



ABSTRACTS FOR
THE THIRD INTERNATIONAL LANGUAGE CONFERENCE
ON

**THE IMPORTANCE OF LEARNING PROFESSIONAL FOREIGN LANGUAGES FOR
COMMUNICATION BETWEEN CULTURES**

23 AND 24 SEPTEMBER 2010

THE FACULTY OF LOGISTICS AT THE UNIVERISTY OF MARIBOR, MARIBORSKA CESTA 7, CELJE, SLOVENIA

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Enhancing Students' Comprehension of Medical Lectures with Online Videos

Many beginning EFL medical students have difficulty following and understanding authentic lectures delivered in English in specialized courses such as biology, biochemistry and physiology, due to unfamiliarity with technical terms, new information and material density. To help students cope with medical class lectures, develop their knowledge of medical terms and information, supplementary online videos can be downloaded for free and used out-of-class to help students fill the gaps in their background knowledge. The presentation aims to show the following: (i) How online videos can be integrated in medical courses; (ii) The advantages of integrating online videos (they are free; provide variety of topics, speakers, difficulty level; can be easily downloaded to laptop or mobile phone and can be viewed anywhere and anytime; (iii) give samples of websites where online medical videos can be downloaded; (iv) criteria for selecting videos: (e.g.: video length in minutes, topic familiarity, difficulty level, speed of the speakers, students' proficiency level, and students' interests. Videos can provide global systems, current local and global issues, human values, and history); (v) skills that can be developed through supplementary online videos; (vi) types of tasks that can be designed based on online videos selected; (vii) how teachers can create student-centered activities based on the videos selected; (viii) phases of teaching and learning with online video (before watching a video, while watching the video and after watching the video); (ix) evaluation and assessment and (x) show sample videos and sample tasks and activities.

Teaching Medical Terminology with a Mind-mapping Software

In Saudi Arabia, Arabic is the medium of instruction until the end of high school, whereas English is the medium of instruction in colleges of medicine and engineering. In their freshman year, premedical students take foundation courses such as biology and biochemistry in English and they encounter too many technical terms with which they are unfamiliar. Medical terminology constitutes a major problem for ESP instructors and beginning pre-medical students. Pre-medical students have difficulty in pronouncing, recognizing the component parts of medical terms and what each part means; in connecting the different terms derived from the same base; in recognizing, relating and distinguishing the different derivatives of a term, and spelling changes that take place when combining prefixes, roots and suffixes to form medical terms. The presentation will show how mind-mapping software can be used to help premedical students combine, learn, retain, apply and relate medical terminology sharing the same root/base, the same prefix or suffix, word cognates, derivatives of the same word, terms sharing the same singular and plural forms and relate details which radiate out from the centre. It will show how the mind-mapping software can be used to combine different prefixes and/or suffixes to the same root, different roots to the same prefix/and or same suffix, sorting out, classifying, grouping terms according to the prefixes, roots or suffixes they contain, and interpolating prefixes, roots and suffixes. By focusing on roots, prefixes, suffixes and derivatives and then looking for branches that radiate out and show connections between the terms, the students map medical terminology knowledge in a way which will help them understand and retain new medical terms.

International EFL Teachers' Perceptions of EIL

English as an International Language (EIL) and its implications for TESOL have been keenly debated throughout the last two decades. Many researchers have elaborated the issues of identity and voice, linguistic imperialism, and the importance of non-native speakers and their use of English. However, those few studies have overlooked other aspects of language such as register, style, and phraseology, and the social functions of a language such as to project self-image and to develop local voice and culture.

The present paper presents an explorative and contrastive study the purpose of which is to examine to what extent English teachers from different contexts accept EIL for their classroom practices with reference to idiomaticity, pronunciation and culture and to what extent English teachers from Expanding, Outer and Inner Circle countries differ in their conception of EIL. Surveys and interviews are conducted to investigate 435 English teachers' attitudes from 66 different countries. It turns out that native speaker pronunciation is clearly not the ultimate goal for teachers from various contexts; however, the native speaker goal is more popular for grammar than pronunciation. The majority of teachers prefer content that deals with the life and culture of various countries around the world, although there is support for the inclusion of local places and people. There is a high degree of awareness of the issues raised by the increasingly international use of English. A clear majority of teachers believe that changing patterns of use should influence what we teach.

The results of this study are of benefit to the discipline of TESOL, particularly, to material and curriculum designers and teachers in helping them to revise their attachment to native speaker norms and their conceptions of EIL.

The Usage of Professional Foreign Languages in Tourism: An Analysis Based on Example of Verbal and Non-Verbal Communication at the Destination North-Eastern Slovenia

Today, there is no tourism without foreign languages. Even though the current trend goes in the promotion of the local for the local; that is focusing on domestic tourists, the need for active usage of foreign languages remains very important in a small country like Slovenia.

Globalization and new travel channels are bringing more and more tourists to Slovenia. Yet despite the ever growing numbers and interest, some destinations still seem to be struggling with the usage of foreign languages, whether English, German or Italian.

The article deals with the usage of foreign languages (partly professional terminology, partly general) at the destination North-Eastern Slovenia as it is believed that foreign languages are the most important tool for successful communication between the destination offer and the final user-tourist.

The conducted survey includes three most commonly used foreign languages in Slovene tourism. Furthermore, the on-site skills were checked at selected destinations through questionnaires. Findings show considerable deviations in acquired skills. However, successful businesses require language skills that go beyond the basics, encountered at most locations. Suggestions are therefore given to improve the personal and impersonal; verbal and non-verbal on-site communication in order to increase and improve the cross-cultural exchange at the destination.

Keywords: Foreign languages, skills, tourism, communication, destination management.

4. Đurđica ANIŠIĆ, Brett CAMPBELL

The Bologna Process in an LSP Course

The Bologna process was introduced in Croatian system of higher education five years ago. Since then, all Croatian universities have been implementing a new organisation of undergraduate and graduate study, aimed at encouraging students' mobility within the frame of European universities.

Our paper deals with a description of LSP courses at two institutions of higher education in Croatia: the Faculty of Political Science (Department of Journalism) and the College of International Relations and Diplomacy, Zagreb.

We shall describe the classroom environment and specific goals we want to achieve in different LSP courses. Among the goals to be achieved are both oral and written competence and we shall provide examples from our classroom experience. Quite often we use the internet (particularly Youtube materials) to help students master professional terminology. These materials are foundations for different exercises we make (we shall provide examples of such exercises). Since our experience with use of information and communication technology proved to be successful with our students, we would like to share the experience with fellow teachers.

The final part of the paper will deal with a specific view of teaching LSP courses as seen through the eyes of an American native speaker.

5. Stefania BALLOTTO

Paintings Learners Should Know

When thinking about the role of culture and its place in the classroom, we cannot overlook the role of Art. Fine arts are the main pillars of culture. The MED Dictionary first gives the meaning of the word *culture* as: *activities involving music, literature and other arts*, before it lists its further meaning: *a set of ideas, beliefs and ways of behaving of a particular organisation or group of people*

In the English Language teaching world (ELT) usually when we talk about culture we tend to focus on the latter aspect of the concept.

Ideas for using Art in the EFL classroom are to be found on special courses for teachers who want to become creative and want to explore more alternative techniques. Very slowly art is finding its way into mainstream methodology. The reasons for these changes are new syllabuses changes including approaches as Teaching across the Curriculum (LAC) and Content and Language Integrated Learning (CLIL). Using fine arts is a perfect model which illustrates the strengths and weaknesses, the opportunities and threats of LAC and CLIL. It becomes a perfect testing ground for how language content and other content derived from other subjects can be combined, how they can aid each other, and what is important, how such *integrated* lessons can provide a more holistic approach to the cognitive process in the classroom. Ideas and experiences collected during integrated arts and language lessons can offer solutions to the integration of other subjects.

If we want to use and exploit art in a more serious way we need to set up an initial adjustment programme in which students will become familiar with the world of fine arts. It will involve language activities with an element of art, where we use a painting in a similar way as any other visual materials. The best sources of reproductions are used wall calendars from past years, postcard books, art posters, art book pages photocopied onto overhead transparencies or colour photocopies, and pictures downloaded off Internet.

In the workshop, some ideas will be explored. When teaching students to describe pictures of interesting paintings instead of photographs.
Using pictures as flashcards to teach vocabulary or grammar.

After the adjustment period students can start making friends with art properly. It is a good idea to adopt the approach of finely tuned input, to make encounter with art unthreatening. And since young learners enjoy making pictures, they, above all, deserve to be introduced to some of the greatest ever made.

Once we start exploring the potential using art in the language classroom, the outcome of the blend of language learning and art is very promising, and in some cases even spectacular.

Our learners commune with beauty, they learn the language as well as about art. More important than some glimpses of the past the message is that the paintings are for ever. However old and rare, the paintings in galleries and museums they are part of today's present. They are ours and "looking at paintings" is fun.

Reading Skills and Reading Comprehension in English for Specific Purposes

Reading is a complex, purposeful, interactive, comprehending, and flexible activity that takes considerable time and resources to develop. Theoretical framework, concerning classification of reading skills, criteria for skill ranking and skill transfer, is presented. The balance between skills and language affects the teaching of reading in English for Specific Purpose. Adopting a range of reading styles, strategies and techniques during pre-reading, while-reading, and post-reading activities in second/foreign language classroom is necessary for successful interaction with the authentic texts in English for Specific Purpose, which implies more efficient second/foreign language readers. Reading comprehension is a process of getting meaning from and bringing meaning to a text. Successful reading comprehension emerges from the integrative interaction of derived text information and pre-existing reader knowledge. Different techniques for testing reading are also analyzed, including both formal, often pencil-and-paper based, but also a range of other techniques frequently used in the more informal assessment of readers. In teaching students to read in a foreign language, it is advisable to help them develop strategies for approaching reading as both a product and a process. Success in reading comprehension task is studied by analyzing effects of the type of the training students have undergone, for how long they have studied English at the faculty, duration of training in reading skills, frequency of testing, and the nature of texts used as a basis for applying reading comprehension tests. Less successful L2 learners have a fragmented approach to text, while successful learners go for overall meaning, guessing or skipping language and information.

Key words: reading, skills, comprehension, reading assessment.

