11th AILA-Europe Junior Researcher Meeting in Applied Linguistics

26-28 September 2019
Sarajevo, Bosnia and Herzegovina

CONFERENCE PROGRAM

https://jrmsarajevo.org/
# 11th AILA-Europe Junior Researcher Meeting in Applied Linguistics

26-28 September, 2019

## DAY 1 /September 26/

**Faculty of Philosophy**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>8:00 – 9:00</td>
<td>Registration /ground floor/</td>
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<tr>
<td>9:00 – 9:15</td>
<td>Opening ceremony /room 30/</td>
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<tr>
<td>9:15 – 10:30</td>
<td>Keynote: Marianne Nikolov /room 30/</td>
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<tr>
<td></td>
<td><em>Main Trends and Challenges in Assessing Young Learners of English and Other Foreign Languages</em></td>
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<tr>
<td>10:30 – 11:00</td>
<td>Coffee break</td>
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<tr>
<td>11:00 – 13:00</td>
<td>Sessions 1, 3 /room 167/</td>
<td>Sessions 2, 4 /room 165/</td>
</tr>
<tr>
<td>13:00 – 14:30</td>
<td>Lunch</td>
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<tr>
<td>13:45 – 14:45</td>
<td>AILA-Europe Meeting /room 30/</td>
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**History Museum of Bosnia and Herzegovina /5-minute walk/**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>15:00 – 16:30</td>
<td>Workshop 1: Bernd Rüschoff</td>
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<tr>
<td></td>
<td><em>The CEFR 2020 and language learning in the digital &amp; plurilingual era: challenges and opportunities</em></td>
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<tr>
<td>16:30 – 16:45</td>
<td>Break</td>
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<tr>
<td>16:45 – 17:15</td>
<td>Reception /atrium/</td>
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<tr>
<td>17:15 – 18:00</td>
<td>Poster presentations</td>
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<tr>
<td>18:00 – 18:30</td>
<td>Exhibition /Besieged Sarajevo/</td>
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## DAY 2 /September 27/

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<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tr>
<td>9:00 – 10:15</td>
<td>Keynote: Piotr Cap /room 30/</td>
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<td></td>
<td><em>(Anti-)Immigration Discourses in the post-2015 Poland: A Proximization Theoretical Perspective</em></td>
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<tr>
<td>10:15 – 12:15</td>
<td>Sessions 5, 7 /room 167/</td>
<td>Sessions 6, 8 /room 165/</td>
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<tr>
<td>12:15 – 12:30</td>
<td>Coffee break</td>
<td></td>
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<tr>
<td>12:30 – 13:45</td>
<td>Keynote: Azirah Hashim /room 30/</td>
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<td></td>
<td><em>English as a Lingua Franca in ASEAN: Implications for Applied Linguistics in South East Asia</em></td>
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<tr>
<td>13:45 – 15:00</td>
<td>Lunch</td>
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<tr>
<td>15:00 – 16:30</td>
<td>Workshop 2: Aleksandra Gnach /room 176/</td>
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<td></td>
<td><em>Communicating your research with social media</em></td>
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<tr>
<td>20:00 – 22:30</td>
<td>Conference dinner /Restaurant Lovac/</td>
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## DAY 3 /September 28/

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>9:00 – 10:00</td>
<td>Workshop 3: Srdjan Popov /room 176/</td>
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<tr>
<td></td>
<td><em>Neurolinguistic approaches to L2 acquisition</em></td>
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<tr>
<td>10:00 – 10:30</td>
<td>Info Session: Studying Abroad /room 176/</td>
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<tr>
<td>9:00 – 10:30</td>
<td>Workshop 4: Marianne Nikolov /room 167/</td>
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<td></td>
<td><em>How to design a publishable study on young learners of an additional language</em></td>
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<tr>
<td>10:30 – 10:45</td>
<td>Coffee break</td>
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<tr>
<td>10:45 – 12:15</td>
<td>Session 9 /room 167/</td>
<td>Session 10 /room 165/</td>
</tr>
<tr>
<td>12:15 – 12:30</td>
<td>Closing ceremony /room 30/</td>
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</tbody>
</table>
KEYNOTE SPEAKERS

Prof. Dr. Marianne Nikolov
Professor Emerita of English Applied Linguistics
University of Pécs

Prof. Dr. Piotr Cap
Professor of Linguistics and head of the Department of Pragmatics
University of Łódź

Prof. Dr. Azirah Hashim
Professor of Linguistics and the Executive Director of the Asia-Europe Institute
University of Malaya
Dr. Marianne Nikolov, University of Pécs

Marianne Nikolov is Professor Emerita of English Applied Linguistics at the University of Pécs, Hungary. Early in her career, she taught English as a foreign language to young learners for a decade. Her research interests include: the age factor; early learning and teaching of modern languages; assessment of processes and outcomes in language education; individual differences such as aptitude, attitudes, and motivation contributing to language development; teacher education, teachers’ beliefs and practices, and language policy. Her publications include longitudinal classroom research and large-scale national assessment projects.
For her full CV, see: http://ies.btk.pte.hu/content/nikolov_marianne.

Keynote: Main Trends and Challenges in Assessing Young Learners of English and Other Foreign Languages

The presentation focuses on recent trends in the teaching and assessment of young language learners of additional languages. Due to the world-wide spread of early English, discussions have shifted from “the younger the better” to “how good young learners are at the target language”, as accountability has pushed assessment of outcomes to the foreground. In the first part of the presentation I frame the field as an innovation to explain how early language learning (ELL), teaching and assessment form a larger system. This approach offers insights into how ELL works in a range of contexts and how classroom, institutional, educational, administrative, political and cultural subsystems interact. Since a narrow focus on assessment, or certain aspects of assessment practice, offers only limited insights, change requires a look at the whole assessment culture (Davison, 2013) as well as the interactions between teaching, learning, and assessment.
In the second part, I discuss the construct of early learning and its implication. The construct is often assumed to be simple (learning starts early). However, a lot of variation characterizes models according to when programs start, how much time they allocate to ELL, what type of curriculum and method they apply, who the teachers are, and how they implement the programs.
In the third part I present how challenges were met in some recent assessment projects implemented in various contexts: (1) how frameworks and tests were developed and validated; (2) how young learners were assessed in small-scale research projects and in larger-scale national assessments: and finally, (3) how assessment for learning and self-assessment are gaining ground. Two recent areas will serve as further examples: projects on pre-school learners and content-based programs.
The present paper explores the discursive patterns of legitimization of anti-immigration policies adopted by the Polish right-wing government which has been ruling the country since October 2015. It argues that legitimization of anti-immigration policies is essentially threat-based and coercive, involving a specific selection of rhetorical tools deployed to characterize different immigrant groups, as well as individual immigrants, from mainly Middle East and East African territories. Construed as ‘different’, ‘alien’ and ‘unbelonging’, in a whole lot of cultural, ideological and religious terms, they are claimed to pose an emerging threat to the safety of Poland and the personal safety and well-being of Polish citizens. The paper draws on cognitive-pragmatic theories of discourse space (Chilton 2004, 2014; Hart 2014) and Proximization Theory (Cap 2013, 2014, 2017) in particular, revealing how the concepts of closeness and remoteness are manipulated in the service of threat construction and the sanctioning of tough anti-immigration measures, such as the refusal to accept non-Christian refugees from war territories in Syria. Focusing on a corpus of 124 addresses, statements and comments by members of the Polish government, it demonstrates how the government manufactures and discursively perpetuates the aura of fear by conflating the issue of refugee migration into Europe with the problem of global terrorism, and how virtual threats to Polish cultural legacy and values are conceived to justify opposition to the idea of the multiethnic and multicultural state in general.
Azirah Hashim is Professor of Linguistics and, currently, the Executive Director of the Asia-Europe Institute, University of Malaya. Her research interests include Language Contact in the Region, English as a Lingua Franca in ASEAN, Language and Law, and Higher Education in ASEAN. Her publications include co-edited volumes, *Communicating with Asia: the Future of English as a Global Language* by Cambridge University Press with Leitner, G. and Wolf, HG and *International Arbitration Discourse and Practices in Asia* by Routledge, London with Bhatia, V.K. et al.. She has also published articles in *World Englishes, Text and Talk, Multilingua, Discourse Studies, English for Academic Purposes* and others. Azirah is Founding President of the Malaysian Association of Applied Linguistics and Vice-President of the International Association of Applied Linguistics (AILA). She has been involved in ASEAN projects on narrowing the development gap and internationalization of higher education and currently leads the University of Malaya Erasmus+ ASEAN-EU multi-partnered joint project on research capacity building in higher education, and the Jean Monnet Centre of Excellence for the Asia-Europe Institute from 2017 to 2020.

**Keynote: English as a Lingua Franca in ASEAN: Implications for Applied Linguistics in South East Asia**

ASEAN consists of ten countries in Southeast Asia, all at different stages of nation-building and development, and has a variety of languages, religions as well as political and legal cultures. A common bond among the people is the English language which is the working language of ASEAN and the lingua franca of the multilinguals for whom English is an additional language. This paper discusses the roles of English in ASEAN and examines interactions among ASEAN speakers to determine if ASEAN English possesses its own characteristic features and how mutual understandings reached amongst the speakers who come from various countries. As there is a push towards using a form of English that is intelligible across ASEAN societies, this paper also looks at the implications for applied linguistics in Southeast Asia in terms of language policy and English language education.
<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>SESSION 2</th>
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<tbody>
<tr>
<td><strong>Language, Ideology and Media</strong></td>
<td><strong>Migrant Language Learners / Academic Literacy / Languaging</strong></td>
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<tr>
<td><strong>ROOM: 167</strong></td>
<td><strong>ROOM: 165</strong></td>
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<tr>
<td><strong>CHAIR/s: Piotr Cap, Merima Osmankadić</strong></td>
<td><strong>CHAIR/s: Melisa Okičić</strong></td>
</tr>
</tbody>
</table>
| Predrag Jovović  
University of Sarajevo  
POLITIČKA LEKISKA I FRAZEOLGIJA U ITALIJANSKOM JEZIKU | Minna Intke-Hernandez  
University of Helsinki  
PERSPECTIVES ON LANGUAGEGING IN MIGRANT MOTHERS’ DAY-TODAY LIVES |
| Ivana Pothorski  
University of Zadar  
THE USE OF FIGURATIVE LANGUAGE IN POLITICAL DISCOURSE IN ENGLISH, GERMAN AND CROATIAN MEDIA DURING EUROPEAN PARLIAMENTARY ELECTIONS | Kirsi Leskinen  
University of Jyväskylä  
MIGRANT LANGUAGE LEARNERS’ EXPERIENCES OF AGENCY IN THE CONTEXT OF ACADEMIC LITERACIES |
| Maria Pyykönen  
University of Turku  
MODAL CONSTRUCTIONS IN ACADEMIC L2 ENGLISH |
PARALLEL SESSIONS
12:00 – 13:00

SESSION 3
Minority Languages/
Language Death

ROOM: 167
CHAIR/s: Merima Osmankadić

Aaisha Balushi
Rustaq College of Education/Lancaster University
CHALLENGES FACING THE BALUSHI LANGUAGE IN OMAN AND WAYS TO PROTECT IT FROM DYING OUT

Ciarán Ó Braonáin
Trinity College Dublin
IRISH LANGUAGE LEARNERS IN CONTINENTAL EUROPE: EXPLORING MOTIVATION IN ‘NON-TRADITIONAL’ MINORITY LANGUAGE LEARNERS

SESSION 4
Language Teaching

ROOM: 165
CHAIR/s: Marianne Nikolov

Natalie Donohue
University of Leeds
POWER AND LANGUAGE TEACHING IN THE 21ST CENTURY: HOW DO NOVICE NATIVE-SPEAKER TEACHERS PERCEIVE THEMSELVES?

Emina Jelešković
International University of Sarajevo
WHAT MAKES A GOOD ENGLISH TEACHER? ENGLISH TEACHERS’ PERCEPTIONS OF TEACHER COMPETENCES

Maria Teresa Sans Bertran
Autonomous University of Barcelona
CATALAN AND SPANISH LANGUAGE TEACHING IN A PENITENTIARY CENTER IN CATALONIA
The dimensions of teaching and learning English, in fact of all foreign languages, in the digital era need to be reflected and expanded. Plurilingual and pluricultural contexts together with online interactions and transactions have become normalized social and professional practices. This suggests the need to rethink curricula, methodologies, as well as the aims, and outcomes of classroom practices and learning arrangements. In view of such developments and challenges, the Council of Europe has updated and extended the descriptors of the Common European Framework in a large-scale international project resulting in the publication of the CEFR Companion Volume with New Descriptors in 2018. These descriptors now specifically include skills and competencies needed for online practices as well as revised and added descriptors concerning plurilingual practices and mediation. This workshop will present an overview of the „new“ CEFR as well as a discussion of how the revised descriptors might impact the language classroom. In addition, we shall discuss how such developments provide opportunities for researching effective languagae learning in today's plurilingual landscape.

Prof. Dr. Bernd Rüschoff has a special research focus on technology enhanced learning systems and has participated in numerous international projects dealing with the development and assessment of digital tools and multi-media resources in language learning. In addition, his research addresses a wide range of issues in the field of applied linguistics, such as language & culture, bilingual education, and data-driven learning. He is a member of the Professional Network Forum, a think tank of the Council of Europe’s European Centre for Modern Languages, and of a Council of Europe expert group involved in the current launch of the revised CEFR and its Companion Volume. He is a former president of AILA, the International Association for Applied Linguistics.
# Poster Presentations

**17:15 – 18:00**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Affiliation</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Nevena Ćosić</td>
<td>University of Osijek</td>
<td>Brexit as a complex metonymic network</td>
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<tr>
<td>Eva Malessa</td>
<td>University of Jyväskylä</td>
<td>Technology-enhanced, game-based L2 literacy and digital skill training of adult migrants with limited L1 literacy skills</td>
</tr>
<tr>
<td>Milja Seppälä</td>
<td>University of Jyväskylä</td>
<td>English language ideologies and policies among university students: a comparative study of China and Filand</td>
</tr>
<tr>
<td>Theresa Trögl</td>
<td>University of Vienna</td>
<td>Evaluative choices in hard news reports and user comments: an appraisal analysis</td>
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<tr>
<td>Dajana Zečić-Durmišević</td>
<td>University of Sarajevo</td>
<td>The Brexit campaign in British tabloids: the role of passives in the process of positive self- and negative other- presentation</td>
</tr>
<tr>
<td>Alma Žero</td>
<td>University of Sarajevo</td>
<td>English language teachers’ competencies in teaching students with specific learning difficulties: the case of Bosnia and Herzegovina</td>
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## CONFERENCE PROGRAM DAY 2

### September 27, 2019

### PARALLEL SESSIONS
10:15 – 11:15

<table>
<thead>
<tr>
<th>SESSION 5</th>
<th>SESSION 6</th>
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<tbody>
<tr>
<td><strong>Reading Comprehension and Reading Strategies</strong></td>
<td><strong>Multilingualism / Linguistic Repertoires</strong></td>
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<tr>
<td><strong>ROOM: 167</strong></td>
<td><strong>ROOM: 165</strong></td>
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<tr>
<td>CHAIR/s: Nejla Kalajdžisalihović</td>
<td>CHAIR/s: Bernd Rüschoff</td>
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**Tun Zaw Oo, Anita Habok**  
University of Szeged  
**RECIPROCAL TEACHING APPROACH FOR STUDENTS’ READING COMPREHENSION IN ENGLISH AS A SECOND LANGUAGE**

**Blanka Tary**  
University of Szeged  
**HOW DOES LANGUAGE PROFICIENCY LEVEL AFFECT READING STRATEGY USE**

**Verena Platzgummer**  
Eurac Research  
**LINGUISTIC SELF-POSITIONING OF SECONDARY SCHOOL STUDENTS IN SOUTH TYROL**

**Johanna Raimi**  
University of Jyväskylä  
**SPOKEN WORD-BASED TEACHING METHODS IN HERITAGE LANGUAGE EDUCATION – AN ACTION RESEARCH ON MULTILINGUAL PEDAGOGY**
## SESSION 7
Learner and Teacher Identity / Participative Language Learning / Virtual Interaction

**ROOM:** 167  
**CHAIR/s:** Marianne Nikolov

- **Karina Doi**  
  University of Jyväskylä  
  RESEARCH METHODOLOGY AND INITIAL FINDINGS OF VIRTUAL EXCHANGE PROJECTS BETWEEN FINNISH AND JAPANESE UNIVERSITIES

- **Takuya Kojima**  
  UNSW Sydney  
  RECONCEPTUALISING “PRACTICE” OF COMMUNITIES OF PRACTICE FOR CLASSROOM EDUCATION RESEARCH

- **Rahmi Zakaria**  
  University of Bath  
  ASPECTS SHAPING ACEHNESI EFL TEACHERS’ PROFESSIONAL IDENTITY

## SESSION 8
Pragmatics / Sociolinguistics / Discourse Analysis

**ROOM:** 165  
**CHAIR/s:** Selma Đuliman

- **Đenana Đulabić**  
  University of Sarajevo  
  LANGUAGE AND GENDER – POLITENESS STRATEGIES IN LANGUAGE AND GENDER DIFFERENCES

- **Minka Džanko**  
  University of Sarajevo  
  LINGUISTIC INTERACTION ELEMENTS OF ROLE-RELATED ASYMMETRY IN CONTRASTIVE ANALYSIS OF GERMAN AND BOSNIAN DOCTOR-PATIENT CONVERSATIONS

- **Iira Rautinen**  
  University of Oulu  
  STAYING SAFE: INTERACTIONAL PRACTICES IN MILITARY OBSERVER TRAINING
Communicating your research with social media

In this workshop, we will look at the interplay of social media and your research lifecycle. The aim is to elaborate on how we can use social media for inspiration, collaboration, dissemination, and public engagement. We will start with a frequently discussed question: Does the use pay off - and how? Subsequently, we will have a look at different social media platforms as well as various communication and interaction forms.

Aleksandra Gnach, PhD, is Professor of Media Linguistics at the Institute of Applied Media Studies at the Zurich University of Applied Studies. Besides her teaching assignments in Bachelors, Masters and Further Education Degrees, Gnach advises organizations and individuals on strategic communication and social media use. Before her academic career, she worked as a video journalist, and as a communication officer at the Swiss Broadcasting Corporation SRG SSR.
## CONFERENCE PROGRAM DAY 3

**September 28, 2019**

**PARALLEL SESSIONS**

10:45 – 12:15

### SESSION 9

**Cognitive Linguistics / Stylistics**

**ROOM: 167**  
**CHAIR/s: Marina Katnić-Bakaršić, Merima Osmankadić**

- **Kemal Avdagić**  
  University of Tuzla  
  **BLACK HUMOUR PROCESSING IN THE LIGHT OF THE CONCEPTUAL INTEGRATION THEORY AND THE BENIGN VIOLATION THEORY**

- **Dženana Hajdarpašić**  
  University of Sarajevo  
  **SINTAKSIČKO-STILISTIČKI POSTUPCI U SAVREMENOM RUSKOM STRIPU**

- **Nerma Pezerović-Ridić, Anela Mulahmetović Ibrišimović**  
  University of Tuzla  
  **THE MIND – PERCEIVE IT AS YOUR TOOL! THE METAPHORICAL CONCEPTUALIZATION OF THE MIND IN SELF-HELP BOOKS IN ENGLISH AND BOSNIAN / CROATIAN / SERBIAN – A COGNITIVE LINGUISTIC ANALYSIS**

- **Alma Pehlivanović**  
  University of Bihać  
  **FUELING GENDER STEREOTYPES – A COGNITIVE LINGUISTICS STUDY OF METAPHORS IN CAR ADVERTISEMENTS**

### SESSION 10

**Speed Papers**

**ROOM: 165**  
**CHAIR/s: Larisa Kasumagić-Kafedžić**

- **Ikuya Aizawa**  
  University of Oxford  
  **EFFECTS OF ENGLISH AS MEDIUM OF INSTRUCTION (EMI) ON STUDENTS’ CONTENT KNOWLEDGE ACQUISITION IN JAPANESE HIGHER EDUCATION**

- **Mertcan Altunsoy**  
  University of Rouen  
  **NATION-STATE IDEOLOGY AND LANGUAGE STRUGGLES IN TURKEY**

- **Edna Imamović-Topčić**  
  Center for Teacher Education  
  **MULTILINGUAL STUDENTS IN EDUCATIONAL TRANSITIONS: THE RELATION BETWEEN POSITIONING AND CHOICES**

- **Valéria Schörghofer-Queiroz**  
  University of Vienna  
  **MIGRANT PARENTS AND SCHOOL INVOLVEMENT IN AUSTRIA**

- **Siyang Zhou**  
  University of Oxford  
  **THE RELATIONSHIP BETWEEN SOCIAL NETWORK AND VOCABULARY DEVELOPMENT OF CHINESE STUDENTS STUDYING IN THE UK**
This workshop focuses on studying L2 acquisition using neurolinguistic methodology. The main part of the workshop will be dedicated to the use of neuroimaging techniques, such as event-related potentials (ERPs) and functional magnetic resonance imaging (fMRI). We will also discuss the study of L2 in atypical populations (e.g., Down syndrome), and how such research can be designed and applied in the participants' environment.

Srdjan Popov is a lecturer/researcher in Neurolinguistics at the University of Groningen, The Netherlands. He also runs the EEG/ERP Lab of the Neurolinguistics Group within the Center for Language and Cognition Groningen. His research interests are sentenc

This workshop would be of interest to graduate students and practitioners who would like to gain insights into how to cope with challenges in research methods when you aim to research young learners in and outside the classroom, and their teachers. First, I'll propose some ideas on how you can find an up-to-date topic and design a great study; then, we'll focus on your research projects, so please bring your proposals/outline so that we can discuss them. Finally, we'll move on to how you can find an outlet, prepare your manuscript, submit a paper, respond to reviews, edit, and resubmit your text, and how you can promote your study. This is going to be an interactive workshop relying on your ideas and questions. Please think about the challenges you'd like to share so that we can think about helpful ideas.

Marianne Nikolov is Professor Emerita of English Applied Linguistics at the University of Pécs, Hungary. Early in her career, she taught English as a foreign language to young learners for a decade. Her research interests include: the age factor; early learning and teaching of modern languages: assessment of processes and outcomes in language education; individual differences such as aptitude, attitudes, and motivation contributing to language development; teacher education, teachers’ beliefs and practices, and language policy. Her publications include longitudinal classroom research and large-scale national assessment projects.

For her full CV see: http://ies.btk.pte.hu/content/nikolov_marianne.
As can be seen from this overview, the organisation of applied linguistics on the territory of former Yugoslavia has gone through a number of phases and carried different official names. But regardless of how it was called, each phase had created a frame in which scientists from all parts of the country could work together, giving the said teamwork a particular quality. But due to the effect of biological law, the founders of research in applied linguistics, some here mentioned, had to withdraw from the first line or had already left this world as the representatives of younger generations make headway. Finally, I wish to stress that these new young researchers inherit a particularly long and rich tradition, from the time when applied linguistics was firmly established here and gained the deserved reputation, not only in local circles but also the scientific society of the world. It is due to these sure-footed roots that the inheritors of this common tradition, now coming from several separate countries, both today and tomorrow, have something to lean on and to continue from. To all of them, may the steps they take be just as sure and successful.


With this Epilogue, we want to pay tribute to distinguished Professor Ranko Bugarski, the first President of the Association of Yugoslav Societies of Applied Linguistics and Vice President of AILA (1981-1984), who sent us this paper as his contribution to the 11th AILA-Europe JRM in Applied Linguistics, the first activity organized by SAALinBiH.
Special gratitude and appreciation to our partners for their support and commitment:

Sarajevo Faculty of Philosophy
History Museum of Bosnia and Herzegovina
Educators’ Institute for Human Rights
Residence Inn Orijent D.O.O.
Sarajevo Food Dictionary
Destination Travel Sarajevo
Sarajevo Navigator

The AILA-Europe JRM 2019 Organizing Committee

Merima Osmankadić, PhD
Associate Professor (Department of English Language and Literature, Faculty of Philosophy, University of Sarajevo)
Alma Žero, MA
Senior Teaching Assistant (Department of English Language and Literature, Faculty of Philosophy, University of Sarajevo)
Nermina Čordalija, MA
Teaching Assistant (Department of English Language and Literature, Faculty of Philosophy, University of Sarajevo)
Mirsad Turanović, MA
Language Pedagogy Specialist (Department of Oriental Philology, Faculty of Philosophy, University of Sarajevo)
Dajana Zečić-Durmišević, MA
Teaching Assistant (Department of English Language and Literature, Faculty of Philosophy, University of Sarajevo)
Matea Tolić, MA
Teaching Assistant (Department of English Language and Literature, Faculty of Philosophy, University of Sarajevo)