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10th International Language Conference on the  
"Importance of Learning Professional Foreign Languages for Communication between Cultures",  
20 and 21 September 2018, Celje, Slovenia

# BOOK OF ABSTRACTS

Editors:

Polona Vičič, PhD

Alenka Plos, MSc



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Faculty of Logistics

**10<sup>th</sup> International Language Conference on**  
**»The Importance of Learning**  
**Professional Foreign Languages for**  
**Communication between Cultures«**

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# Pomen učenja tujih strokovnih jezikov za komunikacijo med kulturami

## Book of Abstracts

POLONA VIČIČ & ALENKA PLOS

**Abstract** In today's highly globalised economy, speakers of different languages and respective cultures meet and communicate on a daily basis. Hence, it is of paramount importance that formal education at all levels fosters foreign language skills informed by intercultural competence that today's students will need when joining the job market and pursuing their professions. To best cater for the needs of students of different professions, language teaching and learning needs to be adapted to the specific needs of individual professions as well as current and emerging trends in language pedagogy.

The exploration and dissemination of relevant expertise and good practice in the field of foreign language pedagogy is the main aim of this book, which presents the abstracts of the 10th International Language Conference on "The Importance of Learning Professional Foreign Languages for Communication between Cultures" held on 20 and 21 September 2018 at the University of Maribor, Faculty of Logistics.

**Keywords:** • professional foreign languages • foreign languages skills  
• intercultural competence • specific needs of individual professions  
• current trends in language pedagogy •

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**PLENARY****“Publish in English or Perish in German?” Wie  
Wissenschaftler sich zur Dominanz des Englischen als  
Wissenschaftssprache verhalten**

CLAUS GNUTZMANN

**Schlüsselwörter:** • Englisch als Lingua franca • englische vs. nicht-englische Muttersprachler • internationale Wissenschaftskommunikation • kommunikative Benachteiligung • wissenschaftliches Schreiben •

Eine folgenreiche Begleiterscheinung der Dominanz der englischen Sprache in der internationalen Wissenschaftskommunikation ist, dass deutschsprachige Wissenschaftler und Wissenschaftlerinnen sich zunehmend des Englischen als Kommunikationsmittel bedienen (müssen). Die Publikation von Aufsätzen in englischsprachigen Fachzeitschriften ist in vielen Fächern ein wesentlicher Indikator für die Beurteilung von Forschungsleistungen und damit eine entscheidende Voraussetzung für einen Karrierefortschritt. Die Beherrschung fach- und wissenschaftssprachlicher Kenntnisse des Englischen ist daher häufig unverzichtbar, und es wird deutlich, dass nicht-muttersprachliche Benutzer des Englischen kommunikativ benachteiligt und dadurch ebenfalls in ihrer Forschung beeinträchtigt sein können. Im Vortrag soll darüber berichtet werden, wie deutsche Wissenschaftler mit ihren Schreibproblemen in der Fremdsprache Englisch umgehen, insbesondere welche Nachteile sie empfinden, aber auch welche Vorteile sie in dieser Form der Kommunikation sehen. Die Untersuchung beruht auf Interviewdaten eines von der VolkswagenStiftung geförderten Forschungsprojektes mit dem Titel „Publish in English or Perish in German? Wissenschaftliches Schreiben und Publizieren in der Fremdsprache Englisch“. Bei diesem Projekt geht es u.a. darum, ob bzw. wie verschiedene Disziplinen, in unserem Fall Biologie, Maschinenbau, Germanistische Linguistik und Geschichte, sich mit fremdsprachlichen Schreibproblemen in unterschiedlicher Weise auseinandersetzen. Ausgehend von einer auf den Projektkontext

bezogenen Erörterung der Sinnhaftigkeit des Muttersprachlerkonzeptes nimmt der Beitrag die von den Wissenschaftlern – es handelt sich um Doktoranden, Postdocs und Professoren – wahrgenommenen Nach- und Vorteile in den Blick. In diesem Zusammenhang wird weiterhin der Frage nachgegangen, inwieweit in den Disziplinen der Verlust von wissenschaftlicher Mehrsprachigkeit unterschiedlich beurteilt wird und welche Gründe zu dieser Entwicklung geführt haben. Die Ergebnisse des Projektes können zur Formulierung von Handlungsempfehlungen für den Umgang mit der englischen Sprache im Wissenschaftsbetrieb, insbesondere mit Blick auf das wissenschaftliche Schreiben und Publizieren, genutzt werden.

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**PLENARY****Business English or Survival English?**

DRAGANA GAK

**Keywords:** • business English • communication skills • course designing • international communication •

In the time of ever-growing globalization, the workforce worldwide is increasingly international and has a frequent need to communicate internationally mainly with non-native English language speakers. Therefore, it is of crucial importance to prepare the learners of business English language for this kind of communication, both in terms of language knowledge and in terms of effective communication skills. People learning English for professional purposes range from pre-experienced students being familiar with only the hints about their future jobs to experienced professionals having difficulties to successfully and effortlessly participate in their daily activities due to lack of language knowledge. In recent years, much research has been carried out on international and intercultural business interactions attempting to give business English language teachers guidelines on how and what to teach to their learners. However, few studies have taken into consideration the fact that particular professional environments and specific industries influence immensely the way the language is used and the way the communication is established and maintained. The research and teaching practice need to be equally important in designing business English courses so that the courses and classes effectively and appropriately meet learners' specific language needs.

The acknowledgement note: The plenary talk is based on the bilateral project titled: Statistical Analysis of Business Correspondence from the Aspect of Students' Country of Origin. The project is supported by the Ministry of Education, Science and Sport of the Republic of Slovenia and the Ministry of Education, Science and Technological Development of the Republic of Serbia.

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## INTERACTIVE AD TRANSLATION ON TWITTER: PEDAGOGICAL ISSUES

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**Abstract** I used my Twitter account to tweet images of advertisements (ads) to be translated by my student followers who are translation major. My student followers translated the ads, tweeted and re-tweeted their translations and corrections for feedback. Some asked questions about words and phrases that they have difficulty translating. I did not provide direct corrections. Rather, I gave feedback on the location and types of errors, tweeted prompts, translation tips and resources while followers were thinking and working on their answers. Each translation was subjected to several revisions and re-tweets before it reached an acceptable level. Words of encouragement, likes and smileys were given when a correct answer was reached. Responses to a questionnaire-survey showed that followers benefited from the variety of translation tips, feedback and dictionaries tweeted. They found the hashtags I used helpful in locating the tweets. Although the process was fun, it was also tedious and time consuming. It was difficult to keep up with the speed and amount of tweets and retweets on the part of the followers, especially when they were involved in correcting translation errors. Some students were hesitant and shy to participate. Some asked for help in homework. Followers suggested the integration of other technologies to help make up for the limitation in tweet length. Further pedagogical issues, reflections and recommendations on interactive translation practice via Twitter will be given.

**Keywords:**

Twitter,  
ad translation,  
interactive  
pedagogy,  
translation  
practice,  
translation  
pedagogy.

## THE USE OF ENGLISH COLLOCATIONS AMONG CROATIAN L1 POLYTECHNIC STUDENTS

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**Abstract** There has been a number of studies on the acquisition of English collocations by EFL learners, but there is still no agreement over the unitary definition of collocation. In every human language, there is a kind of “natural order” in which words are arranged in sentences. In the English language, this is known as collocation. Firstly, the paper explores the notion of collocations and their most common classification. Secondly, the primary objective of this paper is to investigate business English collocation usage by Croatian L1 students. The study was conducted among 40 Polytechnic students as a part of an ESP course. The study aimed to examine the productive and receptive knowledge of grammatical and lexical collocations and to gain insight into Croatian EFL students’ collocational competence. A collocation test at both productive and receptive level was taken. Also, the questionnaire consisted personal information and exposure to the English language in a naturalistic setting to question the relationship between participants’ language competence as well as the frequency of exposure to English and the participants’ collocation knowledge. The research results showed a low level of collocational competence among students, especially on the productive level. Furthermore, the results also showed that there is no relationship between participants’ language competence as well as the exposure to English and the participants’ collocational competence.

**Keywords:**

collocational  
competence,  
collocations,  
Croatian  
Polytechnic  
students,  
receptive and  
productive  
skills.

## USAGE OF IDIOMS IN TEACHING INTERCULTURAL ASPECTS IN LSP COURSES

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**Abstract** In teaching foreign languages for academic and specific purposes we often address the importance of close interaction between language and culture and its significance in acquiring more proficient levels of language competences. One of the most noticeable traits in language teaching that reflects the cultural aspect are idiomatic expressions. We are going to explore the role idioms have in conveying concepts and displaying cultural elements in English and Spanish academic language courses respectively. Learning figurative language of idioms offers insight into collective consciousness of a particular culture, and because of their vividness and strong visual component often contained in idiomatic phrases they can enrich one's linguistic expression. When students become aware of the span and influence that idioms possess in establishing social conventions and norms, they can improve their communication skills and gain better understanding of a target culture, particularly its customs, rituals and history. It is also interesting to observe how there are idioms that overlap in meaning across different languages and cultures in spite of their language-specific nature in general. This indicates intercultural dimension of languages that share similar historical and cultural backgrounds and have cross-cultural relations. There are interesting etymological aspects to be observed in idiomatic expressions; many are of native, folk or pagan origins, some come from literature and mythologies while others are coined more recently in reference to different social groups, sports, music or art movements and literary authors. This insight into how and when a certain idiom came into existence opens new opportunities and enhances communicative competences of target language learners.

