LSP teaching – Current research trends, desiderata, research perspectives

Fachbezogener Fremdsprachenunterricht – aktuelle Forschungstrends, Desiderata, Zukunftsperspektiven

Nauczanie języków specjalistycznych – aktualne nurty badań, dezyderaty, perspektywy badawcze

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Book of abstracts

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PLENARY SPEECHES / PLENARVORTRÄGE / WYKŁADY PLENARNE

Use of Artificial Intelligence in LSP: Challenges and Opportunities

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Although AI has been in existence for a long time and has strong links to computer science, including machine learning, robotics, and adaptive technologies, its recent popularity is mainly due to the emergence of tools like ChatGTP and MidJourney, which can generate content such as text and images from basic prompts. Companies are increasingly utilizing AI to improve their services and expand their reach, including consumer services and content planning, and new AI-based websites appear to carry out several tasks. However, the use of AI in education, especially in language teaching and learning, is now under scrutiny. Some educators suggest that AI may replace human intellectual efforts and encourage cheating practices among learners. Many educational institutions are even beginning to ban AI software from mitigating these risks. On the other hand, some scholars and researchers are exploring the potential benefits of this technology, including improving self-reflection, critical thinking, and inquiry practice. This presentation aims to discuss the role of AI in LSP teaching while discussing challenges and opportunities regarding materials design and techniques.

Wielojęzyczność indywidualna i instytucjonalna w komunikacji zawodowej i specjalistycznej w sektorze nowoczesnych usług biznesowych w Polsce. Językowy barometr Łodzi 2023 #punkty zwrotne #wyniki #perspektywy badawcze #językoznawstwo specjalistyczne

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Rozwijający się na przestrzeni ostatnich lat w rekordowym tempie sektor nowoczesnych usług biznesowych w Polsce stanowi w kontekście badań z obszaru językoznawstwa specjalistycznego, komunikacji zawodowej czy dydaktyki języków obcych i specjalistycznych niezwykle popularną domenę zainteresowań badawczych. Szczególną uwagę w ostatnim czasie poświęca się w różnorodnych ujęciach nierozerwalnie związanemu z branżą nowoczesnych usług dla biznesu zjawisku indywidualnej i instytucjonalnej wielojęzyczności.

Celem niniejszego wystąpienia jest prezentacja najaktualniejszych wyników, punktów zwrotnych, metod oraz perspektyw badawczych zaplanowanego na 2023 r. projektu badawczego Językowy barometr Łodzi.

LSP teaching – multidimensional adaptation and localization of textbooks to the needs of learners and educators

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Teaching specialist languages in Poland reveals the necessity of multidimensional adaptation and localization of textbooks to the needs of learners and educators. In the case of LSPs, a group of people learning a given LSP as a foreign language may be quite diversified. On the one hand, it may be composed of students studying in secondary vocational schools, and on the other hand, students of first- and second-degree vocational studies and people employed

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in a given industry (in that last case students are often already employed in the profession). Due to the fact that foreign language teachers usually have only philological education, there is a need to include in the teaching process the broadening of their knowledge in a given field – not only for the benefit of pupils, but also teachers. In addition, learners of a foreign language expect precise equivalents in two languages. Descriptive and approximate equivalents are not acceptable to them due to the need to fulfill the postulate of effective interlingual communication. For this reason, global textbooks do not meet the expectations of learners. Learning an LSP should be combined with acquiring knowledge in a given domain through access to terminological dictionaries and other sources of knowledge created by specialists. The author presents the best practices in this area.

Recent Trends in LSP Research

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James Watson & Judy Rodriguez Watson College of Education, California State University, USA

This keynote will provide a discussion of recent trends in LSP research from various perspectives. Moreover, opportunities and barriers for LSP research will also be discussed. A review of research in LSP reveals that English for Academic Purposes (EAP) and English for Science and Technology (EST) were the most common areas of research in the early 1980s. In terms of content, a review of the literature shows that most studies focused on writing, speaking, vocabulary, and grammar, and others on descriptions of various LSP programs. In LSP research, we see a predominance of studies in English for Specific Purposes. In terms of research methodology, we see that most LSP research is conducted with a qualitative focus and we also see a shift to mixed methods. Many studies focused on needs analysis, curriculum development, materials development, assessment and evaluation, and policy making. There is clearly a need for more research in the sociocultural aspects of LSP as well as the training of LSP teachers.

WORKSHOPS / WARSZTATY

From the importance of the beginning

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The interest in learning a foreign language can have different reasons: economic, to take advantage of professional opportunities; social, to integrate into a foreign-language environment; emotional, personal pleasure in learning a foreign language. In any case, the first institutionalized encounter with foreign languages can form the basis for lifelong learning. The focus of the intended lecture therefore is aimed at teachers who establish this first contact in an educational environment. Alongside a general view on Austrian teacher education, several curricula are examined with regard to foreign language learning and teaching. Curricular contents of universities for teacher education are examined with regard to modules that provide personal language competence development, methodological-didactic knowledge for foreign language teaching and pedagogical-scientific knowledge in the foreign language as well as general professional development of future teachers. The relevance of the questions has arisen as a curricular reform is already underway both in the context of teacher training and for primary and secondary education, which also includes foreign language teaching (FLT).

With the new system of teacher education (2005/2013), four university alliances for teacher education were established in Austria, which in turn have cooperation obligations with main universities. The priorities of education are distributed differently in the alliances and cooperations. Whereas in the North-East alliance (Lower Austria-Vienna) primary teacher training is carried out in the universities of teacher education and secondary teacher training for general and vocational schools exclusively at the universities, in the Central alliance (Upper Austria-Salzburg), for example, individual subjects of secondary teacher training for the lower grades (10 to 14 years) are also anchored at the universities of teacher education. The training of foreign language teachers for general and vocational secondary schools is generally completed at the universities.

Teachers should be motivators. They understand FTL in an intercultural context and accordingly use authentic media, native speakers and ensure intercultural encounters. They recognize learners as holistic beings and include aesthetic dimensions and emotions in language teaching as a counterbalance to cognitive demands and language-systematic regularities. They understand their role not only as facilitators but as advisors and supporters in learning processes and promote learner´s autonomy. They recognize mistakes as opportunities for personal development. Last but not least, they work on their own personal motivation and lifelong professionalization, which leads on the one hand to an increase in professional satisfaction and on the other hand to a transfer of motivation to the students. (Hass, 2023, p.232)

Teaching does not automatically lead to the students' learning. The role of the teacher has changed. Especially in FLT it is important to remember that long explanations in the foreign language can also be stumbling blocks in understanding tasks. Even if explanations are given in the native language, this does not per se mean that foreign language learning tasks are understood. Scrivener (2009) suggests, "ability to use a language seems to be more a skill you

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learn by trying to do than an amount of data that you learn and then try to apply" (p 19). This means that teaching is not so much methodological knowledge, but the focus must be on developing learner´s autonomy in the sense of supporting the process of an "experiential learning cycle" (p 20) as do-recall-reflect-conclude-prepare.

Since learning is based on early learning experiences, the role and actions of teachers are all the more important. Based on the findings of his meta-study, Hattie (2013) underlines this statement and says "The major message is simple – what teachers do matters." (Hattie, 2009, p 22). The question of HOW not at least lead to teaching and subsequently learning strategies. It becomes clear that metacognitive learning strategies, which stimulate thinking about learning, are particularly effective, same as self-regulation of the learning process (Hattie, 2009, p 188). Especially the aspect of reciprocal learning – the learner becomes the teacher and its high effect size – can be transferred to language teaching. The learner imitates the teacher as a language role model. "Expert scaffolding" has to supports this learning process.

In any discussion about methodical didactic concepts of learning, a focus must therefore be placed on the role of the teacher, their professionalism and their education as well as their further training. Due to the idea of the importance of the beginning the main goal of the talk is to investigate if the current primary teacher education system in Austria with the focus on FLT provides best conditions to develop high quality and life-long learning in general.

If the concept of a workshop may be more convenient the theoretical aspects can be supplemented by the demonstration of methods of cooperative learning as well as free work/station plan work in CLIL – all realized along topics that are connected to some of the 17 SDGs (sustainable development goals)

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Using AI-Based Websites for LSP Question Generation

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Preparing for classroom learning is a concern for LSP teachers since it might affect learner participation and achievement. Therefore, teachers are advised to use several techniques to help their learners prepare for the classroom, such as using mini quizzes in open-ended or multiple-choice questions before or in class. However, preparing these questions and sharing them with learners might require teachers to devote considerable time and effort, as they need to be aligned with the curriculum and course objectives. Recent technological advances, especially in AI (Artificial Intelligence), have brought new possibilities to LSP teaching and learning practices, including creating questions for a given topic or text. This workshop first reviews a list of AI websites that can be used to create questions for assessment purposes for LSP. Then, together with participants, several AI-based websites will be used to create in several formats. Moreover, in addition to benefits, this chapter discusses several challenges regarding using AI-generated or written questions.

SPEECHES IN SECTIONS / SEKTIONSVORTRÄGE / WYKŁADY W SEKCJACH

Incorporating Corpora in ESP classes: raising teachers' corpora awareness.

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In recent years, there has been a notable surge in the availability of specialised corpora and a growing acceptance of their value in language teaching, particularly in the context of ESP. To address a gap in understanding and using corpora among ESP teachers, this paper proposes incorporating corpora in ESP lessons through task-based exercises, even without specialised corpus linguistics training. The final aim is to help them develop a general proficiency in utilising corpora, gain valuable insights into applying corpora in ESP and foster a deeper language awareness that positively impacts their teaching practice.

The (insurmountable) challenges of machine-generated writing in an EAP course

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University of Belgrade, Serbia

Teaching English for Academic Purposes (EAP) has recently become burdened with a very difficult and possibly insurmountable obstacle of using ChatGPT as a writing aid. This paper presents the challenges of this year's iteration of an undergraduate EAP course taught at a non-linguistic, technical faculty. The previously established and trialed procedure of writing and peer-reviewing student academic essays was hindered due to students' indiscriminate use of machine-generated writing. Instructors offer several possible directions for the academic essay writing assignment and the course as a whole.

Postgraduate Students' Writer's Block in English as an Academic Language: Reasons and Remedies

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Mehmet Galip Zorba
Akdeniz University, Turkey

Research suggests that academic writing is a formidable task for many postgraduate students. Hence, this study aims to investigate the extent to which postgraduate students are hampered by writer's block and the factors that lead to this problem. Data were collected through the writer's block scale that was applied to 43 postgraduate students and through interviews with five of these participants. Findings revealed the reasons behind postgraduate students' experiences of writer's block and the remedial strategies they employed to cope with this problem.

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Nauczanie profesjolektów z wykorzystaniem nowych technologii na przykładzie kursów MOOC

Olga Bambrowicz
Tischner European University, Poland

Celem wystąpienia jest omówienie sposobu nauczania specjalistycznych odmian języka polskiego w systemie nauczania na odległość. Podczas wystąpienia zaprezentowane zostaną rozwiązania metodyczne i technologiczne wykorzystane do tworzenia masowych otwartych kursów internetowych (MOOC) adresowanych do obcokrajowców zajmujących się szeroko rozumianą przedsiębiorczością.

Online-Arbeitsverfahren im studienbegleitenden Deutschunterricht – Was und wie mit der Fachsprache?

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Das Ziel des Beitrags ist es, einen sprachdidaktischen Überblick von Online-Arbeitsverfahren zu schaffen. Die Beispiele aus der Praxis sollen zeigen, wie die Fachsprache im studienbegleitenden Deutschunterricht per „Moodle“ als Lern- und Kollaborationsplattform geübt wird, also wie „Moodle“ als Zugangsweg nicht nur zum Austausch, sondern auch zur Förderung von Lernprozessen und Flexibilität dienen kann. Der Wortschatz wird durch digitales Lernen und entsprechende Verfahren trainiert und gefestigt, was nachhaltig zur Kompetenzentwicklung von Studierenden führt und was ihren beruflichen Werdegang prägt. Zum Schluss werden die Ergebnisse der Umfrage über die Meinung der Studierenden zu Online-Arbeitsverfahren gezeigt.

The integration of the 21 c skills in the Tunisian ESP curricular

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The educational praxis as portrayed through the different definitions and paradigms highlighted by UNESCO is no longer a question of bridging the theories and practices but also bridging the academic sphere and the professional sphere. In the same line, teaching as well as learning theories and practices in the 21 century have been transformed into more dynamic and eclectic field of research and practice for better applicability, usefulness and relevance in regard to job market requirements and expectations. In this stream, a research was conducted to explore the students' and practitioners' perceptions of the integration of the 21s century skills in the Tunisian ESP curricular in order to address the necessary educational approaches, strategies, initiatives and techniques to better equip the students with the required skills to bridge the gap between the academic paradigms and the professional requirements and ensure the suitable teacher trainings. Data were collected using questionnaires and interviews and the results displayed a high level of awareness, among the professional and academic communities in the Tunisian context, of the significance of the 21C skills integration and development in higher education for better employability nationally or globally."

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Formation of students' translation competences and specialist languages vis-a-vis diploma dissertations

Marlena Iwona Bielak
Stanisław Staszic State University of Applied Sciences in Piła, Poland

The formation of students' translation competences with regard to any specialist language is a long-term process equipped with many difficulties. The latter are mainly connected with the student's lack of knowledge with regard to the basic characteristics of a particular specialist language and its terminology. The presentation will demonstrate the role of practically oriented diploma dissertations in the process of developing students' skills of translating specialist languages. The aspect that plays a crucial role in the above proces is the structure of the diploma thesis which differs from traditional BA or MA dissertations in terms of its extensive practical component.

Mehrsprachigkeit und Phraseologismen in Deutsch und Albanisch

Kimete Canaj
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Mehrsprachigkeit ist ein Phänomen, das in vielen Teilen der Welt zu finden ist, insbesondere in Ländern mit einer multikulturellen Gesellschaft. Das Deutsche und Albanische sind zwei Sprachen, die in Europa gesprochen werden und sich in Bezug auf ihre Struktur, Grammatik und Wortschatz unterscheiden. Beide Sprachen haben jedoch ein gemeinsames Merkmal: Sie sind offen für Einflüsse aus anderen Sprachen. Mehrsprachigkeit bezieht sich auf die Fähigkeit oder den Zustand, mehrere Sprachen zu verstehen, zu sprechen oder zu verwenden. Ein mehrsprachiger Mensch kann in verschiedenen Sprachen kommunizieren und hat Kenntnisse über die kulturellen und sprachlichen Nuancen verschiedener Sprachen. Hier wird die Mehrsprachigkeit im Kosovo und die phraseologische Neologismen im Deutschen und Albanischen kurzgefasst. Ein phraseologischer Neologismus ist eine sprachliche Wendung oder Redewendung, die neu in eine Sprache eingeführt wird. Diese Neologismen können durch verschiedene Einflüsse entstehen, wie zum Beispiel durch soziale Veränderungen, technologische Entwicklungen oder kulturelle Einflüsse und wichtigen Beitrag in die Mehrsprachigkeit leisten. Dieser Beitrag verfolgt einen vergleichenden Ansatz bei der Erörterung ausgewählten Phraseologische Neologismen auf Albanisch und Deutsch.

Im deutschen Sprachraum können phraseologische Neologismen zum Beispiel durch die Verwendung von Anglizismen entstehen, also Wörter oder Wendungen aus der englischen Sprache, die in den deutschen Sprachgebrauch übernommen werden. Ein Beispiel dafür ist der Ausdruck ""das ist mein Style"", der aus dem Englischen stammt und so viel wie ""das ist mein Stil"" bedeutet. Im Albanischen können phraseologische Neologismen auf ähnliche Weise entstehen, indem zum Beispiel Wörter oder Wendungen aus anderen Sprachen, wie dem Englischen, dem Deutschen oder dem Italienischen, übernommen werden. Ein Beispiel dafür ist der Ausdruck "Blej online", der aus dem Englischen stammt und so viel wie "Online kaufen" bedeutet. Es ist wichtig zu beachten, dass phraseologische Neologismen nicht immer von allen Sprechern einer Sprache verwendet oder verstanden werden. Sie können in bestimmten sozialen oder Altersgruppen beliebter sein und in informellen Kontexten häufiger auftreten. Außerdem können sie sich im Laufe der Zeit verändern oder wieder aus der Sprache verschwinden, je nachdem wie sich die Sprache und die Gesellschaft entwickeln.

Die Datensammlung werden aus Materialien: online – Samlung und gedruckte Sammlung gesammelt dann werden sie durch computergsetëtzter Abgleich verarbeitet und Validierung

potentieller phraseologischer Neologismen in beiden Sprachen durchgeführt. Die phraseologische Neologismen oft zuerst in der gesprochenen Sprache auftreten und dann werden sie auch in der schriftlichen Sprache eingefrt.

Phraseologische Neologismen sind schwer greifbar. Die Untersuchung von Mehrsprachigkeit und phraseologischen Neologismen in beiden Sprachen kann interessante Einblicke in den Sprachwandel und den kulturellen Austausch zwischen verschiedenen Sprachgemeinschaften bieten.

Corpus Investigation of Field-Specific Multi-Word Combinations in an ESP Course: The Case of Computer Engineering

Tuğba Çitlak
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Karadeniz Technical University, Turkey

The efficient use of field-specific multi-word combinations in ESP can create a challenge regarding the technical terminology in the field. Therefore, this study aimed to compare one of the fields requiring specific terminology, computer engineering, to its larger framework of general engineering reference corpus to find out various shared lexical properties involving field-specific multi-word combinations. To this end, a computer engineering corpus (CompEngCorp) and a general engineering corpus (GenEngCorp) were analyzed to investigate the multi-word combinations specific to computer engineering and their counterparts in general engineering by comparing these two corpora. The preliminary results and pedagogical implications were discussed concerning the implementation of future ESP courses.

Teaching specialist vocabulary to students of English studies at the Koszalin University of Technology: the teacher's and students' perspective – a case study

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Agnieszka Fleszar
Karolina Zbrzeźniak
The Koszalin University of Technology, Poland

Specialist vocabulary courses have been taught to the second year students of English studies for many years. The aforementioned courses belong to the list of courses designed for the practical translation module. Each semester comprises 30 hours of specialist content pertaining to various fields, i.e. legal, medical, and business English. However, due to recent alterations to the study programme, some changes will soon be introduced. The following speech will focus on the methods of selecting and presenting specialist vocabulary to students, as well as ways of assessing their knowledge and skills. Students' perspective on the specialist vocabulary courses taught at the Koszalin University of Technology will also be presented.

How to boost students' motivation in the Legal English classroom?

Andrzej Dąbrowski
University of Warsaw, Poland

When designing a Legal English course, ESP practitioners, like all foreign language teachers, do their utmost to make their classes engaging and motivating. As emphasized by Dörneyi/Csizér (1998:216), all the attempts invoking "the quality of the learners' subjective experience" may serve as important contributors to motivation to learn. One of the most effective motivation boosters for Legal English learners are law-related movies that catch and sustain their attention.

The presentation will address some questions about exploiting the didactic potential of reel justice (law-related television and cinematic productions) in the context of teaching Legal English as a foreign language.

Curriculum Organizers for LSP

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LSP teaching needs a variety of aspects that comprise enhancing the development of skills centered in organization instruction, so, to train future professionals how to teach to prevent possible difficulties is assumed together with the teaching of pronunciation, vocabulary, grammar, situations and functions, as the "what" we teach; special focus on approaches, methods, techniques, procedures and strategies teaching and learning are discussed on the basis of current thinking in the field, as general aspects to consider in the direction of the process for trainees to learn how to model teaching.

Promoting Meaningful Learning through the Integration of Problem-based Learning into Aviation English Course

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The aviation industry relies on linguistically competent English-speaking pilots and air traffic controllers to ensure safety both in the air and on the ground. Failing to perform these duties flawlessly has resulted in fatal consequences so far. Among many others, communication breakdown is known to be the contributing factor to a number of aviation accidents such as the Tenerife Disaster in which 583 casualties were reported. Communication in aviation includes the exchange of codified and jargon-filled radio messages as well as the use of plain language between native/non-native English-speaking pilots and air traffic controllers and thus, student pilots should be offered proper training through effective ESP course design that can promote meaningful learning experiences for these learners. That is, student pilots should be capable of interpreting, associating, and using the learned knowledge towards providing a solution to the problem at hand. Similarly, problem-based learning (PBL) challenges students to solve ill-structured problems, and functional knowledge is said to be acquired in this manner (Tosun et al., 2013). Accordingly, PBL was adopted to determine whether it can serve as an effective approach to ESP teaching in the aviation context. The present qualitative study reports on four PBL sessions in a must-have Aviation English course. The researcher adopted an emic perspective and served as the facilitator in the learning process. The sampling consisted of 18

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senior-class student pilots recruited through purposive sampling. to investigate its effect on promoting meaningful learning in the ESP context. Participants were assigned to six groups randomly, and each group consisted of three students. They did not have any prior learning experience with PBL so an introductory session was held at the beginning of the semester in order to help them develop an understanding of what PBL is and what they would experience over the course of a semester. Each PBL session lasted three weeks (six class hours) and consisted of the following phases: introduction to and discussion on the problem (2 class hours), group work and formulation of the solution (2 class hours), and the presentation and the review of the solution (2 class hours). At the end of the semester, qualitative data were collected through structured interviews held with six voluntary student pilots for the purpose of gaining insights into participants' attitudes towards PBL. As for the data analysis, thematic patterns in the qualitative dataset were drawn by applying axial coding method on MAXQDA (v.20) software. Findings of the present study showed explicit traces of meaningful learning experiences for the ESP students and the attainment of positive learning outcomes through PBL integration into the Aviation English course.

"Fachsprachenunterricht und Künstliche Intelligenz – Unterstützung für Lehrende und Lernende?

Marieta Djakovic
Kristina Djaković
Juraj Dobrila University of Pula, Croatia

Die Künstliche Intelligenz ist ein umfangreicher und komplexer Begriff, über den seit November 2022 und der Vorstellung des ChatGPT viel diskutiert wird. Im Bereich der KI wurden große Fortschritte gemacht und sie ist in vielen Lebens- und Arbeitsbereichen anwesend. Sie führt zusammengesetzte Aufgaben wie Spracherkennung, Bilderkennung, Bewertung von Texten und anderes schnell und in verschiedenen Sprachen durch. Wie wirkt sich das auf den Fachsprachenunterricht aus und welche Potentiale und Möglichkeiten durch die Nutzung der Künstlichen Intelligenz entstehen für den Fachsprachenunterricht. Es wird der Frage nachgegangen wie Lerner mit der KI umgehen, wie die Künstliche Intelligenz im Fachsprachenunterricht eingesetzt werden kann, d.h. welche Unterstützung die Künstliche Intelligenz bieten kann. Wie soll man mit textgenerierten KI-Systemen umgehen und was bedeutet das für den Fachsprachenunterricht und für die Fremdsprachenlehrer. Welche Rahmenbedingungen sollen dabei beachtet werden und wie kann die KI kreativ, sinnvoll, reflektiert und zielgerichtet eingesetzt werden, um den Lernprozess zu unterstützen.

The threats and opportunities AI offers LSP tutors in preparing subject specific learning materials and assessments

Peter Gee
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As a teacher of Academic Writing for students of Business Economics, Management and Data Science I have a keen interest in developing student friendly discipline specific learning and assessment materials that will develop awareness of discipline specific vocabulary and topics. I have used Chat GPT to develop

Language Immersion Classes for Medical Students: from Theory to Practice

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The aim of our paper is to discuss a classroom practice that has proven both effective and practical for the students at our university in the last few years: language immersion. We will focus on the advantages and challenges of reuniting two distinct groups of students: Romanian students learning medical English and international students learning Romanian for healthcare. In the proposed activity, students are faced with real-life situations, dialogues are genuine, spontaneous and language is created naturally in an authentic context. Listening and speaking skills are both put into practice in situations a future healthcare professional might encounter, such as taking a history, or admitting a patient to hospital. This type of activity is both successful in teaching English for healthcare studies and extremely appreciated by students.

Stellenwert berufsbezogener Kommunikation im Gemeinsamen Europäischen Rahmen für Sprachen am Beispiel mündlicher Produktionen

Beata Grzeszczakowska-Pawlikowska
University od Lodz, Poland

Die Vorbereitung der Fremdsprachenlernenden auf das sprachliche Handeln in der Berufskommunikation stellt für den DaF- bzw. DaFF-Unterricht eine äußerst große Herausforderung dar. In den berufsbezogenen Situationen kommt es nämlich auf den Gebrauch einer oder mehrerer alltagssprachlicher Varietäten und meist auch mehrerer Fachsprachen an, die wiederum je nach dem kommunikativen Zweck in der Domäne der Schriftlichkeit, Mündlichkeit und / oder an der Schnittstelle von beiden verwendet werden. Vor diesem Hintergrund setzt sich der Vortrag zum Ziel, den Stellenwert der beruflichen Kommunikation im GeR zu überprüfen, da dieser u. a. als Grundlage für Lehrpläne gedacht ist. Der besondere Fokus wird dabei auf mündliche Produktionen gelegt.

Exploring “Small Talk” in Oral Mediation Tasks: Functions and Analysis

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Small talk is used in diverse professional contexts to build rapport or to engage speakers in a social conversation (Planken, 2005; Origlia Ikhilor et al., 2019). In the same vein, the speaker who acts as a mediator should display his conversation strategies to communicate a specific message with empathy and attention to the recipient’s needs (COE, 2020). Thus, this contribution revises the functions of small talk in the context of mediation. After that, it analyses the oral productions of 20 Upper-Intermediate learners, focusing on the linguistic mechanisms that are used to build rapport.

