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Foreign language in technical universities: interaction of educational paradigms

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KLJUČNE BESEDE: izobraževalna paradigma, profesionalna komunikacija, poučevanje branja, strokovni tuj jezik

POVZETEK – Prispevek obravnava pogoje za kakovostno izobraževanje in usposabljanje diplomantov na primerih poučevanja branja, strokovnega tujega jezika in profesionalne komunikacije v tujem jeziku, hkrati pa prikazuje interakcijsko vrednost tradicionalne in inovativne izobraževalne paradigme za učinkovito učenje strokovnih jezikov na tehničnih univerzah. Upoštevali smo soobstoj tradicionalnih in inovativnih paradigmatskih okvirov na področju ločenih elementov izobraževalnih paradigem. V prispevku prikažemo lastnosti preučevanih besedil ter načela poučevanja strokovnih tujih jezikov na področju branja in profesionalne komunikacije v tujem jeziku ter preučimo vlogo avtentičnih strokovnih besedil pri razvoju govornih spretnosti v strokovnem tujem jeziku. Zasledimo gladek in naravni prehod od branja in poslušanja strokovnih besedil k obvladovanju pisnih in govornih spretnosti, pa tudi od pasivnih metod tradicionalne izobraževalne paradigme k aktivnim metodam inovativne izobraževalne paradigme.

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KEYWORDS: educational paradigm, professional communication, teaching reading, technical foreign language

ABSTRACT – The article considers conditions for quality education and training of graduates on examples of teaching reading, technical foreign language, and professional communication in a foreign language. It points out the interactional value of settings of traditional and innovative educational paradigms for effective foreign language training at technical universities. In the field of separate elements of educational paradigms, we considered the co-existence of traditional and innovative paradigmatic frameworks. In the field of teaching reading, technical foreign language, and professional communication in a foreign language, characteristics of the studied specialised texts as well as principles of foreign language teaching are shown. We explore the role of authentic specialised texts in the development of speaking proficiency skills in a foreign language. A smooth and natural transition from reading and listening specialised texts to proficiency writing and speaking, as well as from the passive methods of traditional educational paradigm to the active methods of innovative educational paradigm can be noted.

1 Introduction

The aim of foreign language training in technical universities is to improve the existing level of foreign language knowledge achieved in the previous educational stage, and to develop a sufficient level of communicative competence for solving social and communicative tasks in different activity areas. However, language training at non-language universities reveals a number of problems. Firstly, an insufficient number of hours for the study of the discipline is the problem of achieving the objectives of language training. Secondly, there are also the existing traditional practices

of learning, including the translation of new lexical items, text reading, analysis of grammatical problems and answering questions on the text content, which often does not require even the simplest understanding of the information contained therein (Kochetkova, 2010).

The language competence of the technical university graduates consists of foreign language knowledge, especially of the ability to read and understand technical texts. The language learning aspect of reading contributes to and is accounted for about a half of activities in practical classes.

The next level of the language competence is the ability to use specialised literature in a foreign language for searching professionally relevant information, because the constantly changing innovations in the industry and the economy require modern specialists to possess an extensive professional knowledge, the ability to think independently, and to make decisions (Cohen, 2016). Analysis of information in their own professional area depends primarily on the basic knowledge, and on the need to constantly replenish the specified base, usually from the foreign language resources. The Technical Foreign Language discipline is an indication of professional competences, since as the result of its successful mastering we get both, a competent area specialist who is also able to work with literature on the relevant field in a foreign language. Mastering of this discipline requires adopting a large amount of information both from areas of special knowledge (Forster & Winteler, 2006), as well as of foreign language, including a large expertise vocabulary and the ability to competently use the acquired vocabulary. Quality mastering of this discipline requires teaching students the application of special vocabulary, independent search and analysis of linguistic phenomena (Molodykh-Nagaeva & Nordman, 2015, p. 298). It is not enough to organise the educational process on the given discipline only within the cognitive educational paradigm, which has dominated in the national education for a long time. A possible solution could be the use of elements of different educational paradigms in teaching the technical foreign language.

