

DRUŠTVO ZA STRANE JEZIKE
I KNJIŽEVNOSTI SRBIJE



FOREIGN LANGUAGE AND
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SERBIA



VI International LSP Conference
Language For Specific Purposes: Approaches and Strategies

VI međunarodna konferencija
Jezik struke i nauke: pristupi i strategije

**BOOK OF ABSTRACTS
KNJIGA SAŽETAKA**

Faculty of Philosophy, University of Belgrade
Filozofski fakultet Universiteta u Beogradu

26 – 27 September 2024

26 – 27. septembar 2024.



VI International LSP Conference

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APPROACHES AND STRATEGIES***

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Belgrade, 26–27 September 2024

Foreign Language and Literature Association of Serbia (FLLAS), Language for
Specific Purposes Special Interest Group (LSP SIG) and the Faculty of
Philosophy, University of Belgrade

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I

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Subject specific language and Fachsprache – an interlingual comparison between German and English

The terms *English for Academic Purposes* and *English for Specific Purposes* are coined in the English-speaking context. In the German-speaking context, the terms *Deutsch als Wissenschaftssprache* and *Deutsch als Fachsprache* are usually found (s. Thielmann 2017). Obviously, similarities and differences exist between the linguistic and cultural concepts (s. Neumann et al. 2019). In my presentation, I will focus on characteristics and challenges within tertiary education, backed up by practical examples.

My lecture starts to take on a short foray through a textbook for English as a scientific language, before proceeding to several German textbooks. For some years now, the major German language teaching publishers have discovered universities as target groups and are bringing textbooks onto the market that claim to be “university-specific”. But what exactly constitutes this university-specificity?

One of my assumptions is that in German-language linguistics is usually a strict distinction between the two terms (*subject-specific* and *scientific language*). In English-language literature, the transitions seem to me to be more fluid (s. Hyland 2017). Universities in general are places with favorable conditions for the teaching and learning of specialized foreign languages (less time for language training than at schools, sufficient receptive knowledge, etc) (s. Hettiger 2019).

A crucial point is finding suitable teachers for relevant positions at universities, particularly at university centers. What is the ideal profile of a foreign language teacher in such an institution? Qualifications for teachers of subject-specific foreign language instruction at German universities are not often found.

My lecture ends with some desiderata for the teaching of specialized languages at universities, which apply in particular to German as a foreign language (DaF), especially as compared to English, but in principle to all languages taught at the tertiary education level.

Keywords: scientific language and terminology, *English for Specific Purposes* as compared to *Deutsch als Fachsprache*, cultural contexts for subject-specific language in German and English,

academic language teaching methodology for German as a foreign language

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LSP teachers' education and professional development – where to from now?

Only a decade ago, we could strongly agree with Belcher (2013) who claimed that the cohort of LSP teachers knew least about their own professional community. However, the situation has considerably changed in the past ten years.

First of all, political support to the development of LSP teachers has been shown by the EU through the endorsement of three Erasmus+ projects that addressed the professional development needs of LSP teachers: Trails, Catapult, and LSP-TEOC.Pro. Participation in these projects, alongside activities by other researchers, has resulted in a series of publications (e.g., Bocanegra-Valle & Basturkmen, 2019; Vega Umaña, 2020; Podgoršek et al., 2021; Kic-Drgas & Jurkovič, 2024). Put together, these contributions now provide a holistic picture of the professional development needs of LSP teachers and, importantly, prototype models for their pre-service education and in-service professional development.

Based on these premises, this plenary speech will first provide a comparative overview of the findings of existing studies exploring the needs of LSP teachers working at two levels of education (i.e., upper secondary vocational education and higher education) and in two significantly different educational contexts (i.e., the European context and the US educational system). This approach will enable us to delineate the most prominent similarities and distinctions and, consequently, the need for a common but also diversified and flexible model of LSP teacher education and professional development.

Therefore, it can be argued that LSP teachers' education is no longer under-researched nor politically neglected. However, it remains fragmented and lacks standardisation across different contexts. Furthermore, opportunities for LSP teachers to partake in relevant professional development opportunities are still scant both in their national and international settings. As a result, it seems that the next step that the community of LSP teachers needs to make is the implementation of the accumulated knowledge in different educational formats to benefit and extend to the largest possible group of interested LSP teachers at different levels of education and in different geographical contexts. Importantly, this cannot be achieved in isolation but instead within a context of possible international forms of cooperation, which need to be identified, explored, and implemented.

Keywords: LSP teacher education, comparative analysis, European context, US context, collaboration

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Strani jezik struke u govornoj sredini: ka boljem modelu pripreme za nefilološke studije

Kada govorimo o stranom jeziku struke, obično podrazumevamo učenje jezika struke kao stranog van govorne sredine. Danas, međutim, ima sve više stranih studenata u zemljama evropskog prostora koji se za željene studije pripremaju u govornoj sredini, odnosno, učeći (strani) jezik sredine, kao i (strani) jezik buduće struke. Ni Srbija u ovome nije izuzetak. Bogato iskustvo s pripremnim fakultetima (na kojima se najmanje godinu dana uči ruski jezik, predmetna nastava neophodna za buduće studije, kao i jezik struke) ima Ruska Federacija (i prethodno Sovjetski Savez). Krajem pedesetih godina prošlog veka pri Moskovskom državnom univerzitetu Lomonosov otvoren je prvi pripremni fakultet. Do kraja šezdesetih godina prošlog veka otvoreno je na stotine pripremnih fakulteta ili pripremnih odeljenja pri različitim fakultetima u celom Sovjetskom Savezu. Metodika nastave (stranog) jezika struke u govornoj sredini razvijala se od tada, pa do danas, opisani su metodički principi organizacije nastave na stranom jeziku, razrađena je organizacija nastavnog procesa, kao i pitanja izrade programa i nastavnih materijala stranog jezika i jezika struke u uslovima studiranja u govornoj sredini. Veoma je bogat udžbenički materijal za različite profile. Naravno, ostao je i nemali broj otvorenih pitanja o kojima će, takođe, biti reči.

Koji su osnovni principi nastave stranog jezika za potrebe studiranja u govornoj sredini? Na koje probleme se nailazi prilikom sastavljanja programa? Koje su karakteristike organizacije nastavnog procesa? Koje su komponentne organizacije nastavnog procesa? Koliki je fond časova tokom trajanja pripreme nastave (minimum i maksimum)? Koji su problemi organizacije nastave? Koje su prednosti homogenih, koje heterogenih grupa? S kojim problemima se susreću profesori koji predaju predmete neophodne za buduće studije i kako se ovi problemi prevazilaze? Koji nivo znanja stranog jezika je neophodan za buduće studiranje? U čemu se ogleda pristup zasnovan na kompetencijama? Koji su to novi oblici nastave koji doprinose usvajanju naučnog stila? U čemu bi se ogledali novi modeli testiranja?

Odgovore na postavljena pitanja dovest ćemo u vezu sa srpskom govornom sredinom i nastavom srpskog jezika kao stranog i srpskog jezika struke: daćemo predloge za moguću organizaciju nastavnog procesa, ukazaćemo na veliku važnost predmetne nastave na stranom jeziku. Ukazaćemo i na mogućnost unapređenja organizacije nastave stranog jezika struke u srpskoj govornoj sredini, na oblike nastave koji doprinose usvajanju naučnog stila, kao i na nove moguće modele testiranja.

Ključne reči: strani studenti, govorna sredina stranog jezika struke, organizacija nastave, pristup zasnovan na kompetencijama, usvajanje naučnog stila

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II

PANEL DISCUSSION

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Academic LSP, CLIL & EMI – Major or minor?

What are the core similarities between the teaching programmes known, and widely applied, in academia as Language for Specific Purposes (LSP), Content and Language Integrated Learning (CLIL), and English as a Medium of Instruction (EMI)? Just as importantly, what is it that distinguishes one from the other? Is it the prevalence of the foreign language or of the content taught in a classroom? To what extent do these learning programmes support and enhance future professionals' mastery of the body of knowledge and skills crucial for their career paths? Who teaches these courses and how are they deployed in our institutions? What space and status are, thus, these programmes given in academic curricula – that of majors or minors, core subjects or electives? Is academia where it all ends, or does it only then begin?

In the era of fast changes and global migrations, what are universities doing to foster multilingualism among individuals, professionals and communities? This is one of the major concerns of the international Circle U. academic family and other European alliances supporting student and staff mobility. Therefore, we shall attempt to answer the above questions on different approaches to using foreign languages to develop and hone our students' skills and promoting multilingualism in our multicultural academic communities and professional circles.

Keywords: LSP, CLIL, EMI, multilingualism, academia, professionals

III

ABSTRACTS

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Savremeni udžbenik ruskog jezika struke

U nastavi stranog jezika struke udžbenik ima važnu ulogu kao osnovno sredstvo učenja i centralna komponenta u sistemu nastavnih sredstava. Problemi konstruisanja i ekspertize udžbenika jezika struke spadaju u red najaktuelnijih u savremenoj metodici profesionalno orijentisane nastave stranog – ruskog jezika. U radu na primeru nastave ruskog jezika struke na Filozofskom fakultetu Univerziteta u Beogradu istražujemo koje to kriterijume treba da zadovolji savremeni udžbenik ruskog jezika struke i kako ga najbolje koncipirati da bi zadovoljio sve učesnike u nastavnom procesu. Sagledavajući udžbenik iz teorijsko-koncepcijskog aspekta (analiza strukturnih komponenti na makronivou i mikronivou, sagledavanje elemenata sadržaja udžbenika i ukazivanje na funkcionalne specifičnosti udžbenika jezika struke u odnosu na udžbenik opšteg jezika) i praktičnog aspekta (analiza kvaliteta udžbeničkih sadržaja i njegova funkcionalna usaglašenost sa realnim potrebama struke i nauke), pokušaćemo da ponudimo jedan mogući koncept koji bi poslužio kao smernica u kreiranju što prikladnijeg modela udžbenika ruskog jezika struke za dati fakultet društveno-humanističkog profila.

Ključne reči: ruski jezik, jezik struke, udžbenik ruskog jezika, koncept udžbenika

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Science and Engineering Instruction within the LOA Framework

Complex academic and cognitive demands of science and engineering need the implementation of critical thinking skills to cover the demands of the cognitive challenges encountered by students of scientific domains like electronics, computer sciences, genetics and others. In these domains, language is used beyond basic communication skills. Higher-order skills are necessary for success in these dynamic and innovative fields. These abilities emerge naturally from exposure and interaction with the target language, and the process of learning represents a qualitatively different form of language learning compared to the conscious study of language components. The present work presents an orientation of the instructional practices of the science and engineering domain within the integration of content and language in higher education (ICLHE) in Algeria. The learning-oriented assessment (LOA) fits the requirements of science and engineering communication with its dynamic and interactional aspects. Science and engineering instruction, set to LOA, identifies within the CBI model that shares the interest of targeting higher-order abilities. As the LOA is essentially subject-neutral (Jones & Saville, 2016), it relates directly with CLIL (content and language integration learning) as the latter stands on cognitive taxonomies of skills in education (Bloom's taxonomy). In the LOA framework, the emphasis is on providing feedback that fosters improvement and growth. Assessments are designed not only to measure what students know but also to guide their ongoing learning process. This aligns with the idea of formative assessment, where the goal is to inform instruction and support continuous learning. The present research presents the application of the LOA to science and engineering lessons integrating content and language in higher education.

Keywords: ESP, LOA, instruction, science and engineering, interaction

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Multimodality in ESAP: Peer-Evaluation of Multiple Semiotic Modes in Dental Students' Oral Presentations

Previous studies have reiterated the need for assessment practices that acknowledge multimodal meaning-making by taking into account students' semiotic work that is often disregarded in educational contexts and therefore requires assessment strategies adjusted to multimodal learning environments (Bezemer & Kress 2003, Ørevik 2023). This research aims to assess whether dental students take multiple semiotic modes (spoken language, speech pace, gestures, eye-contact, etc.) into consideration when evaluating the effectiveness of their peers' oral presentations delivered on a topic from the field of medicine or dentistry. A total of 76 first-year students taking the obligatory English Language course at the School of Dental Medicine, University of Belgrade, participated in the study to evaluate different semiotic modes employed by their peers to enhance the meaning-making and effectiveness of their oral presentations in English. The findings of this research are expected to provide guidance in terms of what semiotic modes should be further addressed and fine-tuned, thus contributing to explorations of multimodality and interactivity in academic presentation courses, as suggested by Morell, García & Sanchez (2008).

Keywords: English for Medical Academic Purposes, multimodal literacy, multimodal learning environments, peer-feedback

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A graduate course for English in Human resources management – design and implementation

LSP course design for HEIs is a complex and time-consuming task as it consists of several comprehensive steps to ensure that the course in question suits the needs of the target learners and meets the learning objectives. Several factors may add to the complexity of this process, including the importance of aligning the course with the outcomes of the study program the course is part of, providing customized teaching materials, responding to diverse stakeholder needs and expectations, etc.

This paper provides an overview of a graduate ESP course design in *English for Human Resources Management* (EHRM) at the Faculty of Organizational Sciences, University of Belgrade. It outlines the steps in planning and implementation of the EHRM course: needs and situational analyses, course planning and syllabus design, selection and adaptation of teaching materials, teaching methods and approaches, evaluation of several aspects of the process, etc. In conclusion, the paper attempts to reflect on the practices involved in the curriculum development process, point to several limitations and challenges, and suggest ways to overcome them.

Keywords: course design, English for Human Resources Management, LSP, needs analysis, syllabus design

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English as a Foreign Language (EFL) and English for Specific Purposes (ESP) as Tools of Intercultural Competence in Higher Education Students of Tourism

The presentation will examine the implications of teaching English as a foreign language (EFL) and English for specific purposes (ESP) to students of Tourism at tertiary education in such a way that language can function as a tool fostering intercultural competence. Intercultural competence does not only require linguistic competence, but is extended to attitudes, such as respect, openness, curiosity, and tolerance of ambiguity. The space in between words, and the way in which different cultures interact based on their systems of belief, history, and other factors, is steadily coming to the forefront of discourse, as travelling for any purpose has reached an all-time high in the post-pandemic world scene. As a result, English has become today's *lingua franca*, facilitating communication between non-native speakers of multiple languages, and thus necessitating a totally new skill set for the global citizen of the 21st century. Extra care needs to be taken to raise awareness of this among students of Tourism, whose jobs will entail continuous decision-making under changing conditions and active display of empathy, respect and adjustment.

Keywords: English, Higher Education, Tourism, intercultural competence, communication, empathy

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***L'intercomprensione come risorsa per la didattica della lingua italiana della
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In glottodidattica, tra gli approcci plurali, l'intercomprensione (IC) può essere un valido supporto per l'insegnamento a stranieri dell'italiano della medicina. L'IC è infatti un approccio didattico rivelatosi efficace per l'apprendimento dei termini specialistici (comuni a più lingue perché di stessa derivazione: latino, greco, inglese), ma anche per l'apprendimento della lettura e dell'oralità sia passiva sia attiva, in quanto valorizza l'apprendente e le sue conoscenze pregresse (repertorio linguistico, conoscenza del mondo) e facilita l'apprendimento *tout court* di una L2/LS.

Nel nostro contesto, un corso universitario di italiano L2 per studenti iscritti a corsi di area medica, la lingua obiettivo è caratterizzata da specificità - la lingua medica usata per comunicare tra docenti e studenti di area medica - e da semplificazione - la lingua comune per comunicare con i pazienti. Ciò implica la capacità dei discenti (studenti futuri professionisti) di trasferire la lingua medica alla lingua comune. Le competenze da acquisire in L2 sono quindi legate alla comunicazione esperto/futuro esperto e futuro esperto/non esperto.

In questo studio, si presenteranno pratiche di intercomprensione per l'apprendimento dell'italiano medico L2 di livello B1/B2, con particolare attenzione alla gestione dell'input dell'insegnante e all'inferenza e allo sviluppo delle competenze plurilingue e pluriculturali del discente.

