



BOOK OF ABSTRACTS

Ss. Cyril and Methodius University in Skopje
Blaže Koneski Faculty of Philology

English Studies at the Interface of Disciplines: Research and Practice

International Conference at the Department of
English Language and Literature

4–5th April 2025

Skopje, 2025



Универзитет „Св. Кирил и Методиј“ – Скопје
Филолошки факултет „Блаже Конески“

Универзитет „Св. Кирил и Методиј“ – Скопје
Филолошки факултет „Блаже Конески“

СТУДИИ ПО АНГЛИСТИКА – ИНТЕРДИСЦИПЛИНАРНОСТ ВО ИСТРАЖУВАЊАТА И ПРАКТИКАТА

Меѓународна научна конференција
Катедра за англиски јазик и книжевност
4–5 април 2025
Скопје

Книга на апстракти

Скопје, 2025

Издавач

Универзитет „Св. Кирил и Методиј“ – Скопје
Филолошки факултет „Блаже Конески“

**Уредник на издавачката дејност на
Филолошкиот факултет „Блаже Конески“**

проф. д-р Владимир Мартиновски, декан

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Blaže Koneski Faculty of Philology

ENGLISH STUDIES AT THE INTERFACE OF DISCIPLINES: RESEARCH AND PRACTICE (ESIDRP)

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Skopje

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Skopje, 2025

Publisher

Ss. Cyril and Methodius University, Skopje
Blaže Koneski Faculty of Philology

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PLENARY TALKS

What Linguistic Patterns Tell us About Society

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Modern semantics and pragmatics assume that language use is a mirror of linguistic action. We can always learn something about positions, opinions, and ideas in a society from the typical ways in which words or sentences are used. Corpus linguistics takes advantage of this by using large text corpora to identify and interpret these typical usages.

In my talk, I will show how even simple corpus queries, e.g., collocation analyses, can answer such questions. I also want to show that the old idea of collocations is the basis for modern machine learning methods that enable today's text-generating AI. So, there are important linguistic concepts and theories behind AI. In order to understand the possibilities, but also the limitations of AI, it is therefore important to know these linguistic backgrounds, as I will show in my presentation.

Keywords: artificial intelligence, natural language processing, speech recognition, text classification, machine translation

L2 Listeners' Perspective on Spoken Language Variation: From Discrimination to Tolerance

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Much research has explored the intelligibility of L2 speech from the speaker's perspective (see Kang et al., 2018; Levis, 2005; Munro & Derwing 1995), but this presentation will focus on the listener's side of the story.

I will draw on quantitative and qualitative research which shows that listeners can improve their ability to adapt to new speakers and new accents. This is the basic premise of my recent, more ethnographic work in the field, training non-academic university staff at a large French public university to cope with tremendous variation in spoken English in the workplace (Henderson & Ferchiche-Jay, 2024). The overall objective is to empower people to cope better with spoken language variation, in the hope that this will also lead to more tolerance and less accent-based discrimination (see Cooper et al., 2020; Derwing & Munro, 2009; Moyer, 2013). Such a perspective is applicable to interactions via any pluricentric language (Clyne, 1992), be it English, French, Arabic, Chinese, etc.

The broader implications of accepting variation as the norm for language instruction will be examined, specifically via concrete examples of my training materials for English, used with staff working in the university's libraries, office for international staff & students, and campus medical centre. The potential of HVPT (high variability phonetic training) to help learners (see Thomson, 2011, 2018) will also be broached, as a complementary tool.

Keywords: spoken language variation, accent-based discrimination, intelligibility, L2 listeners

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“You Talk like a Book, Dad”: Jeremy Irons Reading *Lolita*

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Audio books have recently seen a significant rise in popularity. This is, of course, part of our greater cultural shift from print to audio-visual media. It’s a process that mirrors, in reverse, the move from oral performances to writing in the Early Modern period. The latter has been well documented, but what happens to works of literature specifically tailored for the page – books that rely on being books – when they are transposed onto audio? What happens to novels that are self-referential and structurally rely on the figures of the writer and the reader, when the writer turns into a reader and the reader into a listener?

This talk will focus on one of the most influential and controversial novels of the 20th century, Vladimir Nabokov’s *Lolita*. It will specifically consider its famous audio book version, read by the English actor Jeremy Irons, following his performance as Humbert in Adrian Lyne’s 1997 film adaptation. How does listening to *Lolita*, rather than reading it, change the experience of the audience? How does the disappearance of the page affect the hermeneutics of narration? What happens to the book when the book begins to talk?

Keywords: audio books, cultural shift, hermeneutics of narration

Suprasegmentals, Voice Cloning, and Intelligibility in L2 Pronunciation Learning: The Present Promise of Golden Speakers

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Learning the pronunciation of a new language is essential for speech intelligibility and comprehensibility (Jenkins, 2000; Levis, 2005; Munro & Derwing, 1995), which helps to ensure being understood by others during communication. The pronunciation of suprasegmentals (stress, rhythm, intonation) is especially important because suprasegmentals are difficult for many L2 users to understand and for L2 teachers to teach. In addition, multiple studies have demonstrated that improved suprasegmentals result in improved comprehensibility in spontaneous speech, while improvements in segmentals do not.

Learning to pronounce a new language requires knowing how its sound system differs from the languages you already know, what features are important to focus on for improved comprehensibility and intelligibility, and using model voices to make pronunciation features as transparent as possible. Such models, resulting from a computer resynthesis of the learner's own voice with native pronunciation, have been called "Golden Speakers" (Ding et al., 2019; Probst et al., 2002), and they can result in a model pronunciation that the learner can recognize as "a better me" (Henderson & Skarnitzl, 2022) that can pronounce any target language utterance with L1 suprasegmentals. Even though the use of Golden Speaker models is promising for pronunciation learning, the use of individual golden speakers has been limited by computational power and model voices that are not wholly satisfactory. With the advent of large language models and artificial intelligence more generally, voice cloning technology has become easily available and has made it possible to create individual golden speakers with native-like suprasegmentals for any voice, combining the learner's voice features with native prosodic patterns.

This presentation will review the importance of suprasegmentals in pronunciation learning, demonstrate how AI voice cloning technology can be used to use a learner's own L2 voice as a pronunciation model, and provide a view of the future in which pronunciation teachers and learners benefit from AI-developed voices both in the classroom and in independent learning contexts.

Keywords: intelligibility, comprehensibility, suprasegmental features, AI voice cloning

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WORKSHOPS

Hybrid Intelligence: Humans and AI Joining Forces for Mentoring

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Good quality mentoring is key to teacher development, regardless of context, pre- or in-service teaching. Yet, quality mentoring takes time to develop and is typically scarce, locally but also internationally (e.g. Hobson, 2016).

With the advent of AI, it became possible to make good quality mentoring more accessible. The Noticing Project (see <https://about.noticing.network>) draws on Malderez's (2015; 2024) conceptualisation of mentoring to make it possible for busy mentors to 'outsource' some of the time-consuming tasks that rely on complex thinking (e.g. reflection, lesson/materials preparation) to Noa, the mentoring agent in Noticing.

Through supportive and non-judgemental dialogue, Noa takes teachers on journeys of discovery and realization which improve teacher preparedness. Unlike GenAI which seeks to provide quick solutions, Noa uses its generative powers to offer prompts to elicit rich thinking from teachers. In an era when GenAI offers to do the work for teachers, Noa scaffolds creative and critical thinking in teachers, thus nurturing their agency. This use of AI chimes with the work of Urmeneta and Romero (2024), who argue for "collaboration between human intelligence and AI, suggesting a view of human-AI co-creativity" (p. 4). Akata et al. (2020) refer to this as "hybrid intelligence" (HI).

Following a brief introduction to the Noticing Project, workshop participants will engage in a conversation with Noa on their own devices (mobile, tablet or laptop). This will be followed by a discussion of the participants' experiences, and a more general exploration of the implications of using HI for teacher development.