**Keywords:**  
communicative  
competences,  
idioms,  
intercultural  
dimension,  
LSP courses.

## SOFT SKILLS IM BERUFLICHEN BEREICH – DIDAKTISCHE UND METHODISCHE IMPLIKATIONEN FÜR DEN FREMSPRACHLICHEN FACHSPRACHENUNTERRICHT

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**Zusammenfassung** Der heutige Fachsprachenunterricht im Tertiärbereich ist zahlreichen Änderungsprozessen ausgesetzt, die unmittelbar mit dem fortschreitenden gesellschaftlichen und wirtschaftlichen Wandel verbunden sind. Dieser Wandel ist durch intensiven Wettbewerb zwischen Unternehmen und dem Outsourcing von Dienstleistungen gekennzeichnet. Unter diesen Gegebenheiten werden am Arbeitsmarkt von künftigen Mitarbeitern besondere Fähigkeiten wie Teamwork und projektorientiertes Arbeiten verlangt. Diese sollten bereits während des Studiums trainiert werden, unter anderem auch im Unterricht der Fachsprache. Das bedeutet für Lehrende, neue didaktisch-methodische Lösungen zu suchen, die theoretische Überlegungen des Fachsprachenunterrichts mit der praktischen berufsorientierten Dimension des Lernens einer Fachsprache verbinden. Im Rahmen eines trilateralen Kooperationsvorhabens von Dozentinnen aus Polen (Institut für Angewandte Linguistik der Adam-Mickiewicz-Universität Posen), Serbien (Fakultät für Bauwesen der Universität Novi Sad) und Slowenien (Fakultät für Wirtschaftswissenschaften der Universität Ljubljana) ist in einer Anzahl von Unternehmen eine Befragung durchgeführt worden, um festzustellen, welche sprachlichen und außersprachlichen Fähigkeiten und Fertigkeiten von den Mitarbeitern im betrieblichen Bereich erwartet werden. Die Ergebnisse der Umfrage haben bewiesen, dass sowohl die institutionelle Ausbildung als auch die anschließende berufliche Weiterbildung eine wichtige Rolle beim Erwerb der Soft Skills spielen, was ein aufschlussreicher Hinweis für die Einbindung des Soft-Skills-Trainings in die Tertiärbildung sein kann. Die Umfragen wurden in drei Ländern (Polen, Serbien, Slowenien) durchgeführt, was eine gute Grundlage für die Beobachtung interkultureller Unterschiede darstellt. In dem vorliegenden Beitrag werden sowohl die Ergebnisse der Befragung als auch die didaktischen und methodischen Implikationen für den fremdsprachlichen Fachsprachenunterricht vorgestellt.

### Schlüsselwörter:

berufliche  
Kompetenzen,  
Fachsprachen,  
Fremdsprachen-  
unterricht,  
Soft Skills.

## THE GROWING IMPORTANCE OF A NEW TYPE OF LSP – ENGLISH AS MEDIUM OF INSTRUCTION: THE EXAMPLE OF AN EMI TRAINING COURSE

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**Abstract** The use of English language to teach academic subjects in countries where English is not the first language, i.e. the use of English as medium of instruction (EMI), has lately become a global practice in a higher education setting. Being an important prerequisite for educational internationalization by empowering international students' mobility and university staff exchange, EMI training courses are organized all over the world to instruct university teachers (non - English language teachers) how to teach their academic courses in English and effectively deliver their lectures to international students. Such a training course for university teaching staff was organized at the University of Nis, Serbia, for the first time in 2016 and repeated every year, including new participants. The aim of the course is to help university teachers build their language confidence for teaching their academic subjects in English and to instruct them how to use various pragmatic strategies to compensate for their language proficiency. The content and training method of the course will be described and explained in this presentation, as well as the teaching material selected to cover crucial aspects in teaching academic courses in English. This course also includes a variety of additional materials for self-studying, contributing to university teachers' professional and career development.

**Keywords:**  
educational  
internati-  
onalization,  
English as  
medium of  
instruction,  
training course,  
university  
teaching staff.

## TRUMP TALKS RACE: WHITE SUPREMACIST RHETORIC IN THE OVAL OFFICE

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**Abstract** Throughout his ascent to the White House, Donald Trump spoke on many race related issues, though, not in a manner expected by a candidate seeking the White House, nor as a U.S. President. In many instances, Trump took to Twitter and other outlets to offer his commentary on a bevy of issues. In the case of the black NFL quarterback, Colin Kaepernick, and his refusal to stand during the national anthem, Trump offered a profanity-laced criticism of Kaepernick, while refusing to engage in conversation about racial injustice in America; on the topic of Mexican immigrants, Trump affirmed generalizing labels, such as, “animals,” “rapists,” and “drug mules,” in efforts to dehumanize such immigrants, and to garner support for his controversial Southern border wall. Meanwhile, Trump was silent for days following the violent White Supremacist rally in Charlottesville, Virginia, the widely reported rise in hate crimes since Trump took office, along with his racially selective denouncing of mass violence. Add this to an atmosphere where “build the wall” chants have been hurled at Latino students, along with ongoing conversation and legal action over a “Muslim ban,” and you have the perfect recipe for racial unrest. Using Trump’s response to these instances and others, this essay argues that Donald Trump’s approach and response embodies the theory of racial threat. Specifically, as White Americans are projected to become the minority by 2040/ 2050, Trump’s rhetoric represents a crusade aimed at preserving, prolonging, and protecting the majority interests of those White Americans who fear that their social, political, and economic power structure is coming to an end.

**Keywords:**

Racial threat,  
Donald Trump,  
Racism,  
Oval Office.

## A CONTEMPORARY TAKE ON AMERICAN CULTURE

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**Abstract** English seems to be ubiquitous and however stereotypical the view that ‘everyone learns to speak it’ might appear, it does seem to result in harboring a sense of ownership in the speakers of the English language. By a similar token, the omnipresence of American culture, which can be accounted for by the fact that people all over the world are exposed to it via various media, is perceived as ubiquitous and as such subject to (often emotional) attitude. However, discerning the patterns of any culture on the basis of media content at the mere level of the so called ‘cultural window shopping’ is a process which is bound to result in at least some inaccuracies and impressionistic misconceptions. This paper deals with the phenomenon of American cultural and linguistic omnipresence, which is not only felt in the global media content, but also at various other important aspects and levels, such as political and/or economic. It investigates the link between the historical roots of American culture and the contemporary perception of it by analyzing the phenomenon of American cultural omnipresence in the context of the general attitudes towards it. The paper also offers an awareness raising insight into the attitude towards global cultural trends.

**Keywords:**

American,  
contemporary,  
culture,  
expectations.

## HARNESSING THE POTENTIAL OF POSTER PRESENTATIONS IN ENGLISH: NEW EXPERIENCES WITH AN ‘OLD’ GENRE

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**Abstract** The ability to deliver an effective presentation features prominently on lists of engineering graduate attributes alongside discipline-specific knowledge, teamwork and problem solving skills (Blicblau & Dini, 2012, p. 11; ABET, 2013). The training of oral presentation skills has thus formed a central part of language and communication courses delivered as part of an automotive engineering programme at an Austrian university of applied sciences for many years. While students have become increasingly proficient in the use of digital media for presentations, the repeated use of such media has resulted in the development of skills in one specific (linear and sequential) presentation genre, as well as in a certain degree of ‘saturation’ amongst students and trainers. In a move to address this, multi-modal poster presentations were introduced a) as part of a two-phase, interdisciplinary research and design project in the first year, and b) following an obligatory industrial placement in the second year of the Master’s programme.

In addition to presenting the rationale behind introducing this established genre into the degree programme in more detail, this paper outlines the scaffolding provided to students within the framework of a first-semester English for Specific Purposes (ESP) course. Further, the challenges involved in the assessment and grading of student performance in interdisciplinary, group poster presentations given in English are discussed. Finally, a reflection on the use of poster presentations in this setting as well as a summary of students’ reactions to these presentations as a means of further developing their professional communication skills is provided.

**Keywords:**

assessment,  
ESP,  
poster  
presentations,  
professional  
communication.



## GOOGLE SCHMOOGLE: EXPECT THE UNEXPECTED

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**Abstract** It is no longer a secret that students use Google Translate when learning foreign languages. Since they want to find the required information as quickly as possible, they will inevitably use this machine translation tool which will make that happen. Classroom experience has shown that students are often quite pleased with the obtained translation and they are not inclined to correct the mistakes, either stylistic or grammatical, even when translations are mismatched and inaccurate. However, recent improvements in Google Translate have resulted in better and more accurate translations, showing it would be useless to deter students from using this tool. Therefore, we as teachers believe it would be more beneficial and useful to raise the students' awareness on both advantages and disadvantages of Google Translate since present technology imposes interaction with information in a new way, and it is our task to motivate them to take a critical approach when doing so. Contemporary generations are growing up with digital media, and digital competency is something which should be mastered during education and through working with digital information sources. The aim of this paper is to investigate the possibilities of using Google Translate in teaching languages for specific purposes using examples of translations of selected professional vocabulary and expressions from/to Croatian, English and German.

