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Programme

The 11th International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures

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Academic discourse in cross-cultural contexts: Exploring the synergies between LSP and translation

Translation is seldom systematically incorporated into LSP teaching, which is somewhat surprising as both students enrolled in LSP courses as well as LSP teachers inevitably encounter real-world situations where the translation is expected or even required. This reluctance to bring translation-related activities into the LSP classroom is linked to the communicative approach to language teaching, which encourages students to communicate in the language they are learning, thus promoting a monolingual classroom environment. In this context, translation, which requires a simultaneous awareness of the source and the target languages, is seen as potentially detrimental as it may lead to L1 interference, and thus avoiding translation reduces the effect of interference.

However, such absolute dismissal of translation fails to take into account the fact that the students enrolled in LSP courses are often faced with academic discourse in at least two languages in real life. For LSP learners, the need for translation arises in different circumstances, ranging from self-translation of abstracts or research proposals into their L2, most often English, translating terminology or even passages or texts into their L1, and other ad hoc situations where the demand for cross-linguistic mediation arises. As translation of specialized texts is exceptionally challenging, it seems that a focus on developing some basic translation skills in LSP courses would be valuable, particularly since LSP instructors are language professionals, who often have extensive experience with translation themselves.

To lay the foundations for incorporating translation skills into the LSP curriculum, two essential issues need to be considered. The first is gaining an in-depth understanding of the translation-related learning needs of LSP students. The opinions and experiences of students enrolled in LSP courses, established multilingual researchers and LSP instructors collected through systematic research provide invaluable insights into the needs of multilingual LSP learners. The second issue involves a methodical corpus analysis of translated academic discourse, which can be used to foster an awareness of how cross-cultural rhetorical differences are addressed in the translation of academic texts, and ultimately assist in developing relevant teaching materials.

Finally, the question of whether elements of translation may also be useful in LSP writing skills development needs to be addressed. While translation is typically avoided in the context of L2 writing skills development to avoid interference, some type of translation-based activities may be of use in developing academic writing skills. Academic discourse is, in some respects, highly formulaic, and identifying functionally or pragmatically equivalent formulaic elements in L1 and L2 may thus assist LSP students in gaining confidence in their academic writing skills in English.

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Developing research-based teaching materials for Languages for Specific Purposes

Teaching materials in Languages for Specific Purposes (LSP) contexts are typically developed in-house to address specific students' needs (Stoller, 2016), such as to provide students with specific linguistic input, samples of target genres, or opportunities for language practice or discussion. Although in-house materials development is a common practice in LSP, there is little guidance for LSP practitioners on how to develop effective research-based materials. Moreover, since such materials are rarely published, good examples are difficult to obtain (with some notable exceptions, such as Feak & Swales, 2010). In this talk I will address this gap by focusing on key issues in development of research-based teaching materials for LSP classes. Particular attention will be given to materials aimed at raising students' awareness of communicative practices and non-linguistic issues surrounding language use in academic and professional contexts, which may cause misunderstandings or create obstacles to successful communication. Examples of research-based LSP materials from my previous work with colleagues (Harwood & Petrić, 2019; Khuder & Petrić, in press) and other authors' work in this area (e.g., Curry & Lillis, 2010) will be provided for illustration and discussion of approaches and important issues to consider in materials development. Benefits and limitations of research-based materials from practitioners' and students' perspectives will also be addressed. This will lead to a discussion of LSP materials development as an area of both teaching practice and research.

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Insights from an undergraduate academic writing course – Focus group interviews

Writing may be the hardest academic language skill to acquire and requires structured scaffolding in the process. More recent research, driven by theories of social constructivism, implies that formative peer assessment can be an effective tool for improving writing skills (if supported by adequate training and instruction) as it encourages autonomy, collaboration and active participation of students in the learning process. This paper reports on students' observations about the academic essay writing and assessment procedure implemented at an undergraduate course in English for academic purposes during the spring semester of 2020/21. The procedure involved the writing of argumentative, descriptive and narrative academic essays and the assessment of each essay by a peer and an EAP teacher, followed by corrections based on teachers' and peers' feedback and submission of the final version of the essay. Students' observations were collected at the end of the course through focus group interviews. The interviews were semi-structured and focused on the following topics: a) essay writing (background, instruction, preparation and execution), b) peer assessment (difficulties in assessing peers and usefulness of the received peer feedback), c) teacher assessment (usefulness and objectivity), and d) general impression about the procedure. Students' replies provided us with invaluable insight into the benefits and drawbacks of the implemented procedure and led to its improvements in the current iteration of the EAP course.

