

**ELLSMPAB**  
English Language and Literature Studies: Modern Perspectives and Beyond

7<sup>th</sup>

INTERNATIONAL  
CONFERENCE

English Department  
Faculty of Philology  
University of Belgrade

21–22 October 2023

**BOOK**  
*of*  
**ABSTRACTS**



Faculty of Philology  
Belgrade, Serbia



ENGLISH LANGUAGE AND LITERATURE STUDIES: MODERN PERSPECTIVES AND BEYOND

**BOOK OF ABSTRACTS**



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## BOOK OF ABSTRACTS

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# Table of Contents

**I Plenary Lectures** (in alphabetical order) ..... **7**

**II Parallel Sessions** (in alphabetical order) ..... **11**

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## **THE USE OF PODCASTING TECHNOLOGY IN LANGUAGE LEARNING: A REVIEW OF RECENT STUDIES WITH A PARTICULAR OVERVIEW OF STUDIES CONDUCTED IN SERBIAN CONTEXT**

While podcasting technology is not a novelty and language teachers have found numerous ways of implementing it in the teaching process, some teachers still shy away from making it an integral part of language instruction. This research aims at understanding: the quantity of previous research on the use of this particular technology in EFL instruction, particularly research conducted in the Serbian context and the effects of podcasts on students' language skills including the perceived attitudes that students have towards podcasts. An advanced electronic search performed via KoBSON (using Boolean search commands) and an additional, separate search in Google Scholar, ERIC, SCIndeks, Scopus, Web of Science and EThoS was followed by article analysis (using the constant comparative method). The findings suggest students' highly positive attitude towards podcasting technology as a tool for language learning; moreover, research indicate that podcasting technology has a positive effect on all four language skills. However, the lack of available literature in the Serbian context (i.e., research conducted by Serbian researchers and among Serbian population of students) stands to show that language teachers and researchers from Serbia are falling behind their fellow colleagues from other countries. The findings of this review study will thus be helpful to both researchers and teachers in Serbia in understanding the full educational potential of this technology and adopting it while considering their own learning content and learning needs and styles of their students.

*Key words: podcasting technology, language learning, podcast application, students' attitudes, educational technology*

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## **QUANTITATIVE RESEARCH OF ENGLISH NOMINAL CLAUSES**

The paper presents and investigates the incidence of nominal clauses in spoken and written English. The focus is placed on the frequency of occurrence and the range of subordinators that introduce this type of subordinate clause. It applies comparative analysis to define differences in the use of nominal clauses within a small-size corpus comprising of texts that represent spoken and written English. The most common nominal clauses are interrogative clauses and (nominal) that-clauses. Nominal clauses are formed when an interrogative or nominal-that introduces a clause by serving as the subject of the clause or preceding the clause in order to serve a noun role in another structure. In short, Nominal Clauses can serve any nominal role: subject, direct object, subject complement, object of the preposition, object complement, indirect object, adjective complement, or appositive. A quantitative research method is used to determine the frequency of occurrence of nominal clauses and particular subordinators in the selected registers in English, namely conversation (interviews-IW) and fiction (FC). The purpose of the study is to find out potential differences in the employment of nominal clauses in different media of language production.

Based on quantitative analysis of nominal clauses in the different texts of spoken and written discourse, the paper presents frequency counts and interprets them as indicative of the character of the discourse.

Key words: *nominal clauses, English, complexity, linguistics*

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## **LEXICAL APPROACH – VOCABULARY TEACHING TECHNIQUES FOR ESL LEARNERS THROUGH PROPER LESSON SHAPES**

To date, lexis acquisition has been largely dependent upon the practice of other language skills. However, this has been shown to be insufficient in achieving an appropriate vocabulary expansion. Teaching vocabulary is one of the main issues if we focus on fluency of Learners and wish to hear native-like and free utterance from the students. Proper vocabulary along with functional language enables them to be on the same level with the native speakers, to be understood properly and to perform extended utterances. Vocabulary must be acquired better through direct study and large amount of quality input. Learners generally have difficulties with lexis and grammatical relationship, and, undoubtedly, the most common problems they face when they try to study vocabulary are in the area of understanding, producing and recognition. Bearing in mind latest second language theories, we may suggest how we should offer learners new target vocabulary, or more precisely through what techniques we are providing for better understanding and acquisition. Here, in our further paper we would like to introduce and classify all probable methods of better understanding of new vocabulary and provide methods for its enhancement. All these techniques are vital and practical thus we firmly oppose offering so called “bare translation” and usage of dictionaries while studying new target vocabulary. The next step that should be taken into consideration is which lesson shapes may be used to teach the new vocabulary, and here the class level, learners’ awareness and relevance of materials are also important. All these activities result in storing new items in short-termed memory before transferring target vocabulary units into long-term memory, and one key point also to be taken into account is the authenticity of produced materials. Some advanced students often lack motivation due to the fact that they think they know grammar and general vocabulary and do not see the necessity for acquiring more new items, here the teacher’s guidance is essential. If they only revise grammar along with basic vocabulary, it will stuck them and tend to make their speech full of unnatural sounding elements. The proposed teaching methodology will enable students to be involved in teaching process as in something interesting, challenging and informative, and on the other hand, we teachers will reach the goal – it will enhance our learners’ vocabulary, and also will make teaching process enjoyable and stimulating.

Key words: *functional language, elicitation, conveying meaning, sound prompts, cline, CCQ, MPF*