Keywords: AI, HI (Hybrid Intelligence), mentoring, teacher development, teacher agency

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AI-Powered Teaching: Effective Hands-On Strategies for EFL Classrooms

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With the release of ChatGPT, a model of generative artificial intelligence chatbot by OpenAI in 2022, educators around the world have tried to incorporate various models of AI in their teaching practices. To harness the full potential of such tools, EFL teachers need practical and effective strategies for integrating AI-powered tools such as ChatGPT, and Eduaide.AI into their teaching, aiming to improve their lesson planning, assessment, and student engagement.

This workshop begins with an overview of different models of AI which could be used in language teaching, based on effective teaching practices which highlight the benefits of personalized learning in enhancing student engagement and autonomy. In addition, participants will engage in structured activities that:

- explore the use of prompting for generating outputs that would support various aspects of EFL teaching;
- design and develop educational materials, presentation materials, and activities that would support the different stages in their teaching.

Through guided activities and collaborative discussions, educators will experiment with these tools, evaluate their effectiveness, and design AI-powered lesson components. By sharing and integrating best practices, this workshop equips participants with concrete hands-on strategies that would help them design personalized teaching materials ensuring immediate applicability in their classroom.

Keywords: EFL teaching, AI-powered tools, strategies for integrating AI in teaching, ChatGPT, prompting

PARALLEL SESSIONS

Migration and English in Bangladesh: A Cross-Sectional Study

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In the age of global mobility, English serves as a crucial lingua franca, aiding communication, social integration, and economic progress (Seargeant et al., 2017). Research indicates that language proficiency is shaped by innate ability and pre- and post-migration factors (Tubergen, 2010). These insights have spurred calls for tailored language education programs that address prospective migrants' specific needs.

This study examines the link between migration and English proficiency in Bangladesh, a global South representative. A convergent mixed-methods design captured learners' attitudes and perceptions of English during the migration process. The quantitative component surveyed 100 participants, while the qualitative component involved semi-structured interviews with 20 individuals. Participants aged 18–40 years were recruited from language education centres and higher education institutions across Bangladesh to ensure a diverse sample. This methodological triangulation allowed for an in-depth examination of both the cognitive and affective dimensions of English language acquisition in a pre-migration context. The findings indicate that most participants consider English proficiency as a means to access modernity, achieve global integration, and advance their careers. However, many have reported anxiety and frustration, especially regarding the competitive nature of pre-migration language preparation. These findings align with those of previous studies, while offering context-specific insights into the challenges and opportunities faced by Bangladeshi learners. The empirical findings underscore the necessity for customised language education programs that consider both the enhancement of linguistic competencies and emotional welfare of learners. From a theoretical perspective, this investigation contributes to a deeper comprehension of the intricate relationship between migration and language while simultaneously establishing a foundational framework for exploring the enduring effects of language instruction provided prior to migration on the processes of integration and subsequent outcomes. These findings may serve as important tools for those creating national plans to elevate English language learning in a way that resonates with the particular demands of incoming migrants.

Keywords: Bangladeshi pre-immigrant, English Language, Global South, Language Policy, pre-migration

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Digital Visualization and Interaction Within Contemporary English Literature

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Contemporary novels are not only available in traditional print versions. Rather, they are accessible in a variety of digital formats: apart from e-books (which are likely to be considered a static digital equivalent to print), novels are also available online (Baumgarten, 2013). Novels such as "Cathy's book" (Stewart et al., 2010), the "Renate Bergmann" series (Rohde, from 2013) or "The three!!!" series (various authors) present their narratives in print as well as on multiple online platforms. Their online presence may contain classic webpages, digital applications (apps and further services) and social media (in particular Facebook, Twitter, MySpace, YouTube). With these multi-media additions, the novels become complex supertexts (Fix, 2000). A new form of visual communication of literary formats is emerging through the integration of social media.

In 2014, author Tina Wells created the fictional character of Mackenzie Blue and supported her literary narrative with a multi-media supply of information for fans that remind fan pages for human stars. It is possible to view portraits of all main characters and find out more about them in their CVs, which share their favourite movies, music and food. The simulation of visual communication by fictional characters demonstrates the current amalgamation of literature and visual media (Koch, 2017).

Overall, contemporary children's literature opens new options of individual approach. Not only are the young readers addressed via multiple media, they can furthermore engage on social media – and therefore contribute own content (comments, images, further interaction) to the literary complex. While adding content on social media platforms, children may even become "co-authors" themselves.

The planned talk aims at comparing the forms of visualization of literary content in contact with digital media. Emphasis is put on the media involved to increase visibility and interaction with the readers and young adults (Fuchs, 2015). Methodically, the talk is based on the analysis of a corpus of selected contemporary novels. Emphasis will be put on the comparison and the relation between various media in order to best articulate and present given narratives. Furthermore, various models of authorship are analysed as there are single- and multi-authorship versions present on the current literary market. An immediate comparison shall illustrate the impact of multi-media approaches on different styles of authorship.

Keywords: contemporary literature, image linguistics, multi-modality

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Intentionality and Ecology in MA Thesis Writing

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The concept of “intentionality” plays a crucial role in understanding how students purposefully use their writing and literacy skills. It can be seen as a “purpose for action” or as survival within a specific context. When individuals or groups act with a clear purpose, they are said to act intentionally, a notion explored in both philosophical (Dennett, 1987) and cognitive science frameworks (Malle, Moses, & Baldwin, 2001). In this study, I have examined how four MA Macedonian students from Applied Linguistics and Computer Science practiced intentionality in their thesis writing journeys. My theoretical approach draws from the ecological perspective of critical intentional action (Fay & Stelma, 2016; Stelma & Fay, 2019). Through discourse analysis of their MA theses and semi-structured interviews conducted in English, Macedonian, or a mixture of both, I have explored the cognitive and affective factors driving their writing choices. Two students were at the beginning of their thesis journey, while two had defended their theses written in their L1 (Macedonian). Results indicate that the students intentionally used linguistic and rhetorical resources to achieve learning and personal growth, adapting their strategies to suit specific academic contexts. For instance, phrases such as “I felt overwhelmed if I was on the right path” or “ensuring consistent progress without burnout” highlight their intellectual and emotional experiences during the process. The findings emphasize the role of intentionality in navigating the challenges of both Macedonian-based and English-dominated academic settings, providing insights into the personal and academic growth of these students.

Keywords: intentionality, ecology, academic writing, MA thesis

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Reimagining Joan of Arc: Literature, Politics, and Myth-Making through the Ages

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This paper will explore the phenomenon of historical reinvention, focusing on how historical figures and events are appropriated and reinterpreted to advance various movements. The focus of the study is Joan of Arc, one of history's most complex and dynamic symbols. Throughout the centuries, she has assumed vastly different roles: a witch condemned by an ecclesiastical court, a heretic burned at the stake, a saint canonized by the Catholic Church, a patriot defending her country, a feminist icon representing female strength, and a modern national symbol embodying France's unity and resilience. The texts I will examine include the trial records, Shakespeare's *Henry VI*, Voltaire's *The Maid of Orleans*, Schiller's tragedy of the same title, George Bernard Shaw's *Saint Joan*, as well as the films of Carl Theodor Dreyer and Luc Besson. The significance of this discussion lies in understanding how history is shaped by power and perspective. By examining Joan of Arc's shifting roles, we can see how the stories we tell about the past are used to reinforce certain narratives. This paper seeks to demonstrate that understanding these processes is essential not only for interpreting history but for recognizing how historical narratives continue to influence contemporary politics, national identity, and cultural values.

Keywords: narrative, myth, ideology, myth-making, reinterpretation, historical figures, symbols

The Typology of English Causative *Get*-Constructions

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This presentation provides the results of our empirical investigation into the typology of causation in English. We focus on causative periphrastic constructions formed with the verb *get* followed by a nominal and non-finite verb forms: the infinitive, present participle, and past participle (Huddleston & Pullum, 2002). Although all three constructions express indirect mediated causation there are significant semantic and syntactic differences among them (Gilquin, 2003). The infinitive and the present participle constructions have similar meaning and structure as they encode an action initiated by the causer (syntactically the subject), but carried out by the causee (the object). The past participle construction, which in some cases is the passive counterpart of the previous two constructions, has a complex meaning that hinges on coercion. However, the construction often drastically departs from its prototypical meaning. The goal of this research is not only to identify these differences but also discover the semantic reasons that underlie them by comparing these three English constructions with their translational equivalents in Macedonian. Given that English, unlike Macedonian, has dedicated lexico-grammatical markers for encoding indirect causation, such as the grammaticalized verb *get* (Shibatani, 2002) we hypothesize that the Macedonian translational equivalents of causative *get*-constructions will vary depending on the type of construction. In order to achieve our goal, we analysed a sample of over 350 examples of such constructions from English fiction and non-fiction books.

