

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

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

ZBORNIK POVZETKOV

Rimske terme, Slovenija

18. – 20. maj 2023



**3rd International Conference of
the Slovene Association of LSP Teachers**

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

BOOK OF ABSTRACTS

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KAZALO

TABLE OF CONTENTS

3 **UVODNIK**
EDITORIAL

4 **O SLOVENSKEM DRUŠTVU UČITELJEV TUJEGA STROKOVNEGA JEZIKA**
ABOUT THE SLOVENE ASSOCIATION OF LSP TEACHERS

5 **O KONFERENCI**
CONFERENCE DETAILS

7 **GLAVNI GOVORCI**
KEYNOTE SPEAKERS

Ana Bocanegra-Valle, University of Cadiz, Spain

LSP courses as strategic sites for interculturalisation at home: Exploring opportunities and facing challenges

Jan Engberg, University of Aarhus, Denmark

Specialised discourse and expert knowledge: LSP as a gateway to epistemic and national cultures

Peter Franklin, Konstanz University of Applied Sciences, Germany

Global fitness: What it isn't, what it is, and why it is useful to LSP learners

Ken Hyland, University of East Anglia, Norwich, United Kingdom

Innovating English teaching: Getting specific with EAP

Stefania M. Maci, University of Bergamo, Italy

The LSP curriculum. From theory to practice

13 **POVZETKI**
ABSTRACTS

61 **SPONZORJI IN PODPORNIKI**
SPONSORS AND SUPPORTERS

UVODNIK

EDITORIAL

When in the Roman baths, do as the Romans would.

Dear esteemed colleagues,

On behalf of the Slovene Association of LSP Teachers, it is my pleasure to welcome you to the 3rd International Conference on Languages for Specific Purposes. Our conference is a platform for exploring the latest opportunities and challenges in teaching and researching LSP, with contributions from scholars, educators, and enthusiasts from around the world.

This book of abstracts provides a comprehensive overview of the conference, featuring presentations from five plenary speakers and 70 parallel sessions in five languages covering a diverse range of topics, from project-based teaching to intercultural communication and professional development.

Our Association is committed to promoting the professional growth of LSP teachers, developing teaching materials, and introducing new approaches to teaching and testing LSP. By leveraging information technology, we aim to establish new links within the broader international research and teaching community.

We are grateful to the Programme and Organizing committees for their tireless efforts in putting together a comprehensive conference programme, and to our sponsors for their support. We also extend our sincerest thanks to the plenary speakers, presenters, and participants for making this conference possible.

As we gather in this serene location, let us take some time to relax and recharge. The Roman baths, where we are gathered, were designed as calming and peaceful social spaces where the ancient Romans could relax, discuss, and exchange ideas. Let us take inspiration from them and make the most of this opportunity to connect with each other, share our insights and experiences, and discover new ways to enrich our teaching and research.

We hope this book of abstracts serves as a valuable resource for researchers, educators, and practitioners alike. We look forward to seeing you at the next SDUTSJ conference.

Sincerely,

Dr Mateja Dostal
Conference Coordinator

O SLOVENSKEM DRUŠTVU UČITELJEV TUJEGA STROKOVNEGA JEZIKA ABOUT THE SLOVENE ASSOCIATION OF LSP TEACHERS

The Slovene Association of LSP Teachers was founded in 1997. Ten years later it was granted the status of association acting in the public interest in the field of education. Its members (currently about 60) are language teachers working in tertiary and secondary education as well as language school teachers.

The Association encourages the development of LSP at the national level. We keep a record of LSP teaching professionals, their publications, textbooks, dictionaries, and teaching materials. We have organised several national conferences to enable an exchange of experiences in LSP teaching and research. We support the compilation of specialised terminological dictionaries. To this end we organise lectures, workshops, and seminars, and inform members about terminology projects that they may join. The Association incites professional development and, following its members' initiatives, organises various workshops, seminars, webinars, and courses. The E-learning SIG delivered more than twenty training courses on the use of information and communication technology in the LSP classroom.

We provide information and experience in LSP at the national and international level. Up until now we have established connections with numerous domestic and foreign associations and federations, such as the IATEFL Slovenia, the International Federation of Foreign Language Teachers (FIPLV), and the Croatian UNJSVU. The collaboration involves the organisation of conferences, peer-review and publication of articles, participation in workshops, and exchange of relevant information. We provide our members with opportunities to attend international conferences and workshops as representatives of the Association. They regularly receive notices of upcoming LSP events through our website, e-mail, Facebook, and Twitter. Another opportunity for our members to meet is the annual study trip. In recent years we have visited Brussels and many interesting places around Slovenia.

With a view towards promoting research in LSP, we organise a number of courses, workshops, and expert meetings on how to develop skills for high-quality performance in research. In order to assist our members in their research activities and to implement our own projects such as Problem-based Learning, we have established a Research Fund, open through annual calls to all Association members.

The mission of our Association is reflected through our successful publishing. We are proud of our open access journal *Scripta Manent*, which has been issued for more than ten years now and is included in the MLA, DOAJ, LLBA, and ERIH databases. In addition, we circulate the *Inter Alia* publication series of conference proceedings. Last but not least, the *SDUTSJ News* on current events is published regularly on our weblog.

O KONFERENCI CONFERENCE DETAILS

Konferenčne teme / Conference topics

- ❖ LSP genre-based research
- ❖ LSP multimodal texts
- ❖ LSP lexicology and lexicography
- ❖ LSP translation studies
- ❖ LSP intercultural studies
- ❖ LSP language policy
- ❖ LSP teaching/learning
- ❖ LSP curriculum and syllabus design
- ❖ LSP teaching and learning materials design
- ❖ LSP language teaching methodology
- ❖ LSP assessment and evaluation
- ❖ LSP teacher roles and education
- ❖ LSP information-communication technologies

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GLAVNI GOVORCI KEYNOTE SPEAKERS

- ❖ Ana Bocanegra-Valle, University of Cadiz, Spain
- ❖ Jan Engberg, University of Aarhus, Denmark
- ❖ Peter Franklin, Konstanz University of Applied Sciences, Germany
- ❖ Ken Hyland, University of East Anglia, Norwich, United Kingdom
- ❖ Stefania M. Maci, University of Bergamo, Italy

POVZETKI VABLJENIH PREDAVANJ ABSTRACTS OF THE KEY NOTES

Ana Bocanegra-Valle

University of Cadiz, Spain

LSP courses as strategic sites for interculturalisation at home: Exploring opportunities and facing challenges

Since the beginning of this century universities around the world have invested great effort in ‘internationalising’ their education and research offerings. Progress has been particularly significant across the European Higher Education Area (EHEA), where modern internationalised programmes have been developed and internationalisation strategies have been promoted – all of them with a view toward improving the quality of education, research and administration services, and, most importantly, toward providing students with the competences and skills they need to compete and prosper in a global job market. When internationalisation-related issues are brought to the fore, student mobility ranks as a priority; however, internationalisation embraces other concerns beyond mobility programmes such as the use of a common language as a medium of instruction (‘Englishisation’ of higher education), multiculturalism and intercultural competence development, or researchers’ cooperation and collaboration in view of research quality and professional development. These are all issues that concern the field of language for specific purposes (LSP).



In this talk I reflect on the internationalisation of higher education and, in particular, I aim to explore the opportunities and challenges faced by LSP teachers when attempting to implement interculturality in LSP courses and their everyday teaching. What are the instruments developed within the EHEA to introduce the intercultural component across European education? Do existing LSP textbooks and materials foster intercultural language learning? How can LSP teachers contribute to the interculturalisation of LSP classrooms? How can LSP courses benefit from interculturalised syllabi and activities? These are some of the questions that I will attempt to answer from a practical point of view in an effort to encourage discussion and provide clear pointers for further advancement in the field.

Jan Engberg

School of Communication and Culture, Section of German Business Communication, University of Aarhus, Denmark

Specialised discourse and expert knowledge:

LSP as a gateway to epistemic and national cultures

It is my experience from many years of teaching specialised language that students of LSP tend to approach LSP quite instrumentally, i.e., learning to use a foreign language to write and/or translate certain kinds of texts. In my case, it means that they mainly focus on learning the characteristic linguistic features of legal German in order to produce relevant translations of Danish legal texts. Due to this point of departure, my students only very gradually realise that in actual fact the



competence they are aiming for is not primarily about formulating texts according to the specifics of a subject. Instead, the central task is to get to know where the similarities and differences are between the national and, especially, the epistemic cultures in which the specialised discourse texts in the different languages are embedded, in order to be able to communicate knowledge between senders and receivers from different national cultures. In other words, the competence aimed at is a communication competence and not a mere formulation competence.

Consequently, the envisaged competence from LSP teaching includes understanding foreign communication of expert knowledge in its original context (when receiving foreign language texts) and assessing the impact of one's own communication of expert knowledge in a foreign context (when producing such texts). The central prerequisite for such competences is insight into the cultures involved as a basis for communication – the linguistic peculiarities are mainly a reflection of more fundamental factors, not the central goal.

Based on the above argumentation, I see the teaching of LSP as an attempt to help students construct a gateway to understanding foreign epistemic cultures. This may shift somewhat the balance between second language acquisition and acquiring foreign expert knowledge in LSP teaching. In my presentation, I will present my suggested answers to the following questions from the point of view of specialised discourse as knowledge communication and the possible didactic consequences:

- What are epistemic cultures, and how do they overlap with national cultures?
- What are the conceptual repercussions of approaching epistemic cultures from the point of view of (constructivist) knowledge communication?
- In what way does a knowledge communication approach influence didactic choices in LSP teaching in different fields?

Peter Franklin

Konstanz University of Applied Sciences, Germany

Global fitness: What it isn't, what it is, and why it is useful to LSP learners

The phenomenon that some people can handle the challenges of cultural diversity more successfully than others has long been well-known. In the wake of numerous investigations since the 1950's, this ability has been conceptualised – with some variations in emphasis and terminology - as the capacity



to communicate and interact effectively and appropriately with members of other cultures. This competence has been variously designated as intercultural effectiveness, intercultural communicative competence, cultural intelligence, intercultural interaction competence and cultural agility. A recent Delphi study generated the further, differently nuanced conceptualisation of transcultural competence.

In turn, both empirical studies and theory-driven work have provided a comprehensive description of the components of this competence in the form of knowledge, skills, attitudes and personal qualities. Building on these conceptualisations and descriptions, Global Fitness goes further in a number of key respects. Firstly, it describes the steps individuals and groups can take and the methods and tools they can use to develop this competence; secondly, it emphasises how cultural difference can be used as a resource rather than regarded as a difficulty in intercultural interaction; and, thirdly, it elaborates on the role of the organisational (and indeed societal) environment in fostering this competence.

In the work settings for which they are being prepared, L.S.P. learners will encounter situations which are both linguistically and communicatively complex and challenging. After introducing the notion of Global Fitness, this presentation will describe some authentic cases of such linguistic and communicative complexity and discuss some approaches and tools to handle it and thus increase learners' Global Fitness.

Ken Hyland

University of East Anglia, Norwich, United Kingdom

Innovating English teaching: Getting specific with EAP



English for Specific Purposes distinguishes itself from more general language study through its focus on particular, purposeful uses of language. This is a commitment to teaching that takes students' institutional 'needs' seriously by attending to the specific purposes they have for learning English. Informed by a growing awareness of community differences in language use, the massive increase in more specific courses has been one of the main developments in EAP over the last 20 years. This means that teachers are increasingly becoming researchers of the genres they teach, identifying the particular language features, discourse practices, and communicative skills of target groups that they can shape into their courses. In this presentation I discuss the importance of this focus, drawing on my research over the last decade to highlight the disciplinary-specific nature of writing and, with examples from Hong Kong, argue for a specific view of teaching EAP.