Professional communication is the quintessence of all key skills in teaching a foreign language at a university. It is a specific arch of knowledge and skills that contribute to effective communication of engineers in the professional environment through various forms of written and oral communication (Veledinskaya, 2008). If it is sufficient to show the knowledge degree of language material for the cognitive paradigm, it is, in accordance with the requirements of the innovative, competence educational paradigm, required to demonstrate the ability to apply the adopted language material. If we talk about a discussion, it is necessary to be able to respond to the comments of interlocutors or opponents, agreeing with their opinion or rejecting it. The ability to speak on a given technical topic in a foreign language is a kind of indicator of foreign language competence. However, the ability to read and translate authentic texts with a dictionary is not sufficient. A significant number of joint ventures in Russia use English or German as the main language of employees' communication. According to prospective employers, an engineer of oil and gas industry should be proficient at

least in one foreign language among other knowledge and skills. All the mentioned facts determine the motivation to train the professional communication in a foreign language (Molodykh-Nagaeva & Nordman, 2015, p. 277). The interest of students is explained due to the acquisition of additional skills for future professional activity, which may increase their competitiveness as specialists (Everhart, 2016). Many foreign teachers and methodologists advise to use a similar interest of students in studying as an action guide of teacher, skilfully fuelling and directing it (Timm, 2013; Dausend, 2016). Increased motivation for mastering the professional competence is explained by the fact that students are now trying to find work during their university studies, therefore, the university is trying to meet the requirements of employers, presupposing, that the future specialists will master the competences listed above.

The experience of Russian and foreign scientists shows that it may be possible to use both traditional and innovative approaches in education to improve the quality of students' language training (Bleyhl, 1997). It is not possible to provide the required competences within only one educational paradigm. The aim of this study is to prove the possibility of using the traditional and innovative educational concepts in order to make language training at the university as effective as possible. Furthermore, the possibility of using cognitive, competence and personality-oriented educational paradigms when teaching reading, technical language and professional communication in a foreign language training will be considered.

2 Methods

As a starting material, we consider work with authentic texts both in visual and audio format for phased implementation of the set objectives in language training. Therefore, teaching reading is a natural preparation for information listening, prefacing many tasks on general and detailed understanding of the information. If we compare the aspects reading and listening on the perception difficulty level, the text listening requires a higher competence, as it requires knowledge of both, the necessary vocabulary and grammar, as well as phonetics (Molodykh-Nagaeva & Nordman, 2015, p. 263). Texts for studying must satisfy the following requirements: relevant themes, modernity, integrity, the text content conformity with the level of technical knowledge of students, and suitability for teaching all kinds of reading (Gavrilova & Kolokoltseva, 2008).

Authentic texts of the speciality studied by students occupy a distinct position in the course of practical foreign language training at non-language university, as students, when reading such texts, compare the received information in a foreign language with the studied material in their native language. Thus, principles of interdisciplinary and practical orientation of teaching are implemented (Belenyuk, 2011). Authentic texts support and increase the students' motivation by implementing the prospects of knowledge access, reflected in the foreign-language information sources

(Prokhorets & Sysa, 2015). In rare cases, the information from foreign sources even predicts certain themes on introduction to the speciality. Authentic texts as a training resource can be attributed to the elements of the competence educational paradigm, implementing a practical orientation of training and a close relationship with the studied specialty. Working with an authentic text cannot be completed within a single practical class (Adamzik & Krause, 2005). For full perception of both, the information and the features of its delivery in a popular scientific and scientific-technical style, a lexical minimum on the given technical area, grammar and syntax, characteristic for this style should be considered. Thus, the principle of systematic training is implemented.

Practical trainings at the subject *German as a foreign language* for full-time students of *Operation and maintenance of oil production facilities* and *Operation and maintenance of gas production facilities, gas condensate and underground storage facilities* are given as examples. For introduction to the subject, the proposed texts deal with the geological conditions of oil and gas occurrence, the oil and natural gas composition as energy resources, the history of the drilling equipment, the history of the north of the Tyumen region, the Khanty-Mansiysk Autonomous District and the Yamal-Nenets Autonomous District. Texts topics also include industrial development of the region, which led to the creation of the scientific research and educational institutions in Tyumen. The fundamental teaching methods applied are methods of traditional, cognitive educational paradigm (explanatory, illustrative, and reproductive method), and methods of innovation, competence education paradigm (problem-based presentation, part retrieval and research). When working with the above mentioned texts, students are introduced to the vocabulary in their speciality, and also develop cognitive and research skills.

