Mednarodna konferenca
Slovenskega društva učiteljev tujega strokovnega jezika

Tuji jeziki stroke:
Priložnosti in izzivi poučevanja in raziskovanja

ZBORNIK POVZETKOV

Rimske terme, Slovenija
18. – 20. maj 2017

1ˢᵗ International Conference of

the Slovene Association of LSP Teachers

Languages for Specific Purposes:
Opportunities and Challenges of Teaching and Research

BOOK OF ABSTRACTS

Rimske Terme Thermal Resort, Slovenia
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Languages for Specific Purposes: Opportunities and Challenges of Teaching and Research
Rimske terme, 18-20 May 2017

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UVODNIK
EDITORIAL

Benvenuti! Bienvenue ! Dobrodošli! Welcome! Willkommen!

On behalf of the Programme and Organizing Committees we would like to welcome you to Rimske terme for the 1st International Conference of the Slovene Association of LSP Teachers, "Languages for Specific Purposes: Opportunities and Challenges of Teaching and Research", organised to celebrate the 20th anniversary of our Association.

The Slovene Association of LSP Teachers was founded in 1997 as a professional, non-profit and non-political organisation. The principal goals of our Association are to promote the professional growth of LSP teachers, introduction of new approaches in the teaching and testing of LSP, development of teaching materials, and information technology use in teaching. The time has now come to add a new goal: to consolidate collaboration with our existing partners and establish new links within the broader international research and teaching community.

When we started planning this conference, we aimed to bring together a diverse range of LSP researchers and teachers that will share their original research data, views, and practices applicable to LSP teaching contexts. Today we are proud that your excellent submissions enabled us to put together an outstanding programme that highlights many current research and teaching trends in the field of LSP. The programme comprises four plenary sessions and 90 presentations in parallel sessions given by speakers from 25 countries in four different languages.

We hereby express our gratitude to the Programme Committee for helping us put together comprehensive conference calls, disseminating the same, and peer reviewing the submissions, to the Organizing Committee for having taken care of the innumerable organisational tasks, and to the International Federation of Language Teachers' Associations and sponsors for their support. Their names can be found inside this abstract book.

Visiting a conference also means taking advantage of the amenities that the conference venue offers. After a hard day's work we will be able to relax in the pools and saunas or simply the beautiful natural surroundings of the Rimske Terme Thermal Resort.

We have put a lot of passion into this conference and do hope that for all of us it will be a well of new ideas and a point of encounter with colleagues that are working in similar fields or are sharing the same research interests, and that it will meet your professional as well as personal expectations.

Violeta Jurkovič
Conference Coordinator

O SLOVENSKEM DRUŠTVU UČITELJEV TUJEGA STROKOVNEGA JEZIKA
ABOUT THE SLOVENE ASSOCIATION OF LSP TEACHERS

The Slovene Association of LSP Teachers was founded in 1997. Ten years later it was granted the status of association acting in the public interest in the field of education. Its members (currently about 60) are language teachers working in tertiary and secondary education as well as language school teachers.

The Association encourages the development of LSP at the national level. We keep a record of LSP teaching professionals, their publications, textbooks, dictionaries, and teaching materials. We have organised several national conferences to enable an exchange of experiences in LSP teaching and research. We support the compilation of specialised terminological dictionaries. To this end we organise lectures, workshops, and seminars, and inform members about terminology projects that they may join. The Association incites professional development and, following its members' initiatives, organises various workshops, seminars, webinars, and courses. The E-learning SIG delivered more than twenty training courses on the use of information and communication technology in the LSP classroom.

We provide information and experience in LSP at the national and international level. Up until now we have established connections with numerous domestic and foreign associations and federations, such as the IATEFL Slovenia, the International Federation of Foreign Language Teachers (FIPLV), and the Croatian UNJSVU. The collaboration involves the organisation of conferences, peer-review and publication of articles, participation in workshops, and exchange of relevant information. We provide our members with opportunities to attend international conferences and workshops as representatives of the Association. They regularly receive notices of upcoming LSP events through our website, e-mail, Facebook, and Twitter. Another opportunity for our members to meet is the annual study trip. In recent years we have visited Brussels and many interesting places around Slovenia.

With a view towards promoting research in LSP, we organise a number of courses, workshops, and expert meetings on how to develop skills for high-quality performance in research. In order to assist our members in their research activities and to implement our own projects such as Problem–based Learning, we have established a Research Fund, open through annual calls to all Association members.

The mission of our Association is reflected through our successful publishing. We are proud of our open access journal *Scripta Manent*, which has been issued for more than ten years now and is included in the MLA, DOAJ, LLBA, and ERIH databases. As a result of a project that spanned several years, the handbook *Guide to Problem Based Learning: PBL within the Context of ESP* was published in 2005. In 2015 we published a scientific monograph, *Research of Languages for Specific Purposes in Slovenia*. In addition, we circulate the *Inter Alia* publication series of conference proceedings. Last but not least, the *SDUTSJ News* on current events is published regularly on our weblog.

O KONFERENCI
CONFERENCE DETAILS

Konferenčne teme / Conference topics

- raziskave žanrov
- leksikografija in terminografija
- medkulturne študije
- jezikovna politika
- informacijsko-komunikacijska tehnologija
- snovanje učnih načrtov
- metodologija poučevanja
- snovanje učnih gradiv
- ocenjevanje in evalvacija
- učiteljeve vloge, naloge in kompetence

- genre-based research
- lexicography and terminography
- intercultural studies
- language policy
- information-communication technologies
- curriculum and syllabus design
- language teaching methodology
- teaching and learning materials design
- assessment and evaluation
- teacher roles, tasks, and competences

Glavni govorci / Keynote speakers

- **Paolo Balboni**, University of Venice, Italy
- **Simon Borg,** University of Leeds, UK; Western Norway University of Applied Sciences, Norway
- **Maggie Charles**, University of Oxford, UK
- **Claus Gnutzmann**, University of Braunschweig, Germany

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Paolo Balboni
University of Venice, Italy

LSP, Microlanguage, CLIL. Three Different Notions, Three Different Ways, One Single Objective: The Learner's Scientific and Social Needs.

A learner is only temporarily a learner, but in a few years s/he will stop being a student and become both a lifelong learner and a professional, a researcher, a technician, etc. A school and university system that foresees the future professional, researcher, technician in the present student, should focus on his/her needs rather than on the needs of the language – terminology, rhetorics, style, etc. In other words, it should teach terminology, rhetorics, style and so on in a way that

a. helps the present student to learn the special language and, possibly, also to increase his/her knowledge of the contents (language teachers cannot teach chemistry, but they do teach linguistics, culture, literary criticism, history, and they do so using microlanguages and LSP): CLIL is a valid option to this end;

b. helps the present student to be accepted in the speech community of his field of action: 'speech' community means that doctors, critics, engineers, philosophers and so on accept within their community or 'guild' only young people sharing their 'speech' style: "if you talk the way I talk, then maybe you're worthy to be listened to";

c. helps the future professional to go on reading texts, participating in conferences, interacting on professional social media using the non-native language: self CLIL, which is possible only if s/he has been taught through CLIL during his/her formation.

Simon Borg

University of Leeds, UK; Western Norway University of Applied Sciences, Norway

10 Tips for Doing Action Research

Teacher research has been discussed in the field of language teaching for many years (e.g. Nunan, 1989) but more recently, particularly in the form of action research, it has been the focus of much practical activity (e.g. the Cambridge English-English UK Action Research Scheme) as well as discussion in the literature (e.g. Edwards & Burns, 2016; Wyatt & Dikilitaş, 2015; Yuan & Lee, 2015). This recent activity has advanced our understandings of what action research means in practice, of its benefits to teachers, of the challenges that teachers face when they take on the role of action researchers, and of the conditions that facilitate action research. In this talk I will first outline the background to teacher research (see Borg, 2013 for a historical overview) and discuss how action research can be of value to teachers, drawing on literature in both ELT and education more generally. Then I will suggest 10 tips for doing better quality action research. These tips - which relate to issues such as choice of topic, orientation to research, scale, collaboration and results - are based on my experience of supporting teacher researchers over many years and in different countries.

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Maggie Charles
University of Oxford, UK

Teaching LSP with Corpora: Opportunities and Challenges

It has been argued that corpora are particularly valuable in teaching LSP, since teachers may well not be specialists in the professions and disciplines of their students, and dedicated corpora can provide them with language data on the specialism taught (Nesi, 2013). However, the extent to which corpus use has actually been incorporated into LSP practice is less clear. A survey of 560 teachers in 63 different countries, found that 75% of the respondents, most of whom taught EAP, were using corpora in their teaching (Tribble, 2015), but further take-up was hampered by lack of suitable corpora for specific groups. By contrast, Bunting's (2013) survey of over 100 USA-based English teachers found that only 41% had used corpora for teaching purposes. Three areas of teacher concern emerged: the use corpus tools in class; the creation of corpus-based materials and the use of corpora for writing improvement. In this talk I first draw on data from 300 students and interviews with three teachers to discuss the advantages and disadvantages of using specialised corpora in class (Charles, 2017). I further report on a course in corpus-assisted editing to showcase the potential of corpus-based material for improving student texts.

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Claus Gnutzmann
University of Braunschweig, Germany

"Publish in English or perish in German?" Crossing Languages and Disciplines in Scientific Writing

The dominance of English as a language of scientific publication is a well-documented fact that can confer considerable advantage on native speakers of English and disadvantage on non-native ones. The latter is not surprising because, leaving specialized terminology aside, with regard to grammar and non-specialized lexis, scientific language is very much embedded in the general language, which, consequently, privileges native speakers. Writing research has shown that very often non-native speakers find it difficult to put their research together in a grammatically correct and an appropriate textual-stylistic format. Furthermore, what has been given less attention so far is an analysis of how different disciplines impact on scientific writing and the choice of language. Drawing on interview data with representatives from four disciplines (biology, mechanical engineering, German linguistics, history), the project "Publish in English or Perish in German?", funded by the Volkswagen Foundation, investigates the additional challenges German researchers have to deal with when writing in English, the resources they employ to meet their publishing aims as well as their attitudes towards English and German as languages of research. The presentation introduces the project, its research framework and presents selected results and implications of the study.

▪️🟩🟨 Using Parallel Corpora for Designing ESP Teaching Materials in Higher Education

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Gordana Jakić
Faculty of Organizational Sciences, University of Belgrade, Serbia

Language corpora have been in use for the design of foreign language teaching materials and tests for several decades. However, they have been shown to be more useful in teaching languages for specific purposes. Using parallel corpora offers several possibilities in designing LSP teaching materials. This paper gives an overview of these possibilities using the example of the journal Management, published at Faculty of Organizational Sciences, University of Belgrade. The journal was used to make a specialized parallel English-to-Serbian corpus which was then used to design tasks and tests for an English for Specific Purposes course on undergraduate studies. The aforementioned corpora allowed for extracting more frequent lexical units in the field of management and information systems. A sample of ten lexical units was taken along with their most frequent collocations, including idioms and phrases. Afterwards, these units were used for designing teaching materials and tests intended to improve reading and writing skills of undergraduate students in the context of English for Specific Purposes.

▪️🟩🟨 The Semantics of Patents: A Corpus Approach

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University of Bergamo, Italy

Ismael Arinas Pellón
Polytechnic University of Madrid, Spain

Despite its ostensibly aseptic nature, technical writing is closely related to a multifaceted net of institutional, social and pragmatic functions. In particular, in the writing of patents, a very delicate balance has to be found between the need to convey neutrality and objectivity and the constant perpetration of a multi-layered rhetorical exercise. Drawing on the Cooperative Patent Classification scheme, a corpus of patents related to environmental issues has been compiled. This objective is to investigate the main keywords related to environmental issues and analyse their semantic context in this specific type of patent. More specifically, the analysis will focus on their semantic preference and their semantic prosody (following Sinclair's corpus methodology) in order to pinpoint and examine the semantic complexities emerging in this genre. Patents represent a complex, hybrid and cross-disciplinary genre and a finer understanding of its discursive features may contribute to spreading awareness of the importance that semantics may play within the rhetorical pattern of the text. The considerations offered may also be taken into account by professionals teaching technical writing and focusing on the specific skills needed by patentees in terms of linguistic and discursive awareness.

The Trans-Atlantic and Pacific Project (TAPP): Contributions to LSP Teaching

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Marina Tzoannopoulou
Aristotle University of Thessaloniki, Greece

Sonia Vandepitte
Ghent University, Belgium

Now in its 17th year, the Trans-Atlantic and Pacific Project (TAPP) has connected teachers and students of writing and translation in tele-collaboration across four continents. Via bilateral or multilateral learning-by-doing projects teachers have prepared students for international professional settings (e.g., Maylath et al., 2008; Mousten et al., 2010; Mousten et al., 2012; Maylath et al., 2013; Arnó et al., 2014; Verzella & Tommaso, 2014; Sorensen et al., 2015; Vandepitte et al., 2015; Tzoannopoulou & Maylath, 2016). The collaborations have included projects involving the translation and editing of published materials (such as a historical text and news stories), and projects involving writing, usability testing, and translation of technical or academic texts, each in their own LSP setting. This paper will present highlights from the different partnerships among universities, stretching from the US to various European countries and focusing on the rationale of the TAPP network, the flexibility of its operations and the learning outcomes of the sub-projects involved. These collaborative projects lead to various gains regarding LSP education, namely increasing LSP- and trans-cultural awareness and engaging students in producing real-life pieces of work that the professional community expects, sometimes even in collaboration with that professional community (e.g., a publishing company). Overall, by preparing students for a globalized professional environment and promoting realistic international professional communication in courses, such international collaborative projects offer new insights into LSP teaching.

