

*2nd International Conference on Language Teaching & Learning in the  
21st Century: from theory to pedagogical practice*

**BOOK OF ABSTRACTS**

**Institute DIMITRA, Greece  
Department of Early Years  
Education & Care**



**Borys Grinchenko Kyiv University, Ukraine  
Pedagogical Institute - Foreign Languages  
and Methodology Department of**



**University of Tirana  
Faculty of Foreign Languages  
Department of Greek Language**



*2nd International Conference on Language Teaching & Learning in the  
21st Century: from theory to pedagogical practice*

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## **Keynote Speeches**



### **Young Learner Teacher Education: Responding to the Changing Needs of Language Learners**

**Vera Savić**

*University of Kragujevac, Serbia*

To respond adequately to the changing needs of young language learners, caused by profound changes in life of the 21<sup>st</sup> century and by fast technological advances, teachers of English as a foreign language need to be empowered to embrace the new demands as freedoms to innovate and construct their own context-specific teaching practices. The preservice and inservice young learner teacher education programmes that highlight language learning and teaching as whole-child education that supports the development of problem-solving skills of young learners, inspires them to explore real-life challenges cross-curricularly, promotes their global citizenship skills, helps them develop multiliteracies and use English widely as a language of global communication, have the potential to prepare (student) teachers to meet the new demands. The talk aims to study how language teacher educators in Europe manage to incorporate these objectives into their academic programmes, and to offer a potential framework for supporting preservice and inservice teachers in the process of developing expertise to face current and future challenges.

## **Putting EFL teachers' wellbeing under the lens**

### **Areti-Maria Sougari**

*Aristotle University of Thessaloniki,  
Greece*



For several years, learner wellbeing has attracted the attention of policy makers, materials developers, teachers, and researchers, to mention a few. Interest in this field springs from the fact that the promotion of learner wellbeing will enable the learners and young (or young adult) learners in particular to cope with the

eventualities of the present but also be better prepared to build connections, to pave their way into the future and function in the wider community. However, teachers do indeed play a decisive role in developing and enhancing their learners' wellbeing, and thus their own well-being (i.e. happiness and job satisfaction) cannot be overlooked. At this point, it becomes pertinent to understand that there is indeed a connection between teacher and learner wellbeing, which in turn affects learning outcomes. What is more, in the field of foreign language teaching, to what extent has EFL teachers' wellbeing been addressed? What kind of feelings do EFL teachers experience in their microcosm as well as in their macrocosm? These are some of the questions that will be addressed in an attempt to conceptualize the situation and contemplate upon possible solutions with the aim of catering for teacher wellbeing and subsequently for the wellbeing of their learners.

**Current trends in early foreign language learning: Spotlight on Europe**



**Janet Enever**

*Umeå University, Sweden / Visiting professor King's College London*

This presentation reviews current trends and future directions in the field of early foreign language learning, questioning whether recent developments can be viewed as a shift in focus or simply a continuation of the old. In the light of new European migration patterns, I will draw on evidence both from primary CLIL and kindergarten / preschool provision in Europe to discuss whether a radical re-think of current European models of provision is needed to address the newly emerging socio-political realities of linguistic inequality in schools.

**The wealth of children's languages and cultures: Empowering  
educational practices**



**Hanna Ragnarsdóttir**

*University of Iceland*

While societies become increasingly diverse in terms of languages and cultures, this is reflected in schools at all levels. In this presentation, I will focus on how schools have addressed the education of diverse groups of immigrants and refugees. Building on examples from research and projects in pre- and primary

schools in different countries which emphasize the wealth of cultural and linguistic resources that children bring to their school settings, I will shed light on the advantages and empowerment of such practices, as well as some challenges.



**Demonolingualising ELT: the Eight-D's model for integrating critical multilingualism in English classrooms**



**Naye Ibrahim**

*Nord University, Norway*

With an increased focus on *decolonising* the curriculum, we need to consider *demonolingualising* the language curriculum in order to create language and identity-safe equitable learning spaces. However, a focus on linguistic justice must be underpinned by

a deeper understanding of the phenomenon of multilingualism in society and the individual. In this session, I will present *the Eight-D's model for demonolingualizing education* in an attempt to break down unhelpful dichotomies and create fluid translanguaging and critical learning space.

## **Translanguaging as an empowering step into the world of language learning**



**Roula Tsokalidou**

*Aristotle University of Thessaloniki, Greece*

What is translanguaging from the eyes of a language learner? Can translanguaging become a bridge to creating connections among people of different linguistic and cultural backgrounds? After giving some definitions and approaches to translanguaging, in this paper we will focus on the insight on multilingual educators and we will discuss the empowering aspects of translanguaging in the field of language learning.



**From translanguageing to transknowledging in multilingual education.**



**Kathleen Heugh**

*University of South Australia*

The focus of this presentation is to identify key criteria that need to be met for translanguageing to have positive medium to long term consequences for students in linguistically, culturally, and epistemologically diverse settings. These criteria are based on defensible evidence from large-scale, longitudinal, and multi-country studies in Africa. Two-way or reciprocal knowledge exchange is essential for deep learning to occur, yet this is often neglected in discussions of translanguageing. Knowledge exchange and translation of knowledge are discussed here as 'transknowledging', an essential companion to translanguageing in multilingual education.

## **Meaning without Borders: From Translanguaging to Transposition in the Era of Digitally-Mediated, Multimodal Meaning**

Mary Kalantzis & Bill Cope  
*University of Illinois, U.S.A.*



“Translanguaging” is a concept that connects with older traditions of analysis in linguistics and practices in language pedagogy, while at the same time making some distinctions that justify the creation of a new word. In this chapter, we set out to extend the terms of this discussion by introducing another term, “transposition,” a concept designed to cast the net wider than language.