Keywords: contrastive analysis, translation, constructions, typology, causation

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Milledgeville, Mayhem, and Madness

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The great writer of the American South, Flannery O'Connor, moved permanently to her mother's birthplace, Milledgeville, Georgia, in 1951, after having been diagnosed with lupus. She spent the rest of her days barely able to leave the family dairy farm in Milledgeville, until her death in 1964 at the age of 39, during which time she published stories featuring murderous misfits, disabled young women and racist white elderly ladies. As she wrote the stories that we consider the genre of the Southern Gothic, another story that had been unfolding for a century was reaching its prime: the Milledgeville Asylum was only miles away from the dairy farm, Andalusia. This hospital originally named "Lunatic, Idiot and Epileptic Asylum" was opened in the early 1840s, and a century later, during the 1940s and 1950s, it reached the point of being the largest asylum in the world. This paper aims to provide a historical and social context to the landscape of the grotesque that Flannery O'Connor is known for through showing the relationship between the policies shaping the practices of the hospital and the plethora of characters in Flannery O'Connor's stories published in her two collections *A Good Man Is Hard To Find* (1955) and *Everything That Rises Must Converge* (posthumously published in 1965). Since Black people, women and people with disabilities seemed to have been the main victims of the Milledgeville Asylum, the paper aims to show how race, gender and disability are specifically reflected in the literary landscape of O'Connor's stories.

Keywords: Flannery O'Connor, Milledgeville Asylum, race, gender, disability, the Southern Gothic

Historical Elements in *A Song of Ice and Fire*

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This research explores the historical influences in George R.R. Martin's *A Song of Ice and Fire* (1996), demonstrating how the author intertwines real-world historical events, sociopolitical structures, and cultural dynamics to enrich his fantasy narrative. The study focuses on Martin's use of historical parallels, such as the Wars of the Roses, Hadrian's Wall, and the Spanish Inquisition, to create a multifaceted exploration of power, identity, and societal conflict. Grounded in postcolonial theory and historical analysis, it examines the stereotyping and "othering" of the Dothraki by the Westerosi, highlighting parallels with colonial attitudes toward non-Western cultures. It also draws on interpretations of cultural and historical connections to illuminate the parallels such as those between the Unsullied and Ottoman Janissaries, and the Sons of the Harpy and Sicarii (Pavlac, 2017). These comparisons are further contextualized by insights into how Martin employs religious conflict, as seen in the Faith Militant, to critique fanaticism and societal control. The study employs a comparative analysis of Martin's narrative with documented historical events and scholarly interpretations, supported by textual analysis of *A Song of Ice and Fire*. It serves as an indication that Martin's work is not only a mirror of historical struggles but also a critique of contemporary power dynamics and cultural misunderstandings. By embedding historical discourse in fantasy, Martin challenges readers to question stereotypes and explore the nuanced interplay of history and myth. Finally, the relevance of Martin's work in contemporary literary and cultural discussions is underscored, offering insights into how fantasy literature can engage with real-world issues of identity, power, and resistance.

Keywords: historical influences, stereotyping, cultural dynamics, power, identity

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Echoes of Homer: Comparing Anglo-American and Macedonian Translation Approaches

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Translation is key to keeping classical texts alive for modern audiences. This paper examines the Anglo-American and Macedonian theoretical perspectives on translating Homer's Iliad and Odyssey, focusing on two significant cultural phenomena in Homeric translation: the Matthew Arnold–Francis W. Newman debate and Mihail D. Petrushevski's endeavor to render Homer's epics into Macedonian. Through a critical analysis of foundational essays contextualizing these translators' methodologies, as well as an exploration of notable approaches by George Chapman, Alexander Pope, William Cowper, S. H. Butcher, A. Lang, and others, this study investigates how each translator copes with Homer's linguistic, rhythmic, and narrative intricacies within their distinct cultural and temporal settings. The synthesized findings are subsequently discussed within the theoretical frameworks of Schleiermacher's (Weissbort & Eysteinnsson, 2006) and Venuti's (Venuti, 2017) translation strategies, providing insights into the interplay between domestication and foreignization in each case of Homeric translation. The implications and relevance of this research would be significant for Anglo-American and Macedonian translation studies and would offer insights into how culture, time and methodology shape translator choices and contribute to the developing practice of translating classical texts. By presenting Mihail D. Petrushevski's contributions (Cvetkovski, 2017) to Macedonian and global translatology, the paper promotes Macedonian traductology in the global conversation about Homeric translation.

Keywords: Homeric translation, Iliad and Odyssey, Matthew Arnold–Francis W. Newman debate, Mihail D. Petrushevski, translation strategies

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The Faustian Bargain as a Trope in the Digital Age

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The Faustus myth has been one of the most productive stories in Western literature, serving as an inspiration to authors such as Marlowe, Goethe, Heine, Thomas Mann, Vaclav Havel and many others. The story of Dr. Faustus appeared in the Western consciousness during the Renaissance, a time of the rise of science and appearance of new literary media such as the printing press and the theater. The pact with the devil in order to acquire forbidden knowledge or power as a trope has been revisited and revived in periods when new technologies as well as new hybrid genres develop, such as the gothic novel, cinema and TV in the 19th and 20th centuries. In our paper, we shall look at the presence and relevance of the Faustian bargain in 21st century popular genres, such as films (*The Devil's Advocate*), television (*Breaking Bad*), streaming shows (*Mad Men*) and games (*The Witcher*), in order to show its importance in the new digital age.

Keywords: Dr. Faustus, myth, media, hybrid genres, digital age

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Use of Captions in Remote Conference Interpreting

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The development of new digital and software tools for conference interpreting raised the need to incorporate remote interpreting in the curriculum for Conference Interpreting Department, as well as to adopt new techniques and tools to teach it.

The paper looks at the usability of these products in the training of conference interpreters, as defined by “the usability of a product in action ... in connection with specified users, i.e., the test participants must be representative of the group of people for whom the product was designed” (Frittella & Rodriguez, 2021). We drew on the field study method (Farrell, 2016) involving the observation of users interacting with the product in a naturalistic setting to obtain valid insight, as well the expert focus group method (Nielsen, 1993) As this is a recent trend, the research into the use and effect of AI tools in interpreting is just starting, we have drawn on the studies by Frittella and Rodriguez (2021) and Yin (2024) in the use of AI-translated live captions.

The research tested the use of live captioning of English speeches among 3rd and 4th year students from our English Department using platforms such as Zoom and MS Teams. The interpretations were recorded and analyzed for adequacy and mistakes, with the students interpreting the same speech with the use of live captioning, as well as without, for the purpose of comparing their deliveries. Furthermore, we asked the participating students to fill out a questionnaire in order to assess the benefit of using this method for training. Finally, we analyzed the impact of interpreting with live captioning on the cognitive skills and stress levels (based on their performance and answers on the questionnaire) of our students when translating English speeches into Macedonia.

All of this was done in order to assess the utility of live captioning as a teaching method in future. The results showed that live captions can be used as a helpful tool with regards to noting numbers, the general meaning of the speech, but they still can prove to be a factor of stress and distraction to the students.

Keywords: Remote interpreting, digital platforms, usability, live captions

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Practical Use of Social Cognitive Theory and Humanistic Psychology in the Classroom

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The aim of this research is to present the use of simple coaching tools and their effectiveness in fostering and improving communication skills, active listening and empathy in the classroom. The research is carried out over a period of 4 months with circa 40 children aged 10–12. It is based in social cognitive theory, constructivism and humanistic psychology. It encompasses the interplay of personal factors, environmental factors and behaviour to instigate a desired change, bearing in mind that although knowledge is personal, learning is social and is done in a student -centered, non-judgmental learning environment that promotes student self-growth.