Parole chiave: approcci plurali, intercomprensione, lingua medica, italiano L2

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Osmansko-turska administrativna terminologija u venecijanskim književnim i istorijskim izvorima 16. veka

Diplomatske veze između Venecije i Osmanskog carstva, koje su posebno bile intenzivne od 15. do 18. veka, uticale su, ne samo na uspostavljanje plodnih trgovinskih veza između dve države, već su dovele i do razmene na polju kulture, lingvistike i književnosti. Govoreći o venecijansko-osmanskim prožimanjima na polju istorije jezika i književne istorije, beleži se značajno prisustvo leksike iz osmansko-turskog jezika, koja se sreće u venecijanskom dijalektu staroitalijanskog jezika. Prilikom analize dostupnih izvora uočava se priličan broj turcizama i termina iz turskog jezika usvojenih u italijanskom jeziku, koji se odnose na polje državne i vojne administracije. Pomenuti termini posebno se sreću u venecijanskim izvorima, poput relacija i depeša, koji predstavljaju vredna svedočanstva venecijanskih izaslanika iz kancelarije mletačkog bajla u Carigradu. Najveći deo takvih izvora potiče iz 16. veka, što je uslovalo da predmet našeg istraživanja bude baziran na proučavanju osmansko-turske terminologije u izvorima iz tog perioda. Metodom analize i kontrastiranja u radu se dolazi do rezultata koji će pokazati stepen i način adaptacije reči iz turskog jezika u italijanskom.

Ključne reči: Venecija, izvori, turcizmi, istorija jezika, književnost

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Pravni diskurs: tehnike i strategije prevođenja u italijanskom i srpskom jeziku

Pravni diskurs, kao posebna dimenzija jezika struke, oslikava raznovrsne upotrebe pravne terminologije u svakodnevnom korišćenju jezika. U okviru ove sfere jezika struke, prevodioci često pribegavaju formiranju prevoda koji je po svim parametrima veran originalnom tekstu (Šarčević 2023). U našem radu, primarno se analiziraju tehnike upotrebljene u prevođenju pravnih termina u italijanskom i srpskom jeziku. Sekundarni cilj predstavlja rasvetljavanje ustanovljenih ekvivalentnih parova, čime će takođe biti prikazani nivoi ostvarivanja prevodne ekvivalencije. Korpus podvrgnut navedenoj analizi čini dokument Evropske konvencije za ljudska prava preveden na italijanski i srpski jezik. Uporednom analizom, rezultati su pokazali da su u prevođenju pravnih termina upotrebljene različite tehnike, kao i da se prevodna ekvivalencija beleži kroz tri dimenzije: leksičku, semantičku i sintaksičku. Prevodi se u većini slučajeva manifestuju kroz leksičko-semantički nivo. Dobijeni rezultati mogu naći svoju primenu u domenu nastave italijanskog jezika struke i prevođenja sa italijanskog na srpski jezik i obrnuto.

Ključne reči: jezik struke, pravni diskurs, italijanski jezik, srpski jezik, Evropska konvencija za ljudska prava

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Specifičnosti registra engleskog jezika u turizmu i hotelijerstvu

Oslanjajući se na moderne tendencije razvoja društava, uočeno je da se turizam razvija kao jedna od glavnih svetskih industrija. S obzirom na činjenicu da su turizam i hotelijerstvo strateško opredeljenje mnogih država, tako je engleski kao globalni lingua franca poslovne komunikacije dao snažan doprinos internacionalizaciji i turizma i hotelijerstva.

U radu su kao osnovne karakteristike poslovnog engleskog jezika, u okviru koga je izučavan engleski jezik u turizmu i hotelijerstvu, obrađeni tipovi premodifikacije imenica koji su analizirani na korpusnim primerima. Za izvor su korištene stručne knjige Luisa Harisona. Specifičnosti engleskog jezika u turizmu i hotelijerstvu ispitivane su na korpusu engleskog jezika u obimu od 30 000 leksema. Prosečno ponavljanje svake lekseme je 10 puta. Analiza premodifikacije imenica posmatrana je zajedno sa polisemičnošću leksema, kao izraženom posebnosti na koju je stavljen naglasak u procesu prevođenja na srpski jezik.

Analizom se došlo do rezultata koji su pokazali da je najfrekventniji oblik premodifikacije imenica pridjevska, imenička i participska. Uz rad je priložen i mali rečnik engleskog jezika u turizmu i hotelijerstvu, koji je od koristi svima onima koji rade i posluju u ovoj oblasti. Vokabular ovog jezika struke prožet je leksemama iz oblasti turizma, hotelijerstva i kulture sa adekvatnim prevodnim ekvivalentima na srpskom jeziku.

Ključne reči: poslovni engleski jezik, turizam, hotelijerstvo, prevodni ekvivalenti

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Exploring Immersive Learning: A Case Study on genAI Avatars for English Conversation Practice in Higher Education

The study investigates the efficacy of using generative AI (genAi) avatars for English language conversation practice by examining the attitudes and outcomes of 80 computer science students at the Faculty of Technical Sciences, University of Novi Sad. The participants were engaged in immersive simulation training during their language course, interacting with socially intelligent avatars in realistic scenarios. The most notable outcome was that personalized feedback on grammar, pronunciation, and fluency provided by the avatars helped learners improve their communication skills and gain confidence. In addition, the participants expressed positive attitudes towards the tool, highlighting its convenience and accessibility. They expressed increased ease and preparedness for real-world communication situations, demonstrating the potential of genAi avatars to personalize and transform English language learning. The research suggests that genAI avatars have great potential to personalize and transform English language learning through immersive practice and immediate feedback, thus contributing to the ongoing discourse on technology-driven learning innovation in higher education.

Keywords: adaptive feedback, genAi, genAi avatars, immersive learning

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***Towards fairer and more valid testing for specific purpose language - a case study
on language assessment literacy from aviation***

Language assessment literacy (LAL) research has undoubtedly increased awareness of language assessment in conventional learning contexts. However, it can be seen as insufficient across a wider range of language use contexts, including professional and vocational domains. In such cases the real-world language use of test takers in workplace settings can differ notably from more traditional general language learning. Indeed, certain concepts of LAL theory such as Target language Use and Indigenous criteria may be quite unfamiliar to stakeholders with a responsibility more in administrative or operational tasks rather than educational. Developing an awareness of how stakeholder roles relate to language assessment is critical if specific purpose language assessment is to be truly fit for purpose.

This presentation examines assessment of language proficiency in the specific purpose domain of aviation, and examines two projects developed to help increase stakeholders' LAL: Firstly, a project to publish test design guidelines internationally will be discussed, and secondly, I will talk about a research project with observations from stakeholders that allowed development of a potential training framework for LSP assessment.

The projects show how a more coherent and interdependent approach can help improve the quality, validity and fairness of test instruments for all test takers.

Keywords: Language assessment literacy, real-world, target language use, stakeholders, fairness

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Cross-Cultural Academic Journey: The Evolution of English Attitude and Identity Among Chinese International Students in the UK

This research explores how academic cultural differences between China and the UK influence Chinese international students' attitudes and their identities towards English, when they strive to pursue their academic goals in the UK. Employing a narrative case studies approach, this research conducts in-depth interviews with six Chinese international students, analyzing changes in their language attitudes and self-identities under different academic contexts.

The findings reveal a significant transformation in participants' attitudes toward English, evolving from merely a subject of study to an essential tool for academic success. In other words, these students' educational experiences abroad have transformed them from passive language learners into active language users.

Furthermore, differences in the educational system and socio-cultural environment significantly influence this shift. The UK's focus on critical thinking and independent academic problem-solving starkly contrasts with China's exam-centric and Confucian-inspired educational practices. This disparity causes different classroom teaching styles and assessment methods, which has led to changes in international students' attitudes toward developing their English language skills across different contexts. In conclusion, this research provides insights and an empirical foundation for educational institutions to develop and implement more effective cross-cultural educational strategies for Chinese international students.

Keywords: language attitudes, identity construction, academic cultural differences, Chinese international students, narrative case studies

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Capturing Foreign Language Learners' Emotions: Enjoyment and Anxiety in ESP Courses

Foreign language enjoyment as a positive emotional experience and foreign language anxiety as its negative counterpart are the two most explored emotions of foreign language learners. In this research, the short forms of the Foreign Language Enjoyment scale (S-FLE; Botes et al., 2021) and Foreign Language Classroom Anxiety scale (S-FLCA; Botes et al., 2022) were used on a sample of 400 Croatian university students enrolled in five different ESP courses. Its objectives included exploring foreign language learners' emotions experienced during ESP acquisition, examining the connection between FLE and FLCA, and investigating whether they are affected by any learner-internal variables such as socio-demographic or language-related variables (e.g., age, gender, self-perceived FL proficiency). The findings of this research indicate that the reported levels of students' FLE in ESP courses are significantly higher than those of their FLCA. A statistically significant negative correlation exists between the two emotions and both are connected to several learner-internal variables, which sheds light on the intricate relationships between students' emotional well-being and their approach to FL acquisition.

Keywords: foreign language learners' emotions, foreign language enjoyment, foreign language classroom anxiety, ESP, higher education

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Students' reflections on English for specific purposes in English-medium instruction

The growing internationalisation of higher education is closely intertwined with English-medium instruction (EMI), which refers to non-philological study programmes conducted in English in non-English-speaking countries. One of the major challenges of EMI is a lack of language support through English for specific purposes (ESP) (Galloway & Rose, 2021). This paper investigates EMI students' reflections on ESP courses in a context where these are provided for EMI students.

A longitudinal study, comprising 40 first-year and 23 third-year EMI students of the same generation, was conducted at the Faculty of Economics and Business in Rijeka, Croatia. The data were collected by means of questionnaires and structured interviews. The findings indicate that first-year students have high expectations of ESP, the fulfilment of which is confirmed by third-year students. The students are satisfied with ESP courses and regard them as valuable scaffolding which helps students acquire discipline-specific literacy and facilitates content comprehension. They also acknowledge the importance of an explicit focus on language and of language feedback given by ESP teachers, which are missing from content courses. The study addresses the gap in research and underlines the importance of ESP in EMI to support students' content acquisition and develop their disciplinary language competence.

Keywords: English for specific purposes (ESP), English-medium instruction (EMI), higher education, language support, student

Reference:

Galloway, N. & Rose, H. (2021). English medium instruction and the English language practitioner. *ELT Journal* 75(1), 33–41.

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Promoting the plurilingual awareness in LSP (business) class

The paper presents a didactic project aimed at developing plurilingual skills and intercultural learning, designed for students of the Faculty of Economics and Administration of MU, in second foreign language courses with an exit level of B2. The project is the result of an effort to continuously incorporate these elements into the curriculum, in line with the Council of Europe's Recommendation to member governments (2022, The Importance of Plurilingual and Intercultural Education for Democratic Culture, <https://rm.coe.int/prems-013522-gbr-2508-cmrec-2022-1-et-expose-motifs-couv-a5-bat-web/1680a967b4>, p.9) emphasizing plurilingual and intercultural education, linguistic and cultural diversity, and the development of language learning and multilingual repertoires of individuals. Graduates shaped in this sense will be equipped with the linguistic and cultural resources needed to function in different areas of the globalized world. The project involves students of LSP courses in four languages - Business German, Russian, Spanish and French - and is divided into two parts. In the preparatory phase, students of each language are offered sensitization activities on the topic of plurilingual learning (e.g., working with internationalisms and metaphorical expressions across languages). In the implementation phase, by studying the language versions of the websites of selected multinational companies or franchises, pairs/triplets of students from different languages analyze the similarities and also the differences linked to the cultural specificities of the target group. Subsequently, teams of students studying the same language design a poster and a slogan on a given business theme, and in the last stage they create a commentary on the selected posters of their classmates. The project aims to lead students to use their plurilingual potential and to reflect on intercultural differences in the field of marketing, while working in teams also enables the development of mediation skills and cooperation. By participating in the project, students will deepen their language potential, enhance their soft skills and strengthen their employability.

Keywords: interculturality, plurilingual skills, poster creation, project-based learning

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Exploring interaction competencies in business meeting simulations

This presentation seeks to investigate and assess the development of interaction competencies during business meeting simulations, specifically focusing on the English language proficiency of Business students at SEB LU, Slovenia. The objectives involve evaluating the efficacy of business meeting simulations, as demonstrated in the SAPS corpus (2021), and offering practical insights for improving the teaching practices of Business English (BE). The study adopts a qualitative approach, showcasing the SEB LU business meeting simulations carried out within the SAPS corpus framework. The methodology includes the compilation, thorough examination, and documentation of real-world interaction scenarios to identify patterns and challenges. The results show that the SAPS corpus (2021) is a useful tool for describing the benefits and drawbacks of business meeting simulations for developing business students' interaction competences. Additionally, BE practitioners can benefit from the SEB LU case study's findings. The study offers insightful viewpoints on the integration of real-world business meeting simulations to improve interaction competencies within the larger context of Languages for Professional Purposes Teaching.

Keywords: interaction competencies, business meeting simulation, Business English, Languages for Professional Purposes Teaching, SAPS corpus

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***Kontrastivna analiza leksičkih kolokacija u jeziku prava na primeru
baze causa u italijanskom i parnica, spor u srpskom jeziku***

Polazeći od uloge koju kolokacije imaju u jezičkoj produkciji na maternjem i posebno na stranom jeziku, te od važnosti prepoznavanja i uloge u nastavi stranih jezika, tokom učenja i u procesu prevođenja, istražićemo određene leksičke kolokacije u italijanskom i srpskom jeziku prava.

Predmet istraživanja predstavljaju kolokacije sa bazom *causa* na italijanskom, odnosno *spor* i *parnica* na srpskom jeziku. Cilj istraživanja jeste da, koristeći se metodom kvalitativne i kontrastivne analize, prikažemo i klasifikujemo kolokacije koje sa pomenutom bazom grade italijanski i srpski jezik prava, predstavimo primere ekvivalencije, korespondencije ili odstupanja u prevođenju (*perdere la causa* – *izgubiti spor* ali *promuovere una causa* – *pokrenuti parnicu*) i istražimo moguće uzroke neproporcionalnog broja kolokacija u pomenutim jezicima. Pretpostavka istraživača jeste da sama polisemičnost italijanske reči *causa*, unutar koje se tokom vremena razvijalo i definisalo i njeno konceptualno značenje u pravnoj nauci, a potom i u jeziku, utiče na ukupni kolokabilni potencijal ove lekseme, uključujući i jezik prava. Osim toga, u radu se ispituju i mogućnosti uključivanja nekih od navedenih italijanskih kolokacija u grupu kolateralnih tehnicizama, uzrokovanih komunikativnim potrebama stručne zajednice, a ne efektivnim jezičkim potrebama šire populacije.

Ključne reči: leksičke kolokacije, jezik prava, italijanski, srpski

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***Oral case presentation in Medical English and Clinical Terminology courses –
bridging theory and practice***

There is a common consensus among students of medicine that even though the study program itself brings a plethora of theoretical knowledge, what they see as a potential flaw is a shortage of opportunities for scaffolded practice. What better than to engage with the task of oral case presentation in English, which can be a cost-effective asset to clinical practice?

Reading the written case report, critically reflecting upon the facts presented in it, extracting the most important pieces of information to present, as well as creating both structurally well-designed and coherent piece of narrative to practice at home and execute in front of the audience of peers: an excellent opportunity to unite content, language and communication skills while providing the account of the medical case report.

Our article aims to share the results of a pilot study of audio-recorded oral case presentations performed as final tasks near the end of the semester at the University of Osijek among Croatian medical students compared to the results of International medical students at the University of Pécs. The transcribed texts are analyzed for occurrence of formulaic academic phrases (FAP), and content-based terminology to see competent clinical language use development.

Keywords: course design, oral case presentation (OCP), medical English, medical case report benchmarks, formulaic academic phrases (FAP)

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***Italian Art Terms in Samuel Johnson's Dictionary of the English Language
(1755): The Process of Determinologization***

The influence of Italian artistic terminology, which persists across most European languages today, began to permeate English in the sixteenth century. Terms such as *intaglio stucco* and *portico* borrowed from the rich Italian artistic tradition, enriched the English lexicon. However, a closer examination of the literary citations Samuel Johnson utilized to elucidate these terms may reveal a subtle transformation in their meanings. Some have undergone a process of determinologization, wherein their original specialized meanings have become less precise, blurred, or more ambiguous. This paper aims to identify and analyze such terms in the Dictionary in order to establish whether the process of determinologization has taken place. The preliminary results of the analysis suggest that by the eighteenth century when Johnson compiled his dictionary, some of these terms were already perceived as lexical units belonging not only to specific disciplinary domains but also to the elevated register of the English language. This transition is particularly evident in the realm of art and architecture, which have long fascinated not only experts but also laypeople, fostering a desire for profound understanding and appreciation of human creativity and its achievements.

Keywords: Italian art terminology, English, meaning, determinologization, historical lexicography

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Film u nastavi: metode podučavanja stranog jezika za akademske potrebe

Ovim radom prikazat će se film kao sredstvo u nastavi stranog jezika za akademske potrebe te predložiti moguća didaktičko-metodička obrada odabranih isječaka iz različitih igranih i dokumentarnih filmova. Dokumentarni film, na primjer, može poslužiti kao audiovizualno sredstvo u visokom obrazovanju za povezivanje tema u pojedinim stručnim usmjerenjima te za povezivanje s budućom strukom, a sve u cilju razvijanja komunikacijskih vještina temeljenih na obrađenom stručnom sadržaju.

