

University "St. Kliment Ohridski"  
Faculty of Education



# TEACHER

International Journal of Education

ISSN 1857-8888



vol. 26

November 2023

**University “St. Kliment Ohridski“ – Bitola**  
**Faculty of Education – Bitola**

**TEACHER**  
**International Journal of Education**

**Vol. 26**  
**Bitola, November, 2023**

## **Publisher**

Faculty of Education – Bitola

## **Executive and Editor-in-chief**

**Ljupco Kevereski**, PhD, University St. Kliment Ohridski, Republic of North Macedonia

## **Editorial Team**

**Ljupco Kevereski**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, ljupco.kevereski@uklo.edu.mk (Editor in-chief)

**Jove Dimitrija Talevski**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, jove.talevski@uklo.edu.mk

**Dance Sivakova-Neshkovski**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, dance.sivakova@uklo.edu.mk

**Violeta Janusheva**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, violeta.januseva@uklo.edu.mk

**Jasminka Kochoska**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, jasminka.kochoska@uklo.edu.mk

**Josif Petrovski**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, josif.petrovski@uklo.edu.mk

## **Editorial Board**

**Grozdanka Gojkov**, Higher Professional School for Education of Teachers „Mihailo Palov“ Serbia, g\_gojkov@mts.rs

**Marjan Blažič**, PhD, Faculty of Health Sciences, University of Novo Mesto, Slovenia, marjan.blazic@uni-nm.si

**Ante Kolak**, PhD, University of Zagreb, Croatia, akolak@ffzg.unizg.hr

**Svetlana Kurtesh**, PhD, Faculty of Arts and Humanities, University of Madeira, Portugal

**Danimir Mandić**, PhD, University of Belgrade, Serbia, danimir.mandic@uf.bg.ac.rs

**Danijela Kostadinović**, PhD, University of Nish, Serbia, danijela.kostadinovic@filfak.ni.ac.rs

**Jasmina Starc**, PhD, University of Novo Mesto, Slovenia, jasmina.starc@uni-nm.si

**Mojca Jurishevich**, PhD, University of Ljubljana, Slovenia, mojca.jurisevic@pef.uni-lj.si

**Anton Ilica**, PhD, University „Aurel Vlaicu“, Romania, ilica\_anton@yahoo.com

**Eva Szórádová**, PhD, Pedagogical faculty, Constantine the Philosopher University in Nitra, Slovakia, eszoradova@ukf.sk

**Lazar Stoshić**, PhD, University UNION Nikola Tesla, Serbia, lazarstosic@yahoo.com

**Alla Belousova**, PhD, Don State Technical University, Russia, belousovaak@gmail.com

**Irina Abakumova**, PhD, Don State Technical University, Russia, abakira@mail.ru

**Tom Jovanovski**, PhD, USA

**Zlatko Zhoglev**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, zlatko.zhoglev@uklo.edu.mk

**Valentina Gulevska**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, valentina.gulevska@uklo.edu.mk

**Biljana Gramatkovski**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, biljana.gramatkovski@uklo.edu.mk

**Milena Pejčinovska-Stojkovikj**, PhD, University St. Kliment Ohridski, Republic of North Macedonia, milena.pejcinovska@uklo.edu.mk

**Nikoleta Momčilović**, Faculty of Philosophy, University of Belgrade, Serbia, nikoleta.momcilovic@filfak.ni.ac.rs

**Namita Subiotto**, Faculty of Arts, University of Ljubljana, Slovenia,  
namita.subiotto@ff.uni-lj.si

**English Language Editor**

**Stela Bosilkovska**, MA, University St. Kliment Ohridski, Republic of North Macedonia,  
stela.bosilkovska@uklo.edu.mk

**Technical Editor**

**Josif Petrovski**, PhD, University St. Kliment Ohridski, Republic of North Macedonia,  
josif.petrovski@uklo.edu.mk

CIP - Cataloging in Publication,  
National and University Library "St. Kliment Ohridski" – Skopje.