Stefania M. Maci

University of Bergamo, Italy

The LSP curriculum. From theory to practice

A language for specific purposes (LSP) course is one in which the methodology, content, objectives, materials, teaching and assessment practices all derive from the specific use of a target language based on a specified set of professional needs. LSP does not have an overly long or detailed history in applied linguistics literature. In fact, much of the research has been done exclusively in English for a specific purpose (ESP; see Johns & Dudley-Evans, 1991). One of the LSP definitions derives from



Strevens' (1988) definition of ESP: teaching LSP means designing a module to meet the specified needs of the learner that are related in themes and topics to particular disciplines, occupations, or activities and that is centred on the discourse used in and for those activities (Strevens 1988: 1-2). In other words, LSP (or ESP) encompasses both language- and content-related knowledge specific to a particular context, based on learners' needs. The similarities between ESP and LSP are so numerous that it is hard to describe one without mentioning the other, and definitions of ESP tend to resemble definitions of LSP. This is the reason why most of the research on LSP has been done in the context of learning English.

Developing an LSP curriculum involves much of the same process as any other language course, because it should be systematic, defensible, and start by understanding the needs of the students involved in the course. Brown (1995: 20) describes his six key steps in curriculum development. (1) needs analysis; (2) goals and objectives; (3) assessment; (4) materials selection and development; (5) teaching; and (6) program evaluation. Starting from this model, each component of the curriculum is developed in interaction with every other component, creating a fluid yet systematic design that respects the ever-evolving nature of the curriculum. In other words, we usually start with a needs analysis to identify potential targets for developing assessments, materials and teaching methods, but the model suggests that this is not a purely linear process but rather takes place in phases. Furthermore, as the curriculum develops, you may need to go back and gather more information, create new goals, or otherwise revise and adjust.

The current trend seems to be moving in an international direction in most regions, but I believe this move should not come at the expense of the local context. By providing examples from my English for Tourism course addressed to non-native speakers of Italian, this talk is an attempt to provide teachers and curriculum developers with the information and tools they may need to design and create their own LSP courses. The hope is that this lecture and the discussions that follow will help language teachers interested in LSP to create a space for networking and expanding the existing community.

POVZETKI

ABSTRACTS

Rethinking teaching practices of ESP for university students with dyslexia

Miriam Bait

Università degli Studi di Milano, Italy

The importance of teaching foreign languages for specific, discipline-oriented purposes has already been acknowledged as a necessity worldwide. However, ESP in the field of humanities has been considered to a much lesser extent. Moreover, the need for an inclusive learning environment is being recognised in view of the growing number of university students with special needs. In particular, the number of students with dyslexia who have enrolled at the University of Milan in this last decade has increased annually. Indeed, more and more universities are now implementing academic accommodations and modifications to help students with dyslexia succeed.

Inclusion at any level involves challenges and raises issues as students are expected to adapt to independent study and develop the academic skills their specialised field demands.

I will present and discuss a syllabus for an ESP tailored to BA students in Philosophy that has been designed to meet specific needs of all learners, including those with dyslexia, and facilitate building an inclusive environment. In particular, I will share suggestions about how to create an inclusive and collaborative environment beneficial for all students, and how the faculty can develop practical and effective strategies to help students learn English and reach their full potential.

Keywords: dyslexia, ESP, English for philosophy, syllabus design, inclusion

The motivation for learning LSP at a North-Hungarian University

Tünde Bajzát

University of Miskolc, Language Teaching Centre, Hungary

Motivation plays a key role in language learning and is a crucial part of the language learning process. Consequently, the aim of the presentation is to describe the extrinsic and intrinsic motivational factors of higher education students studying foreign languages for specific purposes. The study was conducted in the autumn of 2022 at the University of Miskolc, Hungary, where students attending eight different faculties at the university, studying English, French, German, Italian, Russian, Spanish for specific purposes filled in the questionnaire in Hungarian. The questionnaire contained open-ended and closed questions, and five-point Likert scales using the Academic Motivation Scale. The first part of the presentation describes the theoretical background

of the research. The second part shows the aim, method, participants, and results of the research. The outcomes illustrate the intensity of the university students' extrinsic and intrinsic motivation, and the differences in the two types of motivation.

The results also show the different levels of motivation between the students attending the different faculties of the university and studying various foreign languages for specific purposes.

Keywords: extrinsic motivation, intrinsic motivation, LSP, higher education

Nachhaltigkeitsaspekte in Curricula an technischen Hochschulen in Serbien – Wohin mit der Nachhaltigkeit?

[Sustainability aspects in curricula at technical higher education institutions in Serbia - Where to with sustainability?]

Karmelka Barić

Universität in Novi Sad, Serbien

Der Beitrag beabsichtigt, die Nachhaltigkeitsziele der Agenda 2030 unter die Lupe zu nehmen und sie in Verbindung mit den Prinzipien der in einem internationalen Hochschulprojekt entstandenen Rahmencurricula für den studienbegleitenden Deutschunterricht zu analysieren. Die – der Agenda 2030 entsprechend – auf Nachhaltigkeitsziele im Fremdsprachenunterricht orientierte Aufmerksamkeit wird durch eine vom Oktober 2022 bis zum Februar 2023 online durchgeführte Umfrage über das Interesse an nachhaltigen Themen bezeugt; einbezogen wurden Studierende an zwei technischen Hochschulen in Subotica (Serbien) und eine Gruppe von Studierenden an ausländischen Hochschulen unterschiedlicher Studiengänge in Europa. Auch Arbeitnehmer wurden um ihre Meinung gebeten, woraufhin die Ergebnisse der Befragungen miteinander verglichen wurden. Außerdem wurden die Online-Curricula für den Deutschunterricht an serbischen technisch-orientierten Hochschulen im Hinblick auf ihre Berufsbezogenheit untersucht: Es sollte im Sinne der Lernerorientierung und der Lernerautonomie festgestellt werden, welche Themenbereiche für die Curricula an technischen Fachrichtungen empfehlenswert sind und auf welche Art und Weise die Studierenden als berufsfähige Nachhaltigkeitsbürger dieser einen Welt etwas zur Verbesserung der Gesellschaft beitragen können. Zum Schluss wird die Bedeutung der Analyseergebnisse für die allgemeine Entwicklung von curricularen Rahmen hervorgehoben und erklärt, worauf sich bei der Entwicklung von Curricula die Aufmerksamkeit im Sinn der Agenda 2030 richten sollte.

Schlüsselwörter: Agenda 2030, (Rahmen)Curricula, Deutsch- und Fremdsprachenunterricht, Nachhaltigkeitsziele, studienbegleitend

Curriculare Entwicklung des studienbegleitenden Deutschunterrichts in Serbien – Rückblick und Ausblick

[Curricular development of German language teaching during studies in Serbia - Review and outlook]

Karmelka Barić

University of Novi Sad, Serbia. Faculty of Civil Engineering Subotica.

Katinka Hegedűs

University of Novi Sad, Serbia. Faculty of Teacher Education in Subotica.

Das Ziel des Beitrags ist es, die bestehenden Curricula für den Deutschunterricht an vier Universitäten und Hochschulen bzw. Akademien in Serbien zu vergleichen und somit den Ist-Stand der Fremdsprachen im tertiären Bildungsbereich Serbiens zu präsentieren. Die gewonnenen Ergebnisse werden auch mit den Ergebnissen einer Analyse aus dem Jahr 2008 verglichen, als eine ähnliche Untersuchung durchgeführt wurde. Außerdem sollte festgestellt werden, in welchem Maße Prinzipien, Kompetenz- und Handlungsorientierung der Rahmencurricula für studienbegleitenden Deutschunterricht in Serbien (2010) vorhanden sind und inwiefern sie als Hilfe eingesetzt wurden für Lehrende an nicht philologischen Fakultäten und an philologischen Fachrichtungen, wo Deutsch als zweite Fremdsprache unterrichtet wird. Bei der Analyse werden u.a. die Berufs- und Fachbezogenheit im fachübergreifenden studienbegleitenden Deutschunterricht analysiert: Es wird anhand der in den Curricula vorgeschlagenen Lehrwerke und Curricula festgestellt, was von Studierenden auf welchen Sprachniveaus erwartet wird und welche nachhaltigen Outputs festgelegt sind. Es wird gezeigt, was das für den Deutsch- und Fremdsprachenunterricht in Serbien bedeutet – unter anderem hinsichtlich der Stundenzahl und des Ist-Standes der Verbreitung des Fremdsprachenunterrichts beziehungsweise des Deutschunterrichts im Lande.

Schlüsselwörter: Bildung für Nachhaltige Entwicklung, Deutsch- und Fremdsprachenunterricht, (Rahmen)Curricula, Serbien, studienbegleitend

Esonimi come elementi della terminologia specialistica e come sfida per l'insegnamento

Saša Bjelobaba

Facoltà di Scienze Politiche, Università di Zagabria, Croazia

Sandra Mardešić

Facoltà di Lettere e Filosofia, Università di Zagabria, Croazia

In questo contributo gli autori trattano la questione dello status e della rilevanza degli esonimi, all'interno delle lingue standard italiana, inglese e croata. Nello specifico, i demotici relativi alle nazioni internazionalmente riconosciute vengono analizzati come parti integranti delle rispettive terminologie professionali pertinenti al settore delle relazioni internazionali e della diplomazia nonché ad altri settori professionali le cui attività si svolgono a livello internazionale o/e sono indissolubili dalla comunicazione interculturale in generale. Con lo scopo di facilitare l'apprendimento di questa terminologia, gli autori propongono le classificazioni basate sui criteri morfologici e glottodidattici degli esonimi. Inoltre, vengono presentati i risultati di una ricerca empirica svolta con gli studenti di italianistica / di scienze politiche presso l'Università di Zagabria che hanno raggiunto il livello B2 in italiano / in inglese. La padronanza degli esonimi prima e dopo l'insegnamento è stata verificata tramite i questionari in cui si chiedeva di compilare i rispettivi esonimi accanto al nome del Paese in croato e in italiano/inglese. I dati sono stati analizzati in modo quantitativo e qualitativo per tutte le lingue prese in esame. Gli autori, infine, si prefiggono lo scopo di fornire un modello dell'insegnamento degli esonimi applicabile ai rispettivi ambiti LSP anche in altre lingue.

Parole chiave: classificazione, croato, esonimi, italiano, inglese, terminologia

Vključevanje tuje terminologije v slovensko besedišče menedžmenta in dejavniki vpliva

Dubravka Celinšek

University of Primorska, Slovenia

Namen prispevka, ki temelji na kvalitativni raziskavi, je predstaviti različne načine integriranja oz. prevzemanja tuje (angleške) terminologije v jezik prevzemalec (slovenski jezik) na področju menedžmenta in sorodnih področij v slovenskih revijah menedžmenta. Glede na to, da je pri prevzemanju odločanje – tj. odločanje o stopnji integracije oz. načinu prevzemanja – pomemben proces, smo izvedli intervjuje z uredniki in člani uredniških odborov slovenskih strokovno-znanstvenih revij menedžmenta, pred tem pa smo analizirali načine prevzemanja v izbranih revijah menedžmenta. Tako smo pridobili tudi podatke o dejavniki vpliva na način prevzemanja oz. odločanja za izbrano prevodno ustreznico v slovenskem jeziku. Podatke smo zbirali z ročnim izpisovanjem strokovnih izrazov iz dveh slovenskih revij menedžmenta, in sicer iz revij Management

in Izzivi managementu. Te podatke smo pozneje analizirali in jih primerjali s prevodi v nekaterih drugih slovenskih virih ter v nekaterih drugih evropskih jezikih. Za interpretacijo podatkov iz intervjujev smo uporabili tematsko analizo podatkov.

Ključne besede: vključevanje tuje terminologije, terminologija menedžmenta, prevzemanje, jezik prevzemalec, dejavniki vpliva

Higher education ESP students' attitudes and motivations for pronunciation

Mia Cirkveni

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The demands of the global market and the necessity for international communications expect students, as future members of the working community, to have acquired a high level of *English for specific purposes* (ESP). ESP proficiency includes not only the appropriate use of job-specific terminology and language structures but also the correct pronunciation. Good pronunciation skills have an essential role in foreign language acquisition as they improve the intelligibility of individuals. In order to assess students' psychological processes that lead to learning, self-report questionnaires are commonly used. Accordingly, the main goal of this research is to explore higher education ESP students' attitudes and motivations for pronunciation by using the validated self-report *Learner Attitudes and Motivations for Pronunciation* (LAMP) inventory. The research will be conducted on final-year undergraduate and graduate Croatian students of economics and business to explore their attitudes toward learning and practicing English pronunciation, and factors that motivate them to improve their English pronunciation skills.