Bavit će se pitanjem prednosti korištenja filma u nastavi jezika struke humanističkih područja i predstaviti neke praktične aktivnosti i zadatke temeljene na tri različita isječaka iz filmova engleskog, španjolskog i talijanskog govornog područja. Film u nastavi kao netradicionalno sredstvo podučavanja razvija međukulturalne kompetencije, koje su u podučavanju jezika struke, ali i akademskog jezika od iznimnog značaja. Nova gramatička znanja i komunikacijske vještine usvajaju se brže i lakše. Komunikacija koju film nudi realistična je i kontekstualizirana. Autentičnost govora, razgovorni jezik, dijalog obogaćen novim i kolokvijalnim izrazima ili dijalektom, studentima indirektno postaju izvor novih lingvističkih i nelingvističkih spoznaja.

Cilj ovoga rada prikazati je prednosti primjene filma u nastavi stranog jezika za akademske potrebe kao sredstva razvoja međukulturalnih kompetencija studenata humanističkih i društvenih znanosti te potaknuti na njegovu upotrebu.

Ključne reči: film, akademski jezik, jezik struke, međukulturalne kompetencije, humanističke znanosti

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Hrvatska medicinska terminologija – između anglicizama i neologizama

Terminologija je glavno obilježje jezika struke. Hrvatska je medicinska terminologija temeljena na klasičnim jezicima, no posljednjih se desetljeća bilježi snažan utjecaj engleskog jezika, što rezultira priljevom velikog broja engleskih termina. Nasuprot tome, a pod utjecajem jezičnog purizma, tvore se i predlažu neologizmi kao njihova dostojna zamjena. Cilj je ovoga istraživanja analizirati upotrebu i prihvaćenost anglicizama i/ili neologizama u medicinskom jeziku među hrvatskim govornicima. Istraživanje je provedeno anonimnom anketom na uzorku od 127 ispitanika, govornika hrvatskog jezika. Anketa se sastojala od četiri dijela čiji je cilj bio ispitati razumljivost, prihvatljivost te upotrebu anglicizama i njihovih hrvatskih ekvivalenata.

Rezultati pokazuju da postoji srazmjer između razumijevanja i upotrebe engleskih medicinskih termina. Nadalje, rezultati pokazuju da sudionici radije odabiru i koriste englesku riječ nego prevedenicu. Kao glavne razloge njihove upotrebe ispitanici navode razumljivost, raširenost upotrebe, naviku, dojam te potrebu posla ili obrazovanja. Ispitanici su u velikom postotku izrazili negativan stav prema novotvorenica.

Kvalitativna i kvantitativna analiza pokazala je visoku učestalost upotrebe anglicizama i engleskih medicinskih termina, što je usko povezano s njihovom razumljivošću. Sukladno tome većina sudionika smatra da te termine ne bi trebalo prevoditi jer se radi o stručnoj terminologiji, čijim se prevođenjem ne zadržava isto značenje izvornog termina. Također, anglicizmi olakšavaju komunikaciju među stručnim krugovima zbog njihove široke prihvaćenosti među stručnjacima određene struke. Možemo zaključiti da je potrebno naći sredinu između olakog prihvaćanja anglicizama i nametanja domaćih termina.

Ključne reči: medicinska terminologija, medicinski jezik, anglicizmi, neologizmi

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Features of Academic Style in Writing

One of the main features of academic text is academic style. In EAP and ESP courses, teachers invest a lot of time and effort to raise awareness of the aspects of academic style, since students are mostly used to colloquial forms of everyday, ordinary English they studied and used in elementary and secondary education. So, in a way, they need to “unlearn” a bit of previous knowledge and practice of using personal and contracted forms as well as idiomatic language, and remember to write in an objective, factual, referenced and unbiased way. Therefore, in addition to acquiring academic vocabulary and mastering the structure of academic writing, one of the basic tasks of language for academic and specific purposes is understanding the nature of academic style and applying formal register in written academic discourse. This paper is going to explore significant features of academic style and the difficulties students face in applying these features in academic writing.

Keywords: Academic style, EAP, academic writing, feature

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Udžbenici jezika struke u funkciji učenja/nastave francuskog jezika u turizmu i hotelijerstvu u Crnoj Gori

Frankofoni turisti u sve većem broju posećuju Crnu Goru, destinaciju u kojoj turizam predstavlja najznačajniju privrednu delatnost. Međutim, uprkos izraženim potrebama za turističkim poslenicima - govornicima francuskog jezika, sve manji broj polaznika opredeljuje se za izučavanje pomenutog jezika, kako u srednjim stručnim školama, tako i na fakultetima namenjenim školovanju turističkog kadra u Crnoj Gori.

Uvidom u nastavne planove i programe iz stranog jezika u srednjim stručnim školama turističkog usmerenja u Crnoj Gori i kroz razgovore obavljene sa nastavnicima francuskog jezika u školama pomenutog profila, uočen je nedostatak odgovarajućih udžbenika u nastavi/učenju francuskog. Nastavnici ističu brojne poteškoće u radu sa učenicima usled neujednačenog nivoa znanja i ukazuju na nedovoljno snalaženje u pronalaženju i kreiranju didaktičkog materijala koji bi, u nastavi/učenju stranog jezika turizma i hotelijerstva, trebao biti dominantno usmeren ka usvajanju oralnih jezičkih kompetencija.

Nakon prikaza realnog stanja na terenu izučavanja/nastave francuskog jezika struke u crnogorskim školama i fakultetima, u radu su analizirana novija izdanja udžbenika francuskog jezika turizma i hotelijerstva (uglavnom francuskih izdavača), sa ciljem definisanja budućih smernica kojima bi se obezbedila veća motivisanost nastavnika, učenika i studenata, kontinuitet u radu i efikasnost nastavnog procesa.

Ključne reči: francuski jezik struke, turizam i hotelijerstvo, udžbenik, Crna Gora

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***Integrating Kahoot! as a Modern Learning Application into an ESP course for the
Students of the University of Criminal Investigation and Police Studies***

Integrating modern teaching aids in the form of gamification has shown positive outcomes in increasing students' motivation and attentiveness. Game-based student response systems help teachers in their effort to do this (Licorish et al. 2018). For our research, we have chosen a quiz-based learning app Kahoot! and tested it on a small, convenient sample of students (Faculty of Criminal Investigation and Faculty of Forensic Sciences and Engineering) who study ESP at the University of Criminal Investigation and Police Studies in Serbia during their academic years one and two, respectively. After the end of the semester of playing Kahoot!, students were presented with a Likert scale survey expressing their experience with using the app. The results say that though not many students have come across Kahoot! in their previous education, many find it entertaining (it increases competitiveness) and interactive, as well as helpful with learning and reviewing the course content. Immediate feedback is also something a majority of students found important. According to half of the respondents Kahoot! is a good way to boost classroom dynamics and to motivate students to stay focused in class. To increase the generalisability of the study results, a follow-up could be a larger sample for better insight into how students perceive Kahoot! as a learning app.

Keywords: game-based student response systems, gamification, ESP, *Kahoot!*, modern teaching aids

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***Einsatz von Lern-Bots in fachsprachlichen DaF-Unterricht auf Hochschulebene -
können sie ihr Versprechen halten?***

Das Angebot an KI-gesteuerten Lernmitteln im Internet ist enorm und jeden Tag kommen neue Angebote dazu. Die Beschreibungen ihrer Möglichkeiten sind meist attraktiv und vielversprechend, aber halten sie auch, was sie versprechen? Das gilt u. a. auch für sog. Lern-Bots, KI-gesteuerte Lernmittel, die das Erlernen bzw. die Vermittlung von Inhalten, u. a. auch fachspezifischen Inhalten ermöglichen sollen. Manche gehen sogar einen Schritt weiter und geben an, auch die Bewertung der eingegebenen Lösungen übernehmen zu können. In diesem Kontext wird in einer kleinen, auf wenige Gruppen von Studierenden beschränkten Untersuchung (studienbegleitender FaDaF-Unterricht) folgenden Fragen nachgegangen:

1) Kann man einen exemplarisch ausgewählten Lern-Bot so „trainieren“ bzw. instruieren, dass man als Lehrkraft tatsächlich relevante Lernmaterialien erstellen kann?

2) Wie bewerten die Studierenden die Verwendung von Lern-Bots im FaDaF-Lernen auf Hochschulniveau?

3) Welche Schlussfolgerungen kann oder muss man als Lehrkraft bezüglich der Einsetzbarkeit, Korrektheit und Benutzerfreundlichkeit von digitalen Programmen mit KI-gesteuerten Lern-Bots (ein exemplarisch ausgewähltes Beispiel) im fachsprachlichen FaDaF-Lernen ziehen?

4) Wo auf Gartners Hype-Kurve lassen sich solche Lernmittel im Moment ansiedeln und wie sieht die Prognose für ihre Zukunft aus?

Schlüsselwörter: Studienbegleitender FaDaF-Unterricht, Lern-Bots, KI-gesteuertes Lernmittel, Vermittlung von fachlichen Inhalten, inhaltliche Bewertung

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Contrastive analysis of translation procedures in the domain of business management: Selected terms of English-Serbian and English-German online dictionaries

This paper compares the translation procedures used by PONS Online English-Serbian and PONS Online English-German dictionaries when translating selected specialised words and phrases in the field of business management. A contrastive analysis of the corpus composed of the selected terms to identify the translation procedures from the source language (English) to the target languages (Serbian and German) was conducted to reveal similarities and differences between the two language systems. The goal was to determine the most frequent procedures that would contribute to predicting further development trends in the field of professional translation. The research methodology is based on qualitative and quantitative analyses of the corpus of the 30 most important business management terms, both for the English-Serbian and English-German language pairs. After detecting the translation procedures, the authors contrasted the English sources with their Serbian and German equivalents. From an educational perspective, the purpose of this study is to familiarise students and researchers with different choices of translation procedures. Finally, this paper provides an answer to the question of the extent to which diametrically different languages, such as German and Serbian, succumbed to the inevitable flywheel of linguistic globalisation, that is, the influence of economically advanced Anglophone countries.

Keywords: translation procedures, business management, PONS online dictionaries, contrastive analysis

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Light verbs in different genres of Maritime English

Verbs such as *make*, *take*, *give*, are called semantically empty verbs or light verbs in complex constructions consisting of a verb and a predicative noun, e.g. *take a walk*, *make a choice*, *give advice*, whose meaning corresponds to that of a full verb. The bond between the verb and its nominal complement is quite strong. Light verb constructions are often the result of the process of nominalisation in different registers, especially in the legal register. These structures are considered difficult for non-native speakers of English.

The aim of the study is to investigate and analyse the distribution of the light verbs, *make*, *take* and *give* in a corpus of Maritime English consisting of three subcorpora: Maritime Legal English, English in Maritime VHF communications, English in Marine Engineering. Since the subcorpora represent different genres of Maritime English, the hypothesis is that light verb constructions will show differences in frequency and distribution across genres and can thus be considered as one of the characteristics of a particular genre. The results of the study can be used both for the teaching and translation of such texts as well as for science when it comes to understanding whether there is a tendency towards a discipline-specific lexical repertoire in each subcorpus.

Keywords: Maritime English, light verbs, corpus analysis, nominalisation

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***Wege zur Aufrechterhaltung der LOTE-Fachsprachen im Tertiärbereich:
„Deutsch im Geschäftsumfeld“ als extracurrikulare Aktivität***

Die LOTE-Fachsprachen haben seit der Bologna-Reform an ihrer Bedeutung in universitären Studiengängen verloren, da in der Regel nur eine Fremdsprache obligatorisch ist, was meistens auf Englisch hinausläuft. Mit der fortschreitenden Entwicklung der KI geht das Interesse an LOTE-Sprachen und damit die Teilnehmerzahl in nicht englischen Kursen weiter zurück. Dies erfordert einen neuen Ansatz sowohl in der Vermarktung von LOTE-Fachsprachenkursen im Tertiärbereich als auch in der Kursgestaltung, wobei das Hauptziel darin besteht, die Studierenden von der Bedeutung des Erlernens einer weiteren Fremdsprache zu überzeugen.

Der Beitrag präsentiert bewährte Praxen der letzten Jahre: an der Universität Ljubljana wurden seit 2020 extracurrikulare Wahlkurse akkreditiert. „Deutsch im Geschäftsumfeld“ ist stark interdisziplinär ausgerichtet und von den Studierenden mittlerweile stark gefragt. Anhand einer Umfrage und der Interviews mit den TeilnehmerINNEN wurde versucht, das Profil der Zielgruppe zu erstellen sowie ihre Motive für die Teilnahme an den genannten Deutschkursen zu erkunden. Darüber hinaus werden einige Punkte erörtert, die sich während bisheriger Durchführungen als charakteristisch herausgestellt haben: nationale Heterogenität der Teilnehmenden, Unterschiede zwischen einzelnen Teilkompetenzen und das Gelingen der interdisziplinären Vorgehensweise.

Schlüsselwörter: LOTE-Sprachen, Deutsch im Geschäftsumfeld, akkreditierte Wahlkurse tertiärer Bildungsbereich, interdisziplinärer Ansatz

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Exploring Language for Specific Purposes (LSP) in the Digital Era: Challenges and Opportunities

This paper delves into the evolving landscape of Language for Specific Purposes (LSP) in the context of the digital era and the rise of artificial intelligence, examining the interplay between specialized language use and technological advancements. As teaching channels and tools undergo rapid transformation, the paper investigates how LSP adapts to these changes, addressing both the challenges and opportunities that arise in the context of tertiary education.

The paper begins by providing an overview of the historical development of LSP and its traditional applications. Subsequently, it examines the integration of digital tools, artificial intelligence, and various platforms in LSP, highlighting the ways in which these technologies shape and redefine teaching and learning practices.

Moreover, the paper addresses challenges associated with the digitalization of LSP, including the role of the teacher, issues related to privacy and security, ethical considerations in deploying digital tools for LSP and proposes strategies to mitigate associated risks.

Keywords: language for specific purposes (LSP), digital era, tertiary education, digital tools, teaching and learning practice

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Usvajanje lingvokulturoloških znanja u nastavi stranih jezika na univerzitetskom nivou

U ovom radu predstavimo rezultate anketnog istraživanja stepena, načina, provere i primene lingvokulturoloških znanja u nastavi stranih jezika (ruskog, nemačkog, engleskog, francuskog) na društveno humanističkim katedrama Filozofskog fakulteta Univerziteta u Prištini.

Za ovu svrhu kreirali smo upitnike, za svaki jezik ponaosob, kojima ćemo ispitati u kojoj meri studenti poznaju lingvokulturološke činjenice, njihovo predznanje, kako usvajaju nova znanja, na koji način se stepen njihove usvojenosti proverava i da li, i na koji način, navedena znanja studenti primenjuju. Postoji li ono što je univerzalno i/ili specifično za usvajanje lingvokulturoloških znanja u nastavi stranih jezika?

Naše polazne hipoteze su sledeće: studenti poseduju lingvokulturološka znanja stečena u prethodnim godinama školovanja, ali se ta znanja razlikuju zavisno od toga koji su strani jezik učili; usvajaju ih češće kroz sadržaje van nastave, nego na samoj nastavi; ne postoji tačno utvrđen sistem provere lingvokulturoloških znanja; navedena znanja u postmetodskoj realnosti studenti gotovo da ne koriste. Prisutnost univerzalnog manja je od prisutnosti specifičnog kod usvajanja lingvokulturoloških znanja u nastavi stranih jezika. Preliminarni rezultati ukazuju na to da su se naše hipoteze u znatnoj meri potvrdile.

Ključne reči: nastava stranih jezika, lingvokulturološka znanja, ruski jezik, nemački jezik, engleski jezik, francuski jezik

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Decoding Business German: A Linguistic Analysis of Job Advertisements on Digital Platforms

This study investigates the linguistic landscape of business German language within job advertisements on digital platforms. Employing a corpus-based approach, we analyse a diverse collection of job postings sourced from prominent online platforms such as LinkedIn, Infostud and corporate websites. The objective encompasses identifying prevalent linguistic characteristics and terminology within business German in job advertisements, alongside exploring the influence of cultural and contextual factors on language usage in online job postings. Our research methodology includes corpus analysis, examining a compilation of business German job advertisements from diverse digital platforms, and an analysis of linguistic features such as lexical choices, syntactic structures, and discourse patterns. Furthermore, we investigate how cultural norms shape language usage in advertisements targeting German-speaking audiences. Through comparative analysis, we identify linguistic variations and trends across different industries or sectors. Ultimately, our findings offer practical implications for recruiters and employers seeking to optimize language use in job advertisements to enhance candidate engagement and recruitment outcomes.