As a small-scale qualitative study, data is collected through observation, interviews and document analysis. Due to the age of the participants the activities and the evaluation is integrated in the curriculum as warmers or fillers and students evaluate the activity either in writing or orally.

The idea for such research stems from the starting point that the participants have poor communication skills due to various external factors such as attending online school at a very vulnerable age. Noticing that poor communication skills are not a problem specific for this group, but something that needs to be addressed on a larger scale, it was decided to conduct this small-scale research to see if good practices from coaching and psychology can help students improve and enhance their communication skills and thrive in an ever-changing world.

Keywords: social cognitive theory, teaching, psychology

Authentic Rhythm, Real Challenges: Exploring EFL Learners' Views on Native Speech

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Listening materials in English course books and instructional resources are usually restricted to highly controlled speech specifically produced for the purposes of the activity. While the common practice of listening to a recording twice during classroom activities may improve foreign language learners' (EFL) performance in a controlled environment and positively affect test scores, it does not adequately prepare them for real-life communication, which frequently involves authentic speech characterized by numerous reduced forms (Wong et al., 2021). Studies have also highlighted the importance of exposing EFL learners to reduced forms since unfamiliarity with such features negatively impacts not only listening skills, but also pronunciation (e.g., Alameen & Levis, 2015; Ito, 2006).

The present study intends to gain an insight into how EFL learners view native speech involving sound changes like vowel reduction, elision and intrusive sounds. 50 Macedonian university students listened to two recordings by the same Scottish English speaker: one with regular-paced speech and another with a faster pace featuring more reduced forms. Then they completed a questionnaire about the perceived difficulty and naturalness of each recording. Most participants found the faster-paced speech more natural due to its flow, despite facing difficulties identifying specific reduced forms. The study highlights the importance of accent familiarity in perceiving speech as natural and carries implications for teaching different English varieties and reduced forms to improve learners' listening comprehension and awareness of authentic English rhythm.

Keywords: accent, authentic speech, listening, native speech, reduced forms

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The Role of Charismatic Leaders in Mobilising Public Support: Napoleon Bonaparte and Daenerys Targaryen

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This paper explores the role of charismatic leaders in mobilising public support through an analysis of the leadership style of two notable figures, Napoleon Bonaparte and Daenerys Targaryen from the TV series *Game of Thrones*. Charismatic leadership is a personal trait that gives an individual a superhuman appeal that the followers validate, as Max Weber writes. Through his theoretical work on charismatic leadership and routinisation of charisma, later expanded by other academics, this study examines how both leaders utilised charisma to mobilise their supporters. Napoleon embarked as a revolutionary hero but eventually, transformed himself from a liberator into an emperor pursuing authoritarian rule. Similarly, Daenerys a fictional character most likely inspired by Napoleon, begins as a liberator with a progressive vision, freeing slaves and promising to “break the wheel.” However, her journey towards absolute power reflects the dangers of unchecked ambition. The paper also delves into pseudotransformational leadership, where leaders with warped moral values manipulate followers for personal gain. Napoleon and Daenerys exhibit messianic traits, positioning themselves as destined saviors of the world. However, their narratives move from liberation to domination, illustrating the fine line between charismatic and authoritarian leadership. This comparative analysis offers insights into the complexities of charisma and its impact on both historical and fictional contexts, revealing the inherent risks associated with unchecked power.

Keywords: charismatic leadership, pseudotransformational leadership, game of thrones, history, Napoleon Bonaparte

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Attitudes to Caribbean Creole Languages in Two Literary Accounts by Nineteenth-century British Travellers

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Towards the end of the first half of the nineteenth century, the British colonial Caribbean represented a veritable assortment of peoples, cultures, and languages. With native populations decimated, the islands were populated by European settlers, descendants of African slaves, and people of mixed heritage; indentured labourers from the Indian sub-continent were yet to arrive. The insular nature of the colonies – together with contacts between speakers of various European, African, and other languages in different power settings – provided fertile ground for the creation of creoles, which despite their ubiquity were often disparaged and of lowly and uncertain status. The nature of British colonisation processes ensured a steady supply of Europeans to the islands, and several Britons left literary accounts of their stays. In addition to providing a snapshot of European perspectives on the contemporary West Indies, these also provide valuable information on the conditions at that time. Designed for consumption in the British Isles, these travelogues often contain stark descriptions of the opinions, outlooks, and prejudices shown by their authors. Accordingly, this paper will examine how attitudes towards Caribbean creoles are depicted in two selected memoirs by British travellers who spent periods of time in the colonial West Indies: Mrs. A. C. Carmichael's recollections of her time on St Vincent and Trinidad (published 1833), and an anonymous account of life on Antigua (published 1844) commonly attributed to a Mrs Lanaghan or Flanagan. In doing so, it aims to shed light on literary sentiments regarding creole languages in the mid-nineteenth century Caribbean.

Keywords: British colonisation; creole languages; West Indies; travelogue

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Input Frequency and Intensity of Exposure in the Incidental Learning of L2 Collocations

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Recent years have witnessed a growing interest in the acquisition and teaching of collocations, as well as the specific role knowledge of collocations plays in second language acquisition (SLA). Given the limited classroom time for explicit vocabulary teaching (Nation, 2006), studies have explored the effectiveness of incidental vocabulary learning, focusing on the role of frequency of exposure for both single-item words (e.g., Webb, 2007) and multi-item words (e.g., Webb, Newton, & Chang, 2013). Results generally demonstrate that the more frequently a word or phrase is encountered throughout a text, the higher the learning pre-test to post-test gains. Although some studies controlled *post hoc* for distribution of occurrence, no studies investigating the effect of frequency of exposure on vocabulary learning have controlled for intensity of exposure. The current study, therefore, explores how frequency of exposure, intensity of exposure and collocational form variation affect the incidental learning of L2 collocations. To this end, 32 Macedonian EFL learners were recruited and randomly assigned into one of the four experimental groups. All four received incidental, comprehension-based exposure to the 16 target collocations. The study employed a Latin square, within-subjects design, with four different treatment orders. Learning outcomes were assessed through recognition, comprehension, and productive knowledge tests. Results indicate that frequency and variation significantly impact initial recognition of collocations, while intensity alone did not yield a statistically significant effect. Collocations presented in varied forms elicited deeper processing, supporting theories of depth of processing and cognitive engagement.

Keywords: Incidental learning, implicit learning, L2 collocations, frequency of exposure

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Coronal Palatalization Gets [ʃtʃ]onger: The Case of /s/ Retraction and /t, d/ Affrication in Contemporary English

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In this talk, I look at the selected instances of coronal palatalization [t, d, s, z] > [tʃ, dʒ, ʃ, ʒ] found in Present-day English (PDE), especially in the speech of the younger generation. The discussion encompasses three processes known in the literature as palatalization, e.g., this year [ðɪʃ jɪə], affrication, e.g., train [tʃɪɛm], dream [dʒɪ:m], and /s/ retraction, e.g., street [ʃtʃi:t], student [ʃtʃu:dənt]. The main aim of the analysis is to determine the major phonological factors of the palatalization mechanisms under discussion (such as the context and triggers), to explain their operation and propose a unified solution for them. Additionally, I try to shed some light on the micro-variation recorded in various accents of contemporary English, i.e. the existence of numerous palatalized/unpalatalized variants, e.g. [tʃu:n]/[tu:n]/[tju:n] (Beal et al. 2020; Bateman, 2007; Wells, 2000). The analysis is couched in the Element Theory framework (Bakley 2011) and it hinges on the assumption that the key to understanding the palatalization situation in contemporary English is the *|U I| constraint activated in ME and still in operation in PDE. Since the effects the activation of this constraint had on the phonological systems of OE and ME have been discussed elsewhere (Kijak, 2022), this talk offers an attempt to understand the palatalization situation in PDE.