Foreign Languages Teaching at Accredited Private Higher Education Schools of Economics in Croatia: the EU Language Policy vs Bologna Process

This paper presents preliminary research findings of the position of the German and the Italian language as foreign languages at accredited private higher education schools of economics in Croatia. At almost half the schools German and Italian are not even offered as elective courses in the curriculum. At a few schools students can select German, Italian or English as the first foreign language, but a very small number of students choose German or Italian. At the schools with two foreign languages in their curriculum, approximately the same number of students learn German or Italian, depending on their interests or origin. Our research will show how many students learn English and German or Italian at the schools of higher education. Even though most of the students do not have the same level of German and Italian language skills before their studies, it is very usual that they are all in the same group. In this paper we argue that the syllabuses of German and Italian courses have to be very carefully planned. The first question of this research addresses the awareness of importance to speak at least two foreign languages according to the EU language policy. This question will be answered on the basis of research findings. Moreover, the findings will show if the schools of higher education in Croatia give priority to the Bologna process in general and the requirement of 60 ECTS per year. On the one hand this could restrict the number of courses in the curriculum and on the other, force the school policy to design the syllabus with the emphasis on professional economics courses and English as the *lingua franca* and at the same time studying another foreign language is put a side.

8. Tadej BRAČEK

Donne Should Be Done in Secondary Schools

With the pragmatism of the new vocational matura in English and the grammar and vocabulary based technical education, I firmly believe that offering secondary students a glimpse into literature is beneficial and contributes to their higher cultural awareness of English. In order to show them the real mastery of the language, a wise choice would be metaphysical poetry. Since John Donne stands for the metaphysical school of thought, I choose him and his *Holy Sonnets* to teach students the basics of poetry with rhetorical devices, and to talk about the life in England in the 17th century.

Students can first be given a copy of *Holy Sonnet I* to teach them the history of English language via pronouns, such as thee, thou, and thy, which now have different forms, but can still be found in Biblical texts. Further on, by analysing this text, they can be taught the notions of metaphor, paradox and conceit as the ruling figures of speech in metaphysical poetry. Another point of interest to teach should be the importance of religion to the people of the time. This is, perhaps, best presented in Holy Sonnet XVIII, where Donne addresses the Church as Christ's spouse, who appears in two forms: at one time 'richly painted' and at another 'robbed and tore.' At this point you can talk to your students about the great religious and cultural schism which took place in the 16th century and divided Europe to Roman Catholic and Protestant countries. This sonnet also contains one of the most beautiful conceits concerning the Church by stating 'who [the Church; author's remark] is most true and pleasing to thee then / when she is embraced and open to most men.'

English as a Global Language - Threat to Small Languages

In this age of universal globalisation even languages are not out of the process. English due to the presence in all aspects of everyday life in the world becomes a global language of communication. Learning English is not determined only by school, but learning needs are multiple and different.

In this paper we analyse the present and the future of English as a global language, as well as the attitude toward the so-called small languages in multilingual Europe on the example of the Croatian language. Because of the perception of English as a language of cultural prestige we observe unselective and inappropriate use of English language.

Needs analysis was introduced into language teaching in 1960-ies by teaching language for special purposes (LSP teaching). We analyse the needs for the English language learning on a selected sample of the adult population. Needs analysis has been carried out after previously examined motivational orientation on the adults at the English language course. The hypotheses indicates that reasons for learning English in adult ages would be related to the student's needs associated to the knowledge of the English language, because of the changes in all aspects of everyday life in the process of globalisation. The cluster analysis has been used for analysing the needs for learning English on a selected sample. The study examined 100 adult participants attending an English course in order to find how the processes of globalisation are reflected to the needs for learning English in adult ages.

Keywords: globalisation, English, Croatian, needs

The Manager's Week as a Way of Raising Students' Motivation in Learning LSP

Learning foreign languages is a major tendency of modern professional education. Its aim is to train a man who can perform activity in the scientific-and-technical information flow, who is capable to work with technical literature, and is ready to acquire new technologies.

Mutual enrichment of specialists from different countries has become possible due to expansion of professional contacts, free-flowing communication and distribution of special literature published abroad. Knowledge of foreign languages gives an opportunity to establish cultural, educational, and professional contacts. In order to merge into a single socio-cultural space, we require professionals who can speak foreign languages.

In spite of necessity of knowledge of foreign languages by professionals of various activities and understanding its significance, graduates from non-language schools don't have a good command of a foreign language. There are some reasons for this phenomenon, but one of the main is low motivation.

As our teaching LSP experience shows we can raise students' motivation following such terms as: professional interest; awareness of the characteristics of future professional activity and practical significance of the education received; emotional richness of lessons; creation of successful situations; awareness of failure and its causes; competitiveness and communicative orientation of lessons.

We can realize all these conditions at the Siberian State Aerospace University named after academician M.F. Reshetnev by organizing and conducting various creative activities. In this paper I would like to share experience on holding The Manager's Week, as one of the most effective ways of raising motivation among students of economic specialization.

The objectives of this activity are:

- to raise motivation for learning a foreign language;
- to activate business vocabulary;
- to be able to work in a team;
- to be able to use received knowledge for solving problem situation;
- to develop oratory.

Advertising as a Form of Communication

The paper focuses on advertising as a form of communication. In order to understand advertising as a form of communication, which is distinct from other forms of communication, we have outlined the communication model of advertising, based on the existing communication models of verbal communication (e.g. the mathematical model by Shannon and Weaver, the psycholinguistic model by Leech), and focused on its principle characteristics. Here, we show that a one-way information flow is one of the salient characteristics of this model, despite the fact that a two-way information flow is possible in on-line advertising. The one-way information flow and the primarily persuasive function of advertising are those elements which influence the nature of advertising the most. Further, the paper identifies the main communication functions of advertising. We divide these into the emotive (expressive), the conative, the fatic, the metalinguistic, the poetic and the referential function; for each of these, we provide examples from a corpus of some 300 advertising texts, exemplifying how these functions work in practice. Further, in conjunction with these communication functions of advertising, we have outlined the most prominent advertising strategies, which can be divided into sender-centred, recipient-centred and product-centred, depending on what the sender of the message (advertiser) wishes to stress, though there is no clear demarcation line between these strategies and they may overlap.

Literature and Interculturalism in Teaching French as a Foreign Language

Foreign language learning has frequently been its own target without any deeper connection with the culture or civilization to which a language belonged. But, since the concept of culture refers to the way of life, customs and values it has gradually become a part of foreign language learning.

The main goal of foreign language learning is communication through which we become more aware of the existence of other nations, cultures and especially cultural differences. By accepting these differences we acquire cultural tolerance and develop openness towards the other.

The aim of didactics of French as a foreign language is to prepare a student for numerous interactions which have two objectives: linguistic and cultural. Language and culture are closely connected. The understanding (*connaissance*) of the word and its meaning requires a certain level of cultural knowledge, a certain contextuality. Each culture, each nation has its own logic, its own way of expressing thoughts, opinions, ideas, experiences, and all this is done through language. The pure knowledge of the language without intercultural relationship does not enable understanding. In other words, this understanding lacks richness, width, deeper sense that only culture can provide. Through culture language becomes more meaning full and fully realised.

In order to deepen foreign language learning and awaken the interest of students towards other cultures so that they could open to them and become aware of new world perceptions, literary text is introduced into classes of French as a foreign language. Literary text is the one that shows the ways of life of a certain society. Through literary text we learn about French history, civilization, customs, ways of thinking, symbols, values. Literary text as authentic material in which different registers are interwoven represents inexhaustible source in French language teaching and this is its greatest force. Exactly literary text allows the simultaneous enrichment and increase in students' intercultural knowledge on the one hand and acquiring linguistic competences on the other.

Modern methods of French language learning compared to the earlier ones which neglected learning of culture and civilization in language learning realized the importance of the literary text in French language teaching and included the work on the literary text in the didactics of the language considering it the best cultural intermediary.

Key words: French language, communication, the didactics of the French as a foreign language, culture, interculturalism, literary text, learning.

La littérature et l'interculturalité en classe de français langue étrangère

L'apprentissage des langues étrangères a été souvent considéré comme un objectif en soi, sans une liaison à la culture et la civilisation auxquelles une certaine langue appartient. Mais comme la notion de la culture concerne les manières de la vie, les mœurs, les valeurs, elle devient peu à peu la partie composante de l'apprentissage des langues étrangères.

Etudier une langue étrangère, ici le français a pour objectif essentiel la communication à travers laquelle nous prenons conscience de l'existence des autres peuples, des autres cultures, et surtout des diversités culturelles. Accepter ces diversités signifie que nous apprenons de la tolérance culturelle et développons l'ouverture à l'Autre.

La didactique du FLE essaie de préparer l'apprenant à des interactions multiples qui ont deux objectifs : l'objectif linguistique et l'objectif culturel. La langue et la culture sont en étroite corrélation. La connaissance des mots et de leurs significations exige une connaissance culturelle, une contextualisation. Chaque culture, chaque peuple a sa logique, sa propre manière d'exprimer ses pensées, ses opinions, ses idées, ses expériences et c'est à travers la langue qu'on le fait. La seule connaissance de la langue, sans interculturelité, ne permet pas la compréhension. C'est à dire cette compréhension est démunie de la richesse, de la largeur, du sens profond que seulement la culture peut donner. A travers la culture, la langue devient proche, concrète.

Pour approfondir l'apprentissage de la langue, pour éveiller l'intérêt chez l'apprenant aux autres culture, pour s'ouvrir aux autres cultures, pour sensibiliser les apprenants à des nouvelles perceptions du monde, on introduit le texte littéraire en classe du FLE. A travers le texte littéraire on fait la connaissance de l'histoire française, civilisation, moeurs, façons de penser, symboles, valeurs. Le texte littéraire est un matériel authentique dans lequel sont entrelacés les différents registres de la langue. Etant une source inépuisable il peut être exploité de différentes manières en classe du FLE et c'est sa plus grande force. Le texte littéraire permet au même temps l'enrichissement et l'augmentation des connaissances interculturelles chez l'apprenant d'un côté et de l'autre côté l'acquisition des compétences linguistiques. Les nouvelles approches de l'apprentissage de la langue française, à la différence des approches traditionnelles où l'apprentissage de la civilisation et de la culture a été négligé, ont compris l'importance de la littérature dans l'enseignement en classe du FLE et elle ont intégré l'étude de la littérature dans la didactique des langues, en la considérant comme le meilleur médiateur culturel.