Keywords: business German, digital platforms, job advertisements, linguistic analysis, cultural factors

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Vrednovanje postignuća u nastavi stranog jezika struke u digitalnoj eri – stavovi studenata

Ubrzani razvoj informaciono-komunikacionih tehnologija, a posebno pojava veštačke inteligencije, nameće potrebu za preispitivanjem ciljeva i ishoda učenja, kao i načina vrednovanja studentskih postignuća u nastavi stranih jezika. U skladu sa savremenim metodičko-didaktičkim principima koji u centar učenja stavljaju učenika, neophodno je uključiti studente u proces izbora nastavnih ciljeva i ishoda, metoda rada i vidova vrednovanja postignuća. Cilj ovog rada je da ispita stavove studenata Filozofskog fakulteta Univerziteta u Beogradu prema vrednovanju postignuća u stranom jeziku struke iz perspektive razvoja veštačke inteligencije. Početna pretpostavka je da najveći procenat ispitanika smatra da je neophodna promena načina vrednovanja postignuća u skladu sa mogućnostima koje nudi upotreba veštačke inteligencije. Za potrebe istraživanja kreiran je onlajn upitnik sa pitanjima otvorenog i zatvorenog tipa. Dobijeni podaci su obrađeni kvantitativno i kvalitativno. Rezultati istraživanja potvrđuju početnu pretpostavku, ali ostavljaju otvoreno pitanje o mogućim i odgovarajućim izmenama načina vrednovanja postignuća. Istraživanje predstavlja polaznu osnovu za osmišljavanje novih vidova evaluacije u cilju osavremenjavanja nastavnog procesa i prilagođavanja potrebama studenata.

Ključne reči: nastava, strani jezik struke, veštačka inteligencija, vrednovanje postignuća, stavovi studenata

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Vokabular struke u univerzitetskim udžbenicima engleskog jezika: zastupljenost u tekstovima i strategije efikasnog usvajanja

Razvijanje komunikativne kompetencije kroz usvajanje specifičnog vokabulara struke povećava profesionalnu kompetenciju studenata omogućavajući im da čitaju stručne tekstove, učestvuju u diskusijama i pišu izveštaje. Istraživanje obuhvata analizu zastupljenosti stručnih reči u tekstovima za intenzivno čitanje u udžbenicima engleskog jezika biotehničkih struka. Osim toga, ispituju se mogućnosti optimizacije procesa usvajanja izdvojenih reči kroz prateća vežbanja. Rad daje prikaz strategija za efikasno usvajanje vokabulara struke koje uključuju kontekstualno učenje kroz zadatke u kojima se oponašaju realne situacije budućih struka i redovno ponavljanje novih reči i fraza kroz vežbe, kvizove i praktične zadatke, kao i primere njihovog prilagođavanja potrebama studenata biotehnike.

Ključne reči: stručne reči, komunikativna kompetencija, prateća vežbanja, strategije, kontekstualno učenje

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Administrative language regarding education in the bilingual region of Slovenian Istria

The paper aims to present an overview of the current state of terminology in the education sector within four bilingual municipalities of Slovenian Istria by examining various documents accessible on the websites of these municipalities. The research involves analysing normative texts such as regulations, resolutions, and decrees from individual municipalities within the specified field. The focus is on identifying terms that should undergo systematization and standardization to ensure clarity while simultaneously aligning with the administrative framework outlined by the Slovenian legislation.

Additionally, the study extends to the examination of web pages belonging to different public education institutions in these bilingual municipalities. This analysis seeks to observe language choices, especially in instances where these institutions provide information in both Slovenian and Italian. While the occurrence of web pages in both languages is infrequent, as the bilingual region of the Slovenian Littoral lacks bilingual schools but instead has schools with either Italian or Slovenian as the language of instruction, these pages offer valuable insights into the use of the observed terminology. This usage is primarily oriented towards informational purposes and, as a result, exhibits some variations compared to the terminology used in normative texts.

Keywords: administration, bilingualism, education, normative text, informative text

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The Roles of Non-native teachers of English in teaching academic essay writing to non-native learners of English: theoretical background and practical hacks

The presentation focuses on the peculiarities of the non-native teachers' potential to teach academic essay writing to non-native learners of English. Bringing together discussions of cultural and stylistic peculiarities of English academic essays (Kaplan, 1966; Quinn, 2012; Jiangli, 2019), cognitive underpinnings of different cultural traditions of academic writing (Zhabotynska, 2001) and dark and bright sides of being non-native teachers of English (Medgyes, 2017) it identifies challenges that non-native teachers of English face and strengths that they possess when teaching non-native learners of English to write academic essays.

The presentation also offers EAP teachers a range of practical solutions (e.g., explanation models, learning activities) based on the authors' experience of teaching academic writing to non-native learners of English with diverse cultural backgrounds.

Keywords: EAP, academic essay, non-native learners of English, non-native teachers of English, cultural patterns

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Digital competence of ESP teachers in higher education research: A systematic literature review

In the past few years, a substantial body of literature has emerged focusing on the topic of digital education within higher education institutions. The significance of this issue has heightened due to the COVID-19 pandemic, wherein educators had to adapt to swiftly evolving demands. Nevertheless, there is still a question remaining about the impact of this sudden shift on the level and development of teachers' digital competencies. This paper therefore aims to present findings from international research on the digital competencies of university teachers teaching English for Special Purposes and their use of technology in the teaching process. The study employed a systematic literature review using the Web of Science (WOS) and SCOPUS electronic databases. The purpose of this review is to provide the scholar community with a current overview of digital competence research from 2019 to 2024 (five-year period) in the context of higher education regarding the definition of digital competence, dimensions used to evaluate digital competence, research purposes, methodologies, and results and limitations. It also focused on the areas of digital competence as given in the European Framework for the Digital Competence of Educators (DigCompEdu): Professional engagement, Digital resources, Teaching and learning, Assessment, Empowering learners, Facilitating Learners' Digital Competence

Keywords: digital competence, systematic literature review, DigCompEdu, university teachers, ESP

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Responsive Assessment: Understanding the learners' educational needs in EAP

This presentation will focus on Responsive Assessment in the field of English for Academic Purposes (EAP) with regard to its significance for addressing the diverse educational needs of students from various linguistic and cultural backgrounds during assessment. It will delve into the way it acts as a springboard towards rethinking academic assessment in order to promote equity and foster language development while removing any obstacles to learning, that standardized assessment may impose.

The presentation will refer to:

1. The way Responsive Assessment and EAP can be related to cater for the diverse needs of EAP students.
2. The numerous benefits such a method of assessment may have for the learners with regard to their learning objectives.
3. Suggestions with regard to implementation tools/strategies.
4. The positive aspects it may have for us teachers/assessors.

It is expected that the audience will have a clearer idea of this form of assessment, through which, EAP instructors can support students' language development by enhancing their learning experiences and outcomes while incorporating diversity and inclusion in the assessment process. Thus, we may all be able to reflect on our own practices in the hope of becoming not only better assessors but better teachers as well.

Keywords: Responsive assessment, EAP assessment, diversity, inclusion, culture

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***Značaj razumevanja anksioznosti u procesu razumevanja govora kod učenika
poslovnog engleskog jezika***

Brojna istraživanja potvrđuju anksioznost u vezi sa razumevanjem govora na stranom jeziku kao značajnu promenljivu koja doprinosi uspehu ili neuspehu u procesu razumevanja govora (Oxford, 1993, Vogely, 1998, Kim, 2000; Kimura, 2008, Cheng, 2008a, 2008b). U kojoj meri su učenici stranog jezika svesni njenog postojanja, bilo u opštim situacijama slušanja i razumevanja govora ili u kontekstu testiranja, pitanje je kojim se ovo istraživanje bavi. Ono posebno analizira izvore anksioznosti kod ispitanika u ovom istraživanju (psihološke, sociološke ili one koji se vezuju za specifične situacije) u cilju pronalaženja načina za njeno prevazilaženje ili ublažavanje njenog uticaja. Ispitanici su studenti prve i druge godine studija Katedre za engleski jezik, smeru za poslovni engleski jezik, Univerziteta za strane jezike iz Dalijana (Liaoning provincija, Kina). Za studente ovog univerziteta polaganje međunarodno priznatih ispita i sticanje sertifikata o poznavanju poslovnog engleskog jezika (Cambridge University BEC Higher Certificate) nije pitanje izbora, već norme, imajući u vidu krajnje konkurentno tržište radne snage u Kini. Međutim, kako mnogi studenti ostvaruju lošije rezultate na testovima razumevanja govora u poređenju sa rezultatima testiranja drugih veština, posebnu pažnju u radu posvetili smo analizi njihovih stavova, mišljenja i percepcije sopstvenog procesa razumevanja govora, čija je prateća komponenta anksioznost.

Ključne reči: anksioznost, veština razumevanja govora, izvori anksioznosti, poslovni engleski jezik

Die Rolle der Lehrkraft im Fachsprachenunterricht: Kompetenzen und Motivation

Der Schwerpunkt dieser Arbeit liegt bei berufsbezogenen Studiengängen an der Hochschule für Gesundheitswesen, wie zum Beispiel das Studium der Physiotherapie oder Ergotherapie, das Studium der medizinisch-technischen Labordiagnostik oder das Studium für Nursing. Es wird versucht, im Fachsprachenunterricht Beispiele und Methoden aus der Praxis zu zeigen, auf welche Weise Sprachkompetenzen bei den Studierenden der oben genannten Gesundheitsstudien zu fördern und zu verbessern sind, damit die Studierenden heute oder morgen als Fachleute erfolgreich mit Kollegen, Patienten und deren Angehörigen kommunizieren können. Kreative Lehrmethoden in allen vier Sprachkompetenzen, die den Studierenden fremdsprachliche Kontexte für den gewählten Beruf erleichtern. Am Beispiel der Gesundheitsberufe kann der Wortschatz auf verschiedene Weise durch gezielte authentische, gut ausgearbeitete Texte gelernt, wiederholt und eingeübt werden. Ein wichtiger Punkt ist, die Studierenden in den Mittelpunkt des Geschehens zu stellen und ihnen die Möglichkeit zu geben, das vorgegebene Thema selbstständig (bisherige Erfahrungen) oder zu zweit (Erfahrungsaustausch) und später in der Gruppe zu bearbeiten. Auf der Grundlage bereits bekannter Fakten kann ein Konzept erstellt und in kleineren Teilbereichen ausgearbeitet werden. Verschiedene fachbezogene Themen können immer wieder mithilfe von Arbeitsblättern oder durch Diskussionen bearbeitet werden.

Schlüsselwörter: Fachsprachenunterricht, Gesundheitswesen, Hochschulbereich, Lehrmethoden, Sprachkompetenzen

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***Stavovi studenata prema strategijama učenja stranih jezika struke na
Poljoprivrednom fakultetu u Beogradu***

U radu se razmatraju stavovi studenata prema strategijama učenja stranog jezika struke koje predstavljaju ključan faktor u upravljanju procesom usvajanja i upotrebe stranog jezika. Primena odgovarajućih strategija učenja predstavlja temelj savremenog pristupa nastavi stranog jezika i vodi ka većoj autonomiji studenata. Ove strategije bi trebalo da osposobe studente da mogu da usvajaju nova, ali i da samostalno produbljuju postojeća znanja. S tim u vezi, putem onlajn upitnika sprovedeno je istraživanje među studentima Poljoprivrednog fakulteta Univerziteta u Beogradu školske 2022/23. godine, fokusirano na strategije učenja stranog jezika struke – engleskog i nemačkog jezika. Uzorak je obuhvatao 182 ispitanika. Rezultati sprovedenog istraživanja ukazali su na to da studenti, u zavisnosti od konkretne strategije učenja koju primenjuju, imaju razvijenu odnosno nedovoljno razvijenu svest o važnosti njene primene u procesu usvajanja navedenih jezika. Istraživanje je takođe pokazalo da studenti aktivno koriste strategije učenja, poput gledanja televizije ili filmova na stranom jeziku, obraćanja pažnje na nekoga ko govori strani jezik, odnosno planiranja rasporeda kako bi imali više vremena za učenje i uvežbavanje. Rezultati takođe pokazuju da je neophodno da se studentima ubuduće ukaže na značaj ovih strategija i da im se pruži podrška kako bi što bolje usvojili strani jezik.

Ključne reči: strani jezik struke, strategije učenja, autonomija studenata, Poljoprivredni fakultet

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Exploring the Impact of Simulation in English for Professional Purposes: A Classroom-Based Study on Students' Perceptions of Relevance, Enjoyability, and Skill Acquisition

This study set out to explore students' perceptions on the effectiveness of a class simulation, a game-based instructional method in teaching English for Professional Purposes. It describes the implementation and evaluation of the "Investor Pitch Simulation", a simulation game in which students assume the roles of investors and entrepreneurs in a pre-planned scenario, completing tasks that mimic real-world professional tasks. While being fully immersed in a classroom-created micro-world, offering a collaborative setting with plenty of learning opportunities, students gain knowledge of different business principles and relationships. The results of the students' perceptions questionnaire have shown that the simulation game was seen as relevant, enjoyable, and useful. According to the respondents' opinions, it has also assisted participants in acquiring specific linguistic, social, and domain competences and skills. This approach to teaching English for Professional Purposes offers a pathway to closing the gap between academia and industry and assisting students in developing 21st century work-related skills in a meaningful, integrated, and purposeful manner.

Keywords: simulation, English for professional purposes, game-based learning, 21st century skills

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Narratives of midwife-woman in labor's relationship and communication

In my research, I aimed to explore the characteristics of the relationship between midwives and mothers who recently gave birth through the narratives shared by the interviewed participants. Describing the narrative patterns can contribute to a deeper understanding of the characteristics of communication and relationship between midwives and women in labour. Data collection took place in a North Hungarian hospital's obstetrics and maternity ward between December 2022, and March 2023. Data were gathered through participant observation and semi-structured interviews. During the initial phase of data analysis, I applied open coding, identifying 63 smaller themes. Through axial coding, I was looking for connections within the identified main categories and subcategories, resulting in 5 narrative patterns and 28 sub-patterns. In my presentation, I focus on the thematic narratives that emerged through this process. It has been confirmed that like international research findings (Kirkham, 2000; Leap et al., 2010; Lundgren et al., 2009; Pairman, 2000; Rossiter, 2008; Sharpe, 2014; Thorstensen, 2000), the success of the midwife-woman in labour relationship depends on the close collaboration between the parties. In my research, I summarized the factors considered most crucial by the informants for establishing successful collaboration.

Keywords: LSP, narrative patterns, doctor-patient communication, communication techniques

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New digital skills from the perspective of LSP teachers

As far as the work environment is concerned, the COVID-19 pandemic showed that there is an urgent need for teachers to possess remote teaching skills in synchronous, asynchronous and hybrid modes. In order to acquire those new skills, teachers had to first possess remote learning skills, that enabled them to broaden their knowledge and acquire the competences required for remote teaching. The online transformation triggered by the pandemic changed the way of presenting, retrieving and securing data, which again meant teachers were faced with new challenges. This paper presents a qualitative analysis of a focus group discussion among LSP teachers, representing different languages and experience groups, on the significance and future of digital competences in the LSP teacher's profession. The main conclusions of the research include highlighting the main challenges faced by LSP teachers at different stages of their career, in the new post-pandemic teaching environment, and how they are meeting them.

Keywords: LSP teaching, digital competences, professional development, Dig Comp Framework

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***Esonimi come campo terminologico specialistico da apprendere in
autonomia - come farli imparare?***

Questo contributo si focalizza sulla sfida dell'apprendimento autonomo degli esonimi, specificamente concentrati su circa 100 nomi di Paesi e dei rispettivi cittadini (rilevanti nel contesto delle relazioni internazionali, della diplomazia, delle scienze umanistiche). Gli autori propongono un approccio che combina due modalità di apprendimento: a) un elenco degli esonimi, classificato secondo criteri morfologici e b) una serie di esercizi lessicali/terminologici (uno stesso percorso didattico per l'autoapprendimento per tutti gli studenti coinvolti). Attraverso una ricerca empirica condotta con studenti delle Università di Zagabria e di Lubiana, saranno implementati un pre-test e un post-test per identificare il percorso di auto-apprendimento più efficace; tuttavia, oltre a valutare la padronanza ricettiva e produttiva degli esonimi, un'inchiesta finale indaga sulle preferenze degli studenti, stili di apprendimento scelti e fattori motivazionali, legati alla disciplina delle loro future ovvero previste professioni. I risultati quantitativi e qualitativi saranno analizzati per tutte le lingue coinvolte (italiano, croato, sloveno). Gli autori si propongono di fornire un modello didattico potenzialmente e/o parzialmente trasferibile ad ambiti terminologici in altre lingue specialistiche, non soltanto alla comprensione delle strategie efficaci personali nell'insegnamento e/o (auto)apprendimento degli esonimi, come campo semantico specialistico.