Transposition captures the restless fluidity of multimodal meaning making. In their constant movement, meanings are both translatable and to an extent untranslatable—across different forms and functions of meaning that must be conceived more broadly than distinct “languages” or even “language” itself. Digital media precipitate a renewed urgency to reconsider the terms of our theoretical discussions and pedagogical practices. They raise challenges, at once deeply concerning and potentially productive, for the job of language teaching

and its professional practices. Our theme in this chapter is “meaning without borders,” or the project of supplementing traditional analyses of meaning-through-language and developing a widened repertoire of pedagogical practice for language teachers.

## **Language Teaching and Learning in the Era of Big Data and AI**



**Valia Kordoni**

Humboldt-Universität zu Berlin,  
Germany

Artificial intelligence (AI) is an important paradigm which is having a powerful impact on many fields, including education. There is a lot of confusion and misunderstanding around the term, and so the purpose of this talk is to shed some light on how AI is being used to improve the language learning experience, and why it is something for language teachers to embrace rather than fear.

## **Visual Literacy for Young Learners Living in a Multimodal World**



### **Joan Kang Shin**

*George Mason University,  
U.S.A.*

Visual literacy is a necessary skill for English learners in the 21st century, which is increasingly image, media, and technology driven. English teachers frequently use visuals to make language input comprehensible, but how often do they teach students to interpret images critically and

build visual thinking strategies? This presentation will deepen your understanding of visual literacy and show effective ways to build your students' ability to interpret and create visual information while teaching English.

## **Compassionate Inclusion & the Language Learner Landscape**



**Evelyn Biliash-Lolis**

*Fairfield University. U.S.A.*

Compassion, or the ability to see and attend to the vulnerability of another, has been linked to a wellspring of positive outcomes including increased optimism, positive emotions, psychological wellbeing, and meaningful living. Compassionate education is a movement within positive psychology that seeks to use compassion as the lens for interpreting, understanding, and facilitating learning in the diverse classroom. Compassionate

educational practices yield the ultimate framework for inclusion: one that encompasses the fundamental humanity of the learner. This keynote address will explore compassionate inclusion as a model for serving language learners in the classroom through the systematic adoption of compassionate educational climates.



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**Strategies employed by the students of the Department of Language,  
Literature and Culture of the  
Black Sea Countries when  
learning Black Sea languages  
during in situ and on  
line teaching. A comparative  
study.**



**Maria Dimasi, Stella  
Theologou & Grigoria Karolina  
Konstandinidou**

*Democritus University of Thrace,  
Greece*



**Exploring the acquisition, teaching, and teacher education in Greek as  
Second/Foreign Language: The LETEGR2  
project**



**Maria Andria**

*National and Kapodistrian University of  
Athens, Greece*

The aim of this presentation is to offer an overview of the LETEGR2 (Learning, Teaching and Learning to Teach in Greek as A Second/Foreign Language: Evidence from Different Learning Contexts) research project. More specifically, it provides a description of the three multidisciplinary and complementary studies of the project on the acquisition, teaching and teacher education in Greek as a Second/ Foreign Language (L2) in Greece and abroad. The talk will end

by reporting some preliminary results and by discussing several implications for the teaching of L2 Greek and for the design and development of L2 Greek teacher education programs in various learning contexts.

**REGULAR PRESENTATIONS**

**The linguistic attainment of children with Special Educational Needs  
in an inclusive EFL classroom**

**WeronaKról-Gierat**

*Pedagogical University of Cracow, Poland*

*Inclusion* is a term often used to describe the process of teaching children with Special Educational Needs (SEN) together with their peers whose development proceeds harmoniously. However, *inclusion* involves more than the sole presence of SEN pupils in the classroom. It consists in the recognition of each learner's individuality, providing them with equal opportunities for personal growth (Loreman, Deppeler and Harvey (2005). Likewise, Norwich (2008: 19) defines inclusion as "a systematic process which has a social meaning. It implies reconstructing regular schools to have the capacity to offer all students what they need. It is about participation, interaction and social recognition". The present paper reports on the findings of an action research project on the effectiveness of inclusion on a sample of 74 lower-primary EFL learners. It was attempted to measure the participants' linguistic attainment over a series of lessons and discern the differences in learning English as a foreign language between children with and without Special Educational Needs. The linguistic results demonstrate that young learners with SEN are able to learn some English within their individual predispositions and (dis)abilities, psycho-physical development and educational needs. However, children with apparently the same diagnosis differ in the range and extent of FL development, thus each case should be treated with due caution.

**Translanguaging: From second language acquisition theories to  
teaching practices for emergent bilinguals.**

**Vasiliki Lismani**

*Hellenic American University, Athens*

For years, students' L1 has been exiled from EFL/ESL classes based on the distorted idea about the native like L2 learner and user. Gradually, the idea of the systematic use of L1 in EFL / ESL classes has been reappraised starting gaining ground (Kleyn& García, 2019; Nagy, 2018) rooted in Cummins' (1979) *linguistic interdependence theory* and other relevant theories. Drawing from this theoretical framework, *translanguaging* supports "the planned and systematic use of two languages for teaching and learning during the same lesson" (Lewis et al. 2012 in Conteh, 2018, p. 445). In such learning environment, both L1 and L2 can be equally used reinforcing each other and eventually supporting students' both languages (Kleyn& García, 2019, p. 224). This stance acknowledges L2 students' full potentials as *emergent bilinguals* (Kleyn& García, 2019) and can influence the way educators conceptualize EFL teaching (Nagy, 2018). A *translanguaging* approach can help teachers and students to address the use of L1 not as an evidence of a deficit in the process of L2 acquisition but as a contributor in order to "create a learning space where language skills are viewed primarily as communicative competences" (Nagy, 2018, p. 50). Therefore, *translanguaging* can be proposed as an approach conducive to L2 education allowing students to cognitively scaffold their learning employing their L1 linguistic as well as cultural and social repertoire in order to inform their L2 learning process. The aim of this presentation is to introduce basic principles of *translanguaging* and critically evaluate its efficiency in EFL teaching and learning. Practices proposed from existing research on *translanguaging* will be discussed in terms of the opportunities offered for L2 learners to develop as *emergent bilinguals* mostly focusing on learners' communicative competencies rather than the development separate language skills.