Key words: academic writing, academic essay, focus groups, peer assessment, teacher assessment

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Incorporating gamified procedures in teaching multimodal literacy in EMI: Exploring research dissemination videos

Using digital resources as gamified procedures in Higher Education (HE) is fundamental in the teaching of multimodal literacies in the 21st century. Additionally, science dissemination through online videos is essential for both researchers and students (Erviti & Stengler, 2016; León & Bourk, 2018) who need training to master this competence. Learning the language of science dissemination videos entails more than just understanding their linguistic nature, being these made up of complex multimodal interactions that contribute to the engagement of their viewers (Valeiras-Jurado & Bernad-Mechó, 2022). University lecturers need to meet the demands of students (digital natives) (Prensky, 2017) and foster multimodal literacy. Furthermore, authentic materials may contribute to this learning in the English as a Medium of Instruction (EMI) classroom (e.g. YouTube videos) (Welbourne & Grant, 2016) to reflect on the multimodal use of science dissemination and its engagement role (Meissner et al., 2020). We analyzed a research dissemination YouTube video used in an English for Medicine course taught at Universitat Jaume I (Spain). A selection of rich points (Valeiras-Jurado, 2019), i.e. engaging short fragments, were then further examined using Multimodal Analysis – Video (O'Halloran et al., 2012), and two main types of modes were identified: embodied and filmic (Valeiras-Jurado & Bernad-Mechó, 2022). Results show the recurrent use of engaging strategies throughout the rich points; and previous research on science dissemination on YouTube (Muñoz Morcillo et al., 2016) confirms that filmic modes contribute to creating a dynamic clip. Finally, a discussion on educational implications is provided to teach multimodal engagement strategies through gamification for science dissemination and broaden students' awareness of multimodal literacy skills (Ruiz-Madrid & Valeiras-Jurado, 2020).

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The analysis of graduate students' use of transition markers

To facilitate readers' comprehension and improve cohesion in their theses, students should rely on transition markers, i.e. conjunctions and adverbial phrases used to denote enumeration and addition, summation, apposition, result or inference, contrast or concession, and transition (Biber et al. 1999) in the discourse. The aim of the study is to analyse graduate students' L2 English writing and provide examples on their use of transition markers in graduate theses. The comparison is provided between the corpus of theses written by students from the university in Osijek (121,170 words) and students from the university in Novi Sad (255,451 words), disclosing the frequency and appropriateness of the use of transition markers, as well as providing examples of over- and under-usage. The results will indicate that the overuse in Novi Sad corpus may be attributed to the greater length of MA theses, while the underuse of markers in Osijek corpus may account for students lacking register awareness.

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Post-postmodernism, globalization and the internet generation

Although Postmodernism has often been described as the most recent and contemporary movement in philosophy, literary theory and art, its existence has been called into question in the last ten to twenty years now. Indeed, postmodern concepts celebrating the relativity of meaning, irony, self-awareness or Lyotard's end of Grand Narrative might seem too distant or "heavy" to a young person (student) nowadays, as they really belong to so-called "Mum and Dad culture". The new era of globalization, consumerism and rapid technological development - the era of the Internet - has forever changed the course of contemporary culture, the way we live, think and learn. For that reason, many theorists have embraced the idea of the death of Postmodernism, announcing the new cultural phenomena most frequently referred to as Post-Postmodernism.

By acknowledging this important shift in the cultural and academic sphere, this paper will investigate some of the key concepts of this emerging contemporary movement in order to identify and better understand the times we live in, especially the new generation of young people inhabiting our classrooms today - popularly referred to as generation Y and Z.

Key words: Post-Postmodernism, globalization, the Internet, generation Y, generation Z.

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Affordances and limitations of using Grammarly software for corrective feedback: Teacher's perspective

Developing ESL writing skills is important for engineering students and providing support and feedback in this process is of utmost significance. Acknowledging the present technological advancements in providing computer-mediated corrective feedback and the engineering students' propensity for using digital tools, the present study aims to determine the potential of using Grammarly software in correcting ESP students' writing. The study examines 35 short essays written by first-year students of the Faculty of Technical Sciences, University of Novi Sad. The essays were randomly chosen from the pool of students' essays written online during the 2021/2022 academic year. The selected essays were corrected by both the teacher and the Grammarly software with the aim of comparing the mistakes indicated by Grammarly with the corrections suggested by the teacher. In order to determine the affordances and limitations of using this digital tool for providing corrective feedback, the analyses focused on writing mistakes related to spelling, punctuation, grammar, vocabulary and sentence structure as well as text organization and elements of style. The results indicate that the use of this tool in ESP classes can be beneficial to a certain degree, while teacher feedback still has a significant role.

