

**2. mednarodna konferenca  
Slovenskega društva učiteljev tujega strokovnega jezika**

**Tuji jeziki stroke:  
Priložnosti in izzivi poučevanja in raziskovanja**

**ZBORNİK POVZETKOV**

**Na daljavo, Slovenija  
15. – 16. oktober 2020**



**2<sup>nd</sup> International Conference of  
the Slovene Association of LSP Teachers**

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

**BOOK OF ABSTRACTS**

**Online, Slovenia  
15-16 October 2020**

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

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## **Benvenuti! Bienvenue ! Dobrodošli! Welcome! Willkommen!**

On behalf of the Programme and Organizing Committees of the 2nd International Conference of the Slovene Association of LSP Teachers “Languages for Specific Purposes: Opportunities and Challenges of Teaching and Research” we are happy to welcome you to our online edition of the conference.

When we started preparing for the conference, we had decided that the event would take place in the inviting atmosphere and attractive surroundings of the Rimske Terme Thermal Resort, just as in 2017, when we organized the highly acclaimed 1st international conference to celebrate the Association’s twentieth anniversary. In the first phase of conference planning, our primary goal was to enable a wide variety of LSP researchers and teachers to meet, share and disseminate their original research data, project findings, points of view and classroom practices pertinent to LSP teaching contexts. However, considering the peculiarity of the present pandemic situation, the time has come to add a new goal: to consolidate present partnerships and establish new contacts within the broader international research and teaching community in the form of an online conference.

Although a transition from a traditional conference to a virtual one might be seen as a specific situation, we understand it as an opportunity to learn new forms of cooperation or even as a reference point for all other similar future events. We are grateful that you accepted the postponement of the conference and our subsequent decision to transfer the conference to virtual surroundings. With your collaboration we have put together an excellent programme which comprises three plenary sessions and seventy-four presentations in parallel sessions by speakers from fifteen countries who will deliver their presentations in five different languages: English, French, German, Italian and Slovene. We are especially pleased that we have a special session dedicated to the Slovene language as LSP with the intent to promote further research and interest in our mother tongue, in the various fields of genre-based research and teaching practices.

We take this opportunity to express our gratitude to the members of the international and national Programme Committee for their assistance in organising conference calls, disseminating the same, evaluating the submitted abstracts and preparing the final version of the conference programme. We also wish to express our gratitude to the members of the national Organizing Committee for taking care of countless organisational tasks which were carried out at first for a traditional conference setting and later on for the online edition. Last but not least: we are thankful to our sponsors for their support. Their names can be found inside this book of abstracts and in the conference programme.

It is our wish that this conference will offer you many new ideas and insights into your colleagues’ research and classroom experiences and that it will give you the possibility to share your own. We hope that our online LSP event will meet your expectations.

Nives Lenassi  
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, courses and special interest groups. Currently the members can collaborate on two special interest groups: E-learning SIG and Group for Slovene as a Second and Foreign Language. Up to now the first group has delivered more than thirty training courses on the use of information and communication technology in the LSP classroom. The second group was founded in 2019 with the aim of developing the didactics of Slovene as a foreign LSP. With the increase of foreign students in Slovenia and the opening of the labour market to foreigners in areas where a high level of Slovene knowledge is essential for achieving success in the workplace environment, the need arose to upgrade didactics with content that would consider the specific language needs of different groups of learners. At the beginning, the group intends to focus primarily on the need to teach Slovene as a foreign LSP both in Slovenia and abroad, and then continue with language research and the preparation of adequate language materials.

We provide information and experience in the field of 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 European Association of Language Teachers for Healthcare (EALTHY), The European Society for the Study of English (ESSE), Group for Study and Research in English for Specific Purposes (GERAS, France), Slovene Section of the International Association of Teachers of English as a Foreign Language (IATEFL, Slovenia), International Federation of Language Teachers' Associations (FIPLV), Slovene Association for the Study of English (SDAŠ, Slovenia), Slovene Association of German Language Teachers (SDUNJ, Slovenia), Hungarian Association of Teachers and Researchers of Languages for Specific Purposes (SZOKOE, Hungary) and Association of Foreign Language Teachers in Higher Education Institutions (UNJSVU, Croatia). 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 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 successful organization of our first conference in 2017 gave us the opportunity to establish new contacts and to develop various interesting ideas in the form of various projects. One very successful project is TRAILS Erasmus + project (2018-2020) which deals with education and training for LSP teachers. The starting point of the project was the fact that there is no systematic and systematically implemented training for LSP higher education teachers in the European environment. The project involved eight partners from eight countries (France, Slovenia, Italy, Great Britain, Spain, Poland, Croatia and Germany), who defined the objectives and designed a teacher training program based on the results of the analysis of LSP teaching needs and examples of good practice. The results of the project will contribute to the creation of new teacher training programs at the European higher education institutions.

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 15 years now and is included in the MLA, DOAJ, LLBA, and ERIH databases. 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 and the *SDUTSJ News* on current events which is published regularly on our weblog.



## O KONFERENCI

### CONFERENCE DETAILS

#### Konferenčne teme

- ❖ raziskave žanrov
- ❖ večmodalna besedila
- ❖ leksikografija in terminografija
- ❖ medkulturne študije
- ❖ jezikovna politika
- ❖ učenje in usvajanje jezika
- ❖ informacijsko-komunikacijska tehnologija
- ❖ učni načrt in snovanje učnih načrtov
- ❖ metodika poučevanja
- ❖ snovanje učnih gradiv
- ❖ ocenjevanje in evalvacija
- ❖ učiteljeve vloge, naloge in kompetence

#### Conference topics

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

#### Glavni govornici / Keynote speakers

- ❖ **Vesna Cigan,**  
Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb, Croatia
- ❖ **Ken Hyland,**  
School of Education and Lifelong Learning, University of East Anglia, Norwich, United Kingdom
- ❖ **Sara Laviosa,**  
University of Bari Aldo Moro, Italy

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| 18. Inna Kozlova, Spain               |                                     |

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| 5. Vita Kilar, Slovenia              | 11. Vida Zorko, Slovenia                 |
| 6. Nives Lenassi, Slovenia           |  |

**Vesna Cigan**

Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb, Croatia

**Subject Content Knowledge in Teaching LSP within the Framework of Discursive Competence**



Teaching LSP requires a wide disciplinary diversity and a narrow specificity. The enormous range of LSP or ESP domains attempts to keep pace with the advancement in students' knowledge and to extend the use of language in domain specific communication. The manifold role of a LSP practitioner involves a combination of different areas of teaching. Among a wide range of requirements, knowledge of teaching, knowledge of language analysis and knowledge of the specific domain of interest (Basturkmen, 2017, p. 4) constitute a teachers' expertise. Acting as a needs-knowledgeable instructor, LSP teachers adopt teaching practices that focus on the acquisition of professional expertise, integrating discursive competence, disciplinary knowledge and professional practice (Bhatia, Anthony, & Noguchi, 2011, p. 143) to help students develop skills

to function effectively in their particular professions.

The aim of this paper is to explore the views of LSP teachers regarding the challenges faced in teaching LSP and developmental activities undertaken to make an effective transition from general language teaching to LSP teaching. The results highlight that teachers have a thorough understanding of the complexity of LSP instruction considering the, at times, intermittent provision of specialized education designed to prepare teachers for additional know-how and task-oriented skills. Specific-purpose-driven teaching develops student competences required to understand and produce texts appropriate to discursive practices. The vast majority of respondents to the survey consistently express the primary importance of subject content knowledge in teaching LSP. A further aim of the study is to shed light on how LSP teachers acquire and improve their subject content knowledge of specialist discourse.

**Key words:**

discursive competence, domain specific communication, LSP teaching, specialist discourse

## **Ken Hyland**

School of Education and Lifelong Learning, University of East Anglia, Norwich, United Kingdom

### **Working with Writing: Understanding Texts, Writers and Readers**



Writing has been a central topic in applied linguistics for over half a century and is a central area of teaching and research. Its complex, many-sided nature, however, seems to constantly evade adequate description and explanation, and many forms of inquiry have been summoned to help clarify both how writing works and how it should best be taught. In this presentation I will explore the main approaches to teaching and researching writing. Making a broad distinction between theories concerned with texts, with writers and with readers, I will show what each approach offers and neglects and what each means for teachers, examining what the research tells us and what this means for classroom practice. While the categorisation implies no rigid divisions, I argue that this offers a useful way of comparing and evaluating the research each approach has produced and the pedagogic practices they have generated. My own bias is towards reader-oriented theories of writing and I will use some of my own research to illustrate what this approach contributes to our understanding of writing and the advantages it offers in the classroom.

**Keywords:** process writing, genre, social construction, discourse communities, writing pedagogy

**Sara Laviosa**

University of Bari Aldo Moro, Italy

## **LSP Teaching within a Plurilingual Perspective**



The Common European Framework of Reference for Languages (CEFR) endorses the principles underpinning the multilingual turn in educational linguistics, and recognizes that the language learner's communicative competence is built on the interrelationship and interaction between languages and cultures. Plurilingual individuals draw flexibly on their interrelated, uneven, plurilinguistic repertoire to accomplish a variety of communicative tasks. One such task is cross-linguistic mediation between individuals with no common language. Translating a text, in speech and in writing, is a cross-linguistic mediating activity that involves integrated skills, a mixture of reception and production. When translating a text in writing, advanced learners (C1 level of the CEFR) can translate abstract texts on social, academic, and professional subjects in their field, successfully conveying evaluative aspects and arguments. When translating a text in speech, advanced learners can provide fluent spoken translation of complex texts addressing a wide range of general and specialised topics, capturing most nuances.

Given this general premise, my presentation first expounds on the notion of pedagogic translation, drawing on models and methods elaborated in translation studies and educational linguistics. Then, it illustrates how translation pedagogy is being gradually integrated into LSP teaching as part of the curriculum design of modern language degree programmes in Europe. To this end, I examine the approach and method adopted by two novel undergraduate coursebooks that draw inspiration from the plurilingual stance that is upheld by the CEFR. The first coursebook is *Mundos en palabras*, authored by Ángeles Carreres, María Noriega-Sánchez and Carme Calduch (Routledge, 2018). The second coursebook is *Ponti di parole*, authored by Clelia Boscolo and Sara Laviosa (Routledge, 2021).

**Keywords:** plurilinguistic repertoire, cross-linguistic mediation, translation

**POVZETKI**  
**ABSTRACTS**

**Schreibtechniken zur Entwicklung von berufsrelevanten Schreibkompetenzen im studienbegleitenden Deutschunterricht – praktische Beispiele aus Polen und Serbien**

[Writing Techniques for the Development of Job-relevant Writing Skills in German Lessons as a Companion Programme - Practical Examples from Poland and Serbia]

**Karmelka Barić**

Fakultät für Bauwesen Subotica, Universität Novi Sad, Serbien

**Joanna Kic-Drgas**

Adam-Mickiewicz-Universität Poznań, Polen

Ziel des Beitrags ist eine einführende Darstellung der theoretischen Grundlagen der Schreibkompetenzen und -methoden und der aus dem Gemeinsamen Europäischen Referenzrahmen übernommenen Grundlagen sowie der Grundlagen der Rahmencurricula für den studienbegleitenden Deutschunterricht, die Transparenz, Qualität und Vergleichbarkeit der Lernergebnisse auf internationalem Niveau ermöglichen. Zunächst werden eine in die Rahmencurricula eingefügte Liste von berufsrelevanten Mikromethoden für den studienbegleitenden Deutschunterricht und die zu entwickelnden Kompetenzen, insbesondere die Schreibkompetenzen, präsentiert. Dann werden Beispiele von Schreibtechniken dargestellt, durch die Studierende im studienbegleitenden Deutschunterricht an der Universität in Poznań und an der Universität in Novi Sad fachübergreifende und berufsvorbereitende Schreibkompetenzen in der Fremdsprache Deutsch entwickeln. Die vorgestellten Schreibtechniken können genauso gut in jedem Fremdsprachenunterricht mit ähnlichen Lernzielen ihre Anwendung finden. Abschließend werden die Ergebnisse und die erreichte Schreibfähigkeit bei Verwendung bestimmter Lernhilfen erläutert, welche die Lernerautonomie fördern und die Studierenden auf die Berufswelt vorbereiten.

**Schlüsselwörter:** studienbegleitender Deutschunterricht, fachübergreifend, Schreibkompetenzen, Schreibtechniken

## **Can There be a Positive Synergy between Learning Syntax and Domain-specific Learning?**

**Saša Bjelobaba**

Faculty of Political Science, University of Zagreb, Croatia

**Mirela Landsman Vinković**

Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

The main aim of this paper is to test the apparently unquestionable assumption that there is a strong correlation between learners' exposure to a wide diversity of source materials exemplifying the use of the syntactic structure in question and the likelihood of learners' successfully learning and understanding the structure's formal, semantic and pragmatic aspects. The authors scrutinise the validity of this hypothesis through an attempt to teach all types of English conditionals (zero, first, second, third, mixed) without ever crossing the boundaries of the following, comparatively restricted, conceptual domain: 'Martin Luther King and his Legacy'. Authentic 'if' clauses, mainly extracted from MLK's speeches are supposed to provide thematically coherent contextualisation. The clarity and exactness of the chronological framework of the African American Civil Rights Movement and MLK's biography are expected to enhance the students' understanding of time relations between the conditions (expressed within various protases) and consequences (expressed by the corresponding apodoses). Apart from the teaching materials specifically designed for this purpose, this paper presents the results of a student perception survey that was carried out with the first-year undergraduate students of Political Science and Journalism at the University of Zagreb subsequent to the teaching process.

**Key words:** synergy, conditionals, MLK, protasis, apodosis

## **Slovene as a Foreign Language. The Use of Corpora in Business and Legal Language Classroom**

**Katarzyna Bednarska**

Department of Specialized Languages and Intercultural Communication, University of Lodz, Poland

The corpus-based approach to language analysis and language education has gained importance over the past decades. Because of their empirical nature and the great number of available texts, language corpora represent actual language performance and can be beneficial for teaching languages for specific purposes, especially when it comes to teaching languages which do not have specialist vocabulary textbooks.