**EFL Reading Comprehension Competence of Primary School  
Learners in Germany: The Role of EFL Programme, Gender and  
Language Background**

**Julia Reckermann,**

*University of Muenster*

**Karoline Wirbatz,**

*University of Dortmund*

This presentation will provide insights into a study that investigates Year 3 learners' EFL reading comprehension competences in Germany and to what extent these might be influenced by different variables. Special emphasis will be on the variables EFL programme, gender and a mono- or multilingual background. To date, only Steinlen&Piske (2016) and Steinlen (2018) have dealt with the interaction between EFL programme and other variables regarding the English competences of primary school

learners in Germany. Data for the study were collected at five German primary schools from a total of N = 123 third graders attending three different English programmes. The first group (N = 31) received two hours of English instruction per week, the second group (N = 49) three hours, and the third group (N = 43) 10+ hours. Data on reading comprehension were collected via a YLE Movers test (University of Cambridge 2014: 28-36). Bio data were collected via a learner questionnaire. The results show that there is a statistically significant correlation between the EFL programme and the learners' EFL reading comprehension competence. That is, the more extensive the EFL programme of a school, the better the reading comprehension competence in English. The variable language background does not correlate with EFL reading comprehension while the variable gender seems to have an impact in favour of the female participants. The core findings indicate that more extensive English programmes should be supported in view of learners' EFL competences and that there seem to be neither advantages nor disadvantages for learners of multilingual backgrounds in such programmes regarding their EFL reading comprehension. In this study, the understanding of reading comprehension is subject to the model of foreign language reading comprehension by Diehr& Frisch (2010), which Reckermann (2018) has supplemented with components from Ehlers (2007) and Westphal Irwin (2007). The presenters would like to highlight the importance of English reading comprehension competences in early foreign language learning; particularly in content and language integrated learning scenarios.

## **Studying decontextualized language by means of a word definition task in monolingual and bilingual learners with dyslexia**

**Ifigeneia Dosi & Vasiliki Maniati**

*Democritus University of Thrace, Greece*

The present study aims to investigate the development of decontextualized language by means of a word definition task in monolingual and bilingual learners with dyslexia. Word definitions have been studied thoroughly since they exhibit aspects of mental lexicon organization and metalinguistic abilities. The development of formal word definitions is related to decontextualized language abilities and, in addition, it predicts school success. So far, few studies have examined the definitional skills of bilingual students. The existing work suggests that typically developing bilingual learners give more formal definitions than their monolingual peers, due to their enhanced metalinguistic abilities. To our knowledge, no other studies have investigated the definitional skills of monolingual and bilingual children with dyslexia. Addressing this gap, the present study examined eight learners (five monolingual and three bilingual) with dyslexia (aged 7-9 years; mean age: 8.2 years, SD: 0.9) by means of a definition task. They had to define 16 words (8 nouns, 4 verbs, and 4 adjectives; simple vs. compound, abstract vs. concrete) orally. Definitions were evaluated on both content and form. The findings indicated that bilingual learners outperformed monolingual ones in the overall scores in form and in form of nouns and compound words. These outcomes indicate that the bilingual "advantage" was found in the aspect of definitions that requires metalinguistic abilities (i.e., how to form a definition). By contrast, no differences were detected in content, which suggests that bilinguals manage to perform equally to their monolingual peers despite the lower vocabulary knowledge. From an educational point of view the conclusions that can be drawn from the current outcomes are that (a) the study and the enrichment of definitional skills are also important for learners with dyslexia; however, the educator has to consider the effects of word characteristics; and, finally, that (b) bilingualism does not constitute an extra burden in dyslexia; on the contrary the enhanced metalinguistic abilities of bilinguals can become an asset.

## **Dissociation between pragmatic abilities in high-functioning Greek-speaking learners with autism spectrum disorders**

**Ifigeneia Dosi & Zoe Resta**

*Democritus University of Thrace, Greece*

This study investigates different aspects of pragmatic abilities in high-functioning Greek-speaking learners with autism spectrum disorders (ASD). Numerous studies have shown that individuals with ASD have deficits in their pragmatic abilities, which possibly result from an impairment in Theory of Mind, executive functions or a weak central coherence. Recent studies suggested that there is no single deficit in ASD, but it emerges from different abnormalities in cognitive processes (Marinis et al., 2013). Therefore, individuals with ASD may show deficits in only some but not all pragmatic abilities (Vogindroukas, 2005, 2010). Similar studies in high-functioning Greek-speaking learners are limited. To this end, twelve high-functioning Greek-speaking learners with ASD (12-13 years old; mean: 12.4 years; SD: 0.3; henceforth ASD group) and twelve age-matched typically developing learners (12-13 years old; mean: 12.7 years; SD: 0.5; henceforth TD group) took part in the study. Learners' pragmatic abilities were tested by means of a subtest of the Diagnostic Evaluation of Language Variation (DELV) (Seymour et al., 2005; adapted by Marinis et al., 2013). This subtest includes sections on communicative role-taking, narrative task assessing and question asking. The results exhibited that TD group scored higher than ASD group in all three parts of the test. Within group differences have shown that both groups scored higher in the communicative role-taking compared to the narrative task, while no differences were found between communicative role-taking and question asking. In addition, a significant difference between communicative role-taking abilities and question asking abilities was attested but only in the ASD group. Correlations conducted for each group separately have shown that communicative role-taking and questions strongly correlate, while a moderate correlation was found between narratives and questions for the TD group; while no correlations were found for the ASD group. From the above we may deduce that pragmatic abilities are not linked and impaired in the same way in learners with ASD, which implies that they are possibly subjected to different processing mechanisms. The present study also offers important educational implications, since teachers can work on different aspects of pragmatic abilities of their learners with ASD.