**Keywords:**

Google translator,  
language for specific purposes,  
machine translation,  
translation.

## UTILISATION DES MÉDIAS EN CLASSE DE LANGUE ÉTRANGÈRE

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**Abstract** Cet article parle de l'intégration des documents issus des médias dans l'enseignement de la langue française. Les médias sont des documents authentiques qui exposent les apprenants à la réalité sonore de la langue cible qui est authentique, vivante, naturelle. Ils mettent les apprenants en contact direct avec la vie socioculturelle dont la langue ils apprennent. La fonction de ces documents est qu'ils facilitent l'entrée dans un thème, expliquent, enseignent, informent, motivent. Du fait que ces documents ne sont pas conçus à des fins didactiques, ils représentent un défi pour l'enseignant qui les rend didactiques par leur exploitation en tenant compte des objectifs d'acquisition des connaissances linguistiques mais aussi interculturelles. L'élément culturel est inévitable dans l'apprentissage de la langue. La contextualisation aide à comprendre un document, mais aussi la réalité sociale, historique, culturelle du pays concerné. Grâce à ces documents l'enseignement devient plus moderne, dynamique et interactif et les apprenants plus actifs. L'utilisation des médias et de nouvelles technologies est un facteur très motivant pour les apprenants mais aussi pour les enseignants. La diversité de ces documents et leur accessibilité est un atout de plus. Le travail sur un document authentique développe l'esprit critique et un esprit critique et créatif chez des apprenants, les motive à exprimer leur opinion sur un thème, à prendre position, mais aussi à s'intéresser à l'art, la culture, l'histoire de l'Autre.

**Mots-clés:**

document authentique, enseignement du FLE, fins didactiques, média.

## NURSING CASE STUDY IN ENGLISH: THIRD-YEAR WRITTEN ASSIGNMENT

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**Abstract** Teaching English to the Nursing students involves equipping them with the knowledge and skills that will complement their nursing knowledge and skills in Croatian. Calling upon motivation intensively accelerates both teaching and learning processes, since motivation arises from the fact that the students are able to perceive the practical application of the EMP course they are taking part in. The prospects of the future career strongly emphasize the fact that being a health professional means being a lifelong learner.

For that reason, the foundations need to be set within the EMP curriculum, preparing the students to be globally competitive critical thinkers and communicators, competent to link theory to practice, organize and categorize pieces of information, supported by best practice.

Nursing case study in English, a third-year written assignment, therefore presents the opportunity for the students to provide an account of the surgical experience of a particular surgical patient they have been assigned to monitor and provide with a patient-focused nursing healthcare using medical terminology in English. By doing that, they are able to demonstrate the nursing focus which incorporates assessment skills, clinical reasoning, evidence-based research and best practice.

**Keywords:**

nursing,  
case study,  
English for  
medical  
purposes,  
lifelong learning.

## TASK-BASED SYLLABUS IN MEDICAL ENGLISH COURSES: A JOURNEY TOWARDS LEARNING INDEPENDENCE

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**Abstract** Students of medicine, just like all other future academic citizens, need to step up when it comes to shifting from general English to specific professional language. Nowadays, maybe more than ever in history, there is a pronounced need for students to master their medical English skills in order to develop both vertically and horizontally within their profession.

Being a University graduate implies being prepared to commit to core values of diversity and equality, engaging with peers in one's own discipline both nationally and internationally adhering to relevant professional standards.

The foundations for the successful communication and interaction, as well as research and training are supposed to be laid within the formal Medical English curriculum, comprised of six 20-hour modules equally distributed within each year of the medical study programme.

Since 20-hour module is not exactly much of the time framework for diversifying students' knowledge and skills within the scope of professional Medical English, the decision was made to make the most of the 20-hour instruction by implementing task-based syllabi. The expected outcomes were directed towards the development of the research skills (recherche), compilation/designing and presentation of medical topics from the courses completed in each year of the medical study programme, respectively, with the exception of the first year.

**Keywords:**

task-based  
syllabus,  
medical English,  
MS PowerPoint  
presentation,  
medical topics.

This multi-level activity provides the opportunity for the students to broaden their vocabulary registers, to link the data they come across while researching to the pieces of information they have received from their medical course instructors in Croatian, at the same time engaging in active learning through self-development.

## USING LEARNER CORPUS EVIDENCE IN ERROR ANALYSIS

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**Abstract** Research in applied linguistics has emphasized the importance of learner errors in foreign language acquisition. Within the pedagogical framework, analyzing learner error is indispensable as it provides information on what the learners (should) have acquired by a certain stage. It is a valuable source of information for teachers, material designers, lexicographers, grammarians, etc. because it enables them to highlight typical problems and to provide the most useful language input to learners.

A learner corpus which collects the language of second language (L2) learners was compiled. The data used for this corpus were the assignments which were submitted by the first-year students at the University of Split. The students were required to write two short emails, i.e. one of placing an order and the other of replying to an order and upload them on Moodle. The purpose of the corpus was to investigate the problem areas and patterns of errors which are common to specific non-native speakers of English with the aim of developing data-based teaching and designing learning materials which would be more effective than the ones currently used.

**Keywords:**

non-native  
speakers,  
Business  
English,  
learner corpora,  
error,  
error analysis.

The analysis of the corpus revealed that learners made interlingual and intralingual errors and provided the teachers and material writers with useful information on the typical errors that need to be corrected and language areas that need to be studied more.

## BUILDING CROATIAN ACCOUNTING TERMINOLOGY

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**Abstract** Struna, the freely available Croatian national termbank (struna.ihjj.hr), has been built at the Institute of Croatian Language and Linguistics since 2007 using a unique model of terminology work which brings together subject field experts on the one hand and language experts on the other. Experts from more than 30 specialized domains have so far joined the program the Development of Croatian Special Field Terminology, the aim of which is to standardize the terminology of various special fields. In this paper, we will present basic features of the Struna database, as well as give an outline of the terminology workflow and theoretical framework on which Struna is based, with the special emphasis on the ongoing project of building Croatian accounting terminology.

Croatian accounting terminology has undergone numerous changes since the early 1990s, the International Financial Reporting Standards and the EU *acqui communitare* having the greatest impact on it. In this project, the most frequent concepts from the Croatian accounting profession will be analysed according to the methodology developed within Struna – the recommended Croatian term for a particular concept will be given, followed by its definition, hyponyms, English equivalent, usage examples, other acceptable (synonymic) terms, and even non recommended and archaic terms when available for the concept in question. Since each Croatian term is accompanied by its English equivalent, but often also by equivalents in other languages that are important for the respective field (e.g. French, German, Italian), Struna can be an especially valuable resource for translators, field experts, and LSP teachers / learners.

**Keywords:**  
accounting  
terminology,  
Croatian,  
LSP,  
STRUNA,  
termbank.

**DIE ROLLE VON DIAGNOSEN IM MEDIZINISCHEN  
FACHSPRACHENUNTERRICHT EINE INTERDISZIPLINÄRE  
ANALYSE DEUTSCHER, ÖSTERREICHISCHER UND  
UNGARISCHER KLINISCHER DIAGNOSEN**

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**Zusammenfassung** Die Anfertigung medizinischer Dokumentationen gehört zu den wichtigsten Fertigkeiten, über die MedizinerInnen bei der Ausübung der ärztlichen Tätigkeit verfügen müssen – sowohl in der Muttersprache als auch in der Fremdsprache. Innerhalb der Dokumentation spielen wiederum Diagnosen eine zentrale Rolle, da auf ihrer Grundlage die Finanzierung der Therapie sowie Überweisungen an weiterbehandelnde Ärzte erfolgen. Sie dienen darüber hinaus zivilrechtlich den Informationsansprüchen des Patienten und bilden die Entscheidungsgrundlage, auf welcher der Patient in die Behandlung einwilligt. Während in den ehemaligen K.u.K. Ländern die Verwendung traditioneller griechisch-lateinischer Diagnosen überwiegt, werden in anderen Ländern nationale Termini und/oder Klassifikationen bevorzugt. In manchen Ländern (so auch in Ungarn) müssen für die finanzielle Abrechnung medizinischer Behandlungen bzw. für versicherungsmedizinische Zwecke neben (oder sogar anstatt) griechisch-lateinischer Terminologie auch Diagnosekategorien der ICD-Klassifikation verwendet werden.

In unserem Vortrag wird die Diagnosestellung in 50 deutschen, 37 österreichischen und 50 ungarischen Originalbefunden verglichen und analysiert, welche Unterschiede sich aus den verschiedenen kulturellen Traditionen ergeben und welchen Einfluss diese auf die Praxis haben. Die Befunde stammen von unfallchirurgischen Stationen, da die Terminologie in dieser Disziplin die wenigsten griechisch-lateinischen Elemente enthält, die sich morphologisch an Nationalsprachen anpassen lassen (d.h. die Termini werden entweder komplett auf Lateinisch belassen oder in die Nationalsprache übersetzt). Die kontrastive terminologische Untersuchung erfolgt aufgrund einer Konkordanzanalyse sowie einer statistischen Analyse, im Anschluss werden die Ergebnisse aus juristischer und medizinischer Sicht fachlich interpretiert. Zur Vorbereitung auf eine entsprechende berufliche Sozialisierung angehender MedizinerInnen in der Fremdsprache sollten diese Unterschiede im Rahmen des Fachsprachenunterrichtes unbedingt thematisiert werden.