Key words: corrective feedback, digital tools, ESP writing, Grammarly

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Plain English vs. Legal English

Legal language is difficult to learn and understand, often for lawyers themselves. Objectified definition of basic concepts, devoid of examples for better understanding, creates a problem in interpreting the law and finding the right concept to be applied in a particular situation. Therefore, there is a need to simplify legal terminology or its complete abolition, where possible. laws are created so that ordinary people can get acquainted with the content of their rights and obligations. The difficulty is greater if the subject does not understand what he is required to do or not to do or how he can exercise a right and whether he has that right at all. However, lawyers, as well as representatives of many other professions experience the use of specific terminology in their work as a status feature and a sign of belonging to a special group. It is understandable that many lawyers insist on using this terminology because, like other professionals and lawyers, they have acquired their knowledge of law through long processes of learning and reflection and have right to receive benefits based on it. In the English-speaking world, and especially in the United States, the Plain English movement has been developing in recent decades, advocating the use of everyday spoken language ,especially in the communication of lawyers with clients. This movement has experienced its ups and downs.This paper would present the advantages and disadvantages of both ways of communication: with strictly legal terminology and with the help of Plain English way.

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Collocations in bilingual ESP dictionaries – Case study of business dictionaries

Theoretical linguistics has long been concerned with collocations as they are a key issue in second language learning, translation, lexicography and proofreading. Collocations are increasingly becoming the focus of interest in applied linguistics, particularly among foreign language teachers, as the awareness of their importance for successful communication in a foreign language (FL) increases. Mastering the language of a particular profession means, among other things, learning the meaning(s) of the lexemes characteristic of that profession. However, for successful oral and written communication in a foreign language, it is also necessary to know how these lexemes are related to each other. The learning and correct use of collocations are basic requirements for the development of communicative competence in a foreign language, both in general language and in language for specific purposes (LSP). Collocations should therefore be an integral part of monolingual and bilingual dictionaries, which are an indispensable tool in foreign language learning. However, experience in teaching business English as an LSP at the university level and in translating and proofreading professional and scientific papers in the fields of business and economics has shown that foreign language collocations and their Croatian equivalents are insufficiently and inappropriately represented in bilingual dictionaries. To illustrate this, this talk will present the most important elements of a quantitative and qualitative analysis of selected entries in monolingual and bilingual general language and LSP dictionaries and will suggest the path that lexicographers should follow in future (bilingual) dictionary writing.

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Overcoming challenges in using discourse markers (linking words and phrases) in oral presentations of medical topics in English

Presentation skills account for one of the most important skills a professional of the future must possess. In order to present their research, apply for a grant or position, introduce themselves or their team, one must be able to efficiently use the time and space allocated, producing a well-structured, coherent and time-framed piece of oral contribution. Since the audience rarely has the presentation script in front of them, the presenter must guide them through the presentation, identifying sections to be discussed and relating ideas and notions to one another, accomplishing, in the end, a well-packed and clear piece of work, which is to prompt a desired response/feedback. One of the first steps towards a well-structured and coherent presentation is to familiarize the students with the concept of discourse markers (signposts: transition/linking words) and their proper use in planning and executing a successful oral presentation. In addition to recognizing their function, it is important to distinguish between the discourse markers used in writing and those used in speaking, as well as to opt for the appropriate ones for the execution of oral presentation, bearing in mind the potential pitfalls of foreign language-mother tongue interference.

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Common and specific aspects of dealing with a medical topic "hypertension" within nursing English and dental English courses

In a content-based instruction (CBI) setting, it is paramount to conduct a thorough needs analysis before launching a EMP course: Who are our students, what is their motivation, their level of proficiency in general English as well as their future use of professional English. In addition to answering these basic questions, the course design should also provide for the opportunities and tools that will prepare students for lifelong learning and continuing professional development, as well as set the foundations for using resources (both spoken and written) in English. When teaching medical English to nursing and dental students, one should consider the fact that certain aspects of terminology and its use are common to both groups of students (general information about hypertension: definition, types, causes, modifiable vs. non-modi-fiable risk factors, treatment), so there is an opportunity to use common types of practice sheets and handouts. On the other hand, given the specific aspects of these two healthcare disciplines, it is essential to incorporate their specificities into syllabi: Nursing students will discuss nursing diagnoses, interventions and rationales, as well as expected outcomes related to a patient suffering from hypertension, whereas dental students will focus on dental management in a patient with hypertension.

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The challenges of and the approaches to teaching cross-linguistic mediation skills as part of pluricultural competence within business English courses

In the globalized world of today, business is increasingly conducted between partners who have different cultural and linguistic backgrounds as they come from different countries and, hence, different cultures. Therefore, it is essential that businesspeople involved in international business are familiar with differences in communication patterns and cultural norms which originate in different languages and cultures. Since this communication generally takes place in English and in an intercultural setting, people involved in business often need to act as intercultural and interlinguistic mediators as well. We argue that enhancing economics and business students' pluricultural competence and the related intercultural communicative competence and cross-linguistic mediation skills should be an integral part of Business English courses at tertiary level. Stemming from this, the overall aim of the contribution is to discuss these issues and the ways of addressing them in class. Thus, we first focus on the concepts of pluricultural competence and cross-cultural communication in the professional domain of business. This is followed by an overview of cross-linguistic mediation skills as intrinsic to intercultural communicative competence. The main part of the contribution then concentrates on the challenges of and the approaches to teaching cross-linguistic mediation skills in Business English classes. Here, we provide strengths and weaknesses of different approaches to dealing with this topic. In addition, we give guidelines on preparing classroom activities for the development of our students' English language knowledge so they will be able to effectively communicate in pluricultural international business context.