TEACHER: Journal of the Faculty of Education – Bitola /  
[Editorial Board Acad. Grozdanka Gojkov ... ] Year XXI, No. 2 (2023) -  
- Bitola: Faculty of Education, 2023 -. - 29 cm., 65 p.

Unspecified

**ISSN 1857- 8888 (online)**

University “St. Kliment Ohridski“ – Bitola, North Macedonia  
Faculty of Education – Bitola, North Macedonia

Address:

Faculty of Education  
ul “Vasko Karangelevski“, b. b.  
7000 Bitola, North Macedonia  
Tel/Fax. ++ 389 47 253 652; 203 385

With the opinion of the Ministry of Culture no. 07-2699/2 from 15.04.1998, for the journal “Teacher” is paid preferential tax rate. In accordance with Article 20, paragraph 8 of the VAT Law (Official Gazette 44/99), for the journal “Teacher” is paid a tax of 5%.

The journal has no commercial nature.

## Table of contents

BRITISH ENGLISH VERSUS AMERICAN ENGLISH PREFERENCE BY UNIVERSITY STUDENTS OF EFL .....	6
Ana Koceva, Dafina Kostadinova, Tanya Tabutova	
INVESTIGATING L2-L1 TRANSFER AMONG BILINGUAL STUDENTS IN THE REPUBLIC OF NORTH MACEDONIA .....	11
Stojanoska Marija, Shalevska Elena, Talevska Marija	
AI LANGUAGE MODELS, STANDARDIZED TESTS, AND ACADEMIC INTEGRITY: A CHAT (GPT) .....	17
Elena Shalevska	
EXPLORING EFL TEACHERS' PERCEPTIONS: INTEGRATING CHILDREN'S LITERATURE IN THE LANGUAGE CLASSROOM.....	26
Dushko Talevski, Elena Shalevska	
JUXTAPOSITION OF THE SOUND SYSTEMS OF THE ENGLISH AND MACEDONIAN AND THE POSSIBILITIES FOR INTERFERENCE.....	31
Stela Bosilkovska, Violeta Janusheva	
THE IMPERATIVE FOR OCCUPATIONAL THERAPY IN CHILDREN WITH LEARNING DISABILITIES – A LITERATURE REVIEW .....	41
Denis Arsovski, Tanja Jovanovska, Viktorija Prodanovska-Stojchevska, Izabela Filov, Domnika Rajchanovska, Angelka Jankulovska, Daniela Petkovska	
THE IMPORTANCE OF THE TEACHER IN ENCOURAGING CREATIVITY AMONG THE GIFTED STUDENTS IN PRIMARY EDUCATION.....	46
Vesna Stojanovska	
PANNONIC LEGENDS – ATTRIBUTION .....	49
Anita Angelevska	
COMPARISON OF SPEAKERS LIZ TRUSS AND BORIS JOHNSON .....	53
Sofija Trampevska, Biljana Gramatkovski	
USING STEM EDUCATION IN SCHOOLS .....	62
Josif Petrovski	

## EXPLORING EFL TEACHERS' PERCEPTIONS: INTEGRATING CHILDREN'S LITERATURE IN THE LANGUAGE CLASSROOM

**Dushko Talevski**  
North Macedonia  
d.talevski@hotmail.com

**Elena Shalevska**  
University "St. Kliment Ohridski" – Bitola, North Macedonia  
elena.shalevska@uklo.edu.mk

### Abstract

Across epochs, both philosophers and educators have harnessed literature's power in language teaching, recognizing its unique benefits for language learners. Unfortunately, the Macedonian foreign language teaching system underutilizes literature in EFL instruction despite the many benefits offered by such an approach. Thus, Macedonian students are only given mere fragments of literature in their EFL textbooks – pieces of writing stripped of literary authenticity and valuable language acquisition potential. Recognizing the proven benefits of implementing literature, and the increasing interest in using it in EFL/ESL classes in recent decades, this study aims to explore teachers' perceptions of literature as a vital tool for improving students' language skills.

