BOOK OF ABSTRACTS
FOR

THE FOURTH INTERNATIONAL LANGUAGE CONFERENCE
ON

THE IMPORTANCE OF LEARNING PROFESSIONAL FOREIGN LANGUAGES FOR COMMUNICATION BETWEEN CULTURES

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THE FOURTH INTERNATIONAL LANGUAGE CONFERENCE ON THE IMPORTANCE OF LEARNING PROFESSIONAL FOREIGN LANGUAGES FOR COMMUNICATION BETWEEN CULTURES

BOOK OF ABSTRACTS of the 4th International Language Conference on the Importance of Learning Professional Foreign Languages for Communication Between Cultures 2011

Design by Rafko Počivašek

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ENGLISH AS AN ADMINISTRATIVE 'LINGUA FRANCA' FOR COMMUNICATION WITHIN THE EUROPEAN UNION

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Given the increasing role and variety of purposes the English language serves Europeans, and given the linguistic challenges the unification of Europe and dominance of English represents, the current position of the use, spread and acquisition of English in the European Union (hereafter the 'EU'), and the increasing interdependence among members, makes English the prevailing language for communication between cultures, in interpersonal relationships or business affairs, inside or outside Europe. Furthermore, English is more and more often referred to as the 'lingua franca' of the EU, where its contemporary power makes itself felt in many fields, currently visible in the shift from French to English as the primary working languages of the EU institutions. Linguistic and cultural diversity is a reflection of the multilingualism, which lies at the heart of Europe, and despite the efforts the EU is making to ensure language equality, in a Union, where so many languages are being used to create Europe, linguistic hierarchy might seem rather a normal and natural language development. Nevertheless, the current predominance of English as the EU's prevailing administrative language is causing tension among those who advocate the need for a single working language as a solution to many of the language problems the EU is dealing with – for which English is the only 'serious' candidate – and those who feel English is already marginalizing all other languages of the EU. The article therefore briefly explores the current language situation in the EU with the emphasis on the role and use of English as the EU's administrative 'lingua franca' for written and spoken communication, tackling the concern whether the contemporary expansion of English in the European institutions represents a serious threat to multilingualism.

E-LEARNING TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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E-learning exploits interactive technologies and communication systems to advance the learning practice. It has the boundless opportunities to transform the way we teach and learn across the board. It can move up values, and widen contribution to lifelong learning. Alongside with existing traditional methods it can enhance the quality and standards of teaching. E-learning makes use of the Internet and digital technologies to deliver instruction synchronously or asynchronously to anyone who has access to a computer and an Internet connection. Saratov State Technical University (SSTU) being a participant of TEMPUS Joint European Project (JEP) has started the programme promoting effective foreign language learning in technical university. It is assumed that educators world-wide, need to be more proficient in educational technology, more aware of the theoretical and practical aspects of foreign and second language teaching, as well as increase recognizing the need to build further awareness of how teaching methodologies, learning strategies, and learning may be changed based on this new medium of e-learning. E-learning is both an opportunity and a challenge. SSTU Linguistic Centre uses the offered opportunity to take part in a three-year project with three university-level institutions on the Volga. This is the first time in our experience that multimedia material is prepared for students. It is tailor-made for the needs of those who study engineering. The knowledge of English has become an objective social need because for millions of people the English language is now a tool of their trade. "As English is experienced across different linguistic contexts, it may be experienced primarily as a language of education, or higher education, as well as in official contexts, popular culture, and the local vernacular." However it is seen that the English language is used across the globe in countless contexts to very different effects.

HOW SHOULD PRIMARY SCHOOLS DEVELOP STUDENTS' PROFESSIONAL ENGLISH?

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Primary schools are usually associated with elementary education, which gives students the knowledge of basic grammar structures and vocabulary, and gives them the communication skills to convey their message to the receiver. The previously said is, of course, true, yet not sufficient in the post-modern area and for the so-called Generation Z, which is marked by the use of cell phones and other wireless technology. Therefore, primary education should offer its students further study of complex grammatical structures and some intermediate vocabulary which would foster their interest in English. Furthermore, primary students should also be taught literature, starting with the analysis of some pop songs they know, and then progressing towards elementary literary theory applied to real, non-adapted, pieces of literature. It would also be necessary for primary students to learn how to write compositions in English, for example memos, notes, short compositions, long compositions, e-mails, and formal letters. However, to adequately reach all the aims above, one has to work with small groups of maximum 15 students, which is the case in primary schools, especially if they had adopted the so-called heterogeneous-small-groups system which enables forming small groups of students with different abilities. Thus, this group simulates the work of the ordinary classroom, they only difference being enhanced class management and more opportunities for students to communicate. In my presentation and paper I am also going to, in addition to theoretical references, show the audience some practical examples of advanced grammar, vocabulary and literature teaching appropriate for primary school students.