**Active learning techniques: Increasing students' engagement in an online language learning environment**

**Maria Diakou**

*Cyprus Ministry of Education, Culture, Sports and Youth*

*University of Nicosia*

Students' engagement is a key to successful teaching and learning. Since the spread of the pandemic, the traditional strategies were called to be adapted and new strategies were expected to be developed for online learning environment. Applying active learning instruction helps increase students' interaction and knowledge retention in the traditional classroom learning environment. Active learning is not only an effective instructional strategy in the traditional learning environment, but also, it is effective in an online environment. In this presentation I will share the effective way active learning strategies can be successfully adapted for an online environment. How an educator can design activities that will support learning objectives, but structure them to work online, outside of the traditional classroom environment where active learning techniques are heavily dependent upon face-to-face interaction. Although much evidence has shown the benefits of applying active learning, since students learn best through "learning by doing," in which they are required to actively participate in meaningful learning activities and think about what they are doing, many teachers are reluctant to utilize it in the online-class due to the obstacles they have encountered. I will discuss these obstacles which include content coverage issues, time consumed, fears of new learning techniques, student reaction, teacher characteristics, technology, and pedagogical issues and how we can deal with them. How a teacher can minimize the fear of utilizing new innovative learning strategies to incorporating active online learning and furthermore how we can help students who may also experience some barriers in an online learning environment in order to be more active while learning online.

**A survey of factors affecting the English proficiency of University Undergraduates in Kano State, Nigeria.**

**AdelokunAdetunjiOluwapelumi**

*English Language lecturer, Skyline University Nigeria*

The study investigates the factors affecting the proficiency level of Kano State's universities undergraduates in the English Language. The aim of the paper is to analytically understand the key issues plaguing the development of proficiency in the English Language by University undergraduates in Kano State in order to establish a prototype to correct this anomaly. In order to achieve this aim, the paper examined the social factors that contribute to the stunted growth of the lingua franca among University undergraduates. The study adopted a descriptive survey research design. The population comprised of male and female undergraduates studying English Language in public universities in Kano State. The collection of data was done through a creation and deployment of questionnaires to the respondents. This self-developed questionnaire was titled, Factors Affecting English Proficiency among University Undergraduates (FAEPUU). The result revealed that social factors which can be grouped under cultural, political and economic factors, have significant impacts on the proficiency level of University undergraduates in Kano State. It was concluded that the stakeholders in the Education industry need to be conscious of this reality in order to find a lasting solution to it because a disregard for this sinister trend will only ensure that these University undergraduates might not be able to compete with their counterparts globally as they might not be able to excel in communicative processes.

**Relationship between classroom management skills and teaching effectiveness among selected secondary school teachers in OYO STATE, Nigeria**

**Kamilu O. Muraina**

*Faculty of Education, Al-Hikmah University, Ilorin, Nigeria;*

*The purpose of this study was to investigate relationship between classroom management skills and teaching effectiveness among selected secondary school teachers in Oyo State, Nigeria. Two hundred and seventy five (275) participants constituted the study's sample using correlational design. Both the independent and dependent variables were measured with validated instruments with .86 and the data obtained was analyzed using Pearson Product Moment Correlation (PPMC) Statistical method. Three research hypotheses were formulated and tested at 0.05 level of significance. The result showed that there was significant relationship between communication skill and teaching effectiveness ( $r = .724$ ;  $p < 0.05$ ), reinforcement skill and teaching effectiveness among teachers ( $r = .621$ ;  $p < 0.05$ ) and time management skill and teaching effectiveness among teachers ( $r = .683$ ;  $p < 0.05$ ). In view of these findings, it was recommended that educational stakeholders should intensify their effort to organize seminars on the implications of these factors (that is communication skill, reinforcement skill and time management skill among others) on teaching effectiveness among secondary school teachers.*

## **Writing in the Primary English Classroom: A Design-Based Research Study**

**Anne Schrader**

In Germany, written skills continue to play a minor role in Primary EFL classrooms despite empirical evidence showing that teaching literacy to young learners supports their L2 learning progress, including vocabulary and pronunciation skills (e.g., Duscha, 2008). At the same time, there is a dearth of research into teaching methods with which literacy can be effectively imparted without neglecting the development of oral skills and without overtaxing the young learners. While this challenge is gradually being met for reading (e.g., Frisch, 2013; Beinke, 2020), it has hardly been addressed with regard to writing. The purpose of this study is to narrow this gap by means of design-based research (DBR) into the systematic development and evaluation of didactic formats for teaching literacy and writing skills to young ELF learners in 3<sup>rd</sup> grade. More specifically, the study investigates possible challenges during the implementation of these formats and their subsequent revision (RQ 1), and the effects of the literacy-enriched intervention on the learners' overall L2 skills (RQ 2). In line with DBR principles, the study features a cyclic structure of Development – Teaching Cycle I – Evaluation/Revision – Teaching Cycle II – Final Evaluation. Rooted in a phonics-informed approach, the intervention spans 3 units of 10 lessons each and addresses written skills at the word, sentence and text levels. Data for RQ 1 consists of video-recordings of the intervention, learners' writing products, and teacher interviews. Data for RQ 2 is collected in a quasi-experimental design that contrasts the intervention group with a control group and assesses L2 proficiency for all four skills via adapted *Cambridge English Young Learners* pre- and posttests. At the conference, findings from the currently running Cycle I and implications for Cycle II will be presented

**Childhood focused language training in schools for occupational health and safety interventions: A systematic critical review**

**Reginald Dennis Gwisai**

*Department of Academics, Unicaf University*

The ultimate aim of this review was to summarise the childhood language training in the context of Occupational Safety and Health (OSH) in schools. The study aims to identify the common risks and challenges of interpreting them in urban and rural school settings. It seeks to establish the enabling strategies available in creating a sense of safety and emergency preparedness and response to any OSH related challenges during the course of their studies, while travelling to school and the impact the interventions have on the homes where these children reside. The study will also evaluate the challenges faced by children, parents and their guardians in implementing effective interventions of communicating the state of alertness through the OSH trainings and awareness carried out in schools. Furthermore, determine the strengths and gaps of available literature on OSH interventions for young children and suggest possible research needs for future research. It must be noted that at present the OSH curriculum comprises of adherence to set national standards and educational policies.