This paper discusses the use of Slovenian corpora (Gigafida and Gos) in teaching legal and business Slovene for linguistics for business studies from the teachers' and students' point of view, analysing four lessons during which students learned new vocabulary using original written and spoken texts in the form of data-driven learning (DDL). By exploring language material students could identify common patterns and lexis, while the teacher only facilitated the process. The paper proceeds to illumine the importance of language corpora for non-native teachers who, whenever in doubt, can investigate the use of problematic construction in language corpora.

**Key words:** Slovene as foreign language, corpus linguistics, business Slovene, legal Slovene

## **Eat That Frog Called Inquiry, Complaint and Thank you Letter – Interactive Exercises can Help!**

**Katja Bogovič**

School of Economics and Commerce Brežice, Slovenia (Ekonomška in trgovska šola Brežice)

Writing is certainly not a popular activity among secondary school students. It is simply not in accordance with their lifestyle of short messages consisting of shortened words, emojis and slang. It is not uncommon that a student is almost fluent in speaking but struggles with creating a written composition. Spelling, connecting ideas into a coherent and grammatically correct unit, is often an effort students do not like to explore and develop. However, a student who finishes a four-year technical program is expected to have a certain level of writing skill in a foreign language. As quoted in "Katalog znanja – prvi in drugi tuj jezik" students are expected to write texts such as an offer, inquiry, order, complaint, job application, biography, various descriptions, etc. How can a teacher convince students it is worth learning to write formal letters? How can a teacher adjust learning to students' habits and expectations? First, students must express their ideas and experiences to understand the reason/need for writing. Second, students like interactive tasks. This article presents a learning situation divided into three phases - general revision of a formal letter (types, layout and style), personalizing reasons for writing, and producing letters. It includes an analysis of students' texts and students' evaluation of this learning situation.

**Key words:** inquiry, complaint, thank you letter, discussion, interactive exercises

## **Von Lehr- und Lernmaterialien zum "LehrBUCH Tourismus mit oder ohne uns" – am Beispiel der Fachhochschule VERN**

[From Teaching and Learning Materials to "LehrBUCH Tourismus mit oder ohne uns" - an Example of the University of Applied Science VERN]

**Nikolina Borčić**

Fachhochschule VERN, Zagreb, Kroatien

**Sanda Marjanović**

Hochschule für Angewandte Gesundheitswissenschaften, Zagreb, Kroatien

Erfolgreicher DaF-Unterricht basiert auf einer zielgerichteten didaktischen und methodischen Planung (Zielsetzung, Lehrstoffprogression, Unterrichtsverfahren). Hinzu kommt, alle Lehrmittel, die zum Lehren und Lernen benötigt werden (Texte, Wortschatz, Übungen, Grammatik usw.) sinnvoll zu präsentieren und eine kontinuierliche methodisch-didaktische Analyse der Lehrmaterialien, die alle Sprachfertigkeiten fördern sollen, vorzunehmen. Am Beispiel des Tourismusstudiums soll gezeigt werden, wie Leitfäden, Lehrerkonzepte und Transfermaterialien im DaF-Unterricht verwendet und in Ideen umgesetzt werden, um den Studierenden die DaF-Inhalte im Bereich Tourismus auf möglichst lehrreiche und unterhaltsame sowie kreative Weise zu präsentieren. Das bedeutet einerseits, das Lehrbuch informativ zu gestalten und andererseits den Lehrstoff auf humorvolle Art und Weise einzuführen und abwechslungsreich zu „trainieren“, in der Hoffnung, die Motivation der Studierenden für den Sprachunterricht zu fördern. Immer wieder zeigt sich, dass dafür ein breites Spektrum an nützlichen Erfahrungen, aktuellen Neuigkeiten sowie praxisbezogenen Beispielen wichtig ist, und genau diese Tatsache sollte DaF-Lehrenden als Leitlinie gelten. Anhand von Lehr- und Lernmaterialien für das Tourismusstudium wird verdeutlicht, inwieweit gut durchdachte Materialien den Lernerfolg positiv beeinflussen und als Grundlage zur Realisation eines Lehrbuchs dienen können.

**Keywords:** Lehrmaterialien, Lernmaterialien, DaF-Unterricht, Tourismusstudium

## **Smart TV and Content-based, Hands-on Strategies for ESP Learning**

**Alejandro Blas Curado Fuentes**

University of Extremadura, Spain

**Jesús Salguero Serrat**

University of Extremadura, Spain

**Claudia Sánchez Durán**

University of Extremadura, Spain

The implementation of IT tools in the classroom to provide a rich and technologically updated environment for both content and language learning is a key issue from different research perspectives (pedagogic, instrumental, content/language integration, etc). The inclusion of Smart TV in this process seems to be fitting as an instrument that may enable students to explore/discover, experiment, gain knowledge or skills, and experience empowerment (cf. Murray et al., 2014; Wang et al., 2016; etc). In our case, Smart TV is being investigated in a preliminary project for specific learning by displaying five thematic categories for content (Geography & History, Nature & Science, Art & Literature, English language, and Entertainments/Sports) and language interactivity (from A1 to B2 levels for both children and adults). The main project goal is to offer this platform as a user-adaptive TV program in our region so that learners may use the content individually or in teams; also, its specific learning modules may be used for possible flipped classroom approaches. An example is the exploration of videos and audios that provide audio-visual instructions for specific tasks to be completed at a later time.

**Keywords:** Smart TV, adaptive content, intelligent tutor, self-learning, LSP

## **A Course Design for Undergraduate Corpus-based ESP Courses with DIY Corpora**

**Neva Čebbron**

Faculty of Humanities, University of Primorska, Koper, Slovenia

To date there has been little research into how do-it-yourself (DIY) corpora can effectively be used in DDL courses in a professional ESP context, with undergraduate students. This paper reports on the design, outcome and value of a course for undergraduate students of ESP, integrating corpus compilation and consultation. The presentation introduces some core principles of course design for corpus-based ESP courses, arguing that the approach proposed by CALL research should also be incorporated. Data on students' response was collected by analysing written student reports and questionnaires administered immediately after the course and five months after the end of the course. Findings reveal that all students found corpus use beneficial for ESP learning and enhancement of their general language competence. They especially valued corpora for writing, expanding their vocabulary in general and learning subject-specific terminology. The process of compiling their DIY corpora seems to have enhanced their understanding of the nature and limitations of corpus data and thus helped them interpret corpus output more accurately.

**Keywords:** DIY Corpus, ESP, language awareness, learner autonomy



## **How Do They Like to Learn? A Comparative Survey between International and Hungarian Medical Students Studying Languages for Medical Purposes**

**Anna Dávidovics**

Medical School, University of Pécs, Hungary

**Timea Németh**

Medical School, University of Pécs, Hungary

The Medical School of the University of Pécs (UPMS), Hungary, has welcomed students from all over the world for over thirty-five years. International students akin to Hungarian students arrive with high expectations and certain perceptions about teaching and learning; therefore, it can be quite a challenging task for the teacher to find the best possible methods that work for both the Hungarian and multicultural student population when teaching Language for Medical Purposes (LMP).

This presentation aims to demonstrate and compare the findings of two online surveys, conducted at UPMS between April and October, 2019, with the purpose of collecting, contrasting, assessing and evaluating methods that international and Hungarian students find most effective when studying LMP.

The results suggest that the majority of the international students prefer to be actively involved during classes (42%), cooperate with each other (47%), and even sit together in groups (55%), and Hungarian students expressed similar preferences, albeit to a slightly lesser extent. In conclusion, we can say that no significant differences were observed between the study preferences of the two student cohorts, suggesting that, regardless of nationality, medical students have shared needs when it comes to the learning process.

**Keywords:** international medical students, Hungarian medical students, learning styles, languages for medical purposes, teaching methods

## **Filling a Gap in the Research on LSP teaching: Contribution of the TRAILS Project**

**Marie-Christine Deyrich**

LACES, University of Bordeaux, France

In recent years, LSP teaching and research have been receiving increasing attention – both in terms of content and method. Still more recently, LSP teacher development has started to come under focus, placing emphasis on how to prepare teachers of specialised languages for the challenges of the job market. As a result, new issues have emerged, and questions related to the lack of LSP teacher training have generated further research and projects. This was notably the case of the pan-European TRAILS project, which was launched as a continuation of the first Slovene Association of LSP Teachers conference in 2017. To meet the needs of today's LSP teachers, this project aims to build a teacher training program that is based on reliable empirical data, digital skills, and personalized small-group learning.

This presentation will be based on the progress of the TRAILS project to discuss questions relating to the necessity of having established links and connections between the specific needs of LSP teacher and teacher educators and innovative practices required for the design of curricula in various specialized contexts.

**Keywords:** LSP teaching, teacher needs, teacher training, innovative practices, research

## **Nouveaux besoins en FOS : conception d'un cours de français des affaires pour débutants**

[New Requirements of French for Specific Purposes: Design of a Business French Course for Beginners]

**Nadja Dobnik**

Faculté d'économie, Université de Ljubljana, Slovénie

**Anne-Cécile Lamy-Joswiak**

Faculté des lettres, Université de Ljubljana, Slovénie

L'article présente les changements dans l'enseignement du français des affaires à l'EEC (École d'Économie et de Commerce) de Ljubljana, liés à l'intense internationalisation de l'École depuis les deux dernières décennies. Les échanges sont particulièrement dynamiques avec les écoles de commerce françaises ; en effet, une cinquantaine d'étudiant·es part chaque année en France dans le cadre d'Erasmus et de 2 programmes de double diplôme. Ces échanges ont eu pour résultat une demande croissante de la part des étudiant·es n'ayant jamais étudié le français, afin d'intégrer le cours de français des affaires existant – un cours de niveau B1-B2 et faisant partie du programme de l'École depuis plus de trente ans. Suite à cette demande persistante, – une dizaine d'étudiant·es très motivé·es chaque année – un nouveau groupe pour débutant·es avait été créé en 2016. La création de ce groupe a nécessité une révision de tous les paramètres didactiques – curriculum, matériel pédagogique, travail en classe, évaluation, notamment par rapport au cours de français existant de niveau B1-B2.

La contribution retrace les étapes de conception de ce nouveau cours de français des affaires ainsi qu'une réflexion sur l'expérience des cinq premières années de la réalisation du cours.

**Mots-clés** : français des affaires, conception de cours, besoins d'apprentissage, didactique du FOS

## **Le sfide terminologiche italiano-serbe nella formazione dei futuri insegnanti di italiano** [The Italian-Serbian Terminology Challenges in the Training of Future Italian Teachers]

**Jelena Drljević**

Facoltà di Filologia, Università di Belgrado, Serbia

**Katarina Zavišin**

Facoltà di Filologia, Università di Belgrado, Serbia

**Julijana Vučo**

Facoltà di Filologia, Università di Belgrado, Serbia

L'insegnamento ai livelli universitari, linguisticamente parlando, richiede stabili e consistenti conoscenze di competenze accademiche tra le quali anche terminologie specifiche dei rispettivi linguaggi settoriali. Il problema si presenta di particolare interesse se l'insegnamento di una materia viene somministrato in lingua diversa da quella materna, con l'obiettivo di permettere agli studenti di sviluppare le nozioni teoriche in ambedue le lingue.

È il caso del corso universitario introduttivo di Linguistica applicata per futuri insegnanti presso il Dipartimento di Italianistica della Facoltà di Filologia dell'Università di Belgrado, volto a offrire le basi teoriche della disciplina.

L'obiettivo del nostro studio è di valutare l'efficacia delle tecniche e delle attività didattiche applicate in classe con gli studenti del terzo anno al fine di migliorare l'apprendimento delle principali nozioni appartenenti al linguaggio specialistico.

Saranno esaminati i risultati di un test di controllo (di tipo terminologico) somministrato agli studenti interessati, e di un questionario il cui esito indicherebbe l'efficacia delle scelte didattiche con particolare riguardo al livello e alla qualità dell'apprendimento della materia specifica.

**Parole chiave:** istruzione terziaria, glottodidattica, nozioni teoriche in chiave bilingue, italiano e serbo

### **Subject Knowledge of ESP Instructors**

**Markéta Dudová**

Masaryk University, Brno, Czech Republic

The paper discusses the problem of subject knowledge of ESP instructors. In ESP, the subject-area content the instructor teaches should serve the purpose of language learners. The content is expected to be relevant to learners' goals and careers. A narrow (domain-specific language and related tasks) or wide (general, common-core language functions) approach to ESP has advantages and disadvantages – both of them put specific demands on the instructor. One of the problems they pose is how much subject knowledge is enough for an ESP instructor. The instructor must be knowledgeable about the area, its values and preferred genres. However, following other scholars who warn against ESP teachers becoming pseudoteachers of subject matter, this paper argues that subject knowledge is not the most essential issue. Instead, ESP instructors should offer what is not learned as part of the courses in the learner's field of study. ESP instructors should respect their learners' knowledge and primarily focus on cultivating curiosity, flexibility, creativity and enjoyment in the classes they teach.

**Key words:** ESP, subject knowledge, creativity, curiosity

## **Diminutivi nella terminologia di storia dell'arte in italiano e francese**

[Diminutives in the Terminology of Art History in Italian and French]

**Danijela Đorović**

Facoltà di Filosofia, Università di Belgrado, Serbia

**Milica Mirić**

Facoltà di Filosofia, Università di Belgrado, Serbia

Uno degli aspetti più caratterizzanti del linguaggio della storia dell'arte è il suo lessico. L'individuazione di termini specifici peculiari di questa disciplina umanistica è un tratto determinante nella distinzione del linguaggio della storia dell'arte dalla lingua comune. Tra i lessemi specifici dell'arte un posto di particolare interesse spetta ai diminutivi lessicalizzati in modo tale da diventare veri e propri termini, monoreferenziali e privi di connotazioni.

Il presente lavoro mira a individuare e descrivere i diminutivi facenti parte della terminologia di storia dell'arte basandosi sull'analisi contrastiva tra l'italiano e il francese. Per la selezione del corpus si è scelto di analizzare il dizionario terminologico plurilingue di storia dell'arte serbo-francese-italiano-spagnolo, edito dalla Facoltà di Filosofia dell'Università di Belgrado a cura di J. Vidić, D. Đorović e M. Nikolić.