EXPECTATION PROCEDURES AS THE BASIS FOR SUCCESSFUL COMMUNICATION

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Globalisation of society is creating environments in which people are inevitably faced with challenges of cross-cultural communication. These challenges are focused mostly around limitations in mutual understanding of the messages conveyed by the parties involved. The limitations are usually based on the communicator's failrue to meet the other party's expectations, which are culturally embedded and might prove difficult to grasp for those who are not closely connected to the particular culture. Developing linguistic ablilities in the specific foreign language is a good start in trying to bridge the communication gaps with people from different cultures. However, mastering the linguistic side of the exchange represents but a small portion of human communication. According to Merhabian and Ferris (1967), the linguistic/textual part accounts for approximately 7 % of the message, while the better part of it is hidden in the so called non-verbal communication cues. All these important aspects of communication have been approached by various sciences, mostly in the realm of psychology. Traditional linguistics has mostly focused on how to teach people to speak and otherwise use a foreign language on the level of grammar and syntax. In recent years there have been attempts to deal with the complexities of human linguistic communication and the workings of a language by not focusing on grammar, syntax and lexis, but rather on people. Victor H. Yngve is an improtant name in this area. He is the founder and the father of a new approach to linguistics and grammar, which he calls the Human Linguistics (HL) or Hard Science Linguistics (HSL). In his theory (1996) he discusses the paradigm shift in approaches to language study which requires that we study people rather than language. An important aspect of the theory deals with the so called 'expectation procedures', whose role we will attempt to delineate as the indespensable factor in successful human communication.

THE ORGANIZATION OF STUDENTS' INDEPENDENT WORK IN TEACHING LSP

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Due to social and economic reforms that are taking place in our society, the knowledge of a foreign language for the professional with higher education has become necessary. Practical proficiency in a foreign language is one of the major characteristics of the specialist in any field. The role of professional foreign languages is increasing especially in present conditions. Communications between Russian universities and high schools of foreign countries have special value. Therefore, an ultimate goal of an LSP course is to teach students to use a foreign language in their real life not only as means of everyday but also business and professional communication. While achieving this goal we should not forget about the role of students' independent work which is the major element of the quality control system in educational organizations. Students' independent work is one of the major components of the educational process in which skills, abilities and knowledge are being formed. In this connection planning, organization and realization of the student's independent work are the major tasks of teaching in an LSP course. Homework is traditionally considered to be the basic type of independent work. Such variant of independent work has a number of indisputable advantages. The main thing is saving time during a lesson that allows devoting its bigger part to training independently self-prepared material. The obvious advantage of such home tasks is that during their performance students get ready to individual, pair and group work which can be later carried out at the lesson. Another positive effect is that students can form independent thinking, develop cognitive interests, intelligence, logic, creative and communicative foreign skills. However, students' independent work shouldn't be considered only as a performance of home tasks. It includes all kinds of students' independent work in the classroom and out of it. Currently, the system of the Russian higher school is actively reforming, the number of contact hours is reduced, and therefore the share of the material studied by students independently is increased. Under new standards students' independent work takes more than 50 % of class hours. Undoubtedly the increase in share of students' independent work in curricula of higher professional education assumes focus on active methods of teaching, development of students' creative abilities, transition to individualized teaching that takes into account individual's needs and capabilities.