Mots-clés : langue française, communication, didactique de FLE, culture, interculturelité, texte littéraire, apprentissage.

Influence of Croatian as Mother Tongue on German Language and Making Errors in a German Language Class with Students of Transport and Traffic Engineering at Zagreb University

Mastering of language is supposed to be a long-term process of learning a language. The learning of the first language, called mother tongue and the second language considerably differ. The second or foreign language is being taught institutionally in an organized foreign language class. This kind of guided mastering of foreign language is very often subject to various influences like social, affective, personal, cognitive and biological ones. In the process of learning foreign language, the learner largely relies on his own experience as well as on previous knowledge and patterns of his mother tongue. Certain rules of mother tongue are being transferred to the system of rules of the foreign language being taught. This is called a transfer. Mother tongue can have two kinds of influence on learning of foreign language: positive or negative one. Moreover it can either help or obstruct the process of learning a foreign language. Negative transfer of mother tongue structures on foreign language structures is called interference. The negative interference is considered to be the base of interference errors. Interference errors can happen on numerous levels of language: phonetics, morphology, syntax, semantics as well as orthography.

This paper deals with the analysis of errors influenced by mother tongue in written translation papers. A positive influence of Croatian language on German language as well as errors the most often made will be presented and discussed here. The experiment has been made with the first and the second year students of German language at the Faculty of Transport and Traffic Engineering at Zagreb University.

Der Einfluss des Kroatischen auf die Produktion von Fehlern in Deutschunterricht Zusammenfassung

Spracherwerb ist der Vorgang des Erlernens einer Sprache. Man unterscheidet Erstspracherwerb, d.h. Mutterspracherwerb, und Fremdspracherwerb. Die Fremdsprachen werden in der Regel institutionell im organisierten Fremdsprachenunterricht gelernt. Das ist ein gelenkter Spracherwerb, der verschiedenen Faktoren (soziale, affektive, persönliche, kognitive, biologische ...) unterliegt. Bei dem Prozess des Fremdspracherwerb orientiert sich der Lernende an eigene Erfahrung, sowie an dem Wissen und Mustern seiner Erstsprache. Bestimmte Regel der Muttersprache werden auf des Regelsystem der Fremdsprache, die gelernt wird, übertragen. Das wird Transfer genannt. Die Muttersprache kann den Lernprozess einer Fremdsprache sowohl positiv als auch negativ beeinflussen, bzw. kann hemmend oder fördernd auf den Lernprozesse auswirken. Die negative Übertragung muttersprachlicher Strukturen auf Strukturen einer Fremdsprache heisst Interferenz. Aus dem negativen Transfer gründen sich Interferenzfehler. Es ist zu unterscheiden zwischen phonetisch/phonologische, morphologische, syntaktische, semantische sowie orthographische Eben der Sprache wo die Interferenzfehler vorkommen. In dieser Arbeit wurden Fehler, die Studenten unter dem Einfluss der Muttersprache bei schriftlichen Übersetzungen machen, analysiert. Es wird gezeigt in welchem Maß kann Kroatisch Deutschwerb beeinflussen und welche Fehler am häufigsten vorkommen. Es sind die Studenten die Deutsch als Fremdsprache an der

Fakultät für Verkehrswissenschaften in Zagreb im ersten und zweiten Studienjahr lernen.

The Art of the Heart

This practical workshop is intended for all students and teachers of LSP dealing with either medicine or engineering, presenting interesting and useful materials that can be used in teaching English for medical purposes (EMP) or English for Mechanical Engineering to tertiary education students.

Although potentially viewed as two completely different LSPs, by stressing out the mutual aspects and goals of those two professional languages one gets a better insight into the art of teaching them.

The workshop is divided in several parts. In the first part of the workshop, the participants are introduced to the basic terms connected to heart (anatomy, physiology, pathology, etc.), as well as the history of artificial heart. The next section deals with the materials and the production procedures (used to make the artificial heart). This should be of considerable interest to all those dealing with e.g. mechanical engineering. It is a good way to show students how technology can influence our lives in a good way. The last part of the workshop deals with some interesting facts connected to (artificial) heart, including idioms (or collocations).

Biomedical engineering is the application of engineering principles and techniques to the field of medicine, with the purpose of closing the gap between engineering and medicine, using and combining at the same time design and other mechanical skills of engineering with medical sciences and experiences striving to improve diagnosis and treatment of patients, i.e. directly influencing their quality of life. Today's students are tomorrow's professionals who can do a lot in this interesting field so it is our duty to get them interested in the topics that are of vital interest to all of us as well as to equip them with substantial knowledge in professional English (Medical English and English for Mechanical Engineering) creating both employable and mobile professionals of the future.

Turkish Prospective EFL Teachers' Awareness of English Grammatical Terms

There has been a large body of research on language teachers' pedagogical and content knowledge (Roberts, 1998); yet, studies on language teachers' explicit grammatical knowledge are not abundant which is considered to be an essential component of a language teacher (Andrews, 2007). Of the few studies on this issue researchers preferred to focus on mainly practicing in-service teachers but not on pre-service teachers which gave the impetus for the present study.

The aim of this paper was to investigate Turkish prospective EFL (English as a foreign language) teachers' metalinguistic awareness related to grammar. Specifically, it intended to compare knowledge of grammatical terminology of two groups of prospective teachers.

The participant group consisted of 50 freshmen and 53 sophomore student teachers studying at the ELT (English Language Teaching) department of a state university in Istanbul, Turkey. A background information questionnaire and a 60-item language awareness test composed of two sections to measure the explicit grammatical knowledge of language teachers developed by Andrews (1999) was administered to these 103 pre-service teachers. Data were analyzed by running statistical tests within each group and across groups.

Based on the frequency counts and statistical analyses, important points of comparison and contrast between the performances of the two participating groups in relation to their grammatical awareness in English will be presented to the audience. The findings will be interpreted by making connections between the previous linguistic education of the participants and their current linguistic knowledge. In addition, implications of the results for teacher education programs will be discussed and recommendations will be proposed.

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The Characteristics of Expressive Nomination in the Technical Substandard Language

The theory of multilayer LSP gained ground in Russian present-day science of terminology. The researchers think that the mature, traditional LSP includes such functional-semiotic stratum as purposefully structured term system, spontaneously formed terminology and uncodified verbal forms of LSP: technical substandard language, technical slang and their mixed form – slang technical substandard language. [Leichik, 2008; Felde, 2009, 2010]. These LSP areas differ in the structure of making components and predominant functions.

Technical substandard language and technical slang are characterized by a large number of figurative naming units with limpid motivation. The system of nominative means of informal and semi-official technical speech includes expressive lexical items that have synonyms in the terminology lexis sphere. Uncodified special naming units and term may have identical logical-object meaning but they may differ in the structure of the units and expression.

Onomasily base of expressive nomination can be either the real extralinguistic feature of denotation or subjective idea about it. For example, with the characteristics of the denotation is connected with the informal electrolytic furnace denomination. The one that works well the workers of Krasnoyarsk aluminum smelter name "kormilitsa" (provider) and the one that works bad is called "korito" (old tub). The workers also name their factory *krematoriy* (crematorium) or *ubiytsa* (murderer), because there is a constant smoke from the plant's pipes and pollutant emissions is hurtful to the health. Expressivity of these denominations as *zhelezniy kaput* (iron kaput) – "old dirty diesel locomotive", *dura* (fool) – "a hole where no gold was found by the gold diggers) is caused by workers emotions, their notion about comfort, beauty, profit, harm and benefit.

Apart the expressivity and assessment the sense of intensity might be included in the technical expressive denomination: *besheniy* (ballistic) – "high-speed train", *podshamanit* (to use shamanism) – "to adjust some mechanism, equipment without any efforts". We should point the high usage of similar denominations in oral technical speech.

Special denominations with specific set of connotation senses let the speaker do not only express his opinion about the object but also inform the interlocutor about the meaning of the utterance.

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The Role of Foreign Language Knowledge in Professional Life

The importance of language knowledge in professional life is increasing due to the intermixing of people with different linguistic and cultural background. Knowing a foreign language should, at the same time, mean knowing a foreign culture, too – at least to some extent. It means knowing how to talk, act and behave in intercultural settings. Knowing a professional foreign language means not only knowing foreign terms for specific professional purposes, but means knowing how to address a foreign partner, how to write a business letter to her/him, how to invite her/him to a business meal, how to behave during that meal etc.

It is therefore very important to teach students not only foreign language professional-specific terms, but to inform them about the importance of »getting into a certain culture« before starting a business with anyone from that culture. It is also important to let students understand that foreign language teaching is not done with the ultimate purpose of »making students' lives difficult«, but with the purpose of enable them to function optimally with foreign partners in intercultural settings.

Bringing Real Business into a Business English Classroom – Use of Authentic Materials to Supplement Business English Textbooks

The dynamics of the economy and the changes in business practices have a strong impact on the teaching of business and economics sciences. It is important for the students and for the teachers to be up-to-date with current economic and business trends. This is true not only for business and economics courses but for the foreign language classes, too. At the Faculty of Economics and Business, the University of Maribor, business English courses form an integral part of the curricula. The courses are based on a selection of business English textbooks in order to provide a framework for language learning. Nevertheless, textbook contents may become less attractive over time or new topics occur which are current and interesting for the students. It is the role of the language teacher to introduce such contents into the course.

First, the contribution presents the rationale behind the introduction of authentic materials into a business English classroom. It stresses the benefits of authentic materials use for the increased engagement of students in the learning process and the facilitation of their autonomous acquisition of a foreign language and the awareness-raising of business and economics issues. Second, it provides an overview of possible online resources that can be used to 'bring real business into a business English classroom' and divides them into different categories according to their form, their contents and the skills they address. The classification is based on different language areas (speaking, listening, writing and reading) and business topics (presentations, meetings, socialising and various areas of economics and business studies). In particular, it looks at the available material from the vocabulary acquisition viewpoint. The core of the contribution is the analysis of individual sources and the assessment of their applicability and adaptability for classroom use within the framework of their potentials and drawbacks.

KEY WORDS: Business English, teaching, authentic materials, language skills, vocabulary

Student Interactions in ESP Learning

As English is becoming a global language with a variety of Englishes being spoken, teachers and students may ask themselves whether an emphasis should be placed on correct or accurate usage of the target language. And whenever errors do occur, should they be corrected and in which manner? This article presents preliminary results of a research study on higher education students' interactions, more specifically their use of corrective feedback moves within an asynchronous online environment. The purpose of this study was to examine whether feedback is provided within such an environment and the types of feedback provided. A sheltered communicative tool was chosen as there is some evidence from research that language used during communicative interactions in a sheltered environment may be more easily accessed in communicative contexts and therefore could facilitate learners in real-life situation. The paper presents the results of feedback moves as well as learners' preferences of receiving feedback on their errors from teachers and peers and preliminary implications.

Setting out the Guidelines for Independent Learning

Portfolios in the second language classroom are certainly not a novelty and their incorporation into teaching has been encouraged for a number of years by bodies such as the Council of Europe. Their benefits are widely recognised: learners consolidate their skills outside the classroom and develop a degree of independence in their learning, a goal which is reflected in the curricula of the new Bologna study programmes. Yet the use of portfolios is not entirely problem-free and a number of issues concerning their implementation have to be addressed. This paper explores some of those issues from a university level perspective, focusing on the questions of appropriate content and assessment of reading and listening logs carried out by first and second year students at Filozofska Fakulteta, Maribor.

Development of Teaching Materials – German as LSP for Students of Public Administration

The main purpose of the paper is to present the theoretical background and the personal experience with the development of teaching materials for a German course, which is a compulsory subject for students of public administration at the Social Sciences Polytechnics, in Zagreb during the first two years of their studies. The process of course design is analysed from the perspective of the content-based syllabus (Nunan, 1988; Fearn, 1989; Davies 2003; Kim 2008, etc.). The impact of general circumstances (the position of the LSP course within the general curriculum of public administration studies, the number of teaching hours, the general language knowledge of the students) on the implementation of the teaching materials and on possible learning goals will be discussed. The criterion for the progression within the German course will be approached from two perspectives: firstly, related to the selection and preparation of authentic materials for didactic purposes and secondly, related to the teaching approach. The main question being what kind of progression of language (grammatical) structures is possible within LSP if a language course is based on content progression resulting from a special non-linguistic field of expertise. In other words, how can students be supported in both the mastering of language structures, which are often related to specific stylistic and textual features of the LSP, and in the acquisition of specific lexical knowledge, which should be applied within special tasks.

Consequently, the final question is whether LSP teaching materials should cover input and exercises for the development of both receptive and productive language skills equally or should they focus only on specific skills, e.g. reading competence with the purpose of having a larger access to information from a field of expertise available in a foreign language.

Intercultural Elements in an LSP Course

It is widely recognised nowadays that sociocultural knowledge and intercultural awareness are essential for successful communication in a foreign language. Therefore, students' intercultural competence has to be developed along with their language competence within a foreign language course. Since languages for specific purposes are highly content-dependant and culture-bound the need for raising intercultural awareness and acquiring sociocultural knowledge in LSP courses can be even greater than in a general language course. Namely, culture-specific content and deeply culturally embedded concepts and terms may lead to confusions and misunderstandings and cause problems in professional communication. Teaching about culture of the community in which a foreign language is spoken and raising the students' awareness of similarities and differences between the foreign and their own culture in a specific content area can contribute to clarification of terminology and better understanding of professional texts, and help avoid confusions that arise from cultural asymmetry.

This paper aims to demonstrate the use of contrastive approach in an LSP course as a useful method for developing the students' awareness of dissimilarities between cultures and their consequences for the language. Several illustrative examples from two LSP courses will be presented - German for tax law students and German for social workers. The author will demonstrate how contrastive analysis of culture-bound technical terms, contrastive teaching of specific content and text genres can facilitate the acquisition of professional language and contribute to more successful cross-cultural communication.

Professional Jargon in the Contrastive-Comparative Aspect

The last decade is the period of active research of the substandard language formations. The particular interest for the scientist in the area of linguistic research of the languages for the specific purposes is the comparison of professional jargons which are functionally attached to the certain social and professional society. It also possesses the specific lexical system and varying grammar and phonetics inventory specified by sociolinguistic characteristics of the speakers.

The subject of the present study is the contrastive-comparative analysis of military jargon.

Military jargon is a traditional, genetically dissimilar, relatively stable stratum of the substandard vocabulary and phraseology which possesses lower ethics and style and military professional and corporate markedness of its conceptual system and social, and speech functioning. The lexical system of the military jargon includes military slang expressions. Military slang expressions is the stratum of social and professional substandard language lexis which forms the vocabulary of military jargon. It functions in compliance with areal, temporal and military and professional determinacy of slang expressions.

The military jargon nexus of any language is opposed to military regulated terminology and literary military lexis and forms along with it the lexical system of military "sublanguage". It allows the military jargon to act as lexical diglossia code [Kocharyan 2007, 18].

It is known that except the narrowness of the sphere, the military jargon differs from the nation-wide language lexis according to the following features:

- the usage of narrowly-specialized and appellative lexis;
- intense use of abbreviations;
- intense linguistic borrowing from the corporate and criminal jargon;
- intense linguistic borrowing from the foreign languages [Korovushkin, 2000; Korovushkin, 2003; Shveytser, 2000].

Our study showed that there are lots of both Russian and English lexical items of metaphoric formation. Russian and English soldiers of airborne troops use the following cant phrases: *avtobus* (bus) – "running in the gas masks" (Russian), *hobot* (trunk) – "gas mask" (Russian) and "nosebag" (English), *stenr* (centre) – "spud-bashing" (Russian) and "kitchen party" (English).

Studying the main characteristics of Russian and English military lexis will influence greatly the military translators and interpreters. It will also help the specialists translating military fiction, films and television programs.

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The Role of English for Legal Purposes in Croatia in the 21st Century

At the Faculty of Law, University of Zagreb, courses of English for Legal Purposes have been compulsory in the first and second year of study for a number of years. Teaching has always been characterised by content and language integrated learning, and the main textbook used is a result of the co-operation of the language lecturers and a law professor. However, two factors resulted in significant changes in the approach to the teaching process, the curriculum development and the methods used: the implementation of the Bologna reform and the international Tempus project *Foreign Languages in the Field of Law* which lasted from 2006 until 2009, with the University of Zagreb (Croatia) as the Coordinator and the University of Antwerp (Belgium) as the Grantholder. The paper will briefly present the specific characteristics of English for Legal Purposes and the changes in the legal language caused by Plain English for Law movement. The paper proceeds with presenting the changes introduced due to the implementation of the Bologna reform, the results of the Tempus project, particularly the establishment of the Centre for Language and Law, the implementation of workshops for foreign language lecturers within the framework of lifelong learning, language courses for legal practitioners (International Legal English and English for EU Law) and the new courses offered for law students (Comparative Legal Linguistics). Finally, it will describe the most current project of introducing the training programme for potential lawyer-linguists, planned for October 2010 and offering, among other courses, practical legal translation courses in English, French and German.

Benefits for Students when Taught Business English through Negotiation Models

This article points out the benefits for students which they can enjoy if they are taught Business English (hereinafter: BE) through negotiation models. Students already possess mental models of negotiation so learning BE by becoming aware of these records and bringing them to their consciousness can be efficient and interesting. The existing mental models have to be developed and upgraded in order for students to integrate them into their minds and use them efficiently. Acquiring BE through negotiation models brings students closer to reality; and they are known to give preference to practical use of the language over academic requirements.

The main emphasis in this paper is on sales negotiation models; however, different models can be successfully applied in all settings in which negotiations occur. Students benefit not only from the linguistic point of view but also from non-linguistic perspective as sociological, psychological and behavioral improvements are obvious. The maxims of a good negotiation are: a) separate the people from the problem, b) focus on interests, not positions, c) generate a variety of possibilities before deciding what to do, d) insist that the results be based on some objective standard (Firth, 1995, p. 12).

First, the advantages of the negotiation model in teaching BE are noted on the level of the language, ie grammar and lexis. Then the structure of the BE negotiation model is explained. Further, concepts such as being a good listener, using objective criteria, applying jujitsu and considering multiculturalness and political correctness are dealt with. Some class activities are suggested as well. The paper concludes with helpful suggestions for a good preparation prior to the commencement of the negotiation process.

Interkulturelle Kommunikation als der unerlässliche Bestandteil des Unterrichts nicht nur an der Hochschule

Multikulturelle Gesellschaft bezeichnet eine Gesellschaft, wo Menschen unterschiedlicher Kultur, Herkunft, Nationalität, Sprache, Religion und Ethnie zusammenleben. In Folge wachsender Migrationsbewegungen wird überall darüber nachgedacht, wie man die neuen Fremden in die Gesellschaft integrieren kann, in welchem Verhältnis man zu ihnen steht. Verschiedene Differenzen kann man nicht nur in den Wertsystemen, sondern auch in Familien, in der Ausbildung oder in der Kommunikation finden.

Das Problem der interkulturellen Kommunikation besteht nicht nur in einer zuverslässigen Fremdsprachenkenntnis. Der Erfolg hängt auch von einer guten gegenseitigen Kenntnis der Kultur und der kulturellen Unterschiede der Partner ab. Interkulturelle Unterschiede bedeuten dabei nicht, dass eine Kultur besser ist als die andere. Was bei uns normales Kommunikationsthema ist, kann in anderem Land Tabu sein. Unterschiede gibt es in der nonverbalen Kommunikation und ethischen Regeln. Verschiedene Vorurteile können zu Problemsituationen führen.

In der Tschechischen Republik ist das ethnische Klima auch nicht problemlos, was Zusammenleben der romischen Minderheit mit der einheimischen Mehrheit zeigt. Die Ausländerzahl in der Tschechischen Republik ist nicht so gross - im Vergleich mit anderen Ländern wie z. B Deutschland.

Es werden neue Fächer und Studiengänge an einigen Universitäten und Hochschulen angeboten: „ Kommunikationswissenschaft“, „Interkulturelle Psychologie“, „Interkulturelle Kommunikation“. An der Universität in Hradec Králové soll neues Fach der interkulturellen Kommunikation entstehen, weil es sich um sehr aktuelles Thema handelt.

Es ist wichtig, dass man Zugang zur Bildung vom frühkindlichen Bereich an hat. Interkulturelle Kommunikation hat durch zunehmende Globalisierung eine wichtige Bedeutung.

Perception of Time in Different Cultures: Tense and aspect in the English modality system as a source of misinterpretation and a call for 'theoretical instruction'

The present article argues that despite the popularity of communicative approaches in second language acquisition or learning, there are some areas in English as a second language (ESL) in which instruction is indispensable for the understanding and correct perception of time. This happens for two reasons: (1) one has to do with English itself, namely relating to the fact that English grammar texts do not adequately clarify past time and present time relationships in the instruction of English (e.g. confusion of "present perfect tense" and "modal verb + have + past participle"), while (2) the other involves L1 interference, as tense and aspect in the English modal system is perceived differently than in the Slovene modal system (e.g. confusion of "third conditional" with the "second conditional" which are not differentiated in Slovene, confusion of "past tense" and "present perfect tense", the latter one being non-existent in Slovene).

Consequently, the mentioned causes of confusion present a special type of error, one that cannot easily be detected in conversation or ESL use. Moreover, neither the native nor non-native speaker of English will usually be aware of the resulting misperceptions, as the structures used are perfectly legitimate and embedded in the formulation of even the most fluent of ESL speakers. Awareness of this problem, however, does not come with practice, repetition or communication. It comes with instruction, instruction on the most theoretical of issues, something that is in a time of media exposure and communicative approaches to teaching foreign languages most undesired and outdated. This article wishes to show that it is not only the misuse of terminology that can cause misinterpretations, but also unawareness of the inappropriateness of certain (legitimate) grammatical structures in the wrong context, and to stress the importance of 'theoretical instruction' in this issue.

Key words: English modality system, time, tense, aspect, ESL, communicative approach, theoretical instruction.

Cross-Cultural Analysis of Expressing Opinion and Attitude in English and Italian Economic Discourse

What is common to all languages is to communicate. In economic discourse, the main difference lies in cultural background of expressing attitudes and opinions. Our research comprises analysis of textual corpus of English and Italian business communication, professional and scientific papers. The results pinpoint similarities and differences in symbolic structures and functions of expressing attitudes and opinions in English and Italian economic discourse. The common thread interwoven in the discourse of business communication is the primary function of both languages to maintain social and business relationship, while in professional and scientific economic discourse, the primary function is to inform.

Key words: business communication, cultural background, English and Italian economic discourse, attitude, opinion

Online Learning Platform as ELT Support

Moodle is an Open Source Course Management System (CMS) primarily used for creating and conducting online courses. Being an OSS, it allows its users to change it and adapt it to their needs, as, according to its authors, «it is a global development project designed to support a social constructionist framework of education.»

Therefore, the IT team of the Accredited College of Business and Management «B. A. Krčelić» from Zaprešić, Croatia, has personalized Moodle to meet the needs of our students. We call it *Baltazar*.

We do not offer online courses, but rather use it as support for our regular classes, which has proved to be very useful for part-time students. Currently, there are five English courses – two for regular students, two for part time students and one combined, two of which are general English and three are Business English courses. They are all edited by our English teachers.

Baltazar not only enables us to plan our activities according to the calendar and the syllabus, add files and documents, presentations, music or other audio-material, links to web-sites (for additional information on certain subjects, grammar, music, movies, e-books), and other useful teaching materials, but it also provides us with an insight into student activity. We can assign homework, create quizzes and even test our students' knowledge. Students, on the other hand, can see all the teaching materials and other resources we have prepared for them. Most importantly, it is a great means of communication with the students, either individually via Instant Messaging, or with the entire groups.

Baltazar is a great support system, and thanks to its flexibility teachers are granted more time in the classroom.

Key words: open source course management system, ELT, teaching materials, teacher-student communication

The Use of IATE in the Process of Learning a Foreign Language

International business affairs are becoming more common and widely spread with every day. This implies that the economists and managers involved must know at least one foreign language, the most common being English. However, the knowledge of the language basis is not enough. An economist or manager that is involved in international business must know the specific terminology of the field they are working on. Terminology has always been a challenge considering that specific terms are difficult to translate from one language to another. The terminology coordination of the DG TRAD of the European Union (EU) has been trying to simplify the matter of terminology in all kinds of fields that are important for the development of the European society and economics. They are trying to gather all relevant terminology in one huge data base, called IATE. The main idea of this data base is to offer a term and its definition in all 23 official languages of the EU. The terms are collected from different documents that are produced by the institutions of EU. In this paper we will explain how the terms are selected and uploaded in the IATE data base. Further on, we will also present our research, about IATE, made at the University of Primorska. Our question was: could IATE be used in practice at different faculties by university students. Our thesis is that with the help of IATE students are able to understand better the complicated linguistic aspect of terminology and at the same time they learn new terms that are useful in EU social and business spheres, and thus they become more practical when it comes to finding and using a specific term.

Key words: foreign language, term, terminology, data base, IATE

Culture and Students' Attitudes in English for Civil Engineers Course

In the development of an LSP course, much attention is usually paid to the specific vocabulary of the discipline, often accompanied by a limited focus on some grammar topics that often occur in the genres most typically encountered by the students (e.g. traits of academic language); additional training on some aspects of general language useful in most everyday professional situations is typically included as well. What is usually given less significance is the cultural and intercultural aspects of the field and this is particularly true of English since it can be expected it will more often be used by students as a *lingua franca*, i.e. in communication with non-native speakers of English, than to interact with native English speakers.

The paper argues in favour of including such materials in ESP curricula and gives the example of a course of English for Civil Engineers at the University of Ljubljana. Alongside the more conventional content expected in this type of course, a number of specific (e.g. wood-framed construction in the USA vs. masonry construction in Slovenia) and semi-specific (e.g. imperial system of units, homes in Britain and America) cultural topics are discussed. The analysis of student questionnaires shows that students welcome such information: the majority of the 32 students involved in the study believe that cultural knowledge is very important for professional communication in their chosen field. A third of students would appreciate even more instruction of this type, and not a single student feels too much emphasis is given to culture.

The Role of LSP in Lifelong Learning Process and Professional Success of Croatian Lawyers

Foreign languages for specific purposes, primarily English (ESP) and German (GSP), occupy different positions and enjoy different status at Croatian faculties: from acknowledgement of their significance for professional education to depreciation of their importance. At the University of Osijek, especially after implementation of the Bologna reform, FLSP is mostly taught during the first two academic years as a compulsory course. English is incorporated in the curricula of all the faculties in Osijek as a compulsory course, but the situation concerning German is different: some faculties offer it only as an elective course (Faculty of Civil Engineering) and some have even removed German from their curricula.

This situation was a motive to explore the role of foreign languages in the curricula of Croatian law faculties with special reference to German and English as languages for legal purposes. The author attempts to prove the importance of these two languages, especially of German, for lifelong learning in the field of law by researching into the bibliography used by Croatian legal theorists and practitioners in the papers they published in legal journals of the Faculty of Law in Osijek and the Faculty of Law in Rijeka from 1991 to 2003. The research is supported by an additional research of the attitudes of the authors who published those papers about importance of specific languages for their professional life and lifelong education. Leaning on the results of these researches, as well as on historical and legal facts concerning the German and Austrian legal systems and their traditional influence on Croatian law, the specific task of this paper is to prove the importance of knowledge of German for legal purposes for Croatian law students, not only for historical, but also for practical and professional reasons.

Keywords: foreign languages for specific purposes (FLSP), German for legal purposes, legal profession, lifelong learning

Interpreting Print Advertisements as Social Practice via Evaluative Language

The aim of the paper is to illustrate how language in print advertisements can be explored as a social practice – how advertisements contribute to the shaping of contemporary society via evaluative language and, at the same time, how they are constrained by the societal norms, values, views and beliefs frequently reflected in the appraisals used by advertisers with the aim of making their advertisements as successful as possible. The paper thus illustrates one method of systematically uncovering and interpreting underlying values, social roles and positions by analysing kinds of attitudes, their graded forms and targets of appraising, alongside the advertiser's interference in the text. A print advertisement is used as an example.

The semantically oriented analysis of appraisals at the micro-level allows insight into the kinds of social values, norms, beliefs and roles, which are prescribed, assumed, expected or should be maintained, which further help in the creation of a buying mood in the potential consumer. This means that analysis helps to reveal the advertisement's deep intrusion into the consumers' world, targeting their emotions, beliefs and concerns about everyday issues via evaluative linguistic choices to stimulate emotions of want and possession. This is achieved by reminding the potential consumers, via the language of right and/or wrong values, appropriate and/or inappropriate behaviours, positive and/or negative feelings with the purpose of changing or maintaining them – and all for the sake of consumerism. Since print advertisements are highly present in contemporary everyday life, and thus have a great impact on people, it is necessary that students become acquainted with the various linguistic choices which encode a range of social attitudes, values and roles. In this way, students also learn how language contributes to the production of successful persuasive texts.

Using Information and Communication Technology for Assessment in LSP Courses

Assessment of knowledge is for many teachers the most demanding part of the teaching process. Contemporary methods of assessment encourage the use of information technology for testing and more objective grading. The teachers can really benefit from the existing array of test creators which next to textual also offer interactive versions of tests.

The paper will present the use of two test types – the well established cloze test and a newer version of an integrative proficiency test called the C-Test. A C-Test is based on the concept of reduced redundancy. Tests of reduced redundancy belong to the category of psycholinguistic-sociolinguistic or post-modern tests which were devised as a reaction to traditionally used multiple-choice language tests. In a C-Test students' linguistic competence is examined as they restore the partially deleted messages using their knowledge of lexis, rules, patterns, idioms and culture. It is extremely useful for placement tests as opposed to different varieties of cloze tests, the most important representatives of the foreign language tests which were originally devised as readability measures. Cloze test creator (<http://l.georges.online.fr/tools/cloze.html>) enables you to use a selected written text and systematically remove every nth word, where n is a number between 5 and 10. Besides this basic form it also provides the possibility of deleting all articles, prepositions, link words, auxiliaries, interrogative pronouns, quantifiers or modal verbs. Students are asked to restore the missing words. The difficulty of the test depends on the proportion of structure and content words deleted.

Both types of tests deliver accurate and interpretable results, as they conform to standards and fulfil the quality control criteria of objectivity, reliability and validity. They are therefore valuable tools for a busy and conscientious language teacher looking for an effective way of obtaining information on their students' knowledge.

Die Bedeutung der Stilistik und Pragmalinguistik für die interkulturelle Fachkommunikation

In der interkulturellen Fachkommunikation geht es um das Erstellen von fachbezogenen Texten im weiteren, kommunikativen Sinne. Der Begriff Fachtexte bzw. fachbezogene Texte umfasst zwar Texte verschiedenster fachlicher Bereiche, von den technischen bis zu den kultur- und naturwissenschaftlichen. Jedoch haben alle Fachsprachen aus stilistischer und pragmalinguistischer Sicht den gemeinsamen Nenner: Grundcharakteristika der Fachsprache in ihren Stil bildenden verbalen und nonverbalen Elementen. Die Analyse der lexikalischen und syntaktischen Stilmittel einzelner Textsorten und deren interlingualer Vergleich (etwa im Sprachenpaar Deutsch – Slowenisch) gewährt Einsicht in den Usus im Zusammenhang mit der Textgestaltung in einem Sprach- und Kulturraum. Hinweise auf bestimmte, im jeweiligen Fach gebrauchte Handlungs- und Textmuster geben oft schon etwa explizite Textbezeichnungen (etwa Arbeitsanweisung, Betriebsanleitung, Plenardebatte, Pressekonferenz, Vortrag, usw.) Die schriftliche Textform enthält äußerlich erkennbare Signale für die Gliederung des Textes. Ferner gibt es typografische Mittel zur Hervorhebung, nonverbale Elemente. Auf der Wortebene spielen etwa die Wortbildungsmuster eine wichtige Rolle. Die fachexterne Kommunikation, die im Alltag immer größere Bedeutung gewinnt, erweist sich im Lehr- und Lernprozess als hilfreiche Basis sowohl beim Aneignen der Sprachkenntnisse im Fachbereich als auch im Prozess der Übersetzerausbildung. Beim Letzteren dient die Suche nach der formalen und semantischen Äquivalenz in einem konkreten Sprachenpaar als Aufbau der Übersetzerischen Kompetenz und somit der interkulturellen Fachkommunikation im wahren Sinne des Wortes.

Enhancing the Learner's Cultural Competence through Technology

New technologies have made a significant impact on foreign language teaching, and in particular stimulated the development and implementation of cultural approaches to higher education contexts. Teaching culture in an LSP course requires a wide range of new learning strategies, techniques and tools which assume a form of self-directed learning. However, careful methodological guidance is still needed and the role of the teacher in the learning process should not be neglected.

The paper provides a brief background about the definition and development of CALL (Computer-Assisted Language learning), i.e. TELL (Technology Enhanced Language Learning), and discusses some common issues and concerns associated with CALL.

However, the main focus of the paper is on the integration of CALL into LSP classrooms, its contribution to the development of the learner's cultural competence, and the challenge it presents both to learners and teaching professionals. Furthermore, some language resources and learning materials that are accessible on CALL programs, e.g. interactive and multimedia CD-ROMs, DVDs and the Internet, and which provide opportunities for cultural learning, will be presented.

In addition, the paper aims at exploring the advantages of CALL as a form of computer-based learning which helps acquiring cultural knowledge and developing all four skills: listening, speaking, reading and writing. Some of the advantages are: it is learner-centered, it allows learners to participate in the target language culture, it provides an authentic cultural context, greater interaction and motivation of the learner, and develops critical thinking skills.

Finally, the computer technology changes rapidly which requires constant upgrade of the applications and equipment, as well as teacher training. Nevertheless, integrating technology into an LSP course presents an immense contribution to the cultural dimension of language teaching and to the creation of a motivated and flexible language user who acquires new skills (technical and cultural) and knowledge.

Keywords: CALL, cultural competence

A Joint Teaching Venture in an ESP Course

Higher education institutions are under increasing pressure to become more efficient, but at the same time, more innovative in offering their courses. One effective way in delivering ESP courses is to adopt a problem-based learning (PBL) approach as a novel didactical concept to teach English to students of various fields of specialisation. Apart from further developing the four traditional language skills, the PBL approach provides opportunities for the acquisition of subject-specific vocabulary and development of transferable skills. Through collaboration of a language teacher (LT) with a subject area specialist (SAS), the approach facilitates teaching foreign languages across the curriculum. This paper throws light upon the role of the SAS in this joint teaching venture. Firstly, the reasons for switching from traditional ESP teaching to PBL approach are given, next the steps of the PBL process are sketched and roles of the SAS matched against the tasks related to the students' work in a PBL situation. Finally, strengths as well as weaknesses of this three-party collaboration are pointed out and possibilities for further developments suggested.

Keywords: Joint teaching venture, ESP course, autonomy, transferable skills, cross-curricula dimension.

From an Experience of Teaching English for Future Logisticians

Intensification of intercultural and professional groups' exchange, learning of global and regional communication languages by more and more people favors cross-cultural exchange among common people as well as professionals. Increasing of the role of foreign languages is determined by expansion of international economic ties, increasing of a number of joined enterprises, firms, banks. This fact raises necessity of the specialists, being able to intercultural communication to make agreements with foreign partners, to collaborate with the enterprises all over the world, etc.

Siberian State Aerospace University named after academician M.Reshetnev (SibSAU) is the only University in Siberian Federal Region which got a license of the Ministry of Education of the Russian Federation in 2007 to train specialists on the program "Logistics and Supply Chain Management". By this time SibSAU has several agreements with some European and Russian institutions in this sphere.

According to the State Standard of Higher Education of the Specialty "Logistics and SCM", students learn foreign language 340 hours during four years. Compulsory courses of "General English" and "Business English" are taught during 5 terms and finish with the exams. Optional course "Foreign language in professional sphere" is taught from 6th to 9th terms and finishes with a test.

In our article we would like to share our experience in teaching foreign language for future logisticians, to describe our ups and downs.

Intercultural Dimensions of Teaching and Learning in an LSP Course- The Zimbabwean Case

Zimbabwe consists of quite a number of cultures depending with which part of the country one originates from. The bulk of the population consists of second language speakers while there are two major vernacular languages and quite a number of other minor languages. Consequently, the English Practitioner in the classroom has to take into account this important cultural diversity when teaching English as a foreign language if the students are to achieve the proficiency and competence that is vital to compete in commerce and industry, that is, the work place.

Government policy on education recognizes and promotes the teaching of English as a second language because of the role English as a language plays in commerce and industry, and also because worldwide, it has become the media of instruction in education, as well as in the expression of Science and Technology. The writer will therefore examine the influence of intercultural dimension in the teaching and learning of English as a second language broadly from the lower levels of learning but specifically in the area of Tertiary education as the trainees prepare for the work place. The writer will specifically examine the role played by intercultural influences on the language in the classroom chiefly among the following areas;

- Socio-linguistic variables
- Pronunciation
- The role of the indigenous teacher
- Learning of the language through errors
- Vernacular transfer
- Prepositional errors
- Code switching

Lastly, the writer will broadly outline the various challenges faced by the LSP practitioner and give possible recommendations. The paper will draw and compare examples from Zimbabwe and the sub-sahara region.

The Challenges of Providing LSP Courses in Culturally Diverse Communities: Case Study of the Harare Polytechnic

The Harare Polytechnic provides tertiary education in various disciplines to students who are drawn from diverse cultural backgrounds. This is a challenge to the LSP teacher who has to grapple with learners who are coming from various linguistic backgrounds. This paper is going to investigate the challenges and opportunities of teaching and learning LSP course in a culturally diverse background. It will investigate how the socio-cultural background affects LSP learning. There is an exploration of the intercultural dimension of teaching and learning an LSP course in technical and vocational education including an investigation into how the diglossic patterns of Zimbabwe impact on the teaching and learning of LSP courses in tertiary education. The writers will also identify problems that are encountered by LSP teachers in tertiary education including an evaluation of the competencies that the LSP teacher should possess. The paper will also investigate how cultural integration can contribute towards adding value to LSP courses in tertiary education. It will also discuss the strategies that can be employed by the LSP teacher to improve the quality of LSP courses in an intercultural society. The writers will also explain how the learner's cultural experiences affect the pedagogy of LSP courses. The paper will also explain how intercultural communication can be enhanced in the teaching and learning of LSP courses. It will also discuss how cultural background with regards to language and communication affects the participation of a learner in LSP courses. The writers will also suggest possible recommendations to enhance and promote LSP teaching and learning.

Keywords: intercultural communication, diglossia, pedagogy, tertiary education, education and training

Learning Vocabulary and Communication at the Beginner's Level of Italian as a Foreign Language for Specific Purposes

The paper aims to analyse how in a manual for teaching Italian as a foreign language for specific purposes to Slovenian learners, some elements and/or principles of the lexical approach (Lewis 1993, 1997) and of task-based learning (Ellis 2003; Edwards and Willis 2005) can be amalgamated as far as possible in the circumstances of teaching Italian at the A1-A2 level (CEFL, 2001). Two of Lewis' postulates are chosen as leading ideas: a) since vocabulary is crucial for the exchange of meaning, the learning of lexis should be one of the primary contents of a course; and b) as lexical items do not appear isolated, the teaching/learning must be closely connected with meaningful pieces of communication (language chunks, routines) in relevant contexts. To both ideas, regarded as highly important in the teaching of any foreign language for specific purposes at any level (Dudley-Evans and St John, 1998: 83-87), an idea from task-based learning is added: relatively independent, autonomous work on a series of tasks is supposed to increase the intrinsic motivation of learners.

Some attention is also paid to exploitation of the beginner's mother tongue (and/or their first/second foreign language/s) in the process of learning a foreign language for specific purposes. Although the learner's mother tongue is rarely mentioned by experts in foreign language teaching (mostly by adversaries who predominantly ignore this source of linguistic knowledge or regard it as a cause of interference), some teachers see the first/second etc. language/s of learners as an important source or valuable tool in the process of learning of a foreign language for specific purposes (cf. Lavinosa and Cleverton 2006; Mertelj 2008, Mertelj 2009). Its importance is often implicitly expressed when paying regard to the learner's previous professional knowledge and/or skills (cf. Dudley-Evans and St John 1998: 188-190) as (also) demonstrated by their mother tongue.