As the next stage of language training, namely, training the technical foreign language, scientific-technical texts on advanced topics are offered. Topics include the rig unit, enhanced oil recovery methods, reservoir hydraulic fracturing, environmental requirements on field facilities construction, etc., in accordance with the principles of interdisciplinary and practical orientation of teaching the discipline (Belenyuk, 2011). A deep analysis of the lexical and grammatical structures, of grammatical peculiarities, and difficulties of technical texts (in accordance with the principle of systematic) is performed. Such analysis level is required for a full essential understanding, since the information from different sources often differ as a result of different technical requirements. For example, environmental requirements in Europe and in Russia are different; the advantages and disadvantages of the reservoir hydraulic fracturing technologies have already been discussed for many years, different proofs are given as for a high-risk procedure, as well as its complete reliability, which is reflected in the authentic texts, according to scientific principles and development of students' critical thinking.

The work on each text begins with a revision of the already known vocabulary and introduction to the new terms. Compound words and grammatical constructions

are analysed, special attention is paid to the passive voice and synonymous expressions, as it is most often used in the scientific literature. Explanatory and illustrative as well as reproductive methods are mostly used here, representing the traditional, cognitive educational paradigm. The text translation is not the ultimate aim of the work, although it takes a significant amount of time of independent and group work. Further essential tasks that simulate real conditions and situation of specialists' work with the specialised literature in a foreign language are necessary. The part retrieval and research method, as well as that of the problem-based presentation are necessary to perform these tasks, representing the innovative, competence educational paradigm. These tasks create the need and enhance motivation to master reading skills (Gavrilova & Kolokoltseva, 2008). After the text translation, the students are offered exercises aimed at understanding the provided information: the open and closed question types, ordering information in accordance with the text. Methods of traditional, cognitive education paradigm are mainly used here again. The section of the after-text exercises often contains the grammatical transformation tasks: to combine two simple sentences into one complex, to use the passive construction in the active voice. These types of tasks allow not only to identify the perception level of the received information, but also to teach the students to work with the specialised text in a foreign language for the oral transmission of information as a result. An oral presentation of information is the ultimate goal of working with text. Such task concludes the work on almost every text, aimed at developing oral communication skills in a foreign language to communicate in a professional activity. It is necessary to use methods of competence educational paradigm.

Additionally, we consider the possibility of interaction of frameworks of different educational paradigms using the example of practical training at the subject *Technical German Language on the topic Pipeline*. The participating students are third-year students of the study field *Oil and Gas Business* for the profile *Construction and Repair of the Items of Pipeline Transport Systems*. This training is carried out in the classroom in the traditional (group) form, and begins with checking homework. The warm-up or introduction to the training topic are carried out, as well as the process of checking homework, which task has been to translate only one professional word – *Leitung*. All points mentioned above display the traditional, cognitive educational paradigm. In the area of training resources, the action of paradigmatic settings of innovative, information education paradigm is indicated. The translation program *Google Translate* provides a word list with following meanings: *line, superintendence, direction, management, command, rule, maintenance, wiring, wire, line, administration, bus*. Having such a meaning list, the student usually writes down the first one and completes the work. Therefore, one of the main training objectives is to teach the students to properly use the online dictionaries and translators, but also to obtain information from the scientific and technological authentic text and present the information both orally and in writing. The level of training for goal frameworks of innovative, competence and personality-oriented educational paradigms, is expressed in the ability to analyse and correctly use the received information. As a warm-up, stu-

dents are encouraged to explore the full list of the searched word meanings, proposed by *Google Translate*, to find the answer to the question: what is the closest meaning to the students' specialty? Because of the complexity of the technical translation, the non-diversified terminology is noted as the special translation difficulty. In addition to understanding the terminology as such, the future specialist-translator with a technical profile is required to understand the context in which it is used, because the choice of one or the other term sometimes depends on this.

To stimulate the process, the work with compound words, which contain the searched term as either defined or as a defining word, is proposed. The students try to evaluate the percentage of adequate translation of technical text with the translation programme, concluding that it is necessary to work not only with the translation program, but also with technical dictionaries and texts on a specialty.

In the motives area, the interest of students in the studied subject can be noted, due to the coupling of the studied material with their future profession, which is an indication of innovative, competence educational paradigm setting. The principal activity of this training is the introduction to the term *Rohrleitung* based on the dictionary entry and the work on the authentic technical text, the source of which has been the lecture of Prof. K. Lang and Prof. N. Stach on *Hydraulic piping systems* (Lang & Stach, 2015). The used training methods are taken from the traditional cognitive educational paradigm. Since the third-year students have already been introduced into their main professional activity, the sections *Requirements for pipeline systems* and *Key elements of the pipeline* do not cause serious difficulties. Homework is a schematic picture of the pipeline, indicating its main elements such as the written part and an oral presentation of the requirements for pipeline systems with demonstration of the corresponding elements in the diagram. For doing homework, the methods of the competence educational paradigm are used above all, where students demonstrate the ability to apply the knowledge in practice.