KROATISCH IM DEUTSCH- UND ENGLISCHUNTERRICHT: POSITIVER TRANSFER IN GRAMMATIKERWERB

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Der Vorgang des Lernens einer Sprache ist der Spracherwerb. Wenn man eine Sprache institutionell lernt (gelenkter Zweitspracherwerb), unterliegt der Lernprozess verschiedenen Faktoren. Ein Faktor ist auch der Einfluss von Muttersprache auf den Fremdspracherwerb. In der Sprachwissenschaft nennt man dieser Einfluss Transfer. Transfer ist die Übertragung de muttersprachlicher Struktur auf das System lernender Sprache. Wenn es sich um die negative Beeinflussung handelt, spricht man von Interferenz. Die Sprachwissenschaftler untersuchen meistens negative Auswirkung der Muttersprache und die Fehlerproduktion. Auf den positiven Transfer, auf den positiven Einfluss der Muttersprache wird wenig Aufmerksamkeit gerichtet. In dieser Arbeit wird gezeigt, wie die kroatische Grammatik ein Hilfsmittel beim Deutschunterricht sein kann. Es wird gezeigt wie die Ähnlichkeiten und Unterschiede zwischen Muttersprache und Fremdsprache der Fremdsprachunterricht unterstützen können. Es ist wichtig zu wissen, welche grammatische Konstruktionen in der Fremd- und in der Muttersprache ähnlich sind und wie diese Strukturen bei im Rahmen der Unterricht miteinander zu vergleichen. Es werden auch induktive und deduktive Grammatikeinführungen unterschieden. Die induktiven Einführungen gehen von konkreten Beispielen in den Texten vor. Die deduktiven Grammatikeinführungen stellen zuerst die Regel vor und die Beispiele werden von den Regeln abgeleitet. Bei Deutschunterricht an der Fakultät für Verkehrswissenschaft in Zagreb wird die Grammatik nach deduktiven Weise eingeführt und an den Beispielen, die von den Regeln abgeleitet werden, werden die Ähnlichkeiten mit den Konstruktionen aus der kroatischen Grammatik gezeigt. Es ist sehr wichtig dass der Lernende diese Ähnlichkeiten erkennt. Dabei spielt der Lehrer eine bedeutende Rolle. Er soll den Lernern das Sprachvergleich bewussten und ihnen helfen, die Transferpotenziale zu nutzen.

TEACHING TRANSLATION FOR SPECIFIC PURPOSES – EVALUATION OF ERRORS IN THE TRANSLATIONS OF BUSINESS DOCUMENTS

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This paper presents the results of an analysis whose purpose was to establish a typology of errors and difficulties in the translations of the students in the 2nd and 3rd year of the translation studies at the Faculty of Arts. The analysis focuses on the translation of documents from business environment (business letter, term of sale) that represents specific area of translation didactics and aims to develop not only specific translation competence but also knowledge and skills related to business environment and particularities of language. The analysis scheme is divided into two parts: the first part presents the errors and mistakes that were expected as a part of the learning objectives while the second part deals with the unexpected, but systematically occurring ones. The errors and mistakes were considered on two levels, that is on the textual (i.e., language decoding), and contextual level (i.e., pragmatic errors). The analysis concludes with a comprehensive review of the errors, and by examining their probable causes.

BRAINSTORMING – HOW MUCH *STORM* DO STUDENTS' BRAINS NEED? VISUAL *MNEMONICS* IN MEDICAL ENGLISH TEACHING AND LEARNING

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When learning a new language – and Medical English, just like any other ESP, is a language of its own – it is always important to make connections between concepts already present in our memory and concepts we are newly introduced with. This action of *connecting* or *linking* is known as mind mapping and helps employing brain creativity potential. Our brain, no bigger than two clenched fists, weighing about 1.4 kilogrammes, makes us for who we are; all key features of our personality are inscribed there: thinking, reasoning, emotion, judgement, memory, imagination, intuition, decision making, speaking, etc. The speaking itself, i.e. the ability to speak and to understand speech, requires a huge amount of brain resources. Memorizing vocabulary of a foreign language can sometimes be quite time and patience consuming; therefore any kind of help in form of a learning technique is always welcome. Mnemonics are set of verbal or visual techniques which are used to improve the storage of new information, ideas and concepts. Visual mnemonics are good example of a useful aid in teaching/learning medical terminology, especially after the first few introductory sessions when the students are equipped with sufficient basic knowledge on word formation of medical terms. Picture-word associations are a possibility for both teacher and student to employ imagination to its fullest, to share ideas and at the same time there is the advantage of the learning responsibility shift from teacher to students themselves. By creating patterns for shifting lexical information from the short term memory to the long time memory, i.e. by finding words and concepts already stored in their long term memory and linking them to the new ones, the students achieve the most important goal of vocabulary teaching/learning.