Synonyms and Near Synonyms in Dictionaries of the English Language

Synonymy, antonymy, polysemy, etc. are the key relationships in the mental lexicon of people. That is the reason why many dictionaries list the synonyms, and sometimes also antonyms, of words. The lexicographers are not always in agreement as regards the choice of synonyms for a certain word. The best way to test synonymy is to analyse the degree of concurrence in the connotation of a certain word.

Since in technical vocabulary neither synonymy nor near synonymy are desirable attributes, and they should be avoided whenever possible, this analysis will try to show how accurately dictionaries, in the case of this analysis mostly general dictionaries, describe a certain concept by listing possible synonyms and near synonyms of their names which become terms when used in technical vocabulary of a scientific discipline or a professional domain.

To achieve this aim, semantic relationships between seven technical terms used in kinesiology in the English language – *recreation, fitness, leisure, health, well-being, wellness* and *sport* – will be considered as regards their synonyms and near synonyms in the sample consisting of twelve – 11 general and one technical – dictionaries of the English language. The investigation will provide an insight into how much attention certain dictionaries pay to listing the synonyms of certain words, how accurate these synonyms and near synonyms are as regards their denotation in kinesiology, and finally, how interrelationships between concepts can be identified through the analysis of their names and denotations.

Gender Stereotyping: Assessment of the Swimming and Underwater Diving Vocabulary in English as a Foreign Language in Kinesiology

Research will be done on a sample of kinesiology students who learn English as a foreign language in kinesiology.

The aim of the analysis will be to find out whether there are any significant differences as regards gender in the 31-item vocabulary translation test. The students will have to translate the terms from English into Croatian as L1. The technical terms will be given for translation without any context – the 31 items will later be considered as 31 dependent variables, and the translations will be scored on a 3-point scale ranging from 1 (incorrect), 2 (partially correct), to 3 (correct).

Although women are, in general, regarded to be better in verbal skills than men, the results of previous research done into gender differences between male and female kinesiology students, as regards verbal skills related to the knowledge of technical kinesiological vocabulary, has shown that men achieved either equally good or sometimes even better results in the translation of sport-specific terms from English as the foreign language into Croatian as L1 than their female colleagues. In other words, previous research done on the population of kinesiology students pointed to the justified bias regarding female verbal superiority.

To avoid any possible advantages as regards the choice of sport from which the terms were selected for this testing, two sports – swimming and underwater diving – have been chosen that are both considered to be gender-neutral, i.e. they cannot be said to be preferred either by men or by women. The research will be done to further investigate gender stereotyping in verbal skills.

Logistikstudenten für den berufsbezogenen Fremdsprachenunterricht

Moderner berufsbezogener Fremdsprachenunterricht fordert die Anpassung an die Bedürfnisse der globalen Wirtschaft, die vor allem flexible, auf ein lebenslanges Lernen ausgerichtete Fachleute benötigt. Diese werden in der Zukunft bereit sein müssen, ihre Kenntnisse und Fähigkeiten stets auf dem neuesten Stand zu halten und den aktuellen technischen Erfordernissen anzupassen. Letztendlich werden sie mit Geschäftspartnern auf verschiedenen fachlichen Ebenen kommunizieren müssen, wobei sie nicht nur kulturelle Unterschiede berücksichtigen werden müssen, sie werden auch ihr Fachwissen – wie beispielsweise Kenntnisse der Terminologie – stets erweitern müssen. Dabei ist auch zu beachten, dass aufgrund der schnellen Entwicklung der Informations- und Kommunikationstechnologien die Fach- und Wissenschaftsbereiche immer enger miteinander verknüpft werden. Der neu erworbenen Interdisziplinarität der Fach- und Wissenschaftsbereiche zufolge reicht es heutzutage daher nicht mehr, sich nur in einem Fachbereich auszukennen; heutzutage muss man mehrere Fachbereiche gleichzeitig beherrschen, weil man nur so in der globalisierten Wirtschaftswelt wettbewerbsfähig bleiben kann. Deswegen müssen auch beim Fachfremdsprachenunterricht die angestrebten Kompetenzen der künftigen Fachleute in Betracht gezogen werden. Im folgenden Beitrag wollen wir feststellen, welche Kompetenzen die Studenten der Fakultät für Logistik während des Studiums erwerben sollten und inwieweit diese im Einklang mit den geforderten Auswahlkriterien in ausgeschriebenen Stellen sind. Schließlich wird festgestellt, ob und inwieweit die modernen Anforderungen aus der logistischen Industrie im berufsbezogenen Fremdsprachenunterricht wahrgenommen werden können.

Schlüsselworte— Logistik, Kompetenzen, berufsbezogener DaF, Stellenangebote, Auswahlkriterien.

45. Anica PERKOVIĆ, Georgeta RAȚĂ

Agricultural Zoology: Names of Pests of the 'n + v-ing + n' Pattern

Well knowing a Language for Specific Purposes is a subsidiary condition for any member nation of the European Community. In addition, it can ease documentary work and communication with world scientists. This is why we have always needed linguistic algorithms that allow us to better and quicker understand literature and/or pairs.

Such a pattern characterises the verbal nouns in **-ing** that are often used either attributively or in forming compounds. Our paper aims at demonstrating that, as far as the English of agricultural zoology is concerned, these verbal nouns share the same linguistic pattern whose counterpart is a similar pattern in Croatian and Romanian and at advancing a possible instrument in the teaching of the English of Agricultural zoology.

Key words: agricultural zoology, names of pests, 'N + V-ing + N' pattern

The Importance of Giving Oral Presentations in English (ESP)

The aim of the paper is to present the importance of incorporating oral presentations in English into the students' ESP syllabi, to discuss the students' feedback on this requirement as well as to define the most common problems they face when preparing and giving presentations in English.

In May 2010, a survey was conducted at the University of Nova Gorica – undergraduate students of different study programmes were asked to express their views on the importance of giving presentations in English at their ESP classes. The analysis comprised two groups of students: the students who had to prepare an oral presentation for their ESP classes and those whose syllabus did not include this requirement. The analysis of the questionnaires yielded interesting results in terms of the students' perception of the role of such presentations in the ESP learning process, the difficulty of this task, its contribution to the presenter's development of language skills, as well as its impact on the target audience.

Through the analysis, giving oral presentations will be presented as a novel approach in ESP teaching and therefore as an excellent tool to increase the students' motivation, self-confidence and an opportunity for the students to practise and develop their speaking skills. The students' problems in terms of their delivery of presentations will be discussed by analysing common mistakes in grammar, vocabulary, pronunciation, the preparation of individual slides, the structure of the presentation etc.

In addition, certain questions related to the incorporation of such presentations into the ESP process at the tertiary level will be raised and the audience will be invited to contribute their opinions and share their experience on this topic.

Intercultural Dimension of Language Education: The Meaning and Importance of Intercultural Communication Courses – The Business Setting

The presented paper focuses on business setting and context in which intercultural communication occurs frequently and can cause interaction problems. Intercultural communication courses in our universities enable us to create basis for effective communication patterns which we can then apply intuitively in a given business context. I claim that to be a competent intercultural communicator in global business context is the most important objective of these university courses and therefore we should focus on their proper structure, aims and their position in university curricula. Twenty-first century business brings various challenges and the most important of them is the fact that business processes and encounters are in principal based on their cross-cultural contexts. If we understand them and are able to deal with them, this will enable us to become both competent and competitive. Communication technologies and the multinational business context are the two factors which dominate modern communication and therefore we have to take them into account with careful attention. The development of business communicative skills is therefore one of the key competencies for a modern students not only of business but generally anyone who is, or potentially will be, a part of such a context. In my paper I would also like to focus on practical consequences such as the layout of business protocol and negotiations. My aim is to show clearly that intercultural communication courses are a must in today globalized world and therefore their place at universities is inevitable. Moreover, they also teach us how to be competent communicators not merely in business context but in everyday human encounters.

In Search of New Remedies for Some Common Mistakes in Advanced Student Writing

The article discusses frequent grammatical mistakes which occur in texts written in English by students of English at the university level. Such mistakes and their causes are well documented in Slovene literature about typical errors made by learners of English. The article compares examples of texts written by students at different stages of their studies. It also examines the influence of the form, purpose and context of writing on their mistakes. The analysis of the mistakes focuses on the most persistent mistakes with special reference to the use of the articles and word order. It looks at theories of language acquisition to find solutions for the mistakes which are most impervious to explicit teaching.

Key words: student writing, grammatical mistakes, language acquisition, teaching English

Developing Language Skills in BE Classes: Students' and Instructors' Perceptions

The present paper is an attempt to reveal a picture of perceptions that students of economics (FEB, University of Zagreb) have about their present progress in business English communications skills and their future professional needs compared to the perceptions of other stakeholders, namely language teachers. It looks into needs assessment of economics and business undergraduates and their views on opportunities to express their creativity individually and within a group work in the process of acquiring business English skills such as presentations, note taking, e-mail writing, etc. As a result of the analysis of anonymous questionnaire completed by 91 respondents, etc. As a result of the analysis of anonymous questionnaire completed by 91 respondents (students of the first year of economics), the researchers examined students' involvement in class work and their understanding of the importance of BE language competence. The questionnaire basically aimed at students' self-assessment of progress in development of business skills and ranking the skills in terms of their future needs. Recommendations and suggestions made by students on what should be changed in BE syllabus in order to increase motivation, were also taken into consideration. The results show that students, who evaluate their progress in language skills development as poor, generally consider these skills as not to be significant for their future careers. Reference is made to previous research conducted by the Department of Foreign Business Languages at FEB in 2004 on the syllabus of a business English course and professional language needs of Economics graduates in multinational companies.

Key words: business communication skills, BE syllabus, self-assessment, perceptions.

A Learner Style Approach to Business English Vocabulary

One of the main differences between teaching English for professional purposes and teaching general English is the large amount of specialised vocabulary the learners need to absorb. As they may feel overwhelmed at times by this task, using a variety of methods can help them to imprint, recycle and move vocabulary from passive to active use so that the vocabulary is there when they need it. By taking the diversity of different learner styles in our classroom into account, we can begin to discover techniques to help our learners enjoy working on the material they need to learn as well as make our classroom time enjoyable and productive for us.

