



International Conference

“Foreign Language Teaching in Primary Education – Challenges and Perspectives in the Digital and the era of Artificial Intelligence Era”, 4 December 2025

Abstracts Summary

1. Argyro Moumtzidou

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Didactologist, Specialist in Plurilingualism and Language–Culture Contact. Director of the Association “Polyglotti Polis – Interaction for Communication, Learning and Culture”.

Paper title: Awakening to the Language–Mind–Culture Ecosystem: Towards an Integrated Approach to Human Development

Abstract

In a world marked by cultural complexity and linguistic plurality, the question of human development calls for a renewed examination of the links between language, mind, and culture. This presentation introduces an integrated ecosystemic approach within school education, where neuro-education, non-formal learning, plurilingual pedagogy, interculturality, and systemic–naturalistic thinking converge to redefine learning as a process that shapes identity and human consciousness.

The presentation discusses the project “*Exploring the Language–Mind–Culture Ecosystem*”, carried out experimentally in two innovation schools in Northern Greece and in summer schools across the Mediterranean. The initiative aims to cultivate metacognition, linguistic and sociocultural awareness, and an inclusive attitude in both children and adults. The results have led

to revisions of certain school curricula, confirming the relevance of a naturalistic, cognitive, plurilingual, and culturally grounded education from early childhood.

Learners take notes, reflect, exchange ideas, map their community, explore human history, establish intercultural criteria, and open a window onto the complexity of the cosmos. Thus, learning becomes both personal and collective.

Moreover, the approach appears capable of transforming teacher education as well as the pedagogical culture of participating families. The presentation will include moments from the Awakening to Languages workshops, learning journals, pedagogical materials, and insights into the role of local mentors.

Keywords: Neuro-education, Plurilingualism, Contextualism, Nature, Curricular Transformation

2. Esmeralda Kromidha, Sema Hysa

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Paper title: Language Policies and the Development of Multilingual Skills in Primary Education in Albania: from European Standards to Practice

The analysis begins with a review of language policies in primary education in Albania, such as the Law on Pre-University Education, the Curriculum Framework, and the National Education Strategy 2021–2026, which aim to integrate foreign language learning from an early age into the learning process and to develop multilingual skills. The main discussion focuses on analyzing the link between these objectives and their concrete implementation, particularly with regard to harmonizing the multilingual approach, teacher training, and quality assurance in education. These policies are also compared with those of the Council of Europe and its instruments, such as the CEFR, which highlight differences between age groups in various European countries concerning the initiation of language learning, interactive methodologies, and intercultural education. The article adopts an analytical and comparative approach to identify challenges and opportunities for improvement and proposes concrete measures to harmonize Albanian practices with European standards. The discussion aims to stimulate reflection among policymakers, teachers and researchers on the importance of language teaching as a foundation for democratic citizenship and European integration.

Keywords: Language policy, Primary Education, Foreign Language Learning, Multilingual Approach, CEFR, Intercultural Education, European Standards

3. Andromaqi HALOCI

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Paper title: Emotional Factors in Language Learning for Children: A Challenge for Teachers

Abstract

Affectivity is a crucial factor in foreign language learning, particularly for children, influencing classroom dynamics, identity formation, socialization, and academic achievement. In our multicultural world, language education thus empowers children to engage meaningfully with diverse communities.

The Common European Framework of Reference for Languages (CEFR) underscores the importance of affective dimensions, noting that learner attitudes, motivations, and personality traits fundamentally shape language use. Consequently, teachers must cultivate emotionally secure and inclusive environments that accommodate diverse emotional needs and learning styles.

Negative emotional factors—such as anxiety, low self-esteem, and negative perceptions—can significantly hinder progress. Teaching methodologies play a pivotal role here; while traditional methods like grammar-translation may reduce anxiety by minimizing emotional investment, communicative approaches can increase stress unless implemented within a supportive climate.

The teacher's role is therefore central. By adopting a caring, adaptive, and student-centered approach, they can foster a positive classroom atmosphere that builds confidence and motivation—the cornerstones of successful language acquisition.

Keywords: Affectivity, Foreign Language Learning, Anxiety, Self-esteem, Motivation, Teaching Methodology

4. Edlira Adi Kahani Subashi, Martin Mato

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Paper Title: Digital Beginnings: Early Foreign Language Education through AI and Blended Pedagogy from Kindergarten Onward

Abstract:

This paper explores the potential of introducing foreign language learning in early childhood education in Albania, beginning in kindergarten. Grounded in recent developments in cognitive science, educational technology, and language pedagogy, we argue that the preschool years represent a critical window for multilingual development. While foreign language instruction in

Albania has traditionally started in primary school, a shift to earlier education aligns with both international best practices and emerging national priorities.