Dall'analisi morfosintattica nonché semantica dei diminutivi presi in esame si evince che il suffisso più produttivo per quanto riguarda la terminologizzazione di diminutivi è "etto" in italiano / "ette" in francese, benché nel corpus compaiano anche varie forme di diminutivi ottenuti mediante altri suffissi. I risultati preliminari indicano che in italiano i diminutivi terminologizzati sono più frequenti che in francese.

**Parole chiave:** diminutivi, terminologia, storia dell'arte, italiano, francese

## **Linguistic Analysis of Doctor-Schizophrenic Patient Communication**

**Csilla Egyed**

Medical School, University of Pécs, Hungary

**Judit Diána Fekete**

Medical School, University of Pécs, Hungary

The presentation focuses on the preliminary results of interdisciplinary research related to the genre of doctor-patient communication. Discourse analysis, or more precisely, conversation analysis is particularly relevant in the context of psychotherapeutic consultations, where the interaction takes place between the doctor and patients with mental disorders, mainly schizophrenia. These discourses are defined by specific frameworks, and the success of the communication and therapy largely depends on the patients' mental capacity, whether the interlocutor is able to interpret their inner mental state. This capacity is referred to as mentalization. Numerous studies have outlined that schizophrenic patients have deficiencies in mentalization capacity, which may also be reflected in their language use. The corpus of the research consists of guided conversations between a psychiatrist and schizophrenic patient related to Hemingway's short story *The End of Something*. The answers to the interview questions are analysed using applied linguistic qualitative analysis with a special focus on deictic elements in order to describe and categorize the language used by schizophrenic patients in terms of their mental capacity. Hopefully, the findings can contribute to the enhancement of medical students' language and communicational skills with psychiatric patients as a special domain of LSP.

**Keywords:** doctor-patient communication, conversation analysis, mentalization, deixis

## **Code-switching from a Simulated Medical Interview to a Case Presentation**

**Katalin Eklicsné Lepenye**

Medical School, University of Pécs, Hungary

**Judit Diána Fekete**

Medical School, University of Pécs, Hungary

Medical communication competencies may be acquired during the undergraduate years and the residency programmes of future doctors. The platforms for specific language use incorporate medical interviews (doctor-patient conversations), case presentations or reports (doctor-doctor encounters), and other scenarios among the healthcare personnel and also the doctor and the patient's relatives. Different methods - blended learning, peer tutoring and simulation based education - aim at improving medical communication competencies, though the focus is most often on doctor-patient rather than doctor-doctor discourses. Our research aims to reveal a gradual improvement in code-switching skills in the simulation based medical communication course at the University of Pécs, Hungary, highlighting the fundamental elements of doctor-doctor dialogue. Through scenarios students take medical histories of the actor-patients, and use a simplified language that is understandable by lay people. Later, when reporting about their patients, they should apply conscious code-switching to create a medical terminology-based presentation. The paper detects code-switching mechanisms from simulations of history-taking to case presentations that improves conscious medical communication.

**Key words:** simulated medical interview, code-switching skills, doctor-doctor encounters, case presentation

## **Teaching and Learning in Medical Education while Using Medical Improvisational Techniques**

**Judit Diána Fekete**

Medical School, University of Pécs, Hungary

**Judit Szalai-Szolcsányi**

Medical School, University of Pécs, Hungary

This study explores verbal as well as nonverbal competences of medical students with the use of theatrical improvisational techniques, taking into account the students' intercultural differences. Within the field of Applied Improvisation - a technique that is already being used in business and science - we used medical improvisation, an emerging field that is relatively new and exciting, to observe behavioral changes in our SkillsLab surroundings. With the help of this new technique, termed "medical improv", we aimed to improve their communication skills in terms of doctor-doctor and doctor-patient relations. Our goal was not to create a piece of "theater", rather to use medical improv in clinical and educational settings where students could practice in a safe environment. Our aim was to improve empathy, active listening and confidence skills, in order to change their attitude towards their acquirable knowledge and practical tools. The final section explores the implications of the study, especially the hypothesis that applied improvisation drastically improves communication skills of medical students from all ethnical and cultural backgrounds, presented through case studies.

**Keywords:** medical education, medical improvisation, applied improvisation, communicational skills

**Die dienende Funktion der Digitalisierung im fachsprachlichen DaF-Unterricht – wie sich mithilfe digitaler Lernumgebungen die kommunikative Handlungskompetenz der Lernenden fördern lässt**  
[The Function of Digitization in German as a Foreign Language for Specific Purposes - How the Communicative Skills of Learners can be Promoted with the Help of Digital Learning Environments]

**Lars Felgner**

Philosophische Fakultät der Universität Ljubljana, Slowenien

Wenn sich der momentane Trend zur Digitalisierung des Fremdsprachenunterrichts fortsetzt und Blended Learning (verstanden als sinnvoll aufeinander aufbauende Abfolge von Präsenz- und Onlinephasen) zunehmend zu einem integralen Bestandteil des Unterrichtsgeschehens wird, müssen sich Lehrende zukünftig zwangsläufig vermehrt auch damit auseinandersetzen, wie Lernende durch die Gestaltung digitaler Lernumgebungen zur kommunikativen Handlungskompetenz in der Zielsprache befähigt werden können. In diesem Beitrag wird der Frage nachgegangen, wie sich die kommunikativen und kooperativen Möglichkeiten der Digitalisierung (z. B. orts- und zeitungebundener Kontakt der Lerner zu Sprechern der Fremdsprache, synchrone Feedback- und Chatfunktionen, Einbettung sozialer Medien und interaktiver spielerischer Formate) gewinnbringend im fachsprachlichen DaF-Unterricht nutzen lassen. Aufbauend auf der Analyse der diesbezüglichen Stärken und Schwächen unterschiedlicher online frei zugänglicher digitaler Lernangebote werden grundlegende Empfehlungen für die möglichst optimale Ausschöpfung des kommunikativen Potentials der Digitalisierung gegeben. Anhand von ausgewählten Praxisbeispielen wird gezeigt, dass das Leitprinzip bei der Didaktisierung digitaler Lernumgebungen deren dienende Funktion sein sollte. Demzufolge darf das digitale Lernen kein bloßer Selbstzweck sein, sondern ist vom Lehrenden immer auf seinen Nutzen hinsichtlich der zuvor formulierten übergeordneten Lernziele zu überprüfen. Abschließend wird eine vom Autor entworfene Blended-Learning-Unterrichtseinheit, die auf den in diesem Beitrag entwickelten Best-Practice-Kriterien basiert, zur Diskussion gestellt.

**Schlüsselwörter:** Blended Learning, digitale Lernumgebungen, kommunikative Handlungskompetenz, fachsprachlicher DaF-Unterricht

## **Realnost pričakovanj? Jezikovne zahteve na področju zdravstva v Sloveniji**

[The Reality of Expectations? Language Requirements in the Field of Health Care in Slovenia]

**Ina Ferbežar**

Filozofska fakulteta, Univerza v Ljubljani, Slovenija

Raven znanja slovenščine, ki jo pri nas za tuje zdravnike in zdravnice določata Zakon o zdravniški službi in Zakon o zdravstveni dejavnosti, je postavljena na C1 Skupnega evropskega jezikovnega okvira (SEJO). Hkrati omenjena zakona predvidevata tudi pripravo posebnega programa preverjanja znanja slovenščine za zdravnike. Zdravniki in zdravnice se za zdaj udeležujejo izpita iz znanja slovenščine na ravni odličnosti, kot smo v Centru za slovenščino kot drugi in tuji jezik FF UL poimenovali raven, ki v SEJO predvideva učinkovitega uporabnika. Zdi se samoumevno, da zdravniki in zdravnice zaradi narave svojega dela jezik okolja, v katerem opravljajo svoje delo, učinkovito obvladajo. Hkrati pa ni nujno, da so učinkoviti prav pri vseh spretnostih in na zelo različnih področjih. Zato je Center za slovenščino skupaj s Katedro za družinsko medicino Medicinske fakultete UL začel razvijati poseben izpit iz znanja slovenščine kot drugega in tujega jezika za zdravnike. V prispevku bo ta izpit podrobneje predstavljen, predstavljene pa bodo tudi nekatere dileme v zvezi s tem. Zdi se namreč, da omejevanje tematskega področja lahko pomeni tudi zniževanje zahtevane ravni jezikovne zmožnosti, to pa ima lahko v zdravstvu daljnosežne posledice. Ob dejstvu, da v Sloveniji močno primanjkuje zdravstvenih delavcev in delavk, kaže o problematiki širše razmišljati.

**Ključne besede:** jezikovne zahteve, slovenščina kot drugi in tuji jezik, preverjanje znanja, jezikovna zmožnost

## **LSP and Cultural Heritage Discourse: a Multimodal Analysis of Pictorial Descriptions for Children**

**Maria Elisa Fina**

Ca' Foscari University of Venice, Italy

Over the last decade, museums have attempted to diversify practices for presenting art in order to enhance appreciation for cultural heritage on the part of the widest audience possible. This approach has resulted in complex forms of communication that combine different semiotic modes so as to make art accessible to specific categories of museum visitors.

This study aims to investigate cultural heritage discourse as LSP in audio-delivered pictorial descriptions specifically designed for children.

The scripts of twenty pictorial descriptions in English were collected from the website of the Museum of Modern Art in Manhattan (MoMA) and annotated by means of QDA Miner according to a set of codes – narrator, speech, music, sounds, prosody. Cultural heritage discourse as LSP is investigated in terms of ‘soundscape’, in which speech, prosody, silence, music and sounds are meaningfully combined in order to enhance a child’s experience of art.

The analysis shows that, far from merely accomplishing an aesthetic function, soundscape in the pictorial descriptions entails a complex web of significance. Indeed, verbal communication, voice, prosody, music and sounds intertwine to facilitate content uptake, stimulate critical thinking and encourage interactivity with the artwork. Furthermore, the combination of the above-mentioned features may also determine hybrid forms of narration/description, which involve dramatization and gamification.

**Keywords:** museum communication, pictorial descriptions, cultural heritage discourse, soundscape

## **Language Competences and Transferable Competences Development in Business English Courses – Economics and Business Students’ Views**

**Nataša Gajšt**

Faculty of Economics and Business, University of Maribor, Slovenia

Tertiary education business English courses have traditionally been language development courses and their main goal has been the improvement of students’ language competence. However, a lot of attention has been given recently to the inclusion of transferable competences development in business English courses as these competences are becoming increasingly important in the 21<sup>st</sup> century workplace. This contribution reports on the analysis of economics and business students’ views regarding which language competences and transferable competences should be focused on within business English courses at the tertiary level and which communicative teaching methods should be used to do so. For this study, the quantitative data collected from 195 students were used to answer our research questions. The results of our study reveal that students believe both their English language competences and their transferable competences should be developed in business English courses. Our results show that within language competences, students attach more importance to the development of their lexical competence in business English. As part of transferable competences development, students exhibited a need for developing problem solving, conflict resolution, persuasion and influencing skills as well as intercultural communication skills. Regarding the use of communicative teaching methods, students favoured conversation activities and case studies.

**Key words:** business English, language competences, transferable competences, communicative teaching methods, tertiary education

## **Pedagogical Implications of Teaching Code of Ethics at the Tertiary level. An Italian Case-study**

**Cinzia Giglioni**

Sapienza University of Rome, Italy

**Ellen Patat**

University of Milan-Bicocca, Italy

The study investigates the use of code of ethics in teaching EFL to students enrolled in a first level master course in marketing and communication at Bicocca University (Milan), an Italian public university. In Bhatia’s words, ethical codes are expected to reveal their potential in “sensitising and preparing students to meet the communicative demands of disciplinary communication”. Within the theoretical framework of genre analysis and its possible implications for language teaching, the present paper focuses on learner’s achievements in their EFL learning process through the use of corporate code of ethics, which are presented to the students both theoretically and at a practical level, i.e., using examples of institutionalized textual artefacts. Pre and post-class tests, and one-to-one, semi-structured interviews are used to collect data. Finally, an in-depth analysis is conducted on students’ written production at the end of their course. The scope of this 10-week study is to demonstrate that genre pedagogy caters to learners’ needs, as on one side it raises rhetorical and genre consciousness, and on the other side it fosters language awareness at a micro-textual, lexico-syntactical level.

**Key words:** ESP, code of ethics, language teaching, genre analysis



## **The Macro-structure of Research Articles in Tourism Studies: a Diachronic View**

**Šarolta Godnič Vičič**

Faculty of Tourism Studies, University of Primorska, Koper, Slovenia

The Introduction–Methods–Results–Discussion (IMRD) rhetorical structure of research articles is common in many disciplines. Genre studies have therefore frequently focused on moves that constitute the individual sections as well as their linguistic realisations. However, studies exploring linguistic features of research articles over time show that scientific discourse evolves and changes. The IMRD rhetorical structure only emerged in the 20th century and began to predominate in the 1970s. This study explores change in the macro-structure of research articles in four prestigious academic journals in the field of tourism studies: *Annals of Tourism Studies*, *Journal of Sustainable Tourism*, *Journal of Travel Research and Tourism Management*. Using a corpus of about 1000 research articles that were published in 5-year intervals between 1995 and 2015, change in the rhetorical organisation of research articles is explored. The findings show that there are two major types of macro-structures in tourism studies journals: IMRD and Introduction–Argumentation–Conclusion. The IMRD macro-structure was prevalent throughout the period studied in only one of the journals while in the others it has become the most frequent one only recently.

**Keywords:** academic discourse, research articles, rhetorical structure, diachronic change

## **LSP in Use: Pragmatic Aspect of Lingual Rhythm**

**Galina Gumovskaya**

Higher School of Economics, National Research University, Moscow, Russia

The article is devoted to a most specific type of language for specific purposes – the language of art – artistic literature. The organizing law of the unity of all elements of an art form creates style. It turns text into complete identity reproducing the unity of life in the art world created by the author. One of the carriers of style is rhythm. Rhythm may turn a simple sequence of speech elements into a significant sequence, a meaningful unity. The objective of the article is to master a working approach to the intricacies of lingual rhythm as related to the informational content of utterance and to demonstrate the living connection between the rhythmic patterns of utterances and their semantic-functional patterns. Rhythm, defined as a highly integrated substance, is interpreted in terms of the organic part of the general information rendered by topical chunks of speech. In imaginative speech, it constitutes an important functional sphere, powerfully affecting the reader's perceptions, both rational and emotional. The hypothesis proposed is that at the basis of all speech production lies rhythm as alternation of repeated elements of various categorical statuses.