Keywords: pronunciation, attitude, motivation, LAMP inventory, ESP, higher education

English for job interviews as practised in the classroom and beyond

Florina Codreanu

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English language teaching has become more functional than structural and the implied communication more purpose-driven than message based; hence, practical speaking activities in the classroom focus on meaningful and authentic interaction and exchange. When it comes to professional communication, make-believe scenarios in face-to-face ESP settings help learners become better communicators and improves their acquired skills for various industries, including employability skills. Job interviews conducted as role-play and activities for pair work set up in a controlled environment such as the English class are meant to form an essential part in a student's career journey and progression towards different and better opportunities or positions. The present study evaluates the importance of job interviews presented by engineering students inside the classroom as a learning game, and transferred afterwards to the outside world of employment, working situations and stages. Through this role-playing, English learners develop their questioning and answering competency, practise how to turn negatives into positives, and how to negotiate working terms and conditions; thus, they become better acquainted with the whole enterprise of a real interview. After studying English for job interviews, students improve their possible responses to difficult interview questions and minimise the negative impact of recurrent mistakes on their future application processes during their careers.

Keywords: professional English, job-interview, job-related skills, role-playing game, pair work (interviewer – interviewee)

LSP in Spain in the 21st century: Topics, foci, languages

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Research trends in LSP have varied over the past decades. In Spain, this evolution is reflected by journal and conference publications in AELFE (European Association of Languages for Specific Purposes). In this presentation, the aim is to describe the evolution of LSP in terms of shifting research foci, approaches, and languages used over the past two decades. The methodology is based on key thematic terminology analysis in AELFE's journal, *Ibérica*, and some of its conference proceedings in Spain and abroad (2002-2022). Also, a corpus-based keyword exploration has been done to extract keywords according to thematic categories. Among other results, one important aspect is that multilingualism tends to occur more in specific thematic categories (e.g., teaching and methodology) whereas in others (e.g., digital genre analysis), English is used and analysed in the

vast majority of cases. Additionally, as expected, English is used and targeted much more in the journal than in conferences; however, there are some striking variations according to time periods. In conclusion, LSP seems to be in good shape in Spain, coinciding with other ESP analyses worldwide.

Keywords: LSP, research evolution, thematic categories, multilingualism, keywords.

Integration of modern technologies in LSP courses

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The talk focuses first on the novelties introduced in foreign language learning by MALL and mLearning, thus drawing an overview of the published research into unique affordances the new technologies offer and the implications for a new language learning methodology. Secondly, a framework for foreign language learning materials on mobile devices is discussed, while also providing a description of the structure of the LSP modules for language for academic purposes, secretarial or administrative purposes, mobility, and IT language needs. These can be described as the core elements of the LanGuide App, a result of the LanGuide Project (Erasmus KA2-HE/19, Strategic Partnerships), intertwining expertise of foreign language teachers and researchers with IT developers from 6 tertiary institutions in 5 EU countries. The LanGuide App is designed as a user-friendly language resource, a bank of language exercises in English, Slovene, Croatian, Spanish, Italian, and Romanian, which should enhance adult learners' multilingualism.

Based on the insights provided by work on the LanGuide App, this research contrasts traditional language teaching approaches with mLearning approaches thus proposing a re-evaluation of teaching methodologies and formulating some tentative recommendations for teaching practitioners and materials developers.

Keywords: LSP, MALL, eLearning, LanGuide Project

The frequency of using affective learning strategies in learning ESP at the university level: Current perspectives

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The paper aims to explain foreign language learning strategies with special reference to the usage of affective learning strategies as one of the preconditions for successful individual learning at the university level. The paper will specifically analyse the reported use of affective strategies for learning English for specific purposes (ESP) in relation to the chosen study program (Class teacher, Preschool teacher, and Boarding school teacher education at three faculties of education in Serbia – Faculty of Education in Užice, Vranje, and Jagodina). One of the basic tasks of the research was to determine whether the selected study program significantly affects the frequency of use of affective strategies for learning English in the process of oral presentation in class. The obtained results were analysed quantitatively. Based on the final results it can be concluded that the surveyed students rarely use affective strategies for learning English, or more precisely, class teachers use them the least. The research contributed to the discovery of problems participants encountered in the process of oral presentation due to a lack of knowledge of affective strategies. The significant potential of this research lies in suggestions that are made for teaching affective strategies at the university level with the aim to help students present their seminar papers and participate in the LSP discussions with self-confidence.

Keywords: affective learning strategies, study program, ESP/LSP, oral presentation in English.

Come leggi ADSL? Uno studio pilota sulla realizzazione fonetica di acronimi e sigle da parte di italofofoni e apprendenti di ItL2

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Le sigle, gli acronimi e le abbreviazioni fanno parte di un ambito di studio linguistico tipico di alcuni linguaggi settoriali (informatico, enogastronomico, economico, medico, ecc.) che si presta a interessanti riflessioni di tipo fono-morfologico. In questo senso però, non sembrano esserci studi che affrontano il rapporto tra realizzazione ortografica e fonica in italiano, che potrebbe invece risultare d'aiuto nelle conoscenze linguistiche di un apprendente. Questo lavoro si propone pertanto

di testare la pronuncia delle sigle e degli acronimi di due ambiti specialistici (economico e informatico) in parlanti madrelingua italiana e di apprendenti di ItL2 ispanofoni, anglofoni e francofoni. Attraverso la predisposizione di un task, si vuole infatti approfondire in che modo la realizzazione fonetica di sigle e acronimi possa variare a seconda della struttura sillabica e dell'occorrenza della parola, attraverso parole italiane esistenti (che l'utente può avere già incontrato) o no per discutere le scelte compiute. A questo proposito verranno di conseguenza utilizzati anche internazionalismi (come ADSL, AIDS, FBI), per indagare eventuali possibilità di interferenza con la pronuncia nella lingua madre degli studenti.

Parole chiave: acronimi, lettura, Italiano L2, fonetica

Les bases terminologiques multilingues : théorie et pratique(s)

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Le nombre de ressources terminologiques en ligne se multiplie. Leur ampleur, également, va croissant. En plus des dictionnaires web et des corpus numériques, les bases terminologiques multilingues suscitent un intérêt tout particulier auprès de diverses parties prenantes : linguistes, lexicographes, informaticien(ne)s, professionnel(le)s tous profils confondus, ou encore théoricien(ne)s et praticien(ne)s des langues sur objectifs spécifiques. Pour ces derniers, et surtout ceux et celles enseignant le français ou l'allemand de spécialité ou sur objectifs universitaires, le recours aux outils numériques multilingues tels que IATE, UNTERM, GEMET, s'avère incontournable. Partant de cette hypothèse, la présente communication se déclinera en trois volets principaux. En premier lieu, nous donnerons un aperçu théorique quant à la nécessité d'aborder la terminologie en mode multilingue. Par la suite, seront proposées également une classification et une systématisation de ces ressources lexicales en ligne en tant que supports utiles et bénéfiques pour les professeur(e)s et leurs étudiant(e)s francophones et germanophones, en provenance notamment des filières technologiques et de l'ingénierie. Finalement, quelques recommandations pratiques viendront à l'appui de notre hypothèse de départ.

Mots-clés : multilinguisme, bases terminologiques, langues sur objectifs spécifiques

***Introduction au français des affaires* pour les étudiants débutants : un manuel pour répondre aux nouveaux besoins d'apprentissage du français**

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L'article présente le développement de l'enseignement du français à la Faculté d'économie de l'Université de Ljubljana, en particulier depuis les deux dernières décennies, et l'intense internationalisation de l'école. Les échanges avec une vingtaine d'écoles de commerce et universités françaises ont eu un impact significatif sur l'intérêt des étudiants pour le français et, en particulier, pour le français au niveau débutant. Pour répondre à cette demande, un nouveau cours pour débutants a été créé à la faculté en 2016, ce qui a nécessité la conception et la préparation de matériel didactique et a donné lieu à la création du manuel *Introduction au français des affaires*, publié en 2022. L'article présente le manuel, les activités complémentaires créées sur la plateforme Canvas (exercices en ligne, questionnaires et tests) ainsi que les expériences menées et les résultats constatés après la première année d'utilisation du manuel.

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

Core professional development needs of teachers of Languages for Specific Purposes

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In the attempt to make a further step toward a research-based definition of the core professional development needs of teachers of language for specific purposes (LSP), this paper aims to upgrade the framework of professional development needs of LSP teachers developed by Bocanegra-Valle and Basturkmen (2019).

With this objective in mind, the paper will examine the differences in the professional development needs of LSP teachers in the European Higher Education Area (EHEA) based on their experience with

LSP teaching in higher education, qualification level, and LSP taught. Data for the present study were collected by means of an online survey and in-depth semi-structured interviews.

The results suggest that the core LSP teacher professional development needs are distributed across the categories of course development, knowledge of the target discipline, knowledge of language use in the target discipline, peer collaboration, and professional development opportunities. Efficient LSP teacher professional development could be based on a three-stage model: a general Language for General Purposes teaching methodology course, followed by a general LSP teaching methodology course, and finally discipline-specific acculturation.

Keywords: LSP teachers, professional development needs, European Higher Education Area, curriculum design, mixed methodology study

Teaching English geographical vocabulary with the use of a corpus-based list and pedagogical translation – a PhD proposal presentation

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My PhD research aims to deepen our understanding of how to improve geography students' English vocabulary, addressing both what specialised vocabulary to teach and how to teach it. The purpose of this study is two-fold: create a specialised (geographical) vocabulary list, and examine the role of pedagogical translation in ESP to students of geography course. First, I will create specialised corpora of scientific and professional texts in physical geography and human geography to ensure a broad coverage. For corpus analysis, the online corpus tool *Sketch Engine* will be employed to extract keywords (single words and multi-word terms) and serve as the basis for designing a specialised vocabulary list and other teaching materials for ESP to students of geography course. The second research aim will be to examine whether geography students perform better at tasks that test their knowledge of specialised vocabulary in English when taught with pedagogical translation. A mixed-method approach will be employed to investigate the role of pedagogical translation in vocabulary instruction. Pedagogical intervention will be implemented to test the effects of pedagogical translation as opposed to a monolingual approach when teaching vocabulary, based on a one-group pretest-posttest research design.

Keywords: ESP, specialised vocabulary, corpus-based list, pedagogical translation

Universali traduttivi come strategie di traduzione specializzata dall'italiano al serbo

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La scelta delle attività, tecniche o strategie nella traduzione di testi specializzati appartenenti alle aree professionali delle quali, di regola, gli studenti hanno conoscenze molto ridotte, presenta una costante sfida nell'insegnamento dei linguaggi settoriali di una LS.

In questo articolo analizzeremo le traduzioni studentesche di un testo scientifico-educativo relativo alla tutela ambientale.

Il gruppo target è costituito dagli studenti serbofoni di italiano LS del Dipartimento d'Italianistica della Facoltà di Filologia dell'Università di Belgrado, che nell'ambito degli studi master hanno seguito il corso Italiano settoriale.

La ricerca si propone di conseguire due obiettivi strettamente correlati tra loro: 1) esaminare se nei testi tradotti sono stati efficacemente adoperati i principali universali traduttivi (semplificazione, esplicitazione, normalizzazione), precedentemente spiegati e presentati come possibili strategie di traduzione; 2) determinare quali metodi specifici di ciascuno degli universali sono i più frequenti nelle traduzioni (diversa organizzazione del testo, uso di un vocabolario più neutro, uso di iperonimi o sinonimi dal registro colloquiale ecc.).

I dati ottenuti saranno esaminati con i metodi di analisi quantitativa, qualitativa e contrastiva. L'ipotesi della ricercatrice è che la normalizzazione, seguita dall'esplicitazione, sarà presente in misura maggiore, mentre la semplificazione sarà usata in misura minore, a causa della limitata esperienza degli studenti nella traduzione di testi specializzati.

