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PLENARY SESSIONS

- 9:00 – 10:40
- Room B212
- Chair: Štefan Beňuš

1. Sandra Reitbrecht: Vocabulary progression in German learning from a morphological perspective

Acquiring scientific, technical or professional language skills is a key learning objective for a large number of German learners worldwide. From a morphological point of view, these are registers for whose vocabulary word formation processes such as derivation are of great importance. At the same time, however, German is usually learnt as a second or additional foreign language. This situation raises the questions of how learners can be familiarised with the morphological structures of German vocabulary at a very early stage and how morphological awareness can contribute to competence development in German as a foreign language. Based on this, the article first introduces the constructs of morphological awareness and derivational knowledge and then presents individual didactic principles of morphological instruction. Finally, the vocabulary in Profile Deutsch (Glaboniat et al., 2005) at levels A1 and A2 is analysed to determine whether it provides a basis for morphological instruction.

Keywords: derivational knowledge, morphological instruction, vocabulary progression.

2. Anita Muho: Moving from Traditional Tests to Real-Life Skill Assessments in Foreign Language Learning

This study examines the shift in foreign language teaching from traditional written tests to real-life skill assessments, highlighting methods like dialogues, role-playing, and cultural projects. These methods aim to assess students' practical language skills and cultural competence, overcoming the shortcomings of traditional assessments, which frequently fail to measure oral proficiency and contextual communication. This study emphasizes the increasing importance of authentic, task-oriented assessment, based on frameworks such as communicative competence (Canale & Swain, 1980) and language assessment theory (Bachman & Palmer, 2010). Using qualitative case studies from diverse language programs, the study examines curriculum designs, teacher experiences, and student feedback to compare traditional assessments with skill-based assessments. The findings indicate real-life assessments enhance students' communication abilities, cultural awareness, and involvement. Nevertheless, challenges like the requirement for extra resources, training for teachers, and standardized evaluation criteria remain. This study provides recommendations to address these issues, such as creating training programs for teachers, incorporating various cultural contexts, and utilizing technology to enhance practice and assessments. It is also recommended to use clear rubrics and benchmarks to achieve a balance between standardization and flexibility. This approach aims to better prepare students for global interactions and lifelong language use by aligning assessments with real-world communication needs.

Keywords: Real-life assessments, foreign language learning, task-based evaluation, cultural competence, communicative skills.

3. Esther Álvarez de la Fuente/Raquel Fernández Fuertes: Interpreting as a natural skill: from family interactions to classroom application

Natural translation or natural interpretation (NI) — performed by bilingual speakers without formal training— has received little attention in bilingualism studies, as it is often considered unfairly a byproduct of linguistic competence development (e.g., Harris, 1980, 2013; Álvarez de la Fuente and Fernández Fuertes, 2015, 2024; Hornáčková Klapicová, 2021; Álvarez de la Fuente et al., 2019). Similarly, the field of translation has largely dismissed it, regarding it as non-professional and rudimentary (see Álvarez de la Fuente and Fernández Fuertes, 2012 for a review). However, the NI performed by bilingual children exhibits unique characteristics linked to linguistic and pragmatic factors and it is a recurrent phenomenon that occurs in early bilingual oral production, regardless of the bilingual children's language pair (Álvarez de la Fuente and Fernández Fuertes, 2024). This phenomenon occurs in tandem with the linguistic growth of two languages in bilingual family contexts but it may occur also in other bilingual settings, such as second-language learning classrooms. In fact, in recent years, teaching practices such as translanguaging or linguistic mediation incorporate translation tasks to enhance second-language or multilingual learners' linguistic skills (e.g., Stathopoulou 2015; Corcoll López and González-Davies, 2016; Smentek 2017; Portolés Falomir and Laguna 2017). By doing so, it is possible to transfer to a bilingual educational context the processes that naturally occur in a family bilingual

acquisition setting. Additionally, analyzing language contact phenomena such as NI can provide valuable strategies for optimizing formal second-language instruction.

Keywords:

Room B212

11.00 – 13.00

Session I: Education Theory and Practice - Teaching/Learning Methodology

- Chair: Edita Hornáčková Klapicová
- Assistant: Hana Bogdanová

1. Elwira Lewandowska: The Role of Transversal Skills in Foreign Language Education and Beyond

The paper examines the significance of transversal skills (TVS), which play a critical role in various aspects of individuals' adult lives but remain underrepresented in European educational policies. As a result, students often develop these skills outside the formal school context. The present work focuses on defining transversal skills, assessing their level of implementation, and analyzing teachers' perceptions of their importance. A quantitative research design will be employed to investigate how teachers incorporate TVS into their classrooms. The study involves a small-scale survey of approximately 100 teachers in Poland, aiming to measure their awareness and application of TVS. The data will be analyzed statistically to identify correlations between teachers' recognition of TVS and their instructional strategies, as well as their overall perception levels regarding the importance of these skills. The study is expected to reveal how teachers' perceptions of TVS influence their classroom approaches and highlight discrepancies in the implementation of TVS across different teaching contexts. Additionally, it contributes to the limited body of research that holistically examines TVS as a framework, addressing the gap between theoretical understanding and practical application in education.

Keywords: English as a foreign language, transversal skills, classroom practice, teachers perceptions, quantitative study.

2. Tiffany Boury & Meg Reister: Our Study Abroad Program: Collaboration for International Teaching and Learning

This paper will describe the founding and creation of an education course that one university created, oversaw, and implemented in the university's Study Abroad Program. ELISA, which stands for English Learners in Specialized Atmosphere, was named by the founding principals and partner schools in Gaming and Scheibbs, Austria. Designed as part of a study abroad semester, the course offered pre-service educators valuable and diverse teaching experiences through Austrian teacher mentors. While the program has evolved to reflect the changing needs of the local schools and the university, its core values remain the same: fostering cultural competency, embracing multiple perspectives, and engaging with international curricula. These foundational goals continue to drive this global experience. Additionally, this paper seeks to show how investment in such programs fosters opportunities for research collaboration through how two professors from different countries connected and combined their research interests in teaching and learning English as a Foreign Language. Using ELISA as a gateway to pre-service teacher recruitment, the professors provided additional teaching opportunities for college students participating in the university's study abroad program. Given the current political and funding uncertainty in higher education, this paper seeks to show the crucial need to support international programs that afford future teachers opportunities to build their global perspectives, engage in collaborative practitioner research, and grow in teaching skills and pedagogy within the international classroom.

Keywords: study abroad, teaching, learning, cultural competency, otherness.

3. Edita Hornáčková Klapicová & Eva Smetanová: Translation as Communication: A Didactic Model of Teaching Spanish in Secondary and Higher Education

The study presents Popovič's communicative model as a theoretical framework for enhancing translation skills and other skills in learners of Spanish as well as other foreign languages in secondary and higher education in Slovakia. The main goal of the study is to present a new understanding of the translation method which, in contrast to the traditional perception of translation as a passive approach to language acquisition, understands the translation process as communication between the author of the original text, the reader/translator and the reader of the target text. According to Popovič (1983), the process that takes place

between the original text and the translation is a communicative process. Therefore, the communicative translation method can be considered as one of the effective plurilingual approaches that are currently especially important due to the increasing linguistic diversity in schools in Slovakia.

Keywords: Popovic's communicative model, translation skills, cognitive skills, soft skills, language skills.

4. Daniel Leka & Brikena Kadzadej: Autonomie durch gezielte Lernstrategien: Eine empirische Untersuchung am Beispiel albanischer Deutschlerner

This study examines the promotion of learning autonomy and the application of effective learning strategies in German as a foreign language class in Albanian schools. Learning autonomy is defined as "the learner's self-control and personal responsibility in the context of a foreign language class that consciously allows and promotes this". The aim is to analyze the significance of these approaches and develop suggestions for optimizing the learning process. Building on an analysis of the terms autonomy and learning strategies and their role in foreign language classes, central aspects of research on learning strategy competence are discussed. This is considered an essential component of learning autonomy, since autonomous learners are able to set learning goals and develop appropriate strategies. The study is based on a combination of theoretical literature research and an empirical study. The data collection took place at "Sami Frashëri", high school in Tirana, where German is increasingly taught. Questionnaires were used to record the level of learning autonomy and learning strategies of the students, while classroom observations documented active participation and methods. The analysis shows that strategic skills and autonomy are crucial for sustainable language acquisition.

Keywords: learner autonomy, strategies, german language, didactic.

5. Ariana Nepravishta & Artur Beu: Teachers' Perceptions of Task-based Language Teaching in English Classes in Albanian Vocational Schools

The integration of a communicative approach into the new curriculum of the English language has been a priority of the reforms undertaken by the Albanian Ministry of Education recently. Task-based language teaching (TBLT) is one of the most popular English language teaching (ELT) methods and is seen as a realization of communicative language teaching. One of the characteristics of it – the focus on language task as a reflection of real-world communication – has exerted considerable influence in our country. This article uses a mixed methods approach to explore vocational schools English teachers' perceptions of TBLT in Albania. The topics in consideration are the perceptions of teachers and understandings of TBLT and their views on usefulness of TBLT in the Albanian context, with a focus on ELT in vocational schools. The data is collected from a survey with 65 respondents from 15 vocational schools in different regions of Albania. Some valuable qualitative data are taken from semi-structured interviews with six teachers from different teaching backgrounds. The article offers interesting findings into the feasibility of TBLT in Albania and enriches the actual literature on TBLT and communicative approach in general. At the same time it stresses the importance of further studies in order to create a full picture of the implementation of TBLT in Albania.

Keywords: TBLT, vocational school, teachers' perception, communicative approach, implementation.

6. Enkelejda Kokomani: Competency-Based Education (CBE)

The focus of competency-based education (CBE) is on developing practical skills, applying knowledge in real-world situations, and creating individualized learning paths. By defining clear learning outcomes, this approach allows learners to progress at their own pace, promoting a personalized and engaging experience. This paper examines the transformative role, historical development, benefits, and challenges of CBE in modern education systems and its ability to meet the demands of the 21st century. It highlights efficiency gains, improved student engagement, and tailored training programs. Additionally, this study shifts the emphasis of traditional, time-based education to a student-centered model that prioritizes individual progress and mastery of specific skills, while also exploring the role of adaptive blended learning programs in implementation. Case studies illustrate successful strategies, showcasing the positive impact of CBE on student engagement and achievement. Looking ahead, CBE is recognized as a vital tool for preparing learners to meet the dynamic challenges of the workplace, aided by technological advancements that create a more flexible and accessible erudition environment. Furthermore, modern technology and adaptable learning infrastructures ensure scalability and long-term effectiveness. This research concludes that CBE has the potential to transform the education system and equip students with the skills needed to succeed in a complex and dynamic society.

Keywords: CBE, competency-based learning, technology in education, personalized learning, progress.