LANGUAGE TEACHING IN THE CONTEXT OF MODERN PARADIGMS OF EDUCATION

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The article deals with modernization of adopting education in Russia in the 21st century connected with the challenge of Russia two-level European education system interpreted in terms of the Bologna Process and the Bologna Declaration. The integration into the European system of education is inevitably connected with many difficulties and problems. Firstly it is the lack of correspondence of Russian and European educational programs, and the complexity of translating them into the units of a European dimension. Secondly, entrants – future students and their parents are usually focused on getting traditional 5-year higher education. The employment of young people is connected with certain difficulties. Managers in Russian companies and heads of personal departments at enterprises have to understand the fact that a bachelor is a professional with a complete higher education. The forth problem is low motivation of university staff, as all changes of this kind are associated primarily with the understanding of the fact that the transition to new standards will be followed by institutional restructuring, and, hence, staff changes. Other reasons for negative perception of innovations are: the lack of orientation of the education needs at the labor market, low prestige of the engineering job, low rates of employment of graduates in the specialty, low level of foreign language competences of students that make them not competitive at the international labour market. The author gives the analysis of federal educational standards based on traditional educational paradigm concerning language teaching and learning in comparison with competence-oriented third-generation educational standards.

SLOVENE SIGN LANGUAGE AS A FOREIGN LANGUAGE IN SLOVENIA?!

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With the Act on the Use of Slovene Sign Language (Official Gazette RS, No. 96/2002) adopted in 2002, Slovene sign language was recognised as the official language of the deaf. A sign language interpreter is a person who interprets Slovene spoken language into sign language for deaf persons and sign language into Slovene spoken language for hearing people. Following the adoption of the Act, the Institute "Association of Slovene Sign Language Interpreters" was established. They care for the implementation of the Act. The specificity of the language is certainly a distinctive trait of Slovenia, and other sign languages around the world are also a speciality of each country. The way of learning this language is quite interesting, as we have no structured educational system for teaching Slovene sign language in Slovenia. There are only courses and preparation programmes for certification in accordance with national vocational qualifications for the profession of a Slovene sign language interpreter, which is the only valid certificate and proof of the profession. A modern approach and methods are important in teaching the Slovene sign language, and state-of-the-art technology should be used. The approach to preparing the materials for teaching this language is quite interesting. It is largely based on audio-video materials, and very little is written, because there are not many opportunities to do so. Slovene language is a living language, and the Slovene sign language has to adjust to this fact, which can be a problem, as not all the signs are known. Nevertheless, the Slovene sign language fully achieves its mission to provide communication among cultures, in this case among the hearing and the deaf. At the conference, the Slovene sign language would be presented as a contribution to the importance of learning foreign languages for the communication between cultures.

THE NEED OF ENGLISH FOR ART

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This study deals with the need of teaching and learning English for academic purposes (LAP) in the field of Arts, emphasizing the value of studying specialized languages. We try to focus this proposal exclusively on art and design. Spanish Universities, within the Bologna process, have included LAP courses in most degrees, giving the students not only a better foreign language knowledge but also favoring their abilities for an international communication. However, there are some disciplines, such as the degrees in Fine Arts or Art History where these needs are often disregarded. The importance of learning languages in the field of Arts should be urgently considered because such competence will enable art/design/history students, as well as professionals from these fields to communicate more effectively in an increasingly English-oriented art world. Several American universities and cultural institutions are already offering programs for foreign students, both on-site and on-line, related to English for Art Purposes. This trend may be mirrored by European universities to effectively prepare art-oriented students for getting better jobs in a global work world. The professional job that an Art History student will carry out needs a specialized English level. Art research developed in academic institutions requires the use of a specialized art lexicon and even teaching in the European context of the 21 century rests on proficient English language knowledge. Similarly, professionals working in Museums or cultural institutions, which include a management dimension, deal daily with international organizations and codes. Designers and artists need the freedom that only linguistic knowledge supplies, thus creating an art-world free of boundaries that gives back to art the global dimension inherent to its visual language.