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■■■ Emotionen ansprechende Blended-Learning-Angebote im studienbegleitenden Deutschunterricht und ihre Auswirkung auf die Motivation der Studierenden

[Emotion-appealing Blended Learning Provision for Teaching German as a Language for Special Purposes and its Impact on Student Motivation]

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Die Herausforderung, das Potenzial der Informations- und Kommunikationstechnologie auszuschöpfen, diese als Mittel für Lehren und Lernen zu nutzen, und dabei methodisch-didaktische Postulate und die betriebliche und heutzutage sehr dynamische Arbeits- und Lernwelt zu berücksichtigen, haben zu einem berufsorientierenden Blended-Learning-Kleinprojekt an zwei Universitäten geführt. Beruhend auf Prinzipien des Rahmencurriculums für Studienbegleitenden Deutschunterricht und ausgehend vom Kleinprojekt, das mit Studierenden während des Semesters durchgeführt wurde, wird hier versucht, zuerst die Blended-Learning-Konzepte darzustellen sowie die theoretischen Grundlagen für Emotionen und ihre Auswirkung auf die Lernleistungen zusammenzufassen. Danach wird gezeigt, was Emotionen für das Lernen bedeuten und wie autonomes Lernen mit Hilfe von Emotionen durch Online-Angebote gefördert werden kann. Gestützt auf gängige motivationspsychologische Modelle für E-Learning-Angebote, werden Strategien zur Motivation besprochen. Es werden konkrete Beispiele dafür gegeben, auf welche Art und Weise die Angebote im Learning-Management-System integriert und durchgeführt werden können, um auf Studierende motivierend zu wirken und bei ihnen Zufriedenheit mit den Ergebnissen zu erzielen. Zum Schluss wird die Bedeutung der Lehrerrolle bei der Gestaltung von methodisch und didaktisch durchdachten Blended-Learning-Angeboten und bei der Motivierung von Studierenden hervorgehoben.

◼◼◼ Multimodal Pragmatics in Conversation: Insights into Interlanguage Pragmatic Performance in the Specific Context of English for Video Games

Vicent Beltran-Palanques
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Researchers in the field of interlanguage pragmatics (ILP) have explored, among other aspects, the verbal component of pragmatics in English for General Purposes (e.g. Taguchi, 2011; Félix-Brasdefer, 2008), but little attention has been paid to this particular issue in relation to the field of English for Specific Purposes (ESP) (e.g. Tarone, 2005). Moreover, it should be noted that spoken interaction involves the interplay of various communicative modes (Jewitt, et al. 2016). Bearing in mind those aspects, this study seeks to investigate the spoken performance of 20 learners enrolled in an English for Video Games subject from a conversationalist perspective. Data were gathered by means of a role-play task that involved a professional situation eliciting face threatening acts of complaints. Particularly, learners were engaged in a spoken task in which one of the participants worked for a production company and dealt with the complaint of a client regarding the design of a video game. Hence, this study attempts to shed light on the traditional approach for ILP analysis by exploring the spoken outcomes of learners of ESP from a multimodal perspective. The methodological approach and the results are discussed, as well as pedagogical implications for the integration of multimodal pragmatics in the language context (Beltrán-Palanques, 2016).

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◼◼◼ Enhancing Business Students' Intercultural Communicative Competence through Multicultural Literature

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The function of culture in language teaching changed because of globalization and the latest technologies. English became a lingua franca which resulted in altering the teaching objectives. The re-evaluation of cultural awareness is one of them. Business English teaching has also been subject to all these changes. It is therefore, a wrong idea if we try to consider it as a diffusion of unlimited listing of lexis, diagrams, charts, and statistics. In fact, business students' future careers will require business terminology together with intercultural communicative competence (ICC), to handle different multicultural encounters and contribute to the international community. The first part of this paper is dedicated to the necessity of empowering business students with intercultural communicative competence and the second turns around the potential of multicultural literature

in implementing ICC in business English teaching. This was proved through a qualitative action research done on a group of Tunisian MA business students. It was planned to explore whether multicultural literature with inquiry-based learning (IBL) can improve their ICC. Data collection instruments were classroom observations, journals and semi-structured interviews. Results were in favour of using multicultural literature to enhance business students' ICC.

■■■ Instructor as Facilitator: Developing Learner Autonomy in Students of Communication Studies

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Centre for Croatian Studies of the University of Zagreb, Croatia

According to Smith (2008), instructors play a crucial ongoing role when it comes to supporting the psychological characteristics and practical skills that make up learner autonomy, as well as in building on the autonomy the students have brought to the classroom. The paper aims to show how the courses Modern English and the Media and English - Speaking and Presentation Skills offered at the Centre for Croatian Studies of the University of Zagreb, develop learner autonomy in undergraduate and graduate students of Communication Studies. By seeking to activate students' existing knowledge and skills, the instructors' ultimate goal is to foster learning through student collaboration rather than explicit instruction. The instructors view learner autonomy as "a capacity and willingness to act independently and in cooperation with others, as a social, responsible person" (Dam, Eriksson, Little, Miliander & Trebbi, as cited in Smith, 2008) and believe raising awareness of and developing these qualities should, to some degree, be built into the syllabus of all language courses which students are taking for professional purposes.

Reference:
- Smith, R. (2008). Learner autonomy. *ELT Journal*, 62(4), 395-397.

■■■ L'enseignement du français sur objectif universitaire: pour une approche méthodologique efficace

[Teaching French for Academic Purposes: for an Efficient Methodological Approach]

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L'évolution de l'enseignement du français en milieu professionnel a été marquée par le souci de rentabilité, cela a donc conduit à miser sur des approches plus efficaces. De ce fait, les appellations ont changé selon les époques. Du « français fonctionnel » au « français de spécialité », jusqu'au « français sur objectifs spécifiques », abrégé en FOS, des interrogations ont apparu sur la motivation de telles variations terminologiques. Ainsi, nous aborderons l'évolution historique qu'ont connus l'enseignement du FOS et son application à l'université, donnant ce que l'on appelle

le FOU (français sur objectif universitaire). Il s'agit d'une méthodologie d'enseignement de français efficace qui ne se contente pas d'aborder la dimension lexicale de la langue mais qui fait appel aux autres aspects langagiers. Une démarche d'élaboration de programmes sur mesure répondant aux réels besoins d'un public particulier, en l'occurrence universitaire. Dans la même perspective et dans le contexte algérien, l'accent sera mis sur un projet FOS/FOU dont la finalité est de proposer, à des étudiants en cinquième année universitaire, un programme de renforcement linguistique qui leur permettra de réussir dans la formation universitaire choisie (sciences vétérinaires). Et s'inscrivant dans une optique scripturale, la réflexion portera sur une approche d'écriture appelée, approche par « modélisation ». Celle-ci nécessite d'abord des compétences d'analyse (lecture), ensuite celles de reproduction (écriture) de l'ensemble des discours écrits présents durant tout le cursus universitaire (vétérinaire), censées être maîtrisées par les étudiants concernés.

■■■■ The Impact of the Class Size on Types of Assessment in Higher Education

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Large classes are a reality and an ongoing issue in most countries today and probably the situation will not change in the foreseeable future. Theoretically, a large class is any class where teachers face challenges in teaching, assessing students' performance and managing the class due to the number of students in comparison to small classes where there is higher level of student-teacher contact and interaction. Successful teaching depends on good planning and finding the right assessment methods during and after the course, regardless of the number of students in the class. Hence, this paper focuses on the impact of the class size on types of assessment in teaching LSP in higher education. It is important to choose the right assessment methods that will meet the student's needs without compromising the very integrity of the whole process. The authors will also address the challenges that teachers face, such as (not) excessive marking load and providing feedback, interactive learning and use of technology, self-evaluation, (in)ability to assess students individually, preventing cheating and (in)sufficient student involvement.

■■■■ Evaluative Language in Video Games: an LSP Lexicographic Approach

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The ability to successfully apply dictionary information to the task at hand (Lew, 2013; Campoy-Cubillo, 2015) is part of the development of dictionary skills (Hartmann and James, 1998) that may be used to foster students' language competences. This paper presents collaborative team work between Criminology and Video Game Design students where dictionary skills are embedded as part of the task. The goal of the collaborative task is to jointly elaborate the basic notions for the design of a future video game for the training of criminologists in a specific professional environment. Throughout the task, students are asked to negotiate game design and content with

other members of their group using evaluation as part of their negotiation to create the game. Once the video game is finished, students are required to present their final product, evaluating whether they achieved their intended goals in terms of accomplishment of expectations. Lexicographical online tools are used as part of the classroom input to encourage productive dictionary use (Rundell, 1999). Questionnaires are administered to assess the students' dictionary skills progress in relation to their abilities to use evaluative language.

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■■■ **Teamwork and Problem-Solving in an ESP Classroom**

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In this paper we focus on team learning and problem-solving in an ESP classroom, using a PBL approach to learning. PBL (problem-based learning) promotes autonomous learning in students while solving professional problems in teams. We wanted to compare teamwork that was built in a planned process as well as tutor facilitated problem-solving with less systematic or not guided, but potentially creative problem-solving in groups that may evolve into teams. We worked with 2 groups of students – one group (the PBL team) was provided with a PBL tutor while the control group worked on their own; however, the basic information about the expected results of collective work was given. The PBL team received theoretical knowledge and practice of teamwork in learning a foreign language across the curriculum while the control group did not have the same experience. The PBL team also focused on systematic problem-solving facilitated by the tutor. The research was carried out as a case study which was supported by questionnaires and assessment forms. In the questionnaire we focused on organization of work, organization of the written assignment, approach to problem-solving and contribution to solving a problem (findings and solutions).

Developing Technical English Skills through Arts-Based Projects

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As far as technical English (TE) acquisition is concerned, the need for a continuous engagement with the latest technologies, machineries and inventions, is unquestionable and when it comes to teaching TE, the teacher is expected to employ all the possible resources, techniques and methods within his reach. One of these teaching strategies, both uncommon and innovative from methodological point of view, which proved to work perfectly for second-year engineering students, is making use of unconventional works of art imbued with technological content. The students selectively used these artistic resources in the process of preparing and presenting individual projects based on them. According to our findings, students' work on this type of project led to a better understanding of the technical reality they live in and an enhanced knowledge of TE terms, not to mention technical communication skills that are called forth before, during and after their presentations within TE classes. Thus, the main purpose of this paper is to analyse and discuss the gains and limitations of developing TE skills by means of contemporary artistic works that render visible technical matters. In addition, the study will explore the intricate relationship between art and technology through the eyes of future engineers.

The Role of the Language of Instruction in Studying Hungarian for Medical Purposes

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Over the past few decades the student body of the Medical School of the University of Pécs, Hungary (UPMS) has become more and more international. A large student population comes from Norway, as UPMS and the Bjorknes Hoyskole (BH) in Oslo developed a joint programme in 2006, in which Norwegian students start their medical studies in Norway and then pursue it in Hungary. The students study Hungarian for medical purposes in both programmes, either in their mother tongue or English as a foreign language is used as a medium of instruction. However, no research has been carried out so far to investigate the role of the instruction language used in teaching. The aim of the paper is to present the results of the first survey of a longitudinal study carried out to compare the two educational systems in Hungary and Norway. The primary objective was to identify whether the language of instruction has an effect on language acquisition. A total of 156 students were invited to participate from the UPMS and the BH. A mixed-method research was applied whereby online questionnaires and oral language skill tests were conducted, focusing on students' development in Hungarian as a second language for medical purposes. The results revealed that, as opposed to our hypothesis, there was no major difference in the language acquisition of the two main groups of students studying medical Hungarian in their mother tongue or in English.

Hybrid Approaches to Teaching Translation of Business Text

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The paper discusses the various strands that need to be interlinked in a course of business language translation in order to guide students when they are approaching the translation of business texts in a manner that reflects translation practice. Translation studies as such have often been defined as an interdisciplinary field (e.g. Baker, 2011; Venuti, 2000/2004; Chestermann, 2000; Pym, 1995; Derrida, 1985), dealing with special purpose area texts - e.g., business language - further expanding the content of the courses with necessary terminological and structural elements (Gavioli, 2005; Conrad & Biber, 2001; Sager, 1996/99). In view of the ever more prominent role that corpus linguistics and ICT in general play in translation practices, we deemed it necessary to design a course programme, framed within the use of various computer-assisted tools. Students were thus introduced to using various on-line corpora, acquainted with approaches to compilation and analysis of small-scale DIY corpora, parallel and comparative corpora, as well as trained to work with terminological bases and translation memories related to their speciality. At the end of the course, an enquiry of students' assessment and perception of the course was conducted. Results indicate that although students perceived the complexity of the course as challenging, their attitude to the hybrid approach was positive and they recognised the benefits of acquiring real-life translation skills in the field of business language.

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Gender Empowerment through Language: A Mission for an ESP lecturer

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Gender empowerment is not a new idea. The world long ago clearly distinguished between male and female roles, and has firmly kept to the distinction ever after. The male dominated world has problems with recognizing a woman as the head of a state, and still more problems to see a woman at the helm of a ship, or as chief engineer on board. This was determined in a research conducted on the number of female students at the different departments of the Faculty of Maritime Studies in Split in the past five years, starting from the academic year 2011/2012 when electronic data storage and export was introduced. The results are presented in the paper. Another study was conducted among the first-year students and the final-year undergraduate students of the faculty to determine whether there is a possible change in male students´ perception of their female colleagues, their abilities and merits, from the beginning and at the end of the studies. Finally, some ways in which an ESP lecturer can contribute to raising the quality of female image in the traditionally male-dominated professions, such as shipping and maritime affairs, and promoting the status of a female person on board are suggested.

■■■■ Enseignement du texte littéraire suivant une démarche FOU : Application en contexte universitaire libanais

[Teaching Literature According to the Action-oriented Approach in the Context of Lebanese University]

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Les cours de FLE à la faculté de Pédagogie s'attardent sur le français fonctionnel et sa dimension communicative. Cependant l'enseignement de la littérature est délaissé. Nos étudiants ignorent les œuvres françaises, même les plus classiques. Partant de ce constat, à la veille de la réforme des curricula universitaires, en ma qualité d'enseignante en Master, je chercherai à réhabiliter la place de la littérature dans la didactique du français au sein de notre faculté en proposant un nouveau module. A partir de là, la problématique suivante est née : Comment intégrer et exploiter le texte littéraire d'une façon approfondie et interactive selon une démarche de français sur objectif universitaire (FOU) suivant la perspective actionnelle dans le nouveau cursus de la faculté de pédagogie ? D'abord, j'analyserai les besoins de nos étudiants en master de didactique du français afin que notre enseignement du texte littéraire soit accessible et adapté au contexte universitaire. Ensuite, je concevrai l'ébauche d'un référentiel bien précis. Enfin j'élaborerai un modèle didactique intégrant le texte littéraire ainsi que les éléments linguistiques, culturels et interculturels, basé sur des activités suivant l'approche actionnelle.