7. Aida Goga: The Role of Philosophy in the Development of Critical Thinking and Moral Values in Children

The development of critical thinking and moral values is one of the fundamental objectives of philosophy. The Preschool Education Curriculum Framework in Albania, which has been implemented for over a decade, emphasizes the development of key competencies in children. This framework is specifically aligned with issues such as personal identity, intellectual and ethical development, as well as the cultivation of responsibility towards oneself, others, society, and the environment. This paper aims to explore the significance of philosophy in early childhood education, particularly in fostering critical thinking and ethical values. The inclusion of philosophical inquiry in early education can play a crucial role in nurturing children's ability to engage in reflective thinking, question assumptions, and approach problems from diverse perspectives. Such skills not only contribute to academic achievement but also support the holistic development of children as thoughtful, responsible, and compassionate individuals. Philosophy, when embedded within the curriculum, can facilitate the development of critical thinking of children. Therefore, it is recommended that philosophy be incorporated into the national curriculum, as it complements and enhances the development of essential competencies for preschool children.

Keywords: philosophy, children, critical thinking, moral values, curriculum.

8. Karin Kopasová: Development of Language Competence in Bilingual Children: a Case Study

The aim of our research was to determine whether bilingual children are able to distinguish between individual languages as separate systems and what types of errors they make in speech production at the levels of grammar, vocabulary, and meaning. To achieve this goal, the case study method was used, with the author examining the speech production of bilingual individuals of preschool and early school age over a period of twelve months. The collected data were evaluated based on the analysis and comparison of the respondents' utterances. When interpreting the results, we found that the levels of language competence among the bilingual respondents varied based on individual variables.

Keywords: Children's multilingualism, Language competence, Simultaneous bilingualism, Communication skills.

9. Emilda Roseni & Fjona Abazi: Perspectives of Pre-service and In-service Teachers on Ludic Methodology in Early Childhood Foreign Language Learning

The increasing importance of foreign language acquisition in today's globalized world raises critical questions about the optimal timing and methods for language learning. Research suggests that early childhood—preschool and the early primary years—represents the most effective period for language acquisition. However, the nature of language learning at this stage and the most effective pedagogical approaches remain subjects of debate. This study examines the benefits and challenges of introducing foreign languages in early childhood, with a particular focus on play-based (ludic) learning methodologies. The research employs a mixed-methods approach, integrating both quantitative and qualitative analyses. A survey was conducted among early childhood educators and parents to assess the perceived effectiveness of play-based language instruction. Additionally, a qualitative review of existing studies on early childhood foreign language education was performed, utilizing content analysis and thematic coding to evaluate the role of ludic methodologies in language acquisition. The study addresses three key research questions: (1) How do play-based learning approaches support foreign language acquisition in early childhood? (2) What challenges arise in integrating ludic methodologies into early childhood curricula? (3) How can play-based activities be structured to align with both educational and linguistic objectives? By systematically analyzing these aspects, this paper aims to contribute to the discourse on early childhood foreign language education and highlight the pedagogical potential of play-based learning strategies.

Keywords: early childhood, foreign language learning, ludic methodology, play-based learning, language acquisition.

14.00 – 16.00**Session IV: Applied Linguistics - Pragmatics and Discourse Analysis, Sociolinguistics**

- Chair: Augustín Sokol
- Assistant: Patrícia Kubišová

1. Paula Józefczyk-D'Amelio: Assessing Students' Pragmatic Competence. The Case of Humour

In the field of foreign language (FL) teaching, the emphasis on holistic development of target language users have gained prominence. However, the role of humor in developing pragmatic competence remains underexplored, particularly in the Polish university context. This study addresses this gap by examining the understanding of humor among advanced EFL learners (B2/C1) through a quantitative analysis of punchlines from popular sitcoms. Research instruments were developed based on a pilot study identifying the most-watched humorous TV shows within the socio-linguistic context of interest. The presentation highlights exploratory findings on participants' comprehension of humor, assessed through their ability to select accurate explanations of humorous instances. This was analyzed alongside variables such as linguistic proficiency (both tested and self-perceived), gender, and prior exposure to pragmatics-focused classroom activities, whether teacher- or self-initiated. Results revealed that humor comprehension emerged as a distinct skill, largely independent of these variables except for gender, which showed a notable correlation. The findings suggest that humor-related pragmatic competence should be treated as a separate area of focus in EFL instruction. Tailored pedagogical strategies are necessary to address this skill effectively, emphasizing the importance of integrating humor into language teaching to enrich learners' pragmatic competence. This study contributes new insights into the interplay between humor and language learning, paving the way for more nuanced teaching approaches in the EFL context.

Keywords: pragmatic competence, humour, foreign language learning.

2. Awder Raza Aziz: Apology Strategies Used by Iraqi Kurdish Advanced EFL Learners

Proficiency in a language requires more than linguistic competence. While linguistic proficiency in a foreign language may enable individuals to express their messages, effective and appropriate communication also depends on achieving sufficient pragmatic competence. This study investigates the apology strategies employed by multilingual Iraqi speakers of Kurdish using an adapted Discourse Completion Task (DCT) and the CCSARP coding scheme. A total of 48 Iraqi Kurdish advanced EFL learners participated in the study. The findings indicate that the choice of apology strategies was influenced by factors such as social power, social distance, and the rank of imposition. Although statistically significant gender-based differences were observed, participants generally demonstrated a preference for using explanations as an apology strategy. These results underscore the importance of teaching the appropriate use of apologies in English as a Foreign Language (EFL) context and highlight apology strategies' cultural and contextual variability.

Keywords: apology strategies, Kurd EFL learners, pragmatic competence, speech act.

3. Alcina Sousa: Terms of Address: (Un)marked Gender Roles and Relationships in Real Life and Fictional Discourse

*The selection of terms of address in everyday communicative practices as well as in institutional contexts has long been a concern for linguists, especially discourse analysts, sociolinguists and stylisticians. This paper wishes to analyse from a pragmatic linguistic framework, drawing on a corpus-based approach (Baker 2006), the way Susan Lilian Townsend uses the social markers in speech (Brown & Fraser 1979, Ide 2005, Wodak 1997, Taatvitainen & Jucker 2016), particularly commonly used honorifics in English ("Mr", "Mrs", "Ms", among other), and naming (Lakoff 1979), from the diarist's point of view, in three novels: *Adrian Mole from Minor to Major* (1991), *The Wilderness Years* (1993), and *Cappuccino Years* (1999). With *Adrian's saga*, Townsend is believed to have "held a mirror up to" Great Britain while making readers "happy to laugh at what [they] see in it" (*Sunday Telegraph*, in *The Cappuccino Years*, 1999). *Adrian's* and other characters' register evidences terms of address, from polite to impolite, from intimate to distant, and from colloquial to formal (Taatvitainen & Jucker, 2016, Lakoff, 1987) in English as he wishes to think of himself as a "civilized man" (Townsend 1999) who keeps "a civil tongue in his head" (Townsend 1991). It is the aim of this exploratory study to discuss (un)marked gender roles and relationships in real life and fiction (Mills 2014) by looking at speakers' implied meaning and presuppositions (Austin 1959) in the distinct use of honorifics (Larina, 2015) which underpin multiple and shifting identities. Hence, through humour and the creation of a male chauvinist character at*

odds with reality, Townsend contributes to make readers aware of (new) social and cultural identities (Hua, 2010), also signaling politeness (Brown & Levinson 1987) and power relations (Fraser 2005), or even unexpected social markings (Matsumoto 1989).

Keywords:

4. Ardita Dylgjeri: Empathy, as a Currency in the Albanian Deliberative Political Discourse

A new emphasis on empathy appeared with the deliberative turn in democratic theory. Empathy is certainly gaining recognition as a valuable currency in the modern world, particularly in leadership and fostering inclusivity. But, what is happening with the Albanian deliberative democracy and its political discourse? While Albania has made progress in promoting deliberative democracy, there are still challenges to overcome. These include limited citizen participation, lack of transparency in decision-making, and the influence of special interests. As a result, more democratic progress in the EU candidate country, considered a hybrid, or only partly democratic regime, is needed.

Political discourse, especially pre-electoral one's role in this respect is undisputedly crucial. This paper argues that by seeking to understand the experiences, perspectives, interests and feelings of others, and by showing willingness to communicate and articulate that attempt at understanding, empathy can provide valuable insights into how diverse sections of the population, perceive and respond to policy-decisions. Following a pragma-rhetorical qualitative approach, this analysis will be based on the discourse elaborated in meetings between politicians and voters, such as town hall meetings and online platform, during the general election campaign in 2021 in Albania.

Keywords: empathy, emotions, Pathos, persuasion, manipulation.

5. Zuzana Kováčová & Dominika Bednáriková: Conceptual Metaphor and Devices of Persuasiveness in Television Advertising Discourse

The study focuses on the analysis of television advertising discourse from the perspective of pragmalinguistics. Its focus primarily centers on the cognitive-semantic potential of indirect expressions based on conceptual metaphor. Conceptual metaphor stands out as one of the most effective means of influencing the human psyche. The study analyzes the methods of expression used for both overt and covert persuasiveness in contemporary television advertising discourse in Slovakia. For this purpose, narrative discourse analysis and content analysis are employed. The devices of overt and covert persuasiveness, or manipulation, aimed at influencing the decision-making and behavior of the recipients, enable us to establish the criteria for identifying two fundamentally different types of television advertising discourses. These two types differ from each other in the ratio of rational to emotional elements in the process of social address. The quantitative and qualitative indicators include the occurrence and frequency of indirect expressions (specifically polysemy, lexicalized metaphor, and both traditional and modified idioms) regarding the strategic handling of figurative expression on the axis of semantic value versus pragmatic meaning or on the axis of spoken versus thought. What may appear as linguistic creativity is, in fact, a strategy of covert persuasiveness.

Keywords: pragmalinguistics, conceptual metaphor, persuasiveness, polycode texts, television advertising discourse.

6. Suzana Samarxhiu: A Comparative Study of Negation in English and Albanian

This study aims to find and analyze different constructions used to express negation as it plays a crucial role in shaping the structure and meaning of sentences in both English and Albanian. While both languages utilize negation to express the denial, rejection, or opposite of a proposition, they exhibit distinct syntactic and morphological patterns. In English, negation is typically achieved through auxiliary verbs (e.g., "do not," "is not") negative adverbs (e.g., "never," "nothing") and certain affixes. Conversely, Albanian employs a more complex system where negation is often expressed through the use of the negative form ("nuk", "s") and negative adverb at the same time. Additionally, Albanian allows for more flexibility in sentence structure, influencing the syntactical positioning of negation elements. This paper explores the similarities and differences in negation strategies between these two languages, examining their impact on sentence construction, meaning, and communication. Through a comparative approach, it highlights the syntactic, morphological, and semantic implications of negation in both languages, providing a deeper understanding of how negation functions in cross-linguistic contexts.

Keywords: syntax, morphology, comparative approach, negation, language.