ON TERMINOLOGY OF FINANCE, BANKING AND INVESTMENT – ENGLISH ON-LINE DICTIONARIES AND GLOSSARIES

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The terminology of finance, banking and investment is a broad field and understanding it requires not only the knowledge of the English language, but a rather good knowledge of the finance, banking and investment issues. During their studies, the students of finance and banking are required to study a lot of professional texts in the English language and the understanding of the terminology can quite frequently present a problem for them, especially if it is rather specific. In order to understand the contents of the materials, they turn to various specialised (usually on-line) dictionaries and glossaries. The contribution is meant as a general survey of the majority of the existing on-line dictionaries and glossaries dealing with the terminology of finance, banking and investment, which are in the English language. The principal aim of the paper is to examine the types of terminology and their definitions in these on-line resources from the quantitative and qualitative viewpoint. The paper is structured as follows. In the introduction, the field of finance and banking is reviewed, mainly from the aspect of its content. This is followed by a description of various types of the dictionaries and glossaries that are available today. In the core part of the contribution, we look at a wide range of features of these resources. We concentrate mainly on the entries themselves, the entry structure, the lexical and linguistic information found in these entries (e.g. phonology/pronunciation, spelling, semantics, etc.) as well as on the context and the usage. In the final part of the paper we summarize the key findings.

THE INTERCULTURAL TRAINING OF 2L TEACHERS: HUMAN RIGHTS, EDUCATION AND SAHARAN REFUGEES

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The main point of this article is to analyze the development of the Intercultural Communicative Competence (ICC) in 2L teachers when they participate in an international project of the Faculty of Education at the University of Córdoba – Spain for five years now. Our project is based on the idea that future teachers must develop 'social' awareness in a global world, and solidarity is one of the best ways to do so. International projects of cooperation are sometimes difficult to handle, necessary though for 2L teacher curriculum development. Fifteen selected teacher-students and four University-teachers are yearly sent to the Algerian desert (Saharan camp of refugees) where they do their teaching placements in Saharan schools. Our goal here is to analyze the development of their understandings, attitudes and skills (Fay 2010), necessary for negotiating interpersonal interactions; and the general awareness that intercultural communication might involve (i.e. interpersonal communication between culturally-complex and culturally–unique individuals between whom there are significant differences in background). We will come to the final conclusion that developing ICC is a skill every language teacher needs if 21st century society is expected to be a global one.

KNOWLEDGE REPRESENTATION IN LAW

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Especially for non-experts, translating legal texts is a complicated and multifaceted process, demanding much linguistic and technical competence from translators. Legal systems differ from one another, and each one has a specific set of norms, especially reflected at the lexical level – that is, in terminology. Understanding two legal systems is not easy, even for experts; of course, it is even more difficult for translators, who are usually not legal experts. This article focuses on how to quickly and transparently provide translators with some (basic) technical knowledge – either using ontologies (*the top down AI method*), which in recent years have found considerable application in synthesizing and visualizing knowledge – or using *bottom up AI methods*, which are able to extract information from texts. The article will briefly present some selected methods and discuss their applicability in the translation of legal documents. To demonstrate their use the following scenarios will be presented: creating cross-lingual ontologies for chosen legal institutes, contextualized search over legal documents and creating semantic representations of selected legal texts (Slovene and German constitution). The article concludes with discussing potentials in relation to the recent advances in the area of multi-lingual and cross-lingual knowledge representations.

MULTICULTURAL DIALOG IN MULTINATIONAL UNIVERSITY COMMUNITIES

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With the increase of student and faculty mobility between continents and countries, intercultural issues affecting the educational domain, like: classroom environment, academic culture, administrative culture, language use, benefits of plurilingualism, challenges of multilingualism, ethical issues, political correctness (in behavior, in communication and in language), etc. are on the rise. It is beyond controversy that modern specialists should be multicultural. They have to work in close contact with people of different nationalities in a "global village" of the 21st century. They should understand people with diverse cultural background, communicate with them, and collaborate on different levels and in different forms. It is assumed that part of the difficulty in acquiring foreign languages for learners with a different cultural and educational background arises not so much from the difference of language, but rather from the difference of interaction by that language and through that language. It is hypothesized that there is a strong interdependence of communication strategies and of teaching/learning strategies. Modernization concept of higher education emphasizes importance of the undergraduates` sociability and tolerance. Thus more attention should be paid to development and introduction of methods and courses to form cultural and national relations in their learning. This contribution aims to benefit from the exchange of experience of institutions in Hungary, Russia and Far-East countries (Japan and China) by addressing different areas of the educational domain: foreign language teaching, communication, intercultural interface.