Council of Europe (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment: Companion volume. Council of Europe Publishing. Retrieved from www.coe.int/lang-cefr.

Origlia Ikhilor, P., Hasenberg, G., Kurth, E., Asefaw, F., Pehlke-Milde, J. and Cignacco, E. (2019). Communication barriers in maternity care of allophone migrants: Experiences

of women, healthcare professionals, and intercultural interpreters. Journal of Advanced Nursing, 75, 2200-2210. https: //doi.org/10.1111/jan.14093

How general English proficiency contributes to the success in an EAP context

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The present correlational research study aims at investigating the role of the general English proficiency of university students in their English for academic purpose course and indicates how these graduate students benefited from it to accomplish their linguistic objectives. To measure participants' level of English proficiency, a group of 200 master's psychology students was given a placement test before their English for psychology course. A reliable researcher-made examination was also administered at the end of their course whose results suggested students' progress. The findings disclosed to what extent more proficient students in English have taken advantage of the content and the material of the course to enjoy a deeper understanding of the key concepts of psychology in the English language.

Zum Engagement der Lernenden im kooperativen Sachfachunterricht. Projekt einer empirischen Studie

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Das Engagement ist ein Faktor, der auf bessere Leistungen der Lernenden einen großen Einfluss hat (Froiland, Worrell 2016; Handelsman et al. 2005; Karabiyik 2019; Lee et al. 2016; Martin et al. 2016). Das Ziel meines Beitrags ist es, ein Forschungsprojekt über das Engagement Deutschlernender in einem kooperativen Sachfachunterricht darzustellen. Dank der Thematik des Sachfachunterrichts (Wirtschaftssprache) und dem kooperativen Lernen werden interaktionale Lernsituationen geschaffen, die zur fremdsprachigen Kommunikation, der Partnerarbeit und der dialogischen Interaktion zwischen den Lernenden beitragen. Die Zusammenarbeit der Lernenden geht mit dem erhöhten Engagement einher. In meinem Projekt möchte ich die verschiedenen Komponenten des Engagements in einem kooperativen Sachfachunterricht quantitativ bewerten und gleichzeitig das kooperative Lernen als eine Methode darstellen, die das Engagement der Lernenden maßgeblich beeinflusst.

The process of implementation of CLIL at the Technical University in Zvolen

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Constantine the Philosopher University in Nitra, Slovakia Bilingual education is becoming more important at technical universities for various reason naming a far better employment, access to global research and to the information as well. The presentation deals with the challenges of implementation of CLIL at the Technical University in Zvolen and the related research conducted within the process. The research focused on determining university teacher profile, their strengths, and weaknesses. Then there was also conducted the research on students'

preferences and motivation to learn a foreign language. Besides these findings, the presentation will also focus on more practical issues of the implementation such as addressing low English language level of content teachers and the use of internet applications to assist them. The paper also describes the second language education using CLIL at other universities.

Włoska lingwakultura w języku angielskim i polskim w aspekcie glottodydaktycznym. Korpusowe studium kulinaryzmów jako leksyki specjalistycznej

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Nasz referat będzie miał na celu omówienie sposobów odzwierciedlenia regionalnych dań pochodzących z różnych rejonów Włoch w diasporze włoskiej w USA na podstawie listy włoskich dań z sieci restauracji MANDOLA a także SUSZONE POMIDORY PASTA & PIZZA (Poznań), DZIURKA OD KLUCZA (Warszawa) oraz LEN ARTE CUCINA ITALIANA (Katowice). Ponadto przedstawione będzie zakorzenienie włoskich elementów kulturowych w dydaktyce kultury na studiach italianistycznych w Instytucie Języków i Literatur Romańskich UAM (por. Hall 1976, Nagórko 2004, Sobkowiak 2015, Berezowski 2020). Rozważony również będzie udział zasymilowanych pod względem fonetycznym włoskich kulinaryzmów i elementów lingwakultury włoskiej jako wyrazów niosących znaczenie leksykalne (por. Bańczerowski, J. 1997) w programach nauczania języka angielskiego biznesowego oraz w kontekście autonomii nauczyciela (por. Wiśniewska 2007).

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Fremdsprachenunterricht an den literarischen Vorbereitungsklassen (classes préparatoires littéraires) in Frankreich

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Die sogenannten Classes préparatoires sind ein fester Bestandteil des französischen Schul- und Hochschulsystems. Ihr Hauptziel besteht darin, die Studierenden auf die Aufnahmeprüfungen für die Elitehochschulen (Grandes écoles) vorzubereiten. Man unterscheidet grosso modo zwischen den naturwissenschaftlichen, wirtschaftswissenschaftlichen und geisteswissenschaftlichen Vorbereitungsklassen. In unserem Vortrag konzentrieren wir uns auf die geisteswissenschaftlichen

Vorbereitungsklassen. Analysiert werden sollen Ziele, Methoden und einige spezifische Merkmale des Fremdsprachenunterrichts an den literarischen Vorbereitungsklassen.

Crafting the perfect class. Some remarks on the process of teaching materials selection

Jacek Mianowski
Kazimierz Wielki University, Bydgoszcz, Poland

Within the Polish high school system teachers are often assigned LSP classes in multiple disciplines. From the hotel industry to IT, finance, and computer programming among the most popular, the technical schools aim to prepare the future graduate both for the changing realities of the labour market and the requirements of external examinations that may involve a FL component. Within this perspective teachers have to move through the intricacies of student motivation, the limited scope of teaching hours and the need to tailor the class to the limitations of both time and resources. For these reasons, the choice of teaching materials, be it in the form of students' books, online platforms or self-made resources, is becoming a complex process where careful planning often needs to be handled even before the school year starts.

Budowanie kultury zadań w nauczaniu języków obcych dla celów zawodowych a planowanie stażu w przedsiębiorstwie.

Malgorzata Niemiec-Knas
Jan Dlugosz University in Częstochowa, Poland

Refleksje na podstawie przeprowadzonych studiów dualnych Język niemiecki w obrocie gospodarczym.

W referacie zostaną poruszone następujące zagadnienia:

1. Definicja zadania – różne ujęcia, spojrzenia z pespektywy literatury w języku angielskim, francuskim i niemieckim. Różnice między definicjami w wymienionych językach są niewielkie, jednak warto o nich wspomnieć.

2. Studia dualne, ich historia rozwoju w ostatnich latach w Polsce oraz rola stażu w nauczaniu języka obcego dla celów zawodowych. W tym punkcie zostaną wymienione niektóre działania w polskich uczelniach, które podjęły się budowania i przeprowadzania studiów dualnych wraz z przedsiębiorstwami.

3. Refleksje po przeprowadzonym projekcie studia dualne Język niemiecki w obrocie gospodarczym na temat budowania zadań a realizacja staży – od prostych/ małych zadań do projektów.

Punktem wyjścia do omówienia tego zagadnienia jest przede wszystkim doświadczenie zdobyte podczas przeprowadzonych studiów przez autorkę referatu.

Na końcu referatu zostaną przedstawione wnioski oraz postulaty, o których warto dyskutować w kontekście tworzenia nowoczesnych form kształcenia na uczelni.

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Using Board Games for Alternative Assessment in CLIL

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The main challenge of content and language integrated learning (CLIL) relates to quality of teaching and learning, proper use of activities, and application of effective assessment procedures. The article discusses an idea of temporality of assessment based on the juxtaposition of high-stakes exams with alternative assessment, focusing on the principles of assessment for learning (AfL), learning-oriented assessment (LOA), and evidence-based learning (EbL). It presents a validation process of an innovative learning-oriented assessment tool, namely Reflective Learning Journals (RLJ). The word “innovation” in this context refers to the specific use of peer-shared e-Journals that can be used as a means of assessment in the context of CLIL. Since little is still known about EFL formative assessment in various CLIL contexts (DeBoer & Leontjev, 2020), it remains unclear how assessment based on the application of board games shall be investigated. The present research explores, for the first time, the validation process of the e-Journals. To verify the theories of alternative assessment, which to the best of the author’s knowledge could be successfully implemented in tertiary CLIL education, systematic observations of game-based learning, written reflections and a task-specific rubric were introduced. Some implications, consistent with the principles of the above-mentioned pedagogical approaches to assessment will be presented. The purpose of this investigation is to improve the assessment practices in tertiary education.

Soft skills development in the EMP classroom

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Currently, communication and interpersonal skills are essential abilities that medical professionals need to master in order to be successful in their work. Therefore, there is an increasing need for implementing activities that would enhance the development of these skills in the English for Medical Purposes (EMP) classroom. Our presentation focuses on some of the most important soft skills in medicine, such as communication, initiative, teamwork, or empathy and compassion, and suggests activities designed for medical students which can be used successfully to develop such abilities.

Use of specialist video materials for boosting speaking skills of aviation personnel

Olena Petrashchuk
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Using video for the Aviation English purposes is based on the internationally recognized language requirements for aviation personnel presented by descriptors of language proficiency (ICAO Doc.9835). It has been proved that the most effective way to use video is as an enhancement to a lesson. The major advantage of specialist video tapes is that the English use is visualized in professional contexts. Thus, the factors which influence speaking skills in real life can be met in the English classroom. Sample scenario is based on a YouTube video including pre-viewing, while-viewing and post-viewing activities.

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The Study of Literature in Foreign Language Classes Based on LSP

Ayse Pisirir
Burdur Mehmet Akif Ersoy University, Turkey

It is said that literature is constituted by language; therefore, any literary text can be regarded as the representation of language. As authentic materials, literary texts might considerably enrich English lessons by making learning more engaging, lively, imaginative, and motivating. Literary texts can be pointed out as effective stimuli for learners to gain English language skills, foster cultural awareness and encourage critical thinking. This study examines the role and impact of literature utilizing literary texts as a source for language teaching in LSP.

