

# 4<sup>th</sup> International Conference on ESP, LSP, GE



## **(Re)Considering the Foundation Principles and Assessing the Common Grounds between ESP/LSP/GE**

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**Online edition**

## **E-book of Abstracts**

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**FACULTY OF ELECTRONIC ENGINEERING  
UNIVERSITY OF NIŠ, SERBIA**



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## KEYNOTE ADDRESSES

### Exploring the Boundaries of Languages for Specific Purposes in a Global Context

**Dr Mary Risner, University of Florida, USA**

Dr. Risner will provide a general overview of Languages for Specific Purposes (LSP) trends in the U.S. and other regions of the world. She will then pose questions for all to ponder what aspects and to what extent ESP and LSP overlap and how the two fields might benefit through strategic exchange of pedagogies. She will close with suggestions for practical applications of language learning activities that prepare students with the skills needed for personal and professional success.

### Disruptive Education: The Changing Patterns of the World Education

**Dr. Somali Gupta, Govt. V.Y.T.P.G. Autonomous College, Durg, Chhattisgarh, India**

A disruption is a sudden break or interruption. Disruptive education is, therefore, that which intends to break the established model to improve the existing one. It calls for change. Covid 19 which has a devastating impact world over has brought to face the need for change. The three sectors that are most hit are health, finance and education. Schools and colleges are closed due to the announcement of lockdown by governments. Teachers and professors are required to make a quick shift from the physical to the virtual classrooms. This has made us aware that we need to prepare ourselves for this change. Many experts think the change is both necessary and urgent because the current system is anachronistic, in other words it is still anchored in the last century and is failing to address the needs of the digital age. While we might have been engaged in making lecture videos and uploading them on u tube, teaching the full courses online requires research, strategy, and planning. My talk will address the new methods and materials required today to face this disruption along with the need of equity in education.

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## PRESENTATION ABSTRACTS

### Assessing Learners' Academic Phraseology in the Digital Age: A Corpus-Informed Approach to ESP Texts

Andreea Dinca, Madalina Chitez, West University Timisoara, Romania

In the field of English for Specific Purposes (ESP), as in any other type of interlanguage, phraseology contributes significantly to successful academic writing (Biber & Barbieri, 2007). For particular learner varieties, such as Romanian English, few studies have examined formulaic sequences (Hyland, 2008), mainly focusing on lexico-grammatical patterns (Chitez, 2012, 2014). The proposed paper investigates the use of phraseology in Romanian students' academic papers, written during their ESP courses, by adopting a double contrastive perspective: first, we contrast texts produced in two different disciplines (Literature Studies and Information Technology), and second, we compare the academic phraseology in learner language with native speaker phraseology. For the analysis, we have compiled two corpora (ESP-LIT and ESP-IT), each consisting of 40 texts representing a discipline specific didactic genre, e.g. essay. As reference, we used the Academic Phrasebank (Davis & Morley, 2018). The aim is to find out whether the use of academic formulaic expressions differs according to the discipline and the extent to which students integrate expert academic phrases into their writing. The methodology can be replicated for different language learning settings.

### Teachers' and Students' Perceptions and Challenges in Communicative language teaching (CLT)

Neda Radosavlevikj, South East European University, North Macedonia

Communicative Language Teaching (CLT) is one of the fundamental teaching methods that focus on developing learners' communicative competence. The purpose of this study is to examine the perceptions and challenges in Communicative Language Teaching as well as students' communicative competences. The participants were 10 teachers from the Language Centre and the Faculty of Languages and Communication teaching English as a foreign language and 27 students enrolled at their first year studying different levels of English (Basic English skills Levels 2,3 and 4, as well as 5 students studying English as their major) at South East European University. The majority of the students were between 18-20 years old, coming from different ethnical groups: mostly Albanian, Turks and Macedonian, enrolled at International Communication studies, Business administration, Business and Economics, and Computer Sciences studies. The questionnaire was held between both students and teachers and it covers (role of students/teachers, pair and group activities, the use of native language and error and correction). The results obtained throughout this study held positive beliefs towards CLT, especially taking in consideration the roles of teachers and students, pair and group work used by teachers as main strategies to help students develop communicative competencies.