**Schlüsselwörter:**

Diagnosen,  
Medizinischer  
Fachsprachen-  
unterricht  
Deutsch,  
Terminologie,  
Unfallchirurgie.

## **ARZTBRIEFE: DIE BESCHREIBUNG GEGENWÄRTIGER BESCHWERDEN ANALYSE DEUTSCHSPRACHIGER FORMULIERUNGSVORSCHLÄGE IN MUSTERARZTBRIEFEN**

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**Zusammenfassung** Studierende werden im Medizinischen Fachsprachenunterricht Deutsch an der Medizinischen Fakultät der Universität Pécs auf die kommunikativen Situationen im späteren Beruf vorbereitet. Dies geschieht durch die Vermittlung aller wichtigen Fachtextsorten. Hierbei wird der Schwerpunkt unter anderem auch auf eine ausreichende Beherrschung der Textsortenregeln und des Wortschatzes in medizinischen Dokumentationen gelegt.

Nach der Patientenbefragung, die der Erstellung der thematischen Einheit „Gegenwärtige Beschwerden“ in den Arztbriefen vorausgeht, müssen die erhobenen Informationen in deutschsprachigen Befunden mit Hilfe unterschiedlicher Formulierungsmuster erläutert werden. Selbst in der Muttersprache gehört die Kenntnis der in der schriftlichen Dokumentation gebräuchlichen Formulierungsweise zu den fachsprachlichen Kompetenzen praktizierender MedizinerInnen, obwohl diese keinen festgeschriebenen Regeln folgt, sondern tradiert wird. Viel erheblichere Unterschiede ergeben sich jedoch zur Fremdsprache, deren Formulierungsmuster aus anderen kulturellen Traditionen entspringen und dadurch auch unterschiedliche sprachliche Erscheinungsformen aufweisen. Eine entsprechende Beherrschung dieser Formulierungsmuster erleichtert für angehende Mediziner sowohl in der Muttersprache als auch in der Fremdsprache die fachliche Sozialisierung.

**Schlüsselwörter:**

Arztbriefe,  
Fachphraseo-  
logie,  
Formulierungs-  
muster,  
medizinischer  
Fachsprachen-  
unterricht.

In unserem Vortrag möchten wir die typischen Formulierungsmuster in Beschreibungen der Gegenwärtigen Beschwerden deutschsprachiger Musterarztbriefe vorstellen. Die analysierten Musterarztbriefe stammen von Internetseiten unterschiedlicher Krankenhäuser und Kliniken Deutschlands. Unsere Untersuchung wird mit Hilfe einer Konkordanzanalyse durchgeführt, anschließend werden die Ergebnisse aus dem Gesichtspunkt der Fachphraseologie interpretiert. Im Anschluss an die linguistische Analyse werden die Möglichkeiten zur direkten Verwendung der Ergebnisse im Medizinischen Fachsprachenunterricht Deutsch diskutiert.



## ESP AS AN INTEGRAL PART OF THE VOCATIONAL MATURA EXAM

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**Abstract** In Slovenia, the Vocational Matura exam plays the role of a school-leaving exam giving candidates technical education and enables them to continue their studies in vocational colleges. Candidates are tested in four subjects, English being the third one. The written exam respects CEFR guidelines of B1 level and is prepared externally whereas oral exam tasks are prepared by school examination boards. While ESP is not specifically tested in the written part of the exam, the oral exam consists of two of altogether three tasks which test the candidates' knowledge of ESP. ESP has become an integral part of the lessons, not only because of the curricula but, more importantly, because learning professional foreign languages has become essential for ensuring possibilities for either studying, mobility or working abroad. If we want today's generations to become and remain competitive on the labour market and to be able to function globally, the focus of teaching professional foreign languages needs to be directed at making the students active participants in their education, combining theory with practice, connecting ESP with cross-curricular learning and promoting intercultural dialogue. The article presents our journey in teaching, assessing and learning ESP by using different methods and activities which are not only based on student's books and workbooks but encourage the students to explore their creativity, lose the fear of using the language and experience all the positive effects of implementing fun in the learning process.

**Keywords:**

B1 - CEFR,  
ESP,  
Testing and  
Assessing,  
Vocational  
Matura Exam.

## INEGMOOC – A MOOC ON INTERNATIONAL NEGOTIATIONS

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**Abstract** The New York Times declared the year of 2012 as ‘the year of the MOOC’ (Pappano, 2012). Since then, Massive Open Online Courses (MOOCs) have made their impact on tertiary education as they are seen as tools to democratise education in so far that they provide open access to education and unlimited participation for everyone. Furthermore, these courses are not only open in access and number of participants but also in the wide range of materials provided which allows the participant an individual selection.

In brief, this workshop looks into the development of a MOOC on international negotiations with the focus on negotiation strategies, cultural factors and legal issues. The chosen MOOC format is a four-week online course and addresses an approximate number of 50 bachelor’s and master’s degree students from different career fields as a group of pre-defined participants among other users (cf. Jordan, 2017). In the workshop, the issues of course design that correspond to the demands of an online course, the preparation of the material, the scope and the approach how to deal with the core and additional material are addressed. In a second step, aspects such as the successful implementation and the introduction of practice activities are discussed in detail. Finally, the workshop offers the possibility to experience the MOOC, to learn about and discuss the findings.

**Keywords:**

Cultural factors,  
legal issues,  
MOOC  
development,  
negotiation  
strategies.

## FACTORS OF SUCCESSFUL LANGUAGE ACQUISITION IN STUDENTS OF THE UNIVERSITY OF ZAGREB - INTEGRATIVE AND INSTRUMENTAL MOTIVATION

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**Abstract** It has long been known that there are many different factors that play a significant part in the process of language acquisition. Motivation is, by far, the most significant among them. Faced with a large number of students each year, many of whom have been studying English for the better part of their lives, we are always surprised to come across great differences that exist between learners of similar backgrounds, levels of education, similar histories. In our effort to discern the origins of such dissimilarities in the success of language acquisition, we decided to focus our research on the issue of motivation, specifically integrative and instrumental motivation and see how they affect the success of language learning. We conducted our research on several groups of first year students, from the Faculty of Mining, Geology and Petroleum Engineering and the Faculty of Humanities and Social Sciences, University of Zagreb. The students were presented with a questionnaire and asked to rate their level of agreement/disagreement with a set of utterances connected with integrative and instrumental motivations for learning professional foreign language. The results of the survey are presented in this paper.

**Keywords:**  
integrative  
motivation,  
instrumental  
motivation,  
language  
acquisition,  
professional  
language  
learning.

## I CAST MY WORDS UPON THEE

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**Abstract** "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." (Nelson Mandela)

The eternal necessity to establish effective communication has been our weft. Sitting at our team loom, we have weaved our language threads into a tapestry via music, ecology, computer science, applied science and language. Aware of the fact that modern times advancements bring into focus a new way of interacting, our intention has been to connect the pieces which keep the traditional values tackling the latest trends.

In that sense, we have generated some practical ideas that can be implemented in the class. As a students-teacher quartet, we believe we can offer unique ideas from both angles of the classroom. After all, we share the goal of communicating our intents effectively. Our common interest in the English language and diverse passions towards multiple scientific disciplines allow us to meaningfully discuss ways to convey information in/to different subject areas, offer ideas for improving it and suggest a new approach to learning and teaching.

**Keywords:**

interaction,  
ecology,  
technology,  
music.

So, I cast my words upon thee, and thou... do not toss behind thee any of these words, neither mine nor thine!

## ANALYSIS OF STUDENT NEEDS - A PREREQUISITE IN DESIGNING ESP COURSE CURRICULA

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**Abstract** English, the lingua franca of today's world, especially when it comes to conducting business, is of essence in the education of future economics and business graduates. In order to design a suitable ESP course curriculum offered at higher education institutions, or modify an existing course(s), one has to determine the language needs, or should we say gaps, of the target audience. Namely, in our experience as language teachers, the student population enrolled in such courses is rather diversified, both in terms of general language competence and in terms of their knowledge and understanding of business concepts. The authors analyze student needs based on diagnostic (initial) testing covering business terminology and language contents. The sample used in the analysis includes 80 students enrolled in the first year of undergraduate studies taking LSP courses in Business English. Moreover, by applying multivariate statistical techniques, the authors want to investigate the effect of individual respondent characteristics on the initial test results, such as field of previous education (grammar schools, secondary schools of economic orientation), the final grade achieved at the English Matura exam (secondary school exit exams), the knowledge of another foreign language, the number of years one has spent learning the respective language(s), gender and/or regional affiliation.

**Keywords:**

background knowledge, course design, LSP, needs analysis.

## ONLINE INFORMAL LEARNING OF ENGLISH AMONG UNDERGRADUATE RESPONDENTS IN POLAND AND SLOVENIA

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**Abstract** In the last decade the frequency of use of smartphones for accessing online content has grown exponentially. This means that the availability of online resources in the English language that users can access on an anytime-and-anywhere basis provides unprecedented general and professional language development opportunities through online informal learning of English for non-native speakers all around the world.