■■■■ Langue de spécialité et formation des enseignants : stratégies, enjeux et défis

[Teacher Training for LSP: strategies, issues and challenges]

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La demande en langue de spécialité ne cesse de croître dans un contexte de mondialisation, mais les questions relatives à la professionnalisation des enseignants ne sont pas abordées de manière uniforme. Cette présentation prendra appui sur des recherches menées sur la formation des enseignants du supérieur (Deyrich et al., 2016) pour examiner comment des facteurs nationaux et supranationaux interviennent pour la professionnalisation de l'enseignant en langue de spécialité. L'analyse des besoins est constitutive de ce domaine, s'agissant le plus souvent des réponses à donner face aux besoins des étudiants. Cependant, il s'agira ici des besoins de l'enseignant et des stratégies mises en place pour y répondre. Nous relèverons des divergences au niveau politique entre le contexte britannique et le contexte français (Leroy, 2015), puis nous nous focaliserons sur le niveau didactique. Nous prendrons enfin appui sur des enquêtes menées en France (Brudermann, 2015) qui témoignent d'un réel décalage entre la volonté politique et la réalité du terrain, afin de lancer le débat sur les moyens à mettre en œuvre pour relever le défi de la formation pour l'enseignement de la langue de spécialité.

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■■■ Documents and Teachers in Designing ESP Courses in Poland

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In Poland, languages for specific purposes are taught mainly in higher education institutions, usually to first and second year students. Language teaching is shaped by ministerial regulations which form the basis for learning outcomes, designed by individual faculties, which specify knowledge and skills that a BA graduate should master. The aim of the first part of the presentation is to analyse ministerial and faculty documents concerning teaching English for Mathematics at the University of Białystok, Poland, especially their impact on syllabus design and needs analysis. The second part of the talk will be devoted to the analysis of a survey conducted among content teachers at the Faculty of Mathematics to see to what degree their perceptions on teaching English are compatible with faculty learning outcomes and what are their views on cooperation between content teachers and language teachers in designing language courses and assessing students.

■■■ Tailor-Made ESP Courses in the Classroom: Objectives and Outcomes

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The paper analyses the objectives and outcomes of a tailor-made ESP course for administrative staff in higher education realised in real classroom conditions. The aim of this analysis is to examine both necessity and justification for tailor-made ESP courses based on the needs of a particular work environment. In the case presented in this paper, thirty-two (32) participants from various faculties affiliated to the University of Niš, Serbia, attended an intensive eight-week tailor-made course, supported by a coursebook designed for higher education administrative staff. The objectives of the course were based on the assumption that administrative staff working with international students and researchers need specific communication skills and vocabulary, i.e. the knowledge of English beyond the scope of ordinary language courses. Presentation and practice comprised activities and authentic material focusing on skills, grammar and vocabulary related to the participants' work environment, while production was measured by means of eight subsequent revision tests including vocabulary, grammar and language functions covered within the coursebook. The actual performance of the participants, in terms of expected outcomes, confirmed the objectives of the course, thus justifying the design of tailor-made ESP courses for users coping with specific forms of communication that their work positions require.

◼◼◼◻ Integrating Elements of LSP Language Teaching and CLIL Methods in the Context of Tertiary Education

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Despite the coexistence of LSP and CLIL courses in European tertiary education settings, in the last few years there has been an increasing interest in the implementation of CLIL programs at university level, in preference to LSP courses (Räisänen & Fortanet-Gómez, 2008). Within the theoretical framework, these two linguistic approaches seem to share some basic features: use of needs analysis, context-based and task-based instruction, subject-specific orientation, fostering of both communicative and academic competence etc. However, LSP and CLIL differ in some relevant respects. First of all, LSP teaching is focused primarily on foreign language teaching, whereas CLIL methodology includes bilingual teaching of non-linguistic content (Leonardi, 2015). Second, they seem to nurture different approaches to foreign language teaching, different learning aims and outcomes, as well as different teachers' roles (Leonardi, 2015). In this paper the issue is examined in the specific context of tertiary education in Serbia, more precisely, within an LSP course for students of social studies and humanities. The analysis of the teaching methodology which appear to combine some of the elements of both LSP and CLIL has shown that bridging the gap between the two approaches is not only feasible, but highly desirable.

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◼◼◼◻ Can ICD Codes Serve as Diagnoses of Injuries? Terminological analysis of the English-German-Hungarian ICD-10 Diagnosis Codes

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ICD Codes represent a standardised diagnostic tool of the WHO, used in 43 languages for the documentation of findings to facilitate statistical evaluation and comparability in health management and research. In the first place, it enhances fast and effective diagnosis documentation in every field of medicine, so physicians do not need to formulate diagnoses in their own words. However, in case of accidents and assaults, besides a very detailed description of the injuries, unambiguous diagnoses are required, allowing forensic experts to assess the extent

and underlying mechanisms of injuries if a criminal procedure is initiated within the continental legal system. A previous study showed that forensic assessment is impaired in Germany, Hungary and Austria in the case where the medical terms included in the descriptions and the diagnoses of injuries are inconsistent or not precise enough in a forensic context. The current study aims to investigate if and to what extent the ICD-10 Diagnosis Codes in themselves can be regarded as suitable diagnoses for later forensic assessment in Germany and Hungary from a terminological point of view. The semantic features of ICD Codes were examined for this purpose in contrast with the forensic medical and criminal legal approach, using concordance analysis.

◼◼◼ Using Mother Tongue in Teaching and Learning Specialized Terminology – A Case of Business English Courses

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In tertiary level Business English courses, students are required to learn a large number of business and economics related terminology in English. This terminology usually denotes specific concepts which the students learn in their other courses in their L1. In Business English courses delivered to non-native speakers of English, the issue of using students' L1 in the process of teaching and learning specialized terminology arises. This contribution presents the analysis of the attitudes of non-native English speaking business students towards the use of their L1 (Slovene) in the acquisition of specialized business terminology in English. The research questions posed in this contribution address the students' perceptions regarding the effectiveness and the necessity of teachers' use of Slovene to explain specialized terminology in English and their use of Slovene when learning specialized terminology. The present study was quantitative, with data being gathered via questionnaires. About 160 students of economics and business participated in the survey. The results of our analysis are of value to Business English teachers and suggest ways in which students' L1 could be used in specialized terminology acquisition.

◼◼◼ Research Highlights vs. Research Article Abstracts

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New digital technologies have created affordances for academic publishers that have affected the ways in which research articles are presented and read. In 2011, Elsevier introduced research highlights, graphical abstracts, author video presentations and interactive graphs that supplement abstracts and enhance online research articles. While research article abstracts briefly introduce the purpose of the study presented in the research article, its principal results and major conclusions, research highlights tend to present the essence of the research and highlight its distinctive features in a short bullet list format that allows for a quick overview. Highlights are visible to readers online in journal contents lists, online search results, the online HTML article, but not in the print or PDF format of the paper. Since research highlights are a 'part-genre' that has been introduced only recently, they have received relatively little attention from researchers. Based on two small corpora - one of research article abstracts and the other of research highlights from tourism journals published by Elsevier, this study aims to fill that gap and determine research highlights' defining features as a 'part-genre' and define their relationship with research article abstracts.

Polysemy and Homonymy in Medical Terminological Dictionaries

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The notions of polysemy and homonymy in the common language are well-described. However, when we consider the question of polysemy and homonymy in various terminological systems, the difference is not so clear. The traditional viewpoint states that if two or more meanings of the word are somehow related to each other, we speak about polysemy; homonymy occurs when two or more words happen to have the same form. Some linguists claim that this approach is not applicable in terminology studies, and there is no terminological polysemy at all: terms denoting different concepts in different spheres are terminological homonyms, as their meanings show little correspondence. Analysis of several medical English and Russian dictionaries shows that among lexicographers there is no agreement in distinction between polysemy and homonymy as well. From the perspective of our own experience of compiling "Learner's English-Russian Dictionary of Polysemic Medical Terms" and relying on the study of medical terminology, we provide a classification of terminological polysemy and homonymy from linguistic and lexicographic points of view.

Language Personality of the English Teacher

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The object of research is English for Language Pedagogy (ELP), a specific language system in use within its institutional context. The communicative aim of ELP is exchange of professional information and interaction of people in the course of joint activity. The subject of research is the language personality of the English teacher characterized based on the analysis of the use of the systemic means of language for the reflection of the surrounding reality and for the achievement of professional purposes. The role of the teacher in professional intercourse is of current topical interest to science and society. The aim of research is to trace the selective allocation of the language means used by the teacher in different academic environments. The analysis of the material under study [The TKT Course (CUP) and Teaching by Principles (Pearson/Longman)] has shown that we face a complicated model of professional intercourse: the parties of communication are the teacher and two addressees of different statuses – the student and the peer. We shall also try to comprehend the key message contained in the empiric material that has become a manual for budding teachers.

■■■ **Méthodes de français sur objectif universitaire (FOU) : faisabilité ? efficacité ? adaptabilité ? Compte rendu d'une expérimentation dans deux contextes universitaires francophones**

[Methodology in French for Academic Purposes: feasibility? efficiency? adaptability?]

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Au cours de ces cinq dernières années, le FOU suscite l'intérêt des enseignants de français en milieu universitaire francophone. Si les référentiels abondent dans ce domaine, les ressources pédagogiques font défaut. Or, depuis 2014, la première collection de méthodes de FOU a été éditée aux presses universitaires de Grenoble (PUG). Notre communication a pour objectifs d'étudier la façon dont ces méthodes mettent en pratique les composantes du FOU et surtout de mesurer leur degré d'adaptabilité dans deux contextes francophones différents, à savoir, les milieux universitaires tunisien et libanais. En nous basant sur une approche comparative, nous présenterons et analyserons dans un premier temps, ces trois méthodes, au niveau des objectifs, des compétences, des supports, des activités, de la démarche pédagogique, etc. Dans un second temps, nous étudierons de manière approfondie, l'unité consacrée au cours magistral en vue d'en dégager les similitudes et les différences. En dernier lieu, nous évaluerons le degré de faisabilité, d'efficacité et d'adaptabilité de ces méthodes de FOU quel que soit le contexte universitaire.

■■■ **Die Textsorte der Krankengeschichte als schriftliche Widerspiegelung der Anamneseerhebung. Kontrastive, strukturelle und terminologische Analyse deutsch- und ungarischsprachiger Krankengeschichten**

[Patient History Texts as Written Reflections of the History of the Anamnesis: Contrastive, Structural and Terminological Analysis of Medical Histories in German and Hungarian]

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Schriftliche Krankengeschichten basieren in der Regel auf der mündlichen Anamneseerhebung und stellen eine Zusammenfassung der früheren medizinischen Befunde und der von Patienten erhobenen Informationen dar. Bei der Patientenbefragung halten sich Mediziner an eine bestimmte Reihenfolge, um der Anamnese eine logisch nachvollziehbare Struktur zu geben, welche die Stellung einer genauen Diagnose erleichtert. In der vorliegenden Studie wird die Textsorte der medizinischen Krankengeschichte zwischen Ungarn und Deutschland verglichen und es wird untersucht, ob in den Texten die für die mündliche Anamneseerhebung typische Struktur aufzufinden ist. Die Charakteristika der Textsorte werden mit Hilfe funktioneller, struktureller und terminologischer Analysen beschrieben. Der Studie liegt ein Korpus zugrunde, das aus authentischen ungarischen und deutschen Krankengeschichten besteht. Die Krankengeschichten stammen aus den Jahren 2015-2016 und wurden vom Klinischen Zentrum der Universität Pécs (Ungarn) sowie von Krankenhäusern aus verschiedenen Bundesländern Deutschlands zur

Verfügung gestellt. Die Termini wurden mit Hilfe von Konkordanzanalyse und statistischer Analyse ermittelt. Die Ergebnisse der Untersuchung belegen, dass eine gründliche Kenntnis der Textsortenregeln und der textsortenspezifischen Termini nicht nur die effektive Kommunikation zwischen Ärzten unterstützt, sondern auch bestätigt, dass sie als kompetente Mitglieder an der Diskursgemeinschaft teilnehmen.

🟦🟩🟨 Veränderung der Kommunikationsmodelle im Gesundheitswesen und ihre Widerspiegelung in den Interaktionen mit den Klienten

[Changing Communication Models in the Health Care System and their Reflection in Interactions with Clients]

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Die demokratischen Veränderungen nach der Wende 1990 beeinflussten auch die institutionelle Kommunikation im ungarischen Gesundheitswesen. Forschungen zeigten einen wachsenden Anteil der Klienten-Partizipation an den diagnostischen und therapeutischen Entscheidungen. Drei linguistische Pilotstudien mit einem Korpus aus 28 Arzt-Patienten-Dialogen und 7 Unterrichtsstunden im Krankenhaus in der onkologischen Betreuung untersuchten dieses Phänomen. Die quantitative Untersuchung der Dialoge wurde nach der Transkribierung der Audioaufnahmen mit dem Transkriptionseditor FOLKER 1.2. durchgeführt, und zwar bezüglich der Wortanzahl, der Zahl und Länge von Redebeiträgen und Pausen bzw. der Länge der Dialoge. Die statistische Datenanalyse erfolgte durch Binomialtests, Mann-Whitney U-Tests, Spearman-Rangkorrelationstest, Inzidenz und Verteilung. Zur Ergänzung der quantitativen Untersuchungen wurden auch qualitative Analysen durchgeführt, die der Tradition der Konversationsanalyse folgten. Die Untersuchungsergebnisse zeigten eine größere Freiheit der Klient/innen in der Kommunikation und deuteten darauf hin, dass sich der kommunikative Anspruch der Gesprächsteilnehmer/innen vom paternalistischen Kommunikationsmodell zum Shared Decision Making (SDM) entwickelt. Die Ergebnisse können in der Entwicklung der kommunikativen Kompetenz sowohl der Fachleute als auch der Studierenden verwendet werden.

🟦🟩🟨 The Use of Frame Theories in the Analysis of Professional Discourse

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National University of Public Service, Hungary

The stratification of a specialised language can be examined with the help of cognitive frames and interactional frames. They offer a new perspective on institutional and organisational communication and allow the mapping of complex areas of specialised information exchange. The

author tries to prove that the frame theories help with matching the layers of special language, as well as their most typical genres, to the structure of an organisation. The talk demonstrates how the structure and communication of defence forces adjusted to the four levels of warfare in military science provide cognitive and interactional frames to the genres of professional communication. The author assumes that the known methods of genre analysis and the frame theories can be integrated. This approach also allows a better understanding and description of how shared background knowledge supports communication. If the areas which overlap with loosely connected professional communities are defined, more targeted and more efficient teaching material can be designed for identifiable groups of the professional community. The comprehensive view of specialised military language as it is used in the army may result in the introduction of new, more practice-oriented teaching and testing material.

Do ESP Students Still Need a Dictionary?

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The recent process of digitalization has affected the printing industry on a large scale, and it has consequently resulted in different ways of using language reference aids, such as monolingual or bilingual dictionaries. Over the last decades, students have become "digital natives", and their approach to using language resources is drastically different from the ways their middle-aged teachers are familiar with. The process of digitalization that has been trying to meet the needs of general users has been noticed in the production of dictionaries, firstly published on floppy discs, followed by CD-ROMs, both respectively available besides the printed edition. In parallel to traditional publishing, machine-translating tools like Google Translate have been developed, and the majority of general users seem to be satisfied with the language equivalents they get by mechanical search engines. There is a problem with technical vocabulary for different fields of knowledge, since Google Translate very often does not provide useful results, and there are also very few other up-to-date resources available. Ambitious ESP students and technical translators are therefore motivated to compile their own glossaries, and encouraged to share them on a web portal, provided by a scientific and technical translators' association.

ESP Students' Perception of their Needs at Tertiary Level

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This paper has been based on the notion that identifying students' needs is an essential procedure at the beginning of an ESP course, especially at the tertiary level. The research focuses on two groups of students, which are grouped according to their year of study (first and final year) and their discipline (technology, tourism management and engineering). The data have been compiled

through a questionnaire consisting of three types of questions: general questions about the relevance of learning English at tertiary level, students' awareness of the importance of the language skills in their future profession and the third question type includes possible problem areas in students' language use. The analysis of the results shows differences in the perception of junior and senior ESP students in terms of their language needs and attitudes towards ESP learning. The obtained results will provide guidelines for teachers, as well as for students, about the importance of choosing specific tasks and activities, and developing specific language skills within the ESP syllabus at the university level.

„Visit my Channel!" ESP Listening Material for Finance and Accountancy students

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Research project: online complementary listening materials used in the last-year student program at Budapest Business school, or: how can rather difficult finance and accountancy material be made appealing with the help of YouTube videos? It is a difficult task to provide interesting listening materials for students who study finance and accountancy, especially if they attend a correspondence or distance learning course. Our Language Department at the college of Finance and Accountancy, Budapest Business School, relying on the experiences of similar initiatives of the school, made an experiment to prepare a 16-unit video material intended to complete the written material. The purpose of the series is to bring the study material closer to the students, since the language of these videos is easy to understand. After watching the videos, students are expected to work with task sheets, which contain language, grammar and comprehension tasks. These works are submitted via Coospace. The testing has been going on for more than one academic year now. In my presentation I would like to summarize these experiences. Hopefully, this experiment will become good practice shortly.

How to Make Teaching Technical English (More) Interesting?

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It is widely acknowledged that student interest and motivation for learning have a considerable influence on second language acquisition (e.g. Gardner, 1982; Ellis, 1997; Crookes et al., 1991; Baker, 2006; Dörnyei & Ushioda, 2011, etc.). This paper focuses on methods of stimulating and enhancing students' interest in learning Maritime English, as one of the factors of success in second language development. The second-year students of Nautical Studies, Marine Engineering and Logistics and Management in Maritime Industry at the Faculty of Maritime Studies in Rijeka were selected as the target group, specific for the age of students and their field of study. The data were collected through survey in the form of a questionnaire. The aim of the work is to identify the elements from teaching general English that affect the level of student interest in learning English for Specific Purposes, as well as to make suggestions to improve levels of interest in the classroom.

The authors found that using role-play based on actual situations from their future work environment, digital media and integrated tasks both raise and sustain interest in students during lessons.

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■ ■ ■ The Survey Research on Terminology Used by Pharmacists at the Faculties of Pharmacy in Serbia

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The paper explores a critical corpus extracted from a survey conducted during 2015. The key goal was to explore the level of understanding of English pharmaceutical terminology by testing the pharmacists involved in teaching at the Faculties of Pharmacy in Belgrade, Novi Sad and Niš. The task of the survey was to add technical terms without equivalent that are used in the Serbian language. The suggested terminology included monomorphic and polymorphic lexemes (error, safety, paper, concordance, condition, value, cut off, input, output, etc.) with transferred sense, which requires an excellent understanding of a given discipline where they are used in the modern technical language. In the analysis of polymorphic lexemes we see that the technical term gives the appropriate sense to the lexeme with general sense. The survey further shows that in cases where one of the lexemes in a polymorphic term has general sense and the other lexeme has technical sense, many polymorphic terms are partially translated into Serbian (jumping genes / džamping geni; recovery value / rikaveri vrednost; sink conditions / sink uslovi, etc.), but some of them are still used as original English terms without translation (outsourcing /outsorsing, run/ran; descriptor/descriptor, etc.). Given that many of the pharmaceutical terms are used in pharmaceutical interdisciplinary sciences, many errors in translation come from misunderstanding the technical lexeme which should give the appropriate sense to the lexeme with general sense. In conclusion, the survey shows that translation of pharmaceutical terminology is a very challenging task for both linguists and pharmacists because it requires better involvement in the main strategies of modern pharmaceutical practice and research.

◼◼◼ Braucht man Soft Skills im Fachsprachenunterricht?

[Should Developing Soft Skills Be a Part of LSP Teaching?]

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Die didaktischen und sozialen Anforderungen, die an die fachliche Fremdsprachenausbildung gestellt werden, spiegeln heutzutage die aktuellen Bedürfnisse des Arbeitsmarktes wieder, der sich rasch ändert. Erwartet werden am künftigen Arbeitsplatz nicht nur hochentwickelte Sprachkompetenzen (insbesondere im Bereich Kommunikation), sondern auch zumindest grundlegendes Fachwissen und eine Vielzahl sogenannter „Soft Skills". Die Entwicklung der genannten Kompetenzen bereitet im fachlichen Fremdsprachenunterricht in traditioneller Form große Schwierigkeiten. Dies liegt einerseits an der großen Abstraktheit des Phänomens, das für viele Studierende ausschließlich theoretisch bekannt und deswegen wenig zugänglich ist und andererseits an der beschränkten praktischen Übung. Angesichts dessen wird im Rahmen der Fachsprachendidaktik nach neuen Formen gesucht, die theoretische Überlegungen mit der praktischen Dimension des Fremdsprachenlernens im Bereich Fachsprache zu verbinden helfen.

Darüber hinaus wird im vorliegenden Beitrag der Versuch unternommen, die Elemente des Soft-Skill-Trainings in das Programm des Fachsprachenunterrichts einzubauen. Die Forschungsfragen, die gestellt werden, lauten:
- Können so genannte Soft Skills überhaupt im universitären Bereich im Rahmen des Fachsprachenunterrichts entwickelt werden?
- Welche Fähigkeiten können dann im Fachsprachenkurs trainiert werden?
- Welche Arbeitsformate können dabei eingesetzt werden?

Die Fragen dienten als Grundlage eines Projekts, das im Rahmen des Fachsprachenunterrichts mit Studentinnen der Adam-Mickiewicz-Universität durchgeführt wurde. Im Beitrag werden sowohl theoretische als auch empirische Überlegungen dargestellt.

◼◼◼ Methodological Approaches to Teaching LSP at the University of Applied Health Sciences in Zagreb

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Sanda Marjanović
University of Applied Health Sciences, Croatia

The University of Applied Health Sciences is a higher education institution which offers six study programmes for health professions (nursing, physiotherapy, environmental health engineering, occupational therapy, radiological technology and medical laboratory diagnostics). Language courses in English and German are offered as LSP courses and make part of the first year curricula. Most of the content prescribed by the courses deals with the introduction to general medical terminology and more specific anatomy-related vocabulary. Since the students are not familiar with the terminology they encounter in their university language courses (their secondary school education requires general foreign language knowledge) – the intention is to present the content

in an interesting and versatile way to facilitate the acquisition of the new language. That is why, besides the prescribed textbooks, the lecturers make use of various additional materials and sources in their teaching process, such as specifically created exercises, listening tasks, videos, presentations, etc. Apart from teaching general medical terminology the lecturers try to introduce extra content specifically related to each of the health professions. This often requires additional engagement on the part of the lecturers since they need to create and design new teaching materials.

The Use of Language Learning Strategies by Maths and Computer Science Students

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Language learning strategies play an important role in modern L2 pedagogy. The research into the use of strategies has mainly focused on the identification and classification of strategies and the factors contributing to their use, such as L2 proficiency, gender and age. One of the factors that has been paid less attention is the academic field of L2 learners and their effect on strategy use. The present paper addresses the question of interdisciplinary use of language learning strategies in EAP context. Applying Oxford's (1990) Strategy Inventory for Language Learning, the study investigates the types of strategies and the frequency of their use among first and second-year students of Mathematics and Computer Science studying at the University of Novi Sad, Serbia. The study aims at identifying the overall use of the students' preferred language learning strategies as well as possible differences in strategy use between the two groups of students. The results of the study offer pedagogical implications to LAP/LSP teachers, material developers and syllabus designers.

Translation and Translanguaging as New Language Pedagogies

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Translation and translanguaging, the latter understood as different language pedagogies underpinned by switching between L1 and L2, are gaining increasing support by FL teachers who are aware of their usefulness in developing "the ability to operate between languages but also, and most importantly, nourish creativity and a multilingual sense of self" (Laviosa, 2015). Translation and translanguaging used in FL teaching reinforce both L1 and L2 (Lewis, 2010) by recognizing, valuing, building on and expanding the students' multiple, mobile communicative repertoires (Hornberger and Link, 2012). This article reports on an attempt to introduce elements of translation and translanguaging into the English as a Second Language classroom of 1st year Inter-lingual Mediation students. While the main learning objective of the course is to further the students' linguistic competence, it also features selected translation and translanguaging activities that are used to introduce them to the concepts of translation and language use for specific purposes.

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■■■ La preparazione del glossario terminologico di economia nella piattaforma Termania

[The Compilation of the Glossary of Business and Tourism Terminology in Termania]

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L'articolo presenta la preparazione del glossario terminologico di economia preparato dagli studenti di lingua italiana dell'Università di Pola nella piattaforma Termania. La piattaforma per la compilazione di dizionari e glossari Termania offre la possibilità di adattare a proprio piacimento e in base alle proprie necessità gli elementi che compongono le voci del dizionario o glossario. La terminologia inclusa nelle voci del glossario viene raccolta dalle riviste di economia italiane, come la Harvard Business Review, che rappresentano il corpus del nostro glossario. Nell'articolo presentiamo la macrostruttura del glossario, si tratta di un glossario bilingue italiano e croato che offre agli utenti la terminologia del settore dell'economia. La voce è costituita dal termine italiano legato all'economia, dalla definizione, spiegazione e descrizione di esso in lingua italiana e dalla traduzione del termine in lingua croata. L'articolo tratta la microstruttura del glossario e le difficoltà con le quali si scontrano gli studenti dell'Università di Pola nella compilazione di esso. Attualmente il glossario viene usato esclusivamente dagli studenti che lo compilano, ma nella fase sperimentale verrà aperto al pubblico.

■■■ Needs of Croatian Lawyers and Law Students in Legal English

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The knowledge of Legal English is an essential precondition for communication within the legal profession in the international context. It also contributes to the professional value of lawyers, who are faced with new challenges within their profession in current conditions of globalisation and different types of political and business associations. This paper reports on the findings of a study conducted among legal professionals in Croatia. The research is focused on the needs analysis based on the questionnaire which was developed within a comprehensive European project launched by the Faculty of Law Bialystok, Poland. Findings relate to respondents' attitudes to the knowledge of legal English and specific skills that, according to their opinions, should be developed within the legal English course at Croatian law faculties in order to enable them to be more competitive on the labour market. In the final part, conclusions are drawn concerning specific changes necessary in the didactic approach to Legal English and in the design of Legal English courses at Croatian law faculties.

■■■ Collaborative writing in a Business English classroom: Implementation and students' views

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The benefits of collaborative writing in an L2 classroom for the development of L2 vocabulary and grammar have not been sufficiently addressed (Storch, 2013). The factors affecting the effectiveness of such tasks include: task type and complexity, students' preferences regarding writing collaboratively as well as mixed levels of language proficiency. The first goal of the paper is to present the implementation issues concerning various collaborative activities in a Business English classroom aimed at enhancing the students' lexical and conceptual knowledge as well as their understanding of authentic business-related texts. During the semester, pairs of students enrolled in an undergraduate Business English course in two different study programmes at a Croatian university were engaged in several collaborative writing activities based on course readings and the following procedures: content analysis; text reconstruction through note-taking and summarizing; translation of business jargon. A survey questionnaire was administered upon activity completion. In the second part of the paper, the respondents' reflections on particular tasks obtained from the open-ended questions in the survey are discussed. The qualitative data from this classroom-based study provide useful insights into the students' experiences with performing the tasks, their collaboration during task execution and difficulties encountered in the process.

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■■■ Quality of English Language on Slovene Hospitals' Websites

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Introduction of ICT has enabled people to access information more easily, thus the internet and hospital websites have become quite common for medical information searches. In the developed world, hospitals play a crucial role in health education and providing basic information, and the hospital website has become a standard information channel. Numerous studies emphasise that communication, especially the use of language for specific purposes, is important for the patients' health, since language barriers may reduce the quality of treatment and even worsen their health status. Considering that the number of incoming foreign citizens with the intention of using Slovene hospital services has been increasing (health tourism), as well as that foreign citizens regularly visit Slovenia for economic purposes and tourism (even daily in transit), it is important that Slovene hospitals also offer quality information in the English language. Therefore, we looked into the quality of information published in English language on Slovene hospital websites. An analysis of the English website content of ten Slovene general hospitals and two University Medical Centres was performed in September 2016. The research showed that if hospitals actually have an English version of their website, the quality of language is poor, especially when it comes to the use of English for specific purposes.

◼◼◻ Syntaktische Charakteristika von Fachtexten hohen Spezialisierungsgrades im deutschen und slowenischen Sprach- und Kulturraum

[Syntactic Characteristics of German and Slovenian Technical Discourse with a High Degree of Specialization – from the perspective of translation sciences]

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Der Beitrag thematisiert die für Fachtexte hoher Abstraktionsstufe charakteristischen morpho-syntaktischen Stileme. Ausgehend von der Annahme, dass die hochspezialisierten Fachsprachen zur Optimierung der Textproduktion einem globalen, von primären kulturellen Systemen unabhängigen Diskursmuster folgen, werden die für die vorliegende Analyse ausgewählten syntaktischen Elemente als allgemeingültige Charakteristika der Fachtexte bezeichnet. Um herauszufinden, ob und auf welche Weise sich im Gebrauch von textsortenbedingten Stilemen kulturelle Einflüsse zeigen, werden das Vorkommen und die Funktion der Stilmittel in deutschen und slowenischen Fachtexten verglichen. In der vorliegenden Studie wird der Fokus – über die große thematische Vielfalt der Fachtexte hinaus – auf Fachtexte mit hohem Fach(sprach)lichkeitsgrad gelegt, deren gemeinsame Charakteristika in einer sachbetonten, konzisen Übermittlung der Informationen durch explizite Darstellung logischer Relationen liegen. In diese Kategorie werden wissenschaftliche, technisch- und juristisch-normative Texte eingeordnet. Das Sample-Korpus der Analysetexte besteht aus den für jede der drei Gruppen repräsentativen Belegen, die als Quelle der Stilmittel dienen. Das Kulturelle in der Textgestaltung wird als Gegenpol zur Globalisierung der Textproduktion nach dem Vorbild der lingua franca betrachtet.

◼◼◻ Advertisements as Authentic Materials in Business English class

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Authentic materials frequently complement course books since they increase learner motivation and provide a realistic context for tasks relating to learner needs. However, using language from authentic texts instead of ready-made examples can be counterproductive if not appropriately adapted. For that reason, the ESP teacher must consider the learner's knowledge of language when preparing tasks, as authentic materials often contain difficult language, unnecessary vocabulary items and complex language structures. This paper, first summarizes the main advantages of using such materials in ESP teaching and then focuses on the use of bank advertisements in Business English classes. In order to be properly implemented, these advertisements need to be analysed in terms of the most frequent features at different linguistic levels. This analysis can help ESP teachers to relate language instruction to particular universal characteristics of the register and ESP students to acquire language more naturally. Finally, the paper includes several ideas for exercises focusing on different language skills aimed at intermediate and upper-intermediate students.

Recent Trends in Task Typology for Italian Business Correspondence

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Commercial correspondence plays a prominent role in business Italian instruction, so business Italian textbooks contain a number of task types designed to develop and consolidate various aspects of communicative language competence in understanding and writing such texts. To create the task typology, research, based on twelve business Italian textbooks, was carried out in two steps. The first step consisted in analysing six business Italian textbooks published between 1992 and 2002, and the second step comprised the analysis of the remaining books, published between 2011 and 2016. The paper presents the results of the study and compares the differences and similarities between the two sets of books, focusing primarily on the tasks in the second set. In some aspects these differ considerably from the first set, in which the tasks develop and consolidate the following competences: lexical, grammatical, discourse, sociopragmatic, and metalinguistic and extralinguistic cognitive competence. The differences in the sets can be ascribed to the textbook authors' desire to follow trends regarding the emerging formats and genres of business communication.

I Hear You - No Business Student Left Behind

Tal Levy
Ruppin Academic Center, Israel

Karen Eini
Ruppin Academic Center, Israel

Promoting and assessing oral communication skills in large Business English classes poses a number of challenges. Overcoming these challenges requires creativity, out of the box thinking and harnessing of technology. Our business English students need practise in speaking and presenting and there is simply not enough time in class to give every student ample time. We have found that carefully planned use of digital presentation tools such as Power Point mix have had many benefits for students and teachers. PPT mix enabled our students to speak freely, watch and redo their work. Teachers could then evaluate body language as well as spoken language and intonation. In his book, 'Deep Learning for a Digital Age', which discusses correct use of technology in higher education, Weigel writes, "...the use of technology in higher education should enrich and extend the student's exploration of new territory. Educational technologies are of little value if they do not add richness and dimensionality to the experience of learning" (2002: xiii). Oral presentations assigned using these tools added richness and dimensionality to the experience of learning communication skills. In this talk we will share considerations for creating the communication course tasks, examples of technology, samples of evaluation, feedback, and reflections.

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A Micro-Skills Approach to Fostering the (Inter-)Cultural Speaker in the LSP Classroom

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My paper takes as its starting point, the premise that teachers of foreign languages should support their students in becoming 'intercultural speakers', who will be able to perform and mediate flexibly in globalised contexts (Buttjes & Byram, 1991; Byram and Zarate, 1994; Kramsch 1993/1998; House, 2007). Although most foreign language teachers would subscribe to this point of view, it is not an approach to language teaching that has been easily translated into LSP practice. In my talk, I establish why LSP syllabi should embrace the intercultural component and how they can do so. Specifically, I outline a micro-skills framework that was originally developed for integrating culture into EFL classrooms, by Davcheva et al. (1997). I show how I have adapted it for the ESP context and provide examples of practice. The audience is invited to consider the applicability of the micro-skills framework for their own LSP context(s) and, through our discussion, to participate in its further development.

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Writing for Learning. A Genre-Based Approach to English for Primary Teachers

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In this paper we share a teaching experience carried out with students in the final year of the Degree in Primary Education (English) at a Spanish university. This experience is part of the teaching innovation project, "Writing for Learning: Writing Practices in the Education Science Disciplines", funded by Universidad de Sevilla. The aim of this project is the adoption of a genre-based approach to the teaching of specific contents within different educational disciplines. As language teacher trainers, we understand that training in the writing of specific text types, such as CVs and cover letters, should be part of any English programme for primary school teachers. This does not only contribute to improving our students' writing skills in English but it also equips them

to further their professional careers. For this project, we used the cover letter as the text type through which the competences of foreign language and CLIL teachers were learned. The project took place in three stages:

1. Work on the European profiles for language and CLIL teacher education. Through a critical analysis of these documents, students selected the competences that they considered more relevant for their own future careers.

2. Work on text type. In this stage, students were exposed to different models of the cover letter. Through a series of activities, students discovered and learned to identify the main characteristics of this text type regarding structure, and lexical, syntactic, semantic and discursive elements.

3. Writing process. In this final phase, students were guided through the writing process (writing-revising-editing) and the final product was delivered.

■■■ „Deutsch für Wirtschaft und Beruf" an der universitären Germanistik

[Business and Professional German]

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Der Beitrag baut auf zwölf Jahre Unterrichtserfahrungen im Seminar „Deutsch für Wirtschaft und Beruf" an der Germanistikabteilung der Universität Ljubljana auf, das früher im 4. Jahr des Diplomstudiums stattgefunden hat und im neuen Bologna-Studienplan in adaptierter Form im ersten Jahr des Masterstudiums durchgeführt wird. Die eminente Bedeutung des Kurses ergibt sich aus den Jobaussichten der slowenischen Germanistikstudierenden, die zu einem großen Teil in Unternehmen aus dem deutschsprachigen Raum – und keineswegs nur in den Bereichen Unterricht, Übersetzung und Dolmetschen – zu finden sind. Die Studierenden der höheren Jahrgänge sprechen, schreiben und verstehen die deutsche Sprache ausgezeichnet. Doch in Sachen Bewerbung, professioneller deutschsprachiger Korrespondenz etc. stoßen sie auf manche – textsortenspezifische, wissensbezogene sowie interkulturelle – Schwierigkeiten, die in dem Beitrag skizziert werden sollen. Auch der terminologische sowie inhaltliche Wissensstand erweist sich regelmäßig als unzureichend. Publizierte Unterrichtsmaterialien können in diesem Fall kaum herangezogen werden, weil sie entweder auf ein sprachlich geringeres Niveau für DaF/DaZ abzielen oder wirtschaftliches und berufskommunikatives Spezialwissen für MuttersprachlerInnen anbieten. So wurde das praxis- und zielgruppenorientierte Programm eines Wirtschaftsdeutschkurses speziell für die Ansprüche der slowenischen Germanistikstudierenden – mit realen Bewerbungen für „Schnuppertage" in Österreich, einem Fokus auf neuen Medien, interkultureller Sensibilisierung etc. - entwickelt, der durchaus auch für andere Regionen von Interesse ist und im Beitrag ebenso vorgestellt werden soll.

■■■ Translation of Gender Related Terms in the Light of Intercultural Awareness

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Gender issues have become the focus of more intense scholarly research in recent decades, especially due to globalization and internationalization trends. Political correctness is thus being intensely studied and discussed not only among translators but also among professionals dealing with legal texts and their translations. This paper deals with translations from legal texts and administrative forms. The study included more than 120 students from three countries (Slovenia, Croatia and Austria), who were asked to complete a survey on linguistic representations of women and men. In the research I analyse the complexity and multifacetedness of the relationship between language, discourse, gender and sexuality in the translations of English texts. I focus on the translations of texts which could be considered ambiguous in regard to expressing gender. This refers to the co-dependence between the source text, translator and culture, as well as the broader circumstances that influence the translation or target text. I am further interested in the level of the respondents' awareness regarding the appropriate use of politically correct expressions, as well as the reasons and possible factors that have influenced their translation choices. These most certainly reflect the level of acquired knowledge, provided and conveyed by the teachers of LSP.

■■■ CLIL in Secondary Vocational Schools Seen through Students' Perspectives – Action Research Overview

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CLIL, as a dual-focused educational approach in which an additional language is used for learning and teaching both content and language, represents a great challenge for both students and teachers; students are the ones that take advantage of it and teachers are the ones that make it happen. This paper presents the results of action research conducted in two vocational high schools in two different educational systems. The research involves 25 first year students at A2/B1 CEFR level from the Serbian school and 20 students (3rd and 4thgrade) at B2 level from the Macedonian school. The aim of the research is to determine and compare the students' attitude and motivation in a CLIL environment, students' challenges learning CLIL, and appropriate methodology. The questionnaire and interview with students will be used as the main action instrument in order to determine if something should be changed in terms of methodology, if some activities are not appropriate or some vocabulary exercises are unsatisfactory. Teachers will predict the students' answers about methodology, activities and exercises students like most. Large discrepancies between the teachers' prediction and students' responses should be a red flag for the teacher to re-examine current practice. The data obtained from this research will be used to compare the two vocational schools, to determine the most effective CLIL teaching methodology.

▪▪▪ Terminologia glottodidattica – una sfida interculturale

[Terminology of Glotodidactics – an intercultural challenge]

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Ricerche ed osservazioni di studenti, tirocinanti ed insegnanti esperti dimostrano una certa riluttanza da parte degli insegnanti di lingue straniere all'uso della sola LS durante le lezioni. Infatti, contrariamente all'idea della massimizzazione dell'input della LS in classe, si registra un frequente ricorso alla strategia di code mixing con il croato nelle situazioni di incertezza. Questo è stato lo spunto da cui è partito il progetto "La base terminologica glottodidattica del linguaggio in classe" condotto dalla Facoltà di Lettere e Filosofia di Zagabria, che include traduzioni del lessico utilizzato in classe (*classroom language*) nelle 4 lingue principali del sistema educativo croato: inglese, tedesco, francese, italiano, allo scopo di offrire agli insegnanti una base lessicale/terminologica a cui attingere durante le lezioni. Uno dei problemi principali presenti fin dall'inizio del progetto consisteva nelle differenze dei sistemi educativi all'interno dell'UE. Il presente lavoro si propone di esporre tale problematica e le rispettive soluzioni traduttive dal croato in italiano, nonché le soluzioni traduttive proposte dalle scuole per la minoranza italiana in Croazia, essendo l'italiano l'unica tra le lingue comprese nel progetto ufficialmente utilizzata in Croazia. I risultati indicano notevoli lacune e possibilità di fraintendimento tra i due sistemi linguistici ed educativo–culturali.

▪▪▪ The Relationships among Vocabulary Depth, Vocabulary Breadth and Reading Comprehension and Their Predictors for Academic Success at University Level

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This is a study in the field of EAP. There is a general belief that vocabulary size impacts reading comprehension (Laufer, 1996; Nation, 1993; Read, 1993), but two decades ago, another dimension of vocabulary asserted its role in this equation, namely vocabulary depth (Read, 1993; Qian, 1998; Vermeer, 2001; Ouellette, 2006; Shen, 2008). These dimensions were investigated to assist in identifying possible difficulties and solutions to problems of first year students who are not English speaking but who are presenting the module English for education. This quantitative study is an attempt to explore the role of vocabulary breadth and depth in the reading comprehension of 105 Afrikaans speaking first year students majoring in English in the education faculty of a university in South Africa. Standardised vocabulary breadth and vocabulary depth tests were used in the study, as well as three reading comprehension tests. A two-tailed Pearson correlation and multiple regression analyses were run to analyse the scores of the vocabulary tests and to determine correlations. Results: significant correlations were revealed among vocabulary breadth and depth and reading comprehension. Predictors for academic success were identified.

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▪▪▪ Gebrauch von Zitaten im Wirtschaftsdeutschunterricht

[Use of Quotes in Business German Classes]

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Dieser Beitrag hat zum Ziel, die Wichtigkeit des Gebrauchs von Zitaten im Wirtschaftsdeutschunterricht zu betonen und zugleich Vorschläge für ihren Gebrauch zu geben. Der Wirtschaftsdeutschunterricht ist besonders geeignet für Präsentation, Analyse und Nachdenken über Zitate erfolgreicher Menschen, in denen es viel um Leidenschaft, Disziplin, Selbstkontrolle, Willensstärke, Durchhaltevermögen, Geld, Erfolg und folglich Freiheit geht. Diese besondere Art des Denkens stellt die Basis des zukünftigen Erfolgs für Studenten an den Fakultäten für Wirtschaftswissenschaften und den entsprechenden Fachhochschulen dar. Ohne eine geeignete Einstellung zu den genannten Punkten, gibt es keinen geschäftlichen Erfolg in wirtschaftlichen Berufen. Weicht man in seinen geschäftlichen Entscheidungen von solchen Grundsätzen ab, so ist man mit seinem Unternehmen bald ruiniert. Die richtige Einstellung zu diesen für erfolgreiches Unternehmertum wichtigen Punkten kann man nur von Leuten lernen, die sich im geschäftlichen Leben als erfolgreich erwiesen haben. Manche der Zitate spiegeln die deutschen Geschäftstugenden wider. Gottlieb Daimlers „Das Beste oder nichts" verkörpert schon seit mehr als einem Jahrhundert die deutsche Geschäftsphilosophie und ist noch heute ein gängiger Werbeslogan des Daimler-Konzerns. Den überzeugenden Beweis für die Wichtigkeit des gründlichen Nachdenkens im Geschäftsleben erbringt das amerikanische Geschäftsmagazin Forbes jeden Tag. Mit seinem „Quote of the day" regt es die Leser zum Nachdenken an, noch bevor sie auf die Startseite des Magazins gelangen. Der Beitrag gibt konkrete Anregungen zum Gebrauch solcher Zitate im Wirtschaftsdeutschunterricht. Als festes Element im Fachsprachenunterricht tragen Zitate zur Erweiterung des Wortschatzes, zum Nachdenken, zur Revision eigener Betrachtungsweisen und zur Entwicklung des kritischen Denkens bei.

