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in Academia in Montenegro" –
ReFLAME

LANGUAGE FOR SPECIFIC PURPOSES: TRENDS AND PERSPECTIVES

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BUDVA, MONTENEGRO

BOOK OF ABSTRACTS

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Language for Specific Purposes:
Trends and Perspectives

International Conference, Budva, Montenegro, 17-18 September 2021

LANGUAGE FOR SPECIFIC PURPOSES:

TRENDS AND PERSPECTIVES
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WELCOME NOTE

Dear Conference Participants,

It is our pleasure to welcome you to the International Conference on Language for Specific Purposes: Trends and Perspectives.

This conference is organized within the Erasmus+ ReFLAME (Reforming Foreign Langugaes in Academia in Montenegro) project which is coordinated by the Faculty of Philology (University of Montenegro) in partnership with the University of Donja Gorica, and Mediterranean University from the Montenegrin side and the University for Foreigners of Perugia, University of Warsaw and University of Zagreb from the EU side.

With its focus on modern LSP concepts and approaches establishing the links with the needs of both the academia and the labor market, the conference aims to provide an international forum for sharing experience, knowledge and results in theory, methodology and practice of teaching LSP.

We are pleased that the conference has brought together colleagues from around the globe to present their research results, projects and experiences that show significant advances and good practice in different areas of LSP.

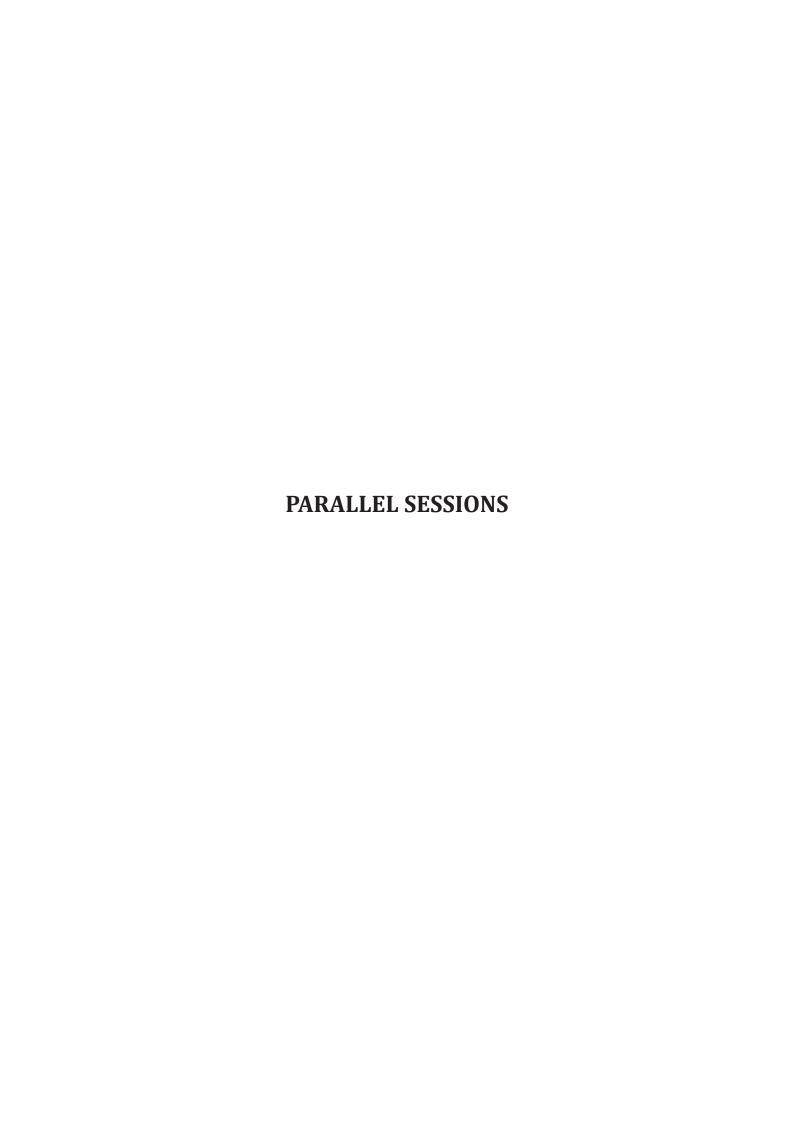We wish you a productive conference and a very pleasant stay in Montenegro.

Organizing Committee

Language for Specific Purposes: Trends and Perspectives
International Conference, 17-18 September 2021

Budva, Montenegro

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Igor Lakić, Associate Professor, University of Montenegro

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Petar Božović, PhD, University of Montenegro

Lejla Zejnilović, PhD, Mediterranean University

PARALLEL SESSIONS

Iryna Aleksandruk
Department of Foreign Languages for Chemistry and Physics-related Faculties, Taras Shevchenko National University of Kyiv, Ukraine
E-mail: ira9aleksandruk@gmail.com

Designing the English for Specific Purposes Course and Textbook for IT and Computer Engineering Students

In the modern advanced and highly technological world, specific emphasis is made on preparing sophisticated professionals in different fields, including Computer Engineering (CE). As English has remained the leading language of novel information and progress sharing, as well as communication worldwide, educational establishments focus on English for Specific Purposes (ESP) courses to satisfy students' needs (British Council, n.d.).

Evidently, students have certain purposes in mind whenever they apply for a specific ESP course. No matter the reasons students may have in mind, the main teacher's role is to realize their students' needs and assist them in achieving these set goals and in developing their proficiency to eliminate the gap between what students know and where they would like to be in the future

The key factors in designing and teaching ESP for CE students comprise needs analysis, specific resources, vocabulary, topics, genre, methodologies applied, classroom settings, etc. (British Council, n.d.; Fitria, 2020; TESOL: International Association, 2021). Thus, based on the students' needs analysis, and close cooperation with the subject teachers and professionals in the field of CE, the course and textbook will consist of two modules: Module 1: *Computers in Our Life* and Module 2: *Computer Specifications*. Each module will comprise four topics. For instance, Module 1 will include such topics as Modern Digital Era and Basic Parts of the Computer. In its turn, each topic will comprise two sections. Every section will include prereading, while-reading and post-reading activities: vocabulary, grammar and translation exercises; and final tasks aimed at developing speaking skills.

The course and textbook will be worked out considering students' needs and other factors. The ESP for Computer Engineering course and textbook would help students master English in a very professional manner, realize all their goals, and become competitive specialists in the future.

Keywords: English for Specific Purposes (ESP), students' needs, Computer Engineering

Nataša M. Bakić-Mirić
Faculty of Philosophy, University of Priština - Kosovska Mitrovica, Serbia
E-mail: natasabakicmiric@yahoo.com; natasa.bakic.miric@pr.ac.rs

From ESP Learners to Intercultural Citizens: An Intercultural Approach to Teaching English for Specific Purposes at the Post-Secondary Level

This paper will discuss an intercultural approach to teaching English for Specific Purposes (ESP) at the post-secondary level one which aims to prepare students for interaction with people who come from different cultures. By showing authentic classroom examples, the findings in this paper will encourage teachers to implement this concept in teaching ESP at the post-secondary level, it will show what benefits the introduction of intercultural approach will bring into their

ESP classroom, and present practical ideas and resources for ESP teachers who wish to develop their students' intercultural competence which has become indispensible in every profession.

Keywords: intercultural approach, teaching, ESP, intercultural competence, students, teacher(s)

Petra Barbarić
Center for Foreign Languages, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: pbarbari@ffzg.hr
Jasna Ćirić
Center for Foreign Languages, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: jciric@ffzg.hr

Upotreba kolokacija u nastavi francuskog i engleskog jezika za akademske potrebe

U ovom radu govorit ćemo o jednom od načina usvajanja vokabulara u nastavi stranih jezika za akademske potrebe. Posjedovanje bogatog vokabulara je izuzetno važno za razumijevanje, izražavanje na jeziku koji učimo, odnosno za ovladavanje tim jezikom. Što student poznaje više riječi i izvedenica, sposobniji je razumjeti značenje nekog teksta, razgovora, ali i bolje komunicirati.

Vokabular nekog jezika ne sastoji se samo od jednostavnih riječi, njega čini i čitav niz različitih lingvističkih konstrukcija. Učenje jezika znači usvajanje tih konstrukcija. Ovdje ćemo govoriti o jednoj od tih lingvističkih konstrukcija, kolokacijama. Kolokacija je najjednostavnije rečeno kombinacija dvije ili više riječi koja ima novo značenje. Učestalost upotrebe učvršćuje te kombinacije riječi. Kolokacije postoje u svim jezicima. Ponekad ih je teško razumjeti budući da nisu predvidljive. Dok će ih izvorni govornik intuitivno razumjeti, oni koji uče jezik morat će ih zapamtiti, budući da variraju od jezika

do jezika. Mi ćemo govoriti o kolokacijama u francuskom i engleskom jeziku.

Razumijevanje i ovladavanje kolokacijama doprinosi boljoj tečnosti govornog jezika. Ona također omogućava bolje razumijevanje pisanog teksta, ali i olakšava i obogaćuje pisano izražavanje. Zbog svih navedenih razloga učenje i ovladavanje kolokacijama predstavlja izazov studentima.

Ključne riječi: kolokacije, vokabular, učenje, strani jezik za specifične potrebe teacher(s)

Farouk Benabdi
University of Mustapha Stambouli, Mascara, Algeria
E-mail: farouk.benabdi@univ-mascara.dz

The Design and Use of Coursebooks in the Module of English for Specific Purposes (ESP) Case Study: ESP Teachers at Mascara University in Algeria

The teaching of the module of English for Specific Purposes (ESP) is gaining ground all over the Algerian universities, notably in the departments of English language and literature and in the scientific and technical departments where English is taught. This module is provided by teachers, who are either specialized in ESP or in English, to students of different levels and different specializations. Naturally, to teach this module, the teachers need to have a pedagogical material to help them be effective in their performance, which is known as the coursebook. Hence, the objective of this paper is to identify the standing point of ESP teachers vis-à-vis the design and use of ESP coursebooks. It also aims at explaining and evaluating their positions, and giving recommendations suitable to the Algerian context. To this end, a questionnaire will be given to some ESP teachers from an Algerian university located in the west namely: Mascara University, Algeria, and then, its results will be discussed and analyzed following the qualitative and quantitative researches.

Keywords: coursebook, ESP, ESP teachers, teachers' position

Brankica Bojović
University of Montenegro, Montenegro
E-mail: brankicaboj@gmail.com

Transkripcija engleskih geografskih naziva u srpskom jeziku

Geografski imenoslov čini vrlo specifičnu i usku leksičku oblast – jedan dio onomastikona. Imena geografskih pojmova imaju svoje mjesto u leksikologiji uključujući dvojezičke rječnike. Kod ovih se postavlja pitanje transkripcije izvornih imena u ciljnom jeziku.

U radu ćemo osvjetliti principe na kojima se zasniva leksikografski prijenos toponima, oronima, naziva rijeka, mora, okeana i jezera, kao i izbor odrednica u dva dvojezična

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rječnika – Engleskom–srpskom rječniku geografskih imena Tvrtka Prćića i Enciklopedijskom srpsko–engleskom rječniku Borisa Hlebeca.

Biće razvrstani tipovi postupaka u okviru tipografskih rješenja u zavisnosti od porijekla i morfološke prozirnosti izvornih imena i akcenatskih obrazaca dva jezika, a provjeriće se i dosljednost u primjeni transkripcionih načela.

Neka imena su prevedena, kao *Cape Verde – Zelenortska Ostrva*, djelimično prevedena, kao *Caribbean Sea – Karipsko more*, većina je transkribovana, a za rjeđe, kao u *Vienna*, dat je tredicionalni domaći naziv (to jest *Beč*).

Akcenat ekvivalentnih imena u srpkom varira: može slijediti principe srpske akcentologije. Primjer (kao u *London, Vašington*), rjeđe može odstupiti kao u *Fayette* – na srpskom je to *Fejet* s naglaskom na posljednjem slogu. Može slijediti izvorni akcenat ili kao u slučaju *Floride* odstupiti.

Pošto se u Enciklopedijskom rječniku često obrađuju i pridjevi izvedeni od geografskih imena, utvrdićemo u kojim se slučajevima autor opredijelio za takav postupak. Ovo ilustrujemo sljedećim primjerima: imena gradova kao što su *Niš* i *Zadar* ne vode se kao zasebne odrednice, ali se vode pridjevi od njih izvedeni *niški*, odnosno *zadarski*. A onda su u okviru odrednica *niški* i *zadarski* pomenuti toponimi Niš i Zadar.

Geografski nazivi čine dio stručne terminologije geografije, ali su i dio opšteg jezika. Obradiće se i specifični zemljopisni termini poput *antipasat, anticiklon, vadi, vrtača, karst, razvodnica*, koji predstavljaju tipične primjere striktno stručne geografske terminologije.

Ključne riječi: geografski termini, geografska imena, rečnička obrada, srpski jezik, engleski jezik

Eugénie Bonner Bestchastnova
Université Lyon 2 – France, Mykolo Romeris University– Lithuania
E-mail: eugenie@mruni.eu

La référence dans l'apprentissage du vocabulaire d'une LSP à la base d'une autre langue étrangère.

Quel est le schéma de l'acquisition d'un mot d'une langue étrangère? Quel est ce schéma lorsqu'il s'agit de deux langues étrangères ? La référence si elle est verbale, est-elle toujours dans la même langue ? Quelle est son évolution en fonction du niveau acquis en langue étrangère ? Quel est son statut en cas de bilinguisme ? Quel est le rôle de la référence pour retenir le mot ou le reproduire? D'ailleurs ces deux processus d'acquisition et de reproduction fonctionnent-ils selon le même mécanisme ? Ce schéma de mémorisation peut-elle être créé de façon artificiel ? Si oui, quelle est la meilleure méthode d'apprendre le vocabulaire surtout s'il s'agit d'une unième langue étrangère et qui est en plus une langue de spécialité?

Voilà les questions que nous nous sommes posées et auxquelles nous avons cherché à répondre.

Tout d'abord nous avons étudié les processus de perception et de production de la

parole.

Nous sommes aussi particulièrement intéressés aux mécanismes de la mémoire.

Nous avons cherché à analyser la mémorisation et la reproduction des mots étrangers par les apprenants et y relever le rôle primordial de la référence.

Pour ce faire nous avons constitué un corpus de 60 personnes composé de 6 groupes.

Les résultats de notre étude ont montré que les apprenants qui mémorisaient les mots étrangers à partir d'une autre langue étrangère surtout sans passer par la référence, ne retenaient que 15% des mots proposés. D'autre part ceux qui essayaient de retenir les mots d'une langue étrangère en les connectant directement aux signifiants de leur langue maternelle avaient beaucoup de difficultés (10%) à trouver leurs équivalents dans une autre langue étrangère à partir de celle-là.

Nous en concluons que l'apprentissage de vocabulaire doit nécessairement aller de la référence vers le signifiant de la langue étrangère étudiée. Par conséquent le mot est ancré et directement lié à la référence, ce qui facilite sa récupération depuis n'importe quelle autre langue. De plus cela peut être particulièrement intéressant dans le cadre de la LSP.

Mots clés: apprentisage, langue de spécialité, référence, mot, bilinguisme

Petar Božović
Faculty of Philology, University of Montenegro, Montenegro
E-mail: petarb@ucg.ac.me
Deja Piletić
Faculty of Philology, University of Montenegro, Montenegro
E-mail: dejap@ucg.ac.me
Igor Lakić
Faculty of Philology, University of Montenegro, Montenegro
E-mail: igorlakic24@gmail.com

LSP in Academia vs. Labour Market Needs: The Trends and Perspectives in Montenegro

The present paper outlines the key findings of a study that was carried out in Montenegro with the aim of getting an overview of the current state of play in language for specific purposes teaching and the actual needs from the perspective of students, university staff members (both academic and nonacademic) and employers. To this end, an online survey was designed and distributed among the target groups with the overall number of 1,985 participants. Furthermore, an online English placement test was conducted among the first year students at the HEI in Montenegro with the overall number of 853 respondents in order to compare the language proficiency entrance levels to the curriculum expectations. The results suggest the high level of need for LSP proficiency both for academic and occupational purposes, the general dissatisfaction with the English language proficiency level of the prospective employees that apply for

job posts, the need of mastering an additional foreign language apart from English and the need for enhancing the policy of LSP teaching at HEIs in Montenegro which are seen by employers as a key partner in terms of quality control and assurance in language teaching. The paper concludes with recommendations for LSP teaching and planning at HEI in Montenegro.