**Assessing the impact of Arabic language on students of Islamic studies in KWARA STATE, Nigeria: Implication for stakeholders**

**Owoyale-AbdulGaniy Ibrahim Solahudeen**

*Department of Arts and Social Sciences Education, Al-Hikmah University,  
Kwara State, Nigeria*

**Yusuf Suleiman**

*Department of Educational Management and Counselling, Al-Hikmah University,  
Kwara State, Nigeria*

The significance of Arabic language to every Muslim particularly students of Islamic studies can never be underestimated. The language of Islam through which Allah (SWT) revealed His scriptures is Arabic and it is unarguably that every Muslim worship majorly using Arabic Language. Moreover, the position that Arabic Language occupied greatly shown the immeasurable effect that Arabic Language should have on the academic performance of Islamic studies students in primary, secondary and tertiary institutions. It is on this premise that this paper examined the impact of Arabic Language on students of Islamic Studies in Kwara State. The study involved all the senior secondary school students of Islamic Studies in Kwara State. Stratified and simple random sampling technique were used to select sixty (60) students for the study. An instrument titled "Impact of Arabic Language on Islamic Studies Questionnaire (IALISQ)" to collect relevant data from the respondents. Data collected were analyzed using descriptive and correlation methods. Findings revealed that Arabic language significantly influence the academic performance of senior secondary school students of Islamic studies and those students who had mastery of Arabic Language within and outside the school performs better than those that are not Arabic inclined. The study recommends that more emphasis should be given to the teaching of Arabic Language from primary level up to the secondary level and students of Islamic studies need to take Arabic language as major components of their studies.



**Internal and external factors affecting language teaching in  
Zambian secondary schools.**

**MuleyaCoster**

*DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, UNICAF  
UNIVERSITY-ZAMBIA*

The present study investigates then internal and external factors that affect language teaching and learning in Zambian Secondary schools. The role played by internal and external factors in language teaching and learning have been widely and broadly investigated in the past (e.g. Brown, 1995, Nunan, 1988, Ellis 2008; Ortega, 2009). There is however a gap that needs to be narrowed and that is the boundaries between the above two principle components of language learning and how their variables load on them which have remained unexplored. For instance, while attitude and anxiety are internal language variables, they can be weakened or accelerated by external variables. This study was guided by William and Burden (1997)'s theory of perception. They argued that "...minds that have nothing to confer find little to perceive", (p.26). The study used a quantitative approach and copies of 30 items on likert scale self-administering questionnaire, addressing external and internal factors or some other principle components of language learning were distributed to 140 grade 11 pupils at Itezhi-tezhi Boarding Secondary School and Uphill Day Secondary School. The generated data was exposed and subjected to Principle Component Analysis (PCA). The findings revealed that in as much as internal and external factors are distinguishable, a lot of variables do not or were not able to heavily load on the given principle component to which they theoretically belong. The discussion of the findings further revealed that the importance of variables should not be attached to their nature but attributed to the value given to them by the respondents.

## **Early English language acquisition: How early is early enough?**

**Mirna Erk**

*University of Osijek, Croatia*

**Silvija Ručević**

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The belief into benefits of early multilingual development of an individual and a community as a whole is evident in the European union's regulations pertaining to European language policy that fosters introduction of early foreign language learning programmes to children below the age of six, that is, at pre-primary level (European Commission 2011). In Croatia, optional and non-formal learning of English is offered in institutions of early childhood education and care, but short-term and long-term effects of such programmes remain unknown to us. Moreover, the introduction of formal and non-formal teaching of English to ever younger population of children has become a matter of some concern because of the lack of evidence for a critical period in second language acquisition (Singleton and Pfenninger 2018) and research findings that call into question presumed advantages of starting to learn a foreign language early (Baumert et al. 2020). Nevertheless, some EU countries have introduced mandatory foreign language learning, mostly EFL learning, at kindergarten age. This study aimed to determine if earlier (pre-primary) beginners were at an advantage when compared to children who began their EFL study at school entry. Young learners' (N=147) achievement on listening comprehension tasks and a vocabulary retrieval task was investigated with reference to participants' age at the beginning of EFL learning (pre-primary vs. primary level), and their length of exposure to organised instruction. Data were collected at the end of the first and third year of formal EFL study at school (children aged 7.5-8.5 and 9.5-10.5, respectively). Background information about the participants were obtained from their parents via an online questionnaire. Correlational analysis, independent sample t-test and one-way analysis of variance were statistical procedures applied. Despite the fact that a weak but significant relationship was found between age at start and early achievement, it was not confirmed in the long run. The findings of the study point to the inability of pre-primary EFL learning to ensure long-term advantages as well as raise important questions about education equity, SES, continuity and intensity of instruction in supporting the process of (very) early EFL development in foreign language settings.

**Testing a pedagogy applied to the strengthening of the third person  
singular -s**

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**María Juncal Gutiérrez Mangado (UPV/EHU, Spain)**

A review of the literature on the acquisition of English as a foreign language (EFL) reveals that the third-person singular –s of the present simple tense is a syntactic feature that is difficult to acquire (Ionin & Wexler, 2002; Lázaro-Ibarrola, A., & García Mayo, M.P., 2012; Martínez-Adrián & Gutiérrez-Mangado, 2015). The current study presents the results of a pedagogy which was applied to increase the accuracy rates of the –s of the simple present tense. In the quest for effective language teaching and automatization, the treatment agglutinated pedagogical techniques that endeavoured to apply evidence from the fields of neuroscience and psychology to teaching: *sensory chunking*, *sensorimotor drilling* and the structuration of the linguistic input according to processing demands. *Sensory chunking* is the technique that makes use of chunked sentences. Each chunk is referred to as *sensory chunk* (Mendoza-Fernández, 2020; ©2018, 2019, Verónica Mendoza Fernández). The participants were three groups of L2/L3 EFL learners (N= 64) from three different schools in northern Spain, ranging in age from 8 to 11. Group 1 (N=29) acted as the control group, which did not receive the treatment and followed the traditional approach on the use of the -s. Groups 2 (N=12) and 3 (N=27) underwent the treatment, which lasted 2 hours and 15 minutes. The effectiveness of the treatment was measured via a pretest-posttest procedure that comprised four tasks. Here are presented the results from an oral sentence transformation (OST) and a grammaticality judgment task (GJT). The results of the study revealed that the control group did not improve its results with respect to the accuracy rates of the –s in either task. As to the experimental groups, both Group 2 and Group 3 improved their accuracy rates in the posttest in both tasks (Group 2: OST ( $Z=-2.756$ ,  $p=0.006$ ) and GJT ( $Z=-1.736$ ,  $p=0.083$ ); Group 3: OST ( $Z=-4.571$ ,  $p<0.001$ ) and GJT ( $Z=-4.242$ ,  $p<0.001$ ). The results seem to indicate that the treatment can contribute to the increase in accuracy rates in both experimental groups. Limitations, findings and pedagogical implications shall be discussed in further detail.