CLIL IN SLOVENE HIGHER EDUCATION

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The main objective of this paper is to explore the position of CLIL (Content and Language Integrated Learning) at all levels of Slovene education system, with a special stress on higher education. We will look at the definition of CLIL, which is a relatively new concept originating in much older ESL and EFL teaching practices. In European Commission's documents CLIL was identified as a priority area in the Action plan for Language Learning and Linguistic Diversity. Despite an extremely favourable European Commission's attitude towards CLIL and its extensive practises in other European countries, it is almost non-existent in Slovenia, which is mostly due to Slovene legislation. This applies to primary and secondary education, while at the level of higher education different practises exist. A survey in the form of a questionnaire was conducted, comparing these practices at all three Slovene universities in undergraduate and graduate study programmes. The results gathered raise many pertinent issues to be considered in the future, among others the existing Slovene legislation. Another important issue is an ideal CLIL teacher profile and consequently CLIL content teacher training. Is CLIL compromising or complementing English language teaching? Assessment in CLIL has also been widely discussed as has been material design. And last but not least, the influence of mother tongue on the transfer of content knowledge which was primarily gained in mother tongue to native and non-native speakers.

MULTIPROBLEME IN DEN MULTIKULTURELLEN GESELLSCHAFTEN

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Multiprobleme des Multikulturalismus stehen eng im Zusammenhang mit der globalen Bewegung der Weltbevölkerung. Die Leute aus den Entwicklungsländern migrieren vor allem in ihre damalige Metropolitanländer. Dadurch kommt es zum Aufeinandertreffen verschiedener Kulturen und Ethnie, dazu entstehen neue sprachliche und psychologische Barrieren. Solche Probleme sollten konstruktiv gelöst werden. Deshalb erheben sich immer mehr multikulturelle Zugänge in einigen Grundvarianten. Problem des Multikulturalismus hat seine politische und ethische Dimension. Das Problem der sprachlichen Verständigung gehört sicher zu einem der wichtigsten.

NON-FINITES FORMS: THE PERSISTENCE OF PAST PARTICIPIAL CLAUSES IN TEXTS ON CULTURAL HISTORY AND ARCHITECTURE

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The English language uses non-finite verbal forms (i.e. the infinitive, the gerund and the participle) with almost equal enthusiasm and as frequently as finite verbal forms. In fact, not only are they used by native speakers with the same ease and flexibility, but they are also much appreciated as a word/language economizing device. Slovene, on the other hand, generally considers non-finite verbal forms obsolete, strange, and prefers to use finite verbal forms instead with the effect of squandering words and repeating finite structures. This paper wishes to show that no matter how much Slovene considers itself being done with non-finites (especially participles and participial clauses), not only do some of the latter structures persist even in spoken language, but they are also applied with the same economizing effect in some types of text, e.g. texts on architecture and architectural/cultural history, both in English and in Slovene.

LACK OF COMMUNICATION IN THE WORLD OF HIGHLY DEVELOPED COMMUNICATIONS

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Who are we? What do we do? What do we teach? How do we teach? What is our mission and purpose? Do we mean what we say? Do we say what we mean? Do we teach what we are supposed to or what we believe in? Have we lost our bearings or are we following the right course? Do we know our students? Do our students know us or are we all lost in the Bologna Process and swallowed by Bull Markets and Bear Markets in the world of futures and options? This paper deals with the analysis of modern curricula of teaching English for Specific Purposes and pinpoints some topical issues of today's lack of communication, critical thinking and active listening in the world of the state-of-the-art social networking.

MOTIVATION IM INTERKULTURELLEN BERUFSBEZOGENEN FREMDSPRACHENLERNEN – ANMERKUNGEN ZU EINIGEN INTERKULTURELLEN, KOGNITIVEN UND MOTIVATIONALEN ASPEKTEN