**Keywords:** languages for specific purposes, art, artistic literature, prose works, segmental rhythms, supra-segmental rhythms, jazz chants

## **The Role of Pronunciation in Speech-to-text Tools in Translator Training and Potential Advantages for ESP**

**Nataša Hirci**

Faculty of Arts, University of Ljubljana, Slovenia

Translator training involves the development of a range of competences, including LSP competences. This paper investigates the incorporation of speech-to-text tools in translator training in the context of ESP. With constant pressure on translation professionals to become faster and more efficient, future translators need to be well-versed in using technology. The application of speech-to-text tools allows sight translation while the text is typed out on the screen: no typing helps with focusing on the content, which may speed up translation work and make it more efficient. As with all digital tools, the quality of input is directly related to the quality of output, which foregrounds the role of pronunciation in the utilisation of such tools. Since speech technologies heavily rely on users' pronunciation it is important to explore trainee translators' perception of their pronunciation skills and establish their awareness of the possibilities afforded by such speech-to-text tools. The findings of our study suggest more attention should be paid to the tools which help improve pronunciation. As intelligibility is becoming increasingly important in non-native speaker communication in English, the potential of speech-to-text tools can be envisaged for other ESP settings. Allowing self-practice, speech-to-text tools might be considered as an additional tool fostering student autonomy.

**Keywords:** speech-to-text technologies, trainee translators' perceptions, intelligibility, pronunciation in translator training, ESP settings

## **Vocabulary Learning Techniques for ESP That Can Boost Lifelong Learning**

**Mojca M. Hočevár**

Faculty of Maritime Studies and Transport, University of Ljubljana, Slovenia

At present, Slovenian students take ESP courses after having studied English as a Foreign Language (EFL) for at least eight years. Nevertheless, many students still have difficulty speaking fluently and those who feel confident at level B2 often claim that they have learned the language outside the classroom. Interestingly, this seems to be a global situation. Active vocabulary is probably at the heart of the problem of language acquisition. David Crystal has recently used the metaphor of climbing Mt Everest for learning the vocabulary of a language. What we really need now are good vocabulary teaching techniques, he says. Since learning specialized vocabulary and acquiring fluency is one of the main goals of ESP, some of the vocabulary sections from ESP printed textbooks have been examined to provide an overview of vocabulary learning techniques in today's practice. As a stimulus for efficient expansion of active vocabulary, learning methods and techniques of some well-respected polyglots were presented. Since polyglots often use their own personalized learning style, their methods and techniques could also facilitate the learning of specialized vocabulary in a way that could become part of a lifelong learning process.

**Keywords:** vocabulary learning techniques, English for specific purposes (ESP), polyglots, lifelong learning

## **Next on the Menu - An ESP Class with a Dash of ICT**

**Sandra Horvatić**

BIC Ljubljana, School of food processing, Ljubljana, Slovenia

In order for today's generations to become and remain competitive on the labour market, the focus on teaching professional foreign languages needs to be directed at making students active participants, not merely observers. I try to motivate my students through different activities to 'co-habitate' with the language, and not only deal with it based on student's books or workbooks but by combining theory with practice. Since schools have been increasingly transforming themselves into smart schools, the importance of educational technology also increases. By using ICT as a means of innovative pedagogy, I encourage my students to develop their creativity, innovativeness and enhance their communication and collaboration skills. When students are digitally literate and trained to use ICT, they can successfully develop critical thinking and problem-solving skills, they are provided with creative and individualized options to express their understanding, and are better prepared to deal with ongoing technological change in society and the workplace. This presentation will introduce some of the ICT tools we can use to make learning as well as teaching ESP more approachable and interesting for students and teachers.

**Keywords:** ESP, ICT, cross-curricular learning, experiential learning, innovative approaches

## **Creating the “International Mind”: Revisiting the Concept from the Perspective of Students’ Short-term and Long-term LSP Needs**

**Mojca Jarc**

Faculty of Social Sciences, University of Ljubljana, Slovenia

Needs analysis has proved to be one of the key stages of LSP course design. However, the concept of needs can be elusive and ambiguous. The aim of this paper is to illustrate the changing nature of undergraduates', graduates', and workplace discourse practices, enacted by members of the International Relations multilingual discourse community. Drawing on socio-rhetorical and genre-analytic aspects of needs analysis, we take a mixed-methods approach to explore the benefits of analysing the participants' short-term as well as long-term LSP needs, with a view to enhancing the participants' discourse competence in LSP classes. The data gathered in the study offer insights into discourse practices of International Relations novices and experts at a Slovene university. The findings reveal considerable mismatches between the participants' expectations, educational affordances, and the learning/teaching practices in the studied contexts, thus advancing the understanding of the dynamics of needs analysis processes, and informing the future practices of materials development.

**Keywords:** International Relations, International Mind, discourse practices, long-term needs, short-term needs, multilingual learner

## The Role of ESP in Motivating Adult Learners of English in a Hungarian Corporate Context

**Csaba Kálmán**

Eötvös Loránd University, Budapest, Hungary

While L2 motivation has been widely researched in the field of applied linguistics, the role of LSP in L2 motivation has received considerably less attention. If we narrow down the scope of enquiry to adult L2 learners in a corporate context, empirical research is even more scarce. This paper fills the above niche by presenting the results of a quantitative questionnaire on the role of ESP in motivating adult learners of English in a Hungarian corporate context. The study conducted with 232 adult learners compared the significance of ESP exerting its influence on L2 motivation with that of nine other dimensions. The relationships between ESP and the other dimensions, as well as the connection between ESP and two additional criteria (intrinsic and extrinsic motivation) were also investigated. Results show that ESP plays a significant role in motivating adult learners of English in a Hungarian corporate context. Furthermore, in the context investigated, there were significant correlations between ESP and five of the other dimensions examined and the two criteria. Finally, the regression analyses conducted attested that ESP contributed to the extrinsic motivation of the participants.

**Keywords:** ESP, motivation, adult education, corporate contexts

## Competenze metalinguistiche per professionisti della lingua in settori specialistici

[Metalinguistic Competences for Language Professionals in Specialized Fields]

**Jana Kenda**

Facoltà di Lettere e Filosofia, Università di Lubiana, Slovenia

Accanto alle figure professionali tradizionalmente associate al lavoro con la lingua (insegnante, traduttore, autore di testi), negli ultimi tempi se ne sono aggiunte delle altre (mediatore linguistico, addetto alle pubbliche relazioni, responsabile della comunicazione, redattore di testi, project manager linguistico-traduttivo, revisore di testi, sottotitolatore, ecc.), tutti operanti spesso tra linguaggi per obiettivi generali e specialistici. Ma quali sono gli obiettivi formativi che accomunano queste figure? Quali saperi metalinguistici devono apprendere perché l'abilità di interpretazione e elaborazione dei testi a livelli di complessità e profondità maggiori diventi parte delle loro abilità professionali? Per il raggiungimento di tali obiettivi è necessario integrare nella loro formazione l'evoluzione graduale delle abilità metalinguistiche con lo sviluppo complessivo delle strategie linguistico-cognitive. Con ciò si costruisce una grammatica attiva, ovvero un'abilità dinamica modellata sui bisogni professionali reali che abilita lo studente di lingue e un qualsiasi professionista nell'ambito linguistico a distinguere tra variabilità e invariabilità nella lingua, a intendere l'(in)determinatezza semantica (in particolare nel confronto tra linguaggio generale vs. specialistico) nonché la disponibilità permanente di ogni lingua a creare nuove forme, significati e regole all'interno delle sue molteplici varietà di generi testuali. L'intervento mira a dimostrare l'importanza e l'imprescindibilità della fusione di contenuti linguistici e metalinguistici attraverso l'analisi dei testi corroborata da esempi illustrativi, attingendoli dai generi testuali specialistici.

**Parole chiave:** professionisti della lingua in settori specialistici, abilità metalinguistiche, grammatica attiva, abilità professionali

## **Musikalische Fachsprache im Unterricht Deutsch als Fremdsprache (DaF) – am Beispiel des Jubiläumsjahrs 2020 anlässlich des 250. Geburtstages von Ludwig van Beethoven**

[Specialized Musical Language in German as a Foreign Language (DaF) Lesson. Using the Example of the Anniversary year, 2020 on the Occasion of the 250th Birthday of Ludwig van Beethoven]

**Jana Kocjančič**

Konservatorium für Musik und Ballett, Ljubljana, Slowenien

Der Beitrag zeigt, wie musikalische Fachbegriffe im DaF-Unterricht an einem Musikgymnasium auf ein aktuelles Ereignis bezogen vermittelt werden können. Ausländischen Musikstudierenden im deutschen Sprachraum fällt es beim Einstieg ins Studium oft schwer, sich des Fachvokabulars zu bedienen. Daher besteht ein Bedarf nach einem auf Musizierende zugeschnittenen Deutschunterricht. Das Jubiläumsjahr 2020 anlässlich des 250. Geburtstages von Ludwig van Beethoven stellt eine gute Gelegenheit für die gezielte Beschäftigung mit verschiedenen musikbezogenen Themen und fachsprachlichen Textsorten dar. Bereits bei der Internetrecherche wird die IKT-Kompetenz sowohl der Lehrkräfte als auch der Lernenden gefördert. Die Lernenden wirken an der Auswahl der Materialien und dem Lernprozess auf Grundlage ihrer Interessen mit, Elemente der formativen Begleitung können dabei einbezogen werden. Das Musikvokabular wird gesammelt und analysiert, Vokabellisten werden erstellt und der fachspezifische Wortschatz wird gezielt trainiert. Schließlich entstehen eigene kleine Musikprojekte der Lernenden, in die sie die musikalische Fachsprache integrieren. Es wird versucht, eine Antwort auf folgende Forschungsfrage zu finden: Inwieweit lässt sich das Musikvokabular in den standardisierten DaF-Unterricht auf den Niveaus A2 und B1 des GER einbeziehen?

**Schlüsselwörter:** musikalische Fachfremdsprache, fachbezogener DaF-Unterricht, DaF-Didaktik, IKT-Kompetenz

## **Language Instruction for Translators from the LSP Perspective**

**Melita Koletnik**

University of Maribor, Slovenia

The European Master's Programmes in Translation 'renewed wheel of competences' takes the premise that the linguistic (and cultural) sub-competence(s), subsumed under the heading "language and culture", present "the driving force behind all the other [translation] competences" (EMT, 2017). Language teaching and – perhaps more importantly – learning, is therefore duly assigned a central role in any translation-related programme. However, while such teaching should obviously draw on general additional (i.e., second and/or foreign) language pedagogy, it should, at the same time, cater to translating students' present and future "special" needs which involves, e.g., contrasting the two languages (i.e., L1 and L2), using the languages interchangeably and, most importantly, preparing them for their future profession as highly skilled language specialists.

The paper to be presented at the 2020 SDUTSJ Conference explores placing language for translators within the LSP paradigm and discusses the implications of such an approach. It will also report on how the English Language Development 1 and 2 courses offered to 1st year translation students at the University of Maribor's Department of Translation Studies have been adjusted in an attempt to cater to this approach.

**Keywords:** language teaching for translators, LSP, language competence, language competence

## **Ciljno razvijanje besedišča za potrebe angleščine kot jezika stroke**

[Targeted Development of Vocabulary Required for English for Specific Purposes]

### **Melita Koletnik**

Filozofska fakulteta, Univerza v Mariboru, Slovenija

### **Tadeja Tement**

Filozofska fakulteta, Univerza v Mariboru, Slovenija

Nation (2005) pravi, da je namensko poučevanje besedišča eden najmanj učinkovitih načinov razvijanja besedišča, kljub temu pa je, nadaljuje, »pomemben del uravnoteženega načrtnega razvijanja besedišča«. Na eni strani imamo torej neučinkovito metodo, na drugi strani pa izkazano potrebo. Nation predlaga, da je problem rešljiv tako, da razvijanje besedišča postavimo v kontekst posameznega učenca in ga obravnavamo kot kumulativen proces, v okviru katerega se z besediščem srečuje v čim več različnih situacijah.

Avtorici sva se s tem problemom namenskega oz. ciljnega razvijanja besedišča sprijeli v okviru poučevanja angleškega jezika za študente prevajanja na prvi stopnji bolonjskega študija na Univerzi v Mariboru. Poučevanje tujega jezika za bodoče prevajalce je mogoče uvrstiti v okvir jezika strok na podlagi kriterijev specifične prihodnje strokovne *uporabe* jezika za zadovoljevanje njihovih specifičnih *potreb* (Koletnik 2019). Prispevek bo predstavil najine izkušnje na področju ciljnega razvijanja besedišča in priporočila za učitelje angleščine kot jezika stroke.

**Ključne besede:** razvijanje besedišča, angleščina kot jezik stroke, bodoči prevajalci

## **Učenje angleščine kot tujega jezika v visokošolskih ustanovah ob pomoči jezikovnega orodja LanGuide**

[Learning English as a Foreign Language in Higher Education Institutions with the Help of the LanGuide Language Tool]

### **Mojca Kompara Lukančič**

Fakulteta za varnostne vede, Univerza v Mariboru, Slovenija

### **Rok Kobal**

Osnovna šola Koper, Slovenija

Jezik je del naše kulture, z njim povemo, od kod smo, kaj počnemo, kaj želimo. Jezik je naš dom, naša družina, naša vrednota. V prispevku se usmerimo na pomen znanja in poučevanja angleščine kot tujega jezika, in sicer pri študentih, univerzitetnih profesorjih in podpornih službah, ki so vpete v sektor terciarnega izobraževanja. Osredinimo se na novodobne koncepte usvajanja jezika, ki zajemajo uporabo novih tehnologij, tu mislimo na e-učenje in m-učenje, ki sta v zadnjih letih v porastu predvsem med mladimi. Predstavimo orodje za e-učenje angleškega jezika LanGuide in v okviru slednjega vire s področja korespondence ter analizo potreb, ki je bila izvedena v okviru sodelovanja med slovensko in romunsko univerzo in prikazuje položaj znanja in učenja angleškega jezika v terciarnem sektorju. Orodje LanGuide je bilo razvito v okviru evropskega projekta, financiranega s sredstvi Erasmus plus. Projekt združuje 6 projektnih partnerjev. Štiri partnerice so specializirane v jezikovnem usvajanju, dve pa v tehnoloških rešitvah. V sklopu projekta partnerice pripravijo skupno metodologijo za pripravo smernic oz. navodil, ki so usmerjena k tujemu strokovnemu jeziku. Razvita metodologija se nato udejanji pri pripravi jezikovnih virov, ki so nato vključeni v spletno orodje, ki je na voljo tudi v mobilni različici.