7. Augustín Sokol: Intercultural, Social and Communication Dimensions of Speech Acts with a Contact Function in the Context of Foreign Language Education

Our focus is on the contact-based speech acts in the discursive space of English classes at a secondary vocational school in Slovakia. We follow from the fact that utterances with a contact function are classified as formulaic language stereotypes. The intercultural aspect of such formulas raises the question of their universality on the one hand, and cultural dependence on the other. Since these verbal means are determined by the cultural and linguistic environment, the formulaic expressions with identical meaning have different renditions in the Slovak (native) and English (foreign) language. The social aspect results from the social solidarity of the participants, i.e. from the participation of interlocutors (speaker and addressee), which is represented by the teacher → student, student → student and student → teacher relationship. The communication aspect is related to their communicative intentionality, which is realized in the communication space of foreign language education. The formulas can be observed in the sense of function → content → form. We focus on identifying the reception communication competence in secondary vocational school students. Through tests, we verify the ability to predict the content and functional aspects of selected formulas (agreement, praise, encouragement, apology, reproach, etc.) and the ability to distinguish pragmatic nuances of the affirmative and negative attitude, e.g. in terms of emphasized and relativized agreement and the speaker's weakened and resigned attitude. We also investigate whether the transparency of form helps the students to correctly interpret the meaning and activate the relevant illocutionary scenario.

Keywords: speech acts with a contact function, formulaic expressions, speech knowledge, feel for language, communication situation.

8. Manjola Zaçellari & Lediana Beshaj: Language Policy and National Identity in Multilingual Societies: Case Studies of Kosovo and North Macedonia

National identity is strongly linked to language. But in multilingual societies, where two or more languages coexist, with official status or not, this identity is also linked to ethnic, political and cultural identities. This paper aims to analyze the delicate relationship between language, national identity, and political stability in multilingual societies. It examines how respective language policies reflect broader concerns about ethnic identity, political legitimacy, and social integration and at the same time it highlights the limitations of current legal frameworks. To examine these dynamics, the study employs a qualitative approach using case studies of Kosovo and North Macedonia as specific examples of multilingual countries. Governmental reports, language policy documents, media reports that detail the language policies and their impact on national identity, political legitimacy, and ethnic relations will be analyzed. In an increasingly globalized world, where multilingualism is becoming a defining feature of many nations, this study contributes to ongoing discussions about the role of language in shaping political and social landscapes. Through its exploration of Kosovo and North Macedonia, the paper seeks to shed light on the challenges and opportunities of managing linguistic diversity in a way that fosters political stability, ethnic harmony, and a cohesive national identity.

Keywords: language, policy, multilingual, Kosovo, North Macedonia.

9. Nur Syasya Qistina Mazeree: ESL Instructors' Belief about Sociolinguistic Competence: A Qualitative Case Study in a Malaysian ESL Classroom

Language learners are expected to know and use the target language appropriately in various social contexts to avoid misunderstandings and miscommunication. The capacity to execute such expertise emerges from an important concept in communicative competence, known as sociolinguistic competence. This study explores how a pair of Malaysian university ESL instructors conceptualise L2 sociolinguistic competence, recommend teaching strategies for developing students' sociolinguistic skills, and assess the role of sociolinguistic competence in communicative competence. The data were collected through semi-structured interviews and analysed thematically to identify the instructors' beliefs, strategies, and challenges related to sociolinguistic competence. The findings indicate that these Malaysian ESL instructors prioritise the integration of sociolinguistic competence into the development of the ESL curriculum and ESL teaching strategies. The instructors suggest several instructional approaches, such as role play, authentic language input, and real-life tasks, to improve students' sociolinguistic skills. Malaysian ESL educators consider sociolinguistic competence to be essential for Malaysian ESL learners to effectively communicate, demonstrate cultural sensitivity, and develop intercultural competence.

Keywords: Sociolinguistic competence, Malaysian ESL instructors, beliefs, teaching strategies.

10. Rovena Mera: Style and Variations of /R/ and /RR/ in Poetry: The Case of Standard Albanian

This study aims to explore the use and variation of the phoneme's /r/ and /rr/ in Standard Albanian, focusing on their phonetic, social, and stylistic dimensions. It examines their significance as markers of proficiency in the standard norm and as expressions of cultural and artistic identity. The research involves an analysis of the challenges in acquiring the standard norm, particularly in contexts where dialectal influence is prominent, as well as the role of social and educational environments in shaping linguistic competence. Stylistically, it examines the use of /r/ and /rr/ in various poems, focusing on their aesthetic, rhythmic, and semantic functions. Examples from renowned Albanian poets illustrate the artistic impact of these phonemes on poetic expression. The findings reveal a close interplay between linguistic variation and the stylistic functions of /r/ and /rr/. This interaction reflects the relationship between the standard norm and individual creativity, highlighting the role of these phonemes as key elements in enriching linguistic and poetic expression. The study contributes to understanding the connections between the standard norm, sociolinguistic variation, and the stylistic use of the Albanian language. It also suggests new approaches to teaching and promoting Standard Albanian in a more conscious and creative manner.

Keywords: Standard; stylistic plan; contrast /r/-/rr/; alternation and stylistic beauty.

Room B205

11.00 – 13.00

Session I: Education Theory and Practice – Teaching/Learning and Technology

- 11.00 – 13.00
- B205
- Chair: Ivana Cimermanová
- Assistant: Ivana Poulíková

1. Ivana Cimermanová: The Digital Shift in Education: Teacher Perspectives on AI and Online Learning Tools

We are experiencing a digital boom, during which we are bombarded with a plethora of information. The web space is saturated with both accurate and misleading information, and students must learn how to navigate and work efficiently in the virtual environment. While there are numerous positive aspects that can be used in education, one must also be aware of the various possibilities and opportunities. Online learning tools and virtual learning environments are rapidly evolving and changing at a fast pace. The shift from technology-enhanced teaching to computer-assisted learning and mobile learning, along with the explosion of massive open online courses (MOOCs) and artificial intelligence (AI) teaching and learning tools, is transforming the way we teach and the way learners learn. The skills required are evolving, and we must reflect these changes in our teaching, particularly in teacher training. This article provides a brief overview of the development of technology use in language teaching and examines the attitudes of pre-service teachers (n=32) and in-service teachers (n=3) towards the use of AI tools in education. At the same time it presents several ideas how to use AI in higher education.

Keywords: MOOC, technology, teacher training, artificial intelligence.

2. Veneranda Hajrulla & Mirela Skendaj: Getting started with ChatGPT: Empowering Teachers for the Future Classroom

As teachers, we're constantly looking for innovative ways to enhance our students' learning experience. ChatGPT, and AI technology, is at hand to empower us with exciting opportunities to transform our teaching practices. The idea of using a virtual teaching assistant powered by AI is predicated on the belief that the learning experience can be made more engaging and less of a chore. But on the other hand, many parents and teachers worry that children might depend too much on smart phones and computers, or use technology to cheat. Moreover half of all children and their parents believe that schools should establish policies on the right implementation of AI in the classroom. Through this paper we'll try to help teachers and parents diminish and get rid of the hesitations like: Would incorporating AI into teaching mean the end of the profession as we know it? Or is AI an opportunity to make teaching even better? We'll provide practical hints how to get started with ChatGPT, to feel prepared to gradually introduce it into the classroom setting, considering some necessary steps, because teachers must first understand the technology itself – how it works, what kind of decisions it makes- to be confident in using it for instruction. What we stress and underline with belief is that teachers will become confident in this technology by studying it, by practicing using it, and by knowing all the ins and outs of how it functions.

Keywords: ChatGPT, AI technology, empowering, classroom setting, assistant.

3. Patrizia Consalvo: Teaching in the 21st Century: Technological Strategies for Inclusive Learning

In the contemporary educational context, new teaching technologies play a fundamental role in promoting inclusive and personalized learning. Digital platforms, multimedia resources, and online collaboration tools offer unique opportunities to meet the needs of all students, regardless of their abilities and backgrounds (Merrill, 2018). An effective strategy is the integration of assistive technologies, which support students with disabilities in their learning journeys. Tools such as reading software, alternative input devices, and communication apps facilitate greater participation and interaction in the classroom (Al-Azawei, Serenelli, & Lundqvist, 2016). Furthermore, the adoption of hybrid learning environments, which combine in-person and online activities, allows for the adaptation of the pace and style of learning to individual needs. The personalization of teaching is further enhanced by the use of data analytics and artificial intelligence, which enable the monitoring of student progress and the provision of timely and targeted feedback (Siemens, 2013).

Through these technologies, teachers can identify areas of difficulty and intervene more effectively, creating tailored learning pathways. Finally, ongoing training for educators in the use of technologies is essential to ensure effective implementation. Professional development programs must include specific training on new teaching technologies and inclusive methodologies (Ertmer & Ottenbreit-Leftwich, 2010). In conclusion, teaching in the 21st century requires an innovative and inclusive approach, where technologies are not just tools, but facilitators of meaningful and personalized learning for all.

Keywords: Inclusive learning, Assistive technologies, Personalization, Hybrid learning environments, Ongoing training

4. Simona Iannaccone: Learning and Teaching in the Age of Digital Technologies: Teaching Strategies and New Research Directions

The introduction of artificial intelligence (AI) into education represents a significant step toward the evolution of educational models, fostering a shift toward more innovative approaches. AI acts as an engine for personalizing learning (Roll & Wylie 2016; Kokku et al., 2018), helping to make educational processes more efficient and tailored to each student (Panciroli, Fabbri & Macaуда, 2022). With the expansion and growing impact of artificial intelligence (AI) in education, more and more researchers and practitioners in the field are beginning to recognize that the traditional model of teaching and learning could undergo significant transformations (Pedro, Subosa, Rivas & Valverde, 2019). Through the analysis of study modes adopted by a group of 118 students at the end of secondary education, this research investigates the influence of digital technologies (with a focus on the application of AI) on learning dynamics. In particular, adopting a hands-on laboratory approach, we investigate students' metacognitive skills and study techniques in information processing. This is accomplished through the analysis of cognitive autobiographies and activities aimed at knowledge visualization, both with and without the use of digital technologies (Huang et al., 2023) (including AI-based ones). The aim of this study is to explore the different plausible scenarios that have emerged with the introduction of artificial intelligence (AI) in the educational sector and to raise students' awareness of critical awareness in knowledge management and representation, in order to foster the development of innovative teaching methodologies that optimize the use of digital technologies in the educational process. Through these directions, it is intended to foster a balanced integration of artificial intelligence that can enrich the educational landscape without compromising the core values of teaching and human engagement (Panciroli, Rivoltella, Gabbrielli & Richter, 2020).

Keywords: learning, digital technologies, teaching strategies, AI (Artificial Intelligence), laboratory.