This paper concerns the use of smartphones among 226 students of law from the University of Białystok in Poland, and 504 students from the field of social sciences from the universities of Ljubljana, Maribor, and Primorska in Slovenia. Firstly, it aims to identify the most frequent smartphone use activities involving language use among the Polish respondents compared to smartphone use activities performed by their Slovene counterparts. Secondly, it attempts to establish the prevalent language for online use through smartphones among the respondents from Poland and Slovenia. Finally, it aims to explore the association between the prevalent language for online use and perceived level of communicative competence.

**Keywords:**

Online Informal Learning of English, prevalent language use, communicative competence, Poland, Slovenia.

A comparison between the two groups in terms of general distribution of receptive, productive, and interaction activities yielded no significant differences. The activities that are mostly done in English refer to popular culture production. The productive and interaction activities, on the other hand, are mostly done in the mother language of the respondents in both groups. Smartphones are only rarely used for intentional language learning activities. Finally, the results indicate associations between the use of English online and perceived level of communicative competence.

## **INCREASED INTERNATIONAL MOBILITY AND AFFECTIVE LEARNING FACTORS: A COMPARISON OF BUSINESS STUDENTS' EFL ATTITUDES AND MOTIVATION IN 2009 AND 2016**

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**Abstract** Our research study into attitudes towards English and EFL motivation conducted before Croatia joined Erasmus in 2009 suggested that the experience of internationalization might affect the attitudes, learning priorities and EFL motivation of Croatian business students. Since 2010, increasing numbers of students have taken the opportunity provided by the Erasmus programme and spent a semester or two abroad. The paper aims to establish if there are significant differences in EFL attitudes and motivation between generations who had little experience of academic mobility and members of later generations who both participated in international exchange programmes and experienced internationalization at home. Both in 2009 and 2016, participants' attitudes, motivation and invested effort were measured using the same instrument, a four-part questionnaire based on sociolinguistic and L2 motivation research rooted in social psychology. To ensure comparability, the data from the two studies were submitted to Coarsened Exact Matching, which resulted in two subsets (n=98 each) matched for the year of study, Business English grades and overall success in the programme. T-test was used to compare attitudes towards English, motivation types and invested effort. Finally, correlation analysis was used to establish relationships among variables and with invested effort. As expected, statistical analyses revealed significant differences between the two groups, but the findings from 2016 failed to reinforce all conclusions from the earlier research. A further fine-tuning of the instrument and/or use of qualitative research methods might contribute to our better understanding of EFL attitudes and motivation in the context of university internationalization.

**Keywords:**

attitudes,  
mobility,  
motivation,  
internationalization.

## FEHLER IN SCHRIFTLICHEN TEXTEN VON GESCHICHTSSTUDENTEN ALS AUSGANGSPUNKT FÜR FEHLERTHERAPIE IM BERUFSBEZOGENEN FREMDSPRACHENUNTERRICHT

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**Zusammenfassung** Beim Erlernen einer Fremdsprache, insbesondere auch beim Erlernen einer berufsbezogenen Fremdsprache, kommt es oft zu Fehlern. Fehler können sehr unterschiedliche Ursprünge haben. Interferenzen als eine spezielle Form der Fehler entstehen bei der Übertragung einer bestimmten Eigenschaft einer bekannten Sprache auf die Zielsprache, wobei es zu einer Abweichung von der Norm kommt. Im Beitrag wird eine Untersuchung von Fehlern präsentiert, in der bestimmte Fehlertypen in schriftlichen Texten von Geschichtsstudenten (Anfänger im Bereich DaF) untersucht wurden. Dabei wurden unterschiedliche Fehler, darunter vor allem Interferenzen aus dem Slowenischen, der Muttersprache der Studierenden, und dem Englischen, der ersten Fremdsprache der Studierenden, analysiert. Solche Interferenzen sind meistens in der Orthographie, der Kasuszuordnung, der Verb- und Präpositionenverwendung, der Verwendung des Artikels und folglich der Generazuordnung bemerkbar. In der Untersuchung wurden kurze schriftliche Texte von Geschichtsstudenten zunächst bezüglich der sieben Interferenzbereiche untersucht: slowenische Rechtschreibung, slowenische Lexik oder Semantik, slowenische Grammatik, englische Rechtschreibung, englische Lexik oder Semantik, englische Grammatik und Kleinschreibung der Substantive. Außerdem wurde in den schriftlichen Texten auch die korrekte Verwendung der Fachsprache untersucht (Lexik, Semantik, Orthographie, Pragmatik). Im Beitrag werden weiter die Quellen der identifizierten Fehler in den Aufsätzen näher bestimmt und die Möglichkeiten die Entstehung solcher Fehler zu verhindern aufgezeigt. Das Identifizieren dieser Möglichkeiten ist eine wichtige Kompetenz für jede (Fa-)DaF-Lehrkraft, da man bei einer Berücksichtigung dieser Fehler eine bessere bzw. korrektere Sprachproduktion und demzufolge einen schnelleren Spracherwerb bei den Lernenden erreichen kann.

**Schlüsselwörter:**  
Interferenzen,  
Fehler,  
Deutsch als  
Fremdsprache,  
berufsbezogene  
Fremdsprache.



## **AUTONOMOUS AND/OR DEPENDENT: LEARNING FOR SUCCESS**

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**Abstract** The importance of proficiency in English is paramount, inside and beyond the academia. The role of the language teacher is thus to prepare her students for the demands of the globalized world, where it is almost redundant to emphasize the vital role of fluency in English as lingua franca. Consequently, teachers ought to re-examine their roles as sole purveyors of linguistic content and position themselves relative to their students' language learning histories and preferences, in both curricular and extracurricular settings. The aim of this paper is to demonstrate the importance of autonomous learning, outside (but also inside) the language classroom, and in the lifelong run. Within reach of the study, this important field will be approached by employing a questionnaire to correlate the students' own perception of autonomy on the one hand and the so-called teacher dependence (formal context for learning) on the other. Furthermore, it will attempt to interact and possibly connect the two concepts with the students' measurable academic achievement (final grades in four compulsory English courses) in an effort to shed light on how the students' learning habits and backgrounds, as well as formality preferences come together to form academic success or failure. The study will further pursue to show whether the students' perceptions of autonomy and dependence are necessarily opposed or if there is a relevant meeting point of the two traditionally antonymous concepts. Finally, it will look for potential wider implications of the general effectiveness of formal instruction combined with out-of-class immersion through the students' self-perceived (in)dependence to provide a more appropriate scaffolding toward fluency and proficiency in English.

**Keywords:**

academic  
success, learner  
autonomy,  
out-of-class  
learning,  
teacher  
dependence.

## QUEST TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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**Abstract** Tendency to use quest technologies in teaching humanitarian disciplines, in particular, in teaching foreign languages, is due to the fact that they develop critical thinking, ability to compare, analyze, classify information. This is an interactive form that allows teachers to involve all the students, to realize their creative abilities, to embody their available knowledge and skills in practical activities.

Educational quest is a pedagogical technology which includes a set of problem tasks with role-playing elements; their performance requires any resources, first and foremost, the resources of Internet. Quests are developed for maximum integration of Internet into various subjects at different levels of learning in the educational process.

A special feature of web quests is that some information or the whole one presented on the website for self-study or group work, is actually on different websites. Thanks to the existing hyperlinks, students do not feel it, but work in a single information space.

Quest technologies have a number of similarities with computer games, on the basis of which they are built, in fact. Firstly, it is achievement of the ultimate goal through the search for intermediate solutions. Secondly, it is a system of tips (however, they are not always found, which complicates the search for the right solution).

The article discusses the concept of quests, their types and structure; as well as the advantages and disadvantages of using quest technologies in foreign language lessons.

**Keywords:**

Foreign languages, interactive teaching methods, quest, quest-technologies.

## THE WORD CLASS NOUN IN ENGLISH BUSINESS MAGAZINES ONLINE

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**Abstract** The paper considers the research of the word class noun in English business magazines online, an area of interest pertaining to Business English. It presents the results of an empirical study on the corpus taken from selected business magazines online. The empirical analysis enables a valuable insight into the word class noun in this variety of Business English and makes its contribution to English syntax, semantics and morphology. The syntactic part analyses the position of the noun (phrase) in the sentence. The semantic part of the study identifies the most common nouns that appear in this part of Business English and underlines its semantic distinctiveness. The morphological part of the analysis is devoted to the word formation of the nouns found in the corpus. The analysis takes into consideration word formation terms such as: compounds, derivatives, conversions, acronyms and blendings. The results obtained in this way will give an overall picture of the word class noun in this variety of Business English. They can act as an impetus for further research of the word class noun in Business English and enable contrastive analysis with the results from research in other segments of English for Specific Purposes.

**Keywords:**

word class  
noun,  
business  
magazines  
online,  
syntax,  
semantics,  
morphology.