### Reconsidering Teachers' Views on the Processes of Course Design and Teaching Materials Selection in the Context of English for Academic Purposes

Elena Spirovska, South East European University, North Macedonia

The aim of this article is to analyze, from teachers' point of view, the processes of needs analysis, syllabus design and the materials selection and adaptation in the context of EAP (English for Academic Purposes). These aspects of course design will be presented by examining in more detail the existing teachers' views and opinions on the factors which influence syllabus design, materials selection and deciding on the grading criteria. English for Academic Purposes (EAP) is a discipline which emerged and was developed from ESP (English for Specific Purposes) context. The context of English for Academic Purposes is defined by a number of authors as a discipline which focuses on language learning in

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academic contexts and improving skills which can be transferred beyond the language curriculum and used in every area of academic studies. Some examples of these skills include the following: writing, research, presentation skills, providing arguments and debating. The research for the study is conducted by review of the relevant literature and previous studies on the topic, in addition to examining teachers' attitudes via open-ended interview questions.

## **The Case Study Approach to Teaching and Learning English for Medical Purposes**

**Nataša Šelmić, University of Niš, Serbia**

The term case study covers a wide range of problems posed for analysis, based either on real events or area construction of events that could reasonably take place. Besides, it involves profound research of phenomena or events. In medical education and practice, a case study represents an essential diagnostic procedure and research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. The implementation of the case study approach is of great importance in teaching English for medical purposes, because the medical topics presented to students are familiar to them and medical terminology is applied to language learning. The structure of the case study serves the communicative purpose and provides the necessary content. It includes presenting signs and symptoms, performing examinations, investigations or interventions, presenting diagnosis, treatment, evaluation - all those areas which make up the field of medicine. The standard problem that needs to be solved is the patient's problem, and establishing an adequate diagnosis is the goal. In this way, students develop critical thinking and reflective learning, improve organizational skills, as well as the ability to see the complexity of real-world events, and understand the perspective of others. This method has proven to be highly practical preparing students for the reality, not theory workplace. In this way integration of language and professional setting is enabled

## **Descriptive Writing for Students of Medicine: Developing Communication Skills**

**Irina Torubarova, Anna Stebletskova, Voronezh Medical State University, Russia**

Communication as an essential part of a medical training curriculum is still a challenge for higher medical education in Russia. Currently, foreign language departments address this challenge incorporating communication skills development into EMP courses. This paper discusses an elective course English for Health Science tailor made at Voronezh Medical University to develop academic reading and writing skills with a focus on communication in professional settings. During the course, we conducted a study in which students were assigned to write a description of a disease on behalf of a patient. They were to use essay, report, or reflective diary genres. The assessment included writing skills marking and professional attitudes' evaluation. The latter was done with a test measuring empathic abilities and communicative tolerance. The results clearly demonstrated that a specially organized training activity within an EMP course can contribute to both communicative skills and professional values development crucial for a healthcare practitioner.

## **Intellectual Operations Development through Language Acquisition at a Technical University**

**Liudmila Ivanova, Liudmila Repkina, Bauman Moscow State Technical University, Russia**

This paper deals with the idea of efficient intellectual operations development required for students to be successful at acquiring information via IT tools and learning a foreign language. The authors provide a list of functional soft skills referred to cognitive abilities. These operations ensure critical data selection during relevant engineering information search contained in digital engineering environment. Intellectual skills are rated in the course of instruction of graduates and undergraduates. Suggestions on skills formation and their further improvement on the basis of IT tools and functional approach are given.

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## **The Vitality of Cultural Awareness while Teaching ESP**

**Tamila Dilaverova, BAU International University, Batumi, Georgia**

Multilingualism inevitably means multiculturalism and vice versa. There is no doubt that acquiring a language does not only mean mastering its vocabulary and some grammatical points, as that alone cannot guarantee a successful communication process. For effective communication one needs to know how to deal with the 'mindsets' of language speakers. While discussing the importance of teaching cultural elements, there arises a very actual question: "Do ESP learners need to know these cultural peculiarities?" It is widely known that ESP is considered to be 'acultural'. This work tries to challenge the idea of ESP 'acultural' nature and to show the significance and vitality of raising the issue of cultural awareness in ESP learners in order to prepare them to meet the requirements of successful communication process and the requirements of professional field.