The goal of the next phase is a professionally-oriented training in a foreign language. It is a training for professional foreign language intercultural communication, providing the ability to generate and interpret the information in a foreign language as well as operate it (Frolova & Aleschanova, 2011).

Frameworks of innovative educational paradigms (personality-oriented and competence) indicated in this area, are expressed in the commitment of education to its improvement and willingness to acquire new knowledge in a technical foreign language, as well as students' understanding of the importance of communication skills in the foreign language area for their future professional activity.

In the field of resources for professional communication in a foreign language, it is possible to observe a combination of traditional training resources in hard copies (textbooks, manuals and methodological guidelines) with the information and communication technology resources.

As training methods of professional communication both traditional and innovative ones can be noted. In the classroom, students also work with vocabulary and

authentic tests in their speciality, paying attention to the lexical and grammatical language structures, and grammatical difficulties of scientific and technical literature. This is a traditional presentation, revision and consolidation of educational material (according to cognitive educational paradigm). In addition, students learn to be well-informed about cases, simulating and modelling the situation of professional communication (competence paradigm), work in small groups and learn to conduct discussions (personality-oriented paradigm).

On evaluating and controlling the students' abilities of professional communication in a foreign language, there is, on the one hand, its implementation by the teacher, especially at the initial training stage (evaluating adoption of vocabulary and necessary grammatical structures). On the other hand, gradually, there has been a shift of emphasis on the self-evaluation of students, in particular, during the presentation of the group work results, where the evaluation (e.g. through visual and auditory perception, clarifying questions, etc.) is carried out by students. This can be a motivating factor for improving the given kind of activity as the usage method of the acquired material becomes apparent. As a final control, we can consider the annual tradition of the students' scientific-practical conference at the Industrial University of Tyumen (IUT), which is open to students' presentations on the studied speciality in a foreign language. To prepare the report, participants choose their topic of interest, often already affected within the main subjects of their professional orientation. Conference rules require students to demonstrate the ability to work with scientific and technical information in the studied language. The written part of the report involves a detailed presentation of the current problem and offers possible ways of solving it. However, an oral presentation for developing the oral communication skills in a foreign language in the speciality is the main component of the conference participation. In the first part of the presentation, the monologue speech and presentation skills are trained. The second part of the presentation gives teachers and students an opportunity to ask questions on the presented topic, thereby stimulating the habit of conducting the dialogue. The presenter answers the questions, often leading to the development of a complete discussion, since the students usually ask questions to clarify the unclear points, thus having their own point of view on the presented issue. Performance at the students' scientific and practice conference is the ultimate goal and the natural result of working with authentic texts for 3–4 months. The result of a consistent teaching of reading, technical foreign language and professional communication in a foreign language is motivated students for further scientific research and development of communication skills.

3 Results and discussion

Having discussed the particularities of language training for students of technical specialities in terms of using the frameworks of traditional and innovative educational

paradigms, those of traditional, cognitive educational paradigm could be noted at the beginning of the training.

In the area of goals of language training in the initial stage, when teaching reading, settings of cognitive educational paradigm are noted, expressed by the acquisition of certain amount of scientific knowledge, namely, certain vocabulary and grammar structures typical for specialised texts. At the subsequent stages, when teaching technical foreign language and professional communication, the determining role belongs to the frameworks of competence and personality-oriented educational paradigms, expressed in the proper analysis, as well as in the use of the obtained information.

In the area of motives, in the initial stage, a tendency to adopt large amounts of special vocabulary is marked, mainly for credit in the trained discipline, which displays frameworks of the traditional, cognitive educational paradigm. At the subsequent stages, we can detect the interest of students in the studied subject, due to the connection of having studied the material of their future profession, which proves the settings of competence educational paradigm.

In the field of training forms, mainly the traditional form of practical training prevails, which is typical for the traditional educational paradigm. In the area of the final control, the use of innovative training forms is noted, such as discussion and conference, which is typical for innovative educational paradigms.

The norms of responsibility for implementation of the training process involve the teachers' responsibility at the stages of teaching reading and technical foreign language, which is characteristic for the traditional educational paradigm. At the stage of training of professional communication in a foreign language, students also take responsibility for implementation of the training process, taking part in discussions and conferences on professional topics, which is typical for personality-oriented and competence educational paradigms.