## SELF-PROMOTION RHETORIC AND META(DISCOURSE) IN ACADEMIC WRITING – A CONTRASTIVE STUDY

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**Abstract** The paper aims to contribute to a more profound understanding of academic writing and publishing techniques in the humanities, focusing on the area of language studies. We take academic discourse as a special case of LSP with the frameset of genre characteristics in line with Milivojević and Radojičić (2015). The present work identifies, compares and contrasts the relevant rhetorical strategies associated with promotional (meta)discourse in articles and textbooks addressing the area of English and Serbian language and linguistics. In particular, the present work deals with various lexicogrammatical and discourse devices employed in academic discourse with the aim of establishing a common frame of self-referencing and self-promotion. The phenomenon of self-promotion significantly affects academic discourse which becomes permeated with "boosterism" and "self-advocacy" (Swales, 2004; Afros & Schryer, 2009). The paper takes into account a survey conducted with the group of first year students of English language and literature at the Faculty of Philosophy, University of Novi Sad. The survey evaluates published works in English and Serbian regarding various self-promoting strategies in both languages. The inquiry demonstrates that in both areas (languages) of academic discourse, researches and scholars utilize similar rhetorical strategies to promote their work: (1) positive evaluation of their own study on one hand and (2) negative evaluation of contrasting and/or dissenting views. This study reconfirms the advantage of specificity in teaching academic literacies advocated by many applied linguists and identifies actual strategies that can be incorporated into writing curricula.

**Keywords:**

academic  
discourse,  
(meta)discourse  
devices,  
rhetorical  
strategies,  
self-promotion.

## FACHDEUTSCH AN DER ELEKTRO UND COMPUTERSCHULE: DIE VORBEREITUNG VON LERNMATERIALIEN UND BENOTUNG

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**Zusammenfassung** Im Rahmen des offenen Curriculums wird Fachdeutsch an der Elektro- und Computerschule im ersten und zweiten Jahrgang für alle Schüler als Pflichtfach unterrichtet, in dem dritten und vierten als Pflichtwahlfach, eine Stunde pro Woche.

Es gibt keine zugelassenen Lehrwerke, deshalb muss der Lehrer alle Lernmaterialien für den Unterricht selbst vorbereiten. Dabei werden zahlreiche Lernmaterialien gestaltet: die Lehrstoffklärungen und die Übungen zur Lehrstofffestigung auf PPT-Präsentationen, auf Word-Dokumenten oder auf den Webseiten mit interaktiven Übungen. Alles ist besonders an die Fertigkeiten des Hörens, Schreibens und Lesens orientiert; weniger des Sprechens oder Gesprächs und des gezielten Hörverstehens.

Die Schüler müssen auch die Grundstrukturen der Sprache kennen lernen, in die Fachwortschatz sinnvoll eingeschlossen werden soll. Das Sprachniveau für den ersten und zweiten Jahrgang ist nach dem GER A1, später das Niveau A2.

Die Betonung beim Fachdeutschlernen besteht auf dem Wortschatzerwerb. Zu diesem Zweck werden verschiedene Methoden benutzt: die Germanismen (als Einführung in den Deutschunterricht), die Kombination vom Wort und Bild, englische Fremdwörter, das Verstehen von neuen Wörtern im Kontext und die Arbeit mit dem Wörterbuch.

Die Aufgaben zur Wortschatzfestigung: mit Hilfe von Bildern das passende Wort erraten, die Teile der Wörter sinnvoll miteinander verbinden, die fehlenden Buchstaben im Wort ergänzen, bestimmte Wörter im Wortschatz finden, Kreuzworträtsel lösen, Wörter übersetzen, aus dem Sprachmaterial sinnvolle Sätze bilden, Aufgaben zum Leseverstehen, Wörter in richtiger Form im Kontext ergänzen. Die meisten von diesen Aufgaben kommen dann bei dem Testen vor. Das Benoten erscheint auch mündlich: Dialoge auswendig vorspielen und Referate halten. Beim Benoten bestehen bestimmte Kriterien, die die Schüler im Voraus kennen.

**Schlüsselwörter:**

Benoten,  
Lernmaterialien,  
offenes  
Curriculum,  
Wortschatzerwerb.

## DEVIATION FROM ESTABLISHED STANDARDS IN LSP: SIMPLIFICATION OR COMPLICATION

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**Abstract** English as the language of international communication in science and humanities is often considered as “lingua franca” uniting people with various native languages into one pool. The basic goal of academic discourse is to share information and knowledge. Hence, the task is to facilitate the process of knowledge acquisition and to make this process more effective. Academic discourse in all the native languages is highly standardized and formalized. The reason for such unification is to work out universal rules aimed at simplifying the information exchange (i.e. perception, comprehension and feedback) and presentation. This issue was in the focus of some scientists (not only scholars) when the necessity of knowledge expansion and elimination of educational differences occurred. The world faces the same problem today. Some aspects of effective knowledge delivery (according to H. Spencer) are the focus of the report. Several techniques concerning different spheres of the language (vocabulary, syntax) suggested by H. Spencer in his essay “The Philosophy of Style” will be viewed taking into account cultural and didactical aspects. Some of the means are used nowadays, mostly in oral presentations. Although these ideas can be applied to any language and not only to professional texts, their implementation is highly discussible. The question is – whether they simplify professional communication or make it more complicated.

**Keywords:**

Academic  
discourse,  
comprehension,  
effective  
information  
exchange,  
standards.

## **SEX, GENDER AND PRONOUNS: THE PAST AND FUTURE OF GENDER IN ENGLISH**

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**Abstract** Linguistic gender is a layered phenomenon and can be expressed through grammar, semantics and pragmatics. The paper focuses on the expression of gender in English and gives insight into the current debates about sex and gender expressed through English discourse which predict tendencies for the linguistic expression of gender in the future. In English, the expression of gender is primarily based on meaning and not on grammatical form. The grammatical expression of gender in English is restricted to personal pronouns in the third person singular and their related forms. The paper examines the discussions about the gendered use of English pronouns and the lack of gender-neutral personal pronouns in the third person singular as part of the discourse on gender-inclusive and trans-friendly language. Different strategies to avoid the use of gender-specific pronouns, including the search for new pronouns, are presented and evaluated. These strategies are used to replace the generic he, but also when the gender of the referent is unknown, when information about gender is superfluous or unwanted, or when the individual identifies as neither male or female. Special attention is given to the generic use of she and the search for new gender-neutral pronouns. For this purpose, a survey is presented which shows the attitudes of young people toward these new expressions of gender.

**Keywords:**  
discourse,  
English,  
gender,  
pronouns.

## FEARS AND ANXIETIES OF UNIVERSITY STUDENTS IN LEARNING ENGLISH FOR PROFESSIONAL PURPOSES

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**Abstract** Learning a new language is difficult even for the most talented among us and is usually connected with a great amount of anxiety and fear. These emotions usually stem from feelings of inadequacy, lack of competence and, among first-year students, fear of “losing face” and “making a fool of one’s self” in the presence of their classmates. The situation among those less inclined towards languages tends to be even worse, although, thanks to the current system of education in Croatia, most children start learning a foreign language very early, in their first grade of elementary school (aged 6 or 7). Those children who learn English as a second language, begin their instruction no later than fourth grade of elementary school (aged 10 or 11) and they are all constantly surrounded by English through music, TV shows, books, magazines and newspapers. In this article, the researchers conducted a survey among students of the University of Zagreb, Faculty of Mining, Geology and Petroleum Engineering who are usually more technically than linguistically inclined, to try and find out more about their fears and discomforts connected to learning professional foreign language (in our case English) and to see if there is any way to alleviate their fears and help them. The survey focused on 128 first-year students of all three fields and was limited to questions connected to speaking, grammar acquisition and writing.

**Keywords:**

communication,  
grammar,  
language  
acquisition,  
speaking.



## THE EFFECTS OF PROJECT PRESENTATION BEFORE PROFESSIONAL COMMITTEE ON STUDENT MOTIVATION

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### **Keywords:**

learning English for specific purposes, project-based learning, student motivation, teaching and learning methodology.

**Abstract** Project-based learning has been widely accepted and implemented by teachers in higher education institutions, but also at secondary educational level, as one of the highly effective teaching and learning methods. This method aims at developing deep content knowledge, high level of communication skills, creativity and critical thinking, responsibility and independence in learning and prepares students to face real-life professional challenges. In teaching and learning languages for specific purposes, PBL provides grounds for integrating language skills development with specific content knowledge, whereby students engage in vocabulary skills development, comprehension development, written and oral communication skills development alongside exploring in depth the specific area of study they have chosen as their professional careers. One of the final elements of project-based learning is the presentation of the project not only before a teacher, but before a team of professionals within the specific area of study. The goal of this paper is to test to what extent this aspect affects student motivation and anxiety levels during project development and presentation. For this purpose, we are conducting PBL with 2nd and 3rd year students of Tourism and Hospitality Management, half of whom have been selected to present before a professional committee and half will present before their teacher only, with the hypothesis that students who have been selected to present before a committee will demonstrate higher levels of motivation/anxiety, than those who have not.