Parole chiave: terminologia, esonimi, apprendimento autonomo, L1 e L2, tipologia degli esercizi lessicali

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***The application of project-based learning techniques in foreign language teaching
among the students of the dual education model***

The process of teaching a foreign language at the tertiary level of education should include student-centered methods and techniques that motivate students to employ logical thinking skills and lead to their further honing. Correlation between the courses included in the curriculum is essential especially when teaching the language for specific purposes. Dual education model provides lecturers with endless opportunities to implement different teaching strategies that focus on creativity, collaboration and correlation between courses. One of them is Project Based Learning, whose main goal is for students to acquire knowledge through interdisciplinary activities they perform while facing real-life situations and in this case, professional problems and challenges, exploring them and eventually finding the solution. Having the opportunity to work with students who study within the dual study model at the Academy of Applied Technical Studies Belgrade provided the author with the chance to implement Project Based Learning strategies in English language teaching and the students to implement textbook knowledge into practice. The aim of this paper is to present the process of applying Project Based Learning techniques. Special attention is given to the students' feedback on the approach.

Keywords: Project Based Learning, Dual education, tertiary level, foreign language teaching

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Prednosti i nedostaci savremenih metoda ispitivanja nivoa znanja stranih jezika u visokom strukovnom obrazovanju

Shodno mogućnostima koje savremene metode ispitivanja nivoa znanja stranih jezika u visokom strukovnom obrazovanju i moderne tehnologije pružaju, važno je da nastava stranih jezika bude usklađena sa potrebama studenata, kao i da nastavnicima olakša proces praćenja napretka studenata bilo kroz softvere za elektronsko učenje ili kroz sisteme za automatsko ocenjivanje.

Ova studija istražuje stavove studenata koji uče nemački i ruski kao jezik struke u visokim strukovnim školama prema klasičnim i digitalizovanim formama testiranja njihovog znanja. Polazeći od hipoteze da digitalne forme ispitivanja postaju sve popularnije zbog svoje praktičnosti i efikasnosti, da pružaju brže rezultate i omogućavaju postupak ponavljanja testiranja radi praćenja napretka, stavovi ispitanika su ispitani u formi ankete, uz deskriptivnu analizu celokupnog postupka testiranja iz perspektive ispitivača. Cilj ove studije je da pruži uvid u prednosti i nedostatke modernih metoda ispitivanja nivoa znanja studenata u odnosu na klasične kada su strani jezici u visokom strukovnom obrazovanju u pitanju.

Ključne reči: savremene tehnologije, metode ispitivanja, nemački i ruski kao jezici struke, visoko strukovno obrazovanje

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Stručne kolokacije sa leksemom *colonna* i mogućnost njihovog prevođenja na srpski jezik

Leksema *colonna* je izrazito polisemična, te najveći rečnik italijanskog jezika beleži 14 njenih značenja, od kojih je čak 10 obeleženo oznakom TS što znači da pripadaju nekom od stručnih jezika. Cilj ovog istraživanja jeste da ispitamo kolokacije sa nosećom leksemom *colonna* koje pripadaju različitim jezicima struke (najbrojnije su one koje pripadaju jeziku arhitekture i istorije umetnosti, zatim vojnom jeziku, jeziku elektrotehnike, ali i jeziku kinematografije) i mogućnost njihovog prevođenja na srpski jezik. Preliminarna istraživanja pokazuju da kolokacije iz jezika arhitekture i istorije umetnosti koje se formiraju oko ove baze vrlo često nemaju prevodni ekvivalent u srpskom jeziku, te prevodioci ili sastavljači rečnika pribegavaju objašnjenjima. Takav primer je italijanska kolokacija *colonna coclide* koja kao takva u srpskom jeziku ne postoji, zbog čega se pri prevodu mora pribeći opisnom rešenju „stub sa spiralno uvijenim narativnim reljefima“. Takođe, cilj nam je da ispitamo, polazeći od etimologije reči *colonna* i njene pomenute polisemije, u kojim slučajevima se u stručnim kolokacijama u srpskom jeziku zadržava neko od značenja ove reči (*stub*, *oslonac*, *potpora*; *kolona*, *stubac*), a u kojim slučajevima dolazi do promene lekseme i potpunog udaljavanja od značenja koje ima u izvornom jeziku, kao, na primer, u slučaju kolokacije *colonna sonora* iz jezika kinematografije.

Ključne reči: kolokacije, italijanski jezik, srpski jezik, jezik istorije umetnosti

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Needs Analysis in ESP: Teaching Legal English to Law Students

Needs analysis is an integral part of language teaching. Moreover, it is the first stage of any course planning and development. When dealing with specific professional purposes, establishing what learners' needs are becomes vital as an ESP learner aims at achieving specific skills and knowledge that go beyond the language itself. Teaching legal English to law students is even more challenging as the learners, on the one hand, need specialized vocabulary, grammar, functional language, etc., but on the other hand, they are yet to become lawyers and lack expertise and professional judgement. This brings up an issue of 'immediate' and 'delayed' needs, which calls for different approaches to needs analysis and even methods. The wide application of AI technologies is one more aspect that requires consideration. Not only do technical developments change the world, but they also alter the realm of professional skills that ESP law students might wish to acquire. Thus, it is essential to stay up to date with new trends and be able to quickly adjust to such when determining learners' needs prior to devising a relevant and valuable course.

Keywords: needs analysis; ESP; legal English; course development

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Inovacije u nastavi stranog jezika struke na matičnim fakultetima

Cilj ovog rada je da kroz pregled studijskih programa osnovnih, master i doktorskih akademskih studija stranih jezika i književnosti u Srbiji pruži uvid u inovacije u nastavi stranog jezika struke koje su uvedene u periodu između dva poslednja kruga akreditacije studijskih programa na filološkim, odnosno matičnim fakultetima, kao i da ukaže na potrebu za daljim inoviranjem i osavremenjavanjem silabusa i kurikuluma u pogledu osposobljavanja budućih nastavnika stranog jezika struke kako u srednjoškolskom tako i u visokom obrazovanju. Analizirani su kurikulumi i silabusi studijskih programa svih stranih jezika koji su uključeni u nastavu u srednjem i visokom obrazovanju i izvršeno je poređenje kako između različitih programa, tako i između aktuelnih i prethodnih programa na istim fakultetima, kako bi se stekao detaljniji uvid u zastupljenost stranog jezika struke na matičnim fakultetima gde se zapravo školuju i osposobljavaju budući nastavnici stranog jezika struke. Rezultati ukazuju na svojevrsan status quo, jer i pored inovacija u metodici nastave i samoj nastavi stranog jezika struke na pojedinim fakultetima, većina studijskih programa i dalje u svojim nastavnim programima nema jezik struke, niti je on prisutan u metodici nastave.

Ključne reči: strani jezik struke, studijski programi, metodika nastave stranog jezika, inovacije u nastavi

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Les dénominations d'établissements d'hôtellerie-restauration en français et en espagnol : étude terminologique comparative

La communication se propose d'aborder dans une perspective comparative les termes nommant les établissements d'hébergement touristique et de restauration en français et en espagnol contemporains (restaurant – restaurante, bistro(t) – bistró, auberge – albergue, chalet – chalet/chalé, taverne – taberna, bodéga – bodega, cantine – cantina, crêperie – crepería, fast-food) afin de dégager des observations sur leur équivalence et de constater des rapprochements et des dissonances apparaissant dans leurs étymologies, profils morphosémantiques et fonctionnements discursifs. Des considérations d'ordre sociolinguistique et culturel nourriront également la réflexion dans le cadre de cette recherche, ancrée dans le contexte professionnel du tourisme, qui s'intéressera aux problématiques des emprunts et des realia dans ce vocabulaire spécialisé. Les analyses proposées seront sous-tendues par un corpus de termes d'hôtellerie-restauration établi à partir de documents officiels publiés en ligne, dictionnaires et glossaires, livres d'enseignement du vocabulaire du tourisme dans les deux langues, ainsi que de fragments de discours authentiques illustrant les usages contemporains. L'approche contrastive permettra de formuler des conclusions sur les tendances générales en matière de dénomination dans le lexique spécialisé de l'hôtellerie-restauration.

Mots-clés : terminologie, hôtellerie, restauration, français, espagnol

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Profesionalna komunikativna kultura kao faktor formiranja buduće struke

Predmet rada je ovladavanje kulturom usmene i pisane komunikacije u profesionalno orijentisanoj nastavi ruskog i nemačkog jezika i njena uloga u formiranju stručnih i profesionalnih kompetencija u kontekstu buduće struke.

Polazeći od činjenice da razvijene komunikacijske sposobnosti i kultura govora treba da odlikuju mlade stručnjake svih profila, cilj rada je da se ispita zastupljenost elemenata profesionalne komunikativne kulture u nastavi ruskog i nemačkog jezika za studente nefilologe i da se utvrdi njen realni udeo u izgrađivanju buduće struke. Sa tim ciljem u radu se kritički analiziraju aktuelni studijski programi i udžbenici ruskog i nemačkog jezika za nefilološki profil, procenjuje se kvalitet i usklađenost komunikativnih sadržaja sa ciljevima nastave, kao i sa komunikativnim potrebama mladih stručnjaka u domenu budućeg stručnog angažovanja. Rezultati istraživanja treba da pokažu da li su elementi komunikativne kulture, posebno kulture profesionalne komunikacije u dovoljnoj meri implementirani u nastavu ruskog i nemačkog jezika struke, da li zadovoljavaju u pogledu obima i kvaliteta, kao i da li realno učestvuju u formiranju ličnih i profesionalnih kompetencija u sferama relevantnim za buduću struku.

Ključne reči: komunikativna kultura, profesionalna komunikacija, jezik struke, ruski jezik, nemački jezik

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Metaphors in architectural terms – a contrastive analysis of phyto- and zoo metaphors in Serbian, Italian and English

The main objective of this paper is to examine the presence of phytonyms and zoonyms as an integral part of metaphors appearing in architectural terminology in Serbian, Italian and English. Even though metaphor plays a fundamental role in concept framing, particularly in framing abstract concepts, it is also commonly found in some scientific fields, like architecture, which require precise, non-ambiguous, neutral, monosemic terms that are expected to have one specific meaning in a particular field. This article examines the abovementioned metaphors occurring in dictionaries, glossaries and journals in all three languages. By using the method of contrastive analysis, we aim to explore similarities and differences in framing concepts typical for the field of architecture that contain phytonyms and zoonyms. Furthermore, we intend to provide a detailed examination of semantic and pragmatic relations among the three aforesaid languages that can be of use in describing the nexus between language and mind, on the one side, as well as cultural patterns in these languages, on the other side.

Keywords: metaphors, architecture, Serbian, Italian, English

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Zastupljenost leksike jezika struke u udžbenicima srpskog jezika kao stranog

Prema Zajedničkom evropskom referentnom okviru za žive jezike u okviru receptivne veštine čitanja već na nivou B2 može se očekivati da se učenik suoči sa opštestručnim i užestručnim tekstovima različitih disciplina koje bi na ovom nivou trebalo da bude u stanju da razume (CEFR 2020). Otuda ne čudi što udžbenici stranih jezika, bez obzira što su namenjeni učenju opšteg jezika, na nivoima počev od B2 sadrže u određenom obimu i tekstove vezane za popularnu nauku i pojedine stručne i disciplinarne sadržaje (kao što su na primer tekstovi o globalnom zagrevanju, ekonomskim kretanjima u svetu, dostignućima u medicini i sl.). Cilj ovog rada jeste da se metodom analize sadržaja ispita u kojoj meri se tekstovi sa elementima struke i/ili nauke zastupljeni u udžbenicima za učenje srpskog kao stranog jezika, da li je njihovo korišćenje sistematizovano i koje su to discipline kroz tekstualne i leksičke sadržaje najprisutnije u ovoj vrsti udžbenika. Naša očekivanja su da udžbenici srpskog jezika kao stranog nemaju jasno definisanu koncepciju u ovom smislu, da se elementi jezika struke i nauke nasumično javljaju u njima, a da su najzastupljenije oblasti upravo ekologija, ekonomija i medicina.

Ključne reči: srpski jezik kao strani, analiza udžbenika, jezik struke, jezik popularne nauke, srednji i napredni nivoi učenja jezika

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Digital dementia in university students – truth or myth?

Digital dementia is a term that first appeared in South Korea in the 1990s and manifests as a significant increase in memory, attention, and concentration disorders, as well as emotional and overall dulling in adults. As research has shown, the reasons are clear: memory atrophy is caused by excessive use of technology. The use of digital devices creates dependence while simultaneously reducing the ability to learn and process information deeply. The consequence of this is the onset of digital dementia, which manifests as reduced memory capacity. This observation was further confirmed by a study conducted in Korea in 2007, which examined the link between forgetfulness and the use of digital devices. In the study, 63% of respondents reported suffering from forgetfulness, with 20.4% attributing forgetfulness to digital devices, as they no longer needed to remember any information. Prompted by these alarming indicators and our own insight into changes in student ability to deal with learning materials over the past two decades, we have decided to conduct research at two faculties of the University of Zagreb to assess the situation and try to find a way to address it in the process of teaching foreign language for professional purposes.

Keywords: digital dementia, memory atrophy, excessive technology use, forgetfulness

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Veštačka inteligencija u nastavi stranog jezika – mogućnosti i ograničenja

Digitalne tehnologije su u današnje vreme neizostavni deo različitih oblasti uspešnog svakodnevnog privatnog i profesionalnog angažovanja. Sposobnost adekvatnog korišćenja digitalnih alata neophodna je i u nastavi stranog jezika, kako kod nastavnika, tako i kod studenata. U preporuci Evropske komisije iz 2022. godine referentni okvir za digitalne kompetencije proširuje se segmentom koji se odnosi na veštačku inteligenciju. U ovom radu autorke proučavaju mogućnosti primene veštačke inteligencije na časovima stranog jezika na fakultetima i to u različitim fazama – u pripremi časova, njihovoj realizaciji i u vrednovanju studentskih radova ili zadataka. S jedne strane sagledavaju konkretne primere upotrebe veštačke inteligencije u nastavi, a s druge potencijalna ograničenja u nekoliko pravaca (autorska prava, bezbednost, predrasude, kritičko sagledavanje informacija, tumačenje odgovora na otvorena pitanja).

Ključne reči: nastava, strani jezik, učenje, veštačka inteligencija

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***Zur Effektivität des aufgabenbasierten Lernens im fachbezogenen Deutsch als
Fremdsprache-Unterricht***

Das aufgabenbasierte Sprachenlernen (engl. *Task-Based Language Learning*, TBLL) ist ein Ansatz im Sprachunterricht, der sich von traditionellen Methoden unterscheidet, indem er authentische Aufgaben in den Mittelpunkt stellt. Diese Aufgaben simulieren reale Situationen, sie sind auf die Bedürfnisse der Lernenden zugeschnitten und tragen zur Entwicklung der fremdsprachlichen Fähigkeiten in der Fachkommunikation bei. TBLL legt den Fokus auf echte Kommunikation, aktive Beteiligung, Problemlösung und kritisches Denken. Im englischsprachigen Raum hat sich TBLL, gestützt durch umfassende Forschungsarbeiten und seine breite Anwendung in diversen Bildungskontexten, fest etabliert und ist weit verbreitet. Dieser Beitrag untersucht die Effektivität von TBLL im Kontext des fachbezogenen DaF-Unterrichts im Hochschulbereich. Die Studie bezieht sich auf den DaF-Unterricht für Ethnologen und Kulturanthropologen an der Philosophischen Fakultät der Universität Ljubljana, speziell auf die authentische Aufgabe Lektüre wissenschaftlicher Artikel. Die Ergebnisse der Studie zeigen, dass die Mehrheit der Studierenden die Aufgaben als relevant, nützlich und motivierend empfand, was zu einem größeren Lernerfolg im Vergleich zu traditionellen Methoden führte. Allerdings wurden auch Herausforderungen wie übermäßig anspruchsvolle Aufgaben und unzureichende Deutschkenntnisse festgestellt.