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Berufsbezogenes Fremdsprachenlernen ist von Natur aus interkulturell, allerdings wird es in der Praxis teilweise auf das kontextlose Lernen von Wörtern und Ausdrücken in einer fremden Sprache und stark überbetonte systemorientierte grammatische Phänomene reduziert, statt die grundlegende fachspezifische Kommunikationskompetenz zu entwickeln und den pragmatischen Mehrwert zu fördern. Bei einer derartigen Reduzierung auf ein fachterminologisches Glossar und einige detailliert behandelte Grammatikthemen wird besonders der grundsätzlich inhärente interkulturelle Aspekt der berufsbezogenen Fremdsprache vernachlässigt, da für diesen scheinbar unnötigen Ballast meist keine Zeit zur Verfügung steht. Alles das beeinflusst sehr stark die Motivation der Lernenden – egal welchen Alters -, da sie diese Reduktion und Konzentration auf für sie Unwichtiges schneller erkennen als die Lehrkräfte, die den ausgewählten Aspekten den größten Stellenwert zuordnen. Neben den erwähnten interkulturellen Aspekten müssen als Einflussfaktoren auf die Lernmotivation für die berufsbezogene Fremdsprache auch verschiedene kognitive, emotive und motivationale Aspekte angesprochen werden. Dabei darf nicht vergessen werden, dass die Aspekte sowohl theoretisch wie auch praktisch unterschiedliche Erscheinungsformen und Auswirkungen haben können, was ihr Zusammenspiel teilweise stark belasten kann. Aufgrund der Aspektvielfalt, können im vorliegenden Beitrag nur einige wenige etwas genauer betrachtet werden. Deshalb wird zunächst kurz skizziert, welche interkulturellen, kognitiven, emotiven und motivationalen Aspekte die Motivation der Lernenden einer berufsbezogenen Fremdsprache beeinflussen und in welcher Form sie für Außenstehende erkennbar und bewertbar sind. Mithilfe der so gewonnenen Erkenntnisse werden konkrete Lernmaterialien für den berufsbezogenen Fremdsprachenunterricht – im vorliegenden Fall für Deutsch als Fremdsprache – daraufhin untersucht, ob, in welchem Umfang und wie diese Aspekte berücksichtigt bzw. umgesetzt wurden.

NEW DEVELOPMENTS ON THE LANGUAGE MARKET: THE RETURN OF GERMAN AS AN INTERNATIONAL LINGUA FRANCA?

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In Slovenia, as elsewhere, English has developed into the lingua franca in international communication, even in business relations with Germany and Austria because these countries have long used exclusively English in their foreign correspondence. English is currently the only international lingua franca, and it is also increasingly becoming the technical language in various fields at the national level, especially in higher education, where English is favored at the expense of other languages. Language programs have been greatly reduced as a result of the Bologna Reforms, and German has been almost completely eliminated. In Germany there have recently been signs of increasing interest in German. In Slovenia, where the path out of the economic crisis is strongly tied to business partnership with Germany, the first area to react to this was the labor market, in which there is a new demand for German skills. Nonetheless, the higher education system has been rather slow to adjust to the current market situation, even though the EU has proclaimed the goal of "native language plus two other languages" for all European citizens. This article uses the example of business German as taught at the Faculty of Economics in Ljubljana to show that a paradigm shift was required to preserve business German as a class, thereby seeking to bridge the linguistic "German gap" that has developed in recent years. In practice, this represents a strong interdisciplinary-oriented reorganization of language programs, as well as the introduction of language courses for beginners oriented toward professional practice and greater inclusion of multicultural aspects, which goes together with the increasing internationalization of education that has resulted from globalization. The number of international students, whose interest lies not only with the lingua franca, is continuously growing. It seems as though people are gradually becoming aware of the uniqueness of national languages, of the differences in their styles of thinking and forming concepts; this goes beyond understanding and also demands comprehension of what sufficient language skills entail. Especially in complex business situations, a function-oriented lingua franca often proves to be inadequate, and so it is of fundamental importance to know the (native) language of one's business partner. Is there hope for some sort of middle way: a lingua franca surrounded by linguistic pluralism?

IS BUSINESS ENGLISH IDEOLOGICALLY EMBEDDED? A CONTENT ANALYSIS

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The paper will investigate the question whether teaching Business English means imposing a certain ideological background. The author will argue that teaching Business English is not confined to teaching students „to understand and express key concepts of business and economics in English"[1], but it also means teaching them the rules of interaction in professional situations. Learners, for their part, strive to learn the language of business not merely to be able to make themselves understood by other business people, but also to become part of the group. Their knowledge of this specialized language signifies their belonging to the group of their choice. It is assumed that teaching a language is impartial. Still, if what is being taught as a professional language is language in the stricter and in the wider sense of the word, do we and maybe more importantly, should we use course books or other resources that carry the dominant ideology of the profession. The paper will argue that while Business English, as a specialized language, is not ideologically embedded, the resources, course books sometimes can be. The author will present the results of a content analysis carried out on Ian MacKenzie's *English for Business Studies*, the course book that has been in use at the Faculty of Economics and Business (University of Zagreb) for years. The author will analyze key units of the book that can carry an ideological message to see if this well-known and influential course book manages to stay impartial.