## **ESP/LSP/GE Fusion as Implementation of Education Continuity Ideas from the Perspective of Fostering Vital Skills of Generation Z in the Shadow of New Reality: Case Study**

**Rubtsova Svetlana, Tatiana Dobrova, Saint Petersburg State University, Russia**

Foreign language communication is an essential part of the future professional activity of generation Z students, so a professional-oriented approach to teaching a foreign language is becoming particularly relevant. It is common knowledge that the English language varies depending on the content of the professional sphere, with ESP in some spheres sounding as a foreign language to native speakers. Therefore, there is a need to combine ESP, EAP, and GE. Information and communication services on the Internet do allow us to organize independent work of students and improve the availability and the quality of education effectively. Blended learning helps to provide the perpetuity of education. The changed language abilities of generation Z students due to the increase in foreign language content of everyday life (movies and songs in English, virtual communication with favorite artists, and with popular bloggers and vloggers) cannot but influence the education environment, which brings modern young people closer to the need of understanding Internet content and explains young generation interest to foreign languages (in 99% of cases it is the English language). The authors focus on fostering vital skills of generation Z providing the recommendations based on Faculty of Modern Languages of Saint Petersburg University experience gained during the coronavirus pandemic.

## **Focus on Competences and Interactive Training Methods**

**Vanya Katsarska, Bulgarian Air Force Academy, Bulgaria**

In the 21 century European educational institutions have been experimenting with new innovative objectives, models, and activities and have been redesigning their academic curricula on the basis of competences. The presentation will address the shift to a communicative competence focused syllabus for the "Aeronautical English Module" at the Bulgarian Air Force Academy. The key competences were identified through an analysis of the data provided by an international focus group. These competences were enforced by means of interactive training methods and techniques such as role-plays, simulations, project-based learning, quizzes, case studies, etc. During the seminar some of these techniques and teaching tricks will be demonstrated and it will be revealed how they can boost students' motivation, increase their specialized language proficiency and facilitate the successful application of language learning to real-life professional situations.

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## Vocabulary Suitability of Science Magazines for English for Science Teaching and Learning

Milica Vuković Stamatović, Vesna Bratić, University of Montenegro, Montenegro

Bearing in mind that teachers often find themselves in a position where they have to produce their own teaching materials for the ESP classes, vocabulary profiling studies of certain genres may be of help in such situations. English for Science is an ESP field commonly taught around the world; however, despite this, the teaching resources for it are not as plentiful as teachers would like them to be. With this in mind, in this paper we study the vocabulary profile of science magazines, a genre that is generally written for non-expert audience and includes reports, news and opinions about science. We determine how complex the vocabulary of this genre is, using a corpus of approximately 230,000 tokens, and define how many words are needed to reach the minimum reading comprehension level. We also determine how much high-frequency general, academic and scientific vocabulary this genre contains. Based on this, we draw conclusions on the target ESP audience these texts would be most useful for.

### GE and More or Less Technical ESP on the Example of Word Lists

Zorica Đurović, Milica Vuković Stamatović, University of Montenegro, Montenegro

The renovated interest in vocabulary research, especially due to its meaning-carrying significance in technical Englishes, have cleared the way to the development of corpus linguistics methods based on real-life texts. As the learning/teaching of general English leads towards learning/teaching of English for a Specific Purpose, according to the learner's needs, thus the creation of general English word lists imposed the creation of technical word lists aiming to achieve a desired level of target corpus comprehension. In this paper, we are discussing the common grounds and specifics of various levels of general and technical English in terms of lexical coverage of texts, specifically addressing the example of marine engineering technical manuals.

### Post Brexit Dynamics in EU – A Political Body Nurtured and Retained Alive by the ESP Capillaries

Mirela Alhasani, Epoka University, Tirana, Albania, Nadežda Stojković, University of Niš, Serbia

Post Brexit European scenario has inspired speculative thoughts to linguists concerned with language policy at EU after Brexit. Contrary to the belief that no Brits, no further ascendancy of English in the EU territory, there is an indisputable, convincing and abundant literature demonstrating that English will retain its status as the dominant formal and informal language among EU (and prospective) members. In our study, we argue that the sustainable and irreplaceable supremacy of English is precisely linked to its effective usage for specific purposes. We examine mainly the case of English- instructed higher education in EU countries shedding light on the crucial role of ESP path to further internationalize and standardize the quality of university teaching and research within the EU zone and its future acceding members. We focus mainly on Erasmus+ Staff and Student Mobility Exchange programs operating in English for Specific majors of study as a catalyst to equal promotion and dissemination of technological and scientific innovation. We reveal findings through analyzing data in an abundant literature review exploring the role of English in higher education quality standardization in Europe to guaranteeing economic and scientific synergy among all countries.

### Improving Soft Skills of Engineering Students through ESP Courses

Mirela Alhasani, Epoka University, Tirana, Albania

Soft skills of engineering graduates have been considered as essential as their hard skills for the 21st century competitive global market. Given the cramped curricula of engineering courses, the research argues the beneficial impact that ESP undergraduate courses have on the tailored communication of engineering students at a case study, - Epoka university in Tirana Albania. In order to measure such a tangible improvement in communication skills in English and soft skills in general, a questionnaire was delivered to explore and record students' perception and feedback in using English for academic and professional tasks after completing the two ESP courses at undergraduate level. A mixed method was utilized to collect the statistical data from questionnaires and the interviews with students using English

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for their international mobility projects. The interviewed students participated in the Work and Travel program for international students in the USA and disseminated the valuable input of ESP courses to their successful English communication for professional settings in various job settings in USA. These positive findings accentuate the significance of the ESP courses and provide further motivation for reforming ESP courses as the only bridge to effective communication global market.

### **ESP Online Course as a Means of Creating Graduate Students' Employability Opportunities (A Case of Sumy State University)**

**Iryna Liashenko, Lyudmyla Hnapovska, Sumy State University, Ukraine**

Ongoing growth of various technologies in a wide range is creating a high level of competitiveness among graduates. The issue of employability is getting vital these days among employers and educators, researchers and future professionals, which is the main task of higher education institutions. The main aim of this study is to determine the mechanisms of growing employability with graduate students through the distance course. The idea of implementation of distance learning into professional training is not new. Yet, there has not been proposed so far a coherent approach on how to make online tasks more enriching and encouraging for a future professional activity which will result in higher employability. A survey conducted by the authors found a correlation between critical thinking skills tasks and growing professional competence as an integrated component of employability, proved with statistical analysis. Another investment in the employability field has been done with the proper designing of online tasks.

### **Literature Review Writing Practices: Comparative Analysis of EAL and NES Social Sciences and STEM Scholars**

**Alaanoud Abusalim, American University of Sharjah, UAE**

This presentation reports on the findings of a study that compared literature review writing practices of 24 scholars writing in STEM and Social Sciences (SS) disciplines in a teaching university transiting towards becoming a research university in the Arabian Gulf. Employing interviews and textual analysis of the scholars' published, peer-reviewed work (N = 400 journal articles), the study answers questions about the characteristics of the participants' situated and textual writing practices. The study's analysis is informed by Hyland's (2004) and Swales (1996) views about disciplinary writing practices and how they reflect how the writers represent themselves and the readers to the world while seeking to advance knowledge while attempting to maintain the authority of their disciplines. The textual analysis of this study was conducted using the Web-based Lexical Complexity Analyzer compares SS and STEM writings by examining variables like sentence length, TU, and the mean length of sentences. The study's comparative nature contributes to the emerging conversation about disciplinarity in writing and the myth of linguistic injustice by offering evidence drawn from both EAL and NES scholars.

### **Designing an ESP Course for the 21st Century Students: The Clash of the Digital Immigrants and Natives**

**Danijela Kirovska-Simjanoska, South East European University, North Macedonia**

How do teachers design an ESP syllabus for the students born and raised with technology? Are we prepared for the students arriving at universities with new ways of thinking and consuming information? Is it time for us to rethink and re-examine the way we create our syllabi? The ESP course for Computer Science students taught at the South East European University (SEEU) in Macedonia is designed according to students' needs and it includes a number of 21st century skills. Twenty first century skills are 12 abilities that today's students need to succeed in their careers during the Information Age. Upon successful completion of the course, students are expected to be able to use the language that they will acquire and practice throughout the course, integrating the four main language elements and skills towards fulfilling their academic needs as well as their occupational needs for their future careers. The idea of this paper is to show whether the author, being a digital immigrant herself, has succeed in creating an engaging and motivating syllabus for the digital natives. As it will be demonstrated in the paper, letting students have a say in the design of the syllabus proved to be beneficial for both parties.

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## Online Discussion Forum: A Catalyst for Effective Learning

Charles Ononiwu, Alex Ekwueme Federal University Ndufu-Alike, Ikwo, Nigeria

Technology-enabled learning is fast becoming pervasive in higher education around the world and is being adopted by high schools and higher educational institutions. Available evidence shows that the use of Information and Communication Technology (ICT) in the educational process is spreading faster than any other form of curricula change and innovation in the world. The research therefore, examined the value of the Online Discussion Forum (ODF) as a learning tool, using Vygotsky's (1978) Sociocultural Theory. The study adopted the qualitative content analysis using students' textual submissions in the online discussion forum as artefacts, as an online discussion forum was set up on [www.easyclass.com](http://www.easyclass.com). The findings demonstrated that ODF is a tool for scaffolding and peer-to-peer interaction, which enhances learning experience. The asynchronous nature of the ODF affords learners the opportunity to reflect on the course materials which helps to respond to questions and discussions in a more reflective way.

## Literature as a Tool of Awareness: Traits of Autism Spectrum Disorders for Students in ESP Class

Diana Židova, Beata Jelinkova, Constantine the Philosopher University in Nitra, Slovakia

Many countries which collect data about the number of children diagnosed with Autism Spectrum Disorder (ASD) have suggested a significant increase in the number of cases, which as a result brings new challenges to the teaching environment. Literature on the potential impact of ASD commonly suggests that a solution to improving the classroom atmosphere can be ensured by raising the awareness of the diagnosis to help them understand their students with autism spectrum disorders. However, studies on the specific perception of the world from ASD own perspective seem to be lacking. This research paper will focus on personality pervasiveness of ASD as depicted in the widely acclaimed novel "The Curious Incident of the Dog in the Night-Time" (2003) by Mark Haddon. The book, a detective story which circles around adventures of a teenage boy who suffers from many behavioural traits typical of ASD, can serve as a tool for understanding of students' behaviour for psychologists and specialists in special educational needs who provide professional advice on their accommodation. The article provides a comprehensive lesson plan in ESP class, moreover, it builds upon the means of critical thinking in the school environment.

## Video Tutorials as Potential Allies in the ESP Classroom

Danica Milošević, The Academy of Applied Technical and Preschool Studies, Department in Niš, Serbia

The use of video materials as teaching aids in ESP courses has been advised and widely practiced by ESP scholars for decades. In the highly technologically developed and networked world of today which has given rise to cyber culture and on-line education, video tutorials have emerged not that long ago as a platform for sharing knowledge on various scientific, professional and every-day topics. Bearing this in mind, the paper has an intention to explore how technical video tutorials can be used in the ESP classroom with technology students. In view of promoting the deep learning strategy which insists on the implementation of digital technologies in the 21st century education, this paper will pinpoint the effects of technical video tutorials on the learning process in the ESP settings, observe student reactions to "guest tutors" and their short video-lectures, and analyze some of the outcomes of this type of instruction.

## Internet as a Global Venue for Networking, Sharing Knowledge and Research

Vesna Waite, Dorothy School of English Language, Niš, Serbia

The aim of this paper is to determine to what extent using the Internet as a way of acquiring information for research purposes is a successful tool. The Internet can facilitate research in different ways, some of which are being presented in the paper. Researchers have access to a wide range of databases available on the Internet, also having the opportunity to use sites designed as a social media for academics such as ResearchGate or Academia. Apart from that, there exists some degree of correspondence between open access philosophy and hacker ethics which is related to academia to point to the possible ethic value researchers have to one another. The paper focuses on advantages of using Internet for the purposes of facilitating research, and another topic it analyzes is collaboration and co-authorship



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as a vital behavior in today's 'publish-or-perish' academia world as one of the ways in which internet could facilitate researchers' work. Methods used are publication research, exploring databases and collating findings.

## **Modelling ESP Teacher Identity in Ukrainian Tertiary Education**

**Maryna Rebenko, Taras Shevchenko National University of Kyiv, Ukraine**

The study aims to describe the status of ESP in ongoing curriculum reform within the Bologna-affected tertiary education in Ukraine. Considering the contribution of ESP teacher in equipping a tomorrow's graduate with ESP skills, we designed a model of ideal ESP teacher by questioning 40 participants of Computer Science and Cybernetics Faculty at Taras Shevchenko National University of Kyiv. We collected and analysed open-ended and close-ended questionnaires' data and applied the statistical method for its ranking. Findings on the open-ended questionnaire allowed building three different models of ideal ESP teacher and designed a rank of its constituents – varied in each participants' group. Within the close-ended questionnaire dataset, the discrepancies were diminished. All research groups agreed on the model of ideal ESP teacher as a combination of similarly ranked categories. This finding is consistent with recent studies in depending ESP teacher identity on different markers. The novelty was ranking the ESP teacher model on facets' significance based on opinions of three different social groups – students, language teachers and subject teachers. The discussion infers that the worked-out model could remedy 'struggles' in clarifying ESP status and teacher identity formation.

## **Learning Behaviour in an Extraordinary Situation**

**Žana Knežević, Vesna Tripković-Samardžić, University Mediterranean Podgorica, Montenegro**

Closures of higher educational institutions and cancellation of in-person classes caused by COVID-19 made ESP teachers in Montenegro find alternative ways to transform the serious emergency into an important opportunity to foster innovation in the area of teaching ESP online. Doing so, the teachers sought to enhance the experience already in place in many countries round the world. This paper deals with students' responsiveness to employing new teaching methods aimed at increasing learner autonomy in virtual environment during COVID-19 pandemic, which inevitably encouraged the use of technology. The study focuses on two groups of students (23 second-year students at the Faculty of Visual Arts and 45 third-year students at the Faculty of Information Technology, University Mediterranean Podgorica, Montenegro) and their reaction to the alternative methods of teaching ESP, as well as the results they achieved in final exams. The results are compared to those that the students of the corresponding study years achieved the previous year, providing a comparative analysis of an impact of information technology on students' learning behavior and accomplishments in the extraordinary situation.

## **Positive Voices of Pre-Service English Teachers in Slovakia**

**Elena Kovačikova, Zdena Kralova, Constantine the Philosopher University in Nitra, Slovakia**

Most of the studies on teacher motivation focus on extrinsic, intrinsic, and altruistic motivations as three main factors when deciding to choose the teaching professions. However, not many studies concentrate on pre-service teachers and their attitudes and self-reflections during their university studies after they have initiated their supervised teaching practice. Teacher's identity is defined in several directions. This paper sheds light on pre-service teaching programs delivered in Slovakia with the focus on the form and content of the courses provided for pre-service English teachers. The qualitative analyses of teaching diaries concentrating on the outcomes of their pre-service teaching practice can serve as the feedback for university educators and teacher trainers in effective and successful preparation and teaching trainings of GE and ESP teachers in Slovakia.

## **Can Close Cooperation between ESP/CLIL Experts and Disciplinary Teachers in Higher Education Lead to Fostering English Learning-Teaching Environment?**

**Ludmila Hurajova, Slovak University of Technology, Faculty of Materials Science and Technology in Trnava, Slovakia**

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Current challenges and issues are so complex that without a close, interdisciplinary and multidisciplinary cooperation it is very difficult or even impossible to solve and find innovative approaches to them. We are living in the era of big data, artificial intelligence and also virtual reality which are changing the paradigm of our living, including education. As far as communication within multidisciplinary and multinational working teams is concerned, English has become a preferable language that is used worldwide also in academia and research world. In non-English speaking countries HEIs (Higher Education Institutions) have faced very similar challenge how to foster establishing English learning-teaching environment in education. Most of their students speak different language from English and their level of English competence differs. Likewise, DTs' (Disciplinary Teachers) English competence and readiness to teach their courses in English vary. This contribution describes the project (Visegrad+) of HEIs from Slovakia, Hungary, Poland, Albania and Serbia, leading to study if CLIL (Content and Language Integrated Learning) and close cooperation between ESP/CLIL experts and DTs can result in effective setting English learning-teaching environment. The main project outcome – web platform for ESP/ CLIL and DTs communities - is presented.