Schlüsselwörter: Deutsch als Fremdsprache, fachbezogener DaF-Unterricht, Fachfremdsprachen, Aufgabenorientiertes Sprachenlernen, Task-Based Language Learning

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Tipovi pisane komunikacije u savremenim udžbenicima francuskog poslovnog jezika

Osnovni cilj ovog istraživanja jeste da pokaže u kojoj meri savremeni udžbenici za poslovni francuski jezik nivoa B1 mogu da pruže adekvatnu pripremu za obavljanje poslovne komunikacije u pisanoj formi. Koristeći deskriptivnu i komparativnu metodu, na korpusu sačinjenom od udžbeničkih kompleta francuskih izdavača (*Quartier d'affaires B1*, *Édito Pro B1* i *Objectif express 2*) sagledaćemo tipove pisanih produkcija usmerenih kako na internu, tako i na eksternu korespondenciju, značaj koji im se pridaje, kao i njihove leksičke i sintaksičke osobenosti. Imajući u vidu činjenicu da u Srbiji posluje više od 130 francuskih preduzeća i da se poslednjih godina na tržištu rada sve više traže filološki profili koji uz adekvatnu obuku rade na pozicijama korisničke podrške, testiranja softvera i digitalnog marketinga, u drugom delu rada, kroz upitnik ponuđen mladim diplomcima koji obavljaju poslovnu komunikaciju na francuskom jeziku, nastojaćemo da utvrdimo u kojoj meri tipovi pisane komunikacije zastupljeni u analiziranim udžbenicima za francuski poslovni jezik odgovaraju njihovim realnim potrebama. Polazimo od hipoteze da će analiza rezultata ukazati na nedovoljnu zastupljenost tipova pisane komunikacije sa kojima se mladi diplomci susreću u praksi. Na osnovu tih saznanja, predložićemo konkretne aktivnosti kojima bi se mogli nadomestiti nedostaci u analiziranim udžbenicima.

Ključne reči: poslovni francuski jezik, pisana komunikacija, poslovna korespondencija, analiza udžbenika, upitnik

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Hyping Adjectives: a Comparative Analysis of Promotional Texts in Natural Sciences and Social Sciences/Humanities

Contemporary studies in ESP face ever-increasing pressure to address the issues of multi-focused purposes of academic texts. Besides compliance with the academic rigor requirements, scholars are expected to promote their research, to justify granting costs amid the growing competitiveness (Martin, Perez, 2013). The proposed paper is an analysis of promotional features in two corpora of abstracts of research grant proposals funded by UK Research and Innovation in 2012-2023: a corpus of abstracts in social sciences and humanities, SSH (3.13 million words, 6040 texts) and a corpus of abstracts in natural sciences and engineering, NSE (10.02 million words, 22509 texts). Following Hyland and Jiang (2023), we selected the most common adjectives that have been shown to fulfill a promotional function in UK grant proposal abstracts and compared the usage of these ‘hyping adjectives’ in the two corpora to discover sizeable and statistically significant differences distinguishing NSE from SSH.

The results show that out of the 35 most common ‘hyping adjectives’, 10 adjectives are statistically significantly underrepresented and 19 adjectives are overrepresented in NSE abstracts compared to SSH abstracts. Further filtering and across-the-corpora frequency analysis resulted in the list which comprises 7 adjectives: creative, original and innovative are at least by a factor of two less frequent in NSE abstracts, and efficient, novel, fundamental and essential are, conversely, considerably less common in SSH abstracts. The lexical collocations’ analysis suggests that though there is a substantial hyping found in both corpora, SSH abstracts contain hyping adjective bundles of higher variety than NSE ones. The implications of the study are two-fold: firstly, grant-applying researchers may critically estimate their views on the ever-going sciences vs humanities debate through their grant writing practices, and secondly, EAP course designers could benefit from the new corpus data in a promotional academic genre.

Keywords: corpora of grant abstracts, corpus linguistics, promotional academic texts, lexical bundles, EAP, natural sciences vs humanities

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Rascepljene rečenice u italijanskom jeziku struke

Predmet rada jeste zastupljenost rascepljenih rečenica (it. *frase scissa*) u udžbenicima namenjenim učenju italijanskog jezika struke. Sa sintaksičkog aspekta, rascepljena rečenica jeste konstrukcija u kojoj se jedna rečenica deli na dva dela tako da svaki deo ima vlastiti glagol. U prvoj rečenici sa glagolom *essere* naglašena je nova informacija, dok drugi deo rečenice sadrži poznatu informaciju (Sabatini, 1990; Serianni, 1989; Renzi, 1988; Prandi & De Santis, 2011). Sa pragmatškog aspekta, rascepljene rečenice imaju pretežno stilsku ulogu privlačenja pažnje slušalaca. Nekadašnje tendencije u italijanskoj lingvistici koje su upotrebu rascepljene rečenice videle kao odliku govornog jezika i uticaja drugih jezika zamenilo je sve veće interesovanje za ovu pojavu. U nastavi jezika obično su predmet izučavanja na višim nivoima učenja jezika (Đorović, 2015). Cilj rada je ispitati da li se ova sintaksička konstrukcija i dalje posmatra kao odlika italijanskog govornog jezika koji se neminovno razlikuje od svojstava stručnog jezika, prevashodno na leksičkom i sintaksičkom nivou. Na osnovu analize sadržaja udžbenika namenjenih učenju italijanskog jezika struke rezultati istraživanja pokazaće kako se nova interesovanja za proučavanje ove jezičke pojave reflektuju u praksi.

Ključne reči: italijanski jezik rascepljena rečenica, udžbenici, italijanski jezik struke

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Classroom discussions in EAP

Teaching students how to organize and deliver oral presentations on expert topics is an important aspect of any English for Academic Purposes (EAP) syllabus. Equally crucial is teaching them how to conduct discussions following a presentation. This is particularly vital because students often mistakenly believe that participating in a discussion is about "winning" by refuting opposing views. They must understand that the true purpose of an academic discussion following a presentation is to "test and refine" the author's ideas, thereby improving scholarly work. Additionally, they need to learn how to effectively engage in such discussions by collaboratively examining different aspects of the presented topic, exploring raised issues, and contributing knowledge, insight, and even criticism constructively.

In this paper, we propose to address these challenges by examining the specific language skills students need to acquire to contribute effectively (e.g., expressing opinions, supporting arguments with evidence, seeking clarification, expressing disagreement, etc.). Furthermore, we will suggest strategies for establishing clear guidelines for healthy and productive interactions in an academic context.

Keywords: academic discussion, expressing opinions, collaboration, rules for interaction

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Reinforcing ESP learners' intercultural competence using literary texts: The focus on business English

In today's interconnected world, businesses operate across borders, necessitating effective communication and collaboration with individuals from diverse cultural backgrounds. Intercultural competence is a valuable asset that gives students a competitive edge in the job market. Likewise, employers seek candidates who can adapt to diverse professional contexts, communicate effectively, and demonstrate cultural intelligence and sensitivity. Hence, preparing students to navigate multicultural work environments is essential for their success in the globalized business landscape. Although frequently overlooked in ESP course design, strategies for developing pre-work students' intercultural competence have come to the centre of many contemporary debates on specific objectives and learner needs in ESP.

In view of that, the paper argues that literary texts provide a compelling context for creative and dynamic language acquisition. Comparing and contrasting literary works from different cultures allows students to identify similarities and differences in cultural norms, values, and belief systems. This approach encourages students to recognize the complexity and diversity of human cultures, fostering a more nuanced understanding of intercultural dynamics. Given the specific learning outcomes of business English syllabi, i.e. with a focus on texts that are relevant to business contexts and themes, the paper demonstrates ways of integrating literary texts into teaching business English with the aim of enriching students' language learning experience, fostering deeper understanding of business concepts and practices, and cultivating critical thinking, communication, and cross-cultural competence essential for success in the global business environment.

Keywords: Business English, intercultural competence, literary text, culture, integrated approach

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Elektronski dvojezični rečnik kolokacija i jezik struke

Iako predstavljaju osnovno sredstvo za rad prevodilaca u oblasti različitih struka, dvojezični rečnici pojedinih struka sa srpskim kao jednim od dva jezika nisu zastupljeni na tržištu u meri u kojoj su potrebni, dok postojeći uglavnom predstavljaju liste termina van konteksta upotrebe, zbog čega su samo delimično korisni prevodiocima. Prevodiocima, koji nisu stručnjaci za različite struke, već za jezike sa kojih i na koje prevode, ne mora nužno ni na maternjem jeziku, naročito na početku karijere, biti dovoljno poznata terminologija specifična za neku struku niti kolokacije unutar kojih se ona javlja. Kolokacije u opštem jeziku odlikuje njihova prepoznatljivost kod maternjih govornika, dok se u jeziku struke, dakle, može govoriti o njihovoj prepoznatljivosti kod stručnjaka za tu struku, ali ne nužno i kod prevodilaca, osim nakon godina iskustva. Iz tog razloga ćemo u ovom radu, na osnovu analize postojećih stručnih italijansko-srpskih i srpsko-italijanskih rečnika, opisati prednosti korišćenja potencijalnog elektronskog dvojezičnog rečnika kolokacija u jeziku struke umesto tradicionalnih dvojezičnih rečnika jezika struke. Na primeru elektronskog italijansko-srpskog rečnika kolokacija opšteg jezika (u čijoj izradi učestvuje autorka ovog rada) u koji će biti uvrštene i kolokacije koje pripadaju jezicima struke, analiziraćemo osobine takvog rečnika zahvaljujući kojim bi se u značajnoj meri olakšao i unapredio rad prevodilaca.

Ključne reči: jezik struke, elektronski dvojezični rečnik, kolokacije, stručno prevođenje, italijanski i srpski.

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***Global Learning Experience in an ESP Course: A Case Study of COIL Connect
Cooperation Between Colombia and Serbia***

This paper presents a case study on intercultural communication dynamics between two groups of students from the Catholic University of Manizales, Colombia and the Faculty of Sciences, Novi Sad, Serbia. The first COIL (collaborative online international learning) connect cooperation was established in March 2023, and it included 25 science students of different profiles from both universities. The participants were distributed an initial questionnaire in which they expressed their expectations, motivation, feelings, and suggestions about this type of intercultural communication. The collaboration process lasted for two months including several synchronous and asynchronous sessions and both oral and written assignments for the students. The main topic of this intercultural cooperation was sustainable development goal 15: Life on land (<https://www.globalgoals.org/goals/15-life-on-land/>). The students explored the topic, did some research in their local environment, and wrote their reflections in the form of mini blogs. The cooperation continued with a mini online conference where students from both universities presented their research and engaged in meaningful intercultural dialogue and reflected upon what they learned throughout the cooperation process. After the conference, the participants were administered the cooperation closing questionnaire. The findings highlight the importance of global learning opportunities for both personal and professional growth regarding the most meaningful aspects of this global learning experience and exploring the challenges inherent in cross-cultural interactions.

Keywords: ESP, intercultural communication, global learning, COIL connect, SDG topic

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The Influence of Context-Based Learning on the Memorization of New Vocabulary in ESP

There are many ways to improve learning and acquisition of new vocabulary in English for Specific Purposes (ESP). Repetition improves memorization only if the information is repeated in a meaningful way. The purpose of this research was to assess the influence of deep-processing (in this case, context-based learning of collocations) on the memorization of new vocabulary in ESP (in the field of Mechanical and Civil Engineering). The research was carried out on the first-year students of the Mechanical Engineering Faculty (University of Slavonski Brod, Croatia) and the Faculty of Civil Engineering and Architecture Osijek (Josip Juraj Strossmayer University of Osijek, Croatia). The students were divided into two groups. The first group had to memorize 20 collocations related to ESP, based only on their meaning and without any additional explanations or examples. The second group of students had to memorize the same collocations but was also given some additional information about each collocation. The final results showed a significant difference between the two groups, which confirmed the hypothesis that additional information, i.e. context, can influence vocabulary acquisition. Therefore, this study can be used as a basis for further research on this topic.

Keywords: collocations, context-based learning, English for Specific Purposes (ESP), vocabulary acquisition

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Designing a VR-based course in ESP: Challenges

In recent years, virtual reality (VR) has demonstrated much promise as a learning tool for creating 3D environments across disciplines. Past research indicates that due to significant technological advances, VR-based courses have already become a viable alternative to conventional textbook-based ones. According to numerous studies, additive technologies stimulate learning interest, foster collaborative learning and contribute to engagement and motivation. Having said that, VR-based language learning is an emerging domain with many areas yet underexplored. The case study I aim to present demonstrates an attempt to design a VR-based ESP course for the students of the Institute of Environmental Engineering at RUDN University, Moscow. The in-depth interviews were conducted with the focus group of students upon taking a course. A pre-test and a post-test were offered to the students to measure the learning outcomes of the course.

In my talk I would like to discuss three key questions: 1) What challenges I came across as a course designer? 2) How does a VR-based environment affect the learning motivation of the students? 3) What are the learning outcomes compared to a conventional ‘chalk and talk’ course?

The preliminary results of the study answering the above questions are as follows:

1)VR-course design presents challenges in terms of content and presentation. Content-based issues can be remedied by a combination of specialized corpora and AI tools, I am willing to share my findings on that. Presentation issues include a limited number of words in any utterance (hence, explaining complex ideas in few words); tree-parsing of the scenario, rather than a closed circuit; limited number of VR locations due to the high cost of development – to name a few. 2)Motivation-wise, a few students are excited about the new technology and are willing to attend VR-based classes. Having said that, they have no prior experience with VR goggles, let alone VR/AR education, thus resolving tech issues might take a significant part of the class and be discouraging. 3) Learning outcomes I am not prepared to report on yet, we are still testing.

Keywords: virtual reality, ESP, media in education, learning outcome

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Perifrastične relativne rečenice u francuskom jeziku nauke

Perifrastične (Grammaire méthodique du français, 2009 : 814) ili neutralne (Sandfeld, 1977 : 107) relativne rečenice u francuskom uvedene su spojem demonstrativne zamenice *ce/celui/celle/ceux/celles* i proste relativne zamenice *qui/que/dont* sa ili bez predloga. U nedavno sprovedenom statističkom poređenju relativnih rečenica u naučnim člancima (Mirić i Samardžija, u pripremi), primetili smo veliki broj perifrastičnih relativnih rečenica na *ce qui/que/dont*: *En même temps, le père ici n'a guère sa place, à moins aussi de considérer un instinct paternel, ce qui paraît encore plus problématique que pour la mère*. Naša je pretpostavka da ove rečenice odgovaraju tzv. globalnoj tekstualnoj progresiji (Combettes 1983), kod koje relativna zamenica upućuje na sadržaj celokupne prethodne rečenice. Ovu pretpostavku preispitaćemo prevashodno na korpusu od 25 članaka iz društvenih nauka.

Ključne reči: relativne rečenice, francuski jezik nauke, globalna tekstualna progresija

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Kolateralni tehnicizmi: kolokacije ili faza u procesu leksikalizacije?

Jedna od glavnih karakteristika jezika struke jeste upotreba terminologija. Jezik struke, međutim, nije sačinjen isključivo od termina specifičnih za neku disciplinu već i od drugih oblika čija je upotreba povezana s težnjom ka korišćenju višeg registra u odnosu na opšti jezik, a koji se u italijanskoj lingvistici određuju kao *tecnicismi collaterali* (Seriani 2005: 128). Italijanski jezik struke, a posebno jezici prava i medicine, osim pravih stručnih termina, koriste i oblike koji poseduju nizak nivo stručnog značenja, a koji doprinose povezivanju delova teksta u homogen diskurs. Ovi oblici su lako zamenjivi i ne utiču na stručnu tačnost teksta, a stručnjaci ih redovno koriste: fraza *accusare* (umesto *provare* ili *sentire*) *un dolore* ne poseduje stručne implikacije, a njena upotreba je nametnuta težnjom da se stručnjak udalji od opšteg jezika. S obzirom na visoku učestalost sa kojom se neke reči kombinuju u istim kontekstima, možemo pretpostaviti da su kolateralni tehnicizmi jedna vrsta kolokacija, odnosno učestalih kombinacija reči koje još nisu potpuno leksikalizovane. Osnovni cilj rada jeste da odgovori na pitanje koji su kriterijumi za moguću leksikalizaciju, odnosno kada jedna ovakva kolokacija postaje pravi termin. Primeri koji će poslužiti za analizu deo su korpusa koji predstavlja osnovu italijansko-srpskog rečnika kolokacija.