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[1] MacKenzie, Ian (2010), *English for Business Studies – Teacher's Book* CUP, p. 4.

FUNNY ERRORS IN THE INTERLANGUAGE OF LAW STUDENTS

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Students' interlanguage is characterized by specific linguistic features on lexical, grammatical and syntactic level. Errors are one of its common characteristics, too, depending on the specific level of knowledge of a foreign language the individual student has mastered. In this paper the authors analyse students' errors in English for Legal Purposes on a lexical, morpho-syntactic and grammatical level, based on 100 written exams of students of the Faculty of Law in Osijek (Croatia) as a corpus of the research. The research deals primarily with students' translations of a given legal text from English into Croatian and analyses different types of errors arising from false understanding of English legal terms and phrases. Special emphasis was put on errors containing the elements of humour. In the introductory part of the paper we offer a typology and classification of errors in learning English as a foreign language. The main part of the paper is dedicated to the analysis of errors found in the corpus of students' translations, especially those with the elements of humour. In the conclusion the errors are classified according to the typology offered in the first part of the paper and some deductions are drawn concerning the most common errors that might be typical for learning English for Legal Purposes at the higher education level.

NLP AND PRESENTATIONS

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The article is an attempt to look at the reality of teaching presentation skills to the students of Business English combined with neuro-linguistic programming techniques. The article firstly focuses on the theory and offers explanations and definitions of the following expressions: successful presentation, neuro-linguistic programming (NLP), coaching and coach, and two NLP techniques: Step into the future and New behaviour generator. The practical part of the article presents the use and benefits of the NLP techniques while preparing and rehearsing for presentations. The project was carried out in the second grade group of students of Business English (high professional programme) at the Faculty of Economics and Business in Maribor. The project took place in three stages: the first one presenting the period when students were collecting, selecting, preparing and writing their presentations. The second stage started once the presentations were written. During the period of two weeks students were rehearsing and getting ready for their presentations using NLP techniques. The third stage involved the students' presentations in front of the audience, assessments, evaluations and discussions about each presentation. According to the results, the group of students outperformed the two previous generations in their level of performance, self-confidence and quality of presentations. Finally the author emphasizes the usefulness and possibility of using the NLP techniques in any area of life, not only in teaching and learning presentation skills.

KONVENTIONSBEDINGTE TEXTE ALS TRANSLATORISCHE HERAUSFORDERUNG

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Ziel dieses Beitrags ist es, anhand von einer komparativen Analyse slowenischer und deutscher Bewerbungsunterlagen zwei thematische Schwerpunkte zu besprechen: kulturelles Know-how als translatorisches Kommunikationskonzept (Rezeptions- und Produktionskompetenz) und interkulturelle Übersetzungsadaptation. Die zunehmende Migration, Globalisierung und Ausweitung der internationalen Arbeitsteilung haben in Europa und Slowenien eine moderne Gesellschaft hervorgebracht, in der interkulturelle und sprachliche Vielfalt Realität geworden sind. In diesem Kontext haben TranslatorInnen die Aufgabe, die kommunikative Differenz der Ausgangs- und Zielkultur zu überbrücken, wobei spezifische, kulturbedingte Texte als translatorische Herausforderung zu betrachten sind. Besonders stark zum Ausdruck kommt die kulturelle Heterogenität bei internationalen Bewerbungsunterlagen. In Zeiten von freier Marktwirtschaft, von weltweitem Konkurrenzkampf und globalem Arbeitsmarkt übernehmen TranslatorInnen nicht nur die Funktion eines konstruktiven Sprachmittlers, sondern auch eines Kommunikationsexperten. Translation wird als eine kommunikativ strategische Interaktion definiert, die von zwei bipolaren Prozessen gekennzeichnet ist: Konjunktion und Disjunktion. Begriffe wie internationale bzw. slowenisch-deutsche Bewerbungskultur und, damit verbunden, kulturspezifische Textkompositionsprinzipien und kommunikativ-adaptive Übersetzungsstrategien stehen bei der holistischen translationswissenschaftlichen Untersuchung von Bewerbungsmaterialien im Vordergrund des Beