filmed by a camera; external evaluation of the students' filmed oral presentations was carried out employing the Communicative language ability scale. The students were administered the Foreign language anxiety classroom scale immediately after their oral presentations.

The obtained data were analyzed using SPSS 20.0 statistical software. Measures of internal consistency, inter-rater reliability, descriptive statistics, and correlation statistics were used for data processing.

The study demonstrates that students' foreign language anxiety levels are related to their communicative language ability levels. Moderate correlations are recorded - the lower the levels of foreign language anxieties, the higher the levels of communicative language ability, and vice versa.

**Key words:** anxiety, biotechnology engineering, communicative language ability, English as a foreign language.

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## Practical Aspects of Representational Systems on the Example of Online English Classes for elementary school-age Children

Learning about representational systems has been developed within neuroscience. Neurolinguistics recognizes three basic types: visual which representatives/students primarily rely on what they see; auditory, which students rely on what they hear and listen to, and kinesthetic, which students process the received information through feelings and sensations. All students have all three systems, expressed in various percentages.

Representational systems can be successfully applied in teaching because they provide answers to the questions of how students most efficiently receive and process information in class, which as a result leads to better concentration, easier mastering of the material, and more permanent knowledge of the English language.

Based on the above, the aim of this paper is to point out the problems faced by English language teachers in the online classroom, which arise as a direct consequence of not knowing representational systems. Consequently, this leads to a significantly reduced ability of students to adopt new knowledge. Difficulties in learning caused by not applying neurolinguistic knowledge about representational systems in the classroom especially came to the fore during online classes.

Our goal is to point out the importance of knowing the above systems because all students, without exception, use internal sensory experiences that help them understand external mental stimuli. Therefore, it is important for teachers to recognize students' primary representational systems. The practical goal of the work is to enable teachers to provide an individual approach to each elementary school student in the English language class which will lead to a motivating approach to learning, easier mastering of new material, and significantly better overall knowledge of the English language..

**Key words:** neurolinguistic, representational systems, visual, kinesthetic, and auditory learners.

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“So I think it can make you a better teacher because you can...you can just plan your methods in a better way” – Research Literacy and Identity in English teacher education.

Since the early eighties, reflective practice has become a key component of teachers' skills (Benitt, 2015, p. 52). This concept is especially relevant in the field of English language teaching and central to research approaches that validate and facilitate classroom research, such as Action Research, Teacher Research, Exploratory Practice, and Reflective Practice (Consoli & Dikilitaş, 2021).

Through these approaches, researchers have engaged in the study and promotion of evidence-based teaching and the adoption of a reflective mindset, with the expectation that these might encourage more contextualized, innovative practices and, ultimately, higher-quality teaching. However, engagement with research is still scarce since many teachers encounter multiple barriers when attempting to adopt research as part of their professional repertoire (Borg, 2007: 2010).

One of these barriers has to do with teachers' self-perceptions and beliefs regarding the profession. Teacher education plays an important role in the shaping of these, at least in the early years of teachers' professional lives. However, to date, few to no studies have focused on the impact that research methods courses have on the identity of pre-service teachers.

In this presentation, I will share the partial results of a study that examines the interaction of research literacy and identity construction in a teacher education program in Germany. Using an individualized approach, peer collaboration, and focusing on students' identity systems, the seminar and research design were informed by Kaplan and Garner's Dynamic Systems Model of Role Identity (2017). The assumption of the study is that research courses that take into consideration students' identities might have a positive impact on fostering a teacher-researcher mentality.

Attendees to this talk will gain information on the seminar design as well as insights into one case that illustrates the ways students' identity systems are impacted by the development of research literacy.

**Key words:** identity, research literacy, teacher education, pre-service English teachers.

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### Translating cultural elements in popular literary works

In this paper, the authors deal with the process and principles of translating cultural elements in popular literature. It shows the problems of the process itself, which are characteristic of both the original language and language of translation and also some cultural elements from other languages that could be found in both the original texts and translations. Using relevant definitions and categorizations, illustrative examples from certain works of popular literature, and respecting governing opinions, problems, and possible solutions suggested by eminent authors, this work's intention is to represent the range of presence of cultural elements in popular literature, the importance of knowing the cultures of both languages, knowing the definition of culture, to show general cultural implications in translating, the process of translating, cultural categories and habits, lexical characteristics of both languages and the equivalence.

The corpus used in this paper consists of two popular novels: No Country for Old Men, by Cormac McCarthy, and A Game of Thrones, by George R. R. Martin. Analyzing some representative examples from these novels presents conclusions about the most common translation approaches to overcome the problems of translating cultural elements from the source language to the target language. Also, it shows some common mistakes that occur during the process of translation and their possible solutions. For that purpose, the paper consulted the experiences of eminent experts in this area. All the examples are taken from the original novels, written in English, and then the translation is given in Serbian. High-quality domestic and foreign literature was used for the comparisons in the examples: dictionaries, handbooks, collections of essays, and lexicons.

**Key words:** translating, culture, popular literature, language.

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## ESL Teachers' awareness of using infographics as a learning & teaching tool

As technology continues to dominate the 21st Century, teachers are required to get familiar with new technologies and how they might be used in the classroom. In general, education is important for establishing a nation. Infographics in particular have been utilized extensively as visual teaching tools, particularly in the educational system. Because it is intended to persuade people, infographics have an appealing visual style. The term "Information graphic" refers to images that incorporate a variety of data and graphics to convey the contents succinctly and foster effective contact with the students. In other words, infographics serve to make the message we wish to convey effective and efficient. Teachers today are increasingly taking infographics into account to improve the quality of the teaching and learning process. Infographics combine text, visuals, and design elements in a clear, understandable, and memorable way. Students can use infographics to describe procedures, consider their progress, analyze problems, and assess data. Infographics assist ESL students in developing critical thinking skills about a topic, data set, or complex notion. They also aid them to strengthen their research abilities and locate reliable information sources. As a result, teachers, who are thought to be at the forefront of educational initiatives and innovations, have a significant role in determining the quality of education. Since students are the direct beneficiaries of any educational program, it is crucial for their teachers to be educated about new pedagogies and prepared to employ them successfully for efficient and effective knowledge transmission.

Therefore, the aim of the paper is to examine teachers' perceptions and attitudes related to implementation of Infographics in teaching English language in their classes. The paper aims to answer such questions as: How do ESL teachers perceive their computer competence? What are ESL teachers' perceptions towards Infographics? How do ESL teachers implement Infographics in their classes?

**Key words:** perceptions, teachers, technology, Infographics implementation

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## Creating Trust Through Cohesion in Academic Writing: Supporting Macedonian English Major Undergraduates

For successful written communication in English, the appropriate use of cohesive devices (CDs) to create a cohesive and coherent academic text is of utmost importance. Many researchers have investigated their use across a variety of text types (argumentative, expository and data commentary texts), as well as the relationship between these devices and writing quality (Rahimi 2011; Liu and Braine 2005). However, the results of these studies point to different directions. The frequency of use of cohesive devices does not necessarily lead to higher writing quality. The present classroom-based research aims to identify the subcategories of conjunctive cohesive devices which are frequently used by Macedonian English major undergraduates in their argumentative essays and investigate whether task-fulfilment is dependent on the use of CDs to express logical connections and create trust in the reader. A total of 32 argumentative essays written by Macedonian first-year English major students at the Department of English Language and Literature at UKIM Skopje were analysed. The results identified that the most commonly used conjunctive relations are of the additive type. This contribution explores how successfully the students express logical connections by using these devices and create trust in the reader. In addition, the findings will be extended as suggestions for academic writing course syllabi.

**Key words:** conjunctive cohesive devices, argumentative essays, logical connections and task fulfilment, trust

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### Understanding classroom reality: Teachers' accounts of their pronunciation teaching practices

Following recent reconsiderations of the L2 pronunciation research-practice link which show that research advances are far more progressive and teaching practice is failing to keep up, a number of publications that devote special sections to practical applications have attempted to narrow this gap (Kirkova-Naskova et al., 2021, Levis et al., 2022; Sardegna & Jarosz, 2023). Despite such positive attempts, it seems that understanding classroom reality – a reality that assumes increased workload, limited resources, and lack of autonomy and self-confidence – is an aspect that has received little attention and needs to be addressed.

This study aims to investigate teachers' knowledge of English pronunciation and to compare their learning experience with their practical teaching experience. Thirty-seven Macedonian teachers of English participated in the study. Their teaching context varied from state schools (elementary and high) to private language schools (all levels) and private international schools (elementary, middle, and high). Qualitative data was obtained through semi-structured interviews and then analysed using thematic category analysis. The results show that even though all participants find teaching pronunciation necessary, they sporadically focus on practising pronunciation features in the classroom mainly due to lack of time and because pronunciation is neither addressed nor required to be assessed in the national curriculum. When practiced, pronunciation is integrated into the L2 lesson as part of the vocabulary, speaking, or listening practice. Few pronunciation features are tackled including word stress, vowels, selected consonants, and intonation in tag questions. Participants reported using controlled and communicative activities mainly found online and adapted to their students' needs. Feedback on students' pronunciation is predominantly given with explicit correction or self-repair prompting. Results also show that teachers report forgetting core pronunciation knowledge and require specialised courses for teaching pronunciation. It seems that teachers need support to navigate personal and institutional challenges.

**Key words:** research-practice link, pronunciation teaching, pronunciation features, pronunciation activities, corrective feedback

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### Small-group language teaching at tertiary level

The post-method era in language teaching challenges the notion that a single method or approach is universally applicable to all learners and recognizes the need for flexibility, learner-centeredness and a focus on real-world communication. Educators today recognize that no single method can meet the diverse needs of learners and they advocate for a combination of approaches, techniques and resources based on the specific context and learner characteristics. This allows teachers to select and adapt methods according to the goals, proficiency levels, learning styles and students' cultural backgrounds.

One of the benefits of the post-method tertiary education is working in small groups. There are plenty of benefits of teaching in small-groups since the main focus is put on the needs of the students, while the main objective is growth of their academic skills. Teaching language and literature in small groups at tertiary level creates an interactive and engaging learning environment. It promotes critical thinking, active learning, collaboration and cultural exchange, while providing students with individual attention and support. This approach enhances students' understanding and appreciation of language and literature while fostering the development of various skills that are valuable beyond the academic setting. It also leads to quality enhancement of the teaching process proven by the feedback from the students instructed in small groups and by the greater level of knowledge at mid-term and final exams shown.

This study aims to analyze the process of teaching language and literature in small groups of students majoring English at the Faculty of Education - Bitola taking into consideration their skills, designing achievable learning outcomes and using various ITC tools during teaching in order to fulfill the individual students' needs. The research uses the qualitative paradigm and descriptive research method (primarily reflection). The theory is combined with the reinforcement from the practical teaching experience.

**Key words:** small group, students, language, high education

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### Language Economy and Phatic Communion: Abbreviations and Emoji in Social Media

This research focuses on abbreviations and emoji in English and Macedonian used in social media as a tool for achieving economy of language and phatic communion. Research has shown that emoji are in fact evolving into a separate language which is specific for its graphic features (Ge & Herring, 2018; Monnti et al., 2016) and will be soon universally used and understood (Ai et al. 2017). The relevance of the study is that for younger generations communication via technological devices is different from face-to-face communication and can be seen as a “new” type of language. Several aspects were addressed in the research such as: 1) whether the use of abbreviations is closely related to language economy; 2) whether abbreviations have retained their primary use and meaning; 3) whether abbreviations are used as a type of cryptic language which enables belonging to a certain group, while simultaneously excluding other people from that communication; and 4) how speakers strengthen phatic communion through emoji. For the purposes of the research, we analyzed conversations (chats) on major social media by English and Macedonian speakers. The sample includes 20 respondents with 10 conversations of 10-15 minutes, where the conversation takes place in an uninterrupted time sequence, from any application such as Viber, Snapchat, Instagram, Facebook/Messenger, and WhatsApp. Findings show that abbreviations and emoji may be used for (1) expressing emotional states and replacing facial expressions, (2) ritualized unemotional expressions similar to the use of punctuation marks; (3) contextually de-pendent phatic communion and 4) language economy in expressing complex thoughts in limited time intervals. Suggestions for future research will be presented as well as a discussion will be initiated on the current fears from the impact of the new types of technology-related communication.

**Key words:** language economy, phatic communion, social media, abbreviations, emoji

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### **Analysis of textbooks for German as a foreign language in a business context**

The subject of this paper is the acquisition of German as a foreign language through the teaching of business German. Therefore, a qualitative analysis of three selected business German language textbooks at the intermediate level was conducted. The textbooks are DaF im Unternehmen (Klett), Aufbaukurs Lehrbuch – Unternehmen Deutsch (Klett) and Berufspraxis Deutsch BI (Klett). The goal of the analysis is to establish the choice of topics covered in the selected textbooks, whether there is consistency in that choice, what is the typology of tasks and exercises, which competencies are encouraged through them, with special reference to the communicative dimension. The research methodology is primarily based on content analysis and comparison. This type of research relies on intuitive measurement, and it should be emphasized that certain authors (Stojak 1990; Miljević 2007) consider it problematic. This method, however, is suitable for our research, where we will always follow normative determinations and insist on the formation of categories in order to establish the most objective analysis possible. It is also important to point out once again that the analysis will not include all factors of one textbook, but only certain, previously mentioned aspects, thus aiming for a sequential analysis of the content. Finally, concluding observations are presented and suggestions for future research in this context are given

**Key words:** German as Foreign Language, Business German, Textbook Analysis, Content Analysis and Comparison

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### Developing writing skills with young learners' generated material

When learners are engaged in creation of material that is for the use by other learners, they are required to collaborate and share, thus increasing not only their cognitive development but also interpersonal skills (Harmer et al., 2012). Learner-generated material has been used widely, especially in ESP and HE language classes where students worked with podcasts, digital storytelling or videos (Ribosa & Duran, 2022a). Further, most studies have focused on the specific products as opposed to the learning (and psychological) processes involved in creating material (Ribosa & Duran, 2022b). In addition, material that young learners create for their self-study and peer-instruction has not been as present in the studies.

The presentation reports on the systematic review done in order to establish the scope and focus of the studies that looked at the development of young EFL learners' writing, in particular at learner-generated content that is not digital. From the 1373 identified studies, 18 met the inclusion criteria and were further analysed. The results showed that collaborative writing activities are employed and that some attention is given to task repetitions (Lazaro-Ibarrola & Hidalgo, 2021), while little focus was on material-creation to develop writing and a greater focus on digitally-supported tasks (Klickaya & Krajka, 2012; Yong Cheng et al., 2012).

These results serve as a basis for a longitudinal study that explores the development of writing skill with the help of learner-generated material. The case study takes place in a Norwegian school and follows the learners in 3rd, 4th and 5th grades. The aim of the study is to better understand motivation for writing and the process of development of writing. Finally, the study examines how the teachers work with this material to scaffold for the development of writing skills, involving them actively in the research process in order to democratize research and initiate empowerment and professionalization of teachers (Burns, 2013).

**Key words:** writing skills, young learners, teaching materials

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### Synonymy in Serbian as a foreign language

It is already known that knowledge of the lexis of a foreign language also includes knowing the paradigmatic relations in it. Synonymy is one of those phenomena that are often considered important only in the later stages in learning, but it is evident that the problem of it occurs at the start. Synonyms occur in the textbooks for beginner's level for Serbian, and it is a fact that a significant amount of basic vocabulary in Serbian language is in a synonymous relation with some other word(s), that can also belong to the same basic vocabulary. Therefore, it is necessary to develop an appropriate approach to this phenomenon in teaching Serbian as a foreign language and use the benefits of it. In this paper, we will present synonyms in the textbooks for Serbian as a foreign language that are currently used and we will show the result of a research with more than 100 students who learn Serbian from A2 to C1 level. We want to prove that synonymy can be interesting to students if we find the right approach to it and that the right exercises can prevent mistakes in choosing the right word that are motivated by synonymous relations. We provide mistakes that are gathered from the practice of teaching Serbian as a foreign language and their analysis. We make our own classification of synonyms that are important in teaching Serbian primarily based on the level they should be taught. The lack of a contemporary Serbian dictionary of synonyms that can explain subtle differences between them makes us question and search those differences which we need to know to be able to explain them to our students. This paper aims to demonstrate the way we can explain differences between synonymous words and practice using synonyms in the right context by using the examples of words that we can find in textbooks that are most commonly used.

**Key words:** lexical acquisition, synonymy, Serbian as a foreign language

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Grammatical Level Variants In English Language And The Way We Use Them In Teaching English

According to many analysis and also from the research that I have conducted for my doctoral thesis, many variants exist between Received Pronunciation and General American. I have analysed three out of four levels on which these variants exist and may be found, but in this paper I will focus only on the grammatical level

Although, the general opinion prevails that Received Pronunciation and General American do not have any differences, I will discuss the opposite. Within this level out I have analysed two areas: Differences in sentence structure and differences in use of verb forms, including differences in frequency. Respectfully, in the first area of this level the following has been analysed: Word order; Present Perfect Tense versus Past Simple Tense; and Sentences which contain the words *already, just, yet*.

The second area which has been analysed at the grammatical level was Differences in use of verb forms, including differences in frequency and Verb agreement with collective nouns.

All the collected data have been examined and compared in two corpora British National Corpus and The Corpus of Contemporary American and also by questionnaires who have been filled by Native British and American speakers.

In order to see how these variants function while teaching English and which one is more used by our students a research will be extended to 50 secondary school and 50 university students. The questionnaires with prepared pairs of 20 examples will be distributed and the collected and proceed results will be presented in tables and diagrams.

My intention is to present which of these variants prevails while teaching English and which is the best way to do it.

Language is a living material which is in constant change and younger generations change the methods, approach and teaching as an overall process.

**Key words:** variants, grammar, level, English, teaching.

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### Scientific concepts as a resource for 7th-grade EFL learners' metapragmatic understandings

This presentation focuses on the role of scientific concepts in 7th-grade EFL learners' metapragmatic understandings, following four weeks of pragmatics instruction in two Norwegian primary school classes. Pragmatics is a field within applied linguistics that explores how language is performed and interpreted within a specific context (Crystal, 1997). By extension, metapragmatic understandings are viewed as learners' ability to verbalise "reflections about language use, contextual considerations, or their interplay, to varying degrees of sophistication" (Myrset, 2021:192).

The past decades have displayed a growing interest in whether L2 pragmatics can be taught successfully. However, young language learners (YLLs), here defined as learners aged 5-13, remain a largely underexplored group. Thus, whilst there is much evidence regarding the teachability of L2 pragmatics with (young) adults, very little evidence has been elicited from YLLs, suggesting that the field views L2 pragmatics as "simply an area to be fine-tuned once the learners' proficiency has reached an intermediate or advanced level" (Ishihara, 2013, p. 136).

It is against this backdrop that the current study is situated. The study is part of a doctoral research project exploring the impact of teaching L2 pragmatics (Myrset, 2022), specifically requests, with EFL learners in their last year of primary school in Norway (learners aged 12-13). The instruction lasted 4 weeks (4 hours total), adopting a concept-based approach (e.g. van Compernelle, 2014), grounded in sociocultural theory (Vygotsky 1978), which aims to provide the learners with a conceptual understanding of language and foster agency, i.e. the ability to make informed choices in communication. Following the instruction, 11 groups of 4-5 learners were interviewed (30-40 minutes per interview), with the aim to explore their metapragmatic understandings. This presentation explores the learners' use of scientific concepts related to requests during these interviews. The results reveal that L2 pragmatics is indeed teachable in primary school, and that such concepts can be internalised and employed by YLLs when making sense of L2 pragmatic phenomena.

**Key words:** EFL pragmatics instruction, metapragmatic understandings, learner agency, sociocultural theory.

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**‘Where there is a will there is a way’: Figurative language use and its pragmatic functions in political discourse**

Although political discourse is essentially expected to be fact-based and objective, both practice and research show that literal language in political discourse is very often compounded with figurative language.

The paper at hand tackles figurative language use in political interviews. For the purposes of this research, we conducted a CDA of a corpus of political interviews given by a former Macedonian female politician – Radmila Shekerinska. The corpus consists of six interviews (with a total duration of almost three hours) in which she answers questions about the political climate and the challenges of North Macedonia in the last couple of decades. The selected interviews are all conducted in English as they are aimed at international audiences and they all fit into a time frame from 2017 to 2021, which practically overlaps with the final years of this politician’s long-standing political career. This study uses a descriptive qualitative research design and focuses, first, on ascertaining the presence of different types of figures of speech (e.g. metaphors, simile, metonymy, synecdoche, personification, rhetorical questions, idiomatic expressions, proverbs, etc.); then, on identifying the pragmatic functions they perform in the context in which they are used, and finally, on establishing an interface between figurative language use and the political ideology propagated by this politician.

The results point to an extraordinarily resourceful use of a wide spectrum of figurative devices, skillfully intertwined with fact-based political discourse, primarily for addressing highly sensitive political issues, but also for driving important political points home; also, for gaining support from both the domestic and international community regarding the political ideology she represents as well as for enhancing, with an additional layer of creative flourish, the criticism addressed to political adversaries.

**Key words:** politicians, figurative language, English, political interviews, pragmatic functions

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## Potential Benefits of Cartoons in Teaching English for Environmental Protection

Over the years, humour has become a standard teaching tool in EFL classrooms in Serbia. However, while the use of humour may be common in General English lessons, especially at the level of primary and secondary education, it is scarcer in a university setting, where English for Specific Purposes (ESP) courses are usually taught. The discussion is specifically targeted at the students of the Faculty of Occupational Safety in Niš studying to become environmental engineers, but it can also apply to students from other higher education institutions in the same or similar fields. This paper explores the possibilities of using cartoons, as a humorous visual medium, to teach English to students of environmental protection. The presented cartoons are examined for their potential benefits for students concerning vocabulary, grammar, and even a deeper understanding of relevant environmental concepts. The latter aspect is included because students at the aforementioned faculty take English Language as a required course for only one semester during their freshmen year, long before they have been exposed to more technical science and engineering courses. Consequently, their knowledge of environmental vocabulary and chief concepts is presumably very modest, so learning about the basics of such concepts 'beforehand' should ideally provide them with a twofold benefit upon course completion. In theory, using humour should improve both their language skills and their specialised knowledge.

**Key words:** English for Specific Purposes, humour, cartoons, environmental studies.

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### Online resources in teaching Serbian as a foreign language

The paper deals with the resources available on the Internet, which we are using teaching of Serbian as a foreign language. The aim is to create a unique list of all resources. We used the following methods: method of theoretical analysis and descriptive. The material for the research consisted of online sources found using the keywords: "Serbian as a foreign language" (in Serbian), "Serbian as a foreign language" (in English), and "Learn Serbian". We conducted research in mid-July 2023. The analysis of the research results showed that all online resources could be split into two large groups: resources for the professional development of lecturers and resources for improving the quality of teaching Serbian as a foreign language. The first group of resources consists of university textbooks, monographs, doctoral dissertations and scientific works published in magazines and thematic books. The second group of resources consists of electronic interactive coursebooks, different types of tests, illustrations, graphic and tabular presentations, podcasts, and posts on social networks (Instagram, Facebook and YouTube). In addition, the results of the conducted research show that, in terms of the availability of resources on the Internet, teaching of Serbian as a foreign language has made remarkable progress. In twenty years, the number of online resources that has increased significantly..

**Key words:** Serbian as a foreign language, XXI century, online resources, teaching materials, professional development

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The Use of Metaphors in Political Speeches: Metaphors in the Speeches of Barack Obama and Donald J. Trump

Politics is a struggle for power with the aim of putting political ideas into practice. When giving a speech, politicians want to attract the attention of the public by all available means. The language which they use aims to mobilize the constituents, to persuade the undecided and to attack political opponents. It is for this reason that figurative language and figures of speech appear rather frequently in political speeches. A metaphor as a linguistic tool can be manipulated both for pragmatic and strategic reasons. Metaphors encountered in political speeches facilitate human understanding of complex concepts by explaining them via bodily experiences and the physical senses. It is for that reason that they rhetorically contribute to mental representations of political issues. This study aims to explore how politicians tend to convey their messages and ideas through the use of different types of metaphors: ontological, structural, and orientational. I will use the paradigm of research put forth by Lakoff and Johnson (1980) to analyze three speeches delivered by Barack Obama between 2008 and 2009, as well as three speeches delivered by Donald J. Trump between 2016 and 2018..

**Key words:** political discourse, cognitive linguistics, metaphor, American politics

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### Teaching a heritage language – Why so different?

#### Issues in teaching Serbian as a heritage language

Heritage linguistics became an entirely new field of inquiry – methodologically and scientifically, ever since the Heritage Language Conference was held in New York in 1999. Although scholarly interest in heritage language preservation can be traced back to the mid-1960s and early 1970s (Dillon, Kagan 2008:145), the last few decades offered some significant results in terms of testing and teaching students.

This paper aims to point out some issues in teaching Serbian as a heritage language and how it differs from teaching Serbian as a foreign language. Practitioners and teachers come across a lot of challenges teaching students who study their home language. This starts with approaching these students and meeting their needs, which usually go beyond just speaking the language. They involve identity matters, psychological, social, and intercultural burden (Kagan 2012:72) of being bilingual and bicultural. These are issues that with the right approach in language schools and at home can become a real prerogative in a multicultural world. To achieve this, it is essential for teachers, scholars, and practitioners to get together and with adequate state support and language policy to make what is called “community-based curriculum” (Kareira, Kagan 2017). This specially made curriculum which takes into account students' cognitive, affective, and behavioral needs would help them to “cope with two cultural worlds that they simultaneously inherit”(Kagan 2012: 80).

This paper also attempts to propose some methods used at the School of Serbian Language, culture, and Tradition “SAVA”, which has been working with more than 500 families in 70 countries around the world teaching Serbian as a heritage language.

