



BLOOM



Conference Selections

Edited by
Jasmina Szadzovska
Éva Illés
Zsuzsanna Soproni
Árpád Farkas
Anna Szegedy-Maszák



TESOL-Hungary Conference Selections

Bloom

Edited by

Jasmina Sazdovska

Éva Illés

Zsuzsanna Soproni

Árpád Farkas

Anna Szegedy-Maszák

TESOL-Hungary
Budapest, 2026

All rights reserved.

Minden jog fenntartva, beleértve a sokszorosítást, a mű bővített, illetve rövidített változatának kiadási jogát. A kiadó és a szerzők hozzájárulása nélkül sem a teljes mű, sem annak bármely része semmiféle formában (fotokópia, microfilm, vagy más adathordozó) nem sokszorosítható.

Kiadó: Angoltanárok Nemzetközi Egyesülete-Magyarország

Felelős kiadó: János Ujlaki

Lektor: Árpád Farkas

Budapest, 2026

ISBN 978-615-83213-0-3

<https://doi.org/10.21862/tesol-hun/2026>

© Jasmina Szadovska

© Éva Illés

© Zsuzsanna Soproni

© Árpád Farkas

© Anna Szegedy-Maszák

© Contributors

Contents

Introduction	4
--------------------	---

Peer-Reviewed Papers

EFL Teachers' Insights Into Students' Willingness to Communicate in Hungarian Higher

Education

Mai Nelly Kaw	7
---------------------	---

The Communicative Value of In-Between Moments

Jasmina Sazdovska	48
-------------------------	----

Non-Peer-Reviewed Papers

Peer Assessment in ESP Lessons: An Effective Tool for Master's Students to Develop Their

Presentation Skills

Oksana Chugai	82
---------------------	----

Think It, Map It, Learn It

Ivana Devčić	93
--------------------	----

Ready to Bloom? A Guide to Professional Development for Teacher Well-being

Gabriella Kovács	101
------------------------	-----

Teaching Grammar Through Songs: A Step-by-Step Practical Approach

Anita Majorszki	112
-----------------------	-----

A Blooming Mind Speaks Many Languages: Turning Multilingualism Into a Superpower in

the EFL Classroom

Vladislava-Mónika Radicević and Tijana Zdravković	123
---	-----

Introduction

TESOL-Hungary Conference Selections: Bloom includes seven papers presented at the TESOL-Hungary Conference held in Siófok in 2025. Two of the papers are peer-reviewed and were edited by Éva Illés, Zsuzsanna Soproni, Árpád Farkas, and Jasmina Sazdovska, whereas five are non-peer-reviewed and were edited by Anna Szegedy-Maszák, Árpád Farkas, Zsuzsanna Soproni and Jasmina Sazdovska. During the editing process, when the need arose, AI tools were used to improve readability.

The first peer-reviewed paper is written by Mai Nelly Kaw and examines the insights of EFL university teachers into the factors that influence their students' willingness to communicate in English in the context of higher education in Hungary. The findings underscore the fact that students' willingness to communicate in English is a dynamic and context-dependent phenomenon driven by the interplay of teacher, learner, and situational factors.

The second peer-reviewed paper by Jasmina Sazdovska looks at how teachers can harness liminal, in-between moments in the classroom to develop communicative competence. Strategies include playing with language and using humour, scaffolding learning through careful use of the students' first and other languages, as well as encouraging students to engage in interactional meaning-making.

In the non-peer-reviewed section of the volume, Oksana Chugai's paper looks at how MA students can use peer-assessment to develop their presentation skills. This form of alternative, formative assessment can be an effective tool for providing constructive feedback, increasing perceptions of fairness, and boosting motivation.

Think It, Map It, Learn It by Ivana Devčić discusses how mind maps can be used with lower primary school pupils to help them organise their thoughts in preparation for both written and spoken communication. Compiling mind maps can serve as a foundation for better understanding and expression of ideas while building student confidence and making learning more enjoyable.

The next paper, by Gabriella Kovács, provides support for teacher well-being through showing the importance of continuous professional development. The author argues that teachers can sustain their career and continue to grow by taking into account elements of well-being such as physical and mental health, financial stability, satisfaction in social and professional life, and opportunities to be creative. The paper also highlights that participation in professional development programmes like Erasmus+ enables teachers to rekindle their passion for their practice by networking with peers all over Europe and exchanging ideas and strategies.

Anita Majorszki's paper is a practical guide for teaching grammar with the help of songs offering pre-, while-, and postlistening activities. Through applying these three steps in the English lesson in their preparation, teachers can build lesson plans around songs that promote the development of complex listening, speaking, and writing skills.

The final paper, which is by Vladislava-Mónika Radicević and Tijana Zdravković, looks at how teachers can turn multilingualism into a superpower in the language classroom by relying on the use of English as an intermediary language in the case of teaching French and Hungarian to learners in Vojvodina, where bilingual and even trilingual families are common. This multilingual setting opens the door to using strategies such as code-switching and language transfer in the classroom, building awareness of tactics which multilingual learners may instinctively utilise.

We hope you enjoy reading the volume and look forward to seeing you again at the 2026 *Level Up* Conference. This and previous conference compilations are available at www.tesol-hungary.org.

The TESOL-Hungary Editorial Team



Bloom is a selection of papers presented at the 35th TESOL-Hungary International Annual Conference held in Siófok from 3rd to 5th October 2025. It has two peer-reviewed papers and five non-peer-reviewed ones. Topics range from students' willingness to communicate, multilingualism and communicative competence to teacher well-being, using songs and mind maps in class as well as implementing peer-assessment to develop presentation skills. We hope you enjoy reading the volume and look forward to seeing you again at the 2026 Level Up Conference.

tesol-hungary.org

