

# 11th AILA-Europe Junior Researcher Meeting in Applied Linguistics

**26-28 September 2019**  
Sarajevo, Bosnia and Herzegovina

## CONFERENCE PROGRAM



The Society for the Advancement of Applied  
Linguistics in Bosnia and Herzegovina



<https://jrmsarajevo.org/>

# 11th AILA-Europe Junior Researcher Meeting in Applied Linguistics

26-28 September, 2019

## DAY 1

/September 26/

### Faculty of Philosophy

8:00 – 9:00 Registration /ground floor/

**9:00 – 9:15 Opening ceremony /room 30/**

9:15 – 10:30 Keynote: Marianne Nikolov /room 30/

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

**10:30 – 11:00 Coffee break**

11:00 – 13:00 Sessions 1, 3 /room 167/      /Sessions 2, 4 /room 165/

**13:00 – 14:30 Lunch**

13:45 – 14:45 AILA-Europe Meeting /room 30/

### History Museum of Bosnia and Herzegovina /5-minute walk/

15:00 – 16:30 Workshop 1: Bernd Rüschoff

*The CEFR 2020 and language learning in the digital & plurilingual era: challenges and opportunities*

16:30 – 16:45 Break

**16:45 – 17:15 Reception /atrium/**

17:15 – 18:00 Poster presentations

18:00 – 18:30 Exhibition /Besieged Sarajevo/

## DAY 2

/September 27/

9:00 – 10:15 Keynote: Piotr Cap /room 30/

*(Anti-)Immigration Discourses in the post-2015 Poland: A Proximization Theoretical Perspective*

10:15 – 12:15 Sessions 5, 7 /room 167/      Sessions 6, 8 /room 165/

**12:15 – 12:30 Coffee break**

12:30 – 13:45 Keynote: Azirah Hashim /room 30/

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

**13:45 – 15:00 Lunch**

15:00 – 16:30 Workshop 2: Aleksandra Gnach /room 176/

*Communicating your research with social media*

20:00 – 22:30 Conference dinner /Restaurant Lovac/

## DAY 3

/September 28/

9:00 – 10:00 Workshop 3: Srdjan Popov /room 176/

*Neurolinguistic approaches to L2 acquisition*

10:00 – 10:30 Info Session: Studying Abroad /room 176/

9:00 – 10:30 Workshop 4: Marianne Nikolov /room 167/

*How to design a publishable study on young learners of an additional language*

10:30 – 10:45 **Coffee break**

10:45 – 12:15 Session 9 /room 167/      Session 10 /room 165/

**12:15 – 12:30 Closing ceremony /room 30/**

## 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](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.

## **Dr. Piotr Cap, University of Łódź**

Piotr Cap is Professor of Linguistics and head of the Department of Pragmatics at the University of Łódź, Poland. His interests are in pragmatics, critical discourse studies, political linguistics and genre theory.

His book publications include *Perspectives in Politics and Discourse* (Benjamins, 2010), *Proximization: The Pragmatics of Symbolic Distance Crossing* (Benjamins, 2013), *Analyzing Genres in Political Communication* (Benjamins, 2013), *Contemporary Critical Discourse Studies* (Bloomsbury, 2014) and *The Language of Fear: Communicating Threat in Public Discourse*.

He is Managing Editor of *International Review of Pragmatics* and a regular contributor to *Journal of Pragmatics, Discourse & Society*, and *Critical Discourse Studies*.

### ***Keynote: (Anti-)Immigration Discourses in the post-2015 Poland: A Proximization Theoretical Perspective***

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.

## **Dr. Azirah Hashim, University of Malaya**

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.