**Keywords:** heritage language, bilingualism, methodology, identity, innovation

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## Instagram for Differentiated Culture-Specific Vocabulary Learning: a Case Study in Pre-service Foreign Language Teacher Training Course

This presentation is aimed to study differentiated instruction through Instagram for culture-specific vocabulary acquisition by pre-service foreign language teachers. There is a certain lack of understanding how to differentiate the class aimed to develop students' cultural literacy through social networks. Meanwhile, cultural literacy is a prerequisite of successful intercultural dialogue and intercultural mediation. This classroom based research explores students' practices on Instagram, and highlights the reasons why teachers should use it to enable discussion of multicultural issues and translanguaging. We suggest the criteria to select culture-specific vocabulary in the American-Belarusian cultural paradigm. Altogether we selected 15 items which are culture specific for Belarusian learners of English. In the study, differentiation by content, process and product was implemented using Instagram posts with texts, pictures, and videos on the topics 'Shopping', 'Eating habits' and 'Occupation'. In the pilot study, we did surveys aimed: to select culture-specific vocabulary, to learn students' learning biographies, to find out the level of learners' cultural literacy before and after the pilot study, and also to explore students' attitudes towards the use of Instagram in the classroom and their preferable activities with this net. Related to three modes of thinking – analytical, practical, and creative – differentiated activities were suggested to students who eventually designed their projects – a poster, a role-play, and a poem – using digital technologies (Microsoft Publisher and Padlet). As a result, speaking, writing, and listening skills were improved.

Also, in the presentation, other methods of using Instagram will be suggested to pre- and in-service foreign language teachers.

**Key words:** classroom activities, cultural mediation, culture-specific vocabulary, differentiated instruction, foreign language teaching, project based learning, social net.

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### **Benefits and challenges that teachers face during continuous professional development within Erasmus+ projects**

*“Erasmus+ is the largest European educational programme that deal with the financing of mobility and cooperation projects in the field of education, training youth and sports. It was created in 2014 and in 2021 it entered a new seven-year implementation period that will last until 2027.”* (<https://erasmusplus.rs/about-the-programme/>)

One of the main aims of any Erasmus+ project is to connect and unite teachers round one common issue that all the participating schools recognized as their weakness. Within the carefully planned project activities, teachers coming from different contexts work together towards finding solutions to that particular issue through sharing examples of good practice, composing guidelines or developing some new activities that all the parties will be able to implement in the future.

Our schools with our projects are newcomers to this type of professional development, which a large number of Serbian educational institutions has already recognized as a valuable asset.

Enthusiastic as we all were at the onset of the projects, very soon we were faced with challenges, such as the reluctance of the teachers of the subjects other than English to participate due to the low levels of the language competence; the project budget planning; the project coordination. On the other hand, the benefits such as the experience of different cultures, systems of education and viewpoints; the possibility of discovering other European countries; and the chances of forming a strong international base/ network of colleagues all absolutely outweigh the negative aspects.

We believe that in spite of all the problems that will almost certainly arise, Erasmus+ programmes as an integral part of teachers' continuous professional development are an excellent way for all the participants to improve their linguistic skills regardless of the subject they teach, discover different cultures and viewpoints and form a strong international base of enthusiastic educators. Key words and phrases: Erasmus+, benefits, challenges, teachers' continuous professional development

**Key words:** teachers' continuous professional development, ERASMUS+.



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### The possibilities of literary texts for teaching and developing bilingualism

In some Croatian areas, the languages of national minorities are officially used alongside the Croatian language. In Istria, multilingualism is traditionally cultivated, so that public and private educational institutions offer instruction in Croatian and Italian, taking into account the regional characteristics of Istria. They can be observed especially in linguistic expression through literary texts published simultaneously in two or more languages or idioms.

This is also true for the works of the contemporary Croatian writer Tatjana Pokrajac Papucci. The author writes poetic and prose texts in Croatian and in the Chakavian dialect, and her works are often published in a bilingual, Croatian-Italian edition. From her oeuvre, the illustrated books *Little Painter/La piccola pittrice*, *Andana i Bijeli Jure: Little History in Rovinj/Andana e Giorgio Bianco: Piccola storia di Rovigno* and poems from the illustrated book *Imagination Makes Everything*. The above works are placed in the educational context of bilingualism, characteristic of the Istrian region, since the author's texts were also published in primary school textbooks. Therefore, the Croatian and Italian texts and the characteristics of their contemporary reception in children's literature are compared.

The results of the thematic analysis show that the themes and motifs in the observed texts can be divided into two groups. The first group consists of themes and motifs from the Istrian/Rovinjian past, designed to describe and interpret selected local and regional features in a reception close to the child reader, while the second group of themes and motifs is focused on the experience of childhood, corresponding to the contemporary reception of this period of life and suitable for use in children's language education.

**Key words:** bilingualism, education, language, literature, regionalism.

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### Task-based language teaching in primary schools

The goal of learning a foreign language is to enable students to use it in everyday life situations as means of communication. The real world allow provides multitude of contexts. The classroom is much more limited in that respect. TBL teaching is an approach that can be used creatively with different types of curriculum and for different purposes.

In order to investigate the application and benefits of this approach in teaching, an analysis of the curriculum for grade VIII was performed, as well as an analysis of the approved textbooks and the representation of teaching through tasks in them. A comparative analysis was also performed between a control and an experimental group, in which 58 students were included - 29 in the experimental group and 29 in the control group, all students in the 8th grade in "Gjorgji Sugarev" Primary school - Bitola. The field research lasted for three weeks, during which period the students had three English lessons per week. In the experimental group, TBL tasks appropriate to their knowledge were used, all in order to better understand the grammatical parts, as well as the vocabulary that they repeated and studied during that period.

At the beginning of the research, a test was announced to all four classes (that is, to both groups) with which they would repeat the material studied in the fifth module (teaching units 9 and 10). The test was given to both groups at the end of the research. After the end of the research period, the experimental group showed better results.

This paper is intended to make it easier for teachers to apply task-based language teaching to make their teaching more effective and make learning more fun for their students.

**Key words:** teaching through tasks, cognitive methods, TBL, ESL, motivation.

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### **Student teachers' observations on homework-related EFL learning: A Post-Pandemic study**

Even though educational research on homework-related matters has a long tradition, there are still no clear-cut answers about the positive and negative effects allocated to homework (Cooper and Valentine, 2001). The research conducted among the elementary school population (Cooper et al. 2006; Pressman et al., 2015) has shown almost non-existent benefits of homework on pupils' academic achievement compared to the beneficial impact of homework on the secondary school population. With the outburst of the coronavirus pandemic, the educational paradigm dramatically changed since all schoolwork suddenly became homework, thus returning the homework controversy back in force. Despite the general and ongoing debate about the effectiveness of out-of-class learning concerning the learning outcomes, most previous studies investigating the utility of homework have spotlighted subjects such as maths and physics, with EFL learning receiving little attention (Amiryousefi, 2016).