Keywords: coronal palatalization, affrication, s-retraction, Present-day English

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Linguistic Realization Patterns of Refusals by EFL University Students

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Refusals in English are complex speech acts that balance social norms, politeness, and the specific communicative context in which they occur. Labelled as illocutionary (Austin, 1962), directive or commissive (Searle, 1969) and face-threatening (Brown & Levinson, 1987); these are frequently used speech acts where a speaker rejects or declines an offer, request, invitation, or suggestion. The present paper investigates the language forms of refusals produced by two groups of EFL students: native Turkish and native Macedonian speakers. The analysed data was gathered through an online discourse completion task that includes multiple situations with various contexts and different social relations between the interlocutors. The participants of the study are specifically first year university students, who are learning English as a foreign language. The responses are analysed following the framework of Beebe et al. (1990), who classified refusal strategies in accordance to the degree of politeness and face-threatening nature of the response. The main aim of the paper is to explore the pragmatic strategies used to convey refusals and to examine the role of social variables in shaping refusals. The initial findings show that there are slight changes into the refusal forms and the strategies applied due to the change of social factors. However, it was concluded that both sample groups share the preference for indirect refusals, specifically in the form of an explanation. The research highlights the complexity of refusals as communicative acts and offers insight into the interrelations among language, social norms and culture

Keywords: refusals, speech acts, EFL

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Sacred and Profane Authorship in Salman Rushdie's *The Satanic Verses* and Venko Andonovski's *The Navel of the World*

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This article analyses the conception of sacred/religious vis-à-vis profane/literary discourse as a factor in determining the idea of authorship developed in the two novels. It represents a comparative analysis between Rushdie's novel *The Satanic Verses* and *The Navel of the World* by Macedonian writer Venko Andonovski because both novels engage with the theme of the birth of the secular author from within the fold of religion. The article argues that despite the different chronological and historical coverage of the novels – the birth of Islam in seventh-century Arabia and of Slavic Orthodoxy in ninth-century Byzantium – there are nevertheless points of convergence between them. One of these is the presence in both novels of aspects from the authors' respective biographies, for the purpose of presenting a particular image of their authorial persona and of the author in general. By comparing and contrasting the strategies both authors employ in their treatment of this theme, I hope to demonstrate these two authors' similar conception of (their) literary authorship, in spite of the different linguistic, religious and cultural contexts from which they write. The theoretical framework applied will be that of postcolonial studies and comparative analysis.

Keywords: literary authorship, sacred/religious discourse, profane/literary discourse

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Students as EFL Materials Designers: How Can Materials Allow for the Development of Communicative Ability

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In the context of Norway's EFL education, characterized by a recent shift towards textbook-free classrooms, this paper explores the intersection of materials development, teacher education, and communicative language learning. The research investigates the materials design competencies of Master's students in a teacher education program, examining whether and how their project work allows for meaningful language production in authentic contexts to increase communicative ability of learners.

The paper presents final projects from the materials design course by three cohorts of MA students ($n = 20$) across three academic years, focusing on two elements from the project, the teaching unit and the teacher's guide. These are analyzed against Savignon's communicative competence framework (2017), Vygotsky's socio-constructivist pedagogy (2012), and humanistic teaching approach (Christison & Murrey, 2021) to critically examine student-teachers' material development skills. The categorical analysis (Macalister & Nation, 2020) and content analysis (Cohen et al., 2018), are employed to discuss these questions: 1) Is the material MA students produced communicative? Would the material allow for a lot of language production? and 2) Are communicative elements discussed in the 'teacher's guide'?

With research mainly being directed at in-service teachers' materials development (Banegas et al., 2020; Bouckaert, 2019; Li et al, 2023), the study aims to shed more light on pre-service teachers' work. The analysis reveals MA students' strength in developing topically organized, open-ended activities, drawing on task-based language teaching approach. Even though the activities were not necessarily innovative (Bouckaert, 2015), they allowed for a lot of language production. Still, some limitations that the students' materials show are in the authentic language use contexts, communicative aspect of differentiated activities and, similarly to (Chien, 2019), authentic application of authentic resources. The paper provides some suggestions how to more comprehensively engage students in the process of designing language learning resources that foster genuine communicative competence.

Keywords: materials design, EFL, teacher education, communicative ability

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Anglicisms in the Macedonian Language: Direct borrowings vs Loan Translations

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The significant influx of Anglicisms in the Macedonian language has become an undeniable linguistic phenomenon. Anglicisms appear in various domains such as information technology, law, business, social welfare and science. They reflect the influence of English over Macedonian as well as the interests and needs of the Macedonian society. The analysis is qualitative and it is based on a randomly collected corpus of 300 Anglicisms that appear in the Macedonian language from the beginning of the 21st century. The research, first, focuses on the identification and classification of visible Anglicisms and criteria that verify their visibility, and then it contrasts them with the loan translations. The study also examines the patterns of borrowing Anglicisms in Macedonian, focusing on the distinction between direct lexical borrowings and calques or loan translations. It aims to determine why certain English expressions are directly borrowed into Macedonian, while others are translated part by part, sometimes coexisting with their original English forms. Certain tendencies are noted, based on the analysis, which indicate that socio-cultural factors play more significant role than linguistic circumstances when establishing the predictable patterns of borrowing.

Keywords: Anglicisms, direct borrowings, calques, domain-specific borrowings, patterns of borrowing

Contemplating Freedom while Tossed by Waves of Political Circumstances: Literature, Politics and Philosophy in Ypi's *Free*

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The concept of freedom has been discussed since ancient times. Plato claimed that every individual member of the Grecian society should have freedom of contemplation. Spinoza considered that the true aim of any government is or should be liberty. Other philosophers associate it with the free will as opposed to determinism. (Arendt 1973, Taylor 1997; Kearney 2005) Because of the innumerable theoretical discussions of *freedom*, it is often seen as a worn-out concept. Yet, its importance is pervasive, especially in the context of various limitations posed to it – due to international warfare, in patriarchal systems, due to economic predicaments, in inter-human relations. The aim of this paper is to present an alternative and feminist perspective of the freedom in the autobiographical work *Free: Coming of Age at the End of History* by Lea Ypi, a perspective that defies any overconfidently expressed definitions, and tests the concept itself through various situations in which it appears. *Free* can be considered simultaneously a documentary, political and literary work, which, as its title suggests, focuses on contemplating the concept of freedom. Freedom, or rather the lack thereof, as well as the search for it, is examined as a practical situation in everyday human experience, as a philosophical concept, as a political reality. The findings of this research on the meaning of the presence and absence of freedom in Ypi's book suggest that the traditional understanding and authoritative definitions of freedom are not only insufficient but are also misleading and cause confusion about this concept that has such a central importance in all aspects of life.

Keywords: freedom, *Free*, Lea Ypi, literature, politics

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“Kneecapping *Gaeilge?*”: The Northern Ireland Catholic Nationalist Community and the Contemporary Revival of the Irish Language

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Within my presentation, I will be studying the contemporary revival (or “athbheochan”) of the Irish language, with a specific focus on how it is affecting the Catholic nationalist community within Northern Ireland. These are citizens who, generally speaking, support a unification of Ireland and the separation of Northern Ireland from the United Kingdom. In part, due to increased levels of interest in language learning during the COVID pandemic and a remarkable surge in Irish language content on social media, the language’s role within society is changing, both in practical, communicative terms (with increased enrolment numbers at Irish speaking schools) and within national politics. This presentation will comprise a sociolinguistic case study of the 2024 film *Kneecap*, the critically acclaimed semi-autobiographical tale of a contemporary hip hop trio from Belfast who rap primarily in the Irish language. Using a close-analysis of the film’s themes, satire and bilingual screenplay (which extensively employs code-switching and the parallel mode), I will analyse key topics that relate to how the Catholic nationalist community in Northern Ireland engages with the present-day Irish language revival. This research will study, in particular, how the Irish spoken within the film often has an unavoidable politicised identity which associates it heavily with the past. However, I argue that its modernised usage within contemporary rap revitalizes and metaphorically “frees” it, allowing new generations of its speakers to embrace it without feeling the constant baggage of their country’s troubled past. I will additionally refer to the considerable difficulties that the Catholic nationalist community has reconciling its paradoxical dual feelings of love and hate towards the Irish language, which heavily complicates their societal contribution to the revival.