In the field of training resources for teaching reading, the technical language and the professional communication in a foreign language, it is also possible to observe a combination of traditional training resources – textbooks, manuals, and guidelines with information and communication resources typical for innovative, information educational paradigm.

At the initial stage, when teaching reading, training methods of the traditional, cognitive educational paradigm dominate. When teaching technical foreign language, training methods of competence paradigm are increasingly used. At the stage of training of professional communication in a foreign language, they are complemented by the methods of personality-oriented educational paradigm. At the stage of reading and technical foreign language training, evaluation and control carried out by teacher prevails, which is typical for traditional, cognitive educational paradigm. Then a gradual transition to students' self-evaluation was observed.

The predominant role of the settings of traditional or innovative educational paradigms is determined by the stage of language training and the specifics of the studied material.

4 Conclusion

According to the research, we note that at all stages of foreign language training at a technical university, frameworks of both traditional and innovative educational paradigms can be indicated. Elements of traditional, cognitive educational paradigm, combined with the elements of innovative educational paradigms promote the effective language training, which ultimately increases the overall level of graduates' competitiveness, namely, the general culture and education level of students; extends their horizons, develops thinking culture, communication and presentation skills, as well as professional knowledge. Thus, goals of the work programme in the subject, suggesting the formation of skills and abilities for practical use of foreign language in the area of professional activity by the means of written and oral communication, are achieved.

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Tuj jezik na tehničnih univerzah: interakcija izobraževalnih paradigem

Prispevek obravnava pogoje za kakovostno izobraževanje in usposabljanje diplomantov na področju strokovnega tujega jezika in profesionalne komunikacije v tujem jeziku na tehničnih univerzah, upoštevajoč različne izobraževalne paradigme; od tradicionalnih kognitivno, od inovacijskih pa kompetenčno, informacijsko in osebnostno usmerjeno. Cilj poučevanja strokovnih tujih jezikov na tehničnih izobraževalnih institucijah je izboljšati obstoječe znanje jezika, pridobljeno v predhodnem izobraževalnem obdobju, hkrati pa razviti ustrezne komunikacijske kompetence za reševanje socialnih in komunikacijskih nalog na različnih področjih znotraj strokovnega dela. Pri poučevanju tujih jezikov v visokošolskem izobraževanju se pogosto srečujemo s številnimi problemi. Največji problem predstavlja nezadostno število ur za učenje jezika in posledično nedoseganje zastavljenih ciljev poučevanja. Delodajalci poudarjajo, da je inženir v naftni in plinski industriji lahko zaposljiv le, če ob ostalih znanjih in spretnostih stroke obvlada vsaj en tuj jezik. Nenazadnje, pomembno število mednarodnih podjetij v Rusiji uporablja angleščino in nemščino kot glavni jezik za sporazumevanje med zaposlenimi. Navedena dejstva lahko opredelimo kot motivacijske dejavnike za poučevanje komunikacije v strokovnem tujem jeziku. Kot dodatna motivacija za učenje strokovnega tujega jezika je podatek, da študenti že tekom študija iščejo potencialno zaposlitev, zato se na univerzah vedno bolj trudijo zadostiti pogojem bodočim delodajalcev, ki kot pomembno kompetenco izpostavljajo znanje strokovnega tujega jezika. Danes ni več dovolj organizirati izobraževalni proces določene discipline zgolj z upoštevanjem kognitivne izobraževalne paradigme, ki že lep čas prevladuje na področju nacionalnega izobraževanja. Potencialna rešitev je uporaba elementov iz različnih izobraževalnih paradigem pri poučevanju