5. Ernaso Kerbizi: The Role of Technology in Albanian Education System

In recent years, technology has played a crucial role to significantly transform Albanian educational system, bringing many positive changes, but also new challenges that need to be faced. The integration of various digital learning tools has enhanced the learning experience by making education more accessible, improving teaching methods and fostering digital literacy. Moreover, the usage of technology has greatly reduced the educational gap between the urban and rural remote areas, which has been for many years one of the most important factors for creating disparities and limited opportunities for many students in terms of infrastructure, human resources and knowledge. Although the technology has helped to enhance and improve the educational system in Albania, it has also created new challenges that need to be faced, on the other hand. Some of these new challenges are inadequate teacher training, higher costs for implementing the appropriate technologies, infrastructure deficiencies, the need for technical maintenance, etc. This paper explores the role of technology on Albanian educational system, starting from a historical overview on the impact of technology through different years, and after that highlighting both the advantages and the obstacles of its usage nowadays, that must be addressed for optimal implementation like necessary policy improvements, investment strategies, and training programs required to ensure successful and equitable technology integration across the country.

Keywords: Teaching, digital tools, technology, educational infrastructure.

6. Ilir Sallata & Menada Petro: Le sfide dell'utilizzo della tecnologia per aumentare l'efficacia nell'insegnamento della storia

This study examines the challenges and opportunities of using technology to enhance the effectiveness of history teaching. In a time when technology is transforming teaching and learning methods, it is necessary to analyze its impact in this field. The research aims to evaluate how the use of technological tools affects student engagement and achievement in history, as well as to identify the challenges faced by teachers and

students when using these tools. To achieve this goal, a mixed-methods approach was employed, including interviews and analysis of teaching materials. The data collected showed that the use of technology in history classrooms can increase student engagement by providing opportunities for more personalized and interactive learning. However, key challenges include the lack of specific training for teachers, insecure technological infrastructure, and the shift from traditional teaching methods. This study recommends investing in teacher training and improving technological infrastructure, as well as providing continuous support for the use of technology in the classroom. This would enable more effective use of technology and contribute to improving the quality of history teaching and student achievement. The study also suggests the need for further research to assess the long-term impact of technology use in teaching.

Keywords: history teaching, technology, effectiveness, student engagement, technological tools, teacher training, technological infrastructure, interactive learning, challenges, student achievement, digital education.

7. Giovanna Meçe & Etleva Kondi: The Use of Gamified Quizzes in University Classes for Revision: Enhancing Learning Outcomes in Higher Education

This study explores the use of gamified quizzes as a tool to enhance revision practices in university-level English language courses. Traditional revision methods often fail to engage students actively, resulting in superficial learning and limited retention. With their interactive elements and immediate feedback, gamified quizzes encourage active recall, foster motivation, and promote self-directed learning. This research was conducted within the English Department of Language at the University of Tirana, involving 50 Bachelor's students in English programs. Surveys were utilized as the primary data collection method, combining questionnaires and open-ended questions to assess student engagement, comprehension, and academic outcomes. Findings indicate that gamified quizzes transform revision into an engaging and rewarding experience, fostering deeper learning and better assessment preparation. The study revealed few obstacles, with basic technological requirements readily available, and minimal training needed for both students and lecturers. However, implementing this method did require additional time for quiz design. This study offers practical insights for educators, showcasing how gamified quizzes can effectively enhance learning experiences in higher education, particularly in language courses.

Keywords: Gamification, quiz, revision, learning, education.

8. Erzsébet Szabó, Ivan Haringa & Anikó Ficzer: Working with Online Texts from the LATILL Corpus to Support Reading Comprehension in German as L2

The development of reading skills in German as L2 depends crucially on the texts used. The reading texts should be up-to-date and authentic, close to the target group, so that the content of the texts engages and appeals to them. At the same time, the texts used should be appropriate for the level of language proficiency. For these reasons, the relevance of the examined issue lies in the use of the LATILL corpus with online texts that can be searched based on keywords, specific topics or language levels according to CEFR. In the present paper, the use of the didacticized online texts in the teaching of reading comprehension in German as L2 will be verified in order to support the development of learners' reading skills. As a research method will be used a structured interview with German language teachers, which provides a basis for eliciting teachers' experiences and opinions on how they evaluate the online-tool LATILL as a whole, the selection of texts as well as the didacticization of texts and the use of didacticized texts and tasks.

Keywords: online-texts, LATILL corpus, reading comprehension, German as L2.

9. Gentjana Taraj, Etleva Babameto & Denada Trungu: Exploring Undergraduate Perspectives on Translating English Idioms into Albanian

Idioms, often characterized as fixed expressions, pose significant challenges in translation due to linguistic and cultural differences. This study aims not only to explore the difficulties encountered by Albanian undergraduate students but also to assess the effectiveness of the translation strategies they applied during this process. Previous research has highlighted that the main difficulty in idiom translation stems from the absence of direct equivalents in the target language. Consequently, this study focuses on examining Albanian students' familiarity with idioms. To achieve this, both quantitative and qualitative methods were used. Thirty undergraduate students participated in the study, and their translations were analyzed using Baker's framework of translation strategies. The translation test contained both de-contextualized and contextualized idioms. Following the test, students were asked to reflect on their translation experience to assess whether the results aligned with their perceptions. The study's findings revealed that Albanian students had a limited familiarity with idioms, which hindered their ability to identify the closest equivalents in the target language.

The cultural gap between the source and target languages further complicated their understanding, influencing students' ability to select the appropriate translation strategy. Translation accuracy was found to be higher with literal idioms than with opaque idioms.

Keywords: transparent idioms, semi opaque idioms, opaque idioms, context, translation strategies.

10. Michaela Kováčová: Mit Medien über Medien: Materialienentwicklung und Aktionsforschung zum Thema Cybermobbing für den DaF-Unterricht

Cybermobbing ist unter Jugendlichen verbreitet und verursacht den Opfern psychisches und manchmal auch psychosomatisches Leiden. Deswegen wurde im Rahmen des DiTEdu-Projekts ein Unterrichtsentwurf mit dem Ziel erarbeitet, die Lernenden für dieses Thema zu sensibilisieren und den üblichen Lernstoff zu digitalen Medien in Lernbüchern zu ergänzen. Der Unterrichtsentwurf richtet sich auf Deutschlernende im Sekundarbereich II auf dem A2-Niveau und integriert Einsatz digitaler Lernmittel. Er wurde in der Praxis an neun Schulen erprobt. Anhand von Rückmeldungen der Lehrkräfte wurden im Sinne der Aktionsforschung manche seine Bausteine überarbeitet. Der Beitrag fokussiert den Entwicklungsprozess der Lernmaterialien und soll neue Anregungen für DaF-Lehrende als auch Fremdsprachendidaktiker bringen.

Keywords: Cybermobbing, digitale Medien im Unterricht, Aktionsforschung

14.00 – 16.00**Session I: Education Theory and Practice - Teaching/Learning and Technology, Education Management**

- Chair: Ervin Balla
- Assistant: Erzsébet Szabó

1. Olta Kapllani: The Impact of Leadership Style on the Teacher Motivation and Job Satisfaction in Albanian Secondary Schools

The purpose of this study is to examine the impact of leadership style on teacher motivation and job satisfaction in schools in Albania. Through empirical research, the study analyzed the leadership styles applied by school principals and their influence on teacher engagement, motivation, and commitment. A questionnaire was used as an instrument for data collection, which was distributed to teachers in several secondary schools in the southern region of Albania. The collected data were processed using multiple linear regressions to analyze the relationship between leadership styles and levels of motivation and job satisfaction. The results showed that transformational and democratic leadership styles are the most commonly applied leadership styles in the surveyed schools. Transformational and laissez-faire leadership styles were found to have a positive impact on teacher motivation and job satisfaction, while the authoritarian style was often associated with lower levels of satisfaction and motivation. This study highlights the importance of developing leadership skills and creating an open and supportive environment for teachers to improve performance and staff commitment in schools. Additionally, open communication with subordinates, involvement in decision-making, autonomy, and the elimination of bureaucracy were elements that enhanced their motivation.

Keywords: Leadership, education, motivation, job satisfaction.

2. Ervin Balla: Importance of Classroom Management in English Language Acquisition

Classroom management is the backbone of a successful learning environment. Classroom management encompasses a range of strategies and techniques that educators use to create a structured, respectful, and favorable atmosphere for learning. Scholars claim that effective classroom management maximizes instructional time, promotes student engagement, and fosters a sense of community. Among all the duties of the teacher, classroom management remains one of the most successful duties with which language acquisition is linked.

Keywords: Language acquisition, teaching methods, teaching EFL.

3. Michaela Sepešiová: Bridging Social Media and English Language Teaching: A Communicative and Task-Based Approach

This study focuses on the integration of social media into English Language Teaching (ELT) through Communicative Language Teaching (CLT) and Task-Based Learning (TBL). It examines how social media can be used as instructional tools to enhance language learning. With the growing role of social media, their potential for language learning remains scarcely explored. Utilizing social media platforms can create engaging, real-life experiences improving learners' communication and motivation. A mixed-methods approach was employed, including surveys and interviews with teachers and students, as well as classroom interventions integrating social media activities. This provided insights into its effectiveness and challenges. Findings indicate that social media promotes authentic communication, enhances learner motivation and supports contextualized language learning. Yet, challenges such as digital literacy gaps and privacy concerns must be addressed to maximize its benefit. Integrating social media into ELT through CLT and TBL offers a dynamic and interactive approach to language learning. By adopting digital tools purposefully, teachers can promote more engaging learning environment while developing essential digital competencies.

Keywords: social media, English language teaching, communicative language teaching, task-based learning, digital literacy.

4. Marisa Janku: Mediale Kommunikation: Einfluss von sozialen Medien auf den Sprachgebrauch

The rapid spread of social media in recent years has had a profound impact on the way people communicate and use language. This study sheds light on the influence of social media on language use, particularly in the German-speaking world. It shows how platforms such as Facebook, Twitter, Instagram and TikTok have given rise to new forms of communication characterized by abbreviations, emojis, memes and informal expressions. Social media not only encourages the emergence of new words and phrases, but also changes existing language structures and norms. The effects of these changes on language competence, especially among young people, are being investigated. In addition, the influence of social media on language diversity and language change will be addressed. Finally, the question is raised as to what extent these developments are shaping communication in society as a whole and what long-term effects can be expected on linguistic development.

Keywords: Social media, language use, language change, communication, language diversity.

