

EDULEARN₂₁

**13TH INTERNATIONAL CONFERENCE
ON EDUCATION AND NEW LEARNING
TECHNOLOGIES**



**CONFERENCE
PROCEEDINGS**



EDULEARN₂₁

**13TH INTERNATIONAL CONFERENCE
ON EDUCATION AND NEW LEARNING
TECHNOLOGIES**

**CONFERENCE
PROCEEDINGS**

Published by
IATED Academy
iated.org

EDULEARN21 Proceedings
13th International Conference on Education and New Learning Technologies
July 5th-6th, 2021

Edited by
L. Gómez Chova, A. López Martínez, I. Candel Torres
IATED Academy

ISBN: 978-84-09-31267-2
ISSN: 2340-1117
DL: V-1707-2021

Book cover designed by
J.L. Bernat

All rights reserved. Copyright © 2021, IATED Academy

The papers published in these proceedings reflect the views only of the authors. The publisher cannot be held responsible for the validity or use of the information therein contained.

EDULEARN21 COMMITTEE AND ADVISORY BOARD

<i>Agustín López</i>	SPAIN	<i>Jose F. Cabeza</i>	SPAIN
<i>Alexander Mikroyannidis</i>	UNITED KINGDOM	<i>Jose Luis Bernat</i>	SPAIN
<i>Aline Grunewald Nichele</i>	BRAZIL	<i>Kathleen O'Sullivan</i>	IRELAND
<i>Amparo Girós</i>	SPAIN	<i>Laura Zizka</i>	SWITZERLAND
<i>Ana Lucas</i>	PORTUGAL	<i>Leonor Silva de Mattos</i>	UNITED KINGDOM
<i>Ana Paula Lopes</i>	PORTUGAL	<i>Lorena López</i>	SPAIN
<i>Ana Tomás</i>	SPAIN	<i>Louise Robson</i>	UNITED KINGDOM
<i>Anamarija Štefić</i>	CROATIA	<i>Luis Gómez Chova</i>	SPAIN
<i>Andrew Youde</i>	UNITED KINGDOM	<i>M^a Jesús Suesta</i>	SPAIN
<i>Anemona Peres</i>	POLAND	<i>Manuel Gericota</i>	PORTUGAL
<i>Antonio García</i>	SPAIN	<i>Maria Luisa Spreafico</i>	ITALY
<i>Asako Ohno</i>	JAPAN	<i>Maria Porcel</i>	SPAIN
<i>Bob Barrett</i>	UNITED STATES	<i>Maria Susy Rogers</i>	UNITED KINGDOM
<i>Boza Tasic</i>	CANADA	<i>Marion Milton</i>	AUSTRALIA
<i>Bozena Mannova</i>	CZECH REPUBLIC	<i>Martina Bode</i>	UNITED STATES
<i>Chang-Tik Chan</i>	MALAYSIA	<i>Michelle Flood</i>	IRELAND
<i>Chelo González</i>	SPAIN	<i>Miguel Peiró</i>	SPAIN
<i>Chiew Hong Ng</i>	SINGAPORE	<i>Monika Jakubiak</i>	POLAND
<i>David Martí</i>	SPAIN	<i>Nathalie Wessseling</i>	NETHERLANDS
<i>Eladio Duque</i>	SPAIN	<i>Norma Barrachina</i>	SPAIN
<i>Elena Savova</i>	BULGARIA	<i>Polona Gradišek</i>	SLOVENIA
<i>Eulalia Tramuns</i>	SPAIN	<i>Rebecca Allen</i>	UNITED STATES
<i>Fausto Brevi</i>	ITALY	<i>Sandra Gomes</i>	PORTUGAL
<i>Filomena Soares</i>	PORTUGAL	<i>Sean Lancaster</i>	UNITED KINGDOM
<i>Hanna-Riitta Kymäläinen</i>	FINLAND	<i>Sergio Pérez</i>	SPAIN
<i>Helen Reddy</i>	UNITED KINGDOM	<i>Siobhan O'Sullivan</i>	UNITED ARAB EMIRATES
<i>Ignacio Ballester</i>	SPAIN	<i>Suzy Connor</i>	JAPAN
<i>Ignacio Candel</i>	SPAIN	<i>Teemu Patala</i>	FINLAND
<i>Iolie Nicolaidou</i>	CYPRUS	<i>Teresa Cardoso</i>	PORTUGAL
<i>Iván Martínez</i>	SPAIN	<i>Thomas Rachfall</i>	GERMANY
<i>Jacqueline Baxter</i>	UNITED KINGDOM	<i>Tunde Szecsi</i>	UNITED STATES
<i>Jana Bérešová</i>	SLOVAKIA	<i>Victor Fester</i>	NEW ZEALAND
<i>Jane Davies</i>	MALAYSIA	<i>Victoria Brennan</i>	UNITED KINGDOM
<i>Javier Domenech</i>	SPAIN	<i>Wayne Bailey</i>	UNITED KINGDOM
<i>Javier Martí</i>	SPAIN	<i>Wendy Gorton</i>	UNITED STATES
<i>Joanna Lees</i>	FRANCE	<i>Xavier Lefranc</i>	FRANCE

CONFERENCE TRACKS & SESSIONS

DIGITAL TRANSFORMATION OF EDUCATION

Data Science & AI in Education
Learning Analytics & Educational Data Mining
Digital Transformation
Digital Technologies and Resources for Learning under Lockdown
21st Century Skills
Educational Programming & Robotics

DIGITAL & DISTANCE LEARNING

Distance Education in COVID-19 Times
Challenges and Practices during the Pandemic
Blended & Mobile Learning
MOOCs & Open Educational Resources
Learning Management Systems & Virtual Learning Environments

INNOVATIVE EDUCATIONAL TECHNOLOGIES

AI, Chatbots & Robots
Virtual & Augmented Reality
Social Media in Education
Technology Enhanced Learning

TEACHER TRAINING & ED. MANAGEMENT

ICT & Digital Skills
Professional Development of Teachers
Educational Management

ACTIVE & STUDENT-CENTERED LEARNING

Gamification & Game-based Learning
Experiential Learning
Problem & Project-Based Learning
Soft Skills Development
Pedagogical Innovations
Non-Formal Learning

ASSESSMENT, MENTORING & STUDENT SUPPORT

Assessment & Evaluation
Rethinking Assessment in COVID-19 Times
Feedback for Learning
Tutoring & Coaching
Student Support & Motivation

EDUCATIONAL STAGES & LIFE-LONG LEARNING

From Pre-school to Secondary Education
Vocational Training
Transition to the Job Market
Developing Entrepreneurship in Education
Life-Long & Workplace Learning

QUALITY & IMPACT OF EDUCATION

Quality in Education
Experiences and Challenges in Curriculum Design
Sustainability & Social Impact of Education
Education and Research
University-Industry Collaboration
Mobility & International Projects

MULTICULTURALITY & INCLUSION

Multicultural Education
Diversity Issues
Special Educational Needs
Inclusion in Education

STEM EDUCATION

Maths & Statistics
Engineering Education
STEM Experiences

LANGUAGE LEARNING AND TEACHING

Foreign Languages
Language Learning & Translation Studies
Teaching Foreign Languages during the Lockdown

DISCIPLINE-ORIENTED SESSIONS

Architecture & Interior Design
Health Sciences Education
Computer Science
Business & Tourism Education

ABOUT EDULEARN21 Proceedings

HTML Interface: Navigating with the Web browser

This USB Flash drive includes all presented papers at EDULEARN21 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "EDULEARN21_Proceedings.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

The links in the Session List jump to the corresponding location in the Technical Program. The links in the Technical Program and the Author Index open the selected paper in a new window. These links are located on the titles of the papers and the Technical Program or Author Index window remains open.

Full Text Search: Searching EDULEARN21 index file of cataloged PDFs

If you have Adobe Acrobat Reader version 6 or later (www.adobe.com), you can perform a full-text search for terms found in EDULEARN21 proceedings papers.

Important: To search the PDF index, you must open Acrobat as a stand-alone application, not within your web browser, i.e. you should open directly the file "EDULEARN21_FrontMatter.pdf" with your Adobe Acrobat or Acrobat Reader application.

This PDF file is attached to an Adobe PDF index that allows text search in all PDF papers by using the Acrobat search tool (not the same as the find tool). The full-text index is an alphabetized list of all the words used in the collection of conference papers. Searching an index is much faster than searching all the text in the documents.

To search the EDULEARN21 Proceedings index:

1. Open the Search PDF pane through the menu "Edit > Advanced Search" or click in the PDF bookmark titled "SEARCH PAPERS CONTENT".
2. The "EDULEARN21_index.pdx" should be the currently selected index in the Search window (if the index is not listed, click Add, locate the index file .pdx, and then click Open).
3. Type the search text, click Search button, and then proceed with your query.

For Acrobat 9 and later:

1. In the "Edit" menu, choose "Search". You may receive a message from Acrobat asking if it is safe to load the Catalog Index. Click "Load".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

For Acrobat 8:

1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:

1. In the "Edit" menu, choose "Full Text Search".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

PHRASEOLOGICAL UNITS - "A THORN IN THE SIDE" OR "ICING ON THE CAKE" FOR FOREIGN LANGUAGES LEARNERS?

D. Kuzmanovska, V. Koceva, A. Vitanova-Ringaceva, S. Kirova, T. Ulanska,
B. Ivanova

Faculty of Philology, State University "Goce Delcev" Stip (MACEDONIA)

Abstract

Phraseological units are a specific group of lexical items that have recently been at the core of the research of many linguists around the world. The interest in their research from different points of view leads us to ask ourselves the question **what lexical category they actually are**. While researching this topic, we came across two different points of view: some scholars c linguists consider them "A THORN IN THE SIDE " and others "ICING ON THE CAKE".

That is why we set ourselves the goal of doing research that will refer to exactly this category of lexical items and which, by summarizing the results of the prepared questionnaires, will give us a modest explanation of this puzzle of ours, which has been challenging us for a long time. So, our idea is to use previously prepared questionnaires containing 10 practical exercises with phraseological units; these exercises should be completed by circling, matching, or supplementing. These questionnaires will be used to survey the third- and fourth-year students studying German, English, and Italian as foreign languages, and, of course Macedonian as their mother tongue, at the Faculty of Philology at the University "Goce Delcev" - Stip, the Republic of North Macedonia. About 50 students from the third and fourth year of study in the listed languages will be included, who we believe have mastered the foreign language at a higher level, which of course includes a good knowledge of the stated target category of phraseological units. We believe that this modest linguistic research of ours will be of great benefit, first of all, to us, teachers, in order to get information from the students on how to approach teaching phraseological units and how to more easily bring them closer to our target group, students- philologists from the Faculty of Philology at UGD-Stip, and to encourage them to use these correctly and to a greater extent in their written and oral communication, i.e. to raise the level of knowledge of the language they are studying through the use of a greater number of phraseological units. In short, we aim to point out that phraseological units are not A THORN IN THE SIDE, but, on the contrary, language ornaments or ICING ON THE CAKE, and we would be able to do that after receiving feedback from students - their attitudes towards this specific lexical category. We hope that with this research we will give a new direction to the thinking of young linguists and all language lovers in general.

Keywords: phraseological units, lexical items, language decorations.

1 INTRODUCTION

All languages include great wealth of tradition that is passed on from a father to a son, from one generation to another, in order to preserve the authenticity of a language as it is the case with these foreign languages and our mother tongue, the Macedonian language. Great part of this traditional wealth are the phraseological units that are used daily and mostly subconsciously, without analyzing and thinking deeply about their figurative nature. Language learners often find these units difficult, precisely due to their specific form, but at the same time they are found attractive to learn and use them. This situation often creates the dilemma whether language learners should see them as an obstacle in the process of acquisition of a foreign language, or a challenge.

This paper will point out the importance of the knowledge of phraseological units in order to communicate freely in the foreign language i.e., in German, English and Italian by directing the attention for this specific lexical unit to the foreign language teachers as well as the students from the departments for language teaching at the departments of English, German and Italian at the Faculty of Philology at the University "Goce Delchev" – Stip, Republic of North Macedonia. With the results of this modest research, a real picture is created regarding the phraseological units, their importance and their meaning in the process of acquisition of foreign languages as well as their role in the same process i.e., are they seen as obstacles, or metaphorically A THORN IN THE SIDE, or are they perceived as decoration or an ICING ON THE CAKE.

Therefore, our idea is to survey third- and fourth year students studying German, English, and Italian as foreign languages, and, of course Macedonian as our mother tongue, at the Faculty of Philology at the University "Goce Delchev" - Shtip, the Republic North Macedonia by using prepared questionnaires containing around 10 practical exercises with phraseological units varying from multiple choice, matching and completing with an answer.

The participants are around 50 students from third- and fourth year of their studies in the mentioned languages and as such are expected to have knowledge of a more advanced level of the language they study and understanding of the targeted category called phraseological units. This modest linguistic research is expected to be of great use to the teachers as ourselves since it will provide data from students regarding the approach to phraseological units and the ways in which we can more easily bring this unit to them as our target group, students-philologists at the Faculty of Philology at the University "Goce Delchev" – Shtip and to encourage them in the right manner so they would use them more often in their written and spoken communication i.e., to use these units in order to improve the language they study. In other words, the aim that is anticipated to be achieved is that the phraseological units are not A THORN IN THE SIDE but completely the opposite, they are the decorations and the beauty of a language or ICING ON THE CAKE, and that can be achieved with the results and data collected from the students and their attitude towards this specific lexical unit called phraseological units. Our hope is that this research will evoke a new way of thinking of the young linguists and the language lovers in general.

There is a perspective where the focus is put on the lexicon of the language, not grammar and the supporters of this perspective defend the claim that especially in the process of teaching and language acquisition, the central part of a language is its vocabulary, which then follows the rules of the grammar. Thus, the focus should be on teaching and acquiring vocabulary. This is known as a lexical approach, which is a change of focus in language teaching, from grammar to vocabulary, as 'language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks' Lewis (1997). The chunks that Lewis mentions are the lexical units of our interest i.e., idiomatic expressions, collocations, fixed and semi-fixed expressions. These fixed expressions are also referred as formulaic language. Schmitt (2000) further claims 'Formulaic language occupies a crucial role in facilitating language; it is the key to fluency and motivates the learner'. Idioms are seen as an important lexical creation and phenomenon and as such, the mastery of these multi-word chunks implies mastery of the foreign language. This only proves the importance of these expressions and the degree to which the knowledge and command of these lexical creations for any language learner can only certify a good command of the language they learn, regardless of their need i.e., to translate, to teach to communicate.

2 RESEARCH QUESTIONS

The point of this research was to provide answers to these questions, which on their own, represent the dilemmas of any language learner. They are as follow:

- 1 Do the students, in their third- or fourth year of studies, know or recognize these specific lexical categories known as phraseological units?
- 2 Do the students, as philologists, consider the phraseological units as tools to represent a higher level of foreign language mastery?
- 3 Do the students consider the phraseological units to be A THORN IN THE SIDE or an ICING ON THE CAKE?

The data received of this research is expected to be of great use and importance for the teaching process in foreign language acquisition, important for us as teachers and finally important for the students that will be future foreign language teachers and the ones to invite and welcome changes in society.

2.1 Hypothesis

- 1 The more the students acknowledge the existence and importance of the phraseological units, the more they would consider them an ICING ON THE CAKE.
- 2 The use of the phraseological units by the language learners increases the level of mastery of the foreign language.

3 METHODOLOGY

Research Methodology consists of research approach, research type, tools and subjects. The present research paper followed only qualitative approaches. The research type is exploratory research.

3.1 Participants

This research included 65 students in total, 45 of whom were third- and fourth-year students from the department of English language and literature, 10 students from the department of German language and literature and 10 students from the department of Italian language and literature. The research included only third- and fourth-year students as they are expected to be on a more advanced level. The students were predominately female, but that data was not considered in this research. The participants were at the ages between 20 to 23 which also implies they are active users of foreign languages and not restricted only to the one they study. The questionnaires were prepared and the survey was conducted by their language teachers in the courses of Contemporary English/ German and Italian in the third and fourth year i.e., in the 5, 6, 7 or 8 semester of their study cycles. At these stages the students are constantly exposed to lexical units of this kind as they are frequently used in their classes. The aim of this researched is to determine the attitudes of the students for this very specific lexical unit called phraseological units i.e., to determine the degree to which these units are accepted, or they are ignored during the process of the foreign language acquisition. Third- and fourth-year students in the mentioned departments have constant input of phraseological units in their classes in Contemporary English/ German and Italian as these courses represent practical tutorials, exercises and acquisition of the communications skills, vocabulary, and grammar. This research is aimed to create a better understanding of the attitude of the students and learn if they are seen as difficulty or pleasure in the process of learning and practicing them for proper use.

3.2 Instrument and Procedure

The participants were presented with tests, each including 10 questions all related with phraseological units in the language they study and were given 45 minutes to complete the test electronically and to return it back to the teacher. The testing process was conducted via Microsoft Teams. The first exercise was multiple-choice which included 4 questions with 4 possible solutions. The second exercise included 4 phraseological units and the participants were instructed to complete sentences with the correct phraseological unit, while the third one included 4 phraseological units and the participants were required to provide a translation in Macedonian. The fourth exercise included four sayings/ proverbs in the language they study and the participant were required to provide an equivalent in Macedonian. The fifth exercise contained 5 comparative phraseological units that needed to be completed with offered lexemes. The sixth exercise included six sample sentences with gaps where an appropriate phraseological unit needed to be inserted, whereas in the seventh exercise there was a text where 9 phraseological units that needed to be found and marked and the eighth exercise was the same text as in the seventh exercise but the text there included no phraseological units and there the participants needed to say which one they found more likeable, the one in the seventh exercise with phraseological units or the one in exercise eight with no phraseological units. The ninth exercise had a total of two sentences and the students here were asked to identify which of the two sentences had figurative/ phraseological/ metaphoric meaning and which one had only literal meaning. The tenth exercise included 4 rather popular sayings or proverbs in the language they study, only this time they were required to complete the gaps without the missing lexemes being offered.

4 RESULTS

The questionnaire with 10 questions with phraseological units in the foreign language the participants study in their undergraduate studies was completed by 65 students, 45 of whom are students at the department of English language and literature, 10 from the German department and 10 from the Italian department. Table 1 provides a clear image of the attitude of the students towards this specific lexical unit, called phraseological units. The table summarizes the responses of the students from the department of English language and literature (E), the students from the department of German language and literature (G) and the students from the department of Italian language and literature (I) divided into correct and partly incorrect responses. Under correct responses is considered the maximum total of points for the question from 1 to 10, whereas the partly incorrect are the responses that include at least one incorrect choice or answer i.e., it is not a 100% correct response.

Table 1. Students' responses.

Question no.	E. correct	E. Partly incorrect	G. correct	G. Partly incorrect	I. correct	I. Partly incorrect
1	38	7	9	1	7	3
2	13	32	8	2	10	0
3	19	26	6	4	6	4
4	11	34	7	3	10	0
5	37	8	8	2	10	0
6	17	28	6	4	7	3
7	39	6	8	2	10	0
8	39	6	8	2	10	0
9	30	15	8	2	10	0
10	22	23	8	2	6	4
Total	265	185	76	24	86	14

Table 1 shows a clear picture of the knowledge and the recognition of the phraseological units in the foreign language at the department the students come from and it gives a confirmative answer to the research question which said:

- 1 Do the students, in their third- or fourth year of studies, know or recognize these specific lexical categories known as phraseological units?

The answer is that the students- philologists do know and recognize these specific lexical units which is further confirmed with the omission of the third graph and lack of 100% incorrect answers. The students from the department of English language and literature had 265 correct answers out of the total 450 and 185 partly incorrect, while the students from the department of German language and literature had 76 correct out of 100 and 24 partly incorrect, and with the students from the department of Italian language and literature there is a similar situation with 86 correct out of 100 and 14 partly incorrect.

- 2 Do the students, as philologists, consider the phraseological units as tools to represent a higher level of foreign language mastery?

The answer to this question, given as a research question, was received in exercises 7 and 8 of the test where 39 out of 45 English language students said that the text which included phraseological units was more appealing compared to the text from exercise 8 which had no such units. The situation with the students from the department of German language and literature is very similar and here 8 of the participants preferred the text from exercise 7 with the phraseological units and 2 liked the text without these units better. All students from the department of Italian language and literature we received answered that the one with phraseological units is more appealing. In conclusion, 63 of the students- philologists preferred a text with phraseological units compared to the 14 that liked the one without better.

- 3 Do the students consider the phraseological units to be A THORN IN THE SIDE or an ICING ON THE CAKE?

The answers of the previous two research questions, to great extend provide an answer to this last research question that has the core meaning. In the response where we received 265 correct answers out of 450 and 185 partly incorrect, with the students of German language 76 correct out of 100 and 24 partly incorrect and finally with the students of Italian language with a very similar situation with 86 correct and just 14 partly incorrect out of the 100 and then the responses with the majority of students of English and German language preferring the text with phraseological units to the one without and all students of Italian opting for the text with phraseological units too, gave a clear answer that the students- philologists consider phraseological units an ICING ON THE CAKE and not A THORN IN THE SIDE.

5 CONCLUSIONS

As a final conclusion to this research we perceive the positive attitude received by the students that study philology in their undergraduate studies and in their final years at the departments of English/German or Italian language and literature, and it was confirmed that these students do not only know but they also recognize these specific lexical units called phraseological units. This confirmed also that the students see phraseological units as decorations of a language or as metaphorically described here as an ICING ON THE CAKE. These lexical units represent the great wealth of tradition and culture that is passed on from one generation to another. These lexical units are creations that best illustrate the life and mentality of a nation while at the same time illustrate the folk wisdom and the philosophy of the nation.

The research conducted in English, German and Italian has great significance for all included foreign languages, since there is not much data received on this topic so far. With this research, the initial anticipation was to detect the phraseological units as separate lexical units, but with the received data we came across a number of interesting variations of responses and finally drew the conclusion that despite the diversity in the languages and the different families they belong to, the phraseological units have one mission in common and that is to transfer and present to the world the linguistic and cultural wealth of a nation.

The purpose of this paper is also to motivate; both teachers but mostly the students, that will be future teachers of foreign languages, to comprehend the great significance of the phraseological units and to implement them in their classrooms, to dedicate more attention to these lexical creations that will inevitably result in better, easier and more complete acquisition of the targeted foreign languages. The importance of phraseology is immense also for the students of Macedonian language and it is crucial to include them in their teaching processes too in order to prepare their students to be eloquent and capable to conduct successful communication with the native speakers in English, German and Italian.

It is our belief that this data, which came as a result of the analysis, was conducted based on the material from the questionnaires, and these results cannot be accepted as final and complete, but only as relevant results that can serve as a foundation for further phraseological and paremiological research and deeper analyses.

We are certain and grateful to the future interested scientists that will continue to further and more thoroughly research into phraseology and paremiology, as these are fields of linguistics with so much to offer.

REFERENCES

- [1] D. Kuzmanovska and S. Kirova and B. Ivanova, *Фразеологизмите како важна алка во процесот на усвојување на странскиот јазик*. ФИЛКО. Vol. 4, ISSN 978-608-244-698-1, 199-203, 2019.
- [2] D. Kuzmanovska and S. Kirova and B. Ivanova and V. Mrmeska, *Phraseological Optimum in Teaching Foreign Languages*. INTED2019 Proceedings Exploring New frontiers in Education. pp. 2509-2512, ISSN 2340-1079, 2019.
- [3] DUDEN, *Redewendungen und sprichwortliche Redensarten*. Band II. Mannheim/Leipzig/Zurich, 1997.
- [4] G. Drosdowski u. W. Scholze- Stubenrecht, *Redewendungen und sprichwörtliche Redensarten. Wörterbuch der deutschen Idiomatik*. Mannheim/Leipzig/Wien/Zürich, 1998.
- [5] M. Lewis, *Implementing the lexical approach*. LTP, 1997.
- [6] N. Schmitt, *Vocabulary in language teaching*. Cambridge: CUP, 2000.
- [7] S. Velkovska, *Белешки за македонската фразеологија*. Skopje/Republic of Nord Macedonia: IMJ. Јазикот наш денешен. кн. 8, 2002.
- [8] S. Velkovska, *Македонска фразеологија со мал фразеолошки речник*. Skopje/Republic of Nord Macedonia: IMJ, 2008.
- [9] T. Marin, *Progetto italiano nuovo 3, Corso multimediale di lingua e civiltà' italiana, livello intermedio-avanzato B2-C1*, Edilingua, 2008.
- [10] W. Friedrich, *Moderne deutsche Idiomatik. Alphabetisches Wörterbuch mit Definitionen und Beispiele*. 2 neubearbeitete Auflage. München: Max Hueber Verlag, 1976.