Keywords: LSP, labour market needs, academia, Montenegro

Vesna Bulatović
Faculty of Philology, University of Montenegro, Montenegro
E-mail: vesnabu@ucg.ac.me

Critical Reading Comprehension – A Skill Critical to both Legal LSP and Legal Specialized Translation

This paper argues for the need to place a strong emphasis on developing a critical reading comprehension skill in both legal LSP and legal specialized translation courses. Critical reading comprehension of advanced legal LSP texts, in particular, requires not just deep reading but often a number of syntactic and semantic decomposition strategies.

An analysis is made on a sample of mistranslations of advanced legal LSP texts by first year students of the University of Montenegro's Master in Translation Studies. The sample serves as basis for syntactic and semantic decomposition exercises designed to improve the students' performance in reading comprehension in general, i.e. improve the skill for purposes which go beyond correcting their earlier translation of the sample legal LSP texts.

While the sample is composed of L2 legal LSP texts and their rendition into student L1, it is argued that any translation is a language exercise and that the decomposition strategies suggested may benefit all learners working with legal LSP, whether translation is a means to an end or an end in itself.

Keywords: legal LSP, legal specialized translation, reading comprehension, domain knowledge, syntactic and semantic decomposition

Dubravka Celinšek
Faculty of Management, University of Primorska, Slovenia
E-mail: dubravka.celinsek@fm-kp.si

Teaching LSP through Real-Life Events

Learning foreign languages for specific purposes relates to learning or acquiring knowledge for later professional use, which requires a special approach to learning and teaching. The acquired knowledge should enable students to use a foreign language in relation to their future occupation or for research purposes (Chaplier and O'Connell 2015). Motivating students for learning something most of which will or may be used only later in their future careers is quite a challenge. To motivate students with providing minimal support (with a teacher as a facilitator) and just providing a stimulus (e.g. presenting a problematic situation) – could be even a greater challenge. According to Immordino-Yang and Faeth (in Sousa (ed.) 2010, 69), "building academic knowledge involves integrating emotion and cognition in social context". As films are powerful media where emotion and cognition are involved, we included in our teaching two films: Mad Men and The Smartest Guys in the Room. The teacher thus presents the two films and their media coverage as well as other material. We draw students' attention to terminology (also to collocations and the context where the term appears), which is an important part of instruction in LSP. Moreover, we focus on the content (plot), which is a good stimulus for students to develop their communication and writing skills while discussing the content and defining and understanding a problematic situation in both films (and finding possible problem solutions following PBL research method), and finally we encourage them to research the idea of (corporate) social responsibility in the cases presented with a special focus on values.

Keywords: LSP though real-life events, films, teacher-facilitator, terminology, corporate social responsibility

Dragana Čarapić
Faculty of Philology, University of Montenegro, Montenegro
E-mail: draganacarapic09@gmail.com
Tiana Čović
Independent scholar, Podgorica, Montenegro
E-mail: tianachovic@gmail.com

Importance of Translation in Learning and Teaching ESP
- Case Study –

There has been a long-standing debate over the use of translation as a teaching and learning tool in teaching English for general purposes, though it is frequently used in teaching English for specific purposes (ESP). In order to analyse the importance of translation in teaching and learning ESP, we have conducted a case study aiming at analysing the role and importance of translation exercises in the ESP textbook *English for Electrical Engineering*. This case study was conducted during the summer school entitled *Reflame your English for Electrical Engineering* within the Erasmus+ Reflame project (*Reforming Foreign Languages in Academia in Montenegro*). The intensive summer school lasted for ten (10) days, i.e., forty (40) classes altogether. In the stated period 11 students had a chance to acquire knowledge in the English for Electrical Engineering through various lexical and grammatical exercises. For the purpose of rating the quality of exercises presented, students were given a questionnaire to assess the importance and quality of all exercises in the textbook.

Eventually, exercises that included translation of sentences were graded as the most efficient and, hence, the most important ones. This case study presents a basis for extensive research to be carried out among a greater number of students (approximately 200 students) of Medicine, Pharmacy, Stomatology, Mechanical Engineering, Metallurgy, and Chemical Technology while being taught ESP in the next winter term. We consider that comparing the results of this case study to the results of the future, comprehensive, and a lot more versatile analysis will provide solid findings regarding the use of translation as a teaching and learning tool.

Keywords: translation, teaching tool, English for Electrical Engineering, textbook, case study

Neva Čebron
University of Primorska, Slovenia
E-mail: neva.cebron@fhs.upr.si
Tjaša Vilotič
University of Primorska, Slovenia (PhD student)
E-mail: tjasa.vilotic@upr.si

Intercultural Communication in LSP for Tourism: A Comparison between Textbooks for Tourism in Chinese, English and Italian

The paper introduces a research into textbooks for foreign language learning within the specialism of tourism, namely, it surveys and compares textbooks for Chinese, English and Italian used in tourism. The textbooks were analysed in terms of contents, vocabulary and linguistic functions through the lens of cultural representation of source and target audiences. The results of the survey were further assesses with respect to development of bilingual intercultural communicative competence in students of individual LSPs. All the textbooks presuppose rather advanced levels of language knowledge (CEFR B2-C1).

According to researchers of the language of this domain, "tourism involves direct contact between cultures with a particular emphasis on the importance of exchange and sharing among local and foreign cultures" (Maci, Sala, Godnič-Vičič, 2018: 1). Thus, the sociocultural dimensions of communication plays an integral part in such contacts, bringing to the fore the question of cultural representation and the role it plays in developing bi/multilingualism, as well as intercultural awareness and competence. Awareness of reproduction of cultural patterns in discourse is a salient feature of communication in tourism, since wording of own meaning in a foreign language requires more than labelling of concepts in various languages.

It is therefore essential to interweave culture and language in teaching materials, so as to promote better intercultural communication in students aiming at achieving bilingual competence in the field of tourism.

Keywords: intercultural communicative competence, LSP, tourism, textbook, Chinese

Nikola Dimeski
Faculty of Economics – Prilep, St. Kliment Ohridski University – Bitola, Macedonia
E-mail: nikola.dimeski@uklo.edu.mk

Teaching Business English Online – Students' Perception and Suggestions on Advancing the Online Learning Process

The learning process is a gradual process that keeps evolving based on technology, economy, political standings, and social structure. However, the unexpected COVID-19 pandemics rushed the higher educational institutions unprepared for online teaching. This was especially the case for the educational systems that have not incorporated on-line teaching in higher education, such as the Macedonian education system. Therefore, the higher educational institutions, including the students and the professors, had to adjust to the new teaching method immediately. While the change was inevitable, these adjustments on learning impact students' perspectives towards the learning approach, such as their goals and achievements. The current study employs a quantitative de-scriptive design to study students' perspectives on E-learning and traditional learning. A total of 45 students part of the Business English courses, comprising 17 males and 28 females, were provided with an online questionnaire in order to understand their per-ception of the online teaching process at the Faculty of Economics in Prilep during the academic year 2020-2021. Based on students' responses, the study, in addition, pro-vides appropriate suggestions that can enhance the two learning methods for business English students. There is a significant relationship between E-learning and traditional learning based on gender. Despite the general perception of most of the participants that traditional learning is more motivating, effective and easier to develop learning skills in comparison to E-learning, students believe that the benefits of E-learning should be considered, and, therefore, suggest that both learning methods should be incorporated into the teaching-learning process. Both learning methods have different challenges but also similarities and differences. The survey concentrated on the online teaching process at the Faculty, as a whole, not on the Business English course particu-larly; therefore, student suggestions should be considered in teaching regardless of the type of the course.

Keywords: e-learning, online teaching, traditional learning, blended learning, Busi-ness English

Snežana Drambarean
Faculty of Arts, University of Niš, Serbia
E-mail: snezana.office@gmail.com
Olivera Kusovac
Faculty of Philology, University of Montenegro, Montenegro
E-mail: olivera.k@ucg.ac.me

TBL and PBL Practices in ESP Classroom for Art Students

The still ongoing profound and wide-reaching changes, reflected in intense globalization, internationalization, intercultural communication, population mobility and above all massive technological and scientific innovations, have permeated all spheres of life, fields and professions, calling for new skills. The digital technological change in particular fuels transformations in learning and language use, creating among other things new education needs and instructional responses in all areas (*Gonzalez-Lloret & Ortega*, 2014), including LSP, which in these new circumstances has grown into a burgeoning discipline. From the initial modest steps focused on traditional grammar and terminology teaching, LSP researchers and practitioners have shifted to the exploration of numerous new approaches, attempting to make a necessary link between language instruction and real professional language needs, tasks, use and skills, taking also into account the expectations and affinities of what is known as "Generation Z". In this presentation we will focus on two such approaches: TBL and PBL, which, among other things, reinforce the needs-based approach to content selection, introduction of authentic texts into learning, the role of learner's own personal experiences as important contributing factors to classroom learning and so on (Nunan, 2004). Examples will be given from practical experience with art students as somewhat neglected and particularly challenging target group to motivate for language activities since the organizing principle of their communication does not necessarily centre on words but on their artistic expression. Typically increasing their motivation with a strong link with real professional needs and challenges, these approaches prove to be welcomed by the students and produce promising results, constantly opening up new possibilities.

Keywords: task-based learning, project-based learning, English, art students

Andreja Drašler
Faculty of Arts, University of Ljubljana, Slovenia
E-mail: Andreja.Drasler@ff.uni-lj.si

Authenticity in Teaching English to Students of Geography

Authenticity is one of the key features of teaching ESP; it brings the real world into the classroom, motivates students and gives learners a sense of achievement. Authentic resources provide students with rich and relevant professional discourse as well as subject content input, while authentic activities and tasks give meaning to learning.

By offering students choice in the selection of authentic materials, they become active agents in the learning process, resulting in a course that meets the specific needs of the learners and fosters learner autonomy. The purpose of this study is to shed light on the concept of authenticity in the context of ESP at the tertiary level and to present the results of quantitative and qualitative research on undergraduate Geography students' attitudes towards authentic resources and activities employed in the course "Reading and interpretation of geographical texts in English". Descriptive statistics were used to analyse the data. The results of the perception survey show that the majority of students perceive authentic materials and activities as very useful and pertinent to them. In addition, they believe that reading scientific geographical articles is more useful than reading geographical professional articles. What they find most beneficial is the acquisition of geographical vocabulary.

Qing Du
Shanghai International Studies University, China (PhD student)
E-mail: dqnora@126.com

The Role of ESP in China's Higher Education

With the rapid growth in the globalization of industry, there is an increased importance in the use of English as a lingua Franca both in the workplace and academia. Within this context, Chinese universities are in urgent need of a more efficient English education that is hoped to cater to the specific situations for which the language may be needed. As a approach to language teaching that targets the current and/or future academic or occupational needs of learners, English for Specific Purposes (ESP) attracts great interest with in academia both in China and worldwide. This paper will explore the potential value and challenges of integrating ESP into the university classroom in China. Then, three types of approaches to integrate ESP into university classroom suggested by Chinese scholars will be discussed. Next, I will provide a proposed model for a coordinated, integrated ESP program in China, and explain how it might be used in tertiary education. Finally, I will offer some thoughts on the development of ESP in tertiary education in China.

Milena Dževerdanović Pejović
Faculty of Maritime Studies Kotor, University of Montenegro, Montenegro
E-mail: milenadz@ucg.ac.me
Zorica Đurović
Faculty of Maritime Studies Kotor, University of Montenegro, Montenegro
E-mail: zoricag@ucg.ac.me
Tatijana Dlabač
Faculty of Maritime Studies Kotor, University of Montenegro, Montenegro
E-mail: tanjav@ac.me

Twinning in Maritime English Teaching – Preparing Future Seafarers for Signing on a Vessel

The interrelation between the higher education sector and the labour market should be more intensive and intertwined with the growing demands of professional profiles. In addition to the requirements dictated by the national and global trends, the educational process and its designers have recently been challenged by both the pandemic restrictions on one side and distance-learning and technological opportunities on the other. The paper aims to present the examples of coping with various requirements aiming to enhance professional and language competencies in English for Maritime Purposes and meet both the individual needs of the students and more demanding standards of the international seafaring market. In particular, we share valuable experiences of the liaison between the teachers of English for Specific Purposes and professionals from the maritime sector and seafarers at the Faculty of Maritime Studies in Kotor. In that regard, we present the instances of twinning activities conducted with the second and third-year students aiming to prepare our future seafarers for job interviews and mandatory paperwork required by recruitment agencies for the first signing on a vessel.

Keywords: Maritime English teachers, subject professionals, maritime sector, twinning, language competencies

Jasmina P. Đorđević
Centre for Foreign Languages, Faculty of Philosophy, University of Niš, Serbia
E-mail: jasmina.djordjevic@filfak.ni.ac.rs
Ivana N. Šorgić
Centre for Foreign Language, Faculty of Philosophy Niš, University of Niš, Serbia
E-mail: ivana.sorgic@filfak.ni.ac.rs

Foreign Philology Students' Attitudes at the Faculty of Philosophy in Niš: Future Foreign Language Teachers about the Needs of Foreign Language Learners

The aim of this research was to determine the extent to which the attitudes of foreign philology students regarding foreign language teaching comply with the officially

prescribed goals and outcomes of foreign language teaching in secondary schools in Serbia. In other words, we wanted to gain insight into future foreign language teachers' knowledge of language learning standards, which focus on specific receptive and productive competences and serve as the basis for foreign language planning and teaching in secondary education. For the purpose of this research, second and fourth year students from four different foreign philology departments at the Faculty of Philosophy in Niš responded to a questionnaire with 19 closed questions. The quantitative and qualitative analyses of the collected data showed that the respondents do not have a clear understanding of the formal elements of the teaching process, which includes planning specific objectives, tasks and outcomes based on standards that guide the implementation of foreign language teaching. Although only preliminary and not providing broader generalizations, the results of the research suggest that students of foreign philologies, i.e. future language teachers should be acquainted with the general achievement standards for the end of secondary education during the course of their training to gain a clear insight into the objectives and outcomes of teaching that they will have to plan and deliever once they gain their qualifications.

Keywords: future foreign language teachers, language for specific purposes, attitudes, general achievement standards, training

Vesna Đurović
Higher Education Institution Banja Luka College, Bosnia and Herzegovina
E-mail: vesna.djurovic@blc.edu.ba
Slavica Išaretović
Higher Education Institution Banja Luka College, Bosnia and Herzegovina
E-mail: slavica.isaretovic@blc.edu.ba
Zorana Agić
Higher Education Institution Banja Luka College, Bosnia and Herzegovina
E-mail: zorana.agic@blc.edu.ba

Foreign Language for Specific Purposes in Specific Occasions Forced by Covid-19 Pandemic

Covid-19 pandemic influenced closing up of educational institutions all over the world. Policies of social distancing and restrictive movement prevent conducting teaching on traditional way in the classroom and forced higher education to organize using digital technology. Transmission on online teaching was a huge challenge for both professors and students, and in the same time opened the way for the faculties to introduce digital teaching and learning. The aim of this research is to estimate and compare success of the students who participated traditional classes prior to pandemic and online classes during pandemic. Data were gathered and analyzed for the group of students who participated first part of the subject Foreign language for specific purposes on traditional classes in the period March-June 2019, and data of the same group of students who participated the sequence of the subject Foreign language for specific purposes 2 online in the period March – June 2020. The data were analyzed using statistic program ISM SPSS Statistics. T-test of the paired samples was used in order to obtain the re-

sults for the conducted research and answer the key research question does the form of conducting classes influence students' success. The obtained results showed that there was a significant difference in students' success who participated the foreign language classes on two different forms of conducting. Taking into account uncertain epidemiologic situation it is necessary to adequately prepare for the new academic year. Some of the directions and suggestions for improvement of the digital teaching and learning are given in the paper.

Keywords: traditional teaching, online teaching, foreign language for specific purposes, Covid-19 pandemic

Arijela Fabrio
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: afabrio@ffzg.hr
Tina Miholjančan
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: tina.miholjancan@ffzg.hr
Azra Plićanić Mesić
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: aplicani@ffzg.hr

Upotreba izvornog književnog teksta u poučavanju stranog jezika za akademske potrebe

Oduvijek je rad na izvornim književnim tekstovima bio podstrek i izazov u učenju stranoga jezika za akademske potrebe te se i danas primjenjuje u samoj nastavi u razredu, u zajedničkom ili individualnom pristupu. Upravo individualni pristup aktualizirao se posljednjih akademskih godina kada se i nastava stranog jezika održavala online putem. U takvim uvjetima, kombinacija individualnog i zajedničkog rada na predloženom izvornom književnom tekstu pokazala se izuzetno korisnom i privlačnom za usvajanje gramatičkih i leksičkih problema, za razvijanje sposobnosti interpretacije i razumijevanja na stranom jeziku, kao i za zadržavanje pažnje i interesa samih studenata koji pohađaju nastavu stranoga jezika za akademske potrebe. Ovaj rad istražit će mogućnosti takvoga pristupa i načina učenja stranog jezika. Rad na književnom tekstu ostvarit će se kroz nekoliko faza: aktivnost prije čitanja, zajednička čitalačka aktivnost, aktivnost nakon čitanja. Izvorni književni tekst, izabran i ponuđen kroz kraća poglavlja, vodit će do pobuđivanja pažnje i ambicije za čitanje integralnog književnog teksta. Takav pristup pokazat će se idealnim u kombiniranju individualnog i zajedničkog rada, posebice u vrijeme online nastave. Ovim radom obraćamo se prvenstveno predavačima stranog jezika za akademske potrebe i njihovim studentima koji jesu ili će uskoro u svojem učenju dosegnuti srednju razinu jezika, odnosno A2, B1 ili B2 stupanj prema Zajedničkom europskom okviru, kao i svim zaljubljenicima u književnost koji žele ubrzati ili poboljšati učenje i primjenu stranog jezika kojega poučavaju ili uče.

Ključne riječi: izvorni književni tekst, aktivnost prije čitanja, čitalačka aktivnost, ak-

tivnost nakon čitanja

Ivanka Ferčec
Faculty of Electrical Engineering, Computer Science and Information Technology, Josip Juraj Strossmayer University of Osijek, Croatia
E-mail: ivanka.fercec@ferit.hr
Yvonne Liermann-Zeljak
Faculty of Electrical Engineering, Computer Science and Information Technology, Josip Juraj Strossmayer University of Osijek, Croatia
E-mail: yvonne.liermann@ferit.hr

Students' Perceptions of Technical English Courses Held Online: Experience from Croatia

In order to contain the COVID-19 related contagion, in March 2020, all classes at all levels (both primary and secondary and tertiary) worldwide switched abruptly from a traditional in-person classroom setting to an online format. Unfortunately, since before the pandemic the majority of teachers and students in our country did not have any experience in online teaching and learning, this sudden change was very demanding and stressful for both sides. In this presentation, we will analyse relevant data from an anonymous online survey administered to the students of the Faculty of Electrical Engineering, Computer Science and Information Technology Osijek, Croatia, entitled "*Online learning – experience gained in the English language courses (1/2/3) during the COVID-19 pandemic*", which was conducted after the first lockdown in July 2020, i.e. at the end of the 2019-2020 spring semester, during which as of Week 3 all Technical English courses were held online as a combination of synchronous and asynchronous classes. The aim of our research was to collect and analyse data that would help us gain insight into students' experiences and perceptions of online classes (related to a wide range of issues, starting with the quality of the classes held online, student motivation and their satisfaction with the online learning experience, useful and interesting digital tools, their perceptions of and attitudes towards synchronous and asynchronous modes of teaching, etc.), so that both teachers and students could adapt to online classes more readily in the event of a new lockdown, which was imposed in Croatia again in November 2020.

Keywords: online classes, students' perceptions and experience, Technical English

Jiri Flajsar
Faculty of Education, Palacky University, Olomouc, Czech Republic
E-mail: jiri.flajsar@upol.cz

Using American Poetry within the Framework of LSP: The Case of "America" by Allen Ginsberg

Communication in LSP has been widely discussed with the exception of its application in teaching literature, especially poetry, within the second-language framework of university study. My paper presents the challenges and approaches used in a second-language philology class with the aim of showcasing the foregrounded aspects of language to philology and general humanities university students. The case study is "America", a well-known satirical poem by Beat poet Allen Ginsberg. The poem in a LSP class is usable as a case to study the peculiarities of American English, the iconoclastic attitude of a 1950s bohemian like Ginsberg, related to the ambivalent cultural context of 1950s McCarthyism and conservative conformity of middle-class suburban lifestyle. I draw on existing scholarship by Hanauer on second-language poetry appreciation and poetry writing as well as on linguistic approaches to literary studies (such as Glaeser, 2011) in order to provide a working blueprint for using poetry to teach the communicative skills of cultural awareness, linguistic awareness of literary language, and historical awareness of major social trends of a given period in American cultural history, all through the case study of teaching the Ginsberg poem to LSP students.

Keywords: language for special purposes, second language acquisition, teaching methodology, literature, poetry

Elżbieta Gajek
Institute of Applied Linguistics, University of Warsaw, Poland
E-mail: e.gajek@uw.edu.pl
Agnieszka Leńko-Szymańska
Institute of Applied Linguistics, University of Warsaw, Poland
E-mail: a.lenko@uw.edu.pl

Preparing Pre-Service Teachers and Translators to Teach Language for Specific Purposes – The Local Experience

As the market for Language for Special Purposes (LSP) in Poland is still marginal in comparison to the demand for general language courses, the government-delimited pre-service teacher training is focused mainly on preparing future language instructors to teach general language to primary and secondary-level students. However, with expanding economic ties between Poland and the European Union on the one hand, and the increasing foreign language proficiency among school leaving students, a growing need for LSP courses among younger and older adults can be predicted. Unfortunately, language teachers who will get involved in LSP will need to adopt to its challenges on

their own. They will need to learn to work in an environment which differs from the one they have been trained for in terms of learners' age, aims, needs and motivations as well the linguistic scope and content.

Students at the Institute of Applied Linguistics, University of Warsaw prepare simultaneously to become translators and language teachers. Their educational profile makes them particularly suited to enter the LSP market as they are able to offer a wide range of language services to their institutional and business clients. That is why our Institute offers an elective LSP teacher training course which runs in parallel to courses in specialised translation.

In this presentation we will share our experiences from designing, revising and teaching the course. We will discuss its aims, syllabus, content, methods, exemplary activities and assessment practices. We will undertake a critical evaluation of the course and students' attainment.

Keywords: language teacher training, English for Specific Purposes, teacher training to teach LSP courses

Šarolta Godnič Vičič
University of Primorska, Slovenia
 E-mail: sarolta.godnic.vicic@gmail.com

Students' Perceptions of Learning in a Flipped ESP Course

Students' perceptions of learning in a flipped ESP course The outbreak of COVID-19 in spring 2020 forced many higher education institutions around the world to make a sudden shift to »emergency remote teaching« (Hodges, Moore, Lockee, Trust, & Bond, 2020) as a quick and temporary solution. Teachers, however, had more control of course design for the following academic year and could develop their courses by using strategies for increasing learner interaction and engagement as well as online course delivery. This paper thus explores the design of such a course, i.e. a flipped English for tourism purposes (ETP) course for both blended and online delivery, and the ways in which students perceived it. Flipped teaching and learning refers to moving direct instruction to before class time and using class time afterwards for student-centred, active and collaborative learning (Bergmann & Sams, 2012; Butt, 2014; EDUCAUSE, 2012). Past studies (Alghasab, 2020; Amiryousefi, 2019; Cockrum, 2017; Hung, 2015; Mohammadi, Barati, & Youhanaee, 2019; Pavanelli, 2018) have identified benefits to flipped learning of foreign languages especially in terms of improved effectiveness of teaching and learning as well as enhanced student engagement, motivation and course satisfaction. Challenges on the other hand include student resistance to flipped learning due to perceived higher workload and the fact that the approach does not suit all types of learners. Students' perceptions of their learning experiences in the flipped ETP classroom were investigated with regard to the course aims, the learning process and the learning experience. Findings show that while students felt their reading comprehension of tourism-related texts, their tourism specific vocabulary and speaking skills

improved, and they enjoyed collaborating with their peers, the flipped approach did not suit all students and some felt they would benefit from direct instruction in class more.

Keywords: flipped learning, emergency remote teaching, learning experience, student perceptions

Fethi Guerid
Annaba Higher School of Management Sciences, Algeria
E-mail: gueridfethi@yahoo.fr; fethi.guerid@essg-annaba.dz

The Effect of Using English as a Medium of Instruction on Enhancing Students' English Proficiency

English as a Medium of Instruction is gaining ground in countries where English language is taught as a second language after the mother language or as a foreign language mainly for business purposes. This study aims to spotlight on the effect of using English as a Medium of Instruction on enhancing students' English proficiency at Annaba Higher School of Management Sciences. This research tries to investigate the students' perception as for the use of English in teaching Coaching and Team Building Module instead of Arabic and French that are the mother language and second language respectively of these students. To conduct the investigation a questionnaire has been used as a research tool. The key questions focus on the attitude and motivation of students when they started learning Coaching and Team Building module in English, the difficulties they encountered after the use of English and whether they prefer learning this module in Arabic or in French. The main findings of the study reveal that the decision of using English as a Medium of Instruction has enhanced their level of motivation in learning English and that new perspectives such as continuing their study abroad have become possible.

Keywords: English as a Medium of Instruction (EMI), proficiency, motivation, internationalization

Balša Ivanović
Faculty of Philology, University of Montenegro, Montenegro (PhD student)
E-mail: ivanovic.balsa@gmail.com

Analiza diskursa presuda ECHRa na engleskom jeziku i njihovih prevodnih ekvivalenata u crnogorskom

Ovaj rad bavi se diskursnom analizom presuda Evropskog suda za ljudska prava na engleskom jeziku i njihovih prevodnih ekvivalenata u crnogorskom jeziku. Analiza se vrši na nivou makrostrukture i mikrostrukture presuda ESLJP-a što predstavlja poseban izazov imajući u vidu kompleksnost pravnog diskursa. U radu će se poći od hipoteze da sve presude imaju ustaljenu makrostrukturu, odnosno, funkcionalne cjeline kojima se izražava stav suda prema svakom pojedinačnom slučaju, dok na mikronivou, poći će se od pretpostavke da ne postoje uvijek direktni prevodni ekvivalenti na crnogorskom jeziku, dok se određeni pravni koncepti na engleskom jeziku mogu prevesti na crnogorski jezik uz pomoć tehnika: *transpozicija, priznati prevod, doslovni prevod, kalkiranje* itd. Nakon klasifikacije odgovarajućih leksičkih elemenata, pristupiće se i obradi dobijenih podataka uz pomoć softvera *AntConc* za analizu korpusa, koji će omogućiti i statističku obradu podataka, kako bismo vidjeli koje su to riječi i kolokacije koje su najčešće zastupljene u presudama ESLJP-a. Ova vrsta analize može pomoći u analizi pravnih tekstova sa studentima prava i svima onima koji pohađaju bilo koju vrstu obuke iz pravnog diskursa, uključujući i prevodioce. Osim toga, ovakva analiza može da bude od velike koristi i sudskim tumačima, imajući u vidu da su presude ESLJP-a jedan od prevodilačkih zadataka na ispitu.

Ključne riječi: presude, prevođenje, analiza diskursa, mikronivo, makronivo, pravni diskurs

Vlatka Ivić
Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, Croatia
E-mail: vivic@ffos.hr
Blaženka Šoštarić
Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, Croatia
E-mail: bsostaric@ffos.hr

Lessons Learned on Academic Integrity in E-Teaching and E-Learning during the Coronavirus Crisis

Intensive development of information and communication technologies has introduced significant changes in teaching in the recent decades and has shifted the focused of teaching methodology in higher education on e-learning and e-teaching. The transition to online teaching was accelerated by the coronavirus crisis in 2020. During the

lockdown most teachers were forced to swiftly transfer their activities online and had to deal with the issues of online evaluation of students' work to be able to successfully complete the academic year. One of the biggest challenges for teachers seems to be the prevention of 'e-cheating'. It seems to have resulted in much higher, unrealistic grades some students obtain, whereas those who do not 'e-cheat' fall unfairly behind.

The aim of this paper is to analyse the achievements of students of the Faculty of Humanities and Social Sciences in Osijek in the courses of Contemporary English Language 1, 2, 3 and 4 in the academic years 2019/2020 and 2020/2021, by comparing the achievements of the same students in the classroom environment in the winter semester and in the online environment in the summer semester. The students' achievements will be additionally compared with the previous generations in order to establish whether there is a significant difference in the students' achievement working on the same task forms in the off-line and online environment.

The overall objective is to explore the possibilities and problems of applying different task forms for e-teaching of both general English and English for Academic Purposes in higher education, in order to ensure the most objective, realistic and fair results at the end of the courses and to raise the students' awareness of the importance of academic and professional integrity.

Keywords: academic integrity, e-cheating, ethics, online teaching, higher education

Jelena Jaćović
Faculty of Philosophy, University of Niš, Serbia
E-mail: jelena.jacovic@filfak.ni.ac.rs
Bojan Gavrilović
BioSense Institute, University of Novi Sad, Serbia
E-mail: bojan@biosense.rs

Проблем превођења стручне терминологије – енглеске, француске и српске колокације у области јавних набавки

У раду се анализира степен адекватности и начин реализације граматичких и лексичких колокација при превођењу директива Европске уније из области јавних набавки. Будући да колокације играју значајну улогу у конституисању терминолошке базе сваког језика струке (Gledhill 1996, Dechamps 2004, Vuković-Vojnović 2013), њихова анализа у недовољно истраженом дискурсу јавних набавки чинила се потпуно оправданом. Ова област би се могла сврстати и у језик права и у језик економије јер област јавних набавки представљају правни прописи којима се уређује поступак избора економски најповољнијих понуда у јавном сектору. Стога се управо у легислативи јавних набавки спајају правни и економски концепти, а тиме и језик правне и економске струке. Методом контрастивне анализе упоређени су преводи граматичких и лексичких колокација са енглеског и са француског језика на српски језик. Резултати овог истраживања теже да укажу на могућа побољшања како би се унапредила преводилачка и олакшала педагошка

пракса. То би имало за циљ да се садашњим и будућим стручњацима обезбеди боље и систематизованије усвајање језичких средстава помоћу којих спроводе поступке јавне набавке у међународном контексту и према међународним правилима, као и да потпомогне процес професионализације стручњака који се едукују за међународне сертификате из ове области.

Кључне речи: колокације, језик струке, јавне набавке, енглески језик, француски језик

Violeta Janulevičienė
Institute of Humanities, Mykolas Romeris University, Lithuania
E-mail: vjanul@mruni.eu

On the Importance of Being Hedgy in LSP

A distinctive feature of any Language for Specific Purposes (LSP) is hedging, i. e. different types of impersonal formulae or linguistic devices for cautious statements. However, written and spoken discourse of the non-native English for Specific Purposes (ESP) learners rarely abounds in hedges, thus not following the conventions of the English-medium target discourse community. This could be also noticed in the papers by the novice researchers in various fields.

The purpose of hedging in LSP differs from general language, in which it is primarily used to demonstrate politeness, vocabulary richness or sometimes even the lack of specific knowledge. Hedges used in LSP have more diverse functions: to pursue objectivity, preciseness, credibility and, also, caution and politeness, etc., of statements. LSP learners tend to focus on the terminology of their study field, and often underestimate that any specific language has the carrier content based on research procedures and findings. The grammatical, syntactical, lexical, semantic and discourse features should reflect and describe these studies or facts, avoiding personal opinion. Objectivity and accuracy are the salient features of any LSP.

The aim of this presentation is to elaborate on the concept of hedging by analysing different viewpoints of prominent scholars, discuss functions and various types of hedging in LSP and to draw up a comprehensive list of hedging devices, primarily, in the LSP corpus on politics and economy. It is assumed that these fields of general interest exhibit the widest variety of possible hedging devices, applicable to other fields of the LSP usage.

Keywords: hedging in LSP, functions of hedging, hedging devices

Ines Jelovčić
Centre for Foreign Languages, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: ijelovci@ffzg.hr
Vivijana Radman
Centre for Foreign Languages, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: vradman@ffzg.hr

Comparing and Contrasting in EAP: How to Master Structure and Vocabulary in Writing

University students encounter comparison and contrast content in numerous forms during their studies: in professional texts, in presentations and discussions. However, one of the most demanding academic tasks is to master writing skills and create a structured and coherent piece of writing. This paper analyses students´ written assignments and examines the way students compare and contrast items from the field of humanities and social sciences considering the structure and vocabulary they use. Since EAP teachers are aware of the challenge that producing any type of a written assignment presents for students one of their priorities is to facilitate that process by starting from smaller units, paragraphs, and then gradually moving to larger ones, essays and reports. Consequently, this work focuses on writing comparison and contrast paragraphs which use two types of organization of information - block and point-by-point structure. The purpose of this work is to determine to what extent students have acquired and applied comparing and contrasting strategies, whether they use appropriate phrases and discourse markers, which criteria of comparison they use and how they structure their paragraphs. Examples from students´ written assignments are used to illustrate strategies and terminology that students have used appropriately as well as those that still should be improved.

Keywords: comparing, contrasting, writing, structure, vocabulary

Ivona Jovanović
Faculty of Tourism and Hospitality, University of Montenegro, Montenegro
E-mail: ivonaj@t-com.me
Gordana Mušura
Faculty of Tourism and Hospitality, University of Montenegro, Montenegro
E-mail: gordanamusura@gmail.com

Turističke publikacije na tržištu Crne Gore u prevodu na francuski i italijanski jezik

Crna Gora je dugoročno orijentisana ka razvoju turizma kao strateške privredne grane. U 2019.godini koja je prethodila pandemiji korona virusom, od ukupnog broja noćenja

96,4% ostvarili su stranci, od čega su turisti iz Francuske i Italije bili među brojnijima iz zemalja EU. Budući da se radi o državama nastanjenim govornicima romanskih jezika koji se u odnosu na germanske narode ubrajaju u lošije poznavaoce stranih jezika, daleko više cijene mogućnost komuniciranja na maternjem jeziku na destinaciji. Osim toga, radi se o turistima koji u odnosu na kupališni, preferiraju kulturni turizam, pa su stoga i zainteresovaniji za upoznavanje kulturno-istorijskog nasljeđa zemlje koju posjećuju. Tome umnogome doprinose i viševjekovne kulturno-istorijske veze koje postoje između Francuske, Italije i Crne Gore.

Jedan od načina da se turista podrobnije upozna sa destinacijom predstavljaju turističke publikacije u koje spadaju turistički vodiči, brošure, flajeri, turističke karte itd. koje se nude inostranim posjetiocima na brojnim stranim jezicima, u suvenirnicama, knjižarama, muzejima i na drugim turističkim punktovima. U Crnoj Gori, na najveći broj ovih publikacija, prevedenih više ili manje kvalitetno, nailazimo u najvećoj mjeri u Kotoru, Budvi i na Cetinju, u izdanju hrvatskih, srpskih i crnogorskih izdavačkih kuća.

Za potrebe ovog rada napravljen je popis turističkih publikacija na francuskom i italijanskom dostupnih na tržištu Kotora ljeta 2021. godine i analizirani su prevodi onih koji za tematiku imaju Crnu Goru, Kotor ili Budvu.

Ključne riječi: Crna Gora, Kotor, turističke publikacije, prevodi na francuski i italijanski

Violeta Jurkovič
Faculty of Maritime Studies and Transport, University of Ljubljana, Slovenia
E-mail: violeta.jurkovic@fpp.uni-lj.si

Relevance of Online Video Clips for the Online Informal Learning of English for Transport Technology – A Corpus Approach

As a result of the vast opportunities for the use of English in everyday online life, the field of online informal learning of languages, in particular English, has attracted a new wave research attention. Importantly for this study, it has been confirmed that online engagement in activities involving the use of English has a positive effect on the development of English language proficiency, and that watching online video clips in English is one of the most frequent activities that students engage in.

Nevertheless, the number of corpus studies in this field remains scant. In addition, no research study has addressed the relevance of online video clips for the online informal learning of English in the field of transport technology. In order to bridge this research gap, the objective of this paper is to adopt a three-step methodology that will enable the identification of the most relevant freely available video clips for the online informal learning of English for transport technology. In the first step, terminological density will be used to identify the most relevant video clip for each of the topics covered by the Professional English syllabus for students of transport technology and logistics at the Faculty of Maritime Studies and Transport of the University of Ljubljana, Slovenia.

In the second step, a specialised corpus will be built, including the transcripts of all selected video clips.

Finally, the corpus will be analysed in terms of lexical density, lexical diversity, terminology, and word clusters. The findings of this study should enhance the online informal learning of English for transport technology among the students of the Faculty of Maritime Studies and Transport of the University of Ljubljana, Slovenia, and beyond, while the adopted methodology can serve as a guide for informed audio-visual materials design in any language for specific purposes.

Keywords: online informal learning of English, video clips, English for transport technology, lexical analysis, corpus approach

Yasemin Kırkgöz
Faculty of Education, Çukurova University, Adana, Turkey
E-mail: ykirkgoz@gmail.com

Designing an Innovative ESP Course in Language Teacher Education

With the effect of globalization and an increase in the demand for qualified professionals in the 21st century, teaching English for specific purposes (ESP) has started to receive greater attention. Currently, learners need courses to cater for their specific needs to serve the demands of the society. As a result, ESP has started to receive growing attention from the policy-makers, course designers, teachers and learners. Despite the growing importance, the field of ESP in teacher education remains an under-researched area. Teacher education programs in Turkey and many other countries do not always prepare prospective teachers with the essential knowledge and skills of how to teach learners with specific needs and purposes. It is acknowledged that unlike teaching English for general purposes, teaching ESP is demanding as it includes a range of tasks; identifying learner needs, developing courses and materials in addition to classroom teaching (Basturkmen, 2017). Therefore, practicing ESP teachers often require additional knowledge and skills. This study reports designing an innovative ESP Teacher Education Course in a teacher education program in Turkey in order to address the professional needs of prospective ESP teachers. The theoretical framework of the study is based on the constructivist perspective in order to help pre-service English teachers create meaning through their participation in various socialization practices. The theory-informed component of the course is intended to familiarize students with ESP-related topics while the second component followed a practice-oriented approach integrated with technology. Data was collected through interviews, student journals and ESP projects to critically evaluate the course from multiple perspectives. Findings highlight the positive effects of the ESP course. Implications are offered for designing similar courses beyond this specific context.

Keywords: ESP Course, constructivist perspective, language teacher education, pre-service English teachers, socialization practices

Yasemin Kırkgöz
Faculty of Education, Çukurova University, Adana, Turkey
E-mail: ykirkgoz@gmail.com

Exploring the Potential of Web-Quest to Simulate Authentic Tasks in an ESP Classroom

This study reports the use of Web Quest, as a social media tool, in a multicultural class of English for Specific Purposes (ESP) learners. The ESP learners are musicians, aged between 28 to30, and wish to display performances in various European cities as their target needs. The rationale for incorporating Web Quest, as an appropriate social media tool is to provide the learners with real life experiences through guiding them carry out simulating tasks relevant to their own profession, and exploring the potential of the Web to develop students' collaboration, problem-solving, creative thinking and communication skills in an inquiry-oriented way. Using the Web quest, ESP students are taken through an imaginary tour around different cities in Europe to engage in three interrelated tasks. Initially, each student identifies two local bars in London. Then, they check for its web page for details such as its location and performance stage, benefitting from Google Maps using their smart phones. They write the reasons why they would like to perform at those bars, and discuss it in their group. Eventually, they decide on five local bars collaboratively where they would like to perform. The second task aims to familiarize learners with some local music shops in London. Benefitting from Google Maps to locate the shops, they find the shops' Instagram, twitter, or web pages, check for the musical equipment sold there, and write about what they would like to buy from that shop, and why. Finally, using Instagram, Facebook and Twitter, ESP learners explore a London musician and write a short paragraph about him/her related to his/her musical career individually for classroom presentation. Interviews help with the ESP learners and diaries kept by them are used to investigate the effects of the course.

Keywords: authentic tasks, ESP learners, musicians, google map, London, Web-Quest

Kateřina Klementová
Faculty of Education, University of South Bohemia in Ceske Budejovice, Czech Republic
E-mail: kklementova@pf.jcu.cz

How Much is Enough: The ESP Teacher as a Lifeline in the Stormy Waters of the Modern Job Market

The 2018 report by the British Council titled *The Future Demand for English in Europe: 2025 and beyond* sets out to find answers to questions concerning the future of ELT with the English language predicted to play a major role in successfully navigating the rapidly-changing reality of our world. When discussing the topic of English as the commercial lingua franca, the report draws attention to the fact that even in countries where general English proficiency is high, moving from general English to industry/

sector-specific English is still a challenge.

Drawing from the urgency of the British Council's report data and a survey of the syllabi of English lessons of several Czech secondary technical and vocational schools, this report aims to emphasize the responsibility of ESP teachers' role as a facilitator to their students' success when seeking employment. When looking at the responsibility of the ESP teachers' role, this paper touches on areas such as the flexibility in designing a relevant and up-to-date course as well as the extent of the ESP teacher's subject matter knowledge, which seems to be taken for granted by the students but may be posing a major challenge to the teacher. As outlined (not only) in the above-mentioned report, the challenges arise from the uncompromising speed at which the numerous industries and their language demands are developing and so being able to say how much (flexibility and subject matter knowledge) is enough, appears to be key.

Keywords: secondary education, employment, subject-specific knowledge, relevance

Žana Knežević
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: zana.knezevic@unimediteran.net
Vesna Tripković Samardžić
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: vesna.tripkovic-samardzic@fvu.me
Lejla Zejnilović
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: lejla.zejnilovic@unimediteran.net; lejlazejnilovic@gmail.com

Improvement of Digital Skills of LSP Teachers in Montenegro during COVID-19 Pandemic

The COVID pandemic has affected changes in all segments of people's lives around the world. The development of technologies has contributed to overcoming many difficulties in all areas of work, and they have played a special role in education. Online teaching and learning have been a huge challenge for both teachers and students, especially at tertiary level, as, initially, university teachers mostly had to organise teaching on their own, without any institutional support. This paper discusses how much Language for Specific Purposes (LSP) teachers from three universities in Montenegro were ready for new approaches to teaching; whether they had appropriate training for using technologies; how much they used certain applications and learning platforms before and during the pandemic; how they carried out assessments and testing; and how they perceive the experience they gained during online teaching. The paper also gives insight into the tools and applications that LSP teachers found most useful to interact with their students and undertake class activities. The relevant data were collected by the means of an online questionnaire and an interview and analysed using the IBM SPSS tool. Also, a comparative analysis was done as the obtained results were partly compared with the research conducted in 2016, in which foreign language teachers

from the three universities had answered a questionnaire on the application of technology in foreign language teaching. Certain conclusions are drawn and recommendations to overcome certain difficulties and problems that teachers of LSP in higher education institutions in Montenegro encounter are offered.

Keywords: COVID-19, Language for Specific Purposes, technology, online teaching

Olena Lilova
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: elena.lilova@unimediteran.net
Tamara Jovović
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: tamara.jovovic@unimediteran.net

Teaching Business Phraseology with the Help of Literature
(On the Examples of "Merchant of Venice" by W. Shakespeare and "Death of a Salesman" by A. Miller)

Literature can be a great source of creativity in the process of LSP teaching. For our presentation we have chosen two plays which – although belonging to different historical periods and different national literary traditions – focus upon ever topical issues of commercial activity and business thus providing interesting material to be used at the LSP classes.

Business jargon in "Merchant of Venice" by W.Shakespeare is characterised by considerable variability. The playwright uses synonymic expressions to name the same phenomenon or activity in the play (e.g. lend money upon advantage / take interest / take usance; raise up the gross / raise a present sum and others). This can be helpful enough if a teacher sets a task to students to work out the meaning of such collocations from the selected quotations. The same is applicable to teaching the play "Death of a Salesman" which is abundant with business idiomatic expressions and culture-specific issues. One important feature of the play by A. Miller is the association of salesmanship with the American dream. Therefore, by analyzing the semantics of idiomatic expressions in literary, authentic texts learners can adopt and explore real language in context. It is a stimulating ground for students to extend "their language into the more abstract domains associated with increasingly advanced language competence" (Brumfit & Carter : 15).

A wide scope of topics developed in the "Merchant of Venice" and "Death of a Salesman" , such as love and marriage, friendship and betrayal, offers an excellent opportunity for various speech exercises that can be organised in class and presuppose the students' use of the active lexical items from the field of Business English.

Keywords: Business English, idioms, literature, play, teaching method, language competence

Olga Iv. Lytvyniuk
Independent scholar, Ukraine
E-mail: lytvyniukoi@gmail.com

On Abridged Professional Thesaurus Foreign Language Teaching

Teaching LSP as 'necessary language, genres and skills… through the use of … specific teaching materials' [Anthony, 2018: 10-11] is a centuries rooted approach to master the vocabulary taken from some professional texts (in 1994 D. Marsh called it Content and Learning Integrated Learning) and a part of contextual approach in higher education [Verbitskiy, 1991]. Using it in bachelor level we get limited vocabulary and disintegrated professional knowledge resulting a gap between students' understanding of their future professional needs and necessary language skills. So my questions are: How to avoid the gap? Don't we use anything more than 'necessary language' (sublanguage) genre pieces?

Component analyses of authentic professional texts' semantics give three shared elements: (1) knowledge, (2) worded vocabulary and (3) non-worded signs of different semantics (figures, formula, and etc.). But knowledge is a component of thesaurus (a worded model of human knowledge). That means we deal with a fragmented professional thesaurus (a part of thesaurus) simplified to a set of knowledge knots and their word labels but without the relations between the knots. The fragmentarity makes the above gap. To avoid it I developed and conducted integral abridged thesaurus-based English SP courses for non-humanity bachelor students at Dnipro National University named after Oles Honchar, Ukraine.

The pilot study results are inspiring: for example, after 144 classroom hours all my 74 Biology students increased their A-2 – B-1 to C-1 with such grades: A – 49 (66,22%), B – 18 (24,32%) and C – 7 (9,46%).

So I propose to re-orient our teaching from LSP to Abridged Professional Thesaurus Foreign Language Teaching (APT-FLT).

Keywords: ESP, teaching, thesaurus, knowledge, competence

Evgueniya Lyu
Aix-Marseille University, Vaison-la-Romaine, France (PhD candidate)
E-mail: elyu@laventin.fr

ESP and Technical Vocabulary: How Efficient are
Definition Matching Exercises?

Analogous to languages in general where the significance of vocabulary for passive and active language use is undisputable (Hirsch & Coxhead, 2009), we propose to consider specialised vocabulary an essential element of English for Specific Purposes (ESP). Although several types of specialised vocabulary exist (Coxhead, 2013), we shall only focus on technical vocabulary, which is "specific to a particular topic, field, or discipline" (Nation, 2001, p. 316). For teaching technical vocabulary, especially the one whose use rarely or never expands the discipline to which it belongs (op. cit.), requires considerable effort from ESP practitioners, it is often neglected. Nevertheless, we support the idea that the teaching of technical vocabulary should be integrated into ESP courses (Nation, 2001).

The presentation attempts to examine the efficiency of definition matching exercises in the teaching-learning of technical vocabulary through the example of English for psychology. This type of exercise, present in most ESP coursebooks, belongs to the learning from meaning-focused input strand (Nation, 2003). The purpose of this presentation is fourfold. First, it aims to test whether such exercises are beneficial to the teaching-learning of technical vocabulary. Second, it intends to explore the effect of definition matching exercises on acquiring productive vocabulary and receptive vocabulary (Woodrow, 2018). Third, it seeks to investigate what type of input, listening or reading, offers a more considerable advantage in terms of technical vocabulary acquisition. These input types allow for the work on two distinct forms of the word, pronunciation and spelling (Cook, 2008) and stimulate different cognitive processes, representing diverse cognitive load (Carroll, 2008). Finally, it analyses how students perceive the effectiveness of such exercises.

To attain this objective, we integrated matching exercises into two teaching modules; after each module, we administered questionnaires to our students (more than 200 in total) to assess whether they successfully acquired new technical vocabulary and to survey how they perceived the effectiveness of the matching exercises. The content questions were both multiple-choice questions and open-ended questions, which allowed us to compare the effect of the matching exercises on acquiring productive and receptive vocabulary. Moreover, we used two variations of the matching exercises: one contained only written definitions, and the second presented the definitions in an audio format. Such a design helped us understand the most beneficial type of input to acquire technical vocabulary.

Keywords: teaching English for Specific Purposes, English for psychology, technical vocabulary

Tina Miholjančan
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: tina.miholjancan@ffzg.hr
Arijela Fabrio
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: afabrio@ffzg.hr
Azra Plićanić Mesić
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: aplicani@ffzg.hr

Flipping the LSP Classroom

LSP practitioners have always searched for learning exercises and pedagogical tools that will enhance their students' active learning in the context of higher education. The advancements in instructional technology have enabled them to apply various methods and educational models which would help them extend the time available for meaningful teaching and learning, as well as maximize time for empowering students to develop skills which represent the very core of higher education, e.g. writing skills and critical thinking. One such student-centered, pedagogical model that has become fashionable this century, particularly in the past decade, is called the flipped classroom. This talk will briefly outline the history of the flipped classroom and explain the concept of flipped pedagogy in which the content is moved to the online environment and class time is preserved for active, student-centered learning. The main purpose of this talk is to show how this pedagogy can efficiently be used in LSP courses at tertiary level in order to meet a variety of learning objectives and goals. Furthermore, the talk will stress the role of the LSP instructor in designing and preparing the content, and eventually motivating and guiding students to successfully master the flipped classroom material. It will also highlight the importance of identifying which content can be moved outside the classroom, i.e. selecting the topics or class periods to flip, and address some of the challenges of using the flipped classroom approach. Finally, the talk will provide some flipped classroom activities examples which can be used in LSP courses.

Keywords: flipped classroom, LSP courses

Nataša Milivojević
Department of English, Faculty of Philosophy, University of Novi Sad, Serbia
E-mail: natasa.milivojevic@ff.uns.ac.rs

Teaching Content through the Medium of English in Serbia: EMI as a Special Case of LSP

Over the last several decades English has emerged and subsequently positioned itself as the number one international language of academic and professional communication. One prominent consequence of the status of English as the lingua franca of

academia is the recent rapidly developing global phenomenon of using English as the medium of instruction (EMI). E. Macaro (2018) defines EMI as the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population's first language is not English. In terms of primary definitions, if compared to EFL (English as a Foreign Language), EAP (English for Academic Purposes) and LSP/ESP (Language/English for Special Purposes), we take EMI as a possibly overreaching, cover term. EMI incudes the features and elements of all listed L2 approaches, yet it represents and innovative model and a specific genre in its own right, as it is based on a number of separate competencies (e.g. linguistic, textual and professional) for both teachers and learners and includes a range of specific strategies for text-and-context integration at the university level. Furthermore, unlike LSP which tends to be language oriented, EMI is predominantly a content dominant framework, which also makes it (to an extent) diverse from traditionally defined EFL and/or EAP.

The aim of the paper is to introduce a general framework for EMI implementation at university level with a special focus on the adaptive, lecturing and testing strategies via reporting on the theoretical and practical aspects of the EMI project which is currently being conducted at four large Serbian universities (Belgrade, Novi Sad, Kragujevac and Niš). The project initiative "Study in Serbia" was first launched by the Serbian *Ministry of Education, Science and Technological Development* in 2019 and is awaiting its post-pandemic take-off in the fall of 2021.

Keywords: English as a Medium of Instruction, content based teaching, text-and-context integration, language competency, professional competency

Biljana Mišić Ilić
Faculty of Philosophy, University of Niš, Serbia
E-mail: bmisicilic@gmail.com
Jasmina P. Đorđević
Centre for Foreign Languages, Faculty of Philosophy, University of Niš, Serbia
E-mail: jasmina.djordjevic@filfak.ni.ac.rs

ESP and Internationalization of Higher Education and Research

The growing internationalization of higher education and scientific research and publishing, characterized by the dominant use of English as a language of instruction and publication, has spurred the need for highly specialized, tailor-made ESP courses for university staff and researchers.

The proliferation of English as Medium of Instruction (EMI) has created a new requirement for university teaching staff to acquire not only general English and ESP proficiency, but also pedagogical and intercultural communicative competences. ESP for particular scientific and technical disciplines, as well as EAP and academic writing instruction in particular, have already gained some ground and acquired a sound tradition in non-Anglophone academic institutions. Therefore ESP, broadly understood

as an approach to language teaching that targets the academic or occupational needs of learners, and focuses on the necessary language, genres and skills to address these needs, can now raise the challenge of combining EMI, terminology-oriented ESP for particular disciplines, and EAP.

The article presents a specialized course created for the purpose of developing competences for teaching in English and academic writing, as part of the Erasmus+ project Strengthening Teaching Competencies in Natural and Mathematical Sciences (TeComp). The proposed course is based on the theoretical principles of ESP (Dudley-Evans 1998, Anthony 2018) and EMI (Macaro 2015), as well as the authors' practical experience in creating and implementing courses in ESP, academic writing and EMI in Serbia. As such, the course combines the components of EMI and academic writing, while addressing particular scientific disciplines and learners (university teachers and young researchers) at four Serbian universities, included in TeComp.

Keywords: internationalization of higher education, English as Medium of Instruction (EMI), English for Specialized Purposes (ESP), academic writing instruction, ESP for natural and mathematical sciences

Milena Mrdak Mićović
Faculty of Philology, University of Montenegro, Montenegro
E-mail: milenam@ucg.ac.me

Foreign Language Anxiety and ESP in Montenegro Today: Between Prejudice and Perspectives

The paper aims to determine the causal relationship between anxiety and difficulties in learning ESP (Foreign Language Anxiety (FLA) concerning the two parameters age and level of language proficiency). Since the modern labor market has faced globalization in the context of the Covid-19 pandemic, it was inevitable for working professionals to get used to online working, which requires sharpened abilities, most notably those related to the language of the profession, the author conducted quantitative and qualitative research to determine the correlation between self-assessed language skills, the age of the examinees and the level of FLA. The results show a positive correlation between the age of the respondents and the level of FLA, while the correlation between the level of anxiety and self-assessed language skills is negative. The obtained results indicate the relationship between the anxiety level and the parameters in the context of modern technologies and lifelong learning. The results and correlations have been scrutinized in the light of the already introduced theoretical considerations to establish recommendations for solving the challenges faced by the working professionals in the 21st century.

Keywords: ESL, FLA, parameter age, parameter self-esteemed proficiency, Montenegro

Oleksandra Palchevska
Department of Foreign Languages and Translation Studies, Lviv State University of Life Safety, Ukraine
E-mail: palch56@ukr.net
Petro Hubych
Department of Foreign Languages and Translation Studies, Lviv State University of Life Safety, Ukraine
E-mail: hubych@ukr.net

English to Ukrainian Translation for Cybersecurity: Vocabulary, Corpora and Language Tools Exploiting, Teaching Methods

This paper presents the research study results taken at Lviv State University of Life Safety concerning translation for Cybersecurity teaching strategies. It aims at identifying the best way to develop English to Ukrainian translators' competencies in the Cybersecurity sphere.

Security issues in general and Cybersecurity in particular are becoming increasingly important in today's digital society. English to Ukrainian terminology processing in the Cybersecurity field is one of the biggest challenges in this process. English-language Cybersecurity terminology is developing at a rapid pace, which leads to the entry of a large number of metaphoric and slang innovations. Such language units usually do not have an exact equivalent and are transmitted descriptively.

In order to develop translation competence that will help to overcome such difficulties, students are taught to compose a comparative corpus of texts on Cybersecurity, use language tools and concordances, distinguish terms, compile a bilingual dictionary. For compiling the corpus, students are given the task to select texts from online sources, media and specialized textbooks in both languages. The subject of the texts is regulated by the teacher (for example: Classification of Cyber Crimes; Malware and its types; Adware; Spyware and so on). On the basis of the corpus the dictionary of terms is compiled. One of the tools that helps a lot is Sketch Engine that supports monolingual and bilingual term extraction.

Keywords: Cybersecurity, translators' competencies, comparative corpus, terminology processing

Irena Pantić
Faculty of Law, University of Priština in Kosovska Mitrovica, Serbia
E-mail: irenapantic01@gmail.com
Jelena Belović
Faculty of Law, University of Priština in Kosovska Mitrovica, Serbia
E-mail: jelena.belovic@pr.ac.rs

Ispitivanje stavova studenata Pravnog fakulteta prema engleskom jeziku kao jeziku struke

Predmet ovog rada jeste ispitivanje percepcije potrebe učenja engleskog kao stranog jezika struke iz ugla studenata I godine Pravnog fakulteta Univerziteta u Prištini. Ispitivanje je vršeno na uzorku od 80 studenata na početku dve školske godine – 2019/20. i 2020/21. Metodološki, ispitivanje je vršeno pomoću namenskog upitnika i kombinuje pitanja razlučitog tipa – otvorenog, zatvorenog i skalarnog, kako bi se došlo do potrebnih informacija.

Primarni cilj ovog ispitivanja bio je da se generišu rezultati samoprocene znanja i jezičkih veština studenata nakon završene srednje škole, kao i da se utvrde njihovi stavovi i osvetle njihova interesovanja i vizije o učenju stranog jezika struke. Sekundarni cilj je bio da se otkrića do kojih se dođe primene u nastavi i iskoriste kao pomoć nastavniku stranog jezika prilikom određivanja adekvatne didaktičke koncepcije, metodičkih pristupa nastavi i nastavnog materijala. Generisanjem ovih saznanje želja autora je da učine da nastava engleskog jezika kao stranog jezika struke bude što efikasnija, a rezultat postignut nakon nje, doprinese aktivnoj upotrebi engleskog jezika i za stručene i za svakodneve potrebe.

Nakon kvantitativne i kvalitativne analize rezultata, pokazalo se da studenti imaju vrlo pozitivan stav prema učenju engleskog kao jezika struke, poseduju visok nivo motivisanosti za usavršavanje jezičkih kompetencija i jezičkih veština na engleskom i svesni su njegovog značaja za svoj dalji profesionalni razvoj. Takođe očekuju da će nastava tokom I godine fakulteta aktivirati i unaprediti njihovo dotadašnje znanje i popuniti eventualne praznine. Studenti favorizuju govornu komunikaciju u odnosu na pisanu, a diskusiju o stručnim temama smtraju nešto poželjnijom u odnosu na opšte. Iako studenti učenje engleskog češće vide kao obavezu nego kao zadovoljstvo, velikim delom smatraju da bi bilo dobro da se jezik uči i nakon I godine. Negativnim aspektom nastave u aktuelnim uslovima smatraju iznuđenu dominaciju onlajn vida nastave, nedostatak interaktivnosti sa nastavnikom i uslovljenost nastave na daljinu IKT-om.

Ključne reči: engleski jezik, strani jezik struke, student, motivacija, interesovanja, potrebe, jezičke veštine

Martina Paradiž
Faculty of Humanities, University of Primorska, Slovenia
E-mail: martina.paradiz@fhs.upr.si

ColloQUIZ: Mobile Application for Bilingual Compilation and Revision of Collocations

Building on the ubiquitous use of smartphones and other similar portable devices, the field of mobile-assisted language learning has become a prominent topic in language research. Combined with the widespread availability of internet services, these devices offer convenient options and solutions facilitating collaborate language learning methods in the LSP classroom. This paper describes the design of a mobile application developed by the author for students attending the course of English-Slovene Contrastive Analysis within the Bachelor's degree programme of Intercultural Linguistic Mediation at the Faculty of Humanities, University of Primorska, Slovenia. Since, from the aspect of contrastive analysis, the correct use and translation of collocations among respective languages forms a vital aspect of language proficiency and translation quality in academic discourse, the aim of the mobile application was to enable students to compile a database of bilingual collocations which they could subsequently use for reference and revision. Based on a questionnaire survey, the paper presents students' perceptions and comments regarding the usability, design and functions of the application. Moreover, the paper also compares student feedback between those students who used the application for reference only and those who participated in the actual compilation of the collocation database. The results show a clear need for students to feel involved in the creation of learning materials as opposed to being mere passive recipients and users of the materials provided.

Keywords: mobile application, mobile-assisted language learning, collaborative learning, English for Specific/Academic Purposes, collocations, contrastive analysis

Deja Piletić
Faculty of Philology, University of Montenegro, Montenegro
E-mail: dejap@ucg.ac.me
Gordana Luburić
Faculty of Philology, University of Montenegro, Montenegro
E-mail: gordanalub@gmail.com
Gordana Mušura
Faculty of Tourism and Hospitality, University of Montenegro, Montenegro
E-mail: gordanamusura@gmail.com

L'insegnamento dell'italiano specialistico all'Università del Montenegro

L'italiano come seconda lingua straniera attualmente viene insegnato nell'ambito dei corsi di laurea triennale presso la Facoltà di Filologia e presso la Facoltà di Turismo e Gestione alberghiera dell'Università del Montenegro. L'obiettivo di questo lavoro è di stabilire in che misura l'insegnamento di italiano corrisponde agli effettivi bisogni degli

studenti rispetto al mercato di lavoro a cui si avviano.

Il presente contributo, quindi, si concentrerà sull'analisi dei curricoli di lingua italiana presso i succitati corsi di laurea. I risultati dell'analisi saranno poi messi in relazione con i risultati dell'analisi delle considerazioni e delle aspettative degli studenti riguardo ai vari aspetti dei corsi di italiano che hanno frequentato durante l'anno accademico 2020/2021.

In base alle conclusioni tratte da questo confronto, si cercherà di offrire indicazioni per il miglioramento di tutti gli aspetti del corso in modo tale che possa assicurare agli studenti l'acquisizione delle competenze necessarie per un uso efficace della lingua italiana nel loro ambito professionale, al livello di competenza linguistica prevista e raggiungibile nel dato contesto universitario.

Parole chiave: l'italiano, lingua straniera, turismo, mercato di lavoro, ambito professionale

Jelena Pralas
Faculty of Philology, University of Donja Gorica, Montenegro
E-mail: jelena.pralas@udg.edu.me; pralas@t-com.me
Dragica Žugić
Faculty of Philology, University of Donja Gorica, Montenegro
E-mail: dragica.zugic@udg.edu.me; dragicazugic@gmail.com

Designing Material for Teaching English for Political Science and Diplomacy Or How to be Up-to-Date with Potentially Out-Dated Material

Language for Specific Purposes materials have to be designed in such a way as to meet particular occupational or academic needs of learners (Anthony, 2018: 10-11) and comply with some general principles of material design, inter alia to provide a stimulus to learning since: "good materials do not teach: they encourage learners to learn.", and to represent models of correct and appropriate language use (Hutchinson and Waters, 1987).

As the authors of this paper learned in the process of designing materials for teaching English for Political Science and Diplomacy within the ReFLAME project, these materials have to meet another important requirement – they should be up to date. The reason for that is the fact that political science students and professionals are immersed in current affairs since the problems they study are always linked to current affairs. Therefore, an important challenge in the process of designing material for teaching Language for Political Science and Diplomacy is how to ensure that the materials are up to date since they can be linked to current affairs at the time of designing the materials, but not necessarily some time later in the future.

This paper presents the techniques and approaches the authors used in their efforts to ensure that, although not necessarily up to date, the materials encourage learners to learn and make links to current affairs of their presence.

Keywords: LSP, vocabulary, political science, diplomacy, current affairs, material design

Bojan Prosenjak
Independent scholar, Zagreb, Croatia
E-mail: bojan.prosenjak@gmail.com

Validity of Online Assessment in ESP

Owing to technological advancements and their numerous advantages, online tests are becoming more frequent and their administration indispensable in online classes. A lot of research is being published that analyses online tests and compares them to paper-based tests, but there is not much research on the validity of online assessment.

The goal of our research is, therefore, to investigate the validity of online assessment in ESP at university where tests are often medium-stake, and where their results must be valid indicators of the test-takers' abilities. It will include 210 participants who will take an online and a paper-based test that examine their reading comprehension, their comprehension and use of vocabulary, and their written production. They will also fill out questionnaires on attitudes towards online tests, computers, tests in general, and test anxiety. The obtained data will then be analysed qualitatively, using Bachman's 'Assessment Use Argument', and quantitatively.

This presentation will demonstrate the preliminary results in the paper-based and online tests, as well as the questionnaire results. The final results of our research aim to provide a scientific basis for the validity of online assessment in situations when paper-based tests cannot be administered, such as final semester exams at universities that test the students' abilities in a foreign language. In this way, the quality of online assessment at university will be improved, and scientific literature on the analysis of the validity of online assessment enriched. Moreover, new Croatian terminology in the domain of assessment will be introduced.

Keywords: online assessment, validity of online assessment, online tests, paper-based tests, attitudes questionnaires

Vivijana Radman
Centre for Foreign Languages, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: vradman@ffzg.hr
Ines Jelovčić
Centre for Foreign Languages, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: ijelovci@ffzg.hr

How to Prepare Students for Oral Presentations on Expert Topics

Speaking in front of a live audience on expert topics is a challenging task even for experienced professionals, let alone for first-year students; for this reason, practicing the skill of delivering oral presentations in class is a valuable experience. To make this complex task easier to accomplish, it is necessary to break down the process of preparing for the oral presentation into individual stages and provide students with detailed instructions and explanations regarding each stage. The first stage is determining the topic and the purpose of the presentation. The second is conducting research, that is, acquiring the linguistic and expert knowledge on the topic. The third is selecting the information to be included in the presentation. The fourth is the organization of the presentation on the level of the general layout (the overall structure, deciding on the organizing principle) and the fifth is the organization of information on the level of paragraphs (the balance between the main ideas and supporting details, the background knowledge, and the new information, the transitions from topic to topic). The sixth is providing visual support in the form of guidelines and keywords intended to help the audience manage the content of the presentation, and the last is delivering the presentation, that is, what to pay attention to when addressing an audience. To reinforce the understanding of this procedure it is advisable to analyze each student's presentation according to the success of each of these stages.

So, for each presentation the class should comment on the choice of topic, the level of research (whether it was thorough, the sources used academic, etc), the informativity (whether info provided was sufficient to understand about the topic), the logic of the development of the idea of the presentation, the manner of presenting (whether the presenter seemed knowledgeable, prepared, etc.)

Keywords: oral presentation, expert topic, expert knowledge, linguistic knowledge, organization of information

Stanka Radojičić
Faculty of Sciences, University of Novi Sad, Serbia
E-mail: stanka.radojicic@gmail.com
Predrag Novakov
Faculty of Philosophy, University of Novi Sad, Serbia
E-mail: predragnovakov@sbb.rs

Hedging and Boosting Strategies in Linguistics and Geography – A Case Study of Student Perception

The paper explores the use of hedging and boosting strategies in written academic discourse, more precisely scientific monographs in Linguistics and Geography. Namely, hedging and boosting strategies in academia are analyzed within the corpora of monographs written in the two abovementioned disciplines in English and in Serbian in order to investigate possible differences in the interactional discipline-specific practices. Moreover, the paper explores student perception of hedging and boosting used in the written scientific discourse in linguistics and geography.

This pilot study conducted at the University of Novi Sad focuses on student reception of hedging and boosting used in scientific monograph corpora in English and Serbian. Our findings show that focusing on hedging and boosting strategies in academic discourse in English in Serbian corpora helps students achieve a better understanding of the discourse.

We propose that exposing students to various samples of scientific writing and guiding them through the examination of discipline-specific use of hedges and boosters could benefit both the students and language instructors. Students would better understand the intentions of scientific discourse authors if they were given a comparison of English and Serbian discipline-specific hedging and boosting strategies. Language instructors attract student's attention to the language-specific features used in scientific discourse and thus improve student's understanding of scientific inquiry and scientific methodologies.

To conclude, guiding students through the rules of hedging and boosting can help them locate hedging and boosting within the existing body of literature, reflect the credibility of scientific findings, as well as integrating such strategies into their future academic and professional writing.

Keywords: scientific monograph, hedges, boosters, LSP instruction

Katarina Radojković Ilić
Faculty of Law, University of Belgrade, Serbia
E-mail: katarina.radojkovic@ius.bg.ac.rs

Nastava jezika struke na daljinu – izazovi i perspektive

U okolnostima pandemije nastava jezika struke u univerzitetskom okruženju nailazi na nove izazove. U saopštenju se razmatraju različiti modaliteti organizovanja nastave jezika struke u uslovima pandemije i njihov uticaj na uspešnost nastave.

U saopštenju će najpre biti opisani različiti modaliteti prema kojima je nastava bila organizovana u ovom periodu kao što su nastava na daljinu i hibridna nastava, potom će biti prikazan model nastave na Pravnom fakultetu Univerziteta u Beogradu i izneti najznačajniji problemi sa kojima su se nastavnici i studenti susretali tokom ovog perioda kao i neka od mogućih rešenja.

Pored toga biće predstavljeni rezultati istraživanja sprovedenog sa studentima Pravnog fakulteta Univerziteta u Beogradu čiji je cilj bio da se sagledaju svi izazovi i nedostaci nastave na daljinu ali i moguće prednosti u odnosu na tradicionalnu nastavu. Istraživanje je obuhvatilo kako uticaj nastave na daljinu na uspešno usvajanje različitih lingvističkih sadržaja i jezičkih kompetencija tako i pitanja koja se odnose na samu organizaciju nastave i strategije koje nastavnik može da primeni. Posebna pažnja posvećena je uticaju novih vidova nastave na motivaciju studenata i njihovo samopouzdanje.

Ključne reči: nastava na daljinu, nastava jezika struke, francuski jezik za pravnike, akcioni pristup

Aleksandra Radovanović
Faculty of Hotel Management and Tourism in Vrnjačka Banja, University of Kragujevac, Serbia
E-mail: aleksandra.radovanovic@kg.ac.rs

Meeting the Challenges of Syllabus design: The Case of English for Health Tourism

In Serbia, much as elsewhere, tertiary level English language courses tend to be designed by the practitioners who have received scarce, if any, training on English for Specific Purposes (ESP) didactics and who generally lack the professional knowledge in the respective specialized field. As the range of purposes of language courses is constantly expanding, ESP syllabus design remains an area of perennial concern. This presentation tackles the complexities of this process by focusing on a particular rather narrowly specialized ESP course aimed at a non-clearly identifiable discipline or profession. Only the initial phase is addressed and the process of objective needs assessment, the selection and sequencing of contents are sketched out. What is conveniently termed as English for Health Tourism (EHT) here refers to English courses delivered in each year

of Health Tourism bachelor studies at the Faculty of Hotel Management and Tourism in Vrnjačka Banja, Serbia. The underlying view is that the contents of English courses should not be considered separately, but rather as interdependent and harmoniously connected parts forming a complete whole of EHT syllabus. For effective learning to take place, the cross-curricular correlation should be established not only at vertical but also at horizontal level, which means that the contents of EHT should further tie in with those of other courses. The main standpoint adopted here imposes an objective and rational approach to syllabus design aligned with current ESP trends and the conceptions of needs, and, hence, necessitates assuming an active role of a researcher. The presentation integrates the positions from relevant literature with the findings from multi-step research carried out in 2018, providing some examples of the research-informed choices on the course contents.

Keywords: ESP, syllabus design, English for Health Tourism, needs

Ana Sentov
Faculty of Law and Business Studies Dr Lazar Vrkatić, Union University, Serbia
E-mail: ana.sentov@gmail.com
Isidora Wattles
Faculty of Law and Business Studies Dr Lazar Vrkatić, Union University, Serbia
E- mail: isidora.wattles@gmail.com

English for Specific Purposes at the FLV: Assessment of the Current ESP Curriculum

The aim of this paper, on the one hand, is to analyze the English language curriculum at the Faculty of Law and Business Studies dr Lazar Vrkatić (FLV) in terms of the ESP courses, and on the other, to provide students' assessment of the impact of ESP courses on their professional development.

The English studies curricula traditionally include courses that develop theoretical and communicative competencies: language skills, linguistic, literature and cultural courses. However, another aspect that has become increasingly important in the past twenty years is the ESP competence. Within the English language program at the FLV the students are offered courses in Business and Legal English, as these areas have proven especially important for their future careers.

The analysis of the courses will include the following aspects: goals and outcomes, content/syllabi and teaching methods. In line with the latest trends on the labor market, the course syllabi were updated before the latest accreditation cycle in 2018/19. A number of changes were introduced, e.g., the ESP courses were moved to the higher years of study. Additionally, the syllabi contents were updated, and the IT field was introduced into the Business English courses as knowledge in this field provides students with necessary professional skills and tools.

Finally, the results of a small-scale research will be presented. The research was conducted during the spring semester in 2021 with our current students as well as re-

cent graduates. They were offered an online questionnaire with the aim to assess these courses, their impact on the students' education and the professional skills acquired.

In the concluding remarks, some ideas and implications for the future curriculum and syllabi improvements will be offered.

Keywords: ESP, curriculum, syllabi, goals, outcomes, course content, professional skills, career

Oksana Smirnova
Institute of Humanities, Mykolas Romeris University, Vilnius, Lithuania
E-mail: osmirnova@mruni.eu
Sigita Rackevičienė
Institute of Humanities, Mykolas Romeris University, Vilnius, Lithuania
E-mail: sigita.rackeviciene@mruni.eu
Liudmila Mockienė
Institute of Humanities, Mykolas Romeris University, Vilnius, Lithuania
E-mail: liudmila@mruni.eu

Using Frame Semantics Methodology in Teaching LSP

The presentation attempts to show how the methodology of Frame Semantics and the resources of the lexical database FrameNet can be used for teaching/learning LSP with regard to terminology of specialised domains. The principles of Frame Semantics will be discussed, as well as a use case of application of the frame-based methodology.

Frame Semantics approach is based on the assumption that linguistic knowledge is inseparable from encyclopaedic knowledge as the language reflects the world in the way it is constructed by humans. Thus, lexical units become meaningful only when they are understood as denotations of conceptual elements of cognitive structures called frames. Frame Semantics has opened new possibilities not only for linguistic analysis, but also for vocabulary acquisition techniques enabling to relate lexical units into cognitive structures and thus facilitating their understanding, as well as their retention, recall and accurate usage.

The aim of the use case is to apply corpus-driven and frame-based methodology for development of taxonomy of financial terminology which can be used in studies of English for financial purposes. The selected terms denote concepts that compose 'CAUSE-RISK' frame which has been developed on the basis of several related frames in the FrameNet database. The use case will be presented in several stages, each consisting of a set of tasks. A teacher may decide which tasks will be carried out by the teacher and which tasks can be given to the students and carried out by them under the teacher's supervision.

The provided insights are believed to give ideas to teachers of LSP on how to enhance understanding of specialised domains and vocabulary acquisition.

Keywords: LSP, Frame Semantics, financial terminology, vocabulary acquisition

Edita Softić
Faculty of Foreign Languages, Mediterranean University, Montenegro (MA student)
E-mail: edita.softic77@gmail.com
Žana Knežević
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: zana.knezevic@unimediteran.net

Use of Digital Games in English for Specific Purpose Classes

Modern life poses challenges to traditional ways of teaching languages and requires the use of new teaching methods and approaches. Learning languages is no longer only developing memorizing new vocabulary and language skills, but also applying them in everyday life situations, which is the main feature of English for Specific Purposes (ESP). ESP allows learners to apply what they learn in English classes to their major field of study (tourism, computer science, accounting, economics etc.), which makes digital games a useful tool for learning and teaching ESP. Digital games are perceived as activities that provide a positive atmosphere in the classroom and which offer learners meaningful practice to all language skills.

The purpose of this paper is to present the use of digital games in ESP classes. Firstly, games are shown as a good way of promoting ESP learners interaction and improving their acquisition, as well as motivating them to learn a new language. Then, it is presented how they can be used in the ESP classes as warm-up activities, as recap exercises or even as an assessment tool. Finally, the paper shows that the use of digital games in ESP classes have advantages and disadvantages and that teacher should be careful while choosing the game. In conclusion, it is pointed out that digital games, when selected appropriately, can give even better results than the traditional way of learning in ESP classes.

Keywords: ESP, digital games, teachers, learners

Danka Stojaković
Faculty of Law, University of Belgrade, Serbia
E-mail: danka@ius.bg.ac.rs

Uticaj nastave jezika struke u digitalnom okruženju na motivaciju studenata

Zajednički evropski okvir je pred nastavu stranih jezika postavio dva primarna cilja kojima se teži: višejezičnost i autonomiju učenika. Od ova dva cilja razvijanje autonomije je ono što je na mikroplanu zapalo u udeo nastavniku, a svako od nas je, težeći ka tom cilju, ustanovio da autonomije nema bez motivacija (i obrnuto). Upravo aspekt motivacije igra najznačajniju ulogu u usvajanju jezičkih znanja, ali, budući izrazito subjektivan, njega je najteže „ukrotiti" metodički. Taj je problem naročito izazovan u nastavi jezika struke: s jedne strane, radi se o odraslim učenicima koji, po prirodi stvari, imaju

svestan odnos prema motivaciji (doduše, često više ekstrinzički), a, s druge strane, reč je o predmetu koji im nije matičan, kojeg oni nisu izabrali kao predmet studiranja, što na njihovu motivisanost često utiče u negativnom smislu. Zbog toga je rad na motivaciji studenata uvek predstavljao „hod po tankoj žici" između štapa i šargarepe (dakle, a naročito ako uzmemo u obzir uvreženi način evaluacije, između jednog i drugog kraja spektra ekstrinzički motivisanog učenja). Cilj ovoga rada je da istraži u kojoj meri je prelazak na nastavu u digitalnom okruženju, koji nam je nametnula pandemija, uticao na motivaciju studenata.

Osnov rada predstavlja empirijsko istraživanje putem upitnika upućenog studentima koji na fakultetima uče nemački kao jezik struke, a namera je bila da se obuhvate dva aspekta ovog problema: da li je promena načina odvijanja nastave uticala (pozitivno ili negativno) na motivaciju, te, da li je taj uticaj (ako ga je bilo) iole doprineo internalizaciji motivacije. U zaključku rada dat je pokušaj sistematizacije onih aspekata digitalne nastave za koje se u našoj praksi, a što je i empirijsko istraživanje pokazalo, ispostavilo da mogu da predstavljaju pomoć u podsticanju motivisanosti.

Ključne reči: jezik struke, autonomija, ekstrinzička motivacija, intrinzička motivacija, nastava u digitalnom okruženju

Prathomwat Suraprajit
Faculty of Management Sciences, Kasetsart University Sriracha Campus, Thailand
E-mail: bom101@hotmail.com

Logistics Research Articles Written by NNSs: The Evidence from Corpus Software

This corpus-based study has the main aims in investigating the word list, and phrasal list of logistics research articles (LRAs) in order to unclose the authentic English language used for academic purposes in logistics field. Four – corpus software including AntConc, Sketch Engine, ConcGram 1.0, and RANGE were then employed for investigating the stated wonders. 21 LRAs from The Asian Journal of Shipping and Logistics (AJSL) were randomly recruited. The findings revealed that 1) Sketch Engine showed the highest number of tokens, 2) the top list of the word presented in each corpus software was different, 3) all software showed the very closer list in the top-ten of nouns, and 4) each software presented the different outcome of top list of phrasal expression.

Keywords: Logistics, AntConc, Sketch Engine, ConcGram 1.0, RANGE

Oksana Taran
Department of Applied Linguistics, Lviv Polytechnic National University, Ukraine
E-mail: o_taran@yahoo.com
Nataliia Hrytsiv
Department of Applied Linguistics, Lviv Polytechnic National University, Ukraine
E-mail: nhrytsiv@yahoo.com

English-Ukrainian Learner's Dictionary of Corpus Linguistics

In Ukraine, Corpus Linguistics is a compulsory discipline for students majoring in "Applied (Computational) Linguistics". Proper level of advancing the learner's skills within the discipline presupposes relevant resources, i.e. not only textbooks, but also dictionaries. However, there is no monolingual, as well as bilingual, dictionary in the Ukrainian language. The challenge for the non-English-speaking learner is that scientific literature on corpus linguistics is in English.

The purpose of this project is to compile an English-Ukrainian corpus-based dictionary of corpus linguistics terminology. The concept of the dictionary combines domestic classical lexicography and corpus lexicography. Cross-disciplinary and applied, our project has brought together educators and students at different stages of its implementation.

Stage 1: creation of a corpus-oriented term base. For this purpose, a corpus of texts from books on corpus linguistics published within the last 15 years was compiled. Corpus management and corpus query software Sketch Engine were selected. The terminology extraction function is used for automated creation of terminological base. The procedure resulted in 1000 multi-word terms and 1000 single words. They were manually post-edited. Illustrations are selected automatically using the GDEX function.

Stage 2: item structure. The English part contains a register word, its definition, illustrative material; also mirrored in Ukrainian. At this stage, students were involved in the discipline of Practice of Translation. Definitions were selected using data from dictionaries and scientific papers. Definitions were translated under the guidance of a lecturer.

Work on the project is still in the process. Dictionary Writing System will be used for finalizing. Dictionary function is educational, especially for freshmen getting acquainted with the meta-language of the profession and for students studying corpus linguistics.

Keywords: corpus, dictionary, corpus linguistics, Sketch Engine

Vesna Tripković Samardžić
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: vesna.tripkovic-samardzic@fvu.me
Lejla Zejnilović
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: lejla.zejnilovic@unimediteran.net; lejlazejnilovic@gmail.com

The Role of Needs Analysis in Selecting and/or Developing ESP materials: A Proposal for *English for Visual Arts* Course Development

The paper focuses on the issue of needs analysis as one of the most important resources for selecting authentic and needs-specific ESP material. Firstly, needs analysis is discussed in the context of the methodology of English for Specific Purposes. Then, a case study including the needs analysis survey among the students of visual arts at the University "Mediterranean", Podgorica, and the in-depth interviews conducted with the instructors and experts in the specific art sub-fields, as methods for determining the students' present needs and their target communicative situations, is presented. Finally, the proposal for developing a needs-specific and authentic *English for Visual Arts* course material is put forward.

The authors argue that an in-depth analysis of students' critical evaluations of ESP material and experts' insight into the actual linguistic requirements students will be exposed to in the target professional situations can serve as a valuable source in selecting and developing an adequate, needs-responsive instructional material. A deep insight into the target-learners' needs will enable ESP practitioners to identify the genres and language related to those needs, as well as the methodology of the professions it is serving for. In addition to providing models of correct language use in various professional and/or academic settings, the material developed and adapted from the specific target situation will encourage autonomous learning and move students progressively toward stronger understanding of language use. The paper concludes by pointing out that a needs-specific instructional material is much more likely to produce an indispensable communication context in the classroom, encourage learners' engagement and stimulate language learning.

Keywords: needs analysis, needs-responsive ESP materials

Konstantina A. Vadasi
Department of Mediterranean Studies, School of Humanties, University of the Aegean, Rhodes, Greece
E-mail: msd14005@rhodes.aegean.gr
Katerina T. Frantzi
Laboratory of Informatics, Department of Mediterranean Studies, University of the Aegean, Rhodes, Greece
E-mail: frantzi@aegean.gr

Erudition and Archaicity in the Language of Bank Contracts

Erudition in Modern Greek, which is sometimes associated with archaicity and sometimes not, often hinders the existence of strict boundaries between older and newer language systems, thus allowing the existence of a range from scholarly to colloquial language, within which the linguistic varieties "move". The legal language appears to display the scholarly element to a greater degree than other language varieties, with various amounts of archaisms in it. The transcription of the language of legal texts from "katharevousa" (scholarly language) to demotic (vernacular language), which was a challenge ever since the beginning of the previous century, despite the range of disagreements, led to the need for institutional intervention for the normalization of the procedure. The object of this study is to investigate whether the writers of legal texts conform to the regulatory lists of linguistic elements suggested at times by specialists. Therefore, in the present study, this issue is being applied and investigated in the linguistic corpus of bank contracts BanCo. The results of processing show that the legal language is developing its own identity, without strictly conforming to the specialists' suggestions regarding its transcription. Thus we can deduce interesting linguistic phenomena concerning the use of the characteristics of synthetic "katharevousa" (scholarly language) versus analytic demotic (vernacular language), such as, for instance, participles in all tenses, archaic conjugation, use of nouns instead of verbs etc. This new information leads to the need for integrating the observed morphological varieties to the corresponding dictionaries. To achieve that, the morphological dictionary of the Greek edition of the text analysis system UNITEX is selected, which, in the context of programmed work, will be updated with the deduced linguistic phenomena. This study supports and is supported by the National Infrastructure for Language Resources & Technologies, CLARIN:EL, which is part of the National Infrastructure for Language Technology and Digital Humanities, APOLLONIS (https://www.clarin.gr/en).

Keywords: erudition, archaicity, katharevousa, scholarly language, lsp, legal texts, legal language, bank contracts

Vilhelmina Vaičiūnienė
Institute of Humanities, Faculty of Human and Societal Studies, Mykolas Romeris University,
Vilnius, Lithuania
E-mail: vvaiciun@mruni.eu

ESP and Translation (Humanities): A Case Study

The article presents an ESP course and translation (humanities) for the third-year students of Translation and Editing bachelor study programme at Mykolas Romeris University (Lithuania), which will be discussed from different perspectives. Firstly, the course goals and objectives as well as the scope of the course are analysed to determine the correspondence of the course according to the ESP sub-areas presented by Williams (2014, 2-3). Attention is drawn to the complexity of this course, consisting of two areas: ESP (humanities) and translation. As if reflecting scholarly insights into ESP exponential growth for academic purposes over the last 20 years and the idea that hybridity is a constitutive part of specialized genres, the paper focuses on the composition of the ESP course comprising the acquisition of certain specialized language skills (humanities) and practical translation skills. The duality of the course composition and training of specialized skills reflects the complexity of the discussed course. Humanities being a broad domain is another important teaching and learning issue. Moreover, Web 2.0 environment and tools constitute a part of the multimodal resources of this course as well as tools for training translation. Finally, the relevance of such course, desired results and students and teacher's satisfaction are also addressed.

Key words: ESP, humanities, course design, translation

Mirna Varga
Faculty of Humanities and Social Sciences, J. J. Strossmayer University of Osijek, Croatia
E-mail: mvarga@ffos.hr

Evaluating Peer Assessment through the Lens of ESP Students

Peer assessment, which lies at the heart of student-centered learning, provides multiple learning benefits, such as developing metacognitive understanding of one's learning, gaining competence in providing constructive feedback, enhancing writing skills, sharpening critical thinking and other important lifelong skills (Falchikov, 2005; Spiller, 2012).

The paper illustrates an implementation of a peer assessment activity with a group of third-year undergraduates (n=13) at the Faculty of Humanities and Social Sciences Osijek, Croatia. The peer assessment task was based on students' evaluations of statements of purpose and followed by online discussions between assessors and assessees.

The main objectives of the paper are to report on students' attitudes towards the ac-

tivity and to discuss the insights gained from the data analysis, which may be important for designing and implementing peer assessment tasks in academic courses. The data were collected through an online questionnaire, students' written feedback with the prompts particularly focused on reflections regarding peer assessment online discussions and the focus group interview which aimed to deepen understanding of students' views. Given students' involvement with peer assessment in previous semester, an important component of the data sources concerned eliciting responses on a potential impact of prior experience on the perceived value of the method. The findings showed that most students agreed that peer assessment is a useful and meaningful activity for building multiple academic skills. They also reported on increased confidence in giving peer feedback due to previous experience. However, providing objective and critical feedback was still considered as one of the major obstacles. Finally, recommendations for scaffolding peer assessment tasks in the ESP course are provided, which might be particularly useful in teaching contexts where this assessment method has not been fully established.

Keywords: peer assessment, academic writing, ESP, undergraduates, attitudes

Sanja Veršić
Centre for Foreign Languages, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
E-mail: sanja_ver@yahoo.com

Lexical-Semantic Aspects in Learning Russian for Academic Purposes (RAP) as a Second Foreign Language (FL2) at Elementary Level

In this paper we consider lexical-semantic aspects of contemporary Russian language acquired at elementary level of the course Russian for academic purposes (FL2). The structure of students varies from philology students to social sciences students and it is presumed that both philology and non-philology students have a good prior knowledge of one or more foreign languages. As beginners of Russian, Croatian students, as well as foreign guest students participating in the Erasmus programme, are encouraged to compare and recognize lexical-semantic similarities between Russian and their mother tongue or other foreign languages that they speak, since in contemporary Russian there are more and more borrowings and their modifications (word formation) being widely present both in texts accessible in electronic media and in textbooks, and becoming part of active Russian vocabulary (e.g. *лидер, лидировать, лидерский*). In learning process, internationalisms and anglicisms may serve as familiar synonyms for unknown Russian words and collocations (*быть во главе, возглавлять*) helping students cope both with text comprehension and oral/written production.

Along with acquiring language skills at elementary level (pronunciation, reading fluency and writing by hand, basic grammatical and syntactic structures), students within 60 hours per academic year develop basic collocational competencies and reading comprehension skills in order to be able to continue to read simple texts on their own. Thus, what makes it easier for students to acquire language competencies and nec-

essary vocabulary is that in post-Soviet Russian there are many contemporary internationalisms due to cultural and scientific exchanges. When students encounter new lexemes, they may recognize them at the lexical-semantic level (with exception of "false friends") – in topics related to professions, education, arts, information technology, the world of work, recreation and hobbies. A global cross-cultural communication on the Internet also affects languages and can be incentive for students motivated for further contrastive learning of Russian as FL2.

Keywords: acquisition of Russian at elementary level, lexical-semantic aspects in learning Russian as FL2, students' vocabulary, internationalisms and anglicisms in Russian, oral/written production and reading comprehension skills

Snežana Zečević
Department of English Language and Literature, Faculty of Philosophy, University of Priština in Kosovska Mitrovica, Serbia
E-mail: snezana.zecevic@pr.ac.rs
Ana Andrejević
Department of English Language and Literature, Faculty of Philosophy, University of Priština in Kosovska Mitrovica, Serbia
E-mail: ana.andrejevic@pr.ac.rs

Project-Based Learning in Teaching English for Specific Purposes: Students' Perspective

The aim of this paper is to present the use project-based learning (PBL) as an efficient way of improving teaching English for specific purposes (ESP), students' assessment concerning the contribution of PBL to their cognitive and affective development, and to describe their projects. The research is a cross-sectional study which was conducted with students of geography at the Faculty of Sciences and Mathematics in Kosovska Mitrovica in April, 2021. Due to COVID-19 pandemic, the lessons of English language were organized within Google Classroom where students participated actively, submitted their homework and completed tasks, one of which was the project on the tourist presentation of Serbia and their home towns. The research was based on the following assumptions: firstly, PBL approach improves students' cognitive development, i.e. it improves language skills, the use of vocabulary and grammar of the English language; secondly, PBL approach improves the development of some affective aspects of students' personality, such as self-confidence, responsibility, independence while learning English, more active participation and interest for learning English; and thirdly, teaching ESP should not only improve students'cognitive development, i.e. language for specific purposes, but the development of certain aspects of students' personality as well. For the requirements of the paper, a questionnaire of self-perception was created and data were analysed by applying descriptive statistics. The results proved the hypotheses and emphasized the significance of PBL approach for improving teaching English for specific purposes.

Keywords: PBL approach, ESP, affective development, cognitive development

Lejla Zejnilović
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: lejla.zejnilovic@unimediteran.net; lejlazejnilovic@gmail.com
Vesna Tripković Samardžić
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: vesna.tripkovic-samardzic@fvu.me
Žana Knežević
Faculty of Foreign Languages, Mediterranean University, Montenegro
E-mail: zana.knezevic@unimediteran.net

Developing Pragmatic Competence in LSP Contexts: A Corpus-Based Approach to Teaching Materials Design

Over the last decade, pragmatic aspects of legal language have generated an increasing interest in literature on specialized discourse. Such a trend has arisen from the need to look beyond terminological intricacies and address the (extra)linguistic factors influencing the production and interpretation of legal texts. Following this line of thought, the paper sheds light on the ways in which corpus-driven data can inform the content of teaching materials, which aim at enhancing learners' awareness of the interplay between language use, communicative needs and purposes in a given legal setting.

In recent years, the advantages of using corpus findings in the process of developing teaching materials have received a wide recognition. The perceived benefits encompass exposing students to authentic and contextualized samples of language, which in turn, contribute to a heightened sensitivity to the forms and functions of language. Proceeding from such observations, this paper adopts a corpus perspective and focuses on the results of a corpus-based analysis of the European Court of Human Rights judgments. More specifically, it illustrates in what way the recurring linguistic features of the mentioned legal genre, which have been identified using Sketch Engine corpus management tools, can be used for raising learners' awareness of pragmatic aspects of the Court's argumentation.

Accordingly, the authors make a case for developing teaching materials around forms and structures which reflect politeness and legitimization strategies, as well as distinctive communicative purposes pertinent to the given legal genre.

Keywords: LSP, corpus-driven data, European Court of Human Rights judgments, pragmatic aspects of the Court's argumentation, politeness and legitimization strategies

Zsuzsanna Zsubrinszky
Centre for Modern Languages, Budapest University of Technology and Economics, Hungary
E-mail: zsubrinszky@gmail.com

The Linguistic Characteristics of Bitcoin in Online Articles

This presentation addresses the unique linguistic characteristics of the bitcoin cryptocurrency, which has changed our lives in a similar way that the Internet has done over the last few decades. The reason for the increased interest in bitcoin is that young business students see in it the possibility of getting rich quickly. At the same time, financial experts (e.g., Shiller, 2016) have warned against the potential negative impacts of this technology and compared cryptocurrencies to a bubble that will burst very soon. As the concepts of cryptocurrencies and blockchain technology are not dealt with in LSP coursebooks yet, which makes it difficult to discuss them in Business English classes, this small-scale research is intended to fill this niche. In order to see what terminology, (e.g., data mining) has to be acquired to be able to understand the basic issues about bitcoin, online sources dealing with the regulatory systems of bitcoin worldwide have been used. The online texts have been converted into plain text format and analysed by TextStat software. The results show us the most common collocations with bitcoin, blockchain, processing etc. within context, as well as the most frequently used words, which definitely need to be learned by students. My aim with this research is that LSP teachers get a comprehensive picture of what terminology to teach to their student when dealing with the topic of cryptocurrencies.

Keywords: bitcoin, blockchain, cryptocurrency, collocation, finance

Branka Živković
Faculty of Philology, University of Montenegro, Montenegro
E-mail: bzivkovic.05@gmail.com
Igor Lakić
Faculty of Philology, University of Montenegro, Montenegro
E-mail: igorlakic24@gmail.com

The Analysis of the FL Syllabi at the Three Montenegrin Universities

One of the aims of the Erasmus+ ReFLAME project is to update the present FL syllabi at the non-philological departments at the three Montenegrin universities – University of Montenegro (UoM), Mediterranean University (MU) and University of Donja Gorica (UDG). To this end, the first task was to analyse all first and second FL syllabi at the non-philological departments of the three Montenegrin universities. The analysis included examining FL syllabi to provide the data regarding, among others, the number of the syllabi collected, the faculties they are taught at, the foreign languages that

are taught, the number of general FL courses as opposed to FL for specific purposes courses, as well as the information on the textbooks and literature used. 226 FL syllabi, corresponding to 181 courses taught at 30 faculties of the three universities, were collected and assessed. The results show that the vast majority of these are taught at the UoM (195 FL syllabi corresponding to 150 courses), whereas 24 are taught at MU and 7 at UDG respectively. At the UoM, 137 of the 195 FL syllabi cover the English language, while 58 refer to other languages, namely Italian (14), German (14), Russian (14) and French (16). All of the overall 31 syllabi at MU and UDG pertain to the English language. 111 of the FL syllabi cover general FL courses, while 113 refer to FL for specific purposes and only two pertain to FL for academic purposes courses offered at the PhD study level at one of the UoM's faculties. Most of the FL syllabi do not mention any exit level to be achieved, and thus are not in line with the Law on Higher Education (C1 exit level). As for the textbooks and literature used, all the general FL courses are well equipped with appropriate textbooks. Nonetheless, there is a notable lack of adequate textbooks for FL for specific purposes courses in academic fields such as arts, humanities, philology, natural sciences and mathematics, civil engineering, pharmacy, Montenegrin legal system, political science, diplomacy and international relations, agriculture, electronics and engineering and power systems and control. This result was considered when making a decision which LSP textbooks should be produced as part of the project. The overall findings of the FL syllabi analysis will also be of great use in the development stage of the project in which one of the tasks will deal explicitly with updating the current FL syllabi.

Keywords: FL syllabi; first and second FL syllabi; FL syllabi analysis; general FL courses; FL for specific purposes courses; updating FL syllabi; Erasmus+ ReFLAME project

ERASMUS + ReFLAME PROJECT: REFLAME YOUR LSP BOOK SERIES

Legal English

Author: **Petar Božović**

Faculty of Philology, University of Montenegro

The textbook *Legal English* is an upper-intermediate to advanced level course intended primarily for classroom use for law students at the universities in Montenegro, but it can also be used by practicing lawyers and anyone interested in improving the skills and knowledge of legal English. The course combines the English for professional and English for academic purposes approach aiming at helping the end-user learn English primarily in a legal context. As it aims to cater for the needs of an increasing number of students who wish to take part in a student exchange mobility program, it gives a brief introduction to learning in an international academic environment and prepares students for the application procedure.

The topics that the textbook covers were selected and prioritized based on the results of a needs analysis that was carried out among the students, law professors, and practicing lawyers in Montenegro. Apart from the expected need for learning about the different sources of EU law, a recurrent observation made by the practitioners was the need to explain provisions of the national legislation to foreign clients. Hence, this textbook abounds in both international and domestic authentic legal texts, audio and video materials. The topics that are covered include: the study of law, understanding the law, constitutional law, criminal law, human rights and contract law. It is divided into six units each containing a lead-in introduction into the topic, lessons A and B and a unit review. Furthermore, it features a Readings section with six authenthic legal texts each designed as a follow-up reading and speaking activity for respective units. The textbook also contains three annexes: Europass CV and motivation letter, how to prepare presentations in English and an English-Montenegrin glossary of legal terms.

English for Science and Mathematics

Author: **Milica Vuković Stamatović**

Faculty of Philology, University of Montenegro

Reflame Your English for Science is a coursebook for undergraduate students of science particularly suited for students of physics, biology and mathematics, transitioning from general English to English for Academic Purposes (EAP) and English for Specific Purposes (ESP). It is intended for students commanding English at either a strong B2 or the C1 level (according to CEFR), and it contains ten units and two major appendixes. The ten units discuss the topics that are generally related to all sciences, as well as introduce general academic and scientific vocabulary. Appendix A covers the basic scientific terminology in more details, while Appendix B introduces the students to the life and work of great scientists through history, chiefly mathematicians, physicists and biologists, and offers a range of reading comprehension and vocabulary development exercises. The appendixes may be used as supplements or as separate resources. The book also comes with two progress checks. The key is provided for all the exercises, bearing in mind that this coursebook is also envisaged to be used for self-study. The other minor annexes to this book include the audio transcripts and the word lists.

The share of the most frequent academic vocabulary (as represented by Coxhead's list (2000)) in the coursebook is 7.21%, not far from the level found in science research articles (where it averages 9%-10%). The most frequent scientific vocabulary (as represented by Hirsh and Coxhead's list (2007)) makes up 2.12% of the words used in this coursebook – in comparison, this type of vocabulary covers about 4% of the words in science research articles.

This coursebook grew out of the author's fifteen years of experience of teaching ESP courses to the students of mathematics, physics and biology. It was created and co-financed within the Erasmus+ Capacity Building Project *Reflame*.

English for Philologists

Authors: **Milica Vuković Stamatović and Petar Božović**
Faculty of Philology, University of Montenegro

Reflame your English for language and literary studies is an English for Specific Purposes (ESP) coursebook intended for undergraduate students of philology who major in languages other than English but also need English for their careers and take it up either as their minors or as their elective courses. The coursebook also contains many English for Academic Purposes (EAP) elements – in it, students will find many useful language tips that will help them follow academic courses in English, as well as read and write academic pieces in the area of language and literature studies.

The coursebook contains four modules: 1. Academic orientation; 2. Global English; 3. Linguistics; 4. Literary Studies. Each module contains three units, whose complexity gradually increases in both size and language demands, taking the students from the B2 to the C1 level, according to the CEFR. Modules 1 and 2 were written by Dr. Petar Božović, while modules 3 and 4 were prepared by Dr. Milica Vuković-Stamatović. Each unit starts with a warm-up and ends with a follow-up activity which can be used either during the classes or as a homework assignment depending on the level of language proficiency and the size of the group. Authentic texts, audio, and video materials are used in all units accompanied by a range of exercises enabling better comprehension of the topic as well as encouraging students to take an active part in class discussions and conduct additional research on their own. In the annexes, students can find additional readings, some grammar explanations, guidelines on how to prepare and give presentations, as well as the vocabulary lists and the transcripts.

This coursebook was created and co-financed within the Erasmus+ Capacity Building Project *Reflame*.

English for Electrical Engineers

Authors: **Milica Vuković Stamatović and Vesna Bratić**
Faculty of Philology, University of Montenegro

Reflame your English for electrical engineering: Topics in Power & Control engineering is a coursebook for undergraduate students of electrical engineering which is particularly suited for those majoring in power and control engineering. It is intended for students commanding the knowledge of the English language at either the B2 or the C1 level (according to the CEFR).

The coursebook contains nine units. The first three units, as well as the ninth unit, could be used for all students of electrical engineering, bearing in mind that they provide a general framework for the field. The remaining units are dedicated to power engineering and to control engineering. The reading sections are based on authentic texts, while the listening activities stem from authentic audio materials. Throughout the various sections of the book, students are encouraged to speak on the topics related to electrical engineering and its two chosen subfields. In addition, the students will learn how to write the academic and professional genres that are the most useful for them – job and mobility applications, CVs and emails. The book also comes with two appendixes – the transcripts for all the audios used and three word lists.

After successfully finishing the course, the students will command the knowledge of up to 5,000 words (which corresponds to the C1 level). The most frequent academic vocabulary (as represented by Coxhead's AWL list (2000)) makes up 8.48% of the words used in the book, which is close to the levels found in academic research articles (9%-10%). The most frequent scientific vocabulary (as represented by Hirsh and Coxhead's PSL list (2007)) constitutes 2.39% of the words used in the coursebook. This is less than is found in research articles from the field of technical sciences, where this type of vocabulary generally has a coverage of up to 4%, but is, however, sufficient to provide students with the basic English technical vocabulary in their undergraduate studies.

This coursebook was created and co-financed within the Erasmus+ Capacity Building Project *Reflame*.

English for Civil Engineering

Author: **Branka Živković**
Faculty of Philology, University of Montenegro
Coursebook reviewer: Biljana Šćepanović
Faculty of Civil Engineering, University of Montenegro

Studying English for Civil Engineering at the Faculty of Civil Engineering of the University of Montenegro is particularly significant for the reasons of internationalisation of university teaching and learning, fostering mobility, and, ultimately, increasing competitiveness in the national and international labour market. To use the opportunities offered by many mobility programmes and to become competitive in their future profession, civil engineering students need to reach the appropriate level of English in their field of study. This can successfully be done by providing them with adequate textbooks and subject-specific teaching material addressing their ESP needs. The available English for Civil Engineering textbooks published by reputable international publishers are not at the level required by the Montenegrin Law on Higher Education (C1 exit level), and, therefore, cannot accommodate for Montenegrin students' needs (e.g. the books series intended for A1-B1 levels – *English for Construction 1* (A1-A2) and *English for Construction 2* (A2-B1); *Career Paths: Construction I and II* (A1-B1)). To fill this gap, the textbook *English for Civil Engineering* authored by Branka Živković has been created within the Erasmus+ ReFLAME project. It includes carefully chosen material in terms of the level of adequacy of reading, listening, writing and speaking activities. According to the three reviewers' assessment, the textbook will contribute to the linguistic development of the students. It is also considered as an excellent source of general information in the domain of civil engineering and related disciplines, as well as a very practical reference book for certain skills of business English required in the worldwide globalisation circumstances. The textbook was tested at the English for Civil Engineering course held within the ReFLAME summer school in June/July 2021. The students having attended the course rated the quality of the textbook material as excellent in an anonymous questionnaire. In conclusion, the textbook is primarily tailored for civil engineering students, but could also be of great use to civil engineers in their professional career.

Italiano per i mediatori linguistico-culturali in Montenegro

Authors: **Deja Piletić and Gordana Luburić**
Faculty of Philology, University of Montenegro

Reflame Your Italian: The Concept of the Coursebook *Italiano per i mediatori linguistico-culturali in Montenegro*

Target group: undergraduate students of the Faculty of Tourism and Hotel Management and of the Faculty of Philology at the universities in Montenegro, as well as different professionals working in the fields that in various ways concern linguistic and cultural mediation between Italy and Montenegro in particular.

Target level of linguistic competence: B1+ (according to the CEFR)

Learning objectives: developing competence in understanding oral and written Italian texts and gaining practical skills in written and oral production in the business environment – primarily in the field of tourism as the most developed Montenegrin industry branch with the highest job opportunity for graduates with bachelor's degree from the abovementioned faculties.

Methodology: Communicative and task-based approach relying on the authentic texts, with the particular focus on:

-    Professional terminology and specific linguistic structures characteristic for the field of tourism, hospitality and professional communication;

-    Cultural and linguistic similarities and differences some of which can present an obstacle for the learning process as well as the process of communication;

-    Basic standards of business communication and business correspondence in Italian language.

Structure: ten units that correspond with the specific themes. All the units are divided in various sections which are supposed to guide the student through acquiring lexical, grammatical and intercultural elements necessary for gaining practical skills and abilities in using Italian language for linguistic and cultural mediation purpose. The key to all the exercises is given at the end of the coursebook.

The coursebook was created and co-financed within the Erasmus+ Capacity Building Project *Reflame*.

Reflame Your English for Visual Arts

Authors: **Vesna Tripković Samardžić, Žana Knežević, Lejla Zejnilović, Nada Petković, Milena Dragutinović**
Faculty of Foreign Languages, Mediterranean University

ReFLAME Your English for Visual Arts, the product of ERASMUS+ ReFLAME project, is the textbook that is primarily targeted at the students of visual arts, but also at all other students who want to study English and familiarize themselves with the key concepts of visual arts.

The textbook helps students develop the strategies and techniques for practicing integrated language skills through a variety of the most relevant and up-to-date authentic professional texts and listening/watching materials encompassing different genres. The structure of the textbook is based on the curriculum of the Faculty of Visual Arts, University "Mediterranean", Podgorica, which in itself is a symbiosis of art, science, Information Technology and other scientific and arts disciplines and is in line with the latest international trends and the needs of the modern labour market. The textbook consists of eight Modules: I*ntroduction to Visual Arts, Fine Arts, Photography, Illustration, Graphic Design, Animation, Video and New Media and Sound Design*, each of which has four lessons representing one key area within the specific arts discipline. The lessons include a variety of activities for learning relevant vocabulary in context, basic grammar structures taught in context and sequenced appropriately, and a number of skill-based and task-based activities. The special part of each Module is Language for… section, designed to help students improve the skills they will need in their future academic and professional lives. Each Module ends with a Revision. The textbook also includes eight mini-projects aimed to encourage autonomous learning and cooperation among students, the glossary of the technical terms and a list of the sources used.

Two favourable book reviews highlight the positive aspects of the textbook: its educational and engaging material, its focus on presenting both linguistic and expert knowledge in a systematic and coherent way, its capacity to stimulate students' communicative competencies and active learning, and its adjustment to various background of students.

Extremely positive reactions of both the students and the lecturers who tested the textbook during the summer school speak in favor of the fact that it is a well-thought-out textbook which facilitates and promote learning of discipline-specific language skills in ways that will inspire and motivate the students.

English for Copywriting in Tourism and Hospitality

Author: **Milena Lukšič Đurović**
Faculty of Foreign Languages, Mediterranean University

This textbook is about writing copies (i.e. different text types whose aim is a destination/a hotel promotion) in a very diverse field of tourism and hospitality. It helps tourism and hospitality students, hotel sales and marketing managers, tourism organization officers to confidently integrate storytelling models and English language into their marketing strategy to produce compelling copies that convince the reader to visit a destination or a hotel.

Keeping in mind four main factors (the source, the message, the medium and the audience) that contribute to convincing (and ultimately, bringing about the behavioral change: the purchase of the product/services) communication to take place (Lasswell (1948)) and grounded in a social-psychological model for attitude change by communication (Elaboration Likelihood Model (ELM) proposed by Petty and Cacioppo (1986)), this book teaches how to confidently and persuasively write for a large travel community outside Montenegro so that the potential visitors take notice of a destination or a hotel, become interested in visiting them and finally, embark on his/her adventure to Montenegro.

The book is organized in four distinctive parts: Part 1 raises awareness of copywriting and tourism discourse organization (language, topics and norms of this genre), Part 2 proposes different storytelling formulas found in tourism and hospitality: these storytelling models are inferred from and well-grounded in corpus research of different promotional genres: tourism and hospitality websites, Facebook or Instagram posts, Facebook advertisements, hotel e-mail marketing and are ready-made and user-friendly to apply in one's own writing. Part 3 goes in-depth into writing copies for different marketing channels and audience: from hotel websites and travel blogs to Facebook ads and Instagram posts. Finally, Part 4 brings together all the aspects of the previously–taught elements into a whole and helps the future copywriter compile his/her own portfolio of different tourism texts to showcase his/her knowledge of the field to serve him/her as his/her CV for copywriting jobs.

Tailored to students of tourism and hospitality, the book was piloted during the Summer School 2021 and revised to serve different pedagogical objectives, so that the students will be able to:

- Say what copywriting and a copy are and what job roles a copywriter performs.

- Identify and understand which verbal techniques and language structures are used in tourism and hospitality promotional texts and for what reasons in order to cater to various target audience needs.

- Use different storytelling techniques and formulas to build trust and nurture relationship with a potential customer and help them finalize the purchase (make a reservation in a hotel or pick a destination that is being offered),

- Employ the words and phrases commonly used in tourism and hospitality to promote a coastal destination or a hotel, experiment with them and formulate their own pieces of writing.

- Create, write and compile a portfolio of various tourism- and hotel-related business communication messaging (e.g. copies for a hotel landing page, Facebook and Instagram sponsored advertisements, Facebook or Instagram hotel businesses posts) so that they can showcase their copywriting abilities and get a chance to be hired by tourism and hospitality businesses.

This is an indispensible companion for those interested in the mechanics of persuasion of different text types in the field of tourism and hospitality marketing by using English language as a mode of expression.

Reflame Your English for Political Science and Diplomacy

Authors: **Dragica Žugić, Jelena Pralas, Dragiša Vukotić, Milena Nikolić**
Faculty of Philology, University of Donja Gorica

The coursebook ReFLAME Your English for Political Science and Diplomacy is intended for useby B2+ users of the English language. It is primarily tailored for the students of political science and diplomacy, but it can be used by all students interested in the field of political science,international relations and diplomacy. The coursebook provides practice and activities in usingall aspects of the English language (Speaking, Use of English, Reading, Listening and Writing); introduction to professional and academic terminology, and narrowly-specific structures in written and oral communication; grammar practice with references, specialised techniques and skills necessary for understanding professional texts. It also includes instructions and techniques for preparing and giving oral presentations on topics in the field of political science and diplomacy and writing different types of diplomatic letters, notes, tweets and describing graphs and charts. The coursebook ReFLAME Your English for Political Science and Diplomacy offers a number of authentic texts, video and audio materials, a range of communicative activities leading to in-depth discussion, as well as additional research in groups and pairs.