Keywords: Irish language, Northern Ireland, code-switching

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Examining the Relevance of Clickbait News Headlines from the Audience Perspective

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The aim of this small-scale study will be to assess the readers' perception of the relevance of online news headlines based on whether they are clickbait or not. In this study, clickbait will be defined as a headline which attempts to persuade a reader to click on a link, but does not offer rewarding content (Scott, 2021). This can be achieved through techniques such as forward-referencing (Blom & Hansen, 2015) or emotionally laden wording (Reis, et al., 2015). Relevance theory (Sperber & Wilson, 1995), which posits that headlines are considered relevant if they can represent the story as succinctly and precisely as possible (Dor, 2003), will present the theoretical framework for this study. A total of 21 headlines gathered from the four most popular Serbian online news sources during January 2025, seven with forward-referencing clickbait, seven with clickbait from emotional wording, and seven with no clickbait, will be presented to students of journalism at the Faculty of Philosophy in Niš. The questions in this form will contain the headline and a link to the article itself. The participants' task will be to grade the relevance of the headline and rewrite it if they wish. The mean grades for clickbait and non-clickbait headlines, as well as forward-referencing and emotional wording, will then be compared. The headline rewritings will also be examined in order to discern particular semantic structures that are perceived by the participants as lowering the overall relevance of the headlines. This study should provide further insight into how news audiences perceive the relevance of news headlines and how different semantic structures within these headlines can affect this relevance.

Keywords: pragmatics, Relevance Theory, clickbait, online news articles

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Macedonian Equivalents of English Passive Clauses in Fiction Translations

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This presentation examines translation equivalents of English passive clauses extracted from English-to-Macedonian translations of contemporary fiction prose. The passive voice is understood as a type of diathesis, involving the rearrangement of semantic roles across syntactic positions in the clause, while its propositional meaning is fully preserved (Haspelmath 1990; Kazenin 2001; Kulikov 2011). In English, the predominant form is the *be* + past participle construction, while *get* + past participle is more restricted. In Macedonian, both *sum* + past participle and *se* + verb constructions are commonly used for similar functions, although their level of grammaticalization is often challenged (Topolinjska 2008: 130).

For this research, English is chosen as the source language, considering the general view that the passive voice is less frequently used in Slavic languages (Sussex and Cubberley 2006: 3690). It aims to investigate how English passive clauses are rendered in Macedonian translations, specifically how frequently translators choose passive constructions and what other structures are employed. Specially, the study examines the relationship between English passives and the two Macedonian passive constructions, offering a deeper understanding of their characteristics and their interrelation. Moreover, a comparison of their frequencies with those in original Macedonian texts reveals the potential influence of the source text on the translation. This may also indicate the impact that the increasing use of English has on the use of the passive voice in Macedonian.

Apart from theoretical implications, this research has practical significance for translation practices and English language teaching for Macedonian speakers.

Keywords: voice, periphrastic passive, reflexive passive, contrastive analysis, functional correspondence

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The Effects of Evaluation and Assessment of Young Learners of English: A Case study

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The acquisition of English as a foreign language by young language learners (YLLs) represents a critical stage in the development of their reading, speaking, listening, and writing skills. Language assessment is a challenging task for teachers to understand the specific criteria involved in assessing their students' language progress (Brown, 2004).

The current study investigates the reliability of school grades as a measure of pupils' proficiency in English language. The theoretical framework of this study is concluded from previous research on the reliability of assessment methods in language learning. Black and Wiliam (1998) showed the role of formative assessment in improving learning and assessing ways of learning a foreign language.

The study used a mixed-method approach which provided quantitative data on school grades and qualitative data collected through interviews. The study followed a two-step process; first, 40 primary school young learners from Mustafa Pećanin school in Montenegro were interviewed within eight interview questions, and second, nine English language teachers were interviewed from three primary schools from Rožaje, Montenegro.

After interpretation of the interview questions, the dissatisfaction with the government framework concerning assessment was not expressed as expected. Teachers expressed their hopes, adding some new approaches they would include in teaching English language. This study engages in the ongoing conversations on language assessment by contributing insights from the teachers' perception and young learners' view, connected to reliability in grading. Earlier research, such as that of Little (2005), has shown that instead of being comprehensive about learners' capabilities regarding language, the systems of standard assessment most often leave them unnoticed.

As government rules change each year, it is expected that future studies would contribute to ideal changes and development, hoping that foreign language teaching will become satisfying for teachers and young learners. Future research would analyze the implication details of assessment by the government and provide results about how it affects English language learning practices.

Keywords: assessment, evaluation, pupils, primary school, activities

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Unveiling Political Dimensions in Seamus Heaney's *North*: An Analysis of Artistic Responses to Northern Ireland's Troubled History

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Like many Irish poets, Seamus Heaney grappled with the interplay between art and politics, which is evident in his poems. Furthermore, his exploration of political concerns and his empathy towards one community are commonly reoccurring themes which appear throughout his body of work. This study seeks to uncover connections between Heaney's poems and the political landscape, particularly focusing on selections from his collection *North* (1975), such as *Bog Queen*, *The Grauballe Man*, and *Punishment*, published amidst the turmoil of Northern Ireland's political unrest and civil riots. The theoretical framework of this paper revolves around three significant spheres crucial for understanding Heaney's *North*. It delves into the historical roots of Anglo-Irish relations, followed by an exploration of the Troubles in Northern Ireland, during which the region was polarized by feuding political factions and witnessed a resurgence of Irish Republican Army (IRA) activity. The analysis draws heavily on McKay (2000) and Longley (2005a, 2005b). By examining these diverse influences, this paper aims to provide a comprehensive understanding of Heaney's poetry and its socio-political context.

Keywords: Edna Longley, Irish question, poetry and politics, Susan McKay, Seamus Heaney

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Interdisciplinary Approaches to Audio Description: Harnessing Gen AI for Museum Accessibility

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Audio Describers use words as raw materials in order to create accessible content for museum visitors (Eardley, 2022; Perego, 2023) while recently they began exploring Gen AI benefits. And although many museums offer Audio Description (AD) services, only recently researchers focused on the actual content of the text and the relevant linguistic features. This presentation discusses the decisions Audio Describers make when they translate visual elements into verbal (Taylor, 2020) and especially when they utilize Gen AI tools in their writing (Gao et al, 2024).

In this study, I revisit some earlier findings regarding Systemic Functional Linguistics approaches in AD creation at the level of contextual and microtextual analysis (Mazur, 2020; Perego, 2023). My interdisciplinary project draws from the work that has been conducted in Accessibility Studies and Linguistics since the late 2010's as regards to creating a framework for Audio Describers, with a user-centric approach. In this context, I have designed and conducted training workshops at the Jewish Museum of Thessaloniki with the participation of trainee Audio Describers and BPB visitors. The focus of our training workshop was on visuospatial information in the creation of AD texts. BPB audiences evaluated the texts as regards to spatial demonstratives and overall experience.

Our results highlight the need for a sustainable, interdisciplinary framework for AD training in terms of content creation with the use of AI tools in order to enhance the focus on locating expressions such as “here/there”, “right/left”.

Keywords: Systemic Functional Linguistics, Audio Description (AD), Blind and Partially Blind (BPB), Museum Accessibility, AD training, Generative AI

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Sir Thomas Wyatt's Sonnets: Imitations of Petrarchan Sonnets or Poetic Accounts of a Love Affair?