Parole chiave: italiano e serbo, testo scientifico-educativo, strategie di traduzione, universali traduttivi

Il lessico architettonico nell'italiano delle origini

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Di tutte le terminologie artistiche quella dell'architettura fu la prima a costituirsi come un sistema lessicale sovraregionale, sorta dai volgarizzamenti e dalle traduzioni vitruviane. Benché i primi testi architettonici in volgare risalcano alla fine del Quattrocento dando vita a un primo nucleo di termini architettonici di base, il Medioevo con le sue imponenti imprese edilizie non poté non disporre di una terminologia del settore. Questa prima fase dello sviluppo del lessico architettonico è caratterizzata dalla spiccata instabilità nonché dalla presenza di diverse varianti regionali, così come

dall'apporto notevole dei vocaboli usati nei cantieri e nelle botteghe da capomastri, manovali e architetti e trasmessi, quasi esclusivamente per via orale.

Il presente lavoro si pone l'obiettivo di analizzare i termini architettonici più frequenti e la loro sorte nell'italiano delle origini, partendo dal corpus del dizionario storico dell'italiano antico TLIO (Tesoro della lingua italiana delle origini) formato da testi documentari, scientifici e giuridici dai primi secoli del volgare fino al 1375. L'analisi si focalizza sulla identificazione dei vocaboli a quell'epoca oramai terminologizzati e la loro diffusione diatopica dato che, oltre a quella fiorentina, nel corpus del TLIO sono incluse anche le varietà veneziane, lombarde e siciliane.

Parole chiave: lessico architettonico, italiano delle origini, terminologia, terminologizzazione, diatopia

Comparative analysis of phraseological units with proper names in English and Russian

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Veronika Danilović

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The topic of this talk is the comparison of English and Russian phraseological units (PUs) containing proper names. For this purpose, a corpus of approximately eighty English units was retrieved from English-Russian/Russian-English phraseological dictionaries and comparative research will be carried out by providing equivalent Russian phraseological units. The study will be conducted through a multi-level analytical approach, i.e. by analysing their morphological, lexical, semantic, syntactic, and etymological structures, which will provide a concrete basis for defining the resultant equivalency degree (full and partial equivalents, phraseological parallels and non-equivalents). Also, the goal of the paper is to find out the most frequent proper names within the analysed phraseological units (anthroponyms, toponyms, ethnonyms, glottonyms, or their derivatives). Finally, since names in this paper are predominantly of socio-political, historical, ethnic, national, religious, and artistic character, results of the analysis will give more quality insight into understanding the intercultural similarities and differences between these phrasicons and provide specific ideas for their actual use in history classes (university level) where English is learnt as LSP.

Keywords: phraseological units, comparison, proper names, English, Russian, equivalency, history

English for medical study in EFL context: From needs to course design

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The scope of this study is English for academic medical purposes. In fact, English language education for medical students has been investigated within a broad range of EFL contexts all over the world, particularly where English is adopted as a medium of instruction. In most cases, the claim is that medical students face genuine problems in dealing with their medical subjects, which could be attributed in part to their inadequate English language training. Consequently, there is a high demand for providing a basis for designing appropriate courses to assist medical students in coping with language challenges during their academic study. This study examines the English language needs as perceived by different stakeholders including medical students, language teachers as well as subject teachers in one of the medical faculties in Libya. Needs analysis research was carried out for this purpose and both quantitative and qualitative data were collected and analysed. Significantly, this study is further developed by the researcher in his current PhD to follow up and better understand the current situation and to propose a new paradigm for teaching English for medical students in the Libyan context. The new paradigm will include a basic theoretical framework of teaching methodology, a description of developed curriculum to replace the current teaching materials - as a step forward towards course design research - as well as an advanced procedure of language assessment to better evaluate the students' language proficiency.

Keywords: English for medical purposes (EMP), needs analysis, medical education

Mangelnde Standardisierung von alpinistischer und alpiner Fachterminologie als zentrale Fehlerquelle bei Übersetzungen von slowenischer Bergliteratur

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Dieser Beitrag befasst sich mit einem Problem, das in Übersetzungen von Bergliteratur (z. B. alpinen Reiseromanen, Kletter- und Wanderführern) aus dem Slowenischen häufig auftritt: dem Mangel an terminologischer Standardisierung, beispielsweise was die Übersetzung von alpinistischen Fachbegriffen und alpinen Landschaftsbezeichnungen betrifft. Sehr gut lässt sich das an der uneinheitlichen Übersetzung bestimmter Karstphänomene festmachen. Zunächst werden die theoretischen Grundlagen der entsprechenden Fachlexikografie für die anschließende Analyse dargestellt und die Maßnahmen erörtert, die bereits in Richtung Standardisierung in diesem Bereich unternommen wurden. Es zeigt sich, dass die diesbezügliche terminologische Forschung noch unterentwickelt ist. Am Beispiel eines OnlineLexikons für alpinistische und alpine Fachausdrücke,

das neben dem Slowenischen alle großen europäischen Sprachen abdeckt, und anhand des Vergleichs ausgewählter Textstellen aus bereits existierenden Übersetzungen von slowenischer Bergliteratur wird deutlich, dass Übersetzer mangels verlässlicher Terminologieressourcen oftmals zu individuellen und (gemessen am Ausgangstext) falschen Lösungen greifen. Ziel ist es, diese Fehler bei der Terminologiewahl zu systematisieren, ihrer Entstehung auf den Grund zu gehen und daraus didaktische Handlungsanleitungen für den universitären Übersetzungsunterricht abzuleiten. Außerdem werden, basierend auf der Analyse und anhand eines speziell für diese Arbeit zusammengestellten Beispielkorpus, Empfehlungen für eine Standardisierung und die noch ausstehende Entwicklung eines speziellen Korpus gegeben, der wissenschaftlichen Standards entspricht.

Schlüsselwörter: Bergliteratur – (alpinistische) Fachlexikografie – Standardisierung – Terminologieressourcen – Beispielkorpus

Dodatek k Skupnemu evropskemu jezikovnemu okviru: izzivi prevajanja v slovenščino

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Leta 2020 je Svet Evrope objavil končno različico Dodatka k SEJU (CEFR, Companion Volume), ki razširja obstoječe opisnike ravni jezikovne zmožnosti in jim na številnih področjih jezikovnega sporazumevanja dodaja nove. Prevajanje takšnega dokumenta že samo na sebi pomeni svojevrsten izziv, pa ne le zaradi stare-nove terminologije, ki ob prenašanju v slovenščino zahteva vrsto konceptualnih premislekov (naj omenimo npr. koncept medjezikovnega prehajanja/prepletanja, ang. translanguaging). Dodatek k SEJU prinaša tudi številne druge novosti, med drugim zahtevo po takšnem oblikovanju opisnikov, ki bodo vključujoči, tudi kar zadeva nebesedne načine izražanja (npr. upoštevaje znakovne jezike), kar je imelo za nujno posledico ustrezno preimenovanje številnih lestvic.

V prispevku želimo ob konkretnih primerih predstaviti izzive, s katerimi se je v postopku redakcije slovenskega prevoda Dodatka k SEJU srečevala delovna skupina, in rešitve, ki so ob tem nastale.

Ključne besede: Skupni evropski jezikovni okvir, Dodatek, lestvice opisnikov, vključujoči način, prevajanje v slovenščino

Preizkus znanja slovenskega strokovnega jezika za zdravnike – primer dobre prakse?

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Leta 2022 je Zdravniška zbornica Slovenije dobila javno pooblastilo za izvajanje preizkusov znanja slovenskega strokovnega jezika za zdravnike in zdravnice iz tujine, ki se zaposlujejo v Sloveniji. Pri tem zbornica sledi podobnim praksam v tujini (npr. v Avstriji in Nemčiji). Toda ali so prakse res podobne?

V prispevku bomo predstavili program preizkusa, ki je trenutno v veljavi in je javno dostopen na spletnih straneh Zdravniške zbornice Slovenije, in ga primerjali s programom, ki je bil po njenem naročilu razvit v Centru za slovenščino kot drugi in tuji jezik FF UL po vseh strokovnih standardih, zahtevanih za tovrstne jezikovne programe in na njih temelječe preverjanje jezikovne zmožnosti. Pokazali bomo na številna neskladja med obema programoma in ob tem razmišljali o nujnosti ustrezne analize sporazumevalnih potreb v določenem strokovnem kontekstu za natančno opredelitev konstrukta jezikovne zmožnosti in njegovo operacionalizacijo v konkretnem jezikovnem izpitu. Opozorili bomo tudi na posledice, ki jih imata ne dovolj temeljito poznavanje in razumevanje Skupnega evropskega jezikovnega okvira. Ta kljub obsežni nadgradnji, ki jo prinaša njegov Dodatek (2020), nekatera področja pušča povsem ob strani: tako na primer ne namenja posebne pozornosti strokovnim jezikom, čeprav se njegovi avtorji pogosto sklicujejo prav na kontekste jezikovne rabe v poklicni domeni.

Ključne besede: preizkus znanja slovenskega strokovnega jezika za zdravnike, jezikovne zahteve, slovenščina kot drugi in tuji jezik, jezikovna zmožnost, Skupni evropski jezikovni okvir

Errors and error correction in content-specific dialogue

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This presentation examines the role of language errors in content-specific dialogues and their impact on language learners' motivation, production, and confidence in using a foreign language. It begins by considering the criteria for defining language errors for learners and teachers before examining determining factors and effects of error correction in a classroom setting. Examples from classroom dialogues between learner(s) and teacher are presented – one-to-one and small group – to examine whether favoring late-in-lesson error correction positively influences learner motivation, production, and confidence in using a foreign language. This examination reveals several insights. First, by favoring learners' background or specialty in an LSP classroom, learners maintain their role as experts, which lowers their inhibition threshold. Second, allocating error correction toward the end of classroom session promotes learner reflection in the target language.

It is concluded that there is a need for language instructors to adapt a dynamic, improvisational approach to LSP teaching which favors learners' background or target context. Importantly, defining, discussing, framing and correcting errors address the compound needs of learners to use a foreign language in a meaningful, correct manner with less fear of errors and their prohibitive effects.

Keywords: dialogue, co-creation, error analysis, tolerance

Translation shifts in English-to-Slovenian translations of sentences comprising complex noun phrases in selected legal texts

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Nominalisation is a typical feature of legal English as a language for specific purposes, and legal texts in English often include syntactically complex noun phrases. On the other hand, nominalisation is not standard in the Slovenian language. When translating such sentences from English into Slovenian, the translator needs to translate these complex noun phrases to maintain the same meaning and follow the target language's grammatical and stylistic rules. Due to the differences between these two languages, structure shifts and unit shifts, as types of syntax-related translation shifts, are likely to arise. This contribution presents the results of a quantitative and qualitative study of structure shifts and unit shifts that occur when English sentences comprising complex nominal phrases are translated into Slovenian. In our study, we analysed 400 English sentences from the European Court of Justice judgements and treaties to determine the types of syntax-related translation shifts in their Slovenian translations. The results of our study show that both structure and unit shifts are present at the sentence and clause levels of analysis. English complex noun phrases are most often translated into Slovenian as subordinate clauses with different degrees of depth. Also, the same shifts occur regardless of the text type or text genre under analysis.

Keywords: translation shifts, syntax, complex noun phrases, legal language, English, Slovenian

Rethinking feedback for learning in large ESP classes

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Large ESP classes are often the norm in higher education although it has been shown that students get less practice and less feedback on their performance, and teachers find it more difficult to monitor and support their students' learning. Not only does this make teachers and students less satisfied with the teaching/learning experience but also affects student achievement and independence in learning. This paper aims to explore how feedback can be transformed into a more active process that students can engage with, and which can have a positive and sustained influence on their learning. Different approaches to feedback were explored that allow students learning to write business correspondence to compare their work to that of others and generate their own internal feedback as well as receive it from their peers. The approach was evaluated by surveying students' perceptions of their learning after each of the three rounds of peer-review. Our preliminary findings suggest students see the value in learning through this approach.