■■■ Foreign Language Teachers' Language as a Language for Specific Purposes – Are Teachers Aware of It?

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There is scarce evidence of publications pertaining to the phenomenon that a foreign teachers' language in fact is a language for specific purposes. In the field of (foreign) languages for specific purposes, which are traditionally linked to a vast variety of professional and academic domains, it seems that experts in this field as well as teachers of foreign languages (for general and specific purposes) have forgotten about the professional language that they use. A (foreign) teachers' language is a language for professional purposes (i. e., pedagogic/teaching purposes) yet it does not seem that FL and (F)LSP teachers nor teacher trainers are aware of the fact that they use (and partly teach) also some of their professional language (for pedagogic purposes). If they did not, the communication with learners and peer FL teachers might not be successful, in particular when related to the processes of teaching the four skills, and grammar and vocabulary instruction. On the basis of classroom observation among selected Slovenian FL and (F)LSP teachers, followed by semi-structured interviews with the same, this paper will attempt to identify the level of awareness of LSP elements used by teachers in their own teaching process.

■■■ English in Medical Sciences in Serbian PhD Setting

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English in Medical Science (EMS) is being introduced into doctoral studies at the Faculty of Medicine, Belgrade University. There has been a need to develop an appropriate curriculum of English for Doctoral Students of Medical Sciences (EDSMS) where the students will master writing skills that follow contextual/situational, discursive, textual and genre conventions of Medical Sciences. Their General English level is intermediate; however, they lack basic understanding of discourse patterns of research articles (RAs). English as an International Language (EIL) scholars (formerly non-native speakers) increasingly need to publish in English in order to be present in their respective fields. Extralinguistically, their location, level of expertise and network access influence their success. This paper offers an outline of a prospective EDSMS curriculum whose standardized format would enable EIL authors to produce internationally recognized RAs and enter the worldwide research arena.

◼◼◼ Rethinking the Roles of the LSP Practitioner with Regard to Internationalization of Higher Education

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The objective of LSP courses within the higher education curriculum is to help students develop a new type of "literacy" in LSP which will enable their participation in various academic and (inter)cultural contexts. Due to a steady growth in students' international educational experiences, LSP practitioners need to consider these new trends in tertiary education when designing LSP courses. Thus, the course syllabus and the resources used in the courses should ease the adjustment process of students in international educational settings. This paper will focus on the contribution of LSP practitioners to their students' academic achievement in the international arena by assuming various roles in the teaching and learning process, i.e. teacher, course designer and materials provider, collaborator, researcher, and evaluator. It will highlight necessary changes LSP practitioners need to undergo in performing these roles in order to integrate the international and intercultural dimension into the course. We will illustrate these changes by using examples from our teaching settings, i.e. the Faculty of Humanities and Social Sciences and the Faculty of Mining, Geology and Petroleum Engineering, University of Zagreb.

◼◼◼ Writing Research Articles in English: Perception and Practice of Serbian Writers

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As English has become the dominant language of academic communication, researchers around the world face an increased pressure to publish their results in English. Writers from the non-Anglophone world who seek to publish in leading international journals generally face problems caused by differences in rhetorical or argumentative styles and inadequate understanding of academic writing and discipline-specific standards and requirements. This paper seeks to explore how writers from Serbia approach the demanding task of writing research articles in English. Applying the qualitative research design based on interviews conducted with a selected group of researchers and scholars from the University of Novi Sad, Serbia, this small-scale study analyses the socio-organizational, linguistic and strategic aspects of this process. Two research questions are addressed: what are the most common difficulties perceived by the researchers and what solutions to the problems are most often employed. The results are interpreted in terms of their potential application in developing courses in academic writing for young researchers.

Double Trouble – Teaching English for 'Double Specific Purposes'

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Teaching Language for Specific Purposes presents a challenge in itself, especially when it comes to designing syllabi and teaching materials on the one hand, and defining teacher competences on the other. However, some university study programmes present an even bigger challenge and require additional efforts on the part of the language teacher. Some programmes such as Sport Management, for example, combine knowledge from two different specialties. Since LSP combines subject matter and language teaching, the teacher has to combine both these specialties with language teaching and then incorporate all of them into the curriculum and syllabi for the LSP course. Consequently, two major problems arise: (1) the problem of designing appropriate syllabi and teaching materials and (2) the problem of teacher competences. In light of all the so far established requirements for a well-made LSP course, two questions need to be answered: (1) how can a 'double purpose' LSP course incorporate all the necessary prerequisites, and (2) should teachers' 'double competence' become 'triple'? This paper attempts to identify the problems in designing syllabi and materials for teaching English for Specific Purposes to students of Sport Management, and offer possible solutions for the above-mentioned problems.

Vocabulary Development in an LSP Curriculum: Names of Graphical Representations in English, German and Croatian

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Vocabulary development, a key focus of foreign language acquisition in general, requires meticulous attention to language teaching methodology in LSP acquisition, since one of the crucial demands of terminology is avoidance both of ambiguity and synonymy, otherwise frequent in general language. Being a tool customarily used to organize - i.e., chart scientific research results - graphical representations are nowadays abundantly employed by researchers in many scientific disciplines and domains. Consequently, the acquisition of the names of graphical representations in a foreign language and the ways of interpreting what a graphical representation displays may be incorporated into a foreign LSP curriculum at the tertiary education level, particularly in the area of communication skills. Hence, the aim of our study was to analyse a set of names of graphical representations in three languages – English, German and Croatian – in terms of their similarities and differences. Subsequently, the analysis is expected to yield guidelines that might help develop the most efficient strategies for the acquisition of the names of graphical representations within the methodology of LSP acquisition.

▪▪▪ FLE et marché du travail

[French as a Foreign Language and the Labour Market]

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Cette contribution se proposera de présenter un des axes du projet international CECOLang lancé par la Fédération internationale des professeurs de français et mené au sein de la Commission de l'Europe centrale et orientale. Ce projet regroupe plusieurs groupes de travail, dont celui du FLE et marché du travail, auquel participent la Bulgarie, le Monténégro et la Slovénie. Cette thématique est d'autant plus pertinente que non seulement les institutions nationales et européennes, mais aussi les employeurs pointent du doigt, depuis déjà de nombreuses années, le décalage entre l'enseignement de manière générale (les langues vivantes n'y faisant pas exception) et les besoins du marché du travail. Lors de cette intervention, nous passerons en revue le questionnaire soumis aux trois pays, qui avait pour but de cerner non seulement l'état des lieux dans ces trois pays (similitudes/divergences, faiblesses/atouts) et les cas de bonnes pratiques (projet PEF, Slovénie), mais surtout de dégager des plans d'action transnationaux possibles dans la continuité de ce projet – comme par exemple un partenariat entre les différentes facultés (mise en place d'un programme FOS/FOU) ainsi qu'un projet FOS commun aux trois pays (élaboration de référentiels de compétences par domaines professionnels, formations FOS).

▪▪▪ Developing Complementary LSP Competences through Trans-Atlantic Online Collaborative Projects

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This paper is closely related to the paper giving an overview of the Trans-Atlantic and Pacific Project (TAPP), a long-standing international network that promotes collaborative learning projects on writing, usability testing, and the translation of LSP texts. The paper provides an overview of a specific ongoing project involving technical communication students at the University of Minnesota (UMN) in Minneapolis, USA, and translation students at the University of Trieste (UniTS), Italy. UMN students prepare a set of instructions for a North American audience, conduct a usability test on the document, and then prepare the same document for translation into Italian by students from UniTS. UniTS students then translate, and as needed, further revise the documents. Focusing on an analysis of both the assignments and the exchanges between students, the paper looks at how collaboration helps develop intercultural skills, awareness of user experience, virtual teamwork skills, and information mining skills. More specifically, for the US students, contact with translators leads to a deeper understanding of the requirements of cross-cultural communication, while Italian students learn first-hand how to negotiate subject-matter knowledge, terminological accuracy and considerations of style and text usability.

■■■ **Interactions in Professional Kitchens: English for Specific Purposes, Only!**

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Within linguistics, the field of English for Specific Purposes (ESP) is based on the notion that "the language we speak and write varies considerably, and in a number of different ways, from one context to another" and that "it was possible to determine the features of specific situations of language use and make these features the basis of learners' courses" (Hutchinson and Waters, 1987:6). Developments in ESP since its inception have led to an expansion in its approach from English language-centred to communication-centred: "… ESP has moved some way from its original focus on text features. … ESP practitioners now address wider communicative skills in their teaching." (Hyland, 2007: 398). This paper presents insights on a communicative context in which language is minimal, mixed and multiple but communication maximally important. Data were drawn from a study of trainee cooks in professional kitchens and collected through participant observation, field notes and audio-recordings of interactions over a 16-week period in nine professional kitchens. The paper raises questions about the opportunities and challenges in ESP research to support individuals in contexts not traditionally studied in ESP and argues for a broader communication-centred agenda in ESP.

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■■■ **Il linguaggio giuridico italiano e il linguaggio giuridico sloveno. Alcune affinità e differenze.**

[Italian and Slovenian Legal Language: Some Similarities and Differences]

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Nel presente contributo si illustrano gli esiti di una ricerca avente per oggetto il linguaggio giuridico italiano e il linguaggio giuridico sloveno. In primis, si è proceduto allo studio di numerose fonti, da cui sono emerse con sufficiente chiarezza le origini, l'evoluzione avvenuta nel corso dei secoli e l'influenza di altre lingue sui due linguaggi giuridici in esame. In riferimento a quest'ultimo punto, si pensi all'influsso del francese in seguito all'entrata in vigore del Code Napoleon, del tedesco per effetto della dottrina pandettistica verso la fine dell'Ottocento e dell'inglese dall'inizio del Novecento in poi. Successivamente si è passati allo studio delle principali specialità lessicali, terminologiche e morfosintattiche dei due linguaggi, rilevando talune analogie e differenze particolarmente significative. Per esemplificare, in ambito lessicale si pensi alla marcata presenza della polisemia (per esempio il termine italiano azione può corrispondere in sloveno a tožba, storitev o delnica), oppure in ambito morfosintattico al diverso uso delle nominalizzazioni o della forma impersonale. Questo studio, pur toccando soltanto taluni punti e necessitando dunque di ulteriori estensioni e approfondimenti, si ritiene possa risultare utile a giuristi, linguisti, traduttori, studenti e a tutti coloro che operano con tali linguaggi.

◼◼◼ Die Hörverstehensstrategien im Deutschen und Englischen als berufsbegleitende Fremdsprachen

[Listening Comprehension Strategies in German and English as Foreign Languages for Specific Purposes]

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Da das Zuhören einen komplexen, aktiven aber andererseits auch unsichtbaren mentalen Prozess darstellt, ist es qualitativ und quantitativ schwer zu analysieren. Der Zuhörer muss imstande sein, die lexikalische und grammatische Struktur sowie Betonung und Intonation zu unterscheiden, wobei die gesprochenen Inhalte im engeren und weiteren Kontext betrachtet werden (Wipf, 1984). Anhand der Theorien über die Fertigkeit/Strategien des Hörens werden in diesem Beitrag die Probleme untersucht, die Studenten beim Zuhören und Verstehen der Inhalte im Wirtschaftsdeutschen und Rechtsenglischen haben. Es wird in dieser Arbeit davon ausgegangen, dass Jurastudenten und Studenten der Betriebswirtschaft ihr Fachwissen (metakognitive Kompetenz) beim Hören von Fachtexten aktivieren. In der Untersuchung wurde die Methode des lauten Denkens angewendet, um Informationen über die Hörverstehensprozesse von 20 Studenten der Fakultät für Rechtswissenschaften und der Fakultät für Betriebswirtschaft in Protokollen zu sammeln. Die Protokolle halten durch Verbalisierung gewonnene Aufzeichnungen kognitiver Prozesse beim Zuhören und kurz danach fest. Es werden die Kriterien der Bewertung des Verständnisses nach Baker (1985) angewandt. Die Ergebnisse deuten auf neue Strategien in der Festlegung spezifischer Probleme beim Zuhören in der Fremdsprache hin. Diese Strategien ermöglichen eine aktivere Problemlösung, die auch bei anderen das Hörverstehen einbeziehenden Situationen angewendet werden kann.

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◼◼◼ English for Future Medical Researchers

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Medical students prepare not only for a medical career, but also for a research career. The new discoveries in the field of medicine, and in science in general, take place with amazing speed. Nowadays, a good professional has to stay connected with the evolution of science. In order to do this, a future medical professional needs to develop academic skills, at the university, along with the improvement of English skills. Despite the recent political events, English is (still) the language of science and of international communication between all kinds of researchers. For medical students, doing research and presenting their findings in English is a double challenge. They gladly embrace an alternative way of language learning and evaluation, such as preparing a scientific

project for the English course. As expected, the research they did and the preparation of the presentation led to significant progress in the development of their academic skills and medical English vocabulary and also to a deeper understanding of the fact that valuable research almost always requires a very good knowledge of English, which is an essential tool for their integration in the world of scientists.