## Research in the Possibilities to Improve the Reading of Subject-Specific

**Gabriela Chmelikova, Slovak University of Technology, Faculty of Materials Science and Technology in Trnava, Slovakia**

In their future professional career the non-philological universities' graduates will undoubtedly encounter the necessity of reading technical texts in a foreign language. Utilising the basic knowledge in linguistics, they should be able to orient easily in the text and context, use prediction, comprehend the texts without the word-by-word translation, as well as be aware of making use of various progressive reading techniques, if necessary and useful. The author carried out a quantitative and qualitative research at three Slovak non-philological universities with the sample of 300 respondents. The research proved our anticipations that the situation regarding the university students' reading skills level is quite serious, as well as it proved that the improvement in this field is possible in a short time period.

## Development of Future Teachers' Project Competence to Design Learning Process of GE, ESP, LSP

**Marianna Kniazian, Olena Khromchenko, Larisa Sushchenko, Odessa, Mechnikov National University, Zaporizhzhia National University, Ukraine**

The effective interaction of representatives of different peoples and cultures in the social and professional fields is the task of paramount importance for the development of modern society and the economy. A modern specialist is supposed to demonstrate not only basic knowledge of GE, but also knowledge related to their profession and determining the content of ESP and LSP. That is why it is becoming relevant for the future teachers to develop the ability to design a foreign language learning process taking into account the special nature of GE, ESP, LSP. The structural components of project competence of a teacher are diagnostic (studying the actual development of each students' personality, their interests, goals, level of language mastery and professional training, emotional and volitional sphere, abilities), organizational (elaboration and implementation into practice such innovative teaching techniques of GE, ESP, LSP, that allow future specialists to generalize the knowledge obtained from various sources, expand the experience of using English or another foreign language, differentiate methods for motivating students, create a stress-free environment in the classroom), prognostic (determining the prospects for the development of a student as an individual and a professional, according to which, recommend optimal methods for independent study of GE, ESP, LSP using on-line or e-learning).

## Corpus-Driven ESP Pedagogy: A Preliminary Case Study

**Maria Andrejevna Rudneva, RUDN, Moscow, Russia**

The study I would like to present explores application of a freely available EcoLexicon online corpus in specific language classes at Environmental studies faculty of RUDN University, Russia. Although corpus tools are traditionally used by linguists, I intend to demonstrate how they can be offered to non-linguist students to facilitate better understanding of inherent semantics, departing from generic surface understanding of professional texts and delving deep into structures and meanings, thus enhancing overall linguistic competence of learners and instructors alike. One of the

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main results of the study is that the implementation of corpus-based tools clearly demonstrates unreliability of automated translated tools and fosters departure of novice professionals from assisted translation towards independent exploration of semantic nuances of target specialized languages. Despite numerous benefits, corpus-based tools can present certain challenges as well. These deficiencies, however, may be remedied by careful design of teaching materials and assignments, which will be presented in more detail.

## **Neonym Analysis in the English Language for Tourism Purposes**

**Tina Orel Frank, University of Primorska, Portorož, Slovenia**

Languages undergo constant changes, new lexis being just one, yet most sensitive, among them. Languages for specific purposes are no exception to that, especially observable in the fields currently in the state of fast development, such as tourism. The aim of the research is to analyse neonyms in the English tourism language from the perspective of new lexis creation processes. Neonyms are understood as terms in neologistic phase of lexical life cycle. The paper extracts them according to their subjective time-bound definition in terms of tourism field on the basis of using the internet sources as a corpus, which is especially applicable for researching language novelties. The paper adds to the understanding of tourism as a field and its specific language and sheds light on newer (often unsystematical) term formation processes. It has indirect theoretical word creation tendencies applicable also when comparing the word formation processes in the general English language as opposed to the English language for tourism purposes.