The present study is a continuation of Pre-Pandemic research on the effectiveness of homework assignments on EFL learning. Designed as a tripartite research, thus including the questionnaire for EFL primary school learners, pre-service student teachers' observations, and semi-structured interviews for in-service EFL primary school teachers, the questionnaire was the only instrument to be carried out in vivo a few days before a complete school lockdown. This research aims to upgrade the Pre-Pandemic homework findings obtained via the questionnaire quantitatively analyzed utilizing the qualitative methodological approach to address the student teachers' Post-Pandemic observations of different characteristics of English homework, among which the amount and type of homework, homework completion, skills and feedback provision. During their pre-service teaching practice, student teachers of English language and literature collected homework-related observations embracing Croatian EFL primary school learners from the lower to upper classes. According to their observations, in-service EFL primary school teachers regularly continued assigning homework in the Post-Pandemic temporal framework with mostly the written tasks prevailing i.e., workbook assignments directed towards grammar practice. Furthermore, all the pre-service teachers regarded homework as beneficial for elementary school learners on the path to their EFL development.

**Key words:** homework, homework-related observations, pre-service student teachers, Croatian EFL primary school learners, Post-Pandemic temporal framework



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### ESP students' metacognitive awareness deployed in making a language learning plan

Metacognition is broadly defined as the higher order thinking process which presupposes active control over cognitive processes engaged in learning. While the teachers should address learning issues in the classroom, the learners ought to be geared toward thinking processes of making conscious decisions about what they can do to improve their learning, especially in terms of planning the learning process. Studies, such as Anderson (2002) or Rasekh and Ranjbary (2003), assert that metacognition enables students to employ, retrieve and deploy a particular strategy that has been taught in a particular context. As a result, the strategy is subsequently employed automatically, and could thus be applicable to other contexts. The main objective of such attempts is to allow students to become aware of their preferred learning strategies, which are efficient for the given task, and to help them become more responsible for meeting their learning objectives. The aim of this study is to explore ESP students' metacognitive awareness employed in making their language learning plan by means of a questionnaire that has been administered to 75 students of Law Faculty in Kosovska Mitrovica, who are studying English for Specific Purposes. Therefore, the role of metacognition in planning various learning activities is exploited. Possible pedagogical implications of the research include affecting an ESP course design, providing ESP students with both insight and practical knowledge regarding planning their language learning.

**Key words:** ESP, language learning strategies, metacognition, language learning plan

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### Pragmatic and Sociocultural Adaptation in Literary Translation

When translating a text written for a target audience with a cultural background other than the one envisioned by the original writer, the text necessarily undergoes pragmatic and sociocultural modification and adaptation. Pragmatically, the source text elements need modification to meet the needs of the new cultural and linguistic environment or the communicative situation (Zauberga 1994), as well as the target language audience (Neubert & Shreve 1992). Socioculturally, the peculiarities of a source text which may trigger sociocultural adaptation (Chang 2009: 95) are the different temporal and spatial perceptions of reality, the difference in the way notions are conceptualized, the syntactic and discourse organization of the two languages, as well as the choice of lexis. When translating literary texts, it is the translator's responsibility to familiarise themselves with the historical and cultural background of the particular piece of literature to ensure correct understanding.

The article at hand conducts a thorough pragmatic and rhetorical analysis aiming to unveil the pragmatic and sociocultural adaptations 10 students had to make when translating a short story from English into Macedonian. In addition, the students responded to a survey in which they highlighted the challenges they faced while deciding on the most suitable translation option. The research highlighted the importance of thorough analysis of socio-cultural differences and pragmatic adaptations translators need to make when translating a literary text from one language into another. The translator plays the role of a judge and mediator who needs to decide what the most suitable solution might be when aware of the difference between context-based and language-based problems. Explicit instruction during translation classes is necessary to help raise students' awareness of the problems that might arise due to lack of sociocultural background knowledge and pragmatic failure.

**Key words:** Pragmatics, socio-cultural background, translation, short stories, explicit instruction

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### Raising Awareness of the Definite Article in the EFL Classroom: A Corpus Linguistics Approach

Corpus linguistics, to date, has been used to study a variety of different grammatical structures. This includes the study of the definite article as well (recently Conrad & Biber, 2009; Yoo, 2009; Crosthwaite, 2019; Motschenbacher, 2020; Gozen, 2022, inter alia). Since this approach appears to be under-researched in the Serbian EFL context, the aim of this paper is to explore its use with L1 Serbian EFL learners. The corpus-based approach will be offered as an alternative to what can be referred to as the ‘traditional’ approach to definite article use which focuses extensively on lists, rules, memorization, and exceptions. By relying on Conrad and Biber’s findings (2009), we will explore how elementary and high school EFL course books’ content can be used for the development of practical, awareness-raising activities that center around the most frequent uses of the definite article.

**Keywords:** the definite article, corpus linguistics, EFL coursebooks, L1 Serbian language speakers

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### The use of metadiscourse markers in achieving persuasion in short advertisements written by ESP students

The importance of the correct use of metadiscourse markers in student writing in foreign languages has been greatly emphasised in the pertinent literature. Previous studies have also indicated that metadiscourse markers may have the function of persuasive devices in advertisements, reinforcing assertions and guiding the consumer to buy a specific product. They also identified the markers used most frequently for these purposes. This paper focuses on the metadiscourse markers used with the aim of persuasion in ESP student writing. The corpus consisted of 66 short advertisements (8,611 tokens) written by the first-year students of the Faculty of Mechanical Engineering, University of Belgrade as part of their ESP course. Students' task was to write an advertisement for the new welding technique based on the pieces of information presented in the text they had read during the class a priori to writing. In our analysis, based on Hyland's model of metadiscourse, we focus on identifying the type of metadiscourse markers used in students' advertisements and finding out whether they were employed with the function of persuading the audience to try the new welding technique. The findings indicate that the most frequently used markers aiming to achieve persuasion were engagement markers, followed by attitude markers, whereas the least frequent overall were frame markers and code glosses. It is also interesting to mention that students relied on devices such as caps lock, questions and parts of the text boldfaced as the ways to draw potential customer attention. Thus, it can be concluded that some students successfully kept up with the "trends" found in similar research of ads written by experienced copywriters..

**Key words:** metadiscourse, persuasion, advertisements, ESP students, student writing

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### Insights into the Latest Innovations: University Students' Opinions and Attitudes on Using ChatGPT for Educational Purposes

Simply by browsing through research papers regarding the subject matter of AI in general, and ChatGPT in particular, one can infer that a plethora of articles are being written on the topic. Given that ChatGPT is a large language model (emphasis on the language), it is no surprise that many of these discussions and debates are in the domain of education and language learning. A significant number of those refer to the position of such technologies in tertiary education. In this paper we intend to present and comment on the opinions of university students on using ChatGPT. More precisely, we wish to observe the following: 1) how familiar the students are with ChatGPT; 2) their thoughts and opinions on this chatbot and 3) what they would use it for. To this end we have conducted a survey with 1st year English majors at the Faculty of Philology, Belgrade University. They were asked to fill in an open-ended, anonymous questionnaire, containing the abovementioned questions. This non-restrictive insight into their views and thoughts is aimed at obtaining honest and candid statements on the concept examined. The analysis of their answers will help place the attitudes of Serbian students within a broader spectrum of similar research being conducted elsewhere. It will provide valuable insights into the potential of using ChatGPT as an educational tool and its integration into university curricula. In addition, this study will offer recommendations for optimizing the functionality of ChatGPT and addressing concerns and limitations identified by participants. By understanding the perspectives of university students, educators and researchers will be able to make informed decisions about the implementation and use of ChatGPT in academic settings.

**Key words:** ChatGPT, AI, university students, opinions

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### Impact of writing strategies on text quality: A case study

When it comes to teaching foreign languages, writing is often a neglected skill. Writing tasks are often reduced to shorter texts and given as homework, without having equipped the students with the necessary writing strategies which could facilitate the writing process and improve the overall quality of the produced text. Therefore, the aim of this research is to make the writing process more comprehensible by shining some light on various writing strategies and their impact on text quality. The research is based on a case study which is part of a PhD research project and was conducted from July to November 2021. The theoretical framework comprises a number of theories about writer profiles and writing strategies (Williamson & Pence 1989; Severinson Eklundh 1990; van Waes & Schellens 2003; Torrance 2000; Kim 2020). The corpus encompasses five texts the participant wrote during the five months – one text each month – accompanied by a think-aloud protocol as well as keystroke-logs. Since the participant works as a customer support agent, the texts are formal emails written as a response to customers.

The first phase of the research focuses on the analysis of the data drawn from the think-aloud protocol and keystroke logs, which help determine the writing strategies. In the second phase, the quality of each text is determined by five experienced external raters on a 5-point scale based on a number of criteria determined by the researcher. The focus of the final phase is to determine which writing strategies result in a better text quality by combining the results of the two phases. The overall aim of the research is to dissect the process of writing, making it more comprehensible both for students and for teachers, as well as to develop guidelines for teaching writing in a foreign language.

**Key words:** writing process, writing strategies, writer profile, text quality

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### The Subtle Art of Intentional Improvisation: Teaching Oral English Practice at Nanterre University

This paper will explore the trials, tribulations and triumphs that I, a first-time lecturer in English language and literature, came across when using a diverse range of methods to teach and promote English oral practice to first and second-year students at Nanterre University (Paris, France). I will focus on the challenges faced when applying the methodologies proposed by the faculty and the interdisciplinary, assimilative as well as cultural approaches that encouraged students to step out of their comfort zones and confront their linguistic trepidations. I will argue that acquiring the sought-after skill of ‘spontaneous speech’ at the B1 and B2 levels should not be assumed as something that can be solely adopted through vocabulary exercises promoting ‘native-like’ pronunciation. Rather, it is through technical, cognitive and interpersonal training that students are prompted to gain self-confidence, refine their written and oral comprehension skills and open themselves up to the vulnerability and transformative power of body language. To justify this argument, I will compare students’ overachievements and underperformances in two English oral classes. I will briefly begin by prefacing French students’ overall reluctance to speak English in the classroom and outside of it. Next, I will delve into the courses’ syllabi and identify the advantages and disadvantages of task-based speaking activities. Thirdly, I will debunk language acquisition methods conventionally deemed as successful, notably ‘language immersion’ and explain its counterproductive influence in a French classroom setting. Lastly, I will go over the structure and aftermath of the final oral exams, arguing how students’ hostility toward the ‘dreaded’ oral exam can be transformed into a newfound appreciation for multilingualism and multiculturalism.

**Key words:** Assimilation, Culture, Improvisation, Immersion, Speech.

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The concept of the 2-year Master programme (teaching module) at the English  
Department, Faculty of Philology, University of Donja Gorica, Podgorica

Training future teachers in general is something that should be handled with great care due to the fact that prosperity of an entire nation can largely depend on educational system, whose main protagonists are teachers. In our contemporary world, where solid knowledge of English is regarded as an indispensable part of basic literacy, it is essential to have skillful English teachers who will be able to tackle numerous challenges of teaching children in modern era.

As the title suggests, the presentation aims to give an outline of the the Master Programme in question – its general concept and the way how the Teaching Module is organized. Therefore, an outline of all courses included, as well as detailed information about the courses strictly related to teaching profession will be provided, with a special emphasis on theoretical courses (Methodology of Foreign Language Teaching, Methodology of English Language Teaching 1 and 2) and practical courses (Practicum 1 and 2). As we all know, teaching represents a synergy of theory and practice, so our aim was basically to try to bring out the best from both of these by introducing as much theory and teaching practice as possible in our two-year Master Programme.

**Key words:** master programme, teaching, training, methodology, practicum

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### Collective Leadership as the Foundation of an Effective Teacher Practice

Teach for Serbia is a part of the global network Teach for All, whose primary goal is ensuring that all children have equal opportunities for quality education, competence-building and development of individual capacities. Teach for Serbia started with the same goal in mind, with emphasis on building teacher competencies necessary for supportive and inspirational classroom practices. Driven by the goal of developing collective leadership among teachers, students as well as a broader community, we designed a teacher training summer institute for novice teachers, who would enter the classroom in September 2023, as teachers and associates. The axis of the program for the institute was an amalgamation of Teach for All collaborative teaching methodology, Finnish Education Model approaches and Cambridge's Professional Development Qualifications Program for Classroom Practice. The specificity of the program is that it does not assess activities based on subject-specific practices, but tries to observe teaching through a broad perspective, approaching teaching as a combination of several elements: well-being, connectedness, awareness, agency and mastery. Throughout the paper, the specific tools, activities and practices will be discussed and analysed in regard to their potential application to a wider number of classrooms across the country.

**Key words:** Teach for Serbia, collective leadership, teacher training, classroom practice

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### Writing skills in teaching English as a Foreign Language in Elementary School

Even though the writing skill is considered to be as important as the other language skills, in widely used TEFL textbooks it has always been somehow overshadowed by the speaking or reading skills. It is present in most activities in the textbooks, but putting the emphasis on the development of the writing skill has not been one of the main goals of the textbooks. The present thesis tries to explore this topic by focusing on the writing activities in textbooks for Serbian elementary school EFL learners. To illustrate this point, the empirical part of the thesis presents a quantitative analysis of the writing activities in the textbooks which aimed to find out how many and what types of exercises there are. Additionally, it presents the results of a survey which aimed to investigate how students perceive the place and role of the writing skill in their TEFL classes.