5. Lindita Licaj, Atird Hoxha & Luljeta Berisha: The Right to Education and the Challenges of its Implementation

The right to education is part of the category of fundamental human rights. This right has been sanctioned in several international legal acts and over time there has been a great development regarding the implementation, guarantee and protection of the right to education. States and international organizations cooperate with the aim of protecting and promoting education as a fundamental right for every individual person. International legal protection aims to ensure that every person has access to education, including the opportunity to receive a quality and accessible education. Education as a right includes the opportunity to achieve education in many areas such as culture, language, history, economy, etc. The right to education today faces several challenges in its implementation in some countries of the world. The challenges of educational, linguistic, cultural, historical and other education are directly related to social and economic inequalities, the development of technology, migratory flows, and financial policies in education. The development of the right to education in recent years has undergone major changes, focusing on efforts to improve quality, universal access, and inclusion of all in education systems. The provision of the right to education in the 2030 Agenda for (SDGs) aims to ensure quality education for all and support for inclusive education for individuals and communities. Education is a basic human right and the best investment that we can make to ensure a sustainable future and leave no one behind.

Keywords: the right to education, challenges of educations, duty of the state.

6. Alesia Xhogu: The Role of German Philosophy in the Education of Future Teachers

The purpose of this study is to recall the historical-political factors that have marked and left deep traces in today's Albania dominated by collective thought, in the absence of analytical tendencies and assessments, referring to the foundations of critical thinking. Through the analytical retrospective, the idea of the intersection of philosophy is further deepened, with a main focus on the foundations of German philosophy, which can be applied in any curriculum of the Faculty of Educational Sciences. In this study, the focus is placed on 18 students of the Master's Degree in German Teaching program as a sample of the population of 67 students of the Department of Foreign Languages. The research methodologies used in this study are methods of systematic / active observation and qualitative, as well as through surveys addressed to 10 lecturers of the Department of Foreign Languages. A systematic observation, accompanied by almost unified opinions of the lecturers, have brought the following result: Yes, German philosophy is necessary for a western education for the future teachers of Albania.

Keywords: education, German philosophy, western, Albanian history, society.

7. Megi Tirana: Is Academic Staff Wellbeing Taken into Consideration in Albanian HEIs: A Critical Examination of Institutional Policies and Practices

This study investigates the extent to which academic staff wellbeing is considered within Higher Education Institutions (HEIs) in Albania. By exploring institutional policies, workplace conditions, and faculty perceptions, the research aims to assess whether HEIs actively prioritize the wellbeing of their academic staff. The study employs a mixed-methods approach, combining surveys, interviews, and policy analysis to provide a comprehensive understanding of the current landscape. The findings will contribute to discussions on faculty satisfaction, institutional effectiveness, and the potential impact of wellbeing initiatives on academic performance and student outcomes.

Keywords: staff wellbeing, HEIs, examination.

8. Ekaterina Strati & Merita Hoxha: Extramural Use of CLIL Target Language: a pan-European Survey, the Case of Albania

This study explores how students and teachers in Albania perceive the integration of digital practices and disciplinary literacies within CLIL (Content and Language Integrated Learning) environments. Situated within the European CLILNetLE initiative (Cost Action CA21114), the research focuses on how extramural English use and digital tools influence language development and content learning. A pilot study was conducted in nine Albanian schools using student and teacher surveys developed by the network. The findings highlight a discrepancy between student and teacher perceptions, particularly regarding the educational value of digital tools such as social media. Key challenges include limited access to technology and insufficient CLIL training for educators. The results inform future pedagogical strategies for effective CLIL instruction and digital integration.

Keywords: CLIL, disciplinary literacies, digital practices, Albania, extramural English.

9. Bruno Gorana & Marsida Klemo: Physical Exercises and their Impact on Motor Development in Preschool Education

Motor development in early childhood is essential for acquiring physical and cognitive skills that help children interact with their environment. This study aims to analyze the impact of a structured physical exercise program on the motor development of preschool children aged 4-6 years. The study group consisted of 40 children, divided into an experimental group and a control group. The physical exercise program, implemented over an 8-week period with weekly sessions, included activities focused on balance, coordination, muscle strength, and flexibility. The "Peabody Developmental Motor Scales-2 (PDMS-2)" test was used to measure progress. The results showed that the experimental group demonstrated significant improvements in motor skills compared to the control group. These findings confirm the importance of structured physical activities in accelerating motor development and supporting the overall well-being of children. This study contributes to the literature on physical education in preschool education and provides practical guidelines for teachers and parents on the importance of involving children in planned physical activity programs.

Keywords: motor development, physical exercises, pre school children, structured programs, Peabody Developmental Motor Scales-2.

Room B113

11.00 – 13.00

Session I: Education Theory and Practice – Education in Different Cultures

- Chair: Silvia Hvozdíková
- Assistant: Danuta Dzis

1. Klodiana Leka: Factors that Impact Foreign Language Teachers' Professional Development Needs (Albanian Case)

Aim: Foreign language teachers have a primary need for continuous and sustainable professional development, which is closely linked to the perception and precise definition of their professional development needs. This represents the start of their preparations and establishes the basis for future work to enhance the educational system for language learning. This process runs in alignment with the progression of societal, socioeconomic, and technological advancements. This study focuses on exploring the professional demands of foreign language teachers to enhance their teaching abilities.

Method: From September to November 2022, a comprehensive questionnaire was distributed to foreign language instructors through Google Form. The participants were randomly selected from a diverse range of 9 schools of Tirana, Durrës, and Elbasan, all of which have a high density of educational institutions. This study comprised a total of 195 teachers.

Results: The results of the study indicate that teachers have a positive perception about the professional development. According to them their involvement in professional development programs allows teachers to stay abreast of emerging teaching practices, improve their current teaching skills, exchange ideas with colleagues in their field, advance their professional careers, and engage in reflective practices regarding their instructional methodologies.

Conclusion: Teachers' professional development needs are influenced by their perceptions about the professional development, but there was not statistically significance about the influence of the frequency on the participation in the professional activities and the obstacles teachers face in that participation. However the teachers showed a huge interest about the professional development in specific professional fields.

Keywords: professional development needs, foreign language teachers, perceptions, frequency, obstacles.

2. Silvia Hvozdíková: Comparative Analysis of Pre-service Teachers' Training Programmes in Slovakia and Finland: Selected Aspects

The main purpose of the study is to examine pre-service English teachers' development of practical skills necessary for professional life as teachers of English in schools in Slovakia and Finland. Professional training is a tool for acquiring practice and experience. To serve the purpose of the study, we formulated two main research questions: 1) Introduce the organization of professional training in Slovakia and Finland using the results of two selected universities, one from each country. 2) Identify the main differences of formal lesson plans provided by pre-service English teachers in both countries represented by the two selected universities. The results show the main differences in the structure and the content of the curricula and the differences in the structure and the content of the obligatory lesson planning, Finland and Slovakia compared.

Keywords: professional development, teacher education, lesson planning, foreign language.

3. Olivera Presi: Exploring Innovative Techniques for Developing Intercultural Competencies in English Language Teaching: A Study on Student Engagement and Cultural Adaptability

Teaching the English language is a process beyond language competency in an era of global interconnection and cross-cultural exchanges to incorporate multicultural awareness. This process includes student involvement and cultural adaptation. Within this framework, this paper investigates the complicated interaction among intercultural competency, language learning theories, and creative teaching practices. It specifically looks at how students move from ethnocentric viewpoints towards a comprehensive integration of cultural knowledge, therefore improving their capacity to communicate across many cultural barriers. Inspired by well-known language acquisition theories, stressing social contact, real communication, and cultural context, this study looks at how certain teaching strategies could promote significant student involvement and cultural adaptability. Using thematic analysis and comparative study under a qualitative

comparative research design, the study highlights the dynamic interactions among intercultural competency, language learning theories, and creative instructional strategies. Results highlight the need to include cultural components in language teaching, especially through activities fostering real-world communication, reflective teaching, and culturally relevant pedagogy. These approaches improve students' language competency and inspire them to participate actively in classroom activities, react more dynamically to many points of view, and grow in the intercultural sensitivity needed for successful cross-cultural contacts. The findings highlight the transforming power of combining theory with progressive pedagogical approaches, guiding English language learning environments that enable students to flourish in culturally diverse settings while preserving great involvement and flexibility.

Keywords: Intercultural Competence; English Language Teaching; Student Engagement; Cultural Adaptability; Innovative Teaching Strategies.

4. Ledian Beshaj & Manjola Zaçellari: Plurilingualism and the Intercultural Education in the Albanian Context

There are many changes taking place in Albania which impact all aspects of people's lives. By changes it is meant that there have been many reforms which aim to improve the actual status of the Albanian society. Definitely, the education system as one of the main drivers of the whole society development must be sustained by the best practices of the European countries and the respective policies incorporated therein. The Council of Europe in 2023 issued "A Guide to Action-oriented, Plurilingual and Intercultural Education" so as to promote quality and inclusive language education for everyone that will serve as is a key component of education that fosters democratic values and promotes mutual understanding. Therefore, this paper will delve upon the importance of adopting plurilingualism and the intercultural education in the Albanian education system with a focus on the tertiary level of education. Some ideas which are published on a "Platform of resources and references for plurilingual and intercultural education" will be displayed and how they could be integrated in the Albanian tertiary education. This paper will serve to the educational policy makers in Albania, the researchers, language teachers and all the relevant stakeholders concerned with the education and language policies in the country.

Keywords: plurilingualism, intercultural education, challenges and adaptation.

5. Milvia Gulešić Machata: Learning So-Called "Small Languages" in the Third Decade of the 21st Century: Who are the Contemporary Learners of Croatian as a Second and Foreign Language?

In the globalized world of the 21st century, the only constant is change, and this is also true when it comes to learning foreign languages. With the help of technological advancements, foreign languages are being learned more than ever before, migrations are becoming more frequent, and foreign languages are being learned in more diverse ways and for more reasons than in the past. The presentation begins with a brief overview of who the learners of Croatian as a second and foreign language were in the second half of the 20th century, followed by an analysis of the changes in this regard brought about by the first two decades of the 21st century. The central part of the presentation discusses who the current learners of Croatian as a second and foreign language are, why they are learning it, where, and how. Indeed, Croatian, like many other languages, is being learned by more people, even though it belongs to the group of languages with a small number of speakers compared to other languages (e.g., English, Spanish). The paper discusses which group of learners of Croatian as a second and foreign language is decreasing in number and which is increasing, and why. It also addresses what various Croatian institutions are doing to meet the growing interest in learning Croatian. In a world that is changing so rapidly, it is impossible to predict the direction in which foreign language learning, including Croatian, will go. However, the concluding remarks of the presentation attempt to answer the question of what needs to be done to ensure that the number of learners of Croatian as a second and foreign language continues to grow and that the needs of these learners are met.

Keywords: learners of Croatian as L2, second language, foreign language, heritage language.

6. Martina Kášová: Deutsche Sprache und ihre Zukunft. Will die junge Generation Deutsch lernen?

This article addresses the issue of teaching German studies with a focus on linguistics. In this day and age where artificial intelligence is being used in the humanities, it is a great challenge to choose topics that appeal to the younger generation while meeting the requirements of the Ministry of Education. One such opportunity is the topic of argumentation and right-wing extremism. The article also answers the question of which communication strategies right-wing extremists use to influence public opinion and how they shape political discourse. At the same time, it shows how political vocabulary can be expanded and how the topic can be used in the classroom.