**Teachers' views on the challenges faced in the non-formal context of  
teaching Greek as a second language to refugees/migrants**

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The worldwide migration waves of the most recent decades have led to social changes and population heterogeneity inevitably affecting the field of education, as an increasingly vast number of people seek instruction in the host language challenging teachers and making their work even more demanding. Greece that has been the host country for migrants mainly originating from the Balkans, Middle East and Africa offers language lessons to migrants through either formal or non-formal education. As far as Greek as a Second Language (GSL) is concerned, besides the governmental initiatives, non-governmental organizations (NGOs) have orchestrated Greek language courses to facilitate migrants' everyday language communication and help them achieve their academic and professional goals. In this context, the main aim of the study is to make teachers' voices heard regarding the challenges they confront and the suggestions for improving second language teaching to adult migrants/refugees in non-formal educational settings. The qualitative research is conducted using semi-structured interviews among a group of 17 Greek teachers employed by NGOs and volunteer organizations to be involved in second language learning to adult refugees/migrants. The results of the study indicate that teachers, though highly qualified, face a number of challenges regarding their students' linguistic, cultural, educational and socioeconomic background. Simultaneously, according to teachers' suggestions, they need to receive interculturally-oriented training aiming to help them manage classroom diversity, identify and meet students' language needs through the use of proper plurilingual and multi/intercultural practices and materials. Overall, the findings of the study point to the line of research highlighting the need for teacher education and state initiative for adopting a holistic approach to language education for adult refugees/migrants, who seem to be rather neglected from the state policy, to facilitate their social and linguistic integration in the Greek context.

## **Multiliteracies in the Young Learners' Classroom**

**Effrosyni Bisiri**

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Rapid changes in education have led to the implementation of innovative teaching methods of literacy in the learning process. Traditional approaches to literacy have forced learners to become passive through faithfully abiding by regulations and policies without creating questions nor reasoning about the world (Cope & Kalantzis, 2015) thus becoming representatives of procreation of established, formal and authoritative depictive formulae (Cope & Kalantzis, 2009). However, the mission of education nowadays is to create active, and cooperative learners who feel that they belong to the learning process (Kalantzis & Cope, 2010). In this context, 'literacy is a way of communicating' (Kalantzis et al., 2003) as it incorporates productive interaction in varied backgrounds (Cope & Kalantzis, 2013). The pedagogy of 'multiliteracies' (Cope & Kalantzis, 2020a) focuses on multimodality and transpositions of meaning viewing literacy as a means of enhancing learners' linguistic, sociolinguistic and digital literacy skills rendering them active and motivated participants in the learning process acquiring the necessary skills for educational achievements and social change (New London Group, 1996). For this reason, the main aim of the research is the successful implementation of multiliteracies in the young learners' classroom that encourages the active roles of both the teacher and learners as instruments of design and social change in a multimodal environment. Eight learners (approximately 10 years old) participated in the research in a private foreign language school in a town in Northern Greece. The results of the research revealed that multimodal teaching and learning environments can contribute to the development of the multiliteracies skills of young learners. The research instructional methodology, the evaluation stage and the findings are clarified and evaluated. In addition, educational implications as well as the limitations of the research are offered.

## **Reflection, Professional Development and Underlying Psychological Dimensions of Teaching**

**Sviatlana Karpava**

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According to Farr (2015), there is a recent shift from the traditional view of teaching, which emphasises individual nature of the work but not the shared professional identity (Lortie, 1975), to collaborative work of teachers, professional learning communities based on shared values and beliefs (Farr and Riordan, 2015; Vasquez, 2011). It is important to develop a confident teacher presence which is in line with a person-centred view of teaching (Rodgers and Raider-Roth, 2006), a positive and dynamic learning climate, teacher's awareness about what is happening in the classroom and the effect of a teacher's behaviour and actions. Novice teachers due to anxiety and low level of confidence have various concerns relating to classroom management and their perceived lack of knowledge (Nunan, 1992). This study investigates the issues of pre-service teacher beliefs, attitudes, motivation, engagement, emotions, psychological challenges and collaboration in a teaching practice course. The participants of the study were 50 undergraduate university students, 3<sup>rd</sup> and 4<sup>th</sup> year, future EFL teachers. The students were asked to keep a reflective journal and make entries regarding various issues related to teaching and learning, teaching practicum and peer observations. Reflection is important for teachers' professional development as it helps to raise their awareness of teaching and to take responsibility for their actions in the classroom (Farrel, 2008; Richieri, 2017). Questionnaires and focus group discussions were also implemented for data collection regarding the affective dimensions of classroom teaching and learning: relationships between students and teachers, the quality of teaching/learning experiences and psychological state of the teacher and learner (Tsui, 1996; Farr, 2015). Findings from this study highlight the importance of integrating reflective journal writing and training in both pre-service and in-service teacher education as they contribute to teachers' growth and professional development, making them aware of the underlying psychological dimensions of teaching and learning.



## **Early acquisition of EFL writing skills in Croatian schools – the teachers' perspective**

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Writing continues to be a neglected skill in the teaching of young learners of English (YLS) in foreign language contexts, partially due to the belief that it is too difficult or that it might cause negative interference for children who are becoming literate in their L1 at the same time (Shin & Crandall, 2014). However, there are numerous benefits to an early start when it comes to this essential skill, among others, the children's natural willingness to write and the importance of raising awareness of the particularities of English spelling as early as possible in order to prevent problems later on (Vickov, 2001). For this reason, it is vital for teachers of YLS to be aware of the benefits and the appropriate ways of introducing writing skills to this age group. The aim of the present study was to determine to what extent teachers of YLS use writing activities with children in the first four years of their formal education (ages 6/7 – 10/11), what types of activities they use, what difficulties they face and what kind of resources and information they consider potentially useful to help them tackle this demanding skill in the EFL classroom. Thirty Croatian EFL teachers working with YLS completed a semi-structured questionnaire containing mostly open-ended questions aimed at gathering information about their experience with introducing and developing writing skills with YLS. Their responses were analysed by identifying the main trends and patterns. The results indicate that the teachers do recognize the importance of writing activities from the very beginning of learning, although the extent to which they dedicate their time to these tasks varies, especially in the first grade. The activities used by the teachers also vary greatly, as does their perception of what presents most difficulty to the learners. The teachers' responses provide an interesting and useful insight into their practice as well as their needs for clearer guidelines, professional development opportunities and resources which would support them in introducing and developing this essential skill with YLS.

**»Parent« or »Friend«: Teacher Metaphors from the Perspective of  
Future Teachers**

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Several studies in the area of education have recently applied metaphor analysis as an analytical tool for investigating the perceptions and attitudes of various stakeholders, such as learners, practicing and pre-service teachers, language teachers, etc. on different aspects of teaching and learning (Nikitina and Furuoka 2008; Oxford et al. 1998; Chen 2003). The primary aim of the study presented in this paper is to identify the ways pre-service teachers perceive the teacher's role through metaphors. The theoretical framework first looks at metaphor from a cognitive perspective (Lakoff 1993). We then turn to the conceptualisation of teachers through metaphors, with particular reference to the typology of teacher metaphors developed by Oxford et al. (1998) and Chen's (2003) classification system for metaphors about teaching. The second part presents the results of a qualitative research which was carried out based on the analysis of students' personal documentary material in the form of argumentative essays. The results of the content analysis are presented in different categories and include selected direct quotations by the participants. The results indicate that future primary school teachers perceive the teacher's role through a variety of metaphors, such as conceptualising teachers as friends, parents or role models. We would like to argue that their perceptions expressed through metaphors reflect different educational paradigms.

**Differentiated Instruction and the influence of the Learning Identity  
on the memory capacity in the Foreign Language Lesson**

**Katerina Kanella,**

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The learning theory states that people approach different sensory channels in the information acquisition and the process of storing the learning material. Depending on the heterogeneity characteristics of learners and their different perception channels, this results in visual, auditory, kinesthetic or mostly mixed ability learning types. Also, pragmatists, reflectors, theorists, activists or mixed learning styles have differences in learning preferences, which defines also the way they acquire and memorize new linguistic information. For example, there are special behaviors and thoughts that influence the process of learning in terms of specific learning strategies. Most effectively the learning process is influenced by memory strategies, when the learners simultaneously use their metacognitive skills and when they actively focus their attention on the material to be learned. The goal of these strategies is to develop the language skills of learners so that they can easily retrieve the information stored in memory and use it in communication. Aspects of emotion and motivation must also be considered because of their great importance in the didactic practice. They play a significant role in the processing of information in working memory (short-term memory), which helps to ensure, that the linguistic structure considered important by the learner is eventually stored in the longterm memory. Through the construction of the Learning Identity of each learner and the appropriate measures of Differentiated Instruction in Teaching Foreign Languages it was examined who, from the selected heterogeneity factors (gender, learning type and learning style), could better retain in memory and retrieve the learning material. Therewereimportantresultsextractedfrom the research.

## **Tendencies of primary school teacher training in Benelux countries**

**Tetiana Holovatenko**

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In this study we dwell on the concept of the tendency in education and tendencies of pre-service primary school teacher training in Belgium, the Netherlands and Luxembourg. This paper aims to outline a theoretical approach to analysing tendencies of teacher training. There is a vast amount of literature devoted to the European system of teacher training (S. Kilimci, J. Duarte, M. Snoek and others). Various studies were devoted to the tendencies in European education (O. Lokshyna, K. Binytska, N. Lazarenko and others). However, not much is studied on the tendencies of primary school teacher training in Benelux countries. We applied comparative constructivist approach, educological, and environmental approaches to the study. As a result, we identified four levels of tendencies in pre-service teacher training in Benelux countries. These levels are the following: transnational, regional, national and institutional. Based on the analysis of legislative framework of teacher training, EU educational reports, regional agreements on cooperation, statistical data, higher educational institutional web sites, curriculums and programs we identified three leading tendencies at each level and its immanent characteristics. Based on the finding, we could both describe current trends in teacher training and make predictions on the development of the process of primary school teacher training in future.

## **What to consider when teaching presentations**

**Oana Alexandra ALEXA**

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Every spring semester, our second-year undergraduate students are expected to deliver a short presentation as part of their Business English seminar. It is often their first presentation in English and on a business-related topic, thus the results are mixed. As language teachers, we often have to branch out and provide our students with both hard and soft skills that will enable them to develop as people, as well as contribute to their language competence. Starting from the premise that it is an essential skill to be mastered, this paper aims to discuss the elements which ought to be considered by the (Business) English teacher when preparing students for delivering presentations. Based on our practical experience in recent years, both offline and online, it will show that providing a good plan and structure is as important as constantly adapting to students' needs and personalizing input.