**Ključne besede:** angleški jezik, visoko šolstvo, tuji jezik stroke (TJS), jezikovno orodje, jezik

## **Nurse-Patient Interaction in View of Appraisal Language: Exploring ESP for Trainee Nurses**

**Agata Križan**

Faculty of Arts, University of Maribor, Slovenia

**Barbara Majcenovič Kline**

Faculty of Arts, University of Maribor, Slovenia

While the quality of communication between nurses and patients importantly impacts their relationship and the patients' well being during their interaction, it is often demanding and challenging due to the sensitive nature of the patients' medical condition. For successful communication, language undoubtedly plays a major role, as the choice of language helps nurses, who are usually the first person that patients come in contact with, obtain enough important information about the patient, show support, instruct the patients and thus help them make informed decisions. It is therefore significant that trainee nurses not only learn English per se but also understand how to use it effectively in their interaction with patients. The paper explores the use of English evaluative language in nurse-patient conversations, in particular, how it affects and reflects the nurse-patient mutual relationship in terms of empathy, reassurance, trust, understanding, and alleviation of anxiety and distress, by applying the appraisal model. The paper highlights the usefulness of appraisal language investigation in nurse-patient communication for trainee nurses with the purpose of gaining insight into the underlying interpersonal processes. The analytical model that is applied is concerned with appraisal as a discourse semantic resource construing interpersonal meaning through the expression of attitude, its graduation and writers'/speakers' engagement with the text.

**Key words:** ESP, nurse-patient communication, nurse-patient relationship, appraisal language, interpersonal meaning

## **Das Passiv in deutschen und slowenischen juristischen Texten**

[The Passive Voice in German and Slovenian Legal Texts]

**Mojca Leskovec**

Philosophische Fakultät der Universität Ljubljana, Slowenien

Sowohl die deutsche als auch die slowenische Sprache kennen zwei Genera Verbi, das Aktiv und das Passiv, und unterscheiden bei dem Letzteren zwischen zwei Formen: das Deutsche zwischen dem werden- und dem sein-Passiv, das Slowenische zwischen dem Passiv mit sein und dem Passiv mit se. Gemeinsam ist diesen Passivformen in beiden Sprachen, dass es im Hinblick auf das Aktiv zur Konversion und Valenzreduktion kommt; sie unterscheiden sich voneinander jedoch in der Bildung, denn sie werden mit unterschiedlichen finiten und infiniten Verbformen gebildet. Der Gebrauch des Passivs ist im Slowenischen allerdings durch eine lange Tradition der Zurückweisung gekennzeichnet. Eine Analyse von 20 unterschiedlichen journalistischen, literarischen, juristischen sowie informativen Texten in deutscher Sprache und deren Übersetzungen ins Slowenische hat die Hypothese bestätigt, dass der Anteil von Passivformen im Slowenischen von der Textsorte abhängt und am höchsten in juristischen Texten ist. Die originäre Passivform bleibt dabei in der Übersetzung i. d. R. erhalten, wenn das Agens allgemein oder selbstverständlich ist sowie wenn hinter dem Text ein Gesetz oder eine Vorschrift steht. Mit der Aktivform hingegen wird sie ersetzt, wenn das Agens im Originalsatz ausgedrückt ist oder aber aus dem Kontext leicht ersichtlich ist; in diesem Fall übernimmt dieses dann in dem übersetzten Satz die Funktion des Subjektes.

**Schlüsselwörter:** Deutsch, Slowenisch, Fachsprache, Passivformen

## **Critical Thinking Strategies as the Influential Tool in Growing Disciplinary Literacy**

**Iryna Liashenko**

Foreign Languages Department of Education and Research Institute for Business Technologies “UAB”  
Sumy State University, Ukraine

The ongoing development of modern technologies requires high-level skills and abilities in getting graduate students prepared for specific situations in life. The educational system needs to use more efficient approaches in increasing essential skills for modern life and work situations. The main aim of the study is to define the appropriate system of teaching deeper thinking skills for the development of specific work activities with students. The academic importance of the study is its revelation of new connections between critical thinking skills and disciplinary literacy in the ESP sphere and its use in preparing future professionals. The contextual framework of the structure of disciplinary literacy was synthesized from the relevant literature. The influence of critical thinking skills was proved experimentally in the students' group. The results provided support for the conceptual framework with critical thinking as an important component of disciplinary literacy for future professionals. Except for the main skills, such as reading, listening, writing, which is used for developing specific knowledge within a discipline, the essential component for professional realization is critical thinking skills implemented in a professional culture.

**Keywords:** critical thinking, disciplinary literacy, professional competency, university students, ESP

## **Apprenticing Students into Host Leadership in Global Virtual Teams**

**Rachel Lindner**

University of Paderborn, Germany

Many teachers of business management would agree that the best way to learn about leadership is through experience of leading as well as following. Ongoing reflection on that experience may, in turn, inform future leadership practice. My paper considers how language teachers working in this field can contribute to the development of leadership skills by creating learning spaces in which the communication behaviours of leaders might be fostered. Specifically, the paper reports on an inter-university inter-disciplinary virtual exchange project that aims to help students acquire the experience and develop the competences needed for working in what are widely referred to as global virtual teams – culturally diverse, geographically dispersed, electronically communicating work teams. By applying the concept of Host Leadership, I first consider the roles of the project facilitators as host leaders in running the project. I then shift the focus to the students, who may assume the roles of host leaders in their project teams. Finally, I consider how Host Leadership might be better integrated into this and similar projects, so that students gain more awareness of the role of communication behaviours in leadership and a better understanding of their own leadership potential.

**Keywords:** LSP teacher roles, Host Leadership, global virtual teams, business management, virtual exchange project



## **Application of Corpus-based Studies to LSP: a Writing Generator for Non-native Professionals**

**Belén López Arroyo**

University of Valladolid, Spain

**Leticia Moreno-Pérez**

University of Valladolid, Spain

The alliance between Contrastive Functional Analysis and corpus-based studies has provided an appropriate and accurate methodological approach for the description of differences and similarities between languages, namely languages for specific purposes (LSP), at different levels. However, most studies combining these two approaches scarcely lead to the creation of applied tools for professionals, the primary users of LSP. The present study aims at bridging the gap between research and professional practice, starting from a thorough contrastive analysis of corpus-based linguistic data in the specialized field of oenology, and moving towards one application of this theoretical study: the development of a LSP writing generator. To do so, a corpus of wine tasting notes of over 100,000 words originally written in English and Spanish was compiled and semi-automatically tagged and labelled using computerized tools designed for the present study: a file manager, a tagger and a browser. Then, tasting notes were contrasted in both languages to establish patterns in terms of structure, language use, etc., in order to build a ready-to-use writing aid which allows non-native professionals to write acceptable specialized genres in the field of oenology in English, taking their mother tongue's linguistic features and genre conventions as a starting point.

**Keywords:** corpus-based studies, semi-automatic tagging and labeling tools, writing generator, specialized genres, LSP

### **Darf Dialekt im Fachsprachenkurs? Exemplarische Überlegungen anhand „Deutsch für Wirtschaft und Beruf“**

[Is a Dialect Allowed in a Specialist Language Course? Exemplary Considerations Based on "Business and Professional German"]

**Johann Georg Lughofer**

Philosophische Fakultät der Universität Ljubljana, Slowenien

Während die Mehrsprachigkeit ein vielseitig beworbenes Konzept ist, das auch in der didaktischen Forschung zu Deutsch als Fremdsprache (DaF) prominent Eingang gefunden hat, ist zwar die Plurizentrik der deutschen Sprache mit verschiedenen nationalen Standards oberflächlich in verschiedenen – vor allem landeskundlichen – Ansätzen aufgenommen worden, doch der Bereich Dialekte im DaF-Unterricht führt nach wie vor ein extremes Schattendasein in Forschung und Unterricht. Die Frage der Platzierung der Sprachvarietäten im DaF-Unterricht jenseits der nationalen Standards, also der Dialekte, führt immer noch zu einer Verunsicherung, wie Studien belegen. Das verwundert angesichts der globalen Mobilität, die DaF für einzelne Lernende schnell zu Deutsch als Zweitsprache werden lässt, der teilweise zunehmenden Bedeutung der Dialekte im deutschen Sprachraum (einzelne werden häufiger gesprochen als manche europäischen Sprachen) sowie der immer stärkeren Position der Lingua franca Englisch im professionellen Bereich, welche der Sprache Deutsch in professionellen Zusammenhängen eine neue Rolle zuordnet. Der Aufbau einer rezeptiven Varietätenkompetenz und die Möglichkeiten zu deren Förderung im fachsprachlichen DaF-Unterricht sollen im Beitrag diskutiert werden. Ein Beispiel, bei dem entschlossen dafür plädiert werden kann, ist der Bereich „Deutsch für Wirtschaft und Beruf“ in Slowenien, der diesbezüglich besprochen wird.

**Schlüsselwörter:** Wirtschaftsdeutsch, Dialekt, Plurizentrik, Varietätenakzeptanz

## **'May the Games Begin'. Exploring the Effectiveness of Simulation as an Instructional Format in English for Professional Purposes**

**Tatjana Marković**

Belgrade Business and Arts Academy of Applied Studies, Serbia

This paper explores the effectiveness of simulation, a game-and task-based instructional format in teaching English for professional business purposes. In social epistemic simulations, students are immersed in a microworld representing some complex social, economic, or political organizational system, acting out a defined role in a certain scenario, experiencing feelings and concerns of a particular role in a certain social context. (de Freitas, 2006:11). They navigate an intricate web of interactions and transactions in this world, and discover its principles and relations. It is a technique that easily lends itself to ESP settings and the requirements for authentic language use and focus on the language of discourse (Oxford & Crookall, 1990). Simulations encourage meaningful and purposeful interactions and active participation (Hyland, 1993:3). The evaluation of the pedagogic and linguistic effectiveness of the simulation project was carried out by means of a student perception questionnaire. Combining qualitative and quantitative data, we will present findings on the attitudes of students regarding relevance, enjoyability and usefulness of the company simulation in terms of acquiring linguistic, social, and domain competences and skills.

**Key words:** simulation, English for specific purposes (ESP), task-based approach, game-based learning

## **Phrasal Verbs in English Business Magazines Online**

**Borislav Marušić**

College of Applied Sciences "Lavoslav Ružička", Vukovar, Croatia

**Sanda Katavić-Čaušić**

Faculty of Economics, Osijek, Croatia

The paper presents a corpus-based research of phrasal verbs in English business magazines online. The corpus consisting of 9731 words has been compiled from the following business magazines online: The Economist, Entrepreneur, Forbes, Fortune Magazine, My Making Money Magazine and The Street. The research comprises both quantitative and qualitative analysis of phrasal verbs in this variety of English for specific purposes (ESP). The quantitative analysis presents the total number of phrasal verbs and their frequency in the analysed corpus. In addition, comparison with the most frequent phrasal verbs in general English is done to reveal possible semantic differences when it comes to these two language registers of English. The qualitative analysis of phrasal verbs refers to their composition, whether they consist of a verb + adverb, a verb + preposition or a verb + adverb + preposition. Also, it gives an overview of the most frequent adverbs and prepositions registered in the corpus of English business magazines online. Finally, the paper addresses the didactical and methodical aspects providing the reader with some ideas for implementation of the obtained results in business English classes.

**Keywords:** English for specific purposes, business English, business magazines online, phrasal verbs

## **Teaching Terminology: How Can it Go Wrong?**

**Tamara Mikolič Južnič**

Faculty of Arts, University of Ljubljana, Slovenia

Within the MA programme in translation of the Department of Translation at the Faculty of Arts (University of Ljubljana), students have several translation modules devoted to languages for specific purposes. Students have to hand in a variety of technical translations both during the courses and as final, summative exams. In these translations, a specific problem that frequently arises is linked to the question of terminology. This happens despite the fact that students can use CAT tools and other language technology as well as the internet. The aim of the paper is to present an analysis of a relatively comprehensive sample of Italian-to-Slovene student translations of technical texts that have been handed in during the past 6 years. The main research question concerns the types of mistakes that occur in terminology (e.g. semantically inadequate translations, stylistically inadequate translations, pragmatically inadequate translations, genre-related mistakes, generalizations, explanations, omissions etc.). Such an analysis calls for a methodologically unified classification of mistakes in different text types, which is not dependent on the source or target language of the translation. Based on the analysis, some guidelines can be developed for more effective solutions to problems of terminology in the translation classroom as well as in LSP classrooms.

**Key words:** terminology, translation, translation training, classification of mistakes

## **Online Assessment of English for Specific Purposes (ESP)**

**Renáta Nagy**

Doctoral School of Health Sciences, Medical School, University of Pécs, Hungary

The presentation is about a preliminary study on the online assessment of English for Specific Purposes (ESP). The focus is on online as a possible future form of language testing.

The main target of the study is to uncover the intriguing question of validity of online assessments. A positive outcome of the study would indicate an optimistic and dazzling future in a number of aspects for not only language assessors but for future candidates as well.

Beside the principal aim of the study, other issues of online assessment will be taken into consideration to gain a complete picture of ESP testing. These areas include ability, context, competence, tasks, developing tests, technology and the list goes on. In order to achieve this, the study involves not only the theoretical but also the real, first-hand empirical side of testing from the point of view of examiners and examinees.

Material and methods include surveys, needs analysis and trial versions of online tests. Surveys will not only question future candidates but also assessors in order to determine the needs and wants. The future of online ESP assessment is only a few steps away.