This small-scale, mixed-approach qualitative and quantitative study, based on a survey for EFL teachers, found that the participants believed that there are numerous potential benefits of introducing literature into their classes. Although the teachers voiced certain apprehension about their students' reading habits and highlighted some challenges with tailoring the reading activities to learners with varying levels of proficiency, they remained convinced that literature in the EFL classes can foster improved speaking, listening, reading, and writing skills.

**Keywords:** EFL, children's literature, teachers' attitudes.

### 1. Introduction: Language Models and Academic Integrity

Language and literature share an intricate symbiosis – while language serves as the genesis of literature, the latter assumes the role of an artisan, sculpting linguistic raw material into captivating forms. The interplay between language and literature can be seen as that of a nurturing parent and a growing offspring – language, akin to a caring guardian, instils dreams during those early years, aiming for the child to reach its full potential.

As literature is born from language, it naturally carries all the qualities of its linguistic foundation – the colours and textures that make up its very core. This bond means literature not only offers a wealth of language examples for learners of different levels but also immerses readers in real-life language use. Literature provides authentic material that delves into timeless human challenges and real-life situations – experiences not unlike the ones children experience daily.

Building on this elemental union of language and literature, this study delves into the potential benefits of using literature while also examining how educators feel about bringing the worlds of EFL and literature together in their language classroom.

### 2. Broader research context

#### 2.1. *Research on the benefits of implementing children's literature in the EFL Classroom*

Even in ancient times, literature served as a conduit for language development, intertwining linguistic proficiency with cultural appreciation. Literary works were translated and retold, thus fostering linguistic comprehension as well as vocabulary growth. Yet, although literature was famed as an important part of instruction in such times, its benefits appear to be underutilized in recent decades.

Recognizing this injustice, numerous scholars have advocated the revival of literature in language instruction throughout history, especially during the last several decades. Experts such as Krashen (1982), Maley (1989; 2001), Brumfit & Carter (1986), Collie & Slater (1987), Lazar (1993),

and Duff (1990) have all taken centre stage in the efforts to reestablish literature as an important tool for language acquisition. These scholars and their insights have laid the foundation for recognizing the power of literature as a means of soft skills improvement and a comprehensive, authentic resource for improving learners' language skills.

The use of literature in the classroom offers many benefits for students of all ages. The linguistic perks of such implementation are manifold: amplifying speaking, writing, and reading skills as well as enriching vocabulary and grammar prowess. But, according to many experts such as Khatib et al. (2011), Bobkina and Dominguez (2014), and Pardede (2011), literature does not only foster linguistic competencies but also helps reap numerous additional benefits, such as:

- Improved language learning motivation,
- Immersion in the target language's culture,
- Improved diversity and cultural and religious tolerance,
- Better sociolinguistic and pragmatic competencies,
- Heightened creative capacities,
- Emotional intelligence development, and
- Improved critical thinking skills.

Thus, incorporating literature in language teaching yields multifaceted advantages that go beyond refining language skills. Additionally, some experts note certain benefits for teachers as well. While the benefits for students considerably outweigh those for teachers, if one sees a teacher's success through the prism of students' achievements, one can see that literature would indirectly help teachers achieve better English language instruction outcomes.

### ***2.2. The Challenges of Implementing Children's Literature in the EFL Classroom***

While incorporating literature in the EFL Classroom, particularly in primary schools in non-native countries such as North Macedonia, certainly offers many advantages, some notable challenges remain, as highlighted by Khatib (2011).

To begin with, teachers may encounter difficulties when choosing the literary works to study. Moreover, they may have issues with matching the chosen works, in terms of their complexity, with the diverse knowledge levels of different students within the same class. As some students have much better language proficiencies than others, finding a piece of literature that will be both understandable and interesting for all of them may prove challenging. Additional obstacles include the intricate language found in literature and the students' unfamiliarity with certain literary concepts and genres. Their limited cultural skills may also lead to cultural barriers that may hinder understanding. Lastly, students' motivation to read in these modern times, or the lack thereof, adds another potential hurdle in the endeavor of marrying language instruction and literature.