We propose a blended model that integrates play-based methodologies with digital and AI-assisted tools to facilitate language acquisition for children aged 3 to 6. This model is contextualized within Albania's Smart Specialisation Strategy (S3) 2025–2030, which prioritizes human capital development, digital transformation, and inclusive innovation.

The analysis addresses the intersection of early multilingual education with teacher training, technological infrastructure, and equity challenges across urban and rural settings. We pay particular attention to the roles of institutional partnerships, EU funding opportunities, and cultural institutes in developing scalable and inclusive solutions.

By situating this approach within the Albanian context while drawing on European frameworks, this paper offers a practical roadmap for integrating foreign languages into early childhood education in a way that is developmentally appropriate, digitally enhanced, and socially equitable.

Keywords: Early Childhood Education, Foreign Language Acquisition, Digital Tools, AI in Education, Multilingualism, Albania

5. Stelina Ndreu

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Paper Title: From Words to Stories: Using AI Chatbots and Video Creation to Enhance Vocabulary Learning in Primary EFL Classrooms

Abstract:

This study investigates the use of artificial intelligence (AI) to enhance vocabulary acquisition among 23 Albanian pupils (aged 8–12) in an English as a Foreign Language (EFL) classroom. The intervention involved a three-stage process: students selected new vocabulary, used an AI chatbot to co-create a short story, and then developed a cartoon-style video to present their narrative. A vocabulary pre-test was administered before the activity and a post-test after its completion. Results showed a marked improvement in average test scores, suggesting that integrating AI-driven storytelling and visualisation can significantly bolster vocabulary retention.

The methodology is grounded in Dual Coding Theory, which posits that combining verbal and visual information enhances memory and learning. Classroom observations further confirmed high student engagement, with participants reporting the activity as both enjoyable and accessible.

Despite its effectiveness, the intervention highlighted several practical challenges, including its reliance on teacher initiative, the need for curating age-appropriate AI prompts, and the

requirement for basic technical skills. The lack of formal teacher training in AI integration and the absence of structured curricular support were also identified as key barriers.

This study concludes that AI tools can effectively complement traditional EFL instruction, provided their implementation is thoughtful, pedagogically sound, and supported by adequate teacher training and resources.

Keywords: AI in Education, Vocabulary Acquisition, EFL, Primary Education, AI-Generated Content, Digital Storytelling

5. Amantina Pervizaj Kelmendi, Osman Buleshkaj

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Paper Title: The Role of Preschool Educators in Developing Verbal Communication in Bilingual Children

Abstract:

This study explores the role of preschool educators in supporting the verbal communication of bilingual children aged 3–6 years. The research examines educators’ understanding of bilingual development stages and the strategies they employ to foster proficiency in both the native and secondary language.

Findings indicate that educators who are attuned to the linguistic profiles of their students utilize effective, interactive strategies—such as targeted questioning, structured play, and visual supports—to facilitate language acquisition. Observations revealed that children from homes with consistent language exposure demonstrated advanced skills in both languages.

Incorporating parental interviews provided critical insights into family-level challenges, including managing language dominance, ensuring consistent exposure, and navigating the complexities of dual-language development.

The study concludes that enhancing support for educators is essential. This includes developing inclusive classroom environments, creating tailored educational resources, and strengthening professional competencies through international collaboration and community engagement. By integrating the perspectives of both educators and parents, this research advocates for a comprehensive, collaborative approach to nurturing bilingualism in early childhood education.

Keywords: Bilingualism, Early Childhood Education, Language Acquisition, Educator Strategies, Parent-Teacher Collaboration, Verbal Communication, Multilingual Education

7. Timo Oberschild

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Paper Title: Transforming DaF Teaching: Integrating ChatGPT's Advanced Voice Mode in the Language Classroom

Abstract:

This paper examines the transformative potential of ChatGPT's Advanced Voice Mode for teaching German as a Foreign Language (Deutsch als Fremdsprache, DaF). Through a practical workshop model, it demonstrates how this AI tool can sustainably innovate teaching practices, with a specific focus on developing oral proficiency.

The workshop framework is structured around three core areas of teaching: planning, application, and reflection. In the **planning phase**, the tool aids in creating differentiated materials through targeted prompt design, utilizing aids like the Prompt Creator. The **application phase** showcases its use in generating tasks, simulating communicative scenarios, and fostering student competencies in learning with, about, and through AI, including considerations for fair assessment. Finally, the **reflection phase** critically addresses the ethical, social, and organizational dimensions of AI integration, such as data protection, exam culture, teacher training, and the risk of intellectual passivity.