■■■ Sulle costruzioni infinite nel linguaggio giuridico-amministrativo

[On Non-finite Constructions in Legal and Administrative Language]

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Con l'espressione costruzioni infinite/indefinite si sogliono indicare le frasi subordinate all'infinito, al gerundio e al participio, cioè le frasi senza accordo verbale nella persona e nel numero. In quest'ambito ci sono delle costruzioni che ricorrono soprattutto nella lingua giuridico-amministrativa, come, ad esempio, l'infinito con il soggetto espresso (quanto invece alla Costituzione – che afferma essere la Repubblica fondata sul lavoro); il participio presente con funzione verbale (subentra nei diritti spettanti al soggetto interessato); il gerundio composto riservato allo stile giuridico-amministrativo (non essendo stati addotti argomenti che inducano questa Corte ad abbandonare il proprio precedente indirizzo). L'obiettivo del nostro contributo è: 1. di esaminare l'uso e la frequenza delle sopracitate costruzioni nel linguaggio giuridico-amministrativo contemporaneo; 2. di analizzare la grammaticalità (o accettabilità) di tali costruzioni in rapporto alle proprietà sintattiche generali dei modi indefiniti in italiano; 3. di descrivere strutturalmente frasi subordinate ai modi indefiniti usate nel detto linguaggio settoriale. Il corpus oggetto della ricerca è costituito dalle costruzioni infinite tratte dal sottocorpus del corpus dell'italiano scritto CORIS/CODIS intitolato "Prosa giuridico-amministrativa" (livello normativo, giurisprudenziale e dottrinario). Un altro corpus funzionale ai fini della ricerca è il Bononia Legal Corpus (BoLC) che fa riferimento al linguaggio giuridico sviluppato nell'ambito dell'Unione Europea. Infine, cercheremo di selezionare una parte dei dati dalla Gazzetta Ufficiale, strumento di diffusione e ufficializzazione di testi legislativi e fonte ufficiale di conoscenza delle norme vigenti in Italia.

■■■ From LSP Trainers to Trainees and Back: Developing Terminology Resources for Future Legal Practitioners

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A research project is currently being conducted by both lawyers and linguists within the Department of Legal, Language, Interpreting and Translation Studies of the University of Trieste with the aim of developing a publicly available terminological database dealing with both traditional and cutting-edge legal issues (e.g. contract law and immigration). The starting point for

the development of this new tool is TERMit, the first terminology database of the University of Trieste, but the project requires revision of its terminological record template according to the specific needs of translators, interpreters and lawyers. To identify those of the latter group, a survey was carried out on two groups of 5th year law students: a) students taking the Legal English (English for Specific Purposes) elective module, where an introduction to both traditional and online lexicographical and terminological resources and their use is provided, and b) students with no formal education on these resources. The survey revealed an insufficient knowledge of such resources and therefore a limited ability to use them efficiently, especially among the second group. The aim of this paper is thus twofold: firstly, to provide an insight into the future legal practitioners' needs to illustrate in more detail how the structure of a terminology database can be tailored according to them, and secondly, to provide food for thought on information retrieval skills to be added to an LSP module in general and a Legal English module in particular.

■ ■ ■ The Opportunities and Challenges of Using Online Learning Tools in LSP Teaching: Digital Collaboration in the Development of Academic Writing Skills

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In recent decades the development of online language learning tools has created new opportunities for designing activities appealing to the digital students of today. A significant amount of attention has been given to the potential of online learning tools in promoting collaboration and fostering learner autonomy. In the context of LSP, online learning tools can be applied in a variety of ways, such as supporting the development of effective writing skills. This paper explores the opportunities and challenges of using digital collaboration in the LSP classroom by focusing on its potential in the area of language for academic purposes. Specifically, it focuses on the application of online learning tools in academic writing pedagogy in a university setting. In the study, student participants were asked to work in groups to complete a collaborative academic writing assignment. Text analysis of the collaborative writing assignments was used to examine the collaborative engagement of the participants, while a post-task questionnaire survey was used to explore the participants' perceptions of and experiences with digital collaboration. The results identified the approaches that the participants used to work together towards improving the academic writing assignment and an overall positive attitude towards online collaboration.

■ ■ ■ Material Designing for ESP Courses – A Teachers' Perspective

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The success of ESP courses greatly depends on teachers being able to understand the specific needs of their students and to deliver courses that meet those needs. Ready-made textbooks and materials only partially satisfy them and focus on few professional fields. Therefore, the majority of

tertiary level language teachers eventually start producing their own materials. The process of material design, although considered time-consuming, is creative for teachers and beneficial for students. This paper is based on research with ESP teachers, conducted at two universities (the University of Zagreb, Croatia and the University of Novi Sad, Serbia) which aimed to give insight into the type of materials teachers create, teachers' attitude towards material design, and decision-making regarding the use of additional materials. The data was collected through a questionnaire and the teachers' experiences were compared. The results show that teachers have similar reasons for embarking on material design and that they encounter similar obstacles.

■■■ Entwicklung der fachbezogenen Lesekompetenz für Studierende geistes-wissenschaftlicher Fächer

[Development of LSP Reading Comprehension in German for Students of the Humanities]

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Studierende der Philosophie oder anderer geisteswissenschaftlicher Fächer lernen Deutsch in erster Linie, um fachbezogene Texte lesen zu können. Speziell konzipierte Lesekurse ermöglichen rasche Fortschritte im Hinblick auf die angestrebte Lesekompetenz. Fachbezogene Texte bieten dabei die Chance, bekannte Inhalte in der fremden Sprache wiederzuerkennen, d.h. den interaktiven Prozess des Lesens (Carrell et al., 1988), die Interaktion von Vorwissen und Textdaten, in besonderer Weise zu nutzen (Paschke, 2009). Der Beitrag möchte an zwei Praxisbeispielen aus Slowenien und Italien aufzeigen, wie unterschiedlich solche Kurse konzipiert werden können, z.B. hinsichtlich Zielgruppe (mit oder ohne Vorkenntnisse, homogene/heterogene Gruppen), Fachbezug (Philosophie oder Geisteswissenschaften), Unterrichtsmaterial (Lehrbuch oder vom Dozenten selbst erstellte Materialien) und vermittelten Fertigkeiten (Beschränkung oder Konzentration auf das Lesen). Folgende Aspekte sollen dabei besonders beleuchtet werden: Leseaufgaben und Lesestrategien, rezeptive Grammatik (Heringer, 1987), Wortschatzvermittlung (Fachlexik vs. allgemeines Wissenschaftsdeutsch, vgl. Ehlich, 1999), Einsatz von Hilfsmitteln (z.B. Wörterbücher, Konkordanzprogramme, Online-Tools). Ein wichtiges Ziel der Lesekurse ist es, die Studierenden zum Lesen anspruchsvoller Texte in der Fremdsprache zu ermutigen und ihre Mehrsprachigkeit zu fördern (Paschke, 2011).

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Digital "storytelling" for Medical and Tourism English

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"Stories", in the sense of oral accounts of events, are central to human existence and they provide depth and meaning, including both medicine and tourism. Emerging technologies empower teachers and students to explore multiple multimodal means of meaning-making, digital "storytelling" representing just one such ESP educational strategy. The paper will present different writing (StoryJumper) and voice tools (VoiceThread, GoAnimate) that can be employed by ESP teachers in order to integrate skills, motivate and empower their students. These tools were embedded in Edmodo (a virtual learning platform, www.edmodo.com) as part of a blended learning approach in order to extend students' use and exposure outside the contact hours but also to form "storytelling" sub-skills that are essential for these two professions: a) taking down medical history and empathetic listening, describing etiological aspects, emphasizing, speaking clearly and at a reasonable pace, drawing conclusions, etc. in the case of Medical English; b) creativity and pathos as well as strategic employment of advertising and interviewing scenarios in tourism advertising in the case of Tourism English.

Hot Topics in Globalization: A Multidisciplinary Approach to Chocolate

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Preparing students to become global citizens in the 21st century requires interdisciplinary learning. Technology enhances our ability to create a variety of interdisciplinary lessons that appeal to students and better prepare them for the global society. This session will incorporate content from a library guide (http://libraryguides.mdc.edu/chocolate) on chocolate that encompasses the following disciplines: history, economics, anthropology, technology, and health sciences. Participants in this multimedia, interactive presentation will be given access to materials on a blog that can be used in a wide range of courses with students at different levels. Examples of innovative assignments and student presentations incorporating video, film and visuals will also be shown. The interactive library guide was originally used in a Level 6 EAP course. Much of the course was designed so as to allow students to explore global citizenship, ecological sustainability, and civic engagement, through understanding planetary challenges and limits and by developing values, skills, and behaviours that promote prosperity and communities of well-being. Participants in this presentation will be given access to materials on a blog that can be used in a wide range of courses with students at different levels.

■■■ Poster Presentations: An Effective Way to Assess Scientific and Medical English?

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This presentation reports on action research conducted to evaluate the potential of poster presentations as an effective means of assessing specific language competency and professional knowledge in a tertiary training school in southern Switzerland. Students were final year radiographers and biomedical technicians. A growing concern that the evaluation methods in place (oral exams modelled on Cambridge Speaking tests) did not reflect the actual communicative needs of the professionals or accurately and validly assess their professional communicative competence that prompted the teacher to introduce the change. As the students were generally unfamiliar with posters as a form of scientific communication, the process was split into two stages to allow investigation, experimentation, group feedback and peer assessment of a draft poster to take place, before students started work on their final assessed poster. Data from questionnaires given to all students after the assessed poster presentation and feedback from both the presenters and 1st year students, and the subject specialists who attended the presentations was extremely positive. As a result, poster presentations have now replaced the traditional presentation and interview as the final assessment.

■■■ Engaging Global Engineers with Topic-Specific Vocabulary

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In 2016, the Global Engineers Language Skills (GELS) project set out to identify the most common communication skills required by engineers in industry. With the results of this investigation, we produced an adaptation of the CEFR self-assessment grid for the specific needs of engineering students and the language and communication teachers who work with them (Rinder et al., 2016). A potential stumbling block, however, is vocabulary. What is meant by "frequently encountered lexis" in the GELS framework? How can LSP teachers, who often have no technical background themselves, provide this kind of topic-specific vocabulary for their students? This paper provides answers to these vocabulary-related questions by describing a pilot project undertaken at KTH Royal Institute of Technology, Sweden. The project involves students translating words and phrases based on the Academic Word List (Coxhead, 1998), producing glossaries for their content courses, and translating the glossaries into their first languages (e.g. Chinese, English, Farsi, French, German, Hindi, Japanese, Serbian, Spanish, and Swedish). The potential uses of this work, its strengths and weaknesses, the students' perceptions of the exercise, and the ways in which this project fits into the GELS project and LSP more generally will be addressed in the paper.

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■■■ **Rahmencurricula als Grundlage für einen studienbegleitenden berufsorientierenden Fremdsprachenunterricht**

[Framework Curricula Aiming at the Development of Professional Cross-cultural Interdisciplinary Competences through Foreign Language Teaching at University Level]

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Es werden Rahmencurricula zum Studienbegleitenden Deutschunterricht vorgestellt, die im Rahmen eines zehn Länder betreffenden Hochschulprojekts entstanden sind und zur Entwicklung von Unterrichtsmaterialien für einen studienbegleitenden berufsorientierten Deutschunterricht geführt haben. Zuerst wird ein Blick auf die Entstehung, die Prinzipien und Grundlagen des Hochschulprojekts geworfen; danach werden gedruckte und online erschienene Rahmencurricula vorgestellt und kommentiert und nach ihren Bestandteilen und ihren unterschiedlichen länderspezifischen Merkmalen analysiert. Der dritte Teil des Beitrags ist den Anhängen und der Umsetzung der Rahmencurricula in die Unterrichtspraxis gewidmet. Zum Schluss wird die Notwendigkeit der Erarbeitung von gemeinsamen Rahmencurricula für einen studienbegleitenden berufsorientierten Unterricht verschiedener Fremdsprachen besprochen, denn die bisher veröffentlichten Rahmencurricula betreffen zwar den Deutschunterricht und sind von Deutschdozenten verfasst worden, können aber grundsätzlich auch für den studienbegleitenden Unterricht anderer Fremdsprachen gültig sein. Einen Hintergedanken bildet dabei eine studienbegleitende Mehrsprachigkeit, die eine der unentbehrlichen Kompetenzen ist, die während des Studiums zur Vorbereitung auf das Arbeitsleben erworben werden sollte.

■■■ **Un quarto di secolo di curricoli-quadro in dieci Paesi: l'insegnamento transfacoltà del tedesco e delle lingue straniere tra passato e futuro**

[Framework Curricula for Interdisciplinary Foreign Language Teaching at University Level in Ten Countries in Twenty-five Years: a glance to the past and a step into the future]

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I curricoli-quadro per l'insegnamento del tedesco in università, nati in Europa tra gli anni '90 e il 2015, verranno dapprima presentati nelle loro parti costitutive, evidenziando l'orientamento allo studio della lingua straniera non per scopi speciali, bensì "studienbegleitend", cioè "accompagnando" gli studenti di facoltà e indirizzi diversi nello sviluppo – attraverso la lingua straniera – di competenze comuni alle aree di studio, e spendibili a livello accademico prima, e professionale e interculturale poi. Nella seconda parte saranno enucleate alcune differenze tra i curricoli sviluppati nei vari Paesi, mentre nella terza parte saranno presentati esempi dagli "allegati" (i cosiddetti "Anhänge"), che fungono da sostegno per le scelte didattico-metodologiche tese a tradurre in pratica i principi dei curricoli. Nell'ultima parte sarà discussa la necessità di sviluppare dei curricoli per le varie lingue in una lingua comune, dato che i curricoli finora pubblicati, redatti solo in tedesco da docenti di tedesco e per l'insegnamento del tedesco, sono validi per l'insegnamento di qualsiasi altra lingua in università: si farà riferimento a un tentativo

italiano in tal senso che – nella prospettiva di una formazione plurilingue dello studente di oggi, quale futuro cittadino del mondo – potrebbe costituire un valido fondamento per una programmazione transfacoltà comune alle varie lingue.

■■■ Comparative Analysis of English-Russian Terminology of Finance and Its Application in the English Language Classroom

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Culture is perceived as standardized norms of social behaviour expressed through the universal semiotic system called language. In learning a language, students implicitly compare cultural attitudes of their native language with the norms of the studied language. The object of the study is the language of finance chosen as a field of knowledge where most terms are loans from English due to the two major processes – unification and internationalization. Non-linguistic reasons, e.g. profound historical background of English-speaking countries in finance, are accompanied by linguistic considerations for borrowing words – being mono semantic, loan words can eliminate undesirable connotation and, in comparison to their Russian equivalents, are much shorter. Loan words make it possible to get rid of non-literary elements as well. In the English language classroom, comprehension, translation from the source language (English) into the target language (Russian) and memorization of terms are affected by the degree of interpretation available to students. Thus, the aim of the research is to look into semantics, etymology and contextual usage of English and Russian financial terms and work out teaching mechanisms to facilitate understanding, develop professional knowledge, eliminate lacunas in translation, draw semantic parallels between the two languages and stimulate mnemonic processes.

■■■ Assessing Summaries in LSP Courses: Making Sense of the Correct and Incoherent, the Complete and Incorrect, the Coherent and Irrelevant (to name but a few possible combinations)

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Summary writing is a widely used professional and academic skill. As a reading-to-write task, summaries are useful for LSP classes as they develop both reading and writing skills within a specific field. Assessment of summaries is done using different methods and for different purposes; for example, to identify the best candidate for a position or evaluate a person's ability to produce a 'good' text. In this case, a holistic approach can be used to determine the overall text quality. Alternatively, assessment can focus on specific dimensions of summary writing thus giving the LSP researcher a deeper insight into students' reading comprehension or writing outcomes. We present the assessment of 60 summaries of expository text written by first-year students of business and economics. Two sets of criteria were used in the assessment: content-based criteria (accuracy, completeness, relevance and coherence) and text quality-related criteria (cohesion and discourse organization). The paper will discuss the assessment procedure, inter-rater reliability, challenges involved in dealing with the two sets of criteria (e.g. possible overlaps), and implications for LSP teaching.

■■■ E-testing Versus Paper Testing in EFL in Higher Education: A Comparative Analysis of Student Performance with Reference to Anticipated Stress Level

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Rapid technological advancement and a growing amount of knowledge have paved the way for ICT in the classroom, as the only appropriate response to the increasing demands on knowledge acquisition and knowledge assessment. Summative assessment, which evaluates student learning and teachers teaching after a teaching period (Anthony & Brookhart, 2005) was the first to succumb to transformation. E-assessment turns out to be extremely important for the improvement of student learning experience, especially in higher education: an increasing number of universities opt for e-tests instead of paper-and-pencil tests. Therefore, the aim of this study is to investigate the validity of e-testing by comparing the scores of a computer-administered test to the scores of a paper-and-pencil test. Besides student performance, the study surveys students' personal opinions and measures stress level before and after the tests. It includes a sample of 60 students from Singidunum University and the Faculty of Philosophy in Niš, whose knowledge of English range from A1 to B2. If new generations are brought up on technology which, as their natural environment, becomes central to their learning, teaching them to choose promptly and get an instant feedback, then e-testing should prove valid and less stressful.

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■■■ A Contrastive Coursebook Analysis in University Level ESP Courses: A Case Study

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Coursebooks frequently constitute the basis of instruction in an ELT programme, providing the structure of courses. Consequently, coursebook selection can have a significant impact on the success of the teaching and learning process. Therefore, the quality of a coursebook should be determined by means of effective evaluation systems. This is particularly significant for university level ESP courses where learners expect relevance and appropriateness from their printed instructional materials. This paper describes two models of coursebook evaluation (Cunningsworth, 1995; Littlejohn, 1998) in order to provide the basis for an analysis of the selected ESP coursebooks. The main methodology is identified as well as the type of syllabus and the intended teaching situation. Additionally, coursebooks will be evaluated with respect to the stated aims and the applicability within the university ESP context. Finally, the paper will examine the possibility of adapting the analysed material in the present teaching situation. The implications and conclusion will focus on the benefits and drawbacks of the evaluation models in relation to the selected coursebooks, considering the impact the analysis will have on the author's future material design.

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Authentic Diagnoses - Challenge for Teachers, Benefits for students

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In the Czech Republic and other central European countries, both native and foreign students of General Medicine and Dentistry are expected to use Latin and Greek medical terms correctly from the very first moments at the faculty. This knowledge is required not only in the classes of Anatomy, Pharmacology, Histology, etc., but also later in their professional careers, since diagnoses are still conventionally written in Latin. Therefore, authentic diagnoses represent an inextricable part of the curriculum. The paper presents methodological approaches applicable in the teaching process. The benefits of these will be illustrated on specific examples exercising language skills on various levels. Moreover, such practical exercises contribute to a positive motivation of students, as they are always in contact with what they actually need in their practice. The desired outcome is to teach students how to use medical terminology with respect to the particular context, in contrast with a mechanic memorizing of formulas without any deeper understanding.

Unterrichtssprache als Fachsprache für künftige Fremdsprachenlehrkräfte

[Classroom Language as a Language for Specific Purposes for Future Foreign Language Teachers]

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Die von angehenden Fremdsprachenlehrkräften zu beherrschende Unterrichtssprache kann als Fachsprachen-Subkomponente (engl. *Languages for Specific Purposes*), betrachtet werden (vgl. Johnson, 1990; Richards, 1998; Sešek, 2005; Freeman et al., 2015). Dabei handelt es sich um die Unterrichtssprache, die u. a. zur Organisation der Arbeit, für Arbeitsanweisungen, Erklärungen und Rückmeldungen im Klassenraum verwendet wird. Das Englische wurde in den letzten zehn Jahren thematisiert, aber das Deutsche ist noch nicht ausreichend erforscht worden. Das Ziel dieses Beitrags ist es zu untersuchen, ob Allgemeinkenntnisse in Deutsch als Fremdsprache eine kompetente Verwendung der Zielsprache als Unterrichtssprache garantieren. Es wird angenommen, dass Studierende auf einem höheren Kompetenzniveau nach dem Gemeinsamen europäischen Referenzrahmen für Sprachen, aber ohne Methodikkenntnisse und ohne Erfahrung im Fremdsprachenunterricht, mit der Unterrichtsphraseologie im Primarschulbereich nicht vertraut sind. Die Untersuchung umfasst 33 kroatische Studierende des Masterstudiums Germanistik an der Philosophischen Fakultät. Die Daten über die Selbsteinschätzung der Studierenden im Hinblick auf ihre Zielsprachenverwendung im Unterricht und ihre Kenntnisse der Unterrichtssprache wurden anhand eines speziell für diese Untersuchung zusammengestellten Fragebogens und eines Tests ermittelt. Die Analyse der Testergebnisse weist einen statistisch signifikanten Unterschied zwischen den Studierenden im ersten und im zweiten Studienjahr auf. Die qualitative Analyse beschreibt die häufigsten Fehler. Im Beitrag werden Implikationen für die Theorie und Praxis erörtert.

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🟦🟩🟨 CLIL in Higher Education: Integrating Content and Language in ESP Courses

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Content and Language Integrated Learning (CLIL) has become a popular and widespread practice of multilingual education in Europe. Although there has been a towering body of research on CLIL in primary and secondary settings, the study of CLIL in higher education –and especially in contexts where ESP is traditionally established– has not been given equal weight (Smit & Dafouz, 2012). This presentation outlines the main characteristics of CLIL (Dalton-Puffer, 2011), focuses on similarities and differences between CLIL and ESP (Fernandez, 2009; Fortanet-Gómez & Räisänen, 2008) and shows how CLIL features were incorporated in the design of a traditional ESP journalism course in a Greek university. The 4Cs Framework (Coyle, 1999) was used as a basic theoretical tool for the design of the materials. This framework draws attention to both content and language through a multiple focus on language, content learning and cognition, via the construction of a safe and enriching classroom environment and the promotion of active and co-operative learning. The presentation will offer a variety of examples from the course materials that integrate CLIL principles in the implementation of the ESP course. Finally, the study will conclude with a discussion on the role and challenges posed to ESP instructors facing the new pedagogic shift to CLIL.

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■■■ **Hedging Potential of Extraposed That-Clauses and Complement Da-Clauses in English and Croatian Academic Writing**

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One of the salient syntactic constructions used for conveying hedged stance in academic writing concerns the use of extraposed that-clauses (Hyland & Tse, 2005). That-clauses are preceded by a matrix clause which may convey the writers' stance towards the content embedded in the complement clause (Hyland & Tse, 2005). Along similar lines, da-complement clauses in Croatian are characterized as dependant clauses in which a preceding matrix clause subjectively qualifies the content of the complement clause (Pranjković, 2001). In both languages, the matrix predicates relate to the use of verbal, adjectival/adverbial or nominal antecedents which can express different attitudinal or epistemic meanings (Hyland & Tse, 2005; Pranjković, 2001). Based on the parallel corpus of research articles on psychology in English and Croatian, the present study aims to examine the use of epistemic markers as matrix predicates in the respective syntactic constructions. More specifically, by examining the frequency of the exponents of the core lexico-grammatical categories of epistemic modality as well as their functions across the IMRAD structure, the study aims to illuminate the specifics of their use in the two corpora and thus raise awareness of the way hedged stance is conveyed in cross-cultural academic writing.

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■■■ **A Generic and Disciplinary View of Modal Verb Use in Academic Discourse**

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Modal verb use plays a critical role in shaping the textual voice of academic discourse, where communicative function of modals largely depends on contextual factors. Following the view that in the framework of academic discourse context dependence is identifiable on two levels - i.e. the level of genre and discipline - the present study aims to investigate the interdependence of genre- and discipline-specific conventions in research papers, a scientific textbook and an application handbook in logistics. The analysis is based on Palmer's (1990) three-fold division of modality into epistemic, deontic and dynamic meaning. While most related studies up to now have focused on epistemic and deontic modality, the present study adds another focus - i.e. dynamic modality - which plays a critical role in achieving the right balance between subjective and objective reporting of claims. The results of the study show a marked dichotomy between dynamic on the one hand and epistemic and deontic use on the other in all three genres, which, at least to some extent, could be related to the interdisciplinary nature of logistics. Furthermore, the analysed texts also show some differences in the overall proportions of dynamic, epistemic and deontic use, which could be linked to the genre-specific style of each genre.

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■■■ Business English Courses and Teachers - The Perspective of Students from Serbia

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A stimulating and enjoyable learning environment is a key factor contributing to the success of LSP courses. In order to be able to create such an environment, LSP teachers not only have to be equipped with various general and specific teacher competences, but they also need to fully understand their students' needs and expectations. This paper presents the students' perception of successful Business English courses and teacher roles and competences with the aim of gaining a deeper insight into their understanding of the teaching and learning processes, as well as features of Business English courses and characteristics of teachers that they consider important or desirable. The research was conducted by distributing a questionnaire to over 300 students attending Business English courses in various types of educational institutions in Serbia (vocational high schools, faculties, private schools of foreign languages, which also offer in-company courses). The findings revealed that students' views are mainly in line with contemporary educational expectations and requirements. However, their understanding of certain teacher roles and types of competences reflects a traditional approach. The results of this study can have useful pedagogical implications because they help teachers put their experience in a wider context and offer guidelines for their reassessment of teaching practices.

■■■ Identity in LSP: Constructing Initiative

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The concern with identity in LSP, especially notable in ESP, has tended to revolve around two major themes: the non-native versus native speaker distinction (Cook, 2007), and the preparation for specific professions such as law and academia (Bhatia, Candlin & Sharma, 2009; Belcher, 2009). But workers in the modern workplace are increasingly expected to construct themselves as individuals who take the initiative in responding to various demands or in suggesting improvements. In fact, a number of different terms – 'proactivity', 'origination', 'teleological discourse', and 'enterprise culture' (Crant, 2000; Keat, 1991; Pang, 2014; Scheuer, 2001) – have been used to describe this emphasis on worker initiative.

In this paper, I discuss the implications of this emphasis on initiatives for LSP:
- The construction of the worker as an individual with initiative is an identity that cuts across specific professions and organizational hierarchies.
- LSP, therefore, has to move away from its tendency to characterize a learner's communicative needs as domain-internal activities (Paltridge and Starfield, 2013).
- LSP needs to be able to talk about purposes beyond particular domains without having such purposes dismissed as irrelevant because they are more appropriately categorized as 'general purposes'.

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■■■ Towards Writer Responsibility in Translated Research Grant Proposals: Quantitative Indicators of Nominal Style

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Studies in intercultural rhetoric have revealed significant differences between the rhetorical conventions of Slovene (Slavic) and English academic discourse, which have often been addressed in the context of reader/writer responsibility. While in the English-speaking academic discourse community, writers have been found to assume greater responsibility for making sure a text is understood, the opposite has been found to be the case for Slavic languages. Such differences in rhetorical conventions are often reflected in translations into a non-mother tongue (L2 translations). This paper focuses on a pivotal genre of academic discourse, the research grant proposal (RGP), which in Slovenia must be produced in English as well as Slovene. It presents the results of a quantitative contrastive corpus analysis of native-speaker original RGPs in English and RGPs translated into English from Slovene, focusing on the differences in the use of the rhetorical elements attributed to nominal style and greater reader responsibility (nominalizations, nominal and prepositional lexical bundles). The results reveal a more pronounced nominal character of translated RGPs. This underlines the need to develop teaching materials in ESP and translation courses targeted at increasing writer responsibility and making the texts of this genre more reader-friendly.

[Interactions in Dental Medicine Communication]

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Der Vortrag behandelt ein Segment der medizinischen Fachkommunikation, die Kommunikation zwischen Zahnarzt und Patient bzw. die Überzeugungstechniken in diesem Diskurs. Die Bedeutung des Themas liegt darin, dass die Überzeugung des Patienten für die Entscheidungsfindung über die Therapie sehr wichtig ist, damit die Kooperation des Patienten erreicht wird. Das Ziel der Kommunikation ist die gemeinsame Entscheidungsfindung aufgrund von fachlichen, ästhetischen und finanziellen Aspekten. Mit Methoden der Diskursanalyse wurde das Korpus – fünf verschiedene, in einer Zahnarztpraxis aufgenommene Arzt-Patienten-Gespräche – analysiert und statistisch ausgewertet. Ein Hauptaspekt der Forschung ist das Timing, die Häufigkeit der Sprecherwechsel und der Überlappungen der beiden Teilnehmer. Die Analyse ist einerseits qualitativ, andererseits wurden die mithilfe des FOLKER-Transkriptionsprogramms analysierten Dialoge nach den oben genannten Aspekten quantitativ ausgewertet. Die Hypothese, dass die Kommunikation hauptsächlich vom Arzt gesteuert und unterbrochen wird, hat sich nicht bestätigt. Unter den Ergebnissen kann noch erwähnt werden, dass die Zahl der Sprecherwechsel von den Beschwerden des Patienten abhängig ist, außerdem, dass die Fragen der Gesprächsteilnehmer in hohem Maße zur Entscheidungsfindung beitragen.

ZAPISKI

ZBORNIK POVZETKOV
1. mednarodna konferenca Slovenskega društva učiteljev tujega jezika stroke
Tuji jeziki stroke: Priložnosti in izzivi poučevanja in raziskovanja
Rimske terme, 18.-20. maj 2017

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Rimske terme, 18-20 May 2017

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