# CONFERENCE PROGRAM DAY 1

September 26, 2019

## PARALLEL SESSIONS

11:00 – 12:00

**SESSION 1**  
*Language, Ideology and Media*

**ROOM: 167**  
**CHAIR/s: Piotr Cap, Merima Osmankadić**

**Predrag Jovović**  
University of Sarajevo  
**POLITIČKA LEKISKA I  
FRAZEOLOGIJA U  
ITALIJANSKOM JEZIKU**

**Ivana Pothorski**  
University of Zadar  
**THE USE OF FIGURATIVE  
LANGUAGE IN POLITICAL  
DISCOURSE IN ENGLISH,  
GERMAN AND CROATIAN  
MEDIA DURING EUROPEAN  
PARLIAMENTARY ELECTIONS**

**SESSION 2**  
*Migrant Language Learners /  
Academic Literacy /  
Languaging*

**ROOM: 165**  
**CHAIR/s: Melisa Okičić**

**Minna Intke-Hernandez**  
University of Helsinki  
**PERSPECTIVES ON  
LANGUAGING IN MIGRANT  
MOTHERS' DAY-TODAY  
LIVES**

**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**

# CONFERENCE PROGRAM DAY 1

September 26, 2019

## PARALLEL SESSIONS

12:00 – 13:00

<p><b>SESSION 3</b> <i>Minority Languages/ Language Death</i></p> <p><b>ROOM: 167</b> <b>CHAIR/s: Merima Osmankadić</b></p>	<p><b>SESSION 4</b> <i>Language Teaching</i></p> <p><b>ROOM: 165</b> <b>CHAIR/s: Marianne Nikolov</b></p>
<p><b>Aaisha Balushi</b> Rustaq College of Education/Lancaster University <b>CHALLENGES FACING THE BALUSHI LANGUAGE IN OMAN AND WAYS TO PROTECT IT FROM DYING OUT</b></p>	<p><b>Natalie Donohue</b> University of Leeds <b>POWER AND LANGUAGE TEACHING IN THE 21<sup>ST</sup> CENTURY: HOW DO NOVICE NATIVE-SPEAKER TEACHERS PERCEIVE THEMSELVES?</b></p>
<p><b>Ciarán Ó Braonáin</b> Trinity College Dublin <b>IRISH LANGUAGE LEARNERS IN CONTINENTAL EUROPE: EXPLORING MOTIVATION IN 'NON-TRADITIONAL' MINORITY LANGUAGE LEARNERS</b></p>	<p><b>Emina Jelešković</b> International University of Sarajevo <b>WHAT MAKES A GOOD ENGLISH TEACHER? ENGLISH TEACHERS' PERCEPTIONS OF TEACHER COMPETENCES</b></p>
	<p><b>Maria Teresa Sans Bertran</b> Autonomous University of Barcelona <b>CATALAN AND SPANISH LANGUAGE TEACHING IN A PENITENTIARY CENTER IN CATALONIA</b></p>



## CONFERENCE PROGRAM DAY 1 WORKSHOP SESSIONS

**September 26, 2019 / History Museum of BiH  
15:00 - 16:30**

Bernd Rüschoff, University of Duisburg-Essen  
**The CEFR 2020 and language learning in the digital & plurilingual era: challenges  
and opportunities**

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 language 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.

# CONFERENCE PROGRAM DAY 1

September 26, 2019 / History Museum of BiH

## POSTER PRESENTATIONS

17:15 – 18:00

<p><b>Nevena Ćosić</b> University of Osijek <b>BREXIT AS A COMPLEX METONYMIC NETWORK</b></p>
<p><b>Eva Malessa</b> University of Jyväskylä <b>TECHNOLOGY-ENHANCED, GAME-BASED LATE L2 LITERACY AND DIGITAL SKILL TRAINING OF ADULT MIGRANTS WITH LIMITED L1 LITERACY SKILLS</b></p>
<p><b>Milja Seppälä</b> University of Jyväskylä <b>ENGLISH LANGUAGE IDEOLOGIES AND POLICIES AMONG UNIVERSITY STUDENTS: A COMPARATIVE STUDY OF CHINA AND FINLAND</b></p>
<p><b>Theresa Trögl</b> University of Vienna <b>EVALUATIVE CHOICES IN HARD NEWS REPORTS AND USER COMMENTS: AN APPRAISAL ANALYSIS</b></p>
<p><b>Dajana Zečić-Durmišević</b> University of Sarajevo <b>THE BREXIT CAMPAIGN IN BRITISH TABLOIDS: THE ROLE OF PASSIVES IN THE PROCESS OF POSITIVE SELF- AND NEGATIVE OTHER- PRESENTATION</b></p>
<p><b>Alma Žero</b> University of Sarajevo <b>ENGLISH LANGUAGE TEACHERS' COMPETENCIES IN TEACHING STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES: THE CASE OF BOSNIA AND HERZEGOVINA</b></p>