Keywords: feedback, peer-review, business correspondence, student perceptions

The use of the *Collocations Dictionary of Modern Slovene* in L2-L1 translation

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The paper outlines the findings of a study conducted with trainee translators studying at the Department of Translation Studies at the University of Ljubljana on how they use language resources in translating from English to Slovene. The study focused on their use of the *Collocations Dictionary of Modern Slovene* (KSSS) in the process of translating a short popular-science text which contained ten selected collocations. The translation process was recorded to enable subsequent analysis of translation solutions, focusing in particular on the students' search skills and the language resources employed during translation. The results show that the integration of KSSS into translator training has been fairly successful, as all the participants are familiar with this language resource and actively use it in their translation work. However, the study also revealed significant differences between trainee translators in terms of their familiarity with the advanced features of KSSS and consequently their success and efficiency in finding appropriate collocations. Although the study focused on the use of language resources among trainee translators, its findings could also be applicable to the context of ESP.

Keywords: translator training, trainee translators, use of language resources, the *Collocations Dictionary of Modern Slovene*, translating collocations

A linguistic approach to transport and legal vocabulary for professional English purposes

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This research article study deals with the linguistic approach to English transport and legal terms providing their Slovene translation equivalents. It focuses on the selection of transport and legal terms that are used when studying transport technology and logistics in Slovenia. The article explains the reasons why a specific university textbook could serve as an appropriate source for linguistic analysis. Slovene textbooks for different courses of study often include a lot of English technical vocabulary which could be incorporated in the courses of Professional English. The vocabulary of the Slovene textbook for Transport Law covers sea, air, rail, and road transport, and it comprises many technical terms in Slovene and English regarding the carriage of goods, passengers, and baggage. The Slovene terms for specific documents, agreements and other legal matter are often accompanied by the English terms, which are printed in italics within round brackets. Unfortunately, the textbook does not include a bilingual glossary in its back matter. Therefore, the English-Slovene and Slovene-English glossary of terms was compiled from the textbook to offer an overview of the English-Slovene pairs where translation equivalents need linguistic explanation. The glossary could also be used as a cross-reference between the two courses of study: it could be a useful supplement for the next edition of the textbook for Transport Law, as well as a handy mini dictionary for Professional English classes.

Keywords: transport, legal matters, English, Slovene, glossary of terms, ESP

Introducing sustainable development goals into LSP classes

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The concept of sustainable development goals (SDGs) has been present in the international community since 2015. Universities were recognised as important actors in targeting the SDGs. However, the evidence on the actual integration of the SDGs contents in tertiary level programmes in Slovenia, and on the realisation of these efforts in LSP classes is scarce. This paper aims to link the SDGs with LSP teaching, and to discuss some challenges awaiting LSP teachers who plan to introduce the SDGs in their course design activities. Overall, the paper postulates that incorporation of SDGs into LSP classes can advance students' sustainability competencies. We start with a broader analysis of the context at the institutional level. We present the results of a content analysis of the relevant web-pages publicising the enhancement of SDGs at the University of Maribor, the University of Ljubljana, and the University of Primorska. Moreover, we offer an awareness raising insight into

students' attitudes towards the SDGs at a Slovenian Social Sciences faculty. The paper concludes with a reflection on possible avenues of intervention in order to gain a better understanding of the stakeholders' positions, as well as to support LSP teachers when seeking to incorporate the SDGs into LSP classes.

Keywords: Sustainable development goals (SDGs), LSP, tertiary level education, programme development, student perception

Création d'un cours : le français pour l'action humanitaire et le rôle des cours de français sur objectifs spécifiques dans l'enseignement supérieur aux États-Unis

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Même si la mondialisation des économies du monde augmente, les programmes de langues étrangères dans les institutions universitaires aux États-Unis voient un grand déclin d'inscription d'étudiants. Bien que les industries de localisation et de traduction s'accroissent (surtout en Utah), des départements de langues étrangères rencontrent toujours des difficultés à recruter des étudiants. Pour lutter contre ce phénomène, le Département de langues étrangères à l'Université de Weber State en Utah est en train de reformuler ses programmes et développer de nouveaux contenus pour inclure des cours de langues sur objectifs spécifiques. Parmi eux, le cours de *Français pour l'action humanitaire* qui a été créé dans le but de préparer des étudiants à un poste dans une ONG. Ainsi, cette communication propose un aperçu du processus de création et d'exécution du cours. Y seront examinés les besoins des étudiants, la formation de l'enseignante (qui n'est pas spécialiste de l'action humanitaire), et le bilan pédagogique. Cette communication vise également à partager le processus de développement et de déroulement du cours en observant le choix des contenus de l'enseignement et la pédagogie. Quoique cette étude ne soit pas révolutionnaire, elle espère éclairer le processus de développement d'un cours de FOS dans le contexte d'une université américaine publique en Utah (USA).

Mots-clés : français des métiers, français de l'humanitaire, FOS, étude de cas, pédagogie

Transitioning from paper-based to computer-based assessment in an ESP course at HEI

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This study attempts to describe the process of shifting from paper-based to computer-based assessment in an ESP undergraduate course at a business-oriented university. The need for this shift has risen as a result of an increasingly heavy workload teachers face in exam terms due to the substantial number of student tests that have to be assessed, since almost 900 students take the course every year. In order to make the assessment procedure less complex, the Moodle learning platform was introduced as an assessment system to expedite the test assessment process and compensate for what the previous paper-based system lacked. The purpose of this paper is to outline the process of transition in terms of creating a question bank, choosing question types, and devising the grading system. The paper ends with the description of challenges and lessons learned as a part of this process with a view to helping teachers who are considering the transition to computer-based assessment.

Keywords: computer-based assessment, ESP, higher education, Moodle

Causes of language anxiety in adolescents learning English as a foreign language

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Foreign language anxiety (FLA) is a specific type of anxiety that can result in communication barriers, which poses a significant obstacle to progress in a foreign language, to its use in real communication situations during a person's study and in their professional life. Foreign language anxiety occurs in pupils and students of all age categories; however, individuals during puberty and adolescence are at a greater risk of developing FLA than other age groups. The present article is an evidence-based scientific paper founded on the results of research carried out at a Slovak secondary school in February - November 2022. The aim of the research was to a) measure the level of foreign language anxiety among the group of 95 students, and b) reveal the most common subjectively perceived causes of FLA associated with the skill of speaking English. In line with the stated objectives, a quantitative research method (FLCAS questionnaire with a 5-point Likert scale), and subsequently, a qualitative research method (open and semi-structured interviews) were used. Drawing on the data obtained, we were able to identify the most frequent causes of foreign language anxiety, which

will further serve as a basis for formulating pedagogical recommendations in the follow-up research. These recommendations will be based on humanistic approaches to foreign language learning and teaching while respecting the latest knowledge in neuroscience and psychology.

Keywords: affective factors, negative emotions, language anxiety, adolescence, communication competence, barriers to speaking

Incorporating task-based learning and teaching into ESP Courses for tertiary-level students of Kinesiology and Dietetics

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Task-based learning and teaching (TBLT), which is based on the analysis of a learner group's real-life needs and interests, is particularly suitable for ESP courses, whose syllabi are also designed around learners' needs. Planning the use of TBLT in an ESP course involves examining a range of real-world discourse activities associated with a particular professional field. Through TBLT, ESP students can hone the soft, interpersonal skills required in their work environment, which is very motivating for them, while the fact that they are given an active role and asked to employ their creativity as well as collaborate with others makes this method very engaging in itself. Nonetheless, we suggest that TBLT, which focuses on language production, should be incorporated into an ESP class with great care, alongside a less communicative approach that will allow for developing accuracy rather than mere fluency. Productive activities should be complemented with receptive ones, especially in the pre-task, while teachers may also attend to grammar and pronunciation post task. The paper provides an overview of the task-based activities that have been used in implementing ESP classes for Slovenian tertiary-level students of Kinesiology and Dietetics and discusses some practical challenges and solutions.

Keywords: task-based teaching and learning, English for specific purposes, dietetics, kinesiology

Involvement of LSP students as co-researchers and developers of OER (open educational resources)

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Student needs play a decisive role in the planning and development of a curriculum, especially in LSP teaching, when they communicate different, sometimes very specific needs. However, the direct involvement of students in formulating teaching objectives and content, as well as participating in the designing of educational materials is relatively rare, which mostly results from lack of time or not knowing how to engage students. This gap was the motivation for implementing the co-design of exercises using the co-creation approach in the EULALIA “Enhancing University Language courses with an App powered by game-based Learning and tangible user Interfaces Digital Creativity Enhanced in Teacher education” project (2019-1- IT02-KA203-063228). This European Partnership (member countries were Poland, Spain, Malta, and Italy) initiative aimed to promote innovative practices based on the use of technological devices that support autonomous learning and enable real-life communicational interactions. The presentation explores the efficiency of learner involvement, and its impact on motivation and the learning process itself. Learners participating in the co-creation of OER (open educational resources) (25 students from each country, in total 100 students) also took part in classes during which the EULALIA application was used. They were asked to complete a survey before (pre) and after (post) the sequence of classes. Those results were compared with the results from reference groups (25 students from each country, in total 100 students) who did not take part in OER creation and did not work with the EULALIA application during classes. The conducted surveys have been analysed quantitatively. Additionally, selected results were supported by semi-structured interviews with participating teachers (one from each participating country). The main conclusion drawn from the research is the existence of a positive correlation between students’ active involvement and their learning progress, as well as motivation to learn. In the long-term perspective, observations gathered in this way may serve as a basis for a more extensive analysis of student responsibilities in an international setting.

Keywords: application, co-creation, digital creativity, involvement, LSP, OER (open educational resources)

Redesigning LSP courses for international engineering communication: What can we learn from stakeholders' views?

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As higher education is largely being transformed to keep pace with the demands of a changing society, there are more calls for the development of engineering graduates' global competence, i.e., the knowledge, skills, and attitudes needed to interact effectively and appropriately in multicultural settings and collaborate with people from different backgrounds. The GALLANT project (Global competence and the linguistic landscape at the technical university) investigates the perspectives of different stakeholders—educators, professionals, students, and administrators regarding the linguistic, cultural, and communication competencies (LCC) that engineering graduates need. Data for this project came from an extensive survey (combining closed and open-ended questions) that probed participants' views on LCC competencies and international professional practices. Specifically, this paper will focus on participants' perceptions of global competencies and the need for higher education to aid engineering students in developing them. The answers to this survey, administered via universities from different parts of the world, will allow LSP teachers and course designers to adapt LSP courses to better cover the demands posed by multilingual and multicultural workplace environments. This paper will discuss how LSP courses can extend their role beyond developing language skills to cover a wider range of global competencies, thus further contributing to the internationalisation of universities.

Keywords: professional communication, technical communication, LSP course design, intercultural communication, global competence.

Evolution of an architectural genre: Promotional project descriptions move online

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Architects have promoted their work in “project descriptions” in brochures since the beginning of the 20th century and increasingly more so since the Second World War and throughout the 1960s and 1970s. More recently, architects have turned to the Internet to publish descriptions of their work. In this paper, I investigated what happens when a traditional specialised genre such as this moves online. I compiled two corpora for this study: a first corpus of project descriptions published in brochures between 1970 and 1995 and a second between 1996 and 2020. The aim was to determine whether the 1990s represented a turning point in the genre’s history. To answer this question, I looked at how the digital medium impacts the production and the reception of the genre. I carried out a move analysis of the genre to see how the medium impacts the length and structure of the genre. I also highlighted changes related to multimodality, keywords, and phraseology. A bottom-up corpus-based approach with concordancers such as Antconc and TXM suggests that promotional strategies are becoming more fierce.

Keywords: ESP, diachrony, specialised genre, architecture, project description, Internet

ESP students’ preferences for communication in synchronous online classes

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Oral interaction in synchronous online classes can occur in three modes of communication: video, audio, and text-based. This study reports on ESP students’ preferences for communication in one of these three modes and focuses on factors influencing this choice. The results are based on a qualitative study including semi-structured interviews with ten students from the University of Novi Sad, Serbia, five of them attending synchronous online ESP classes during the academic year 2020/2021, and the other five during the academic year 2021/2022. The findings show that text-chat is by far the most preferable mode of communication, while video-based communication is the least preferable way to participate in classes. The students’ perception of self-disclosure in an online environment appears as the most influential factor on their decision regarding how to interact. The findings also point to the relevance of time factor, i.e. how long the students’ experience with synchronous online learning is, as those who attended synchronous online courses for a longer period of time reported somewhat greater preference for audio-based interaction. As interpersonal communication implies visual elements, such as facial expression, this situation imposes a challenge to language teachers as to how to organize and implement speaking activities in online settings.