Zur lehrkräftegelenkten Digitalisierung fachsprachlich orientierten DaF-Unterrichtsmaterials am Sprachenzentrum der German Jordanian University

Matthias Prikoszovits
Universität Paderborn, Germany

Insgesamt zeigt sich DaF-Fachsprachenunterricht an Universitäten außerhalb des amtlich deutschsprachigen Raums schon im realen Unterrichtsraum als mit zahlreichen Herausforderungen für Lehrkräfte verbunden. Im geplanten Vortrag wird eine qualitative Längsschnittstudie vorgestellt, welche die lehrkräftegelenkte Digitalisierung fachsprachlich orientierten DaF-Unterrichtsmaterials an einer jordanischen Universität begleitete. Für die Studie wurden Online-Befragungen und Logbucheinträge genützt, um Einblicke in die von Fachsprachenlehrkräften geleistete Digitalisierungsarbeit zu gewinnen.

Academic English Certification Exams from the Comfort of your Home – a New Reality

Agnieszka M. Sendur
Andrzej Frycz Modrzewski Krakow University, Poland

More and more tests are currently offered in the at-home version. There is a choice of foreign language certification exams available in the remote option: from General English to some selected English for Specific Purposes, including Academic English (AE) exams.

In her paper, the speaker is going to present three AE online certification exams candidates can take from the comfort of their home. The tests are going to be compared with regard to their format, the skills and abilities tested, types of tasks, marking solutions as well as the candidate identification and invigilation technologies used.

Zur Vermittlung der Fachsprache der Touristik – diverse Aspekte aus praktischer Sicht

Grażyna Strzelecka
University of Warsaw, Poland

Im Beitrag wird die Vermittlung der Fachsprache der Touristikbranche als Fremdsprache in einem philologischen Studiengang angesprochen. An diesem Beispiel wird gezeigt, welche Herausforderungen auf die Fachsprachenlehrer zukommen, aber auch wie die parallele Entwicklung sprachlicher Fähigkeiten und die Vermittlung von Fachwissen erfolgreich verlaufen kann. Neben realen Aufgaben aus der Wirtschaft erweist sich die Terminologie der

Touristikbranche als ein Problemfaktor, was bei der Erstellung von typischen Textsorten aus der Touristikbranche zum Vorschein kommt: Dies wird an einer kleinen kontrastiven Untersuchung Deutsch-Polnisch veranschaulicht.

Use of corpus tools in the improvement of literary critical authorship

Ali Şükrü Özbay
Mustafa Zeki Çıraklı
Tuncer Aydemir
Karadeniz Technical University, Turkey

English for academic purposes concerns verbal, stylistic and prosodic parameters since academic authorship employs particular conventions. Using corpus tools like Sketch engine and AntConc has provided crucial opportunities for literary critical authors. The ethnographic account of three ELL MA students shares the developmental stages of a literary critical author through the involvement of these tools. The study showed that the participant significantly enhanced their critical writing (writing about literature and literary criticism) regarding lexical bundles, collocations, semantic prosody and engrams.

Storytelling: current trends in teaching public speaking

Artur Urbaniak
Stanisław Staszic State University of Applied Sciences in Piła, Poland

During the contemporary era of gamification, the utilization of storytelling as a didactic instrument is becoming progressively prevalent in educational contexts. The acquisition of soft skills, such as the capacity to perform in public forums, is of interest to prospective employers and has emerged as a highly sought-after proficiency in the current job market. This paper endeavors to introduce a pioneering conceptual framework for the implementation of storytelling as a presentation tool, prompted by Kurt Vonnegut's distinctive philosophy of writing. The particularities of language, tropes, and rhetorical devices, when integrated, position this matter within the purview of Language for Specific Purposes (LSP).

Current trends regarding foreign business language learning. Case study as the most preferable learning method among students of economics, logistics, administration and national security.

Joanna Zator-Peljan
Jan Amos Komeński State University of Applied Sciences in Leszno, Poland

The author of this lecture aims to stress the fact that case study as a foreign business language learning method is perceived as a current trend among Polish students of economics, logistics, administration and national security. The above-mentioned method enables students to develop their speaking skills. At the same time their discussion and negotiation skills undergo improvement. Case studies also help shy students to overcome their shyness. A very important advantage of this foreign business language learning method is the following one – students learn a foreign language faster as well as gain some significant knowledge regarding their field of study.

Scaffolding: Effective Teaching And Student-Oriented Learning Strategy In Esp Teaching

Nataliia Zinukova
Alfred Nobel University, Dnipro, Ukraine

We examined the use of systematic scaffolding techniques and its results intended for efficient ESP teaching. This study consists of the implementation of various scaffolding strategies that resulted in the students' reflections and observations. Existing research suggests that university teachers who deliver high quality instruction in the form of scaffolding enhance a student's ability to acquire academic content in foreign language. Findings demonstrate that integrating culturally relevant materials, background knowledge, and relatable content are vital in the process of ESP teaching. It's important therefore that teachers take the time to meet the specific language learning needs of each student as they progress through their course. To do this, the best teachers, either consciously or perhaps often unconsciously, break down language learning into easily manageable chunks of material that build fluency step-by-step. This process is called scaffolding. In addition to supporting learning, scaffolding also helps students become more independent learners; creates a supportive learning environment in which students take a more active role; enables teachers to maintain high expectations rather than always simplifying the task; focuses attention on the task itself; reduces frustration and risk. Feedback from educators and researchers suggests that scaffolding is highly effective in engaging and motivating students. As students are always building on what they know, they accomplish better in a collaborative setting and are able to be successful before moving into new or unfamiliar environment. As a result, students can clearly see that they are making progress, which decreases frustration and encourages them to keep going.

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