By combining theoretical foundations with practical examples, this contribution encourages a critical discussion on the role of AI in contemporary language education and serves as an impetus for transforming pedagogical processes in the digital age.

Keywords: ChatGPT, DaF (German as a Foreign Language), AI in Language Learning, Oral Proficiency, Prompt Design, Teacher Training

8. Gabriela Lazri – Teacher

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Paper Title: Young Learners, Languages, and AI: Challenges and Perspectives for Primary Education

Abstract:

The rapid advancement of artificial intelligence (AI) and digital technologies is fundamentally reshaping foreign language education, particularly at the primary level. This paper explores the key challenges and emerging perspectives of integrating these tools into early language instruction.

While AI and digital tools are increasingly present in classrooms, their effective integration for young learners poses significant questions. These children require pedagogical approaches that balance play-based, creative engagement with structured language acquisition. Consequently, teachers are faced with the dual challenge of adapting their methods and developing new digital competencies to critically evaluate and utilize these technologies, all while guiding pupils toward responsible use.

Despite these challenges, the potential of AI and digitalization is substantial. When applied thoughtfully, these tools can increase student motivation, enable personalized learning pathways, and provide access to authentic language use.

This paper analyzes the intersection of these challenges and opportunities, arguing that the evolution of primary language education in the digital era necessitates a redefined teacher role. The teacher becomes an essential facilitator who must foster the critical thinking skills learners need to navigate an increasingly complex digital world.

Keywords: AI in Education, Primary Language Learning, Digital Competencies, Teacher Role, Educational Technology, Young Learners

9. Marisa Janku

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Paper Title: The Future of Primary Foreign Language Teaching: Balancing Technology, AI, and Human Interaction in German Instruction

Abstract:

The rapid advancement of digital technologies and artificial intelligence (AI) is reshaping foreign language education, particularly at the primary level. Using German—a key language in many European curricula—as a case study, this paper examines the potentials and limitations of this technological integration.

It explores how AI-powered applications, digital platforms, and immersive technologies (VR/AR) can support early German acquisition through personalized learning paths, interactive exercises, and authentic communication scenarios. However, this integration raises critical questions about balancing technological tools with the irreplaceable role of human interaction, and whether an over-reliance on digital resources might inhibit creativity, empathy, and social learning in young children.

The central argument is that while AI and technology offer unprecedented opportunities for individualized support and gamified engagement, they cannot supplant the interpersonal

dimension of language learning. The teacher's role thus remains paramount, evolving from a knowledge transmitter to a facilitator, cultural mediator, and critical guide within the digital landscape.

Through the specific context of German instruction, this paper proposes practical strategies for curriculum design, teacher training, and classroom practice. It advocates for an ethically and pedagogically sound approach to technology integration, ensuring children not only acquire German effectively but also develop the communicative and intercultural competencies vital for the 21st century.

Keywords: Foreign Language Teaching, Primary Education, Artificial Intelligence (AI), Human Interaction, German Language Teaching, Digital Pedagogy, Teacher Role

10. Jasmina Lumanaj

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NOVARIC Sh.A., Shkodër

Paper Title: Economic and Strategic Benefits of Early Multilingualism: The Albanian Context

Abstract:

Early multilingual education is increasingly recognized not only as a pedagogical priority but also as a strategic economic investment. This paper examines the Albanian context, where European integration and digital transformation are amplifying the need for foreign language skills from the primary level onward. Applying principles of finance and management, the study demonstrates how investing early in multilingualism yields significant long-term returns in workforce competitiveness, social mobility, and sustainable development.

A cost-benefit analysis framework is used to evaluate resource allocation for teacher training, digital platforms, and AI-assisted learning tools. While initial costs are substantial, the analysis confirms that long-term gains—including higher productivity, enhanced employability, and greater labor market adaptability—significantly exceed the expenditures. Furthermore, a multilingual populace strengthens Albania's regional position by facilitating cross-border cooperation, attracting foreign investment, and fostering cultural cohesion.

The paper contends that resource planning for language education must be treated not as discretionary spending, but as a core component of national development strategy. By aligning educational policy with sound financial models, Albania can build a resilient and equitable system that meets EU standards.

Ultimately, this research underscores that prioritizing early multilingualism is more than an educational choice; it is an imperative for inclusive economic growth, global competitiveness, and

deeper regional integration. For Albania, embedding this priority into national policy constitutes a critical investment in human capital and a decisive lever for future prosperity.

Keywords: Early Multilingual Education, Economic Analysis, Cost-Benefit Analysis, Strategic Investment, Human Capital Development, Albania

11. Rina Sefiu & Lisjeta Thaqi-Jashari

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Paper Title: Gamifying Grammar: Boosting Motivation and Achievement in Primary School English

Abstract:

This study investigates the role of gamification in enhancing grammar acquisition and motivation among young learners of English. As digital technologies continue to transform language pedagogy, gamification offers a promising approach to sustaining student engagement, which is often a challenge in primary classrooms. The research was conducted with two ninth-grade classes at a school affiliated with UBT, comparing a group taught using interactive, game-based platforms with a control group taught through traditional methods, such as worksheets and drills.

Over a four-week period, data were collected through pre- and post-tests assessing grammar skills, as well as motivation surveys. The results indicate that the gamified group demonstrated significantly greater improvement in grammar usage than the control group. Furthermore, these students exhibited higher levels of participation, collaboration, and enjoyment, reporting increased confidence and a stronger willingness to engage in classroom activities.

The study concludes that gamification serves as a highly effective complement to traditional grammar instruction. It provides teachers with practical strategies for creating more dynamic and motivating learning environments, ultimately supporting key educational outcomes in language learning.

Keywords: Gamification, Grammar Acquisition, Student Motivation, English Language Learning, Technology in Education

12. Jolanta Sujecka-Zajac, Agnieszka Dryjańska

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Paper Title: Creativity in Teaching French as a Foreign Language – a Growing Necessity in the Age of Artificial Intelligence

Abstract:

“School kills creativity” – this phrase, still too often heard in the context of Foreign Language Teaching, underscores the overuse of repetition, reproduction, and manipulation of linguistic structures. It seems particularly relevant to discuss this issue in an educational context increasingly shaped by Artificial Intelligence, as creativity remains a profoundly human characteristic evoking the unique and individual response of its author (Puozzo Capron, 2014).

The aim of this paper is to reflect on the impact of cognitive, affective, conative, and environmental factors (Lubart et al., 2015) on the development of creativity in the language classroom, particularly among young learners. Our theoretical reflections are supported by an analysis of internship journals written by a group of students in the Romance Philology program at the University of Warsaw.

While creativity is often linked to problem-solving abilities (Lubart et al., 2015), we observed a lack of relevant inductive activities during the problem-conceptualization phase, as well as recurring confusion between creativity and artistic creation (Zérillo, 2017). This sometimes results in time-consuming artistic activities in language classes without clear connection to linguistic objectives.

Although a range of creative activities is present in didactic practice, their role and frequency should be carefully balanced, especially given their motivational impact on learners. As Winnicott aptly stated: “It is only what you create that is meaningful for you” (Winnicott, 1968 [1992]: 141, cited in Zérillo, 2012). Communication—stemming from linguistic-cultural conventions and creativity—poses a constant challenge to language teaching: finding the right equilibrium between repetition-based exercises and creative expression manifested in every act of communication.

Keywords: Creativity, Foreign Language Teaching (or FLT), Young Learners, Artificial Intelligence (or AI in Education), Problem-Conceptualization, Artistic Creation

13. Elda Memishaj,

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Paper Title: *Digital Tools in Primary English Language Teaching: Challenges and Perspectives*

Abstract:

The digital era has transformed the way young learners engage with foreign languages, offering teachers a wide range of tools to make learning more interactive, personalized, and enjoyable. This

paper explores the role of digital tools and platforms in English language teaching in primary education, focusing on both their potential and the challenges they introduce in classroom practice.

Applications such as Duolingo, Wayground, Liveworksheets, Vooks, Canva, and AI-based platforms like Chat GPT are increasingly integrated into learning environments at school and at home. They support children in developing core language skills—listening, speaking, reading, and writing—through play, visual content, and real-time feedback. These tools enhance motivation and autonomy, allowing learners to progress at their own pace while remaining engaged and curious.

However, rapid adoption of technology also presents challenges: ensuring equal access to digital resources, controlling excessive screen time, and supporting teachers as they adapt to new methodologies. This presentation discusses strategies for maintaining a balance between traditional pedagogy and innovation, emphasizing that technology should complement rather than replace the teacher's role.

By analyzing classroom examples and best practices, it further reflects on future perspectives in the age of AI—how personalized learning, gamification, and adaptive feedback may shape the next generation of English learners. Ultimately, the session advocates for thoughtful, sustainable integration of digital tools that preserve a human-centered approach while embracing innovation.