**Keywords:** online assessment, evaluation, validation, online, assessment, ESP

## **Needs Analysis in English for Security Studies**

**Danijela Nejković**

Faculty of Security Studies, University of Belgrade, Serbia

**Jelena Bošnjak**

Faculty of Security Studies, University of Belgrade, Serbia

ESP has become an increasingly important branch of ELT, imposing new requirements and criteria to be met by teaching professionals and ESP practitioners. Designing an ESP course is one of these requirements, with learner needs analysis as its key first stage, informing further steps within this complex cyclical process. This paper presents and discusses the results of needs analysis of first-year and second-year students of the Faculty of Security Studies, Belgrade University, who have achieved (quite) different levels of English proficiency and are on the path to acquire subject specific knowledge and skills both in their native and second language. It attempts to investigate learners' wants and lacks in relation to their needs as perceived by subject specialists. A quantitative method was used to collect the data, i.e. questionnaires were administered to two groups of stakeholders: current students and professors (subject specialists), allowing for the triangulation of data and sources. The paper offers insight into how these findings can be used to inform the course design so as to best reflect learners' needs and help them acquire knowledge and skills essential for their future academic and professional careers, and enable them to operate effectively within these target communicative situations.

**Keywords:** ESP, security studies, course design, needs analysis, questionnaire

## **Transferring Metadiscourse – A Case Study**

**Dénes Ferenc Neumayer**

Budapest Business School, Hungary

Metadiscourse fulfils numerous functions ranging from organising the discourse to providing the means by which the author conveys their personal comments to the readership; however, as has been proven, its pattern of use is discipline and culture specific. Raising awareness of this specificity is crucial when developing the foreign language skills of students, as unfamiliar metadiscourse patterns might hinder understanding and, in addition, adopting first language norms might be detrimental to the quality of foreign language production. Several studies have compared texts across languages; however, there is limited data available on how metadiscourse is transferred from one language to another and what lexical and grammatical choices are made during its formulation. This presentation provides an insight into the types of actions translators perform when translating metadiscourse in scientific texts by outlining a system of transfer operations established by a case study of a tertiary level physics textbook written in English and its Hungarian translation. The framework of operations contributes to our understanding of the procedure of constructing metadiscourse on the lexical and grammatical levels by identifying transfer strategies used by translators. The intelligence on the lexical and grammatical choices these strategies entail could in turn be used for augmenting LSP educational material and methodology to help students produce texts that follow the target culture norms satisfactorily.

**Keywords:** metadiscourse, transfer operations, cultural specificity, translation, textbooks

## **In-class Use of Web Applications with ESP Students in Higher Education**

**Jovana Nikolić**

Faculty of Organizational Sciences, University of Belgrade, Serbia

**Jelena Anđelković**

Faculty of Organizational Sciences, University of Belgrade, Serbia

**Marija Meršnik**

Faculty of Organizational Sciences, University of Belgrade, Serbia

The rapid advancement of technology has undeniably brought many changes to the traditional foreign language teaching and learning. Nowadays, numerous web and mobile-friendly apps are being developed and used not only by individual learners, but also in interactive classrooms, since they are convenient and informal tools that may, if used appropriately, not only add a dash of playfulness and entertainment to the language learning and teaching process, but also contribute to its success. Focusing on the implementation of Computer-Assisted Language Learning (CALL) in English for Specific Purposes (ESP) courses in higher education institutions, this paper outlines how three mobile-friendly web applications, Mentimeter, Kahoot! and Socrative, can be used to enhance student engagement and improve student-teacher interaction in an ESP class. The paper presents the use of these applications for vocabulary acquisition, formative assessment and testing in an ESP course taught to the second-year undergraduate students of management and information technologies. After listing both the advantages and limitations of these applications with large groups of students, the paper proposes several ideas on how to use these apps to create functional content that best suits students' needs and their learning styles.

**Key words:** CALL, web applications, ESP, student engagement, higher education

## **Teaching LSP at a Higher Education Institution: On the Experience of Teaching English Education Terminology to Intended Teachers**

**Elena Nikulina**

Moscow Pedagogical State University, Russia

**Marina Sokolova**

Moscow Pedagogical State University, Russia

The Department of Phonetics and Lexicology of the English language of Moscow Pedagogical State University has a lengthy history in teaching terminology to their students. Knowledge of terminology is essential not only for future linguists and translators, but also for those students who intend to become teachers. In this regard the topic of education becomes really important. The suggested article presents the experience of teaching the terminology of British School Education to 3rd-year students of English in a class environment (within the speech practice classes and classes of English Lexicology) with the aim to expand the students' awareness of terminology itself and to interest them in their future scientific work (such as a writing course and graduation papers). The article provides a range of up-to-date terms to illustrate term-building processes in modern English and can be useful for designing LSP course syllabuses or for those, interested in the Russian school of Terminology.

**Keywords:** LSP, British School Education terminology, intended teachers training, LSP training, modern term-building processes

## **LSP and Teacher Competences at the University of Applied Health Sciences**

**Nikola Novaković**

University of Applied Health Sciences, Zagreb, Croatia

**Martina Klanjčić**

University of Applied Health Sciences, Zagreb, Croatia

**Sanda Marjanović**

University of Applied Health Sciences, Zagreb, Croatia

Teaching a foreign language course to students of professional college study programmes presents a specific challenge not only for students but teachers as well. Such courses represent a completely new area of language which teachers need to acquaint themselves with in order to successfully prepare students for future professional communication. A general lack of specific textbooks requires the teachers to create their own materials for the purposes of the specific language the students need to acquire. In the case of health professions, each requires a significantly altered approach targeting that profession's skills, vocabulary, and potential situations the students may encounter in the future. In order to be adequately prepared for such a teaching process, the teacher relies on experts from specific fields who provide guidance and help in the selection of topics and specific vocabulary. The teacher also invests a great amount of time in preparing the materials methodologically adjusted for such LSP courses which also involve the choice of specific activities focused mainly on practical skills.

The aim of this presentation is to provide an outline of teacher competences (choosing and working with specific language objectives, language proficiency, knowledge of the language characteristic for health professions, communicative competence, selection, assessment, and adaptation of materials) that are required for teaching a foreign language to students at the University of Applied Health Sciences, to prepare them for successful use of the target language in their future work.

**Keywords:** LSP, teacher competence, health professions, teaching materials and content

## **The Olympic Games-related Booklets: A Genre or Not?**

**Darija Omrčen**

Faculty of Kinesiology, University of Zagreb, Croatia

**Mirjana Bautović**

College for Finance and Law, University College EFFECTUS, Zagreb, Croatia

Sport is a global social phenomenon. The multitude of sports originating from all parts of the world combine to produce a construct comprised of multifarious culture-bound concepts – from language, to codified systems and traditions, to rules of competition, etc., that promotes the many globally accepted concepts, characteristics and modes of behaviour that amalgamate into a philosophy of life. The enterprise attempting to promote this way of life is the Olympic Movement, manifested in the ultimate global mega sporting event – the Olympic Games. Consequently, the aim of our research was to analyse a set of promotional booklets – published by the International Olympic Committee and host cities of the Olympic Games – as one of the instruments used to promote the values and ideals of Olympism through the Olympic Games. These publications were analysed in terms of structure, style, content and intended audience (cf. Swales, 1990, p. 58) of the texts, as well as in terms of their linguistic features – lexis, syntax and style. Both the wide and specialised public of the Olympic Games form a discourse community that is the intended audience of the analysed booklets as a communicative event (cf. Bhatia, 2002; Swales, 1990, p. 39). Since genre is, like sport, conceptualized to be a social phenomenon, the interaction between them will be the focus. Ultimately, the results are expected to yield information on whether such booklets could be considered a genre.

**Key words:** booklets, genre, language, mega sporting event, Olympism, text

## **Avtentično učenje v visokem šolstvu: izdelava spletnega slovarja pivovarske terminologije**

[Authentic Learning in Higher Education: Creating an Online Dictionary of Brewing Terminology]

**Sara Orthaber**

Filozofska fakulteta, Univerza v Mariboru, Slovenija

Načini učenja in poučevanja se z razvojem tehnologij nenehno spreminjajo na vseh stopnjah izobraževanja. Vsem je skupno, da se njihovo težišče vztrajno premika iz frontalnega, pasivnega v izkustveno učenje, pri čemer se študenti učijo v realnih situacijah in v stiku z zunanjim svetom. Takšen miselno-delovni stil učenja je avtentično učenje. Slednje zagotavlja učno okolje, v katerem lahko študenti izkusijo, kako poteka delo v pristnem življenjskem kontekstu. Gre za inovativni pristop k učenju, pri čemer študenti rešujejo naloge na celovit način, tako da smiselno povezujejo različna področja in razvijajo uporabno znanje z visoko transferno vrednostjo.

V prispevku obravnavamo primer avtentičnega učenja, pri čemer se dotaknemo tesne povezave med terminologijo in tujimi strokovnimi jeziki. Prispevek izhaja iz projekta snovanja angleško-slovenskega spletnega slovarja s področja pivovarstva, ki so ga izdelali študenti jezikovnih in nejezikovnih smeri. Gre za primer dobre prakse, temelječ na avtentičnem, projektno naravnem učenju, pri čemer so študenti analizirali obstoječe dvojezične vire z omenjenega področja in iz njih izluščili relevantno terminologijo. Prispevek v luči avtentičnega učenja v visokošolskem izobraževanju osvetli pomen usvajanja strokovne terminologije.

**Ključne besede:** angleško-slovenski slovar, terminologija, avtentično učenje, tuji strokovni jezik

## **Strategie source-oriented e target-oriented nella traduzione dei testi amministrativi per la minoranza italiana in Slovenia**

[Source-oriented and Target-oriented Strategies in the Translation of Administrative Texts for the Italian minority in Slovenia]

**Sandro Paolucci**

Facoltà di Lettere e Filosofia, Università di Lubiana, Slovenia

Nel tradurre testi e più specificatamente documenti amministrativi per la minoranza, nel caso specifico quella italiana in Slovenia, si devono affrontare una serie di questioni alquanto complesse: prime fra tutte quella terminologica e quella delle strategie traduttive da adottare. Nel presente contributo si esaminano le strategie source- e target- oriented nella traduzione dei testi giuridici in generale e dei testi amministrativi per la minoranza italiana in Slovenia in particolare. Dopo l'analisi dei risultati emersi da un sondaggio condotto nel 2019 tra alcuni traduttori giuridici, a cui è stato chiesto di tradurre dallo sloveno in italiano alcuni termini amministrativi contenuti nei testi normativi per la minoranza italiana in Slovenia e, altresì, di tradurre gli stessi termini per testi aventi una funzione informativa, segue la discussione nella quale si propone una metodologia con casi specifici ed esempi concreti in cui il traduttore dovrebbe adottare una strategia traduttiva source-oriented e casi in cui, invece, una traduzione target-oriented potrebbe risultare più opportuna o efficace.

**Parole chiave:** testi amministrativi, traduzione giuridica, traduzione source-oriented, traduzione target-oriented, uniformità terminological

## **Digital Collaboration in the ESP Classroom: Mobile Application Design for Terminology Acquisition**

**Martina Paradiž**

University of Primorska, Koper, Slovenia

Despite students' prevalent ownership and daily use of mobile digital devices with internet access (i.e., smartphones and tablets), which offer great flexibility in language learning, the possibilities of their application in ESP teaching are still largely underexplored and underutilised. The presentation will be devoted to a study conducted among first-year students of Applied Kinesiology during the seminar part of their compulsory English for Kinesiology course, within which students were encouraged to use a teacher-designed purpose-built interactive application for recording topic-specific ESP terminology and employ the collaboratively-built glossary in the process of acquisition and revision of new terms related to their field of study. The paper will present the mobile application used, as well as the results of a questionnaire survey in which students were asked to assess the overall design and usefulness of the application and to comment on their experiences and perceptions of such digital collaboration.

**Keywords:** mobile application, mobile-assisted language learning, collaborative learning, English for Specific Purposes, terminology acquisition



## **The Last Resort - Designing LSP Teaching Materials**

**Brigita Peklaj**

Secondary School for Design and Photography, Ljubljana, Slovenia

ESP practitioners are generally (and quite sensibly) advised to resort to producing their own ESP teaching materials only when no suitable alternatives already exist. While numerous subject matter areas are amply catered for with ESP textbooks, some still remain underserved in this respect. Teachers finding themselves in the latter unenviable position may understandably feel daunted by the task of designing course materials from scratch, possibly at a loss even as to where to begin. The purpose of the paper is to present a case study of such an undertaking. While the teaching materials produced refer to the specific field of visual arts and design, the lessons learned in the process can be applied to other fields, with many of the steps easily adapted for other subjects. The issues addressed include: assessing the students' level of general foreign language knowledge and needs in the ESP area; consulting with colleagues who are specialists in the students' main field of study; choosing which topics to cover; sourcing various types of audio-visual materials and adapting them for use in the classroom; creating authentic tasks to develop relevant skills; dealing with general and subject-specific vocabulary; compiling and organizing terminology glossaries; and, most importantly, involving students in the process.

**Key words:** ESP material development, secondary technical school level, subject-specific materials and terminology, project-based learning, case study

## **Mediating Legal Knowledge for Children: Legal Terminology in UK Guides for Child Witnesses**

**Katia Peruzzo**

Ca' Foscari University of Venice, Italy

Giving evidence is a stressful experience for most people and, when children are involved, it may require extra support and reassurance from parents, guardians or carers. In the UK, the joint efforts of governmental bodies and voluntary organisations led to the publication, in 1993, of the Young Witness Pack, i.e., a set of brochures providing help to children and young witnesses and their families.

This paper presents a corpus-driven study on the Young Witness Pack and later online materials developed based on this example (websites and pdf brochures), which contain information on what happens before, during and after giving evidence in court. In these multimodal materials, specialised legal knowledge is reformulated and recontextualised to meet the needs of the addressees, who are at a different stage of cognitive development and have a different emotional involvement with the process of giving evidence compared to the authors. The main aim of the paper is to highlight the presence of legal terminology in materials targeted at children aged 5 to 11 and to investigate the explanatory structures used to introduce children to legal terms. The study will also draw attention to the visual contents (e.g., illustrations and simple comics) and engaging activities (e.g., crosswords and word puzzles) used in combination with textual information.

**Keywords:** knowledge mediation, legal terminology, explanatory structures, multimodal texts, children

## **Translation in Academic Communication**

**Agnes Pisanski Peterlin**

Faculty of Arts, University of Ljubljana, Slovenia

The role of translation in academic communication is sometimes overlooked, partly because some academic genres are rarely overtly presented as translations. Nevertheless, translation or self-translation is an activity that multilingual scholars occasionally encounter, although they receive little training on how to deal with this demanding task in the context of language for academic purposes courses. One of the factors that impact translation decisions is translation direction: the strategies used in translation from English, the lingua franca of academic communication, differ from those used in translation into English. Using the example of translation of academic texts from Slovene into English and vice versa, this paper attempts to examine the impact of translation direction on the choice of translation strategies involving glossing. An analysis of a small bidirectional translation corpus of research articles reveals key differences between the use of glossing in translation from English and translation into English. The findings suggest the need for focusing on developing (self-)translation skills in language for academic purposes courses.

**Keywords:** translation of academic discourse, language for academic purposes, self-translation, academic communication

## **Content and Language Integrated Learning (CLIL) at the University of Zagreb**

**Dubravka Pleše**

Faculty of Mining, Geology and Petroleum Engineering, University of Zagreb, Croatia

**Ines Jelovčić**

Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

**Azra Plićanić Mesić**

Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

CLIL is a design, content-driven system whereby language is integrated into learning. CLIL is not a detailed method nor is it the same as teaching content through another language. It can be used to teach any content in any foreign language and the teacher using it needs to know the content and have mastery of the foreign language. This article examines the way CLIL is used in teaching English and German for professional purposes at the Faculty of Mining, Geology and Petroleum Engineering and the Faculty of Humanities and Social Sciences, University of Zagreb as well as in teaching other subjects. The findings of this article are that, aside from foreign language classes for professional purposes, CLIL is not really employed at these two faculties, although support for its introduction is, at least in theory, strong. For it to be truly used, numerous other conditions would have to be met, which concern the teaching staff as well as material conditions. Based on the findings presented in the article, it is our conclusion that CLIL is still a long way away from being truly introduced to these two faculties.

**Key words:** CLIL, skills, teaching language for professional purposes

## **Terminologie des nanotechnologies et traduction**

[Nanotechnology Terminology and Translation]

### **Chiara Preite**

Université de Modène et Reggio Emilia, Italie

### **Daniela Dinca**

Université de Craiova, Roumanie

Malgré la relation étroite entre la traduction et la terminologie dans les années 70 et 80, les années 90 ont enregistré une rupture qui s'est manifestée par une orientation de la terminologie vers l'intelligence artificielle. C'est en 2014 que John Humbley a réaffirmé le lien entre les deux disciplines dans un article intitulé *Terminologie et traduction : une complémentarité oubliée ?* En effet, cette complémentarité repose sur l'importance de la terminologie dans la traduction spécialisée où les difficultés auxquelles les traducteurs se heurtent, nécessitent des instruments de travail conçus comme le fruit de la collaboration entre les deux disciplines. Partant de notre expérience de construire un glossaire multilingue des nanotechnologies (français-italien-roumain), nous nous proposons d'aborder la relation complémentaire qui s'établit entre la terminologie des nanotechnologies et sa traduction dans les trois langues analysées : le français, l'italien et le roumain. Plus précisément, la constitution de la terminologie des nanotechnologies (nanotechnologie, nanoélectronique, nanofluidique, nanolithographie, nanomédecine) est un domaine récent dont nous cherchons à définir les stratégies de traduction par la comparaison des définitions conceptuelles dans les trois langues analysées et par la consultation du *Vocabulaire panlatin de la nanotechnologie* publié par le Réseau panlatin de terminologie Realiter (<http://www.realiter.net/>).

**Mots-clés** : traduction, terminologie, nanotechnologie, définition conceptuelle, stratégie de traduction

## **Giving Voice to the Voiceless: ESP to Help Migrants' Reception and Integration**

### **Francesca Ripamonti**

University of Milan, Liceo Scientifico "G. Gandini", Lodi, Italy

Migration, with the prospect of a large number of people permanently residing in a country, poses a specific challenge to any society. Knowing the English language plays a key role in providing assistance to these groups of people, who would otherwise risk facing great inequalities.

This study presents a four-year ESP vertical project that aims to overcome these challenges thanks to the creation of a web application called "I'm great" (anagram of 'migrate'), designed by forty students of a Scientific High School in Lodi (Italy), after they investigated the primary linguistic needs of local marginalized groups by means of direct interviews with refugees and asylum seekers.

With its fourteen tabs (from Housing to Legal Aid), each with a double perspective (Man and Woman), "I'm great" is not merely an ESP platform presenting survival English for immigrants but a guiding compass equipping its users with specific language tips contributing to their social wellbeing. By giving migrants a voice, "I'm great" has not only proved the action-oriented approach of its design but, more importantly, that its contents are oriented to the specific needs of its users which enables them to use the foreign language to accomplish those goals that are of most relevance in their everyday lives.

**Key words:** ESP and Information-Communication Technologies (ICT), teaching and learning materials design

## **Usvajanje strokovnega besedišča na začetnih ravneh učenja sorodnega jezika: primer slovenščine** [Acquisition of Specialist Vocabulary at the Initial Level of Learning a Related Language: the Case of Slovene]

**Tadeja Rozman**

Fakulteta za upravo, Univerza v Ljubljani, Slovenija

**Tatjana Balažič Bulc**

Filozofska fakulteta, Univerza v Ljubljani, Slovenija

UL je leta 2017/2018 za tuje študente začela redno izvajati modul Leto plus, s katerim omogoča brezplačno učenje slovenščine na lektoratih Filozofske fakultete. Študenti so predvsem govorce enega izmed južnoslovanskih jezikov, večinoma brez sistematično usvojenega znanja slovenščine in vpisani na različne študijske programe v slovenščini. To pomeni, da moramo na lektoratih poučevati jezik na osnovnih ravneh, a hkrati upoštevati specifične potrebe, povezane z njihovim študijem, pa tudi visoko motiviranost za učenje ter podobnost slovenščine z njihovimi maternimi jeziki. Za poučevanje besedišča to pomeni, da je treba razmišljati ne samo o učenju splošnega, ampak tudi specifičnega besedišča, ki bi študentom omogočalo boljše razumevanje in pisanje besedil za potrebe študija. Ker učeči se prihajajo z različnih študijskih področij, v okviru lektoratov ni smiselno poučevati ožje terminologije, ampak besedišče, ki je značilno za besedila različnih strok.

Da bi ugotovili, kaj je potencialno relevantno za didaktizacijo, bomo analizirali podatkovno zbirko splošnostrokovnega besedišča Aleks, ki je nastala na podlagi Korpusa akademske slovenščine, sestavljenega iz zaključnih študentskih del. Na konferenci bomo predstavili in ovrednotili rezultate analize, s katero bomo ugotavljali podobnost slovenskih izrazov s hrvaškimi in srbskimi, ter pilotnega testiranja, s katerim bomo na izbranih primerih preverjali njihovo razumevanje in zmožnost uporabe v realnih jezikovnih ubeseditvah.

**Ključne besede:** slovenščina kot drugi in tuji jezik, učenje besedišča, akademska slovenščina, govorce južnoslovanskih jezikov, sorodni jeziki

## **ESP and ICT Go Hand in Hand – Designing ESP Teaching Materials**

**Vlasta Rudar-Nenadović**

Ljubljana School Centre, Secondary School of Mechanical Engineering and Chemistry, Ljubljana, Slovenia

With the incredible proliferation of and access to new technologies, teachers have not only become student facilitators, but also course designers, materials providers, researchers, co-operators, and evaluators in the realm of education. This is especially true of LSP (or ESP) teachers, who often cannot rely on ready-made textbooks and materials because there are very few or none available. ESP teachers are aware of the need for integrating professional content and language learning. Therefore, this paper will focus on a few ways of using the media and technology in order to design ESP teaching materials for secondary level students of chemistry, mechanical engineering and safety engineering. Videos, animated clips, game-based learning platforms, online articles, and educational websites are only some of the resources at our disposal that can be used to practise listening comprehension, word-formation, vocabulary etc. and to explain or demonstrate various structures, operations and processes at the same time.

**Key words:** teaching materials, technology, language learning, ESP

## **Das Planen des Fachfremdsprachenunterrichts für touristische Gästeführungen**

[Planning of Specialist Foreign Language Classes for Guided Tours]

**Ljudmila Sinkovič**

Fakultät für Tourismusstudien – Turistica, Universität Primorska, Koper, Slowenien

Aufgrund der Standards des Ausbildungssystems für Gäste-/Fremdenführer, erstellt vom Europäischen Komitee für Normung (CEN), sollen die Gäste-/Fremdenführer allgemeines theoretisches und gebietsspezifisches Wissen, Führungstechniken, unternehmerische Kenntnisse, interkulturelles Wissen sowie Kommunikations- und Fremdsprachenkompetenzen besitzen. Neben den Absolventen von nationalen und lokalen Ausbildungsprogrammen für Gästeführer werden auch den Tourismus-Studierenden während des allgemeinen Ausbildungsprozesses die Kompetenzen der Gästeführung vermittelt. Eine Schlüsselrolle dabei spielt die Zusammenarbeit zwischen den Fach- und Fremdsprachenlehrern. Im Beitrag werden am Beispiel der Fakultät für Tourismusstudien – Turistica die Möglichkeiten einer solchen Zusammenarbeit sowie deren Vorteile und Herausforderungen dargestellt. Anhand der europäischen Qualitätsstandards für Gäste-/Fremdenführer, der Fachliteratur und eigener Erfahrungen werden sprachliche und interkulturelle Kommunikationskompetenzen sowie entsprechende Inhalte definiert, die in den auf touristische Gästeführung bezogenen DaF-Lernmaterialien zu thematisieren sind.

**Schlüsselwörter:** Gästeführung, Deutsch als Fremdsprache, Qualitätsstandards, Lernmaterialien

## **Team-Based Learning in Business English in Latvia and EU**

**Jelena Stepanova**

Management College, University of Latvia

Business English is among the core subjects in business education. The application of a team-based learning approach in business English allows students to engage in the educational process and demonstrate greater achievements. The study reflects the results of a 5-year empirical research on team-based learning implementation in business English in four higher institutions in Latvia, where 298 students completed questionnaires and participated in focus group discussions, interviews, observations. The study investigates the results of empirical research on team-based learning application in other European Union universities by business English teachers from Germany, Austria, Slovenia, Italy, Spain, Greece and France. Team-based learning in business English proved to be a successful tool, facilitating greater acquaintance with particular disciplines, providing opportunities for understanding the business environment specificities through teamwork, it leads to self-determination in lifelong learning skills and majority of students were satisfied with this approach. However, the results of the research demonstrated that the team-based learning approach should perhaps be more broadly applied throughout the EU.

**Keywords:** team-based learning, business English, EU universities, educators, transformative learning

## **Leistungsmessung und -bewertung – eine Herausforderung für Fachsprachenlehrer auf der Tertiärstufe?**

[Performance Measurement and Assessment - a Challenge for LSP Teachers at the Tertiary Level?]

**Polonca Svetlin Gvardjančič**

Wirtschaftswissenschaftliche Fakultät der Universität Ljubljana, Slowenien

Es ist Tatsache, dass die Fachsprachenlehrer auf der Tertiärstufe ihrer Ausbildung nach mehrheitlich einen linguistischen Hintergrund haben und so Fachsprachen für sie zunächst ein Neuland waren, das sie – in den meisten Fällen – erst dann betreten haben, als sie eine Arbeitsstelle als Fachsprachenlehrer erhielten. Darüber, welche Herausforderungen es für einen Neuling aber auch für erfahrene Fachsprachenlehrer auf diesem Gebiet gibt, ist schon viel diskutiert und geschrieben worden. In meinem Beitrag befasste ich mich mit einem Bereich des beruflichen Alltags und der pädagogischen Praxis der Fachsprachenlehrer, der bisher relativ unbeachtet blieb. Es handelt sich um Leistungsmessung und Leistungsbewertung. In unserer durch Globalisierung und damit verbundenen Internationalisierung des Studiums gekennzeichneten Zeit ist nämlich eine Tendenz zur und ein Bedarf nach Vergleichbarkeit der Noten vorhanden. So gewinnt diese Thematik an Bedeutung. Mit einer quantitativen Online-Befragung suche ich nach Antworten auf folgende Fragen: Wie haben Fachsprachenlehrer diesen Übergang vom allgemeinsprachlichen Bereich zum fachsprachlichen gemeistert? Welche Herausforderungen gab und gibt es noch immer für sie bei der Leistungsmessung und -bewertung? Wie haben sie ihre diesbezüglichen Kriterien aufgestellt? Wo sehen sie Möglichkeiten für Verbesserungen im Bereich Leistungsmessung und -bewertung? Teilnehmer sind Fachsprachenlehrer auf der Tertiärstufe aus Slowenien und Kroatien. Ziel ist, eine Debatte in diesem Gebiet zu eröffnen und zu einer fundierten Reflexion über diese Fragen und somit auch zu einer Verbesserung der fachlichen Kompetenzen bei der Leistungsmessung und -bewertung beizutragen.

**Schlüsselwörter:** Fachsprachenlehrer, Kriterien, Leistungsmessung und -bewertung, Tertiärstufe

## **Improving Empathy of Medical Students through Simulation**

**Judit Szalai-Szolcsányi**

Medical School, University of Pécs, Hungary

**Katalin Eklicsné Lepenye**

Medical School, University of Pécs, Hungary

Empathy has a beneficial effect on interactions between doctors and patients which can facilitate treatment. This study focuses on improving the empathy of students when breaking bad news through doctor (student) - patient (actor) simulated role-play. The therapeutic importance of empathy emphasizes the need to help medical students develop their empathetic abilities. The purpose of our research was to identify factors that promote the development and expression of empathy in medical students during doctor and patient communication. This study aims to investigate the language of clinical empathy: how medical students can use language to build empathetic communication. The role-play activities of the course are based on authentic scenarios focusing on language tools of interpersonal strategies (greeting, introduction, small talk, personal disclosure) and genuine empathy or reassurance statements (acknowledging patients' worries and hopes, and also expressing support). Participants are all 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> year medical students participating in the course 'Taking medical history with actors, simulation practices in the MediSkillsLab' course at the Medical School of University of Pécs. During simulation of breaking bad news one of the medical students plays the role of a doctor and an actor/actress plays the patient. Other students take part as observers. All participants are asked to complete the empathy questionnaire at the beginning of the course and after the role-play, and write a reflection on their experiences. Instructors observe the verbal and non-verbal communication of the students during doctor-patient interactions. Our study demonstrates how tutorial and self-feedback develops students' empathetic abilities throughout the course.