The study included the analysis of the two textbook series, widely used in the Serbian educational context: Messages and Discover English. Each series included student's books, workbooks, and teacher's manuals. In total, 18 textbooks were analyzed. Additionally, a survey was conducted, where 52 pupils from the fifth, sixth and seventh grades participated. Some data were processed in Microsoft Office Excel. The results of the research revealed that there are plenty of writing activities in the student's books and workbooks. However, there are fewer exercises that are focused on the development of the writing skill than the number of exercises that use writing to practice grammar or vocabulary. Some of the teacher's manuals had some additional writing exercises, while some of the teacher's manuals did not. The survey showed that the pupils do write sentences very often but when it involves a higher level of writing, private schools prevail in comparison to the elementary school. In addition, the teachers in private schools dedicate more time to the development of the writing skill than the teachers in elementary schools.

**Key words:** skills, writing skill, textbooks, activities

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### The Role of Literature and Literature Pedagogy in the Era of Posthumanism

Long thought to be unsusceptible to automation, literature is facing the challenge of AI-enhanced digital technologies in what many scholars have already hailed as the posthuman era (Wolfe, 2010; Braidotti, 2013, Graham ). Even those who remain firmly entrenched in their humanist stance and instrumental view of technology are well aware of the effects of the growing human-machine interaction on our relation with text and identity. The article deals with the effects of the new technologies and ‘after humanism’ ideologies on education in general and critical literacy education in particular. It makes a case that posthumanism works towards ‘techno-social engineering’ of humanity and the preservation of the social status quo despite its proclaimed theoretical goals and critical intentions on which a new model of ‘the posthumanities’ should be founded. (Frischmann and Selinger, 6). Instead of the posthumanist ideal of a hybridized interdisciplinary thought in which literature and science, human and machine are closely connected, current educational practice provides substantial evidence of a posthumanisation that renders teachers and students more like machines (Bartosch, 7). My intention, however, is not to lament over these dystopian tendencies but to urge the need for a critique of posthumanism. My discussion suggests that literature and literature pedagogy as a form of applied literary and cultural studies can offer the much needed critique of posthumanism and the status quo. Without humane critical thinking, which is the main objective of literature pedagogy, the opening of a genuine dialogue between new theories and teaching practice is not possible.

**Key words:** AI, posthumanism, literature pedagogy, critique, dehumanization

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### Exploring the teaching practicum: Insights from mentors and pre-service EFL teachers

The teaching practicum is an important segment of initial teacher education at university. It is the connective tissue which helps “PSTs bridge faculty education with teaching in real classrooms” (Çelik and Zahir-Topkaya 2023: 373) and offers PSTs an opportunity “to engage in a developmental process of observing and experimenting with teaching practice, and learning about the skills, knowledge, philosophies and attitudes of the professional teacher” (Walkington 2004 in Ambresotti 2010: 117-18). The efficacy of this teaching experience largely depends on the synergy between PSTs, faculty instructors and school-based mentors, with mentors being of primary importance because they take on a considerable workload and responsibility to introduce PSTs to effective teaching in a specific teaching context, build their confidence as teachers and develop their professional identity. This experience should be a reciprocal rather than a unidirectional process: “mentoring should involve conversation, discussion and dialogue, where the mentor engages in a reciprocal exchange of ideas and joint construction of knowledge with the mentee” (Ellis et al 2020: 3).

This paper presents the results of a study which examines the mentors’ and PSTs’ perspectives of their experience with the teaching practicum at the Niš English Department in the academic year 2022/23 and the understanding of their roles respectively. For this end, a set of two questionnaires has been compiled: one for mentors, and the other for PSTs, one largely reflecting the other. The questionnaires are based on Hudson’s (2004) model of mentoring for effective teaching with slight adaptations to suit the local context. Another source of data is the faculty instructors’ field notes and course documents.

The qualitative analysis of the gathered data aims to obtain a holistic comprehension of the teaching practicum, as perceived by mentors and PSTs. The findings of the study contribute to developing recommendations for effective mentoring and improving the overall quality of the teaching practicum.



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### Embracing the Transformative Power of AI in Language Teaching

The integration of artificial intelligence (AI) into English Language Teaching (ELT) has no doubt brought about irreversible transformations in existing communication landscapes and classroom dynamics. As educators immersed in this era of rapid technological advancement, we must understand AI's potential to enhance language instruction while maintaining control over its usage.

This workshop targets foreign language practitioners who are curious to explore AI tools and share insights on how to effectively use AI applications for language teaching purposes.

This workshop's central focus will be developing effective communication patterns between teachers, students, and AI systems. Participants will examine how the use of AI affects interpersonal communication in the classroom and explore ways to optimize these interactions to foster meaningful language acquisition.

The workshop will also provide practical guidelines for creating high-quality prompts tailored for chat-based AI platforms. Participants will learn how to generate prompts that encourage critical thinking, creativity, and linguistic proficiency while ensuring that they align with curriculum objectives and student needs. We will also explore the potential pitfalls and ethical considerations associated with AI-generated prompts, fostering a comprehensive understanding of responsible AI implementation in language teaching.

At the end of the workshop, participants will have gained a deeper understanding of the transformative power of AI in ELT, and will be empowered to navigate the evolving landscape of language teaching with confidence and creativity.

**Keywords:** AI integration, chat-based AI platforms, ELT, creating prompts.

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**STEAM – A holistic, interdisciplinary approach to learning that combines science, technology, engineering, arts and mathematics**

The aim of our participation is to share with colleagues our experience in teaching Mathematics, Literature and foreign language in one lesson.

Education in modern times is facing many challenges. For example, even developed nations are stuck in a system of teaching from over a hundred years ago. That is why it is important to implement a holistic, interdisciplinary approach to learning that combines science, technology, engineering, arts and mathematics like STEAM. It harnesses the natural symbiosis between these disciplines to foster creative problem-solving, collaboration and critical thinking. It's an educational model that builds the skills students will need in the 21st century workforce. It may also be one of the keys to solving humanity's biggest challenges. Students participate in STEAM projects, helping them develop a range of hard and soft skills. While STEM focuses on scientific concepts, STEAM builds on these concepts through the creative process. Students engage both the right (creative) and left (logical) sides of the brain to innovate and solve problems.

This approach is designed to develop future specialists. It has been pointed out that STEM lessons should intergrade at least two disciplines. This trend is followed by us.

In our school we implement multilingual education and we combine it with Mathematics and Physics. Me and my colleagues intend to present our experience of joined Math and English lessons. Our goal is to give the students in an English language class a scientific explanation of different phenomena and to increase learners' interest towards literature (as a form of art), English as a foreign language, Mathematics and Physics.

In addition it is important to improve students language skills, to increase their knowledge of all the five subjects and to train their ability of critical thinking and team work. Also we are determined to educate and prepare them for a life-long learning process. We intend to present you our lessons in which Mathematics, Literature and English language are integrated.



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