Keywords: synchronous online language learning, ESP, modes of communication

LSP in translation and interpreting programmes: Bridging the divide between general LSP and language for translation

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The paper presents additional (foreign) language learning and teaching for trainee translators and interpreters (TILLT) from within the language for specific purposes (LSP) paradigm and looks for overlaps and differences between TILLT and “general” LSP teaching. Our underlying reasoning for placing TILLT within the LSP domain is that students in TI programmes, similar to other specialised study programmes, need to target their language use and learn language so that it will fit their future professional purposes. Stemming from two key features that support the application of the LSP paradigm in TILLT, i.e. use and needs analysis concepts, our paper presents an LSP-embedded holistic teaching framework (model) for TILLT that is grounded on two main filters: thematic, so that any discipline and text genre can have a place in language courses, and methodological, which serves to define how the different linguistic skills are approached, as well as the competences and the cognitive skills that are required. Finally, we also identify the potential weaknesses of our hypothesis, which we wish to explore in more detail at the conference.

Keywords: language for specific purpose (LSP), additional language learning and teaching, language learning and teaching for trainee translators and interpreters (TILLT), needs analysis

Integrating elements of online and traditional ESP classes towards effective blended learning

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The demand for “new-age” skills in English, combined with the circumstances of the Covid-19 pandemic, has brought about profound changes in the process of education, especially at the tertiary level. Although the new educational settings have posed considerable challenges, they have also created ample opportunities for enhancing the process of language learning and teaching. The main aim of this study is to identify the elements of both online and traditional (face-to-face) classes that ESP students find beneficial and motivational in order to integrate these elements into an effective blended learning environment. As the study analyses students’ attitudes and motivation for learning English in both online and traditional classes, the focus is placed on factors that significantly differ in these educational settings (including factors of physical conditions, methods of teaching, and affective and interpersonal factors) within the ESP context. The results indicate that students recognise certain benefits of both ways of instruction, stressing the importance of flexibility and use of digital technologies in online classes and the benefits of direct interaction with the teacher and peers in traditional classes. The study also addresses the issue of the instructor's role in creating, organising and facilitating ESP courses in new learning environments.

Keywords: ESP, blended language learning, online classes, face-to-face classes, motivation, tertiary level courses.

Preparation of material for compiling an English–Slovene dictionary of criminal justice and security collocations

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This article presents the preparation of material for compiling an English–Slovene dictionary of criminal justice and security collocations. It presents the process of collecting and preparing material, specifically, software selection, corpus preparation, collocation extraction, and translation into Slovene. These activities were performed by students at the University of Maribor’s Faculty of Criminal Justice and Security as part of the English Terminology course. The paper defines the concepts of language for specific purposes (LSP) and English for specific purposes (ESP), presents the field and subfields of criminal justice and security, and gives an overview of the definitions of collocations. The article outlines the need to prepare a collocation dictionary by exploring the

inclusion of collocations in fifteen Slovene terminological dictionaries available on the web portal Fran. The characteristics of such dictionary entries are presented based on material collected and prepared by the students. This is followed by the presentation of some examples of collocation entries from dictionaries.

Keywords: collocations, dictionary, English, Slovene, lexicography

Skills and competencies necessary in the tourism sector: Students' and tourism professionals' perspectives.

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Despite the rapid growth in the provision of tourism in higher education over recent decades, there remain uncertainties relating to the content and nature of tourism degrees, and challenges in aligning tourism education with the needs of the tourism industry.

Based on a sample of 137 respondents employed in the tourism and hospitality sector, and 135 students, the research involved comparing the views of industry representatives and tourism students of the perceived importance of knowledge provided by tourism education in the region of Istria, Croatia. Tourism managers and students enrolled at the University of Pula three-year tourism programme, were surveyed about learning needs in the tourism industry. Keeping in mind the acquisition of the skills specific to the tourist industry, especially foreign languages, professionals working in the Tourist Association of Pula, Istria provided an in-depth description of professional profiles and the ideally related skills. The selection, made by the professors concerned, included the skills most closely related to the learning process in which the students would be engaged during the academic year. According to data obtained by tourist professionals and University professors, the author constructed a questionnaire.

The results of this research should benefit students, tourism in higher education providers, and those involved in human resource development in the tourism industry.

Keywords: tourist professionals, students, skills and competencies

Students' views on language policies: The Vilnius University case

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In the processes of internationalisation, universities face the need to develop their institutional language policies in order to define the use of language(s) in all areas of university life: studies, research, community, and governance. However, before a university language policy can be drawn up, there are many factors that should be taken into consideration, starting with the state language policy and its harmonisation with the stakeholders' expectations and needs.

This presentation has several objectives: to identify the necessity of an institutional language policy in the process of internationalisation at Vilnius University (VU), to provide an overview of the preparatory stages for the development of the VU Language Policy, and to present findings of the research into VU students' viewpoints on one of the aspects of language policy – teaching and learning languages at university. The methodology of the research was based on the experience of universities in the LERU Association (Kortmann 2019). The research instrument consisted of questions about subject-specific Lithuanian and English language courses and possibilities of other language studies. The results of the students' viewpoints revealed a rather positive evaluation of the VU Language Policy and provided some insights into its improvement.

Keywords: internationalisation, university, language policy, teaching and learning languages, students' viewpoints

A qualitative exploration of investment, identity, and agency in the language socialisation of study abroad medical students in Hungary

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Second language socialisation (SLS) has been considered beneficial in promoting positive language outcomes in study abroad (SA) settings. In the case of SA students of medicine in Hungary, SLS takes place concurrently with becoming a medical professional. The performance of individual agency, the influence of the host community, interactions of the institutional and personal environment, are all principal factors in this process.

Five interviews, structured around themes relevant to the experiences of the participants, were conducted with SA medical students in Hungary. The qualitative content analysis focused on participants' access to social networks, agency, and language learning. The data shows that the participants' identities as SA medical students rarely led to seeking out access to the host

community. The only participant to build a multiplex social network involving Hungarians did so without relying on his professional identity.

SA medical students in Pécs usually have a low level of investment in learning Hungarian, as they do not consider it necessary to their future professional goals. The participants did not feel that they had the necessary agency over their own situations. The interviews demonstrate the importance of identity development, investment, and agency for SA medical students in Hungary to achieve positive language learning outcomes.

Keywords: agency, identity, investment, second language socialisation, study abroad

Élaboration d'un cours de FOS médical et juridique : de l'analyse des besoins à l'évaluation externe de la formation

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Dans le cadre de la formation continue professionnelle pour adultes, un programme court de formation linguistique en français médical et juridique est demandé à l'enseignante. Après questionnement de la personne à former et analyse de ses besoins, on constate qu'il s'agit bien d'un cours de FOS, français sur objectifs spécifiques : objectif précis (traduire de la documentation médicale et juridique, et des articles de presse) ; formation de courte durée et selon des contraintes ; autonomie de l'enseignante pour élaborer le cours. Dès lors, comment opérer pour correspondre au mieux aux attentes et exigences de la personne à former, qui mettra le cours en pratique au fur et à mesure de la formation ?

Après un bref rappel des spécificités du FOS, seront présentées dans cette communication les démarches spécifiques et les défis de l'enseignante pour élaborer un cours de FOS dans le domaine de la médecine et du droit : de l'analyse des besoins à l'analyse discursive, de la collecte de données pertinentes à la didactisation de documents authentiques, vers l'évaluation externe au programme de formation.

Mots-clés : FOS, médecine, droit, didactique, analyse des besoins, analyse discursive

Using critical incidents to develop communication awareness in project-based learning

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My paper considers how critical incident analysis can be implemented in project-based language for specific purposes (LSP) to help students develop awareness of the impact of their communication behaviours engaged in teamwork. Critical incident technique (CIT) stems from the field of psychology and is widely used today in areas ranging from conflict mediation to intercultural awareness training, and more recently in language education. By observing and reflecting on key moments, such as moments of conflict and mismatch, CIT helps stakeholders review assumptions and interpret behaviours and attitudes in an objective, focussed manner. Specifically, the paper reports on an inter-university virtual exchange project in the LSP field of business management, in which participants gain insider experience of working in what are widely referred to in business as global virtual teams. In this learning context, participants are encouraged to exercise and develop the communicative competences required for successful completion of a cross-cultural project. During and post-project, students in two of the participating cohorts used critical incident analysis to help them reflect on and learn from their own communication behaviours and those of their teams in general. In my presentation, I shall explain how the critical incident analysis was implemented in the project, provide examples from students' work, and report on the potential for learning from the student perspective.

Keywords: LSP, critical incidents, communication behaviours, virtual teams, business management

Managing ESP students' communication apprehension

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Communication, one of the most important 21st-century skills, is frequently regarded as deficient in recent graduates. Communication apprehension (CA), the fear or worry a person experiences in connection with anticipated or actual communication with another person or persons, is one of the barriers impeding successful and confident communication. The goal of this study is to determine whether adding in-course instruction that addresses specific communication issues to the curriculum can help manage and lower ESP students' CA. Using the standardised personal report of communication apprehension (PRCA-24) instrument, it compares changes in scores on self-perceived CA on a sample of 110 second-year Information Systems and Technology and

Management students in the areas of group discussion, meetings, interpersonal communication, and public speaking before and after pedagogic intervention. In addition to assessing training effectiveness, it investigates gender disparities, study program variances, and communication categories that elicit the least and most CA. It also raises the issue of extending the responsibilities of ESP instructors in the areas of communication and soft skills in order to improve students' industry readiness.

Keywords: communication apprehension, PRCA, communication skills, speaking anxiety

Tailor-made ESP teaching materials for HEIs – Two case studies

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Commercially available materials for teaching language for specific purposes (LSP) usually aim to cater to the needs of a wide range of students, even within a specific professional area. When we have a more “specialised” purpose at hand, which is the case with the two HEIs under review in this paper, more time, resources, and work is needed to produce more tailor-made materials. This paper presents two case studies on designing ESP teaching materials in two Serbian HEIs specialising in agriculture and management, respectively. Materials design, resulting in two tailor-made coursebooks aimed at undergraduate students of English for Agriculture and English for Management, are compared and analysed in terms of the course rationale and syllabi (learning outcomes, aims and objectives, students' entry levels, syllabi framework types, etc.), the number of teachers involved in the materials design process, approach to needs, the content choice and sequencing, copyright and other issues, theoretical and methodological framework, the timeline and the steps in the process, and the final product. The paper concludes by outlining the lessons learned, identifying areas for improvement and limitations of each of the processes.

Keywords: ESP, materials design, syllabus design, teaching materials

Who needs LSP? Comparing LSP curricula across different disciplines

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With the growing internationalisation and globalisation of most disciplines, LSP has become an integral part of university education: an increasing number of BA and MA study programmes have recognised the importance of knowing foreign languages and subsequently integrated them with the aim of preparing the students to communicate confidently with foreign language speakers on topics related to their field of study. The curricula of the courses, however, are often completely left to the discretion and creativity of the lecturers, who are more often language specialists rather than experts in the given field. The aim of this paper is to explore which faculties and study programmes offer LSP at the University of Ljubljana and to compare their curricula to gain insight into the structure of the courses, their similarities and differences as well as to identify best practices that could help improve the level of LSP teaching. The data on the courses and languages offered will be collected through the faculty web pages and – where the information was not sufficient – through interviews with the teachers. The curricula will be analysed in terms of content, expected competences and learning outcomes. Preliminary results seem to show that while there are several common core features, most courses are tailored to the perceived specific needs of the experts in a field.