This workshop will look at the intellectual, physical and emotional methods of approaching vocabulary acquisition and activation. Participants will discover methods to get their learners involved and interested in working on the vocabulary they need. These activities are flexible enough to be implemented in different teaching settings and have been tried out in university settings, in teacher training seminars and in professional adult education courses. Those attending the session will have the opportunity to try out a variety of ideas created to make vocabulary learning fun and effective. The activities are taken from various sources and can either be immediately used in the classroom or adapted to individual needs and teaching situations. There will also be time in the workshop to discuss specific implementation of the methods and activities and for the participants to give input and share their ideas and suggestions.

Assessment of Challenges in an ESP Course

The paper shares the experience of assessment in ESP course in the course of 10 years. Most often used forms of assessment in professional foreign language course remain tests, assessing mainly knowledge (grammar, special lexis), to a certain extent skills (reading, writing, listening), and to very limited extent competencies (communicative, professional foreign language and intercultural). Skills and competencies, developed by students are more thoroughly evaluated with the help of group and individual presentations, including peer and self evaluation of the process. Student individual and group journals reflect student experience, thoughts, ideas, beliefs; they presume authentic communication to real reader. All the forms of assessment should conform to such assessment criteria as clarity, objectivity, adequacy, deep approach, authenticity, versatility, etc., they should evaluate both the process and product of language learning, and should promote further productive activity.

The subjects of the investigation include 210 ESP students and 54 lecturers from different Latvian higher education institutions. Statistical processing of the data with SPSS 17 software reveals that tests are most widely used forms of assessment, thus doubting real language skill and competence assessment. From the criteria control works more conform to the ones of versatility, objectivity and clarity than to deep approach and authenticity.

Prospective Teachers' Views on the Competences They Gained from the English Language Teacher Training Program

Training teachers in Turkey and in the world has not been without problems. In order to bring solutions to these problems, many studies have been carried out. In Turkey, various teacher training models or programs in foreign language teaching have been developed and practiced. However, even though it is thought that each program would bring solutions to these problems, there are still difficulties in training foreign language teachers in our country. The current study aims to scrutinize the effectiveness of the English Language Teacher training program that was introduced by the Council of Higher Education in 2006 and has been implemented for the last four years. The program offers students courses in (a) Educational Sciences, (b) Methodology, (c) Linguistics Studies, (d) Literature and Language Teaching, (e) Instructional Technologies and Materials Design, (f) Basic Language and Communication Skills, (g) Turkish Language, (h) Translation, (i) Teaching English to Young Learners, (j) School Experience, and (k) Practicum Studies. Therefore, the purpose of this study is to find out to what extent the fourth year undergraduate practicum students who continue their studies at Hacettepe University in the Division of English Language Teaching and who attend "school experience" and "practice teaching" courses benefit from what they have learnt and gained from the above mentioned courses they have taken so far in their teaching experiences. In doing this, quantitative and qualitative methods will be used to analyze the data. A questionnaire prepared by the authors, with the contributions of expert opinions, is going to be administered to the fourth year undergraduate practicum students (About 122 in total: 23 Male, 99 Female) at the Department of Foreign Languages Education, the Division of English Language Teaching. Based on the results, suggestions will be made about the program as to what can be done to compensate for the shortcomings of the program.

Online Country Profiles and Travel Guides in Teaching English for Specific Purposes

The present paper investigates options for teaching English for Specific Purposes (ESP) using online country profiles and travel guides. Several web sites serve as the foundations of an explorative group simulation which aims at improving learners' English skills with a particular focus on international business in Aviation (although the activity could be easily adapted to other specialised areas). The activity takes the advantages of the Internet in today's language classrooms into account and builds on the motivational factors of web-based learning.

The task introduced in this paper integrates the skills of spoken interaction, reading and writing and can be flexibly adapted to suit different learner levels. It is also flexible in that teachers may choose the language focus their learners should work with. In other words, busy teachers will be able to adapt the level, language and learning goals according to their own institutional and individual requirements.

Combining the fields of learner autonomy, web-based learning and ESP, the task presented sets out to reproduce language of the type used in the real business workplaces of today. Although we are aware that the motivational impact on learners is difficult to prove, we are still convinced that it is possible, desirable and thus worth pursuing in our daily work. By bringing each of these strands together, learners should discover intrinsically through this task the importance of English language skills for their future occupations.

Language for Specific Purposes and Sublanguage: Linguistic Comparison

Modern era is characterized by the rapid development of all branches of science and technologies which can be the reason of the necessity to improve the systems of transmission and processing of information.

All these quantitative and qualitative changes in science and technologies promote the increase of sublanguages and term systems not only in one language but between different languages.

This article is devoted to comparison of such linguistic notions as language for specific purposes (LSP) and sublanguage. We tried to analyze these notions and find their common and different characteristics.

Content-Based Language Learning in European Classes

The European classes' project, which has been present in selected grammar schools across Slovenia since the school year 2004/05, was prepared to supplement the educational process with new programme elements by the National Education Institute of Slovenia¹. The project was approved as a pilot project by the National Council of Experts for General Education² and implemented into schools in autumn 2004 for the duration of one generation only, i.e. for four years. However, the project has been prolonged twice so far and the schools offering this programme are going to welcome the 7th generation of students this autumn.

The goal of the European classes is to present and implement innovative approaches into Slovenian grammar schools without fundamentally changing their existing structure. The European classes' project brings innovation on the levels of curricular goals, programme structure, integrative curriculum, new elective subjects, the differentiation of the learning goals of foreign languages, the emphasised role of mother tongue, authentic learning and much more.

A special emphasis is felt in learning and teaching foreign languages in the European classes (including both the first as well as the second foreign language). Languages have become the means for acquiring content in the new elective subjects: *Slovenia In the world* and *Culture and Civilization*. These two subjects play the connecting role between languages and other subjects. Moreover, foreign teachers, usually native speakers, who work hand-in-hand with Slovenian teachers of languages- in the form of team teaching, enrich the teaching of foreign languages and ensure the authenticity of learning a foreign language.

The goal of the elective subject *Slovenia In the World* is to enable the students in terms of both language and content to promote Slovenia and its culture. The content-based language learning in this subject is carried out through cross-curricular connections of the foreign language with other school subjects. The

¹ Zavod RS za šolstvo

² Strokovni svet RS za splošno izobraževanje

international student exchange at the end of the school year enriches the subject and students' awareness of both the importance of learning a foreign language and the knowledge of our country. It represents the culmination of the aims of this subject.

The goal of the elective subject *Culture and Civilization* is to develop writing skills as well as discipline literacy. Students are taught to write compositions, short essays and finally a short research paper. A school subject is chosen and students acquire all the necessary vocabulary which enables them to write a research paper in the chosen field.

The above mentioned elective subjects will hopefully become the choice of every grammar school in Slovenia one day. There is no doubt they represent an innovative approach in acquiring language skills.

Sprache als Herrschaftsinstrument [Language as instrument of domination]

Sprache dient in erster Linie der Verständigung. In einer sozial geschichteten und noch mehr in einer sprachlich gemischten Bevölkerung kann Sprache auch als Herrschaftsinstrument gebraucht oder missbraucht werden. Das sollen einige wenige Beispiele aus der wechselvollen Geschichte der Beziehungen zwischen der deutschen und der slowenischen Sprache in den slowenischen Kernländern Krain und Steiermark verdeutlichen. Sie zeigen, dass Sprache mit sanfter, kaum merklicher, aber auch mit brutaler Gewalt als Herrschaftsinstrument eingesetzt werden kann.

Project Approach, Intercultural Communication and Country Studies through Language in LSP Course Teaching

The article reviews three approaches used in LSP teaching that enhance students' motivation in studying languages.

Globalization in all spheres of modern life has resulted in intercultural integration and the need for LSP study that is regarded to be an integral part of higher education at the level of all specialties.

High students' motivation is the key index of successful language skills development for specific purposes that are the means of scholarship enhancement and professional development, as well as the source of new professional knowledge and skills.

Due to this fact the importance of foreign languages at the labor market is extremely high and educational institutions need to promote LSP study and explain to students the LSP role in their professional sphere.

The article analyses the factors that result in low motivation of LSP study and reveals the constituent parts of successful LSP teaching.

The article emphasizes the fact that the project approach is becoming popular in teaching LSP nowadays as it allows using acquired language skills creatively, and organizing discussions and research activity on the fields of students' specialty.

Country Studies Through Language and Intercultural Communication also promote LSP study and enhance students' motivation. Due to cultural notes students develop awareness of day-to-day realities of a foreign country, receive background knowledge, get acquainted with country specifics as well as study the features, experience and innovative aspects of their specialty in a foreign country. In addition to this, intercultural competence is an essential element of foreign language teaching within the frames of any specialty as it provides knowledge of characteristics and mechanisms of intercultural interaction as well as fundamentals of tolerant behavior towards other cultures and develops students' skills to adapt to a foreign culture.

To sum up, these approaches to LSP teaching are to be actively used in higher education.

Transformation of LSP Programs in Russia by Means of Intercultural Communication Aspect

The article provides an overview of the importance of the intercultural dimension in the process of LSP teaching and is aimed at sharing the experience of ESP curriculum transformation in Russian institutions from the point of view of the intercultural aspect.

Intercultural communication has become an integral part of our times. People working in different professional spheres are becoming aware of the fact that without knowing intercultural communication principles they have little chance to succeed in the context of globalization. In this connection the necessity of an IC course for students of technical and business specialties aimed at providing students with the intercultural awareness, knowledge and competence is obvious.

As Russia has joined the Bologna process all program curriculums have been critically reviewed. Consequently the demand for the intercultural aspect of technical and business programs has appeared that would enhance students' mobility and flexibility as well as provide them with more opportunities of professional development abroad without encountering any cross-cultural problems.

The article describes the ESP course transformation with the help of Tempus Joint European Project "New Foreign Language Course for Professional Communication", which Siberian State Aerospace University (SibSAU) was involved into.

The project work started with the needs analysis that revealed current needs of Russian students, FL teachers, and graduates on the level of their FL competence as well as employers' needs. The survey showed the need to work out a new ESP program and include the IC section in it. The article provides details on the needs analysis in the educational market of Russia by example of SibSAU, as well as gives the comprehensive description of the Intercultural Communication course developed within the project, that proves the importance of IC in LSP teaching. This experience could be adopted by other institutions that intend to meet the modern requirements of the Russian labor market.