## ZUR BERUFSORIENTIERUNG HOCHSCHULISCHER LEHRPLÄNE FÜR DEN FREMDSPRACHENUNTERRICHT

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**Zusammenfassung** Seit der Jahrtausendwende haben hochschulpolitische Entwicklungen sowie wirtschaftliche Ereignisse zu einem Umdenken bei der Gestaltung universitärer Lehrpläne geführt. Der Trend in aktuellen Hochschullehrplänen für den Fremdsprachenunterricht geht von traditionell literarisch bzw. linguistisch orientierten Unterrichtszielen und Inhalten hin zu berufsrelevanter Anwendungsbezogenheit. Im Vortrag wird in einem ersten Schritt dargelegt, worin die Besonderheiten berufsbezogenen Fremdsprachenlehrens und -lernens hinsichtlich Lehr-/Lernziele, Methodik, Inhalte und Leistungsmessung bestehen. Dabei ist auch die Abgrenzung zu allgemeinem bzw. fachbezogenem Fremdsprachenunterricht wesentlich (vgl. E fing, 2014, S. 420). In einem zweiten Schritt wird erläutert, wie die Besonderheiten berufsbezogenen Fremdsprachenunterrichts in Hochschullehrplänen der vergangenen Jahre berücksichtigt wurden und wie sie künftig noch effizienter in derartigen Lehrplänen umgesetzt werden können, damit die Integration Studierender in einen global ausgerichteten Arbeitsmarkt unmittelbarer funktionieren kann.

Der Vortrag basiert auf wissenschaftlichen Erkenntnissen zum berufsbezogenen Fremdsprachenlehren und -lernen sowie zu den Möglichkeiten und Potenzialen der Festschreibung dieser Form des Lehrens und Lernens in universitären Lehrplänen für den Fremdsprachenunterricht. Die Erkenntnisse lieferte das Dissertationsprojekt des Vortragenden, für welches sowohl Fachartikel zum berufsbezogenen Sprachunterricht als auch Lehrpläne für den hochschulischen Deutsch-als-Fremdsprache-Unterricht unter Zuhilfenahme von QDA-Software qualitativ ausgewertet wurden. Im Dissertationsprojekt standen Hochschullehrpläne für Deutsch als Fremdsprache aus Italien und Spanien im Fokus, wo der Vortragende an Hochschulen auch Leitfadenterviews geführt hat. Beim Vortrag wird es demnach sowohl um regional-/kulturspezifische als auch generelle Möglichkeiten und Potenziale berufsbezogener hochschulischer Lehrplangestaltung gehen.

**Schlüsselwörter:**

Berufsorientierung,  
Fremdsprachenunterricht,  
Hochschullehrpläne,  
Lehrplangestaltung.

## HEDGES AND BOOSTERS IN UNIVERSITY TEXTBOOKS

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**Abstract** This paper explores hedging and boosting strategies in university textbooks for three disciplines: geography, physics and linguistics in English and Serbian languages. Hedges and boosters are communicative strategies which draw attention to the fact that statements do not just communicate ideas, but also the writer's attitude to them and to readers (Halliday, 1978). Adapted Hyland's taxonomy (2004) was used to analyse the types of hedges and boosters used across disciplines. A comparative analysis of three textbooks in English and three textbooks in Serbian was therefore conducted to establish the frequency of hedges and boosters in various disciplines and in two languages. The analysis reveals a vast repertoire of hedging and boosting strategies used to realize the different commitment and detachment orientations employed in the corpus. Furthermore, it shows considerable differences in the overall distribution of hedges and boosters throughout three disciplines as well as in two languages. The use of hedging and boosting devices in the corpus is mainly related to different rhetorical and educational traditions. Also, the variations are regulated both by general rules of communication and the norms and practices of particular disciplines. The unequal distribution also suggests discipline specific hedging and boosting strategies. The results of the research may further facilitate the teaching of English for Academic Purposes at tertiary level and contribute to a better understanding and use of English as the international language of academic communication.

**Keywords:**

boosters,  
EAP,  
hedges,  
university  
textbooks.

## PERCEPTION OF THE MEANING OF THE KNOWLEDGE OF LANGUAGE FOR SPECIFIC PURPOSES FOR FUTURE EMPLOYABILITY IN THE EYES OF PHILOLOGY AND NON-PHILOLOGY STUDENTS IN POLAND

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**Abstract** The meaning of the knowledge of foreign language for specific purposes is constantly growing in almost every field of professional and private environment as the result of the internationalisation and globalisation processes. This leads to intensification of mobility and creating multinational project teams. The following contribution presents the results of an interdisciplinary research study initiated by representatives of two different fields of science: linguistics and political science, among the generation of young people aged between 18-24, who belong to the so-called Generation Z (White, 2017, p. 224) and were brought up in the reality of the EU. The study explores the perception of meaning of foreign language skills and opportunities to develop them using EU funds. The survey was based on the latest employability reports, and recent subject literature was distributed to the students to collect their opinions on the topic. The research aims to analyse awareness of the EU language policy in Poland, combining questions related to people's foreign language portfolio and knowledge about existing possibilities to learn foreign language, as well as the ability to obtain external financing for it. The survey was conducted among 100 students of linguistic and non-linguistic studies and enabled the formulation of initial conclusions that are the basis for further research.

**Keywords:**

employability,  
foreign language  
for specific  
purposes,  
mobility,  
non-philology  
students,  
philology  
students.

## **AUTHENTIC SCIENTIFIC ARTICLES IN ESP MASTER COURSES: INCENTIVES OR DEMOTIVATORS**

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**Abstract** Teaching English for Specific Purposes is aimed at the foreign-language communicative competence formation in professional sphere. Currently the borders of traditional content areas change and English language teaching instructions are changing under the stimulus of professional context. The author concentrates on the ESP master course that actually combines English for Academic Purposes, English for Occupational Purposes and English for Individual Purposes. Such understanding of ESP essence means that such a course can focus students on continuing education in the foreign-language environment, mastering a profession and implementation of professional activity in multicultural environment, achievement of other personally significant prospects. In terms of the course structure and content the priorities shift to such trends as ‘personality in language’ and individual ‘knowledge mining’ in the process of collaboration with the university lecturer. Within this approach the course may be tailored in such a way that it will meet the demands of cross-cultural communicative activity in the conditions of the developing academic mobility of students and internationalization of educational programs in general. It is important to emphasize that the aforementioned anthropocentric approach, in the centre of which there is a linguistic persona, adverts primarily the sphere of mastering reading. Therefore authentic scientific articles use as learning materials in an ESP master course seems to be relevant and justified. The author defines advantages and disadvantages of tailoring master courses with such articles and puts a great deal of thought into the matter of their being incentives or demotivators in an ESP classroom.

**Keywords:**  
anthropocentric  
approach,  
knowledge  
mining,  
ESP master  
course,  
scientific article.

## CREATING AN ENGLISH-CROATIAN MARITIME DICTIONARY

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**Abstract** Maritime English has become a very important part of a future seafarer's training after English was recognised as the common language for international maritime communications and its teaching aspects elaborated by the International Maritime Organization. Dedicated textbooks, manuals and dictionaries represent unavoidable tools in teaching and acquiring competence in Maritime English. Responding to the gap in the Croatian market and to the needs of the seafaring and student population, Bisera Plančić and Tomislav Skračić created an English-Croatian Maritime Dictionary, published by Faculty of Maritime Studies in Split in July 2017. Although ESP teachers engage in creating dictionaries typically out of sheer need and love, it is vital to carefully consider a) the concept of the dictionary; b) market needs and competition; c) target users; d) scope and size of the book; e) selection of co-author(s); f) co-workers (reviewers, proof-readers, graphic designers...); g) editorial support (if any); h) publishing possibilities; i) maintenance / transfer of copyright to the publisher; and last but not least, j) personal benefits and satisfaction. The paper discusses the concept, dilemmas, compromises, editorial conflicts and other challenges that arise when attempting to write a comprehensive but user-friendly dictionary of maritime terminology. Hopefully this first-hand experience will be useful to others when undertaking similar lexicographic ventures.

**Keywords:**  
Croatian,  
Dictionary,  
Maritime  
English,  
Terminology.

## PREPARING LANGUAGE LEARNING MATERIALS FOR HEALTH CARE STUDENTS

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**Abstract** The language learning materials must lead to automatic habits of language production and response rather than to mere knowledge about the language. Students with different linguistic background and language level require learning materials compiled especially for them. English, for example, has its own special set of language signals, but these particular language signals present very different problems for those whose native language is Estonian and those whose native language is Russian. Although the linguistic background is not the same, they need generic competences in order to function successfully in the working environment. However, language learning materials in the Estonian language are lacking regarding the field of health care. Several English learning materials for health care students have been published but these materials might be too complicated for the first year students and do not consider the learners socio-linguistic characteristics. Since the native Estonian-speakers and native Russian-speakers study in Estonian in common classrooms, they use same materials and they need to use the same language during their study process. In the presentation two language acquisition materials in the field of health care will be introduced: Estonian Language Grammar Course for Non-native Health Care Students and Estonian-English-Russian Online Health Care Dictionary. While preparing the materials the level of students' language skills and the most necessary grammar and vocabulary in the field of health care must be taken into account.

**Keywords:**

dictionary,  
grammar course,  
health care  
students,  
language  
learning.