Ključne reči: kolateralni tehnicizmi, kolokacije, leksikalizacija, italijanski jezik

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Debating gender gap issues in the STEM EAP class

STEM doctoral students typically use English as the lingua franca of science, i.e. to study their literature, write their papers and correspondence, attend conferences, present their research. They feel confident in this domain, but report feeling handicapped when trying to find their 'English voice' in discussions or similar challenging oral interactions. In order to address this dichotomy and provide a more holistic use of English, young scientists attending an EAP course were involved in a debate on gender gap in STEM. The topic was chosen to spark their interest and hone skills such as critical thinking, interactional competence, mediation and oracy by investigating an issue that is related to their field, yet distant from their daily research. The task allowed them to develop multiple skills in English by gradually moving from familiar activities (e.g. evidence collection, note-taking) to less known areas (e.g. sequencing arguments, preparing counter-arguments), while developing transversal skills (e.g. teamwork, active listening). Students gave positive feedback on the experience and understood its value in terms of skills development, proving that EAP learners are not interested in narrow-focused projects only and appreciate work with a wider scope.

Keywords: debate, critical thinking, STEM, gender gap, EAP

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The role of motivation in learning English for Medical Academic Purposes: practical implications

Motivation is one of several individual factors that are held important for learning languages and as such it has significant implications for language classroom. This paper is focused on student motivation in English for Medical Academic Purposes and methods teachers can use to improve their motivation levels. A survey has been conducted with first- and second-year students at the Faculty of Medicine University of Belgrade in which their instrumental and integrative motivation levels were inspected. Students were also asked to decide how motivating the activities teachers used in class were and how helpful they found these in improving the four language skills (i.e., listening, reading, writing, and speaking) and preparing for their final exam. The activities they evaluated included grammar and vocabulary exercises, authentic materials (video clips, medical text excerpts, case studies, etc.), exam practice, discussions, doctor-patient communication, etc. The survey results were analyzed and discussed based on several important studies that had previously researched different motivational components in learning English as a second or a foreign language, and the students' opinions will be taken into consideration for improving the activities used in classroom and implementing new ideas.

Keywords: motivation, English for Medical Academic Purposes, survey, classroom activities

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Using Road Traffic Corpora To Create Teaching Material For LSP Classes

Corpora have recently been used for teaching foreign languages, and this is especially true for teaching LSP (Language for Specific Purposes). Specialized corpora from a specific field are particularly valuable sources of data in teaching. This paper deals with teaching English for Transport and Logistics for BA students at the Faculty of Transport and Traffic Sciences, University of Zagreb. Teachers of English for Transport and Logistics usually face two problems related to teaching vocabulary: they lack authentic teaching materials and exercises for its practice. Due to all the specific difficulties of collecting such a narrowly specialized corpus, and it is a corpus from the field of road transport, a relatively small corpus has been collected, but is, at the same time, balanced, carefully compiled, and tailored to students' needs, and, as such, this corpus can provide a wealth of information relevant to a specialized variety. The aim of this paper is to describe the method of compiling the corpus from the field of road traffic and its potential application in teaching. Another aim is to show how to prepare one's own teaching material out of collocations extracted from the corpus of Road Traffic English using language tools at our disposal.

Keywords: corpora, vocabulary, teaching material, LSP

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The exploration of variables affecting the use of reading strategies in ESP education

This study delves into variables influencing the use of reading strategies, which belong to the wider concept of language learning strategies (LLS) within the realm of English for Specific Purposes (ESP) education. There are numerous influential variables affecting the use of these strategies, encompassing motivation, learner characteristics (including language competence reflected in test results and years of studying English), instructional methodologies, and contextual elements, which encompass distinctions between obligatory and optional courses, among others. By thoroughly exploring well-studied variables like age, gender, and language proficiency, this research aims to discern the multifaceted dynamics that shape the integration and effectiveness of LLS in ESP learning environments. Through exploring these variables, the study endeavors to offer insights into optimizing the application of reading strategies tailored to the specific needs and contexts of ESP students, fostering enhanced language acquisition and proficiency within specialized domains. The respondents in this study were ESP students who completed the Survey of Reading Strategies (SORS). Consequently, the findings of this study could be utilized to upgrade and enhance ESP education

Keywords: Variables, reading strategies, language learning strategies, ESP

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Lexical features of football terms in Italian, English and Serbian

The paper aims to provide a contrastive analysis of the most salient terms used in the field of football within three different languages: Italian, English and Serbian. The research is based on a corpus consisting of 276 terms excerpted from various dictionaries and glossaries in the three aforementioned languages. The selected terms are those used to describe player positions, game officials, club staff, styles of play, types of kicks, rules of the game, parts of the playing field, parts of the match as well as spectator and fan terms. Our analysis will aim to investigate the primary lexical features of football terminology in all three languages. Therefore, our intention is to discover which processes of word formation are most frequently used in creating football terms, how often the mechanisms of semantic change, such as metaphor or metonymy, are employed with the same purpose, which percentage of terms is borrowed from other languages and whether there is a common etymology for the loanwords. Furthermore, we will pay particular attention to exploring the potential parallels and discrepancies between the lexical tendencies observed within the bounds of football terminology in the three linguistic systems in question and attempt to offer a detailed description of the ways in which they influence one another.

Keywords: football terminology, lexical analysis, Italian, English, Serbian

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Conceptual Metaphors in ESP Language Teaching and Learning

Teaching ESP (English for Specific Purposes) to students of sociology relies on the use of the authentic discourse of sociology which, like any other specialized discourse, often resorts to explaining complex concepts in terms of conceptual metaphors. Some metaphors are conventionalized to such an extent that students usually do not recognize or are not aware of the use of *metaphorical expressions* which are indicative of a certain type of *conceptual metaphor*. Against the background of Conceptual Metaphor Theory (CMT) as proposed by Lakoff/Johnson (1980), the aim of this paper is to shed light on the importance of “metaphor awareness” which implies introducing and familiarizing students with different applications of *conceptual metaphors* that are part of the discourse of sociology. Moreover, it aims to show that conceptual metaphors, once recognized both linguistically and conceptually, may help students with vocabulary acquisition and retention due to the embodied nature of our conceptual system.

Keywords: Conceptual Metaphor Theory (CMT), conceptual metaphors, ESP (English for Specific Purposes), vocabulary

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Coursebook and real-world usage of ESP terminology

Teachers of languages for specific purposes (LSP) are often on the lookout for specialized coursebooks to use in their classes and once they succeed in finding them, the question arises whether they contain authentic language. Due to its complex and dynamic nature, language as presented by characters in coursebooks might differ from language used by real speakers. The present paper aims to explore this potential discrepancy and examine whether terminology presented in English for Specific Purposes (ESP) coursebooks corresponds to terminology used in real life in the context of human resources. To that end, a number of English for Human Resources coursebooks will be selected and analyzed for the most frequent terminology used for writing job descriptions. Having obtained the recurrent examples of language, the next step is to collect a corpus of 30 job advertisements from different websites and analyze them to establish the frequency with which the collected samples of language appear in the job descriptions. Research results will yield useful insight into whether there is a minor or huge discrepancy between the coursebook and real-world usage of HR terminology, and provide practical implications this insight has on language teaching.

Keywords: corpus linguistics, ESP, terminology, Human Resources, language teaching

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Srpski kao strani jezik za akademske svrhe: perspektiva didaktizacije autentičnih univerzitetskih nastavnih materijala

Akademski jezik može se učiti uz pomoć raznolikih autentičnih materijala koji se mogu prilagoditi za različite jezičke nivoe (Manžant i Parpet 2011, Hajlend i Hemp-Lajons 2002). U skladu s navedenim, autori poput Mekarti i Odel (2008: 9) ističu značaj akademskih tekstova, veb-stranica univerziteta, članaka iz stručnih časopisa i drugog sličnog materijala za bogaćenje vokabulara studenata. Stoga je predmet ovoga rada upotreba autentičnih materijala nastalih na Univerzitetu u Beogradu, u nastavi srpskog kao stranog jezika za akademske svrhe. U radu se sagledavaju mogućnosti didaktizacije različitih vrsta pomenutih materijala iz oblasti medicinskih nauka, budući da se najveći broj stranih studenata, stipendista Vlade Republike Srbije, opredeljuje upravo za studije medicine. U skladu sa savremenom didaktičkom literaturom, predložićemo konkretne primere izrade ovakvih didaktičkih materijala za akademske svrhe, te ćemo spram deskriptora iz Zajedničkog evropskog okvira za žive jezike predložiti različite aktivnosti prema nivoima znanja. Cilj rada je da se prikaže širok spektar mogućih izvora za izradu didaktičkog materijala za akademske svrhe, ali i mogućnost upotrebe ovog materijala kako na početnim, tako i na višim nivoima.

Ključne reči: srpski jezik za akademske svrhe, srpski kao strani jezik, jezik medicine, univerzitetska nastava, akademski vokabular

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Model problemske nastave u nastavi nemačkog jezika za ekonomiste

Učenje zasnovano na rešavanju problema je jedan od savremenih pristupa pripreme studenata za buduću profesionalnu karijeru i shodno tome veoma praktično za primenu u nastavi stranog poslovnog jezika. Problemska nastava predstavlja jedan od najvećih napredaka u obrazovanju zato što aktivira studente, zahteva samostalan rad i unapređuje veštine samostalnog učenja. Osim toga, ona podiže nivo motivacije kod studenata i zahteva aktiviranje preznanja u svrhu rešavanja problema. U radu se daje teorijski pregled o problemskoj nastavi koji podrazumeva razlog njenog nastanka, njen značaj danas, glavna obeležja i ključne elemente, kao i faze rešavanja problema. U skladu sa teorijskim postavkama u radu će biti prikazani rezultati istraživanja primene problemske nastave „Einzelunternehmen - Preduzetnik“. Rezultati su pokazali da se samostalnim rešavanjem problema kod studenata povećavaju motivacija za učenjem stranog jezika, samostalnost u učenju, prikupljanju informacija vezanih za stručnu temu i izlaganju stručne teme na stranom jeziku.

Ključne reči: problemska nastava, poslovni jezik, nemački jezik za ekonomiste, samostalno učenje i motivacija

Generative künstliche Intelligenz und Leistungsbewertung – ein Praxisbericht

Generative künstliche Intelligenz (GKI) hält mit großen Schritten Einzug in unser Leben in allen Bereichen: in unseren privaten Alltag, in unser berufliches Leben und in die Ausbildung.

Welche Stellung sollen dazu Schulen, Universitäten nehmen? Was bedeutet das für die Lehrer?

Aktuelle Überlegungen aller am Ausbildungsprozess Beteiligten reichen von starker Skepsis gegenüber der Anwendung der GKI im Unterricht bis zur positiven Einstellung dazu. Die Tatsache ist, dass dieses allgemein zugängliche Tool in der Zukunft einen starken Einfluss auf die Kursvorbereitung, die Kursdurchführung und auch auf die Leistungsbeurteilung haben wird.

In unserem Beitrag geht es in erster Linie um die letztere, weil gerade damit die meisten Bedenken verbunden sind. Neben der üblichen für Leistungsmessung und -beurteilung verbundenen Kriterien wie Validität, Reliabilität und Objektivität, tauchen jetzt auch die Fragen der Gleichheit, der Schummelei, des Plagiarismus auf.

Um die gestellten Fragen zu beantworten, haben wir uns entschieden im Sommersemester dieses Studienjahres beim Wahlfach Geschäftliche Kommunikation Deutsch die GKI sowohl bei der Kursplanung und -durchführung als auch bei der Leistungsbeurteilung anzuwenden. Ziel ist es, möglichst viele Einsatzmöglichkeiten der GKI im Unterricht auszuprobieren, Reaktionen der Studierenden zu beobachten und Beispiele guter Praxis zu finden.

Schlüsselwörter: Studienbegleitender FaDaF-Unterricht, Lern-Bots, KI-gesteuertes Lernmittel, Vermittlung

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Integrisanje stručnog sadržaja kroz autentične materijale u okviru ESP nastave

Uključivanjem autentičnih materijala (poput akademskih članaka, studija slučaja, profesionalnih dokumenata, i dr) ESP nastavnici mogu kontekstualizovati učenje jezika unutar relevantnih domena različitih disciplina. Na taj način se, ne samo olakšava razvoj jezičkih veština, već i razvija sposobnost studenata da razumeju i interaguju sa stručnim sadržajem predmeta, što je od posebne relevantnosti u tercijarnim obrazovnim okruženjima. Osim toga, ističe se potreba da ESP nastavnici primenjuju pedagoške strategije koje efikasno koriste autentične materijale kako bi maksimizirali angažovanje i postignuće studenata podržavajući interdisciplinarnost i pristup koji je u suprotnosti sa kompartamentalizovanim znanjem. Rad predstavlja rezultate istraživanja koje je sprovedeno tokom letnjeg semestra 2023. godine na Fakultetu za diplomatiju i bezbednost, Univerziteta Union – Nikola Tesla, u Beogradu. Analiziraju se stavovi studenata treće i četvrte godine osnovnih akademskih studija u vezi sa upotrebom autentičnih materijala u okviru nastave *Engleskog jezika za posebne namene* i ispituje se uloga i efikasnost tih materijala prilikom integrisanja stručnog sadržaja u okviru ESP nastave (*CLIL-enhanced ESP*). Predlaže se ovaj pristup zbog potencijala da prevaziđe jaz između jezičke sposobnosti i sticanja znanja određenih disciplina.

Ključne reči: autentični materijali, ESP, tercijarno obrazovanje, integrisanje stručnog sadržaja, stavovi studenata

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***Students' awareness of the use of foreign language learning strategies
towards building learner autonomy in ESP language learning***

Teaching and empowering students to learn and acquire foreign language independently, particularly in the case of learning English for specific purposes, is the foundation of life-long learning. The aim of this paper is to investigate the awareness of students of banking, insurance and finance of their use of language learning strategies while they acquire English for Business in order to prepare them to become autonomous language learners for life. The research was conducted with first and second-year students who study English for Business. The data were collected through an anonymous questionnaire on language learning strategies consisting of 25 questions which was adapted from Oxford (1989).

In addition to the techniques of descriptive statistics, factor analysis was used to analyse data, which aims to reduce the original number of questions from the questionnaire and classify them into a certain number of groups containing conceptually related questions. The collected data were processed using the SPSS program.

The paper presents the results from the questionnaire and analyses their implications towards building language learning autonomy in terms of ESP pedagogy, teachers' roles and building awareness of the value of life-long learning of foreign languages for specific purposes.

The paper suggests some pedagogical changes that might be undertaken to improve continuous learning experiences.

Keywords: language learning strategies, learner autonomy, ESP courses, ESP pedagogy

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A newsroom in the classroom: An LSP project course in writing

One of the main challenges for LSP courses is combining the acquisition of vocabulary and grammar usage with real world practice and skills in the field of study. We have taken a novel approach to this issue by requiring our students in their final semester of English for Journalist to work within small groups reminiscent of a newsroom to research and write full-length feature articles over the course of the semester. To complete the course, students are required to submit a 2000+ words feature article that has an in-depth examination of a relevant social issue and publish all of them on a news website they themselves create. In class, students work in teams of four - with each team representing a section of a newswebsite (sport, education, technology, etc.) with editors (team leaders) overseeing the process - students read and analyze feature articles, learn the techniques of finding a story, writing headlines, and other relevant segments of feature articles. Outside class, students do background research on their story, find and interview relevant sources. Drafts of the research and articles are discussed in class, analyzed, and peer-reviewed by the instructors and other students. The final version, as well as their in-class activity - is assessed using a detailed rubric. The poll conducted at the end of the course among students has so far demonstrated that students respond well to project work and that they appreciate the practical kind of work they engaged as it resembles the authentic journalism work they will likely do in their careers article.

Keywords: journalism, writing, feature articles, story, peer review

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Klasifikacija prevodilačkih grešaka na času španskog kao jezika struke iz oblasti humanistike

Analiziramo vrstu grešaka koju prilikom prevođenja stručnih tekstova sa španskog jezika (iz humanističkih oblasti) prave studenti druge godine Filozofskog fakulteta. Polazimo od šireg shvatanja prevodilačke jedinice, prema kojem se razlikuje nekoliko nivoa prevodilačkih jedinica i prevodilačkih pristupa: uže lingvistički, pragmalingvistički, hermeneutički, psiholingvistički, semiotički, funkcionalno-stilski (Nord 1998, 2002). Analiza je pretežno lingvistički orijentisana, budući da prevodilačke jedinice klasifikujemo prema jezičkim nivoima, odnosno hijerarhijski strukturishmo jezičke elemente od najnižih (kao što su foneme u govoru ili grafeme u pisanju), preko viših (morfeme, lekseme, idiomi i kolokacije) do najviših (složene rečenice, tekstualne jedinice). Ne zaobilazimo ni pragmatički, funkcionalno-stilski, ekstra-lingvistički aspekt, koje takođe treba uključiti u analize ovog tipa (Romana García 2005), te uzimamo u obzir i ostale fenomene relevantne za prevodilački proces, kompetenciju i konačni prevodilački rezultat: ortografija, semantika, stil, enciklopedijsko znanje, poznavanje uže stručnih pojmova. U tom smislu jasno je da se pojmovi prevodilačke jedinice i postupka dovode u usku vezu s pojmom prevodilačke kompetencije, obzirom da ona pored jezičkih implicira i vanjezičke veštine (prepoznavanje kulturema, njihovo transponovanje u tekst ciljnog jezika, poznavanje tematike teksta itd.) (Newmark 2006, Romana García, Úcar Ventura 2012).