## CONFERENCE PROGRAM DAY 2

September 27, 2019

### PARALLEL SESSIONS

10:15 – 11:15

<p><b>SESSION 5</b> <i>Reading Comprehension and Reading Strategies</i></p> <p><b>ROOM: 167</b> <i>CHAIR/s: Nejlja Kalajdžisalihović</i></p>	<p><b>SESSION 6</b> <i>Multilingualism / Linguistic Repertoires</i></p> <p><b>ROOM: 165</b> <i>CHAIR/s: Bernd Rüschoff</i></p>
<p><b>Tun Zaw Oo, Anita Habok</b> University of Szeged <b>RECIPROCAL TEACHING APPROACH FOR STUDENTS' READING COMPREHENSION IN ENGLISH AS A SECOND LANGUAGE</b></p>	<p><b>Verena Platzgummer</b> Eurac Research <b>LINGUISTIC SELF- POSITIONING OF SECONDARY SCHOOL STUDENTS IN SOUTH TYROL</b></p>
<p><b>Blanka Tary</b> University of Szeged <b>HOW DOES LANGUAGE PROFICIENCY LEVEL AFFECT READING STRATEGY USE</b></p>	<p><b>Johanna Raimi</b> University of Jyväskylä <b>SPOKEN WORD-BASED TEACHING METHODS IN HERITAGE LANGUAGE EDUCATION – AN ACTION RESEARCH ON MULTILINGUAL PEDAGOGY</b></p>

## CONFERENCE PROGRAM DAY 2

September 27, 2019

### PARALLEL SESSIONS

11:15 – 12:15

<p><b>SESSION 7</b> <i>Learner and Teacher Identity / Participative Language Learning / Virtual Interaction</i></p> <p><b>ROOM: 167</b> <b>CHAIR/s: Marianne Nikolov</b></p>	<p><b>SESSION 8</b> <i>Pragmatics / Sociolinguistics / Discourse Analysis</i></p> <p><b>ROOM: 165</b> <b>CHAIR:/s Selma Đuliman</b></p>
<p><b>Karina Doi</b> University of Jyväskylä <b>RESEARCH METHODOLOGY AND INITIAL FINDINGS OF VIRTUAL EXCHANGE PROJECTS BETWEEN FINNISH AND JAPANESE UNIVERSITIES</b></p>	<p><b>Đenana Đulabić</b> University of Sarajevo <b>LANGUAGE AND GENDER – POLITENESS STRATEGIES IN LANGUAGE AND GENDER DIFFERENCES</b></p>
<p><b>Takuya Kojima</b> UNSW Sydney <b>RECONCEPTUALISING “PRACTICE” OF COMMUNITIES OF PRACTICE FOR CLASSROOM EDUCATION RESEARCH</b></p>	<p><b>Minka Džanko</b> University of Sarajevo <b>LINGUISTIC INTERACTION ELEMENTS OF ROLE- RELATED ASYMMETRY IN CONTRASTIVE ANALYSIS OF GERMAN AND BOSNIAN DOCTOR-PATIENT CONVERSATIONS</b></p>
<p><b>Rahmi Zakaria</b> University of Bath <b>ASPECTS SHAPING ACEHNESE EFL TEACHERS’ PROFESSIONAL IDENTITY</b></p>	<p><b>Iira Rautinen</b> University of Oulu <b>STAYING SAFE: INTERACTIONAL PRACTICES IN MILITARY OBSERVER TRAINING</b></p>