While literature undoubtedly enriches the language learning process, educators must address these challenges to ensure a successful implementation and an all-encompassing educational experience for all students.

### **3. Methodology**

The research methodology implemented in this study aimed to provide comprehensive insights into EFL teachers' perceptions regarding the integration of children's literature in the classroom, considering the following elements:

*Sample:* A total of 13 EFL teachers participated in this study. The selection of participants aimed to provide a diverse range of insights and teaching experiences.

*Disciplinary Approach:* This research adopts a multidisciplinary approach, drawing from the fields of teaching methodology, linguistics, and literature.

*Data Collection Methods:* Data was collected through an online survey conducted via Google Forms. The survey was designed to incorporate both open-ended and multiple-choice questions. This mixed-methods approach enabled the capture of both qualitative insights, providing depth and nuance, and quantitative data.

*Ethical Considerations:* In adherence to ethical guidelines, the answers to the survey were kept confidential.



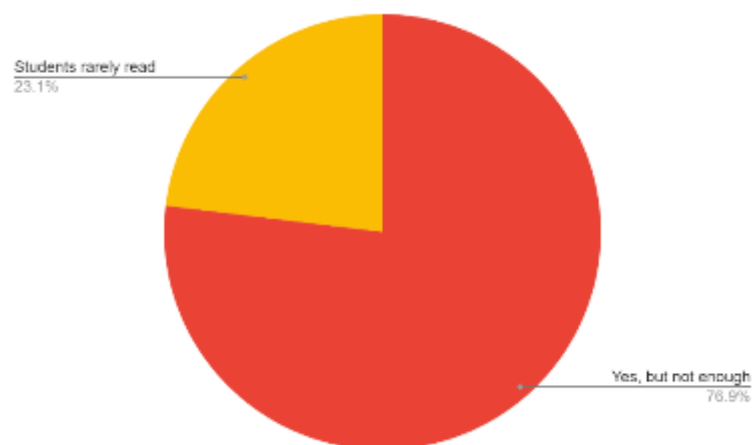
*Limitations:* The sample size of 13 EFL teachers is relatively small and non-random, potentially affecting the generalizability of the findings. Additionally, the sample is limited to teachers from Bitola, which may limit the transferability of the results to a broader context.

This study was carried out without any external financial support, ensuring an impartial analysis of the topic of language acquisition and literature. The authors declare no conflicting interests that could influence the outcomes or compromise this study's objectivity.

#### 4. Results and Discussion

In response to the first question, the surveyed teachers were asked to provide their perspectives on whether incorporating English literature into their foreign language classes would facilitate language acquisition. Out of the thirteen teachers, twelve responded affirmatively, while one offered a partially favorable response. It is worth noting that not one had an outright negative response. This near-unanimous consensus is a significant indicator of the potential advantages of utilizing literature in the language classroom.

The second question of the survey delved into the teachers' firsthand experiences and insights regarding their students' reading habits. As teachers spend a significant amount of time with their students, that can attest to their students' reading tastes and overall reading habits. The majority of the surveyed teachers (10 out of 13) emphasized that while they do have students who enjoy reading, the number of such students remains insufficient. The three remaining respondents conveyed a sparse interest (Graph 1). These responses shed light on the enthusiasm of a certain, albeit small, number of students to engage in reading during their leisure time, a factor that can be harnessed in the language classroom.



*Graph 1: Teachers' thoughts on students' reading habits*

Moving forward, the teachers were prompted to delve deeper into the previous topic by sharing insights on whether their students seemed to display a similar enthusiasm for reading in a foreign language, as well. Eight of the teachers highlighted that a fraction of their reading-inclined students also gravitate towards reading in other languages. Furthermore, two educators noted that most of these avid readers also venture into foreign-language materials. In contrast, three teachers stated that reading in a foreign language is a rarity among their students. In a similar line, in the following question, the teachers were asked about their students' motivation to read books in English, at school, or in the formal language classroom. 9 teachers claimed that a small number of students would be willing to read, while almost a quarter of the teachers claimed that an insignificant number of their students would be interested in reading books in English at school. One teacher, interestingly, had a very different opinion. In their view, most of the students would be willing to read literature in a non-native tongue. The answers to these two questions underscore two of the major issues with the implementation of literature: students' lack of motivation to read in a foreign language.