Keywords: LSP curriculum, university education, competences, learning outcomes

Supporting autonomous language learning – case studies from English, German and Spanish university LSP courses

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In this presentation, we will introduce some of the results of the Erasmus+ Strategic Partnership in a Higher Education project titled *Coaching-oriented Online Resources for the Autonomous Learning of LSP (CORALL)*, which was implemented at a Hungarian university for applied sciences. The aim of the project was to support autonomous language learning in an LSP teaching context. The materials produced in the project can be used by language teachers and language learners alike. In the

presentation three case studies will be presented, which describe the piloting of resources developed in the project in an English, German, and Spanish language course for specific purposes (tourism and hospitality) in the autumn term of 2022/23. The case studies include teachers' experiences, potential problems and suggested solutions, as well as feedback from students. The materials used are open educational resources and are freely downloadable in an editable format from the project website, where further case studies are also available.

Keywords: autonomous language learning, LSP teaching methodology, international project, LSP materials design

Exploring interactional metadiscourse in novice academic writing: A closer look at adjectives

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Despite prolific research on metadiscourse, the role of adjectives as metadiscoursal markers remains underexplored. The paper focuses on the discussion of methodological challenges of analysing metadiscoursal adjectives, namely the lack of guidance about how to identify, classify, and, in cases of clustered items, quantify them. The research is based on the outcomes of an exploratory study aiming to a) determine whether novice academic writers use adjectives as interactional metadiscoursal markers, and if so, identify their metadiscoursal function and semantic type, and b) explore how the co-text modulates the meaning of the utilised adjectival metadiscoursal unit. The corpus (559,608) comprised research and discussion sections of applied linguistics master theses written by students from Croatia, Serbia, the UK, and the United States. The results revealed that novice academic writers employ various adjectives, mostly as attitude markers, boosters or hedges, semantically denoting qualification or value. In a not negligible number of cases adjectives co-occurred with linguistic items performing other metadiscoursal functions. This phenomenon – which we labelled *superimposition* – though previously noted has not been adequately explored. We discuss the benefits, possible pitfalls, and implications of our proposal that superimposition be included and quantified as an innovative and separate category (with potential subcategories) in metadiscourse analyses.

Keywords: adjectives, interactional metadiscourse markers, superimposition, novice academic writers, applied linguistics master theses

The contribution of specialised vocabulary learning strategies to CLIL programmes: Insights from CLIL engineering students in Spain

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This paper examines the use of vocabulary learning strategies (VLS) of computer engineering students enrolled in disciplinary subjects taught in English in the context of a bilingual program at the tertiary level in Spain. Content and language integrated learning (CLIL) is a European-inspired approach to bilingual education with both content and language learning aims at its core. CLIL places a great demand on students who need to adopt different strategies to cope with the highly specialised vocabulary of their disciplines in another language. A questionnaire was elaborated to elicit data from the students on their beliefs on vocabulary and on the frequency of use of the three main categories of VLS: cognitive strategies, social strategies, and metacognitive regulation. Findings show that the majority of participants recognise the importance of specialised vocabulary and believe it represents a challenge when studying content subjects in English. To overcome the difficulties, students employ a variety of VLS: guessing from context, dictionary strategies, studying the pronunciation of the word or paraphrasing its meaning in English are among the extensively used strategies. Content teachers engaged in CLIL programmes can benefit from training in VLS to help their students cope with the specialised vocabulary in their field.

Keywords: vocabulary learning; Content and language integrated learning (CLIL); language learning strategies; vocabulary learning strategies; higher education

Improving academic language through multidisciplinary project-based learning

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Project-based learning is an active teaching method to reinforce concepts seen in class and to develop soft skills such as problem-solving through a student-driven project. Students have the opportunity to learn course concepts in a more creative and participatory way, using hands-on activities that promote engagement and interest.

Together with the Project-based learning (PBL) activities of the Interdisciplinary Bee Project, students developed critical and creative thinking skills by engaging in student-centered, real-world, authentic research activities. Engineering and Technology students built a bee drone with pollination capabilities and presented a video that made us think about what life without honeybees might be like. Biology students performed DNA barcoding of bees to study evolutionary relationships.

The results of PBL within service learning were astonishing. The participants, primarily represented by Hispanics, improved their learning of English as their second language. Language acquisition

results were assessed through written reflections, panel discussions, and designing posters for a presentation in a Student Interdisciplinary Symposium.

This presentation shows student engagement in an interdisciplinary context of ecology, habitat conservation, and sustainability. We will discuss the challenges and opportunities we encountered and how the project will be redesigned in the future.

Keywords: PBL, multidisciplinary project, student centered, active teaching, academic language

Inclusive teaching in ESP

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Communication skills that are fundamental for business professionals in different areas are a significant part of ESP. In the frame of the Erasmus+ project IN-COMM GUIDE, partners from Slovenia, Croatia, Italy, and Germany are working on designing new curricula for the development of communication skills in the English language with the emphasis on inclusion of travel writing, non-verbal communication and movement. The goal of the new curricula is to include various students with different needs by employing student-oriented methods, such as project learning. The newly designed module is intended to be a flexible module for enhancing students' communication skills and raising awareness about the inclusion of students with specific needs, especially including those who prefer to communicate through sign language.

Keywords: ESP, communication skills, curriculum, inclusion, flexibility, quality

Teaching English for tourism through travel writing

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This article discusses travel writing as a teaching method in Tourism Studies – as a tool for teaching English and Communication for Tourism, and to encourage students to further develop not only linguistic, but also other skills, such as creativity, research interest, digital skills, etc., which are among the most wanted contemporary skills in newly employed professionals in the tourism sector. Travel writing as a teaching and learning method, thus, fits well into many modules, from ESP to tourism marketing, destination development, and social media content management. The described case of employing travel writing in ESP confirmed that travel writing is a broad concept. Therefore, it needs to be emphasised that, whenever we discuss travel writing, we discuss not only creative teaching and learning method, but discourse and its many functions - also discourse as a valuing of places with a huge impact on tourism, encouraging tourists from around the world to understand the value and ethics of visiting specific destinations mentioned in travel writing texts.

Keywords: travel writing, creativity, communication skills, tourism, sustainability, digitalisation

Enhancing student global leadership skills through Virtual Exchange: A case study between the South East European University and the University of Florida

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This paper demonstrates the value of virtual exchange in ESP courses. It examines the role of leadership in different higher educational contexts by implementing a virtual exchange module experience. The project included students from South East European University and University of Florida in related subject areas, an ESP Social Sciences course and communication in crisis course. The role of the educators is to put students in real-life scenarios in order to develop leadership potential. There were 3 synchronous sessions in which students introduced themselves, talked about their impressions for their field of study, interests and future perspectives, about their requirements for the course, the presentation that had to give in class and their preferred topic as well as a talk about communication in crisis and how they would act if they are put in some critical situations. We will share the results from a survey that participating students took, which show that

students expressed positive attitudes for discussions in global context, learned how to discuss communication in crisis and exchange opinions. This type of virtual exchange between these two universities should help students develop integrity and character in order to develop good leadership potential in higher education.

Keywords: leadership, cultural diversity, virtual exchange, project-based learning

Bidirectional pluricentrism in LSP teaching: The case of Business Spanish in Austria

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The focus of the Business Spanish curriculum has shifted over the decades from terminology and correspondence towards communication and intercultural competence. However, there is no clear methodology when it comes to integrating a pluricentric approach into the curriculum. Moreover, although pluricentrism is commonly studied as a unidirectional phenomenon, i.e., in terms of the target language, there are instances where the learners' language variety or dialect might also be labelled as non-standard or less prestigious, which can have an effect on language attitudes and be used as an advantageous resource for the introduction of variation in the target language. With the aim of shedding light on such phenomena, this study discusses pluricentrism in interaction with linguistic repertoires and needs analysis. Salient linguistic and pragmatic features are presented in relation to the diversification and actualisation of the curriculum for Business Spanish in the Austrian context. The collected empirical data suggests that a needs analysis in combination with linguistic repertoires and language attitudes can offer fertile ground for further developments of a more pluricentric curriculum in both ELE and EFE.

Keywords: Spanish for specific purposes (EFE), Business Spanish (ENE), diatopic variation, pluricentrism

Language testing as a “specific purpose”: The case of exams for permanent residence in the Czech Republic

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Many countries have established language competence requirements for entry, residence and citizenship, validated through tests. Frequently, however, the design of the tests does not correspond to actual language use, nor does their implementation contribute to long-term language acquisition. The “specific purpose” of the skills learned during exam preparation often primarily focused on passing the exam. This paper focuses on the Czech Republic, where non-EU nationals have to pass a language test to obtain permanent residence. The CEFR test level began at A1 and was raised to A2 in 2021. Individuals approach this requirement in different ways: as an administrative hurdle, a confirmation of existing language knowledge, or a major challenge requiring extensive preparation. Theoretically grounded in Language Management Theory and based on the analysis of language biography interviews with individuals who have passed the A1 or A2 exam, we consider the following: 1) What are the connections between language knowledge required during testing and individual processes of language acquisition and use? 2) How can the experiences of exam-takers inform the management of immigrant language acquisition? We then address the question of whether the current testing regime in the Czech Republic is able to appropriately fulfill its aim.

Keywords: language testing, language management, Czech, Common European Framework of Reference for Languages, immigrant language acquisition, language policy

Die Einstellung von Universitätsstudierenden zum Einsatz digitaler Hilfsmittel im Distanzunterricht von Fremd- und Fachsprachen während der Covid-19- Pandemie

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Im Beitrag untersuchten wir den Einfluss des Geschlechts, der lehrenden Universität, der lehrenden Fakultät, der während des Distanzunterrichts verwendeten digitalen Technologien sowie die Bewertung der im Fachsprachenunterricht eingesetzten Techniken und Ansätze von Dozenten im Fremd- und Fachsprachenunterricht. Während der Covid-19- Pandemie wurden alle Lehrtätigkeiten von den Klassenzimmern und Hörsälen der slowenischen Universitäten auf verschiedene Online-Plattformen verlagert. Die Ergebnisse zeigen, dass die befragten Studenten_innen im Durchschnitt

etwa die Hälfte der Fernunterrichtssitzungen verfolgten und dass sie ihre eigenen Kenntnisse über den Einsatz der Distanzunterrichtstechnologien im Fremd- und Fachsprachenunterricht positiv bewerteten. Aus den Ergebnissen geht noch hervor, dass die Studierenden der Universität von Ljubljana (UL) die Anpassung der Dozenten besser bewerten als die Studierenden anderer slowenischer Universitäten. Wir kommen zu dem Schluss, dass es ratsam ist, einen Einblick in die Ansichten der Lernpersonen zu gewinnen. Auf diese Weise ließe sich nämlich eine geeignete und einheitlichere Strategie für die Anpassung von Lehrmethoden in Notzeiten aufbauen, die auch den sozial schwächeren Studierenden sowie jenen mit besonderen Bedürfnissen gerecht wird.

Schlüsselwörter: Covid-19 Pandemie, digitale Technologien, Distanzunterricht, Fachsprachenunterricht, Studenten_innen und Dozenten

Empathic communication in simulated clinical practice

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This study presents a research project investigating activities to improve empathic communication in medical education. The use of empathic communication techniques with patients and relatives has particular importance during clinical work. In our pilot study, we demonstrate the course called 'Empathetic and assertive communication in clinical practice'. Our research aimed to identify factors promoting the enhancement and expression of empathy in medical students during doctor and patient communication. Participants are all undergraduate 3rd, 4th, or 5th year medical students participating in a course involving simulation practice. The method of our study is based on applying The Patient-Professional Interaction Questionnaire (PIQ) and the empathy map completed by the students, simulated patients, and the observer instructors after each session to measure the stages of the educational process. We found a significant difference between the two types of situations, depending on whether the task was to convince the patient about the treatment or to break bad news. The role of empathic communication was to achieve successful cooperation during persuasion, while during breaking bad news, it was support, understanding, and assistance. The analysis of the empathy map and the scales revealed that 75% of the participating students demonstrated remarkable improvement in empathic communication.