## **Teaching Writing and Error Correction in an English for Specific Purposes Classroom in 2014-2020 in Ukraine**

**Iryna Didenko, Taras Shevchenko National University of Kyiv, Nataliia Zhukova, Zaporizhzhia Polytechnic National University, Ukraine**

Before 2014 teaching writing in English for Specific Purposes course at Ukrainian universities was pretty similar to General English course at secondary schools with strong emphasis on grammar. But the British Council “English for Universities” project started in 2014 in Ukraine triggered dramatic changes in teaching writing and error correction in an ESP class. Namely, catering the course for meeting the learners’ needs, identifying the genres to focus on, using three approaches to teaching writing: product, process and social-constructionist approaches, peer-learning and proofreading, emphasis on developing writing sub-skills rather than polishing grammar, introducing brand-new approach to assessment and evaluation of a piece of writing (peer evaluation and assessment, introducing the system of clear and concise criteria for assessment). The article describes not only the changes that were introduced, but also the real impact of these changes on the ability of graduates and students to function successfully in professional environment relying on their feedback. The results of a qualitative research conducted in four focus groups: 20 (10+10) graduates and 20 (10+10) students from two universities are depicted in the presentation.

## **Raising Engineering Students’ Awareness as Regards the Importance of Improving their Proficiency in English**

**Simona Abrudan Caciora, Amalia Sturza, Anamaria Supuran, University of Oradea, Romania**

This research paper presents the results obtained after analysing the answers given by a number of 170 engineering students to questions referring to the current role of English, both in engineering education and in engineers’ professional activity, especially when this activity is carried out in multinational companies. In addition, it emphasizes the importance of presenting students, during the early stages of their academic education, with the advantages provided by a good command of the English language. First, because employers in the field of engineering, especially those representing multinational companies (and such multinational companies are present in Oradea) need employees with a good grasp of English. Second, because academic education often involves the use of English for conducting research and/or for presenting the results of research.

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## Using Reading Comprehension Strategies to Achieve Comprehension at all Levels of Bloom's Taxonomy in Texts for Specific Purposes

**Božena Horváthová, Constantine the Philosopher University in Nitra, Slovakia**

Comprehension operates at multiple levels, especially for students learning in a foreign language. Bloom's Taxonomy defines six levels of comprehension with verbs: remembering, understanding, applying, analysing, evaluating, and creating. The article aims to evaluate teaching techniques and to improve student reading comprehension by applying Bloom's six levels to in-class reading tasks related to a text for specific purposes. Applying an action research, B2-level students were engaged in activities that revolve around their reading of an article for specific purposes, and through these activities, teaching techniques were assessed and student comprehension was evaluated on each of the six levels of Bloom's Taxonomy.

### Relevance of Translation in ESP Teaching Methodology

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This presentation offers an observation and discussion on the relevance and scope of presence of translation within English for Specific Purposes courses in academic settings of the Faculty of Electronic Engineering and Faculty of Medicine, University of Niš. There is concern with methodological issues of translation skills regarding domain terminology. This subsumes translation methodology, finding precise target language equivalents, as well as determining whether to translate a text, respecting the syntax of the target language, or to paraphrase it with the primary aim to most precisely convey information contained in the original. Then, there is an emphasis on a wider social context that implies inducing in students the awareness of the responsibility they as future professionals and experts in their field have towards their own mother tongue in the dissemination of content knowledge. It is a most often situation that in Serbian scientific and professional environment translation of scientific texts in English is done by domain experts without consulting linguists, philologists of Serbian language. The consequence is mere (and often incorrect) transliteration of English scientific terminology, and ultimately uncurbed influx of foreign terminology. Yet another argument on the relevance of the previous one is that translation enhances soft transversal skills such as thoughtfulness and critical thinking which among others benefit comprehension of the domain knowledge, as it has been noted that professors, and then students use the English terminology while speaking Serbian, where the latter group do not fully understand the content presented in such scientific 'newspeak'.