Keywords: Digital tools, Primary education, English language teaching, Artificial intelligence (AI), Challenges and perspectives

14. Irimi Arapi (Sylari), Eftimi Sylari

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Paper Title: The Impact of Physical Activity on Reading Comprehension in Young Albanian EFL Learners

Abstract:

The acquisition of reading comprehension is a fundamental objective for young learners of English as a Foreign Language (EFL), yet a prevalent challenge is their difficulty in sustaining attention during reading tasks, which significantly limits comprehension. Cognitive theory posits that attention and working memory are essential for text processing, and a growing body of research indicates that physical activity can enhance these cognitive functions.

This study investigates the integration of physical activity as a pedagogical strategy to improve attentional focus during EFL reading tasks. A quantitative survey methodology was employed,

using a structured questionnaire administered via Google Forms to collect perceptions from EFL primary school teachers in Tirana. The instrument examined educators' views on attention-related challenges, the feasibility of movement-based interventions, and their observed impact on student engagement and comprehension.

Findings indicate that teachers perceive structured physical activities—such as short, targeted movement breaks or physically interactive tasks—as highly beneficial for stabilizing student focus. Respondents reported noticeable improvements in attentional control and a subsequent positive effect on reading comprehension when kinesthetic elements were incorporated into lessons. These results highlight the potential of movement-based strategies as a valuable complement to traditional EFL pedagogy.

By leveraging physical engagement to support cognitive processes, educators can create more dynamic and effective literacy learning environments. Further research is needed to explore optimal types and durations of physical activity and to assess their long-term impact on reading achievement.

Keywords: Physical Activity, Reading Comprehension, Attentional Focus, EFL, Young Learners, Cognitive Engagement

15. Evis Kolani

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Paper Title: Educational Technology in Practice: Akelius – Insights from the Classroom

Abstract:

The Akelius platform was introduced in Albania as a joint initiative of the Akelius Foundation and UNICEF. Still under development, the platform seeks to support early learners of English in developing basic communicative skills through accessible vocabulary and interactive digital tasks. Its design integrates innovative technological features that encourage engagement, autonomy, and consistent practice.

Reports from Albanian teachers indicate that learners demonstrate higher levels of confidence and improved oral communication when using the platform. Research by Thompson (2021) similarly confirms that interactive learning environments significantly enhance language acquisition by providing opportunities for collaboration, engagement, and immediate feedback. In addition, the platform includes numerous individualized practice tasks that allow students to monitor their progress and engage in self-assessment, strengthening both accuracy and learner independence.

This study examines the effectiveness of the Akelius platform in English language acquisition while taking into account variables such as socio-economic background, gender, race, ethnicity, and disability. A key question explored is whether children from marginalized communities would achieve comparable results if provided equal access to digital learning tools and educational opportunities.

The paper emphasizes the importance of a supportive and interactive classroom environment in fostering early language development. It also highlights the central role of the English language teacher in facilitating learning, shaping communicative competence, and addressing daily challenges associated with integrating new technologies such as Akelius into classroom practice.

Keywords: Language Acquisition, Positive Learning Environment, Early Childhood Learning, Socialization, Interactive classrooms.

16. Josilda Doçi

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Paper Title: The Challenges of English Language Teaching in Primary Schools: A Case Study of Elbasan, Albania

Abstract:

This study investigates the challenges of teaching English in primary schools in Elbasan, Albania. Building upon the framework established by Hossain et al. (2015), which identifies trained teachers, suitable materials, and communicative methodologies as essential for successful primary-level English language teaching, this research examines the application of these principles within the Albanian context. It identifies significant difficulties teachers face in implementing the national English curriculum.

Data were collected via questionnaires, interviews, and classroom observations across a range of public and private schools in the Elbasan district. Findings indicate that despite a curriculum mandating a communicative and learner-centered approach, pedagogical practices persistently rely on traditional, grammar-translation methods. Key contributing factors include limited professional development, large class sizes, a scarcity of teaching materials, and inadequate access to digital resources. Teachers also reported significant difficulties in motivating young learners and facilitating authentic communicative opportunities in English.

The study concludes that sustained, practical professional development focused on communicative and child-centered methodologies is critical. Furthermore, equipping schools with adequate visual,

audio, and digital resources is necessary to create an enriched learning environment. The case of Elbasan reflects a nationwide issue in Albania, where educators are often constrained by a lack of resources. Enhancing teacher competencies and providing sufficient classroom materials are therefore imperative steps for successfully developing English communication skills and learner confidence from the primary level onward.

Keywords: English Language Teaching, Primary Education, Albania, Communicative Approach, Teacher Training, Resource Constraints