**Keywords:** skills lab training, language of empathetic communication, medical education, simulation, breaking bad news

## **Using Authentic Materials in Developing Maritime English Students' Listening Skills**

**Sandra Tominac Coslovich**

Faculty of Maritime Studies in Rijeka, Croatia

**Jana Kegalj**

Faculty of Maritime Studies in Rijeka, Croatia

Based on a survey of approximately 30 ME (Maritime English) teaching resources, both printed course books and electronically based materials, it is quite apparent that activities promoting listening competencies are almost exclusively based on specially prepared listening texts for teaching ESP and not 'real' instances of spoken language which were not initiated for the purpose of language teaching. Although, such listening texts serve a very important purpose in providing models for language production, they are often insufficient to equip students with adequate skills to handle the authentic, i.e., 'real' language that they have rarely or never been exposed to. Thus, the paper will explore the benefits of using authentic listening materials in designing classroom activities that promote listening skills in ME students. The activities, based on 64 authentic VHF recordings, were created in Moodle. The methodical approach to designing activities is based on a simplified four-stage approach to the acquisition of a second language; namely comprehension stage, implanting stage, developing stage and using stage. The examples of activities will be given and limitations and advantages of the methodological approach will be discussed.

**Key words:** Maritime English, listening skills, authentic listening materials, VHF recordings

## **A Survey of Teachers' and Students' Perceptions on the Implementation of English-medium Instruction in a Croatian University Setting**

**Mirna Varga**

University of Osijek, Croatia

**Tanja Gradečak**

University of Osijek, Croatia

**Brigita Miling**

University of Osijek, Croatia

One of the cornerstones in assuring the quality of higher education institutions responsive to global societal trends is the internationalisation of their curricula and instruction at all study levels. Given the status of English as a global lingua franca, English-medium instruction (EMI) can be considered as the main driving force underlying this process. It has been recognized that the implementation of EMI contributes to increasing university rankings, enhancing mobility, and a more competitive positioning of institutions in educational markets worldwide.

In order to prepare the ground for prospective implementation of EMI at the University of Osijek (Croatia), primarily for designing language development programmes, the present paper reports on the results of a survey conducted with teachers (n=209) and students (n=91) on their attitudes towards the possibilities of introducing EMI at their respective faculties. The findings of an anonymous online questionnaire are expected to provide significant insights into the perceived opportunities and weaknesses of initiating EMI and thus lay the foundation for developing context-specific approaches to internationalization of higher education at a local and national level.

**Keywords:** English-medium instruction, Croatia, survey, teachers, students



## **Motivierende Unterrichtsmaterialien für Deutsch als Fachfremdsprache**

[Motivating Teaching Materials for German as a Foreign Language for Specific Purposes]

### **Elisa Velčić Janjetić**

Fakultät für Ingenieurwissenschaften in Rijeka, Kroatien

### **Anita Badurina**

Fakultät für Ingenieurwissenschaften in Rijeka, Kroatien (Faculty of Engineering in Rijeka, Croatia)

Dieser Beitrag beschäftigt sich mit der Konzeption und Durchführung des DaF-Unterrichts in den Studiengängen Maschinenbau, Schiffbau, Elektrotechnik und Computeringenieurwesen an der Fakultät für Ingenieurwissenschaften in Rijeka. StudentInnen dieser Studiengänge haben unter anderem eine Fremdsprache als Pflichtfach und es besteht die Möglichkeit entweder Englisch oder Deutsch zu wählen. Selbst wenn sie jahrelang Deutsch in der Schule gelernt haben, neigen die meisten StudentInnen mehr zum Englischen. Der allgemeine Grund dafür ist, dass die englische Sprache dominiert und in jeder Lebensdomäne verbreitet ist. Außerdem fühlen sich die StudentInnen kompetenter im Englischen als im Deutschen, was eventuell eine leichtere Bewältigung des Pflichtfaches für sie bedeutet. Um die in der heutigen Zeit so wichtige Mehrsprachigkeit und das Interesse an der deutschen Sprache zu fördern, versuchen die Autorinnen auch für kleinere Gruppen von StudentInnen Vorlesungen und Übungen zu gestalten, die interessant, motivierend und fachbezogen sind. Dabei wird auf viele Aspekte Rücksicht genommen, wie z. B. auf die jeweiligen Sprachkenntnisse, Studiengänge und Bedürfnisse. Diesbezüglich wird das Unterrichtsmaterial aus verschiedenen Quellen zu aktuellen und studienbezogenen Themen erstellt und adaptiert. Die Autorinnen möchten in diesem Beitrag eine Auswahl von verschiedenen Aktivitäten darstellen, die sich für den Unterricht der deutschen Sprache als Fachfremdsprache im Hochschulbereich eignen. Unter anderem wird Wert auf abwechslungsreiche Übungen gelegt, z. B. diverse Aufgaben zur Textbearbeitung, Rollenspiele, Präsentation und Interpretation von Statistik und Grafik, Interviews, Debatten usw. Es soll gezeigt werden, wie unterschiedliche Themen, die für die StudentInnen relevant und motivierend sind, unter Berücksichtigung der vier Sprachfertigkeiten bearbeitet werden.

**Schlüsselwörter:** DaF, Fachfremdsprache, Hochschulbereich, Motivation, Unterrichtsmaterial

## **Pedagogical Insights into Blended Learning in an LSP Context**

**Polona Vičič**

Faculty of Logistics, University of Maribor, Slovenia

Since its early application in the last decades of the twentieth century, online learning has been constantly evolving and has gradually established itself as an integral part of foreign language teaching and learning in primary, secondary as well as tertiary education. Its ubiquity and popularity in foreign language instruction has been greatly due to the fact that in combination with face-to-face instruction, online instruction plays a vital role in providing more continuity and flexibility in the learning process. This practically oriented motivation for the early application of online instruction is increasingly combined with a pedagogically driven approach, whereby the ultimate goal has become a dynamic relationship between technology and pedagogy. Having used the blended approach to ESP instruction for more than ten years now, I will share my experience in developing and delivering a blended language course built on both principles, i.e., practical and pedagogical. Seamless transition between face-to-face and online instruction being another key factor for efficient and effective language learning, I will also share some ideas on how to integrate online language instruction into traditional, face-to-face, instruction.

**Keywords:** blended approach, ESP instruction, dynamic relationship between pedagogy and technology, online learning, pedagogically driven approach

## **ESP Course Evaluation at Tertiary Level**

**Mirna Vidaković**

Faculty of Economics in Subotica, University of Novi Sad, Serbia

**Jelena Jerković**

Faculty of Technology, University of Novi Sad, Serbia

Since the aim of LSP courses is to equip learners with skills necessary to carry out particular profession-related tasks in a foreign language, LSP course evaluation is considered to be one of the key components which ensures course quality, relevance and effectiveness. LSP learners and sponsors are investors in an LSP course and they want to see a return on their investment of time or money. The aim of this paper is to investigate tertiary ESP teachers' practices with regard to conducting course evaluation so as to gain insight into the extent to which teachers are familiar with this process and aware of its importance. The research was conducted at the University of Novi Sad, Serbia, and covered a great number of ESP teachers by administering a questionnaire and an interview. The results of the research have implications in terms of professional development of teachers as they provide directions for teachers' practice and course enhancement. They also highlight the necessity of performing a needs analysis as a pre-course procedure and offer guidelines for its improvement.

**Key words:** course evaluation, ESP, professional development, needs analysis

## **Kitajski jezik kot strokovni jezik na področju turizma v slovenskem prostoru** [Chinese as a Language for Specific Purposes in the Field of Tourism in Slovenia]

**Tjaša Vilotič**

Univerza na Primorskem, Koper, Slovenija

V zadnjem desetletju je število kitajskih turistov v Sloveniji v porastu. Čeprav kitajski turisti predstavljajo zgolj 2% vseh turistov, ki obišejo Slovenijo, pa se je njihovo število med letoma 2017 in 2018 povečalo za 35%. Ob dejstvu, da ima danes le 10% Kitajcev potni list, predstavljajo kitajski turisti velik potencial.

Vse večja gospodarska interakcija med Slovenijo in Kitajsko nedvomno vpliva na zanimanje za učenje kitajskega jezika in kulture. Porast števila tečajnikov opažajo v Konfucijevih učilnicah, ki nudijo izobraževanje kitajskega jezika in kulture na različnih stopnjah in si prizadevajo za večjo vključitev kitajščine v osnovne in srednje šole ter v univerzitetne programe. Posebno pozornost velja nameniti poučevanju kitajščine kot strokovnega jezika na področju turizma. S pedagoškega vidika učiteljem sinologom poučevanje jezika, predvsem pa strokovnega jezika, predstavlja poseben izziv, saj je literatura v slovensko kitajski različici omejena. Pri poučevanju tako drugačne kulture in jezika, ki obenem zahteva učenje popolnoma drugačne pisave, je zelo pomembna izbira ustreznih učnih metod. Posebno izkušnjo pri poučevanju in pristen stik s tujim jezikom in kulturo pa omogočajo kitajski učitelji, ki so vključeni na vseh ravneh izobraževanja kitajskega jezika in so del timskega poučevanja.

**Ključne besede:** kitajski jezik, timsko poučevanje, strokovni jezik, turizem, kitajska kultura

## **Interactional Metadiscourse Patterns in Abstracts of Master Theses in Serbian language**

**Ana Vučićević**

Faculty of Philology and Arts, University of Kragujevac, Serbia

In academic writing an abstract stands for a relatively standardised form of brief and concise outline of the work. Thus, it is important in terms of efficient presentation of the content that may appeal to reader's interests. The degree of appeal might be influenced by the presence of the authorial voice in abstracts. Among various linguistic forms that denote the writer's explicit presence, markers of interactional metadiscourse present a rather numerous and significant group.

The paper represents a small-scale diachronic analysis of the use of elements of interactional metadiscourse in abstracts of 200 master theses in linguistics and literature written in Serbian language in the last decade. The principal aims are to determine both qualitative and quantitative distribution of interactional metadiscourse markers as classified by Hyland (2005) as well as to identify potential differing patterns in the use of such markers with regard to parameters of discipline and time span. This study may cast light on certain academic writing practices of graduates and offer some implications with regard to effective rhetorical formulation of these abstracts.

**Key words:** interactional metadiscourse, abstract, master theses, Serbian language.

## **Using Custom-made Corpora for an Innovative Approach in an LSP University Classroom**

**Dragana Vuković Vojnović**

Faculty of Sciences, University of Novi Sad, Serbia

Teaching languages for specific purposes at the university level requires an up-to-date approach to language learning and teaching. LSP teachers need to identify the latest key terminology and concepts that would be of interest to their students. At the same time LSP teachers can train students on how to create specialist custom made corpora to boost their vocabulary learning, speaking and writing skills. In this paper, it will be shown how to create resources beyond the traditional course book and activities that make use of authentic texts in English and integrate corpus analysis tools in an LSP classroom. In addition to exploring advantages and some of the drawbacks of various corpus analysis tools, it will be shown how they can be used to boost discussion on various cultural topics related more specifically to the promotional language of tourism. To sum up, the results suggest that innovative corpus analysis tools can be motivating and improve both the teaching and the learning process.

**Key words:** LSP, custom-made corpora, corpus analysis tools, terminology extraction, authentic texts

## **Intercultural Communicative Competence (ICC) in University LSP Courses – LSP Teachers' Perceptions in Serbia, Croatia and Slovenia**

**Dragana Vuković Vojnović**

Faculty of Sciences, University of Novi Sad, Serbia

**Ljiljana Knežević**

Faculty of Sciences, University of Novi Sad, Serbia

The development of intercultural communicative competence (ICC) has become one of the key aspects for successful communication in global academic or professional contexts. In this paper, the authors investigated LSP teachers' perception of the importance of ICC for languages for specific purposes (LSP), available resources and their teaching practices regarding ICC development. The data were collected via an online survey with questions adapted from an ICC questionnaire developed by Bickley, C. et al (2014). The teachers who participated in the survey work in the context of (LSP) education at the university level in the three countries of the region: Serbia, Slovenia and Croatia. The data analysis included descriptive statistics of the overall results, as well as the specific findings obtained in each of the three countries. The responses showed certain similarities and differences in teachers' perceptions and practices depending on a variety of factors, such as teachers' prior ICC training and knowledge, students' specialist field, the number of teaching hours, the size of the group, international contacts. Finally, the obtained results can be developed into guidelines for a more focused and systematic development of ICC within LSP courses at the university level.

**Keywords:** intercultural communicative competence, languages for specific purposes, university courses.

## **Le français du transport et de la logistique. Quels enjeux pour la recherche ?**

[French for Transport and Logistics. What Are the Challenges for Research?]

**Teodor-Florin Zanoaga**

Sorbonne Université, France

Le but de ma communication est de présenter quelques enjeux lexicographiques et didactiques que le domaine du transport et de la logistique offre à la recherche.

Dans un premier temps, on se concentrera sur les mécanismes de l'innovation lexicale dans la création des noms de voitures (Alfa Romeo, ARO, BMW, Ferrari, etc.).

Ensuite, on essaiera d'analyser quelques erreurs que nous avons trouvées dans les copies de nos étudiants en Langues étrangères appliquées à l'Université de Bucarest. Les structures grammaticales (surtout l'accord) et lexicales du français, utilisées dans le domaine du transport et de la logistique peuvent être une source d'erreurs dans la traduction de ces textes.

Voici quelques questions auxquelles nous espérons répondre : quels sont les mécanismes de création lexicale les plus fréquents dans la formation des noms de voitures ? Peut-on établir des modèles de création lexicale pour ces noms ? Quelles sont les erreurs les plus fréquentes dans la traduction des textes français du domaine du transport et de la logistique ? Quelles en sont les causes ?

Les réponses à ces questions pourraient être une bonne aide à la création d'un cours pratique de français pour les métiers du transport et de la logistique et pour l'amélioration des qualités linguistiques de ceux et celles qui pratiquent un métier dans ce domaine.

**Mots-clés** : transport, logistique, marques de voiture, lexicologie, erreurs de traduction



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