Ključne reči: prevodilačka jedinica, prevodilački pristup, prevodilačka greška, klasifikacija grešaka

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Teaching a comparative writing course: Czech and English in parallel

Teaching academic writing is one of the most important, although often undervalued, disciplines in nowadays academia, where most effort is directed towards the dissemination of research results. For the past three years, the Institute of Languages at the Faculty of Mechanical Engineering, Brno University of Technology, has been offering a course on the basics of academic writing (mostly bachelor-thesis writing) in which a comparative study of Czech and English is employed. Even though the primary motivation was practical – to offer a course satisfying both students who want to write their final thesis in Czech and those with more academic ambitions who plan to do so in English – the comparative study yielded outcomes that help build skills in both languages. Particularly revealing are differences in expressing academic objectivity, individualism, and confidence, the use of sentence structures as related to conveying cohesion in meaning (Functional Sentence Perspective), the extent to which either language uses Latin-based words to convey formality, and the range of electronic resources (including AI) available in either language. The achieved goal of such a course has not been a realization that there are differences between languages, but rather creating a mental contrastive web of concepts that yield unique insights into language study and reinforce independent thinking in language.

Keywords: academic writing, stylistics, comparative language study

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Frazemi vezani za religiju u srpskom i francuskom jeziku

Pitanju frazema može se pristupiti sa stanovišta pravilnog razumevanja njihovog značenja i upotrebe, odnosno učenja leksike, ili sa stanovišta proučavanja sličnosti i razlika između dva jezika i dve kulture, odnosno analiziranja nekih kulturnih odlika sredine iz koje dati izrazi potiču i u kojoj se koriste. U ovom radu najpre analiziramo neke česte francuske frazeme vezane za religiju, a potom u oba jezika analiziramo najčešće frazeme sa rečima Bog i đavo (Dieu, diable) sa ciljem da ukažemo na kulturološke sličnosti i razlike. Koristeći deskriptivno-eksplikativnu i komparativnu metodu predložićemo jednu moguću klasifikaciju najčešćih francuskih frazema u ovoj oblasti, analizirati identične ili slične frazeme u srpskom jeziku, kao i njihovo značenje u oba jezika. Zaključujemo da su manje prisutni frazemi koji se isključivo odnose na običaje i rituale vezane za praktikovanje hrišćanske vere, a da su brojniji oni koji u svom sastavu imaju neku reč koja pripada religijskom vokabularu, ali koji zapravo imaju mnogo šira značenja. Zaključujemo takođe da su problemi u razumevanju i prevođenju ovih frazema često manji nego u nekim drugim stručnim i naučnim domenima, što je verovatno posledica činjenice da je u ovim frazemima dominantno pripadanje istoj široj hrišćanskoj kulturi.

Ključne reči: frazemi, religija, francuski jezik, srpski jezik

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ESP students' participation in a virtual exchange program – the affective domain

Virtual exchange programs have been steadily gaining ground in modern foreign language pedagogy. This paper focuses on the affective aspects of students' participation in a five-week virtual exchange program implemented in their English for Specific Purposes (ESP) course at university. The data presented in this paper and gathered through an online survey upon the program completion focus on the affective side of students' participation. More specifically, we explore students' motivation for participation in the program, their self-confidence and speaking anxiety during the program, their views on intercultural challenges, as well as their overall satisfaction with this virtual exchange experience. The findings shed light on the strengths and drawbacks of incorporating this innovative pedagogy within ESP courses and as such are expected to serve as guidelines for further development, improvement and implementation of international virtual exchange projects within the context of LSP teaching and learning.

Keywords: virtual exchange, affective domain, ESP, LSP, innovative pedagogy

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Online Language Education in Slovenian Higher Education: The Teacher's Perspective

Following the international trend, in the last three decades, online education has been gaining ground in all areas and at all levels of education in Slovenia, one such area being tertiary-level LSP education. The use of language learning technologies peaked during the COVID-19 pandemic, which shed further light on the strengths and limitations of online education. To determine whether and how the experience with online education during the pandemic impacts current LSP teaching practices in higher education in Slovenia, this article starts with an overview of relevant literature. Next, it discusses the results of an anonymous online questionnaire administered to LSP teachers at Slovenian universities. The questionnaire results (n = 70) show a slight increase in the use and variety of language learning technologies since the pandemic and the overall preference for face-to-face education. Furthermore, the results also shed light on some opportunities for the future application of learning technologies in tertiary-level LSP education, be it traditional, blended, or fully online, which could prove useful to LSP teachers and researchers in Slovenia and beyond.

Keywords: blended education, LSP education, higher education, language learning technologies, online education.

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Teaching true and false pairs in a Business English course at the tertiary level

This paper addresses the challenges tertiary-level students encounter in translating true and false pairs in Business English. True pairs, facilitating positive transfer, and false pairs, prone to negative interference, are integral components in second language acquisition. The study delves into the impact of explicit teaching methods, including Content and Language Integrated Learning (CLIL), on students' proficiency in distinguishing between true and false pairs. A one-group pretest-posttest experiment was conducted with 29 third-year students at Novi Sad School of Business. The pretest revealed significant difficulties in translating both true and false pairs, with false pairs posing a greater challenge. Explicit instruction led to a reduction in errors, indicating the efficacy of targeted teaching methods. The error analysis and classroom discussions showed that the distinction between true and false pairs is blurred, that anglicisms in economic language complicate the identification of true and false pairs and that many students were unfamiliar with some terms in Serbian. The implications for teaching are that while focusing on false pairs is crucial, it is also important to teach true pairs, address polysemic words, and teach economic concepts in both English and Serbian. Finally, true and false pairs should be introduced gradually to avoid overwhelming students.

Keywords: cognates, true and false pairs, business English, tertiary level

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Stance and engagement markers in argumentative essays written by Serbian ESP learners

Various authors emphasise the need to develop pragmatic competence in language learners, since it figures as a crucial ability to use language effectively in different social contexts. The aim of this paper is to explore the frequency of use and the types of stance and engagement markers in students' argumentative essays. Stance is a pragmatic feature referring to the extent to which the writers commit to the text. It is expressed by hedges, boosters, attitude markers and self-mentions. Engagement comprises strategies that guide the readers towards a certain interpretation of the author's claims; it includes features such as reader pronouns, personal asides, appeals to shared knowledge, directives and questions. The presence of stance and engagement markers was analysed in the essays written by the first-year students of the Faculty of Mechanical Engineering as part of their English course task ($N_e=220$; 41,156 tokens). The results indicate that students primarily employed stance markers, such as hedges and boosters, to articulate their perspectives. When engaging with the reader, they mostly utilised reader pronouns and directives. Given the variability in the use of these devices among students, it is important for teachers to help students hone their persuasive writing skills and reader-oriented communication strategies.

Keywords: stance, engagement, argumentative essays, ESP learners, pragmatic competence

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Cross-curricular peer observation. Can it work?

In the educational context, peer observation consists in teachers observing each other and involves constructive cooperation. At Parma university (Italy), an EAP lecturer and a Signal Processing professor experimented with inter-disciplinary peer observation of each other's classes (approx 40 EAP students; over 100 ICT Engineering undergraduates) during the spring 2020 lockdown, when all teaching went online overnight. What started as reciprocal help, with no academic research intent, slowly developed into semi-structured practice, which on later reflection proved its value in terms of professional development for both observer and observee. Several elements contributed to its success, e.g. having been previously observed in face-to-face classes, no experience of online teaching, familiarity with each other's approach to teaching, discreet presence of the observer, opportunity to explain choices and problems. After describing the initial objectives of these reciprocal observations, the talk will explain how the observations were carried out, how a shared format and etiquette came to be developed over time, and what lessons were learned from each other. The importance of didactic and psychological factors in this process of constructive cooperation will be highlighted, with an emphasis on the impact of truly being a learner in each other's class on the outcome.

Keywords: online peer observation, interdisciplinarity, continuous professional development (CPD), constructive feedback, (self)reflection

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The phraseology of rhetorical moves in English L1 and L2 master's thesis writing

The genre-analytic framework, academic texts are commonly recognized by the structure of rhetorical moves that can be realized through the use of rather conventional multi-word sequences. Hence, rhetorical knowledge and the use of formulaic academic language may serve as indicators of writers' discourse competence and language proficiency overall, which is particularly important for English L2 novice writers. While the structure and discourse functions of multi-word sequences have been rather extensively examined in research paper writing in English, congruent research on university student writing has been limited.

The present study aimed to identify four-to-six-word sequences in the sub-corpora of Results-Discussion and Conclusion sections of masters' theses (n=50) written by Croatian and Serbian graduates and their UK- and US-based peers majoring in applied linguistics. The extracted sequences were further analyzed based on the distinct rhetorical purposes of the moves in which they occur across the two sub-corpora. Preliminary results suggest that L1 students used more and more diverse multi-word sequences to signal rhetorical moves than L2 students.

The combined analysis of rhetorical and phraseological features of the selected thesis sections may provide valuable insights for academic writing instruction, particularly in non-Anglophone EAP settings.

Keywords: English L1, English L2, master's thesis, multi-word sequences, rhetorical moves

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Rečnik kolokacija na italijanskom i srpskom jeziku: šansa za kolokacije u glotodidaktičkoj terminologiji

Jedan od ciljeva inicijalnog obrazovanja budućih nastavnika italijanskog kao stranog jezika na Katedri za italijanistiku Univerziteta u Beogradu podrazumeva poznavanje glotodidaktičkih teorija, pojmova i metoda na italijanskom i srpskom jeziku, te se stoga nastava odvija u dvojezičnom kontekstu. Na osnovu direktnog iskustva u nastavi, kao i analize pisane produkcije studenata u poznavanju glotodidaktičkih stručnih termina na oba jezika (v. Drljević et al. 021) nameće se zaključak da je studentima neophodno obezbediti dodatnu jezičku podršku u usvajanju stručne terminologije iz ove oblasti. Naime, većina stručne literature je na italijanskom jeziku, uključujući i Glotodidaktički rečnik (Balboni 1999), te je u nastavi neophodno pružiti dodatna objašnjenja stručne terminologije kako na stranom, tako i na maternjem jeziku.

Kao odgovor na navedene potrebe studenata budućih nastavnika i stručnjaka iz ove oblasti, u radu će biti prikazane smernice za izbor i strukturu kolokacija u vezi sa glotodidaktičkom terminologijom koje će biti zastupljene u elektronskom rečniku italijanskih i srpskih kolokacija u čijoj izradi učestvuje jedna od autorki rada.

Ključne reči : elektronski dvojezični rečnik kolokacija, italijanski, srpski, glotodidaktička terminologija

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Writing for Specific Purposes: An Activity Theory Approach

As an important strand of Language for Specific Purposes, Writing for Specific Purposes has gained much attention in the last few decades. Inspired by Swales' (1990; 2004) pioneering work, a substantial body of research has examined the rhetorical and linguistic features of genres across disciplines. A genre-based teaching approach which focuses on the rhetorical and linguistic conventions of genres and which links textual features to contexts of writing has been widely adopted to equip students with the knowledge and skills needed to produce writing in disciplinary contexts.

The positive impact of genre-based instruction is well documented. However, to fully support student learning and production of disciplinary writing, instruction also needs to address how students carry out their writing activity. Drawing from Activity Theory (Leont'ev, 1978,1981; Engeström (1999; 2001), which views human activity as goal-oriented, mediated, and situated, as well as relevant research, I discuss an Activity Theory informed approach to Writing for Specific Purposes instruction. I will describe what this approach entails and how it can be used along with a genre-based focus in the classroom.

Keywords: Writing for Specific Purposes; Activity Theory; Activity Theory Informed Approach to Writing; LSP Methodology

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Engineering students' attitudes toward the use of ChatGPT in learning English for specific purposes and its usability

ChatGPT (Chat Generative Pre-Trained Transformer) is a software application that is capable of mimicking human-to-human interaction. Its features include the ability to write essays, answer questions, translate, summarise information, and other similar skills useful for learning a foreign language. Elbanna and Armstrong (2024) assert that ChatGPT can help students automate routine tasks and improve the learning experience, but that there are potential problems with factual inconsistencies and in-depth understanding. Since AI is crucial for education in the 21st century and English for specific purposes is a part of it, this research deals with engineering students' attitudes toward using ChatGPT for learning English for specific purposes. The sample consists of students of Computing and Control Engineering, Measurement Information Technologies and Control Engineering, and Geodesy and Geoinformatics, taking a course in English for engineers. The research uses a Likert-type questionnaire to examine the students' attitudes towards ChatGPT, including advantages and disadvantages and the usability, that is, the usefulness and effectiveness of the chatbot. The results of the study can be used to improve educational practice and adjust ChatGPT to students' attitudes and needs. Limitations of the study include a small, convenient sample.

Keywords: AI-assisted language learning, ChatGPT, English for specific purposes, English for Engineers

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Audioaufnahmen als Mittel zur Entwicklung der Sprechfertigkeit

Sprechen in der Fremdsprache hält die Mehrheit der Lerner*innen für die wichtigste und gleichzeitig schwierigste Fertigkeit. Einerseits beschwerten sich die Lerner*innen über zu wenige Möglichkeiten, ihre Gedanken in einer Fremdsprache während des Unterrichts mündlich auszudrücken. Andererseits fühlen sich viele Lerner*innen gestresst, wenn sie spontan mündlich in der Fremdsprache reagieren müssen, und versuchen, diese Situationen zu vermeiden.

Die vorliegende Untersuchung zeigt, welchen Einfluss die Vorbereitung von Audioaufnahmen auf die Sprechkompetenz selbst und auf die emotionale Einstellung zur Sprechfertigkeit bei Studierenden der Philosophischen Fakultät der Comenius Universität in Bratislava hat. Die Studierenden besuchen die Kurse Deutsch für Geisteswissenschaften (B1-B2 nach GER) und Deutsch A 2.2 (nach GER). Durch die Befragung der Studierenden zu Beginn des Sommersemesters 2023/2024 soll festgestellt werden, wie die emotionale Einstellung der Studierenden zu den mündlichen Aufgaben im Unterricht Deutsch als Fremdsprache ist und welche Gefühle das Sprechen begleiten. Anschließend werden während des Semesters mehrere Einzelaufnahmen (bis zu 6) und 2 Paaraudioaufnahmen zu verschiedenen Themen vorbereitet. Die Lehrkraft gibt das Feedback zu drei Audioaufnahmen (zu Beginn, in der Mitte und am Ende des Semesters). Die Fertigkeit Sprechen wird während der Präsentation am Ende des Semesters und weniger formell während eines Besuchs des Sprachencafés überprüft.

Ob und wie sich die Studierenden in Bezug auf die verwendeten grammatikalischen Mittel und den Wortschatz verbessern, wird durch den Vergleich ihrer eingereichten Audiodateien festgestellt. Informationen über die persönliche Einstellung der Studierenden werden durch eine Befragung am Ende des Semesters gewonnen.

Schlüsselwörter: Sprechfertigkeit, Audioaufnahme, Deutsch als Fremdsprache, emotionale Einstellung

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Personalising ESP tasks as a way of empowering students to speak

One of the reasons foreign language learners encounter communication issues and face problems with the learning and retention of the foreign language content is the lack of practical application of that knowledge. Unlike teaching children, where different aspects of language are learnt and acquired through role plays or didactic tools (e.g. puppets), which contribute to reducing inhibition, that is not the case with adult learners. Therefore, practicing grammar units usually boils down to doing drills or some more complex traditional tasks (e.g. fill in the gaps, choose the correct option, correct mistakes), while conversations on different topics are limited to general questions regarding a particular text or an issue.

An additional challenge in working with adult learners is teaching a language for specific purposes where it is expected that students are able to apply grammar and vocabulary to their field of expertise. This paper will, therefore, describe the way students of psychology were practicing some grammar units such as reported speech, future tenses and conditional sentences through alternative communicative tasks (role plays, cards and simulations).

Keywords: role play, interactive cards, simulation, speaking, psychology

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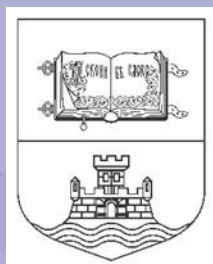


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