## ELEMENTS OF FORMATIVE ASSESSMENT IN AN ESP CLASSROOM

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**Abstract** Developing ESP vocabulary skills in technical secondary schools frequently represents a daunting task for teachers and students alike. As an ESP language teacher you are constantly engaged with different professional fields that often prove to be challenging. Building on my positive experience with Formative Assessment, I decided to overcome these challenges by incorporating the elements of the Formative Assessment into my teaching practice. One of the areas my students find very difficult is to improve their vocabulary for specific purposes either in the written or spoken form. Having shouldered most of the responsibility for the tasks, the students became more creative, self-reflective, and critical towards their own and their peers' vocabulary production, and they eventually gained a better insight into their vocabulary learning and improved their vocabulary knowledge. The feedback that I received from the students involved in the process was so favourable that I decided to use the same elements and procedures in other classes as well. The prime aim of my talk is to present some of my mostly used vocabulary tasks in the frame of Formative Assessment and talk about their adaptations in various classroom situations. These include Text Rendering, Summarising, Photos to Assess Learning, Talk a Mile Minute, 3-2-1, My Favourite No, Twitter Board, Peer Quizzes/ Explanations, Exit Slips and Wrap Ups.

**Keywords:**

formative  
assessment,  
LSP,  
secondary  
technical  
schools,  
nursing care.



## **NEEDS ANALYSIS AS THE FIRST STEP IN DEVELOPING ESP COURSES**

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**Abstract** The initial thing to be carried out when an ESP course is developed is needs analysis. This step is of course later followed by curriculum design, materials selection, methodology, assessment and evaluation. Even though each of the afore-mentioned stages are equally significant, in this paper we will primarily focus on needs analysis. As stated by Hyland (2006), whose definition of needs analysis is generally taken because of the numerous aspects it embraces, needs analysis “refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course.” The next question that should be addressed is what sources and methods are to be applied in order to collect data in needs analyses for ESP courses. According to Long (2005), the following sources of information should be included: published and unpublished literature, learners, teachers, applied linguists, domain experts and comparison of an array of data sources. As far as methods are concerned, the same author states that not only inductive but also deductive procedures should be employed. However, we will pay special attention to what Basturkmen proposes in her book on needs analysis and ESP curriculum development (Basturkmen, 2010). It is our firm belief that it can be used as a basis for creating an ESP course and therefore, we will make use of it when explaining how the ESP courses for the students at the Faculty of Tourism and Hospitality Management and the students of journalism at the Faculty of Philosophy in Niš are created.

**Keywords:**

ESP courses,  
needs analysis,  
methods,  
sources.

## INVENTIVE USE OF SOCIAL MEDIA IN LSP COURSE

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**Abstract** The boundaries of the world have been shrinking day by day. People from various countries work and communicate with each other for professional reasons. There is a need to develop language which is understood between cultures. People from Science, Technology, Engineering, Mathematics, Marketing, Economics, Business Management, Travel and Tourist and Hotel industry specially find the need to connect. Hence it is essential for them to learn specific language acceptable between cultures. Specific language will help furthering their profession. Learners of Language for Specific Purpose are specially adult and working class learners. Furthermore, people are connecting with professionals from the same field through the social media. Life is so competitive that people do not have enough time. Smart phone applications, Google translator and various social media sites have developed a strong platform to learn anytime anywhere.

**Keywords:**

Language  
learning on the  
go,  
LSP between  
cultures,  
smart  
applications,  
social media.

This workshop would deal with the inventive use of social media to learn language for specific purpose on the go in inventive ways. The use of Whatsapp messenger, Instagram, Cell phone Camera applications, Google translator and Google maps would be discussed to learn language for specific purpose. The learning would be engaging and have high retention value as it would be done by forming social media groups of learners desirous to learn specific language related to their profession.

## UNTERSCHIEDEN SICH SLOWENISCHE UND DEUTSCHE GESCHÄFTSLEUTE VONEINANDER?

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**Zusammenfassung** Wir sind uns der Bedeutung von Fremdsprachenkenntnissen sehr bewusst, wenn wir ausländische Investoren für slowenische Unternehmen gewinnen wollen oder wenn wir erfolgreich mit ausländischen Märkten zusammenarbeiten wollen. Unternehmen und Geschäftsleute, die sich dieser Tatsache bewusst sind, sind bereit, in sich selbst und ihre Kollegen zu investieren und organisieren daher verschiedene Formen von zusätzlicher Bildung im Bereich des Fremdsprachenlernens. Obwohl die Situation in Slowenien schon eine lange Zeit Deutsch und das Erlernen dieser Sprache nicht begünstigt, es gibt eine wachsende Zahl von Unternehmen, die mit den deutschsprachigen Ländern zusammenarbeiten und wissen, dass trotz der Tatsache, dass Englisch die Sprache Nummer eins in der Geschäftswelt ist, die Kenntnis der deutschen Sprache eröffnet noch mehr Möglichkeiten zur Zusammenarbeit mit diesen Märkten. Neben den Sprachkenntnissen dürfen wir nicht vergessen, dass das Wissen über interkulturelle Unterschiede oft der Schlüssel zum Abschluss von Geschäften ist. Es sind Situationen, in denen wir trotz der ausgezeichneten Sprachkenntnisse nicht den gewünschten Vertrag bekommen, weil wir Fehler im Bereich der nonverbalen Kommunikation gemacht haben und die Geschäftspartner falsch bewertet oder verstanden haben. In dem Beitrag werde ich betonen, wie wichtig es ist, Deutsch als Fremdsprachenberuf für slowenische Unternehmen zu lernen. Ein besonderer Schwerpunkt liegt auf der Vermittlung von interkulturellen Unterschieden, der Anerkennung von Stereotypen und dem Umgang mit ihnen, sowie der Bedeutung der nonverbalen Kommunikation. Ob, und wenn ja, in welchem Ausmaß unterscheiden sich die slowenischen und die deutschsprachigen Geschäftsleute? ... Dies sind nur einige der Fragen, die ich in meinem Beitrag beantworten werde.

**Schlüsselwörter:**

Auslandsmärkte,  
interkulturelle  
Unterschiede,  
nonverbale  
Kommunikation,  
Stereotype.

## THE WRITING SKILL NEEDS ANALYSIS IN PROFESSIONAL CONTEXT: A CASE STUDY OF HOTEL EMPLOYEES

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**Abstract** Needs analysis is a useful tool in LSP context helping us investigate the target needs of the learner, i.e. to see what level of competence and which language skills are required in their workplace. In this paper, we have been interested in the writing skill needs in the hospitality context. In particular, the study has focused on obtaining information on specific tasks and activities within the writing skill that hotel employees are expected to use in professional context in different hotel departments. Twenty hotel employees have been asked to complete a standardized questionnaire on the frequency of particular writing tasks they perform in English as part of their daily duties in a hotel in Serbia. The hotel where the research has been conducted is an educational centre for the high school students of hospitality and tourism in Belgrade, so most of the employees in the restaurant and reception area are also high school specialist subject teachers. It is expected that some hotel departments do not have any needs regarding writing in English, whereas others have, depending on the job requirements. Finally, the paper will show how the research results and collected information can be implemented in developing tailor-made ESP course design.

**Keywords:**

ESP course design,  
hospitality,  
needs analysis,  
writing skill.

## DIE ANWENDUNG DER ELEMENTE DES GESCHÄFTSBRIEFES IM BERUFSBEZOGENEN DEUTSCHUNTERRICHT

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**Zusammenfassung** Der vorliegende Vortrag ist den Fragen der Vermittlung von Grundlagen des Geschäftsbriefes gewidmet. Die richtige Erstellung eines Geschäftsbriefes hat eine große Bedeutung für den Aufbau von Geschäftskontakten und für eine erfolgreiche Geschäftsführung. Der Erfolg der Geschäftskontakte, der Geschäftsverhandlungen hängt in vieler Hinsicht davon ab, inwiefern der Experte die Sprache beherrscht, um den Partnern mit Hilfe der Verständigungsmittel die Geschäftsvorschläge zu erklären und als Folge der gegenseitigen Vereinbarungen gemeinsame Lösungen zu finden.

In dieser Arbeit werden die praktischen Aufgaben der Entwicklung der Fertigkeiten zur Führung des Geschäftsbriefes vorgestellt. Diese Aufgaben tragen zur Entwicklung der kommunikativen Kompetenz bei den Studenten nicht philologischer Fachrichtungen auf dem Gebiet des schriftlichen und mündlichen Geschäftsverkehrs, sowie zur Vertiefung des Sprachwissens bei. Die besondere Aufmerksamkeit wird der Vermittlung der Stilbesonderheiten des Geschäftsbriefes, der Zusammenfassung, des Lebenslaufes, der sprachlichen Standardklischees und der Regeln für die äußere Form der Dokumente geschenkt.

Die praktischen Aufgaben wurden im berufsbezogenen Deutschunterricht mit den Studenten des 2. Studienjahres der Fachrichtung "Tourismus" der Eurasischen Nationalen Gumilyov-Universität verwendet, die Ergebnisse waren positiv.

**Keywords:**

Experte,  
Geschäftsbrief,  
der offiziell-  
geschäftliche  
Stil der Rede,  
professionelle  
Ausbildung,  
sprachliche  
Standard-  
klischees.







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*In today's highly globalised economy, speakers of different languages and respective cultures meet and communicate on a daily basis. Hence, it is of paramount importance that formal education at all levels fosters foreign language skills informed by intercultural competence that today's students will need when joining the job market and pursuing their professions.*

*The exploration and dissemination of relevant expertise and good practice is the main aim of this book, which presents the abstracts of the 10th International Language Conference on "The Importance of Learning Professional Foreign Languages for Communication between Cultures".*

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