strokovnega tujega jezika. Cilj prispevka je prikazati soobstoj uporabe tradicionalne in inovativne izobraževalne paradigme pri izboljšanju učinkovitosti učenja strokovnega tujega jezika na tehničnih univerzah. V prispevku predstavimo možnost uporabe kognitivne, kompetenčne in osebnostno usmerjene izobraževalne paradigme na področju ločenih elementov izobraževalnih paradigem, tj. vrednot, ciljev, motivov, norm odgovornosti, vlog udeležencev izobraževalnega procesa, oblik, metod, učnih gradiv, evalvacije in preverjanja pri učenju branja, strokovnega tujega jezika in profesionalne komunikacije v tujem jeziku. V prispevku prikažemo lastnosti preučevanih besedil ter načela poučevanja strokovnih tujih jezikov na področju branja in profesionalne komunikacije v tujem jeziku ter preučimo vlogo avtentičnih strokovnih besedil pri razvoju govornih spretnosti v strokovnem tujem jeziku. Opazen je gladek in naraven prehod od branja in poslušanja strokovnih besedil k obvladovanju pisnih in govornih spretnosti, pa tudi od pasivnih metod tradicionalne izobraževalne paradigme k aktivnim metodam inovativne izobraževalne paradigme. Za doseganje zastavljenih ciljev pri poučevanju tujega jezika je treba slediti načelom poučevanja, kot so načelo sistematičnosti, interdisciplinarnosti ter praktične naravnanosti. Za osnovno učno gradivo smo izbrali avtentična besedila v pisni in avdio obliki, ki smo jih uporabili za fazno izvedbo stopenj in doseganje zastavljenih ciljev. Učenje branja je naravna priprava za poslušanje in je osnova za večino nalog za splošno in podrobno razumevanje informacij. Avtentična besedila kot učno gradivo sodijo med elemente kompetenčne izobraževalne paradigme, ki omogočajo praktično naravnanost učenja ter tesno povezanost s strokovno tematiko študija. Načela poučevanja in interakcija med elementi tradicionalnih in inovativnih izobraževalnih paradigem je prikazana na primerih vaj pri predmetu Strokovni nemški jezik na temo Napeljava za študente področij Vodenje in vzdrževanje objektov za proizvodnjo nafte ter Vodenje in vzdrževanje objektov za proizvodnjo plina, plinskega kondenzata in podzemnih skladišč. Vaje so bile izvedene s študenti tretjega letnika študijske smeri Naftna in plinska industrija. V začetni fazi obravnavanja omenjene teme smo zasledili tendenco k pridobivanju obsežnega besedišča, kar kaže na okvire tradicionalnih izobraževalnih paradigem, v naslednjih fazah pa so se pokazale tudi lastnosti inovacijskih izobraževalnih paradigem. Z vidika oblik poučevanja pri vajah še vedno prevladujejo tradicionalne oblike, tipične za tradicionalne izobraževalne paradigme. Potrebno pa je poudariti, da so v fazi končnega preverjanja znanja pri ocenjevanju prevladovale inovativne oblike. Norme odgovornosti za proces poučevanja vključujejo odgovornost učitelja v vseh fazah poučevanja branja in strokovnega tujega jezika, kar je značilno za tradicionalno izobraževalno paradigmo. V fazi poučevanja profesionalne komunikacije v tujem jeziku pa prevzamejo odgovornost za proces poučevanja tudi študenti, kar je značilno za osebnostno usmerjeno in kompetenčno izobraževalno paradigmo. Na področju učnega gradiva je v vseh fazah poučevanja tujega jezika prisotna kombinacija tradicionalnih učnih gradiv in uporaba IKT gradiv. Čeprav v začetni fazi poučevanja branja še vedno dominirajo tradicionalne metode poučevanja, pri poučevanju strokovnega tujega jezika in komunikacije v strokovnem tujem jeziku se pa vedno bolj uporabljajo inovativne metode poučevanja. Pri branju in poučevanju strokovnega tujega jezika v fazi preverjanja in ocenjevanja so prav tako še vedno prevladujoče tradicionalne oblike, ki

pa počasi prehajajo v obliko samoevalvacije študentov, ki pa je tipična za inovativne izobraževalne paradigme. Če povzamemo, v začetni fazi poučevanja zasledimo okvire obeh, tradicionalne in inovativne izobraževalne paradigme. V sledečih fazah, pri poučevanju strokovnega tujega jezika in profesionalne komunikacije, so v prednosti okviri inovacijske izobraževalne paradigme. Zaključimo lahko, da je izrazitejša vloga tradicionalnih oz. inovacijskih paradigem odvisna od faze poučevanja strokovnega tujega jezika in specifičnosti študijskega gradiva. Uporaba elementov tradicionalne, tj. kognitivne paradigme skupaj z elementi inovativnih izobraževalnih paradigem spodbuja efektivno učenje jezika, ki posledično viša povprečno raven konkurenčnosti diplomantov, kot na primer stopnjo splošne kulturne ozaveščenosti in izobraženosti študentov, hkrati pa širi obzorja, razvija kulturo mišljenja, komunikacijske spretnosti, spretnosti nastopanja in strokovno znanje. Posledično lahko rečemo, da so cilji programa dela pri predmetu strokovni tuj jezik, ki predvidevajo razvijanje spretnosti in zmožnosti za praktično uporabo tujega jezika na področju strokovnega delovanja preko pisne in govorne komunikacije, realizirani.

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