Key words: pluricultural competence, cross-cultural communication, cross-linguistic mediation skills, intercultural communicative competence, Business English, teaching

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Structure and language of presentations - Students' perspective

Nowadays, presentation skills play an essential role in successful work-related performance, both as an independent business event or as a segment of activities such as meetings or negotiations. Therefore, teaching students to design and deliver effective presentations not only enables them to be more engaged in their current university setting but also prepares them for their future roles in professional environments. This research study examines video presentations made by students of the Faculty of Technical Sciences, University of Novi Sad, Serbia, studying at two study programs: Animation in Engineering and Industrial Engineering. The presentations were analyzed quantitatively and qualitatively in terms of the structure, formulaic language and students' overall ability to convey the main points of their presentations. The findings reveal that students in both study programs show great interest in participating in presentation tasks. However, there are significant differences in the way they follow the presentation model they were instructed to use and language typical for business presentations. This study suggests that it is of vital importance to include the development of presentation skills into English language curricula at the tertiary level.

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Non-human subjects and present perfect as mechanisms of rhetorical judgment

We have examined the distribution of tenses in the Introduction section in a corpus of MA theses in Linguistics recently defended in the US, UK, Croatia and Serbia, with the aim of establishing the extent to which the use of past simple and present perfect in the academic production of EFL learners resembles that of English L1 speakers, both in terms of frequency and function. A quantitative analysis of the verb constructions shows a high frequency of non-human subjects (e.g. 'the research', 'the results', 'the findings' etc.) followed by reporting verbs in Present Perfect, especially in the Introduction section of theses (Hawes and Thomas 1997, Ling Lin 2020). The structures with non-human subjects and verbs in present perfect create clearly entrenched hedging constructions with the function of rhetorical judgments about the relevance of time to the concept of generality of claims made in RPs (Hyland 1996a, 1996b, 1998). The results of the analysis coincide with Oster's (1981) observations that the present perfect is employed to introduce the generalizations of the reviewed topics, followed by the past simple or the present simple, depending on whether writers would like to report the procedures of past literature or to draw conclusions about the reviewed past literature, respectively. Due to the partial overlap of the use of those two tenses in Croatian and Serbian when compared to English, the corpus analysis yielded some discrepancy in the distribution of tenses with non-human subjects indicating the need to use constructionalist approach to teaching academic writing.

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Legal English education at the Faculty of Law, University of Zagreb

The aim of the paper is to briefly describe legal language education in Croatia on the example of the Faculty of Law, University of Zagreb. At the Faculty of Law in Zagreb courses in Language for Legal Purposes (English or German) are compulsory for all students in the first and second year of study. Elective courses in Advanced Legal English and Comparative Legal Linguistics are offered in their fifth year of study. The vast majority of students take Legal English. Legal English is a complex area of study and it presents numerous difficulties to teachers and learners alike. Among those are polysemy, archaic words and phrases, long and complex sentences, borrowings from Latin and French, legal doublets, special usage of modal verbs and so on. It must also be taken into consideration that legal terms denote concepts and cannot be translated without at least basic understanding of the respective legal system. The main aim of the legal language courses is to improve their ability to use and understand legal texts written in English in their studies and later in their professional work, as well as to improve their translation skills and overall and specific language competence. For that purpose a new textbook has been prepared by the Department of Foreign Languages taking into account the needs of law students today.

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Powtoon as a contemporary formative assessment tool in teaching LSP to students of forensic science

Modern teaching aids are always welcome when teaching LSP at the university. One of those aids are didactic apps or platforms that enable students' creativity to come to the fore. Powtoon, a free animation studio platform, has already shown positive reactions from students worldwide, according to recent studies. Its tendency to replace traditional formative assessment methods is more and more noticeable. For our research and our analysis, we have chosen two generations of students studying at the University of Criminal Investigation and Police Studies in Serbia, Department for Forensic Engineering. These were two study groups of students who enrolled in the academic year of 2020/2021 and 2021/2022 respectively. In their course Engleski jezik 2, and as part of their continuous assessment, students were asked to present a topic related to forensic science using all the multimedia resources at their disposal Powtoon has to offer. The outcome were creative and eye-catching projects. Subsequently, students were asked to complete an anonymous Likert scale survey on their experience using the platform. More than 10 university students took part. The results are that students generally find the platform useful for improving their language skills. There are mixed views on the user-friendliness the app offers and the media contents available. Further comparative research is needed to determine, for example, how students from other departments of the University (such as the Criminalistics Department) could use the same study model when drafting their multimedia assignment related to their professional field.