Keywords: German Language, Teaching, new Topics, Extremism.

7. Brunilda Zenelaga: From X to Alpha. Challenges of Parenting in the Current World. The Case of Albania

The great social changes during the last 60 years have reflected extraordinary changes in parenting as well. Post-communist societies present major challenges of intergenerational education, also due to the fact that the forms of education throughout the period from the totalitarian socialist regime until today, in a global information society, the educational approaches to parenting are fundamentally different: from the authoritarian style to the liberal one. This study aims to highlight the challenges faced by the parents of Generation X in the education of other generations, mainly Generation Z and Generation Alpha. The empirical study refers to the Albanian context, which reflects the experiences of parents who grew up during the period of the communist regime and of children born and raised after the fall of this regime, in a transitional social context from an economic and cultural point of view. The research was based on the combination of two main methods. Analysis of secondary sources, through a scoping review and thematic analysis of 23 interviews conducted with parents of Generation X living in the Republic of Albania. The study highlighted numerous parenting challenges and suggested the strengthening of counseling and socio-psychological services to help parents cope with these challenges.

Keywords: Generation X, Generation Z, Generation Alpha, parenting, post totalitarian regime, children, Albania.

8. Ornedaga Gega & Sonja Llana: Responsibilities for Fatal Violence Among Students in Schools: the Role of the Family, School and Institutions, the Case of Albania

The perception that child abuse exists influences views on children's safety, with many adults believing that children are unsafe both in the community and at home (UNICEF, 2023). In cases where a child is killed by peers in school, responsibility often involves an interdisciplinary approach, including legal, psychological, social, and institutional aspects. This paper raises the research question: "How does cooperation, or the lack thereof, between the family, school, and institutions impact the prevention of tragic events?" The aim is to identify the role of the family, school, and institutions in fatal violence among students. The study employs a quantitative method. Questionnaires will be distributed to parents and teachers in secondary education to address their perceptions regarding the responsibilities of the involved parties. The questionnaire includes four sections: the first identifies the responsibilities of the family, school and institutions; the second analyzes factors leading to peer conflict escalation; the third explores the role of school policies and institutional oversight and the fourth offers concrete recommendations for prevention. The conclusion emphasizes that prevention is the most critical step in avoiding fatal violence. It recommends awareness, programs for parents and children, the inclusion of a safety officer in all pre-university institutions and teacher training on managing bullying and violence. Strengthening cooperation between families, schools and social services is essential.

Keywords: parent, child, abuse, pre-university education.

9. Danuta Dzis: The Impact of ADHD on Language Acquisition at Academic Performance

The purpose of this research paper is to provide an overview of recent scientific research focused on the challenges and teaching strategies to improve language acquisition in learners with Attention Deficit Hyperactivity Disorder (ADHD) in foreign language education. It explores a variety of teaching methods that have been shown to facilitate learning by fostering engagement, improving memory, vocabulary learning, and enhancing language skills. The paper also investigates classroom modifications that have been suggested to support ADHD learners. Additionally, the paper aims to provide an introduction to innovative approaches to inclusive learning and its impact on academic outcomes of ADHD learners. By analysing a variety of research findings, the review emphasizes educational trends, gaps in the current literature, and practical recommendations for educators aiming to improve language learning experiences for the ADHD learners in lower-secondary school environments. This work serves as a resource for educators, researchers interested in optimizing language education for diverse learners.

Keywords: Language learning, special education, ADHD, inclusive education, foreign languages.

14.00 – 16.00**Session IV: Applied Linguistics – Second Language Acquisition, Translation & Comparative and Contrastive Linguistics**

- Chair: Monika Šavelová
- Assistant: Erik Vráb

1. Leonid Chernovaty: Problems and Solutions in Online Translator and Interpreter Training

Online learning is an obvious prospect for the future because, on the one hand, it can theoretically provide international students with maximum access to quality education in the world's leading educational centres. On the other hand, it can significantly reduce the financial burden on such centres by reducing the costs of building and maintaining their infrastructure. However, along with its advantages, online learning also poses certain problems that threaten its quality and require special research to address them. From this point of view, it is useful to study the experience of Ukraine, where, due to the COVID-19 epidemic and the ongoing war, students of certain educational institutions have been studying exclusively online for five years. In particular, an analysis of online translator and interpreter training at V.N. Karazin Kharkiv National University revealed that students use unauthorised machine translation systems to complete homework, written and oral tests, including exams. As a result, students do not complete the amount of translation required to develop their professional competence, which negatively affects their level of education. This has led to problems in identifying and assessing students' independence in translating and in finding ways to encourage it through various activities, such as post-editing, stimulating the acquisition of subject knowledge, developing a critical attitude to texts translated by means of technology, etc. This survey provides an analysis of experiences in dealing with these and other issues.

Keywords: machine translation, online learning, professional competence, translator and interpreter training.

2. Blanka Jenčíková: Maschinelle Übersetzung und Posteditieren als didaktische Mittel in der Fachübersetzung

Currently, due to geopolitical events, translation and interpreting studies at Slovak universities are increasingly attended by students from Ukraine. These students translate into Slovak, which is not their mother tongue, as part of translation seminars. The aim of this paper is to explore the possibilities of the targeted and effective use of machine translation and post-editing in the context of teaching specialized translation. The translations produced by undergraduate students using machine translation followed by post-editing will be analyzed in terms of the adequacy of translation solutions. The primary objective is to determine to what extent students with insufficient linguistic competence are able to produce high-quality professional translations in this way, and to find ways of integrating this approach into the teaching of specialized language and specialized translation. The exponential improvement in the quality of machine translation and the rise of artificial intelligence require the search for innovative practices and new ways of assigning tasks in the didactics of specialized translation, so that these tools can be used effectively by students and support the development of their translation competencies.

Keywords: specialized translation, machine translation, post-editing, didactics.

3. Monika Šavelová: Anton Popovich's System of Expressive Changes as a Tool for Translation Criticism and Critical Thinking

*The aim of this contribution is to present Anton Popovič's system of expressive changes, a key framework developed by a leading representative of the Nitra School of Translation. This system proves valuable not only for translation criticism but also for its application in the didactics of translation criticism and the theory of both literary and technical translation within the field of Translation Studies. Using the Slovak translation of Claudio Gobbetti's Italian children's book *Giardiniere dei sogni* [The Dream Gardener] (2019) as a case study, we will examine the linguistic and stylistic shifts and changes that occurred during the translation process, focusing on the translator's insufficient awareness of the fundamental differences between the linguistic and stylistic level. While the linguistic level is translated somewhat adequately into Slovak, the stylistic level undergoes significant alterations. By employing Popovič's system of expressive changes, we will define the specific modifications between the original and the translated text.*

Keywords: translation criticism, translation shifts, system of expressive changes, expressive levelling, expressive loss.

4. Ermira Kthupi: The Influence of the Mother Tongue Albanian in Learning German

The role of the mother tongue in foreign language acquisition has been viewed as a crucial factor by various hypotheses over different periods of time. This study focuses on linguistic transfer, where learners rely heavily on their native language while learning a foreign language. Linguists like Lado and Fries emphasized the necessity of a comparative analysis between the native and target languages to identify similarities and differences. Behaviourist theories, particularly the concept of transfer, suggest that prior learning influences new learning situations. Transfer can be positive (facilitative) or negative (interference), affecting language learning outcomes. The mother tongue impacts the linguistic development through cognitive, phonological, and sociocultural channels. Positive transfer occurs when similarities between the mother tongue and the target language enable learners to apply known concepts, accelerating comprehension and fluency. Conversely, negative transfer or interference arises when discrepancies between languages lead to misunderstandings or errors. This is often seen in pronunciation challenges, grammatical structure differences, and false cognates. Understanding the mother tongue's influence is essential for educators and language learners alike. Tailoring teaching methods to address specific challenges can enhance learning outcomes. Strategies such as contrastive analysis, phonetic training, and culturally responsive teaching can mitigate negative transfer effects and leverage positive ones. Exploring this interplay between the mother tongue and additional language acquisition offers valuable insights into cognitive linguistics and education. It underscores the importance of personalized learning approaches that consider individual linguistic backgrounds

Keywords: mother tongue, foreign language acquisition, teaching methods.

5. Halyna Onyshchak: A Comparative Analysis of the Lexical Stocks Denoting “good” in English, French, Slovak and Ukrainian

Modern linguistics increasingly focuses on the exploration of lexical semantics, emphasizing the structural and systemic organization of vocabulary. The latter undergoes the dynamic transformations, reflecting changes in individual lives and social interactions. In this respect, the lexical system serves not only to convey existing concepts but also to integrate newly coined terms and meanings. English, French, Slovak and Ukrainian feature distinct systems with hierarchically structured elements, shaping their semantic framework. The current study introduces a novel approach to the study of lexical semantics by employing a matrix method to conduct a comprehensive comparative analysis of the lexical stocks denoting “good” in English, French, Slovak and Ukrainian. The latter contributes to a deeper understanding of the cultural identity inherent to these linguistic communities and identifying both common and distinctive semantic features of the lexis. Lexicographical sources functioned as tools for compiling, analyzing, and systematically categorizing linguistic data. The concept of “good” in the compared languages exhibits anthropocentric semantics, emphasizing moral agency, virtuous traits, social status, altruism, and the pursuit of values leading to happiness. The ethnospecific features reveal that English speakers perceive it as the highest moral value, symbolizing perfection and the ideal. In French, good is embedded in socially-oriented practices, encompassing harmonious agreements, pleasure-driven actions, and dignified behavior reflecting societal norms. In Slovak, it relates more to emotional well-being, emphasizing personal effort, responsibility, and moral agency. Ukrainian, in contrast, views good as the realization of personal traits and qualities, with a focus on proactive actions aimed at achieving goodness.

Keywords: lexical stock, lexical semantics, matrix method, comparative analysis, common and distinctive features.

6. Natalia Kovalchuk: Structural Classification of English Abbreviations of Approaches to Language Teaching and Forms of its Organization

Based on the thematic classification of abbreviations of language teaching approaches and forms of its organization, a study was conducted on their structural typology. According to structural characteristics, abbreviations can be analysed by the number of components or by the model they are constructed on. The number of elements in the abbreviations we analysed ranges from one to six, most of which have two to three components. There are abbreviations that include not only alphabetic but also numeric symbols ($i+1$ where i is the level of language acquisition by the learner), but the share of such abbreviations is insignificant. As for belonging to a particular part of speech, nouns and adjectives prevail among these abbreviations, with gerunds and past participles also occurring. There are also cases of homonymy (homographs), for example, ELT (English Language Training) and ELT (English Language Teaching). Among the models used to form the abbreviations are alphabetic acronyms (FFE - Form-Focused Episode; TPR - Total Physical Response);

acronyms pronounced as words (IPSEN - Inclusive Practices and Special Educational Needs; MALL - Mobile Assisted Language Learning); acronyms in which prepositions or conjunctions are omitted (ACT - Adaptive Control of Thought; SEM - Standard Error of Measurement; CCM - Comparison and Contrast Method); abbreviations of "apocope + apocope" model (ANCOVA - Analysis of Covariance) and "initial letter (acronym) + full word" model (T-test; M-learning; SQRRR technique). In total, at least 28 models of abbreviations of different frequencies are possible, the classification and correlation of which requires additional research.