**Conflict resolution – A key skill in (Business) Negotiation**

**Oana Ursu, Lecturer PhD**

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This paper starts from the assumption that conflict – in its varied forms – is present everywhere and, at least as far as diverging points of view are concerned, it is hard (even impossible) to avoid. However, we argue that conflict is not fundamentally bad or negative – on the contrary! What really makes a difference is the way in which conflict is managed. Thus, by examining the different types of conflict, by identifying the positive aspects that conflict is likely to unveil, and by providing positive examples, we aim to demonstrate that conflict can actually lead to positive results in (business) negotiation.



## **Teaching Greek as a foreign language: the use of images in textbooks**

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The present work centers on the use of images as teaching material and aid in the context of teaching Greek as a second/foreign language. It also attempts to see to what degree the implementation of images in textbooks contributes to the development of language skills of our students, native speakers of Serbian who study Modern Greek at the Department of Modern Greek Studies at the University of Belgrade. An image is a means of visual perception that, nowadays, is broadly used in teaching (Ellis & Beaton 1993). More specifically, images are used as visual representations of words, as an alternative form of storytelling, as a tool or stimulus for the production of written and oral speech (i.e. description of images), but also as a textual frame (i.e. illustrations). Moreover, images are a source of 'vivid' information and, even in terms of teaching grammar, they direct attention to grammatical structures or activities (e.g. arrows, linear representation of time). As a result, the connection between the entity and the meaning - a signifier and signified connection - is made accessible and 'tangible' due to their multimodal character which simplifies the information (Kappa 2013). In addition, images facilitate visual learners (Pantazi&Georgiadi 2015) since they promote a substantial interaction with the text, 'awakening' experience. Our goal is, therefore, to specify the effectiveness of the use of images in production tasks, as well as reading and listening comprehension activities. The material that will be analyzed concerns the language levels of A1 and A2 (according to CEFR). In general, the study focuses on the analysis of representative textbook images, trying to determine if they fulfill their role and help students understand and express themselves effortlessly and effectively.

## **Media use at foreign language lessons in primary school**

**Lada Petryk,**

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Reform processes in Ukrainian primary school are leading to the search for innovative educational tools for a foreign language acquisition nowadays. Media tools are considered as those that meet the needs of the media and information society, the requirements of the New Ukrainian School Concept and the State Standard of Primary School. The aim of the study is to determine the effective use of media at foreign language lessons in primary school. On the basis of different scientific approaches to media classification, media tools are considered as objects, equipment and materials that provide media and information space functioning in the form of audio, visual, audio-visual messages. Teachers single them out from the general media flow in order to organize an active foreign language educational process for primary school pupils. Specific features of new media tools such as multimedia, interactivity, authenticity, communicativeness, productivity, mobility, convergence determine the functionality of media and affect the specification of their practical purpose for effective foreign language teaching and learning. The peculiarities of media tools use in foreign language teaching in primary school need to be taken into account. The peculiarities of effective media tools use are united into two groups such as the general pedagogical purpose and the methodical purpose of these tools use at foreign language lessons. It is important for teachers to know how to choose media tools for foreign language teaching. Two approaches can be offered to solve this problem. They are SAMR model by Ruben Puentedura and "Pedagogical Wheel" by Allan Carrington. Teacher's awareness of above-mentioned leads to effective educational foreign languages process arrangement and promotes junior pupils' XXI century skills formation, namely literacy skills (information, media and technology).

**My language, your language, our languages teach us: investigating  
translanguaging as a pedagogical practice in primary education**

**Isaak Papadopoulos**

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This paper outlines an educational programme conducted within a classroom of 20 primary education students (9 years old). More specifically, the sample of this programme consisted of 20 students coming from Bulgaria, Albania and Romania, and had attended a six-month educational programme in Larissa city (Central Greece). The project aimed at developing students' skills in Greek language as well as raising their intercultural awareness of the Greek culture and the cultures of these students' countries. An attempt was made towards promoting translanguaging use so that the teacher and the students could use their different language practices to teach and learn in deeply creative and critical ways. In order to assess the efficacy of this educational programme, the researchers made a combined use of various tools of both formative and summative assessment. Upon the processing of the data, it was revealed that students had developed some basic skills in the Greek language while they appeared to have acquired elements (e.g., verbs, nouns, expressions) of their classmates' languages through acting within this culturally and linguistically diverse environment. In addition, they seemed to have raised their intercultural awareness through their familiarization with aspects of the target culture/s and their interaction and communication with each other.

## **Online Language Education: Between Facework and Defacement**

**SorinaChiper**

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The COVID pandemic has pushed educational systems worldwide into switching almost overnight to online teaching and evaluation. Even though, arguably, any type of formal education is better than no education, there is a tacit consensus that in terms of the efficiency of teaching, learning and assessing, in the absence of proper teacher training and of sufficient devices for pupils and students, online education is a form of surrogate education. For certain students, the option not to turn on their camera and to keep quiet during classes meant to be interactive is a strategy that allows them, in anthropological terms, to "save face", i.e. to preserve the social value one claims for himself or herself in a situation of interpersonal interaction. Defacement, on the other hand, is another term consecrated in anthropology, to refer to the despoilment of something precious, and more recently, in IT, to refer to an attack on a website whose visual appearance, as a result, is altered. In both acceptations, defacement implies violence. This presentation will discuss facework and defacement in the context of online language education, and argues that online education is implicitly violent in what and whom it excludes, in the practices that it enables and in the health-related consequences, for both teachers and students, of spending so many hours in front of the computer.

## **TRANSLATION IN FOREIGN LANGUAGE PEDAGOGY**

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The use of translation as a pedagogical tool is our main interest in this research. The purpose of the research is to enrich our knowledge in the theoretical perspective of a new approach of translation in teaching methodology of language acquisition. This article explores the perceptions of Chinese Students about Greek Language Learning. Our methodology is based on semi-structured written interviews answered by 30 Chinese students that have studied or are currently studying Greek. Data of our study are designed to shed light to the effective use of translation and cultural products in Greek Language learning. We believe that it is necessary to make Greek Language as a Foreign Language pedagogy more open to accept translation and similar innovative approaches as preconditions for the development of competence in Greek Language but also in all students' languages.