Key words: Powtoon, teaching LSP, formative assessment, forensic science

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Establishing the assessment criteria for an ESP translation project

Four years ago, two English teachers at a business-oriented university in Belgrade introduced a translation project as an innovation to their undergraduate ESP course. The project has been carried out three times since then and involved the second-year students of management and ICT. Working in pairs or groups, their task was to translate a Wikipedia article on a topic connected to their field of study from English into Serbian. When the authors of this paper joined this year's project iteration, they were faced with the task of forming the assessment criteria for the translated articles. Considering that there were no clearly defined criteria from the previous iterations to rely on, they needed to start from scratch. That said, the aim of this paper is to describe the process of assessment criteria formation as well as to present the final criteria used to evaluate the students' translations.

Key words: assessment criteria, ESP, translation project, Wikipedia

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LSP bilingual dictionary compilation: The role of translation stage in communicating the knowledge of different engineering disciplines

As the main function of LSP bilingual L2-L1 dictionaries is to explain the meaning of foreign-language specialized terms, or more precisely, to determine the target-language equivalents of source-language headwords, this study attempts to highlight the translation stage, an important step in specialized L2-L1 dictionary compilation. It aims to reveal the translation procedures employed by LSP lexicographers, relying on the distinction between the concepts of foreignization and domestication, known as Venuti's strategies, applied in the translation of specialized dictionary terms of different engineering disciplines. A case study was conducted on two English-Serbian LSP dictionaries from different disciplines: from the field of traditional ones (mechanical engineering), and from the field of new ones (information technology). Our hypothesis assumes that LSP dictionaries in traditional engineering disciplines primarily use domesticating (TL-oriented equivalent) translation procedures, whereas those in high-tech engineering disciplines tend to use foreignizing (SL-oriented equivalent) translation procedures. The results of the qualitative and quantitative analyses showed the absolute dominance of domesticating procedures in the bilingual English-Serbian Dictionary of Mechanical Engineering, whereas a few foreignizing translation procedures were employed in the Dictionary for Computer Terms. Hence, in the future, it seems that communicating technical knowledge in modern technical disciplines through LSP dictionaries will increasingly be facilitated by ready-made terms, such as loans and calques. The findings of this study have implications for LSP lexicographers, English teachers, and engineering students.

Key words: LSP bilingual L2-L1 dictionary, translation stage, engineering disciplines, translation procedures, communicative and cognitive functions, knowledge communication

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Virtual international collaboration in ESP courses: Science students' views

Virtual international collaboration in university education is an innovative concept of teaching and learning providing academics and students with the ability to communicate and collaborate with peers internationally using Internet-based tools. While working together on subject-specific learning tasks or projects students develop intercultural competences, global perspective, teamwork and digital skills. Undoubtedly, students' willingness and preparedness to engage in such international collaboration sets a cornerstone to the implementation of the approach. The main purpose of our presentation is to give an overview of survey results regarding the views and perceptions of science students at the University of Novi Sad who have not had the opportunity to participate in an activity of this type so far. The findings reveal that the overwhelming majority of students see this model as extremely useful for their ESP courses and express great interest for this kind of collaboration. They also point to a number of challenges and potential problems that may hinder this collaboration process. The observed challenges can serve as important guidelines for partnering professors in planning, designing and implementing mutual collaborative projects and tasks.

Key words: virtual international collaboration, ESP, students views and perspectives

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Teaching English nominal compositions in ESP courses: Challenges and strategies

When learning takes place in the context of English for Specific Purposes, learners need to master not only new technical vocabulary but also the specific features of the scientific language and discourse. Recent studies have pointed to significant diachronic changes in the written scientific discourse style in English, reflected in an increasing tendency towards nominalization and complex noun phrase structures, including N+N compositions. These complex and often ambiguous structures (which lack the functional words which would explain the semantic relations between the nouns) are a challenge for English language learners, especially because N+N compositions are generally untypical and unproductive in Serbian. Also, these nominal compositions are still underrepresented in curricula as well as English textbooks and grammars. The aim of this paper is to point to the changes in the English scientific discourse related to the mechanisms of nominalization and increasing frequency of N+N compositions. Also, the paper stresses the importance of teaching N+N compositions in ESP courses at the tertiary level and equipping students with the skills needed for translating these structures. Using samples of texts from different areas of agricultural science, we demonstrate use of both explicit and implicit strategies that students need to develop in order to more easily understand and translate this specific type of compositions.

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The noticing of phrasal verbs by second language readers

Phrasal verbs, which are holistically processed lexical strings, are of considerable importance in language performance since they pervade the English language. However, they are a source of difficulty to second language learners who appear to have considerable problems acquiring them incidentally through reading. The problem of the acquisition of phrasal verbs, as well as other types of formulaic sequences, is of growing interest to researchers as a topic of considerable importance for second language acquisition. The theoretical basis of this experimental study of phrasal verbs derives from Levelt's (1989) model of L1 lexical processing as modified by de Bot, Paribakht and Wesche (1997) for L2 readers, and is set in the wider context of Schmidt's noticing hypothesis (1990). A customized web application was designed for this study to assess the noticing behaviour of 46 second language learners as they were reading a text containing unknown phrasal verbs prior to performing a comprehension task. Noticing was assumed to have occurred when the the meaning for the key phrasal verb was sought on the application. Moreover, the study aimed to determine whether any increased noticing of typographically enhanced input was associated with improved comprehension. The results suggested that improving incidental learning of phrasal verbs incidentally through reading is a much more complex process than simply one of drawing attention to their form by making them perceptually salient. The results are consistent with Schmidt's noticing hypothesis and de Bot et al.'s modification of Levelt's model of lexical processing for second language readers.
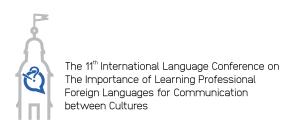
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The effects of enhanced input on acquisition of phrasal verbs

Enhanced language input, as an external mechanism for attracting attention, based on the Comprehensible Input Hypothesis by Stephen Krashen (1985) is one of two approaches to attracting students' attention to the word form and meaning that have recently aroused the interest of scholars in the field of second language acquisition. This approach has one basic feature - "an attempt to direct the student's otherwise elusive attention to problematic aspects of input in order to encourage their acquisition" (Izumi 2002). Unlike most previous research that focused on the effect of language input on noticing the morphological and syntactic structures in a foreign language, this paper will shed light on the effects of enhanced language input on noticing (Schmidt 1990, 2001) and acquisition of complex lexical units, formulaic expressions, in English as a foreign language. Based on the results and insights gathered from the stimulated recall data, a number of constraining factors that need to be considered in achieving a successful focus on form are identified and discussed. In particular, the paper underscores the importance of respecting learner internal factors such as developmental readiness and their individual differences. As witnessed in many previous studies (Lokotar Vojnović, unpublished PhD), learners inevitably bring with them to the classroom divergent backgrounds such as motivation, learning styles and other individual differences which can potentially confound with the treatment effects, which is relevant for everyday classroom teaching.
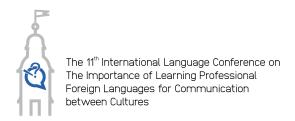
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Transversal competences in FLL at HEI

Developing transversal competencies is of vital importance in foreign language learning and teaching and they are one of the key competences for 21st century skills. The newly published Reference Framework of Competences for Democratic Culture (2013) provides an updated definition of competence that includes values, attitudes, skills, and knowledge and critical understanding. The aim of this talk is to raise awareness of the importance of transversal competences, present reference documents and set of materials that can be used in curriculum/syllabus development, and empower teachers to implement techniques and strategies how to use them. The focus will be on inter-personal skills (presentation and communication skills, organizational skills, teamwork, collaboration, initiative), defined as one of the eight key competences for lifelong learning (2019), while UNESCO drafted inter-personal skills as one of four generic domains for educators to focus on (2013), but some more will be mentioned, as well. A foreign language classroom is an excellent starting point where students can learn about the codes of conduct and rules of communication in different societies, work both collaboratively and autonomously, express and understand different viewpoints, and respect diversity.

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Listening in LSP courses: Using lectures to enhance students' writing skills

Listening has long been considered a Cinderella skill in foreign language teaching as the focus has been more on pro-ductive skills, in particular speaking. Although this trend has shifted, and nowadays there is more research dedicated to listening, there is still a need for more guidance and training on how listening can be taught. This talk explores one specific type of listening used in LSP courses, i.e. audio and video lectures. The purpose of a lecture in university settings is to give students a general overview of a topic, and thus a starting point for further study. In LSP classes lectures play a further important role, i.e. they substantially contribute to language learning in terms of pronunciation and vocabulary, and can be used as an input for writing assignments, reading or speaking activities. As writing assignments are usually considered more challenging for students, LSP instructors are constantly looking for innovative and better approaches to teaching academic writing. Therefore, this talk focuses on how listening can be combined with writing, more precisely on how short audio and video lectures can be used in LSP courses to enhance students' writing skills. By listening to lectures students can, for example, learn how to take more efficient notes, and how to use these notes to write an out-line, a paragraph, an essay or a lecture summary. Accordingly, the talk provides examples of our teaching practices and presents activities that can be implemented in LSP classes.

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Developing engineering students' presentation skills using genre-based approach

Developing presentation skills is an important component of engineering students' LSP oral skills. By providing practice in presenting topics of common interests to their fellow students, classroom presentations offer engineering students the opportunity to socialize into the discourse of their future professional community. However, in a situation when the majority of students come to university with little knowledge about preparing academic presentations, doing a presentation in a foreign language may become a daunting task. This paper seeks to explore how some of the frequent hurdles that engineering students experience when making presentations in a foreign language can be overcome using genre-based approach. Drawing from our experience with students' presentations in English and German, the paper first aims to identify some of the common problems with students' presentations in these languages and tries to explain them in terms of rhetoric and pragmatic skills required for a successful presentation. It then focuses on identifying the moves and linguistic resources that characterize oral presentation as a genre (and student presentation as a specific sub-genre). This genre knowledge is then used to develop students' awareness about oral presentations and practice the language that can be used to communicate successfully in this context. Increased familiarity with the characteristics of this spoken genre prepares students for becoming effective participants in their future academic or professional environment.

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Correlation between EFL teachers' motivational behaviour and students' motivation

LSP teachers need to help their students to become more proficient users of foreign languages either in professional or social contexts. In order to do that LSP teachers need to be aware of the importance of their motivational behaviour, which is transferred through the implementation of particular motivational strategies they use with their students in the FL classes. This talk will focus on EFL teachers' motivational strategies, based on Dörnyei's (2001b) classification of motivational strategies, which should help students maintain or increase their motivation for acquiring EFL. Although most research on motivational strategies was carried out for General English, these strategies are applicable in ESP or LSP settings as well. EFL teachers' motivational behaviour and students' motivation to learn EFL have to be considered as essential factors in both ESP and General English contexts. The research results that will be presented in the talk refer to EFL teachers' evaluation of the frequency of using the groups of motivational strategies, i.e. macrostrategies, and their correlation with students' motivation. The macrostrategies are derived from Cheng and Dörnyei's (2007) macrostrategies. The results will indicate which particular macrostrategies correlate well with students' motivation and which do not in the Croatian educational context. The lack of correlation between certain macrostrategies and students' motivation is an area that needs to be researched further. The presented data should provide useful implications for EFL teaching either in ESP or General English classes.

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The role of reading in learning languages for specific purposes and its change at the time of the Covid-19 pandemic

Reading is of greatest importance as a means of transfer of knowledge, in education and is also most frequently cited as a favorite leisurely activity. It contributes to the increase in scores in standardized tests in all subjects, develops comprehension skills, improves fluency, and leads to the increase in general knowledge, as shown by Cullinan (2000). Also, Kidd and Castano (2013) conducted studies that show that reading for pleasure improves empathy and enables the reader to achieve a better understanding of the mental states of other people. Inspired by this insight, we wanted to check our students' attitudes towards reading. Also, we were interested to see whether or not the students' reading habits changed at all due to the Covid-19 pandemic and in what way. For that purpose, we used a questionnaire distributed among our students and collected data from 227 male and female pregraduate students of the Faculty of Mining, Geology and Petroleum Engineering and the Faculty of Food Technology and Biotechnology, University of Zagreb. The results have shown that our students read less than expected from sources of questionable reputation and that they do not spend much time on the activity, but that they do enjoy it. They are aware that reading plays a key role in their academic success and they read to acquire general knowledge and broaden their own general culture. They also stated that their general reading habits have changed during the Covid-19 epidemic and that they started reading more.

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Verb aspect errors in aviation English technical descriptions

The paper presents a study of verb aspect errors committed by Croatian L1 university students during a translation exercise involving Croatian to English translation of a technical text. The study involved over 50 undergraduate and graduate programme students from The Faculty of Transport and Traffic Sciences, Division of Aeronautics. The study combines translations of contextualized and decontextualized examples of technical definitions and descriptions of mechanisms and processes in Aviation English. The aim of the study was to check for the previously noted overuse of progressive aspect verbs in technical definitions and descriptions by the students. The results of the exercises indicate significant incidence of progressive aspect verbs in semantically inappropriate contexts. In the second part of the paper, these findings are read against several theoretical models of tense-aspect acquisition in L2 learners, focusing on the Aspect Hypothesis. Since contrasting progressive and habitual meanings is a marker of an earlier stage of language acquisition, the paper suggests several possible explanations for this unexpected pattern of verb aspect errors. Given the prevalence of habituality verb meanings in the language of technical descriptions and definitions, the paper aims to contribute to the debate on tense-aspect acquisition and provide ideas for teaching verb system in ESP environments.

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Achieving communicative effectiveness by exemplification and reformulation with code glosses in graduate students' writing

Code glosses (that is, in other words, namely, for example, such as) are metadiscourse markers that signal writer's attitude towards both the content and the audience of the text, projecting a relationship to the message and to the readers. While an experienced writer can (mis)use code glosses to lead the audience and their opinion, novice writers may still lack awareness for their appropriateness. The paper aims to examine whether Serbian and Croatian students at MA level of English studies can properly utilize code glosses to create coherent and reader-friendly theses while conveying their own relationship to the message. In a quantitative analysis, following Hyland's (2005, 2007) criteria, code glosses were extracted from a corpus of the students' MA theses and contrasted with the corpus of the master's theses by American and British native speakers, whose writing was set as a standard. The results of statistical tests demonstrate that, although exemplification and reformulation play an important rhetoric role in academic writing, novice writers tend to underuse them, relying only on a definite small number of familiar markers.

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The new normal in ESP instruction

The realities of the pandemic presented many challenges, one of them being a sudden transition to fully online teaching. In the face of this challenge, many teachers resorted to emergency remote instruction, which proved invaluable. However, it typically did not meet the quality of well-established fully online instruction. Given their pre-pandemic experience in online teaching, educational institutions can, broadly speaking, be arranged along a continuum, on which institutions with no or little prior experience in online instruction are at one extreme end, institutions with solid experience in blended instruction are in the middle, and institutions with solid experience in fully online instruction are at the other extreme. Coming from a university faculty with a relatively long history of blended instruction, I focus on this middle part of the continuum and present how our pre-pandemic experience in online instruction proved useful during the pandemic, which new challenges we and our students faced during the pandemic, and how lessons learned during the pandemic have been used to enhance the post-pandemic blend used for ESP courses. Students' insights into the matter were collected through an anonymous end-of-course questionnaire: in the spring semesters of 2019/2020 and 2020/2021, students were invited to give their feedback on their experiences with the fully online blend (i.e., a blend of synchronous live streamed, asynchronous online, and self-study components), and this year's students have been invited to share their experiences with the updated traditional blend (i.e., a blend of in-person, online, and self-study components).

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Course evaluation purposes and methodology – Perspective of ESP teachers from Slovenian and Serbian universities

Course evaluation at tertiary level has gained a lot of attention in the past few decades, yet it has been noticed that there exist certain deficiencies pertaining to its design and administration in some contexts, such as ESP (English for Specific Purposes) programs. The research presented in this article investigates ESP course evaluation practices at Serbian and Slovenian universities with the aim of examining teachers' acquaintance with methodological issues regarding evaluation procedure and possible concerns and challenges regarding its administration. The sample was conducted with 58 ESP teachers who were asked to complete a questionnaire. Quantitative and qualitative data were analyzed using descriptive statistical procedures as well as content analysis. The results are largely consistent with other studies in this field, especially with regard to teachers' awareness of the evaluation purposes, but also point to a need for promoting teachers' acquaintance with course evaluation methodology (e.g. data collection instruments, evaluation participants, time and frequency of administering evaluation procedure, and course components evaluation). The findings have significant pedagogical implications in terms of enhancing teachers' evaluation competences while highlighting the importance of this practice as an essential ESP component.

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Translation errors' analysis of engineering students

Translation from the source into the target language is a proven pedagogical technique often used in a foreign language classroom. This study aims to identify the translation error patterns produced by Serbian EFL students of Mechanical Engineering at an intermediate level of study as well to provide pedagogical implications for further progress. The study included over 50 master level students who translated texts from Serbian as native into the English language. The errors made by students were analysed quantitatively and qualitatively. The corpus consisted of unknown Serbian texts with engineering topics (approximately 150-200 words). The identified errors were classified into several types. This study also represents an attempt to utilise the error categorisation in order to put emphasis on the meaningful role that translation should have in studying English for specific purposes.

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Language teacher's perspective on professional language teaching problems: A case study

Nowadays, learning new languages for professional purposes is very essential for finding a new job or a job promotion. Therefore most universities or vocational schools include professional foreign language courses in their educational programs for different departments. But it is obvious that for a language teacher teaching professional foreign language for different departments with their own jargon is very challenging. In this study, the problems experienced by language teachers while teaching professional foreign languages were tried to be presented from their own perspectives. Data were collected by interviewing 20 professional foreign language teachers working at universities in Konya Province with semi-structured interview forms. The opinions were subjected to content analysis and the data were presented in a systematic way with tables and graphs.

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Use of discourse markers in scientific papers in the field of engineering management

This paper deals with the analysis of the language of scientific papers in the field of engineering management. The conducted research can be useful for teaching English for specific purposes, as it points to the state of affairs concerning the academic use of discourse markers. The goals of the research are: 1) to analyze the most frequently used discourse markers and: 2) to examine the sentence position of the most frequently used discourse markers. Only discourse markers from the category of conjuncts are considered. The corpus of the research consists of 5 scientific articles from the Engineering Management Journal. The results of previous research indicate that enumerative, contrastive, appositional, and result categories of discourse markers are the most frequently used ones (Biber, Johansson, Leech, Conrad, & Finegan, 1999). The most common discourse marker in this corpus is however. The obtained results are in accordance with Biber's findings, considering that he states that the most common discourse markers in academic prose in English are: however, thus, therefore and for example (Biber et al., 1999: 886). It is possible that scientific papers in the field of engineering differ from other academic prose in the greater representation of discourse markers from the enumeration category in order to achieve a clearer text structure, but also due to the application of complex methods of analysis and manufacturing, which consist of multiple phases. The main limitation of this research is the size of the corpus, and the obtained results should be taken with caution.