Keywords: English abbreviations, foreign language acquisition, language teaching, structural classification, thematic groups.

7. Anila Shehu & Ardjana Braja: The "Transfer" of Some Albanian Phonetic/Phonological Features to Italian Pronunciation

For many foreign language teachers, teaching pronunciation is a big challenge, since it is a long, difficult process which requires good knowledge of contrastive linguistics. During exposure to a language different from our mother tongue, the ability to distinguish auditory what is known from what is unknown undoubtedly marks the starting point of any language learning process. The challenge we face by abandoning the sounds of our first language is finding similarities and differences regarding the phonetic and phonological features between the two systems. In this study, we used observations in Italian language classes, questionnaire forms with students and teachers, voice recordings of students which we further analyzed through the phonetically specialized computer program Praat 5.3.60. Applying the comparative method, we were able to document the most frequent interferences of the Albanian language in terms of deviation from the Italian standard. Highlighting the interference of Albanian language into Italian one, such as the pronunciation of the /r/ at the beginning of the word, the duration of stressed vowels and consonants, word stress, intonation of interrogative sentences, etc., we aim to guide Italian language teachers to choose the appropriate techniques and strategies to correct them.

Keywords: Albanian and Italian languages, pronunciation, interferences, error analysis.

8. Enida Godime & Alma Dema: The Problematic of Non-listening in the Pre-University Education

The new curriculum for pre-university education in the Republic of Albania places significant emphasis on Communication and Expression Competence. This competency includes the development of knowledge, attitudes, and skills related to speaking, reading, listening, and writing for various purposes. A successful learning environment depends on the interaction between speaker and listener. Skills such as listening to literary and non-literary texts, active listening to understand and express values and attitudes, and intentional listening for reflection are integral to the curriculum. However, this paper focuses on the critical issue of non-listening in educational settings. The primary objective of this research is to highlight the lack of structured listening education within the learning process. Using a mixed-methods approach, we survey students in upper secondary education to conduct both qualitative and quantitative analyses. This enables us to identify the root causes of non-listening, analyze the findings, and propose strategies to address this challenge effectively. Techniques such as role-playing (dramatization), intentional listening through exposure to mass media, group activities, and active listening exercises are essential for creating a productive speaker-listener interactivity. These methods improve overall communication by maintaining a balance between speaking and listening competencies.

Keywords: non-listening, competence, survey technique, curriculum, education.

9. Denisa Čujdíková, Patrícia Kubišová & Elena Ciprianová: Picture Books as a Dual Tool for Vocabulary Development and Reading Strategies in Young Learners

The aim of this paper is to explore the potential of wordless picture books, particularly the book Pancakes for Breakfast by Tomie dePaola (2018), as a dual-purpose educational tool for developing vocabulary and reading strategies in young learners. Through integrating storytelling, visual literacy, and social-emotional learning, picture books offer a dynamic approach to teaching English. Two 45-minute English model lesson plans are presented to demonstrate practical applications in the classroom. The first lesson plan focuses on expanding pupils' vocabulary by utilizing the selected wordless picture book to introduce new words and phrases, connect them to visual contexts, and encourage active use in storytelling activities. The second lesson plan emphasizes reading strategies, including prediction, sequencing, and inference, fostering both reading comprehension and critical thinking. These activities also contribute to the development of visual literacy and communication skills, which are essential for successful reading and comprehension in a foreign language. Additionally, the

lessons integrate social-emotional development by encouraging empathy and self-expression through character analysis and collaborative storytelling.

Keywords: wordless picture books, young learners, visual literacy, vocabulary, reading.

10. Eda Cauli & Rexhina Xhafa: The Albanian Students' Approach Towards International English Language Testing System, specifically IELTS Exam

Since its establishment in 1989, the International English Language Testing System (IELTS) has been one of the primary choices for anyone wanting an English proficiency certificate in Albania. However, many students who are either taking the Academic or General category of the IELTS exam, face certain difficulties in some specific language skills that the exam tests. Certainly, different factors contribute to understanding and dealing with each skill. Therefore, this case study focuses on conducting in-place research data through interview forms, questionnaires, and class observation at a private language institution based in Tirana, Albania, where students are trained before entering the final test. The key results and conclusions from these presented experiences acknowledge the need for more comprehensive language acquisition, intensive learning way and determining the adaptability of Albanian students in an ever-evolving global context.

Keywords: Learning style, context, certification, knowledge

Room B114

11.00 – 13.00

Session I: Education Theory and Practice – Education Practice – New Trends

- Chair: Zuzana Straková
- Assistant: Erik György

1. Matilda Memaj: The Importance of Self-care Practices Among Higher Education Students: An Analysis of their Impact on Academic Achievement and Personal Development

Student life represents a period filled with academic, social, and personal challenges. During this time, students often neglect self-care due to high academic demands and dynamic lifestyles. Self-care encompasses a range of practices, such as stress management, physical care, emotional support, and maintaining a balance between personal and academic life. This article examines the importance of self-care among students and its impact on academic performance. The research aims to analyze the multidimensional impact of self-care practices such as stress management, physical care, emotional support, and balancing personal and academic responsibilities. This study emphasizes the benefits of these practices and their direct influence on academic success. The methodology employed in this article includes an analysis of contemporary literature. Secondary data were selected to meet the article's objectives through empirical findings derived from quantitative and qualitative studies. Results indicated a strong correlation between self-care practices and academic performance. Students who implemented stress management techniques, such as meditation, physical activities, and time organization, demonstrated higher academic achievements. Moreover, social support and engagement in activities promoting mental health were highlighted as crucial factors in reducing anxiety and improving focus on studies. The article emphasizes that educational institutions should promote activities and programs encouraging students to practice self-care, underscoring the significance of mental and physical health as integral components of academic and personal development. Integrating self-care into institutional policies and educational strategies is essential to fostering a supportive and productive academic environment.

Keywords: self-care, academic achievement, mental health, practices, personal development.

2. Qamile Caca: Health, Well-being, Ethical Principles, and the Role of Education

The right to life is a fundamental and inviolable human right, enshrined in international legal frameworks such as the Convention on Human Rights. While early threats to life were primarily environmental, modern societies face increasingly complex dangers—including armed conflict, epidemics, famine, violent crime, and global crises such as the Covid-19 pandemic. Among these, murder and criminal activity persist as direct and preventable challenges to human security. Although various measures, such as legal enforcement and behavioral interventions, have been implemented to address these threats, their effectiveness remains limited without broader ethical and educational foundations. This paper explores the ethical dimensions of crime and its implications for individual and societal well-being. It investigates the subjective motivations behind criminal behavior and emphasizes the importance of moral responsibility. Education, particularly in ethics, plays a pivotal role in cultivating moral awareness, empathy, and civic responsibility. Through a well-structured educational system, individuals can develop the capacity to respect human life and understand the social consequences of unethical actions. In an age marked by increasing individualism and the pursuit of immediate gratification, ethical education offers a pathway to restoring collective values and promoting long-term societal welfare. A meaningful life, rooted in reflection and guided by reason toward the common good, is presented as the cornerstone of civilization. Ultimately, this paper argues that reinforcing ethical education is essential to building a more harmonious, secure, and morally responsible society.

Keywords: security, well-being, crimes, suicide, ethics, education, moral responsibility, civic duty.

3. Jetmira Basha: Exploring Children's Well-being and its Correlating Variables in Academic Achievement

Children wellbeing is an important part of their development, health, education, safety and socialization. School plays central roles in improving emotional well-being for the twenty-first century children, since teachers help raise their self-esteem and motivation by being educators, facilitators, mentors. Promoting wellbeing involves providing supporting environment, families and communities. An increasing volume of evidence suggests that children who possess strong emotional and psychological well-being are more likely to

achieve higher academic success. The main aim of this paper is to explore the relationship of the children wellbeing with the correlating variables on academic achievement. To address this relationship as research method was used literature review which is very important to create opportunities for additional research in the field in school contexts in Albania. The central research question guiding this study is: Which variables are most significantly correlated with children's well-being and academic achievement? The results from research literature revealed important data about the relationship among children's wellbeing and academic achievement and variables such as: teacher support, family involvement, school satisfaction, school climate and peer support were consistently identified as correlating with academic performance. When children support experience support from school and family, their academic achievements tend to improve.

Keywords: subjective wellbeing, teacher support, academic performance, family involvement.

4. Zuzana Straková: Implementation of the New Curriculum: Challenges & Perspectives

The Slovak educational system has been facing systemic changes at the elementary education level through curriculum redesign and its phased implementation. The changes do not focus only on the content redesign within individual educational areas, but they embrace a much wider scope than any curricular transformation in the past. The systemic changes will also affect the pre-service teacher training, where the study programmes need to be adjusted to a new distribution of primary and lower secondary levels. The changes in general are not particularly well-accepted in the teaching community, however, teachers are the most crucial players in this transformation. This study focuses on teachers' expectations and their understanding of how this transformation affects their everyday professional life, with a specific focus on transversal literacies. The study involved eight experienced teachers who were interviewed about how they perceived the whole process of this transformation, its individual phases, and especially the pillars on which foreign language education is built in the new curriculum. The focus was also placed on transversal skills and the support that teachers perceive as useful for a full implementation of these literacies. The results indicate that some teachers still approach the changes with reservations and are afraid of further burdens on their shoulders. On the other hand, teachers who are aware of the weak sides of present language education welcome the attempts to update their teaching approaches and see the upcoming curriculum transformation as an opportunity to do so. All respondents, however, highlighted the need to also adjust pre-service teacher training to the up-to-date reality in schools and introduce these changes already at the pre-graduate level.

Keywords: foreign language education, curricular transformation, interviews, transversal literacies.

5. Natália Rozmanová: Attitudes of Teachers Towards the New Curriculum Reform in Slovakia

The present research aims to investigate the attitudes of teachers towards the new curriculum reform in Slovakia with a focus on its implementation in foreign language education. The research employs a comparative analysis while examining the perspectives of teachers working in primary schools where the reform has already been implemented in contrast with those primary schools not yet implemented it. Semi-structured interviews are used as the basic instrument to collect data. The reform aims to address systemic issues in Slovak education by fostering mainly a student-centred approach and developing pupils' key competencies within the cross-curricular areas applied in the foreign language. The objective is to examine the impact of these changes on teaching practices and the promotion of active learning. The research investigates teachers' awareness of the curriculum reform, their perceptions, and the potential changes it brings to pupil's motivation and engagement as well as teachers' readiness to integrate its principles into practice. Moreover, the research seeks to map the acceptance of the new curriculum transformation in Slovakia and collect data to evaluate its implementation. The results demonstrate no significant differences in teachers' attitudes already working under the new curriculum reform in comparison to those where it has not yet been implemented in terms of teaching practises. Despite teachers' awareness of the new curriculum reform, the findings indicate no positive attitudes towards the new curriculum reform applied in foreign language education.

Keywords: attitudes, curriculum reform, foreign language, teaching practises.

6. Mirela Lazimi: The Purpose and Steps to Follow for Conducting Assessment in Education

The purpose and steps to be followed for conducting an assessment in education are important to ensure an accurate and reliable process. Assessment helps teachers understand which aspects of teaching work well and which areas can be improved. It provides information on the level of knowledge and skills that students have acquired. Assessment can also serve to motivate students to improve and become more engaged in learning. The results of the assessment can be used to adjust and improve educational practices and policies in schools.

and educational systems. The steps for conducting an assessment in education include several key phases. First, the purpose of the assessment should be determined to understand why it is being conducted. After this, the assessment method should be chosen, which may include tests, projects, group activities, or open-ended questions, depending on the purpose. Creating criteria and standards for the assessment is essential to clearly define expectations and success criteria. Next, data collection is carried out through tests, practical activities, interviews, and observations. The gathered results are analyzed to assess whether the assessment objectives have been met. This process is an ongoing cycle, where assessment plays an important role in improving education and the development of students.

Keywords: assessment in education, teaching methods, data collection, educational improvement.

7. Risvan Tërshalla: An Ethical Reflection on the Stages of Moral Development from the Psychologist Lawrence Kohlberg

This paper aims to analyse a complex issue, which includes several important areas of study such as; developmental psychology, moral philosophy and ethics. It focuses primarily on the stages of moral development of the American psychologist L. Kohlberg. The approach of this paper will be descriptive and analytical; where first the understanding on the justification and explanation of the hierarchy of these stages will be outlined. Further relying not only on the ethical critique of this hierarchy, but also relying on some inherent feminist views, a reflection will be aimed at re-dimensioning key concepts, no longer according to the existing hierarchical perspective. Some of the objectives of this paper are; First, the paper aims to raise awareness of the importance of understanding the hierarchy of stages. Second, the paper aims to clarify what are the problems we face if this hierarchy is taken for granted. Third, if the premise of abandoning the hierarchy is taken into account, does it lead us to a slippery slope in terms of the need for objectivity in ethics, at least for the most important issues? Based on the objectives that this paper aims to meet, as a result there is a need to look at the moral principles, in optics, at least in terms of their content. Consequently, this will also dictate the need to break down and apply these principles in practice in the context of educational philosophies.

Keywords: education, moral development, psychology, ethics.

8. Andrea Kóřnová: Artificial Intelligence in Language Teaching

Artificial intelligence, once a science-fiction, became a reality today, constantly improving and integrating to daily life. People start to rely on AI more and more and learners or students are no exception. The use of such technologies strongly influences the educational process, especially in language teaching. The paper will focus on the positives and negatives of using these technologies in the academic/school environment, as well as their possibilities to help improve language teaching.

Keywords: artificial intelligence, language teaching, translation.

14.00 – 16.00**Session IV: Applied Linguistics – Second Language Acquisition**

- Chair: Elena Ciprianová
- Assistant: Lucia Mareková

11. Ivana Poulíková: Frequency of Intercultural Phenomena in Current English Language Course Books and their Critical Perception by Lower-secondary School Learners

Understanding the frequency of intercultural phenomena in English as a foreign language (EFL) coursebooks and their perception by lower-secondary school pupils or young learners is crucial for promoting cultural competence and sensitivity. Drawing from a psycholinguistic perspective on the characterization of lower-secondary school pupils, this paper aims to highlight the importance of incorporating critical thinking interventions into educational settings to develop intercultural awareness. The role of the teacher is highlighted for the guidance and assistance into promoting diversity in cultures and preventing cultural bias. To evaluate the frequency of intercultural phenomena in English coursebooks, a content analysis of a coursebook used at Beethovenova lower-secondary school in Nitra, Slovakia was conducted. The content analysis based on tagging methodology involves systematically examining two units of the textbook, to identify whether intercultural phenomena (e.g. cultural relevance, knowledge awareness of similarities and differences between cultures, and alignment with learners' age, interests, and needs) within the context of language learning materials are represented adequately. By analyzing intercultural content of the coursebook, we aim to evaluate the representation of cultural diversity. The study highlights the success of coursebook authors in recognizing the richness and diversity of cultures, thereby challenging and avoiding cultural stereotypes.

Keywords: intercultural phenomena, coursebook evaluation, critical thinking, lower-secondary school pupils, role of the teacher.

12. Ivan Haringa, Anikó Ficzere & Eva Stranovská: Using Podcasts to Enhance L2 Listening Comprehension

The acquisition and practice of language skills are fundamental elements within the domain of foreign language education, demonstrably contributing to the efficient teaching of a second language. Listening comprehension is recognized as one of the most challenging language competences to enforce in foreign language acquisition. A strategy to stimulate and develop language proficiency is the implementation of diverse readily available audio resources, encompassing the increasingly prevalent medium of podcasts. Podcasts, employed as didactic tools, are believed to release the affective filter in learners, and heighten both internal and external motivation, and reducing cognitive load. Their pedagogical utility and significance in foreign language education lies primarily in their inherent authenticity, accessibility, topical relevance, and inherent appeal for both learners and teachers. This paper examines the needs for the development of listening comprehension skills and the importance and influence of podcasts on the development of listening comprehension skills. The methodological part includes a proposal for working with a podcast in a single teaching unit with the focus on development of listening comprehension skill. Our recommendations are that podcasts tend as a useful and attractive source for developing listening comprehension. We define the conditions and procedure for the application of podcasts in teaching with the aim of developing listening comprehension for further pedagogical practice.

Keywords: podcast, listening comprehension, education, English as a foreign language.

13. Ivana Poulíková, Erzsébet Szabó & Ervín Weiss: Enhancing Primary School Reading Comprehension and Critical Thinking Skills through Pedagogical Intervention

Teaching reading comprehension to primary school pupils in a foreign language involves stimulating cognitive processes such as attention, memory, and perception. However, pupils encounter the challenge of understanding implicit and explicit information in texts, which adds complexity to their language learning journey. Despite their interest in reading, many pupils struggle to effectively respond to questions, indicating gaps in comprehension development despite exposure to various texts. Failure to establish effective comprehension skills early on limits the development of critical thinking abilities, making future progress much more difficult. Therefore, early intervention to develop text comprehension is crucial. This article explores foreign language reading specifics, critical thinking skill development, and the unique characteristics of young pupils. It introduces an education unit as a program to develop critical thinking through reading

comprehension. Furthermore, it presents an education unit (methodical sheet) aimed at stimulating critical thinking cognitive processes in pupils.

Keywords: reading comprehension, foreign language, pedagogical intervention, education program, primary school, critical thinking.

14. Martin Štúr & Andrea Kóňová: Foreign Language Teaching and Grammar in Spanish Language University Course

These days, there is a controversial but, unfortunately, widely spread opinion that children should not learn such “useless” things as grammar in schools. It perhaps comes from an assumption that instead of grammar, supposedly more practical skills should be taught. Our theoretical framework, on the contrary, emphasises that grammar is an extremely practical discipline, a condition for the development of analytical and critical thinking and not only a tool for successful communication. We address this problem by incorporating to well-known methodological approaches the use of new technologies, including graphic design as well as current, real, and practical topics and situations. Our research questions are: What are the biggest challenges in dealing with grammar during the creation and interpretation of texts in foreign language education? Which options are available for solving these challenges? Based on case studies, we work with three criteria: identification of grammar forms, structure of the sentence, and communicative and cultural function. We work with Slovak, Hungarian, Ukrainian, and Russian students of Spanish, as the problems they face manifest differently according to their mother tongue and cultural formation. We lay the theoretical framework that leads to a set of practical suggestions that have the potential to serve as a draft of an educational programme. On the base of grammar analyses of students’ texts, the contrastive approach appears effective, not only in consideration of languages but also in terminology. Understanding the contrast of grammar and tradition in the language serves as a motivation and is a prerequisite for improvement.

Keywords: grammar, foreign languages, education.

15. Eva Stranovská & Zdenka Gadušová: Semantische Methoden als Untersuchungsmethoden im Leseverständnis-Interventionsprogramm für Fremdsprachen

Leseverständnis-Interventionsprogramm für Fremdsprachen beinhaltet Vielfältigkeit der Lesestrategien, Techniken und Aktivitäten der Arbeit mit dem fremdsprachlichen Text als auch Techniken und Aktivitäten, die nicht nur Verständnis des fremdsprachlichen Textes üben und vertiefen, sondern auch kognitive und metakognitive Prozesse der Persönlichkeit, bzw. Leseverständnis-Prediktoren fördern. In diesem Sinne ist anspruchsvoll eine Wirksamkeitsprüfung dieses Programms durchzuführen, bzw. seine Effektivität zu untersuchen. Eine Möglichkeit der qualitativen Untersuchung sind semantische Methoden, die sich auf Emotionen, Erleben des Teilnehmers, soziale Prozesse und Qualität der Intervention konzentrieren. Dieser Beitrag behandelt die Methoden Semantisches Differential und Semantische Selektion. Mit Hilfe von diesen Methoden werden im Leseverständnis-Interventionsprogramm affektive Faktoren untersucht, die den Leseverständniserwerb begleiten und damit qualitative Prozesse der Intervention evaluieren. Beide Methoden wurden in unserer Untersuchung eingesetzt, die in den Grundschulen und Gymnasien realisiert wurde.

Keywords: semantische Methoden, Semantisches Differential, Semantische Selektion, Leseverständnis, Interventionsprogramm, Fremdsprachen.

16. Eva Stranovská & Hana Bogdanová: Modality in Spontaneous Text Production

In the contemporary globalized world, the ability to communicate in a foreign language has become an indispensable component of modern education. In this regard, pragmatic competence has received growing scholarly attention. This study explores the use of modality among university students learning Japanese language, with the objective of ascertaining whether learners can employ modality markers accurately (in form) and appropriately (in context and meaning) in spontaneous written production. The research employs a qualitative content analysis of student-created texts. The findings indicate that while the majority of students employed modality markers, their usage was constrained in terms of variety and scope. Formal errors were particularly prevalent in more complex grammatical constructions. The study's findings underscore a persistent disparity between the instructed knowledge and spontaneous language use. This underscores the necessity for sustained, context-rich practice to support the development of functional and contextually appropriate use of modality in second language acquisition.

Keywords: foreign language competence, pragmatic competence, modality, Japanese language.