**CONFERENCE PROGRAM DAY 2**  
**WORKSHOP SESSIONS**

**September 27, 2019 / Faculty of Philosophy / Room 176**  
**15:00 - 16:30**

Aleksandra Gnach, Zurich University of Applied Sciences  
**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

<p><b>SESSION 9</b> <i>Cognitive Linguistics / Stylistics</i></p> <p><b>ROOM: 167</b> <b>CHAIR/s: Marina Katnić- Bakaršić, Merima Osmankadić</b></p>	<p><b>SESSION 10</b> <i>Speed Papers</i></p> <p><b>ROOM: 165</b> <b>CHAIR/s: Larisa Kasumagić- Kafedžić</b></p>
<p><b>Kemal Avdagić</b> University of Tuzla <b>BLACK HUMOUR PROCESSING IN THE LIGHT OF THE CONCEPTUAL INTEGRATION THEORY AND THE BENIGN VIOLATION THEORY</b></p>	<p><b>Ikuya Aizawa</b> University of Oxford <b>EFFECTS OF ENGLISH AS MEDIUM OF INSTRUCTION (EMI) ON STUDENTS' CONTENT KNOWLEDGE ACQUISITION IN JAPANESE HIGHER EDUCATION</b></p>
<p><b>Dženana Hajdarpašić</b> University of Sarajevo <b>SINTAKSIČKO-STILISTIČKI POSTUPCI U SAVREMENOM RUSKOM STRIPU</b></p>	<p><b>Mertcan Altınsoy</b> University of Rouen <b>NATION-STATE IDEOLOGY AND LANGUAGE STRUGGLES IN TURKEY</b></p>
<p><b>Nerma Pezerović-Riđić, Anela Mulahmetović Ibrišimović</b> University of Tuzla <b>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</b></p>	<p><b>Edna Imamović-Topčić</b> Center for Teacher Education <b>MULTILINGUAL STUDENTS IN EDUCATIONAL TRANSITIONS: THE RELATION BETWEEN POSITIONING AND CHOICES</b></p>
<p><b>Alma Pehlivanović</b> University of Bihać <b>FUELING GENDER STEREOTYPES – A COGNITIVE LINGUISTICS STUDY OF METAPHORS IN CAR ADVERTISEMENTS</b></p>	<p><b>Siyang Zhou</b> University of Oxford <b>THE RELATIONSHIP BETWEEN SOCIAL NETWORK AND VOCABULARY DEVELOPMENT OF CHINESE STUDENTS STUDYING IN THE UK</b></p>

## **CONFERENCE PROGRAM DAY 3**

### **WORKSHOP SESSIONS**

**September 28, 2019 / Faculty of Philosophy / Room 176**  
**9:00 – 10:00**

Srdjan Popov, Univeristy of Groningen  
**Neurolinguistic approaches to L2 acquisition**

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 sentence processing in different populations (e.g., typical L1 speakers, adult dyslexia, L2 learners) studied both behaviourally and using event-related potentials (ERPs), as well as methodology of ERP research in language studies. More information available at: <https://www.rug.nl/staff/s.popov/>

**September 28, 2019 / Faculty of Philosophy / Room 167**  
**9:00 – 10:30**

Marianne Nikolov, Univeristy of Pecs  
**How to design a publishable study on young learners of an additional language**

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/outlines 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](http://ies.btk.pte.hu/content/nikolov_marianne).

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*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.*

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*Epilogue from the paper Primenjena lingvistika u Jugoslaviji – sećanja jednog veterana /Applied Linguistics in Yugoslavia: A Veteran's Recollections by Dr. Ranko Bugarski, published in Jezik u upotrebi / Language in Use: primenjena lingvistika u čast Ranku Bugarskom, ed. by Vera Vasić, Novi Sad: Društvo za primenjenu lingvistiku Srbije, 2011, pp. 45-51. (translated into English by Matea Tolić)*

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 11<sup>th</sup> 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  
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Sarajevo Food Dictionary  
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The Society for the Advancement of Applied Linguistics in Bosnia and Herzegovina



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