The responses to the initial questions helped us establish that a significant number of students don't read. But do all students struggle with reading? In response to the question, "Do you believe that

high-achieving students read more than others?" the majority of teachers (10 out of 13) indicated that, in their experience, academically accomplished students read more compared to their peers. These insights point to one of the challenges of integrating literature in the language classroom – students with weaker academic performance might not be adequately motivated to read the chosen works.

Building upon the previous question, the teachers were then asked to share their insights on whether students with weaker language skills might struggle when working with literary texts in a foreign language. A considerable number of educators (n = 7) pointed out that less proficient students could likely face difficulties with this kind of material. A noteworthy portion (n = 5) expressed uncertainty on the issue, while only one respondent mentioned that weaker students might not necessarily encounter such challenges. This highlights the prevailing notion that many teachers believe the level of foreign language proficiency could pose a challenge when it comes to implementing literature in the language classroom.

The second-to-last question tapped into the teachers' experience, asking them to identify one or more challenges they might encounter when hypothetically integrating literature into their language classroom. Teachers were given the option to choose from the list of provided answers:

- Lack of motivation to read
- Struggles with less proficient students
- Insufficient number of classes/Insufficient time to work on books
- Lack of interest in the chosen books
- Challenges with choosing the right book
- Widening the gap between high-achieving and low-achieving students

As the most probable challenges, the difficulties faced by less proficient students and the widening gap between high-achieving and low-achieving students were selected nine times each. Furthermore, five teachers identified the lack of time for proper class work on selected literary texts as a significant challenge, while four teachers noted the students' lack of interest as a pressing concern. Two teachers also highlighted the potential difficulties in selecting appropriate literature for all of their students. The survey ended with an open-ended question that prompted teachers to add additional comments and thoughts. Only one respondent stated that *"Incorporating English literature as a distinct subject in both primary and high school isn't feasible. However, including literature within the standard language curriculum could be something attainable if teaching strategies and overarching objectives are adjusted and if textbooks are enriched with greater integration of literary pieces."*

## 5. Conclusion

Literature and language learning have always been closely linked, and the integration of literature in language classrooms has been a subject of ongoing debate. For that reason, this small study delved into teachers' perceptions regarding the incorporation of literature within language instruction. The survey responses unanimously acknowledged the potential benefits of implementing foreign-language literature into EFL classes. Moreover, a nuanced perspective emerged, regarding students' reading habits, both in their native language and foreign languages. All of these insights highlight the intricate interplay between students' preferences, proficiency levels, and literature, as well as the numerous practical challenges, including addressing the needs of less proficient students and lack of motivation. The findings collectively underline the need for careful deliberation when integrating literature into the language classroom to harness the glorious potential of literature effectively within EFL.

## References

- Bobkina, J., & Dominguez, E. (2014). The use of literature and literary texts in the EFL classroom: Between consensus and controversy. *International Journal of Applied Linguistics & English Literature*, 3(2).
- Brumfit, C. J., & Carter, R. A. (1986). *Literature and language teaching*. Oxford: Oxford University Press.
- Duff, A., & Maley, A. (1990). *Literature*. Oxford: Oxford University Press.

- Khatib, M. et al. (2011). Why & why not literature: A task-based approach to teaching literature. *International Journal of English Linguistics*, 1(1), 213–215.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers* (Cambridge Teacher Training and Development). Cambridge: Cambridge University Press.
- Maley, A. (1989). Down from the Pedestal: Literature as a resource. In *Literature and the Learner: Methodological Approaches*. Cambridge: Modern English Publications.
- Maley, A. (2001). *Literature in the language classroom. The Cambridge Guide to Teaching ESOL*. Cambridge University Press.
- Pardede, P. (2011). Using short stories to teach language skills. *Journal of English Teaching* 1(1), 14–27.