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Sir Thomas Wyatt is an English poet whose poetry was widely read and admired in the Tudor court during the Renaissance. He is believed to have introduced the Italian sonnet to his English literary peers. Wyatt managed to achieve this by translating various Petrarchan sonnets that are dedicated to his beloved Laura. It is also believed that he had a love affair with Anne Boleyn, the second wife of King Henry VIII, which was popular gossip spread at the Tudor court. Despite the fact that these poems are viewed as translations and imitations of Petrarch's sonnets, various allusions can be observed. They refer to the historical context of the Tudors, the court's etiquette and its popular literary genre (the sonnet). The allusions also refer to the rumored affair between Sir Thomas Wyatt and Anne Boleyn, which is still disputable among scholars. The aim of this research paper is to analyze his sonnets under the lens of New Historicism, taking into account the texts' historical background. Due to the dispute among historians the term "love affair" from the title could also stand for Wyatt's mere infatuations with Queen Boleyn. The corpus of texts that are going to be analyzed include "Whoso List to Hunt, I Know where is an Hind", "The long love that in my thought doth harbor" and "I Find No Peace", among others. We are also going to use Glaser's and Domenichelli's studies on Wyatt's Translations of Petrarch among other studies, and historical accounts from the poet's time.

Keywords: Sir Thomas Wyatt, New historicism, English Renaissance literature, the sonnet, Anne Boleyn

Ethical Use of Artificial Intelligence

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While AI offers many opportunities to teachers and learners it is important to remember that, as with any new technology, there are also risks and challenges to be considered (Edmett et al., 2023; Peachey & Crichton, 2024; Peachey, n.d.). This talk will focus on the following principles of AI use:

- *Humans first* – It's important that teachers and learners retain agency, creativity, and skills, and take an informed critical perspective. AI is not a magic tool. It makes mistakes and produce work with bias in it. When you use AI, check the work carefully. Is it reliable? Can you check the sources? Are there ideas or language you should not include?
- *Privacy and data rights* – We all need to protect our own data and your learners' data as well as intellectual property. Don't input copyrighted data or identifiable personal information into AI tools.
- *Ethics and bias* – We must critically evaluate AI-generated content for bias, stereotypes, and discrimination, check its accuracy and that it's appropriate for the context.
- *Safety* – We need to protect teachers and learners from exposure to inappropriate content and ensure that they and their data are safe.
- *Transparency* – We need to make it clear where AI has been used. If you use AI to help with your work, you should say so. Do this by mentioning the AI tool used and the specific version or model.
- *Accountability and responsibility* – Use AI responsibly and follow guidelines. We need to respect safety, privacy, fairness, and be clear about how we used AI. Know where you can ask for support if you're unsure about using AI.

Keywords: AI, ethical use, antiplagiarism, facts-checking

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Narration, Migration, and Hospitality in Zadie Smith's *The Embassy of Cambodia*

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Careening between the first-person plural and third-person singular, Zadie Smith's *The Embassy of Cambodia* forces a series of perspectival shifts that reveal it to be a narrative that is fundamentally about narration. Smith tells the story of Fatou, an Ivorian live-in housekeeper for a middle-class Pakistani family in the Willesden area of London. Near the house where she works and lives is the Embassy of Cambodia, which is surrounded by a fence so high that the only thing that Fatou can see when she looks at it is the gentle and interminable passing back and forth of a badminton shuttlecock. With each section of the story captioned by the score of a match, which one side proceeds to lose by the end, the story shuttles between the perspective of the Willesden community speaking in a singular "we" and observing Fatou from afar, and that of Fatou's interior world that disintegrates, first slowly, and then all at once. By shifting its perspective from the bizarre to the devastating, from Fatou's seeming obsession with a badminton match that she cannot see, to the community's witnessing of Fatou as she sits on the street, having been fired by for stealing guest passes to the Pakistani family's health club so she can go swimming, *The Embassy of Cambodia* ends up being a story about the bizarre and devastating relationship between narrative and politics. Fatou is an African migrant working for Pakistani Brits who keep her passport locked up. She is an Ivorian and Christian with various forms of prejudice and admiration for Chinese and Jewish people. She delights in the company of a Nigerian man who appears to desire her, and whom she also resents.

In shuttling between perspectives, Smith creates a narrative subjectivity that demands answers to urgent questions: What is narrative for? What are narrative's political failures? Can narrative ever be the answer to the political crisis faced by and precipitated by the migrant arriving at the border?

Keywords: narration, migration, hospitality

Cooking the Perfect Recipe: A Linguistic Analysis of ChatGPT-Generated Translation of Culinary Texts from English into Macedonian and vice versa

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The development of Artificial Intelligence (AI) has led to the emergence of various tools which have been applied in many domains. These AI-generated tools have also penetrated the field of translation, challenging the future of human translation (Constantin, Pop & Sim, 2024). One such tool is ChatGPT, which has rapidly evolved into a cutting-edge application serving many purposes. It can carry out numerous human-like tasks, one of them being machine translation (Gao, Wang & Hou, 2023). The quality of AI-generated translations, including those by ChatGPT, is constantly improving, due to the ever-increasing electronic/digitized lexical corpora from many languages available for AI's performance.

The aim of the paper is to explore ChatGPT's ability for English-Macedonian and Macedonian-English translation of cooking-related vocabulary, by evaluating and comparing the accuracy of translated texts in this domain in both directions. To achieve this, qualitative and quantitative analyses are conducted of a number of selected recipes translated via ChatGPT from English into Macedonian and vice versa sourced from online platforms. The analyses focus specifically on the lexical translation equivalents in the target languages, considering the peculiarities of cooking-related vocabulary, due to its culture-bound nature and other linguistic and non-linguistic factors. For the analysis of the identified mismatches, the authors adopted and adapted the classification proposed by Koponen (2010). The findings of this study report certain mismatches at lexical level when translating cooking-related vocabulary from both languages, particularly with regard to verbs connected to cooking activities and nouns denoting culture-specific cooking-related concepts, thus emphasizing the need for human intervention to revise and edit ChatGPT-generated translations from both English and Macedonian.

Keywords: ChatGPT, machine translation, cooking, English, Macedonian

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Peer Feedback Training for Analysing Macedonian-English Accented Speech

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Peer corrective feedback (PCF) has gained interest in recent research with many benefits reported for language learning especially when combined with peer feedback training (PFT) (Sato & Lyster, 2012; Sippel & Jackson, 2015; Sippel, 2019) and metacognitive instruction (Fujii et al., 2016). Few studies have investigated the impact of PCF and PFT on pronunciation learning. One notable example is Martin and Sippel (2021), whose results indicate that PFT benefits pronunciation development. The question that remains unanswered is whether and how PFT enhances the accuracy and quality of PCF (Iwashita & Dao, 2021).

This study investigates the efficacy of PFT on learners' ability to accurately notice L2-accented speech. Thirty-seven native Macedonian students majoring in English were assigned to an experimental ($n = 18$) and a control ($n = 19$) group. A pretest–intervention–posttest design was used with the experimental group, which underwent a three-week peer feedback training consisting of metacognitive instruction, peer feedback instruction, activities with three types of peer feedback, critical listening, and phonemic awareness activities. Targeted pronunciation features included six segmental markers of foreign accent in Macedonian-English accented speech (Kirkova-Naskova, 2010). The participants completed a questionnaire about the PFT.

Quantitative results show that the number of correct responses from pre-test to post-test indicated a rising trend but not at a significant level with vowel mispronunciations being more accurately noticed compared to consonant mispronunciations. The analysis of the incorrect responses revealed a trend of improvement in the experimental group at a significant level (i.e., more values closer to the correct response were chosen at posttest). The qualitative results indicated participants' positive views about PFT – they reported increased phonemic awareness, increased confidence to evaluate pronunciation, self-perceived improvement of their own pronunciation, knowledge of different feedback types, and increased self-perceived ability to provide qualitative corrective feedback. These findings suggest practical implications for teaching pronunciation with regard to the choice of pronunciation features, de-centralising teacher's role, and encouraging autonomous learning.