Keywords: empathic communication, simulated scenario, medical education, persuasion, breaking bad news

Supporting the learning process of LSP learners with a coaching-oriented approach: Examples in the context of an international project

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A constant element of the professional discourse on teaching languages for general and professional purposes is the need for a change in pedagogical culture, which includes a shift from the traditional teacher-centered approach to a teacher's role that supports the learning process and gives greater scope to student decisions. The expansion of the teacher's role is also indicated by the different names applied for teachers in English: advisor, coach, consultant, facilitator or mentor. Recently, many professionals have been involved in the field of advising and language coaching, in many different approaches. The aim of the international project realized at our university was to develop students' autonomous language learning and to promote the related pedagogical culture change by applying a coaching-oriented approach. Since the correct application of coaching techniques requires training, we prioritize a coaching-oriented approach in the professional language courses. In our presentation, we will summarize the essence of the coaching-oriented approach and show how this approach appears in the tools and modules created in the project through a few examples.

Keywords: autonomous language learning, LSP teaching methodology, coaching-oriented approach, teacher's role, international project

Exploring professional self-concept through literature in a future teacher's ESP class

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We are approaching an era in ESP language teaching where we are becoming increasingly aware that mere specific vocabulary training is not the only requirement for a good future professional. Expanding the students' field of language use to a meta-language about their profession covers a very important aspect of their future professional life. Teachers, especially foreign language teachers, frequently talk to their colleagues, the professionals surrounding their job, and their superiors about the nature and meaning of their job, and read and write regarding their profession in the target language they teach. All these situations create a professional self-concept, which can be effectively discussed through literary texts that provide excellent language use and elevated

vocabulary, as well as provoke cognitively rich stimuli to discuss the nature and meaning of the teaching profession. The aim of the presented study is to read literary text excerpts with a class of future teachers and use them as prompts to discuss their opinions regarding the meaning of their job and its many facets. A questionnaire will be administered to determine how a discussion like this can potentially influence their self-concept as teachers and whether it can be positively strengthened by encouraging them to discuss their profession in a foreign language.

Keywords: ESP, professional self-concept, literary texts in ESP, future teachers, foreign language

Empowering LSP students: Reflective portfolio for Engineering and Art & Design students

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While LSP courses are expected to be tailored to students' professional and educational needs, their degree of specificity has been the object of much discussion. For courses with a strong vocational emphasis (such as nursing, aviation, or hospitality), these needs are quite firmly established and aligned with very strict industry requirements. However, many LSP courses cover a much broader spectrum and therefore present a different challenge. This paper will explore the specific cases of students of art & design and of engineering, respectively, at the University of West Bohemia (Czech Republic) and the University of Cambridge (United Kingdom).

We will see that the use of generic terms such as "students of art & design" or "students of engineering" not only fails to reflect the diversity of each of these two fields, but that it also hides the heterogeneity in students' personal objectives, motivations, and language learning biographies. These considerations were essential in the decision to adopt a reflective portfolio as a mode of assessment in order to empower the students. This presentation will start by expanding on the reasoning supporting the implementation of this portfolio, before delving into practicalities and concluding with some considerations for the future.

Keywords: art, assessment, design, engineering, portfolio

“Imparare cantando.” The challenges of teaching Italian to classical singers

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The paper presents the challenges of teaching Italian to classical singers at the university level, reflecting on the problem of reconciling the accredited curriculum of the Italian course, covering levels A1 to A2/B1, with the expectations and requirements of the specific target group and possible solutions to these challenges. Students of classical vocal programmes who regularly study the Italian operatic repertoire often face an unenviable situation where a basic knowledge of the language does not suffice to understand the source material. The texts they sing can date back to the 16th century, spanning over various eras of music history. The language is as varied as the range of texts at hand and particularly challenging for entry-level students. It is characterised by non-standard spelling and punctuation, apocope, elision, syntactic inversions, rhetorical figures, idiomatic expressions, dialects, and archaic lexis. Nevertheless, a thorough analysis and understanding of the text is crucial when approaching a new repertoire, as the meaning of complex musical works, in which music and words merge into a whole, can only be unlocked when we delve into the lyrics. In the study, excerpts from selected texts are used to illustrate lexical and syntactic features, and possible teaching techniques are explored which could promote cross-curricular learning, language acquisition through the Italian musical heritage and the development of the necessary skills for independent work.

Keywords: LSP, Italian for singers, librettos, lyrics, teaching and learning materials

Peer feedback as a means of enhancing LSP students' presentation competence.

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Considering the impact of effective presentations in today's workplace, it is necessary to equip tertiary level students with skills and knowledge that will help them to successfully deliver a presentation within their area of work. Since the constructivist approach to learning, student engagement and autonomy have gained greater emphasis in teaching methodology in the past two decades, the study examines the use of peer feedback as a means of strengthening students' presentation competence and delivery. The sample comprised 40 LSP students who completed pre- and post-training questionnaires. Following a brief description of research methodology, our talk will focus on the results of the study which will offer a look into students' previous presentation

experience and their perception of the impact of peer feedback on their acquisition of presentation skills and presentation delivery. The findings will provide important pedagogical implications regarding the implementation of peer feedback in an LSP classroom.

Keywords: LSP, LSP students, peer feedback, presentation competence, teaching methodology

Les TIC dans l'approche par projet de la langue de spécialité

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Dans l'enseignement/apprentissage d'une langue étrangère de spécialité, le projet comprend des composantes linguistiques, professionnelles, sociolinguistiques, socioculturelles et interculturelles. Les compétences numériques des professeurs des écoles sont importantes non seulement en raison du développement dynamique des TIC, mais aussi en raison du lien étroit avec les compétences pédagogiques, psychologiques, didactiques et disciplinaires. En utilisant des méthodes descriptives, analytiques et de modélisation, nous présentons d'abord les avantages de l'approche par projet soutenue par les technologies numériques dans l'enseignement des langues étrangères de spécialité, puis nous créons des modèles de projet qui aboutissent aux différents produits. Notre objectif est de proposer plusieurs modèles de projets appuyés sur les technologies numériques en fonction du développement des compétences linguistiques, numériques et méthodologiques des professeurs des écoles. Sur la base des tests et de l'analyse des applications échantillonnées, nous pouvons conclure que les technologies numériques peuvent être utilisées dans toutes les phases du projet et que l'approche par projet encourage le travail indépendant ainsi que la coopération des étudiants, et contribue au développement de leurs compétences. Le rôle de l'enseignant qui dirige le projet, motive et oriente les élèves, reconnaît les problèmes à temps et aide les élèves à les résoudre, revêt une importance particulière.

Mots-clés : approche par projet, modèle du projet, compétences, langue étrangère de spécialité, professeurs des écoles

Exploring rhetorical strategies of promotional logos and slogans in the context of tourism discourse

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Tourism discourse on the web is closely related to the language of advertising and it deploys particular rhetorical strategies in order to promote certain travel destinations. Specific characteristics of the language of tourism are evident in promotional materials on the web, featuring multimodal elements, especially visual and verbal. In addition to being informative, the language of tourism promotion is also descriptive and persuasive. As the language of advertising, it attempts to create a memorable message to attract consumer attention. In this paper, we will investigate logos and slogans used in official tourism campaigns of 44 countries of the European continent and 4 of their dependent territories. The main objective is to investigate how visual and verbal aspects are used to promote specific cultural values of each destination. Furthermore, it will be demonstrated how they are aligned to create a unique image in order to attract international tourists. Finally, it will be shown how the findings can be used for interpreting intercultural aspects in tourism discourse studies and data-based teaching as part of the LSP courses for students of tourism at the tertiary level.

Keywords: tourism discourse; multimodal analysis, promotional e-communication, LSP

Ecce Liber Definitivus: The what, the why, and the how of the English for art & design – a sourcebook with exercises

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By using a reflective approach within action research, we aim to shed light on a series of complex steps that we took during the process of designing innovative teaching material that we are currently using in our higher education ESP classroom. The textbook *English for Art and Design – A Sourcebook with Exercises* is the result of multiyear research conducted by the author of this paper. Substantiated with concrete examples, the paper explains in detail the entire genesis of the endeavour in question based on the contemporary achievements of applied linguistics and glotodidactics: the reasons underlying the design of the innovative ESP textbook, the way it was compiled in the microlinguistic and macrolinguistic sense, its basic characteristics, the advantages and disadvantages observed in the first year of its use, etc. The scientific method used in our research is functional explicative analysis.

It is our humble opinion that the results of this specific case study will contribute to a better understanding of the process of LSP teaching materials design – from needs analysis to the selection, presentation, and evaluation of contents – and encourage a fruitful exchange of opinions on this topic within the LSP teaching community.

Keywords: LSP teaching / learning, materials design, visual arts

Grammatical terminology as a problem of linguistics, translation studies, and language teaching: A case of part-of-speech names

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The needs of language teaching include mastering grammatical terminology and, in particular, names of parts of speech. These terms, first suggested by the Greeks (Dionysius Thrax) and later developed in the Roman grammatical tradition (Apollonius), spread in the Germanic languages either by means of semantic and morphemic calques, particularly typical of early Germanic languages, or by means of later loans from Latin and French that ousted much of native terminology, or sometimes both. Based on data of several early Germanic languages (Old English, Old High German, Old Icelandic) and nearly all modern Germanic languages, the paper focuses on mechanisms forming parts-of-speech terminology in the cognate languages, translational strategies of foreignisation and domestication applied to the coinage of grammatical terms, as well as historic and cultural prerequisites of these semantic and word-building processes. We claim that the specific of part-of-speech terminology in a particular language is accounted for by the interaction of linguistic and social factors and should be taken into consideration in language teaching and translation.

Keywords: names of parts of speech, Germanic languages, loans, calques, strategies of foreignization and domestication, language teaching

Hedging and boosting in juridical settings: Evidence from a corpus-based study

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The aim of this paper is to explore the pragmatic aspects of the language employed in the construction of the argumentation of the European Court of Human Rights judgments. To this end, the paper looks into the pragmatic phenomena of hedging and boosting as manifestations of genre-specific persuasive strategies. Accordingly, the research questions underlying the present paper are as follows: 1) identification of the repertoire of hedges and boosters in the analysed legal genre; 2) analysis of genre-specific communicative functions of identified hedges and boosters. By combining the quantitative and qualitative analyses, the paper will show that hedging and boosting have a significant role in the development of persuasive judicial discourse. In addition, the paper will address the pedagogical implications of the corpus findings.

Keywords: hedging, boosting, persuasive strategies, European Court of Human Rights judgments

Bildung für nachhaltige Entwicklung (BNE) im Fachsprachenunterricht im tertiären Bildungsbereich in der Slowakei

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Der vorliegende Beitrag thematisiert die Bildung für nachhaltige Entwicklung (BNE) im Fremdsprachenunterricht im tertiären Bildungsbereich in der Slowakei. Es wird ihre Rolle diskutiert sowie die konkreten Schritte vorgestellt, die in dem zur akademischen Kommunikation bzw. zum Fachdiskurs führenden Fremdsprachenunterricht an den Hochschulen und Universitäten in der Slowakei unternommen wurden. Anhand der im Dezember 2022 und Januar 2023 durchgeführten Umfrage unter Lehrenden aus der Slowakei wird festgestellt, inwieweit die Inhalte der BNE in der Lehre der Fremdsprachen für Fachdiskurs sowie für den akademischen Diskurs schon berücksichtigt wurden und welche Unterstützung sich die Lehrenden künftig wünschen würden. Im zweiten Teil werden Ergebnisse der unter Studierenden durchgeführten Umfrage über die Rolle der BNE-Themen für Student*innen in ihrem Privatleben und beim Studium dargelegt. Anschließend werden Fallbeispiele der Integrierung von Inhalten der BNE in den Fremdsprachenunterricht präsentiert, die unter Fremdsprachenlehrenden gesammelt wurden. Mittels der angeführten Beispiele wird

illustriert, wie Lehrende mit Themen der BNE umgehen und welche Herausforderungen und Chancen diese für den Fremd- und Fachsprachenunterricht sowie für den akademischen Diskurs aufwerfen.

Schlüsselwörter: Bildung für nachhaltige Entwicklung (BNE), Fremdsprachenunterricht im tertiären Bildungsbereich, Fachsprache, akademischer Diskurs

ZBORNIK POVZETKOV

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Tuji jeziki stroke: Priložnosti in izzivi poučevanja in raziskovanja
Rimske toplice, 17. – 20. 5. 2023

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