Keywords: vowels, consonants, L2-accented speech, peer corrective feedback, peer feedback training

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The Challenges of Teaching Academic Writing in Serbia

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While teaching academic writing to first-year English majors in Serbia, it has come to my attention that this language skill is particularly challenging to students. The struggles of teaching academic writing have been explored elsewhere as well (Cahyaningtyas et al., 2019; Junaid & Santaria, 2022; Mirović & Knežević, 2018; Oshchepkova, 2023; Suhartoyo et al., 2020 – to name a few). I have noticed that a significant discrepancy exists between academic writing practices in Serbian and English (Kundačina & Bandur, 2007; Wingersky et al., 1999). Some other Serbian researchers have also discovered that writers who are not native English speakers often struggle with differences in rhetorical and argumentative styles, as well as a limited understanding of academic writing conventions and discipline-specific standards (Mirović & Knežević, 2018). This issue seems to be problematic on an even larger, more global scale, as is noted by Suhartoyo et al. (2020). During this presentation the audience will be able to hear about the most common writing mistakes made by Serbian students of English at university level. One hundred (100) academic essays written by 1st year English majors at the Faculty of Philology, Belgrade University, are analysed. By comparing the Serbian academic writing tradition with the more dominant English tradition, I aim to understand how Serbian students of English perceive and learn academic writing. By doing this, clear conclusions can be made which aspects of academic writing are the most difficult ones to grasp, thus enabling teachers to better adjust their class materials to their students' needs.

Keywords: argumentative academic writing, error analysis

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Metafiction and Narration in *Atonement* by Ian McEwan and *My Name is Red* by Orhan Pamuk

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This presentation aims to break down the key elements of metafiction and narration in two trademark novels of British and Turkish postmodernist fiction. The significant features of metafiction that directly address the relationship between the reader and the text along with the implications of temporal lapses, perspectives, and flashbacks related to the flow and plot of the novel are some of the key points of analysis. Through the theoretical layout of Gérard Genet's postmodern tools of narrative discourse, a clearer depiction of the thought processes of the characters in the novel will be presented. Metafiction as a postmodern subject helps to alert the reader to the unreliability of the narrator in the text as well as the author. The possible consequences of critical interpretation and the reader's literary imagination are also emphasized. However, these are novels in which literature is created and in which the reader is required to make a decision, whether or not to believe the narrator about what is true and what is not in the text itself. McEwan and Pamuk entice the reader by telling a story, while at the same time constantly reminding them that the work is fiction. Thus, this paper will aim to find how both of these authors implement metafiction in their works and uncover how they approach the development of the characters in the novels through the use of different perspectives, the organization of the structure as well as the multiple levels of meaning that are included in the action.

Keywords: metafiction, narration, fiction, reality, point of view

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STUDENT POSTER PRESENTATIONS

Supporting English Language Learning Using Polyvagal Theory

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In education, understanding the psychological states underlying learners' behaviour is key to helping students succeed. I will work with Polyvagal Theory (Porges, 2011), which appears obscure in the Macedonian educational context. It emphasizes the role that the autonomic nervous system, especially the vagus nerve, plays in regulating students' health and behaviour. Porges theorizes three states, and they can affect students' productivity in class. The ventral vagal state is the connection mode, allowing for socialization and connection with others without fear. The sympathetic state creates a reaction to stress. The dorsal vagal state is associated with passivity and immobilization. These states shift according to how safe we feel at any given moment. In my study, I'll be observing and working with students whose behaviour suggests various states as theorized by Porges in order to understand how Polyvagal theory plays out in the classroom and what the implications for teachers are.

Keywords: Polyvagal Theory, ventral vagal, sympathetic, dorsal, vagus nerve

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Developing Research-Informed English Language Teaching Materials with a Focus on Learning Strategies

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This poster presents the development of research-informed English language teaching materials that integrate learning strategies to enhance learner autonomy and engagement. This is a perspective not typically present in mainstream course book materials. Grounded in theories such as Oxford's Strategic Self-Regulation Model, Vygotsky's Zone of Proximal Development, and Sugata Mitra's Self-Organized Learning, the materials encourage (meta)cognitive, (meta)affective, and (meta)sociocultural-interactive strategies. The project includes three textbook units developed by the three presenting authors, covering diverse topics, each designed to foster strategic learning through activities such as collaborative brainstorming, critical analysis, debate, and reflective writing. By embedding learning strategies into lesson design, through multiple iterations following feedback, these materials follow research recommendations (e.g. Oxford, 2013) to encourage students to become active, self-regulated learners. The poster will showcase the theoretical foundations, the process of designing and the authors' plans for using these materials. Following positive peer and module convenor feedback, and anticipating the feedback from colleagues at the conference, we are excited to pilot our innovative materials with actual students and assess their affordances for supporting communicative language learning and learner autonomy.

Keywords: learning strategies, learner autonomy, English Language Teaching (ELT), materials Development

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Effective Accommodations for Students with ADHD

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In education, Attention Deficit Hyperactivity Disorder (ADHD) is often framed as a problem with productivity or discipline. This overlooks how ADHD affects focus, self-esteem, and executive function, all of which combine to make academic challenges harder to manage. So far, research on accommodations has focused on test-specific strategies, such as extra time or reduced distractions (e.g., Pritchard, 2016). While these can help, results show minimal improvement in test scores, suggesting the need to examine other factors. The problems begin in the classroom, where students with ADHD struggle to stay engaged, leaving students unprepared well before any test. This paper draws on insights from a case study of one ADHD student from the Faculty of Philology, discussed in light of relevant research. It shows that in-test accommodations, while necessary, aren't enough on their own. They need to be combined with engaging lessons, clear deadlines with possible extensions, and patience.

Keywords: ADHD, accommodations, classroom, struggles, test

**The Grotesque and the Comic: Humour and Irony in Flannery O'Connor's
A Good Man Is Hard to Find, Good Country People
and *Everything That Rises Must Converge***

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Flannery O'Connor stands as an immensely influential force in twentieth-century Southern American literature by challenging entrenched traditional stereotypes and modern fiction norms through her writing. To celebrate her centenary, my aim is to highlight one crucial aspect of her short stories: the important role of humour and irony. While O'Connor is widely recognized for exploring morality, religious beliefs and grace in her works (e.g., Dowell, 1965), she also incorporates darkly humorous elements into a significant and rather understated part of her writing that often escapes readers' notice. For this paper, I apply Spiegel's (1972) Southern Grotesque framework to closely analyse character dialogues and descriptions in order to evaluate how O'Connor's humour critiques racial and religious prejudice. Based on initial research, her humour is not merely stylistic but a deliberate artistic device that enhances her social commentary and promotes critical reflection on Southern identity. As research continues, this viewpoint will be further refined.

Keywords: dark humour, irony, grotesque, Southern Gothic

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Revisiting the Themes in F. Scott Fitzgerald's *The Great Gatsby* Through the Prism of Colours

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Despite one of the main themes being the bleakness of 1920's America, F. Scott Fitzgerald's *The Great Gatsby* beams with rich and vivid colours, enriching its literary and symbolic value. While green, white and gold/yellow are representatives of these themes of love, death, wealth, the American Dream and post-WWI disillusionment, there is a whole spectrum of colours which allows for an even deeper look into these themes (*Symbolic Meaning of Colors in the Great Gatsby*, Haibing Zhang). The focus of this literary and colour analysis is to examine the appearances of the colours yellow, green, red, white, yellow, lavender, brown, and blue in order illustrate how the colours do not only serve an aesthetic purpose, but are used to bring cohesion within the novel and show the inter- and intra-connectedness between the novel's themes and characters.

Keywords: colours, themes, characters, inter-/intra-connectedness, symbolism

The Impact of Language on Thought and Perception: How Grammatical Gender Affects Thinking

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This research explores how grammatical gender, a key aspect of linguistic relativity, influences cognition and perception. In languages like German, Italian, and Macedonian, nouns are assigned masculine, feminine, or neutral, and speakers often associate traits like strength or elegance with these gendered objects. Abstract concepts are personified according to their grammatical gender. Boroditsky (2012) found that feminine objects are linked to traits typically associated with females, while masculine objects are linked to male traits. This study builds on the Sapir-Whorf Hypothesis (1959) to investigate how these associations affect judgment and reasoning. A total of 25 participants of different ages were asked to draw human figures based on the nouns *dusk*, *dawn*, *day*, and *night* in Macedonian. The results showed that their drawings aligned with the grammatical gender of the nouns. This research contributes to the discussion of psycholinguistics and cognitive science, emphasizing that language is a significant factor in shaping our perception of the world.

Keywords: grammatical gender, linguistic relativity, Sapir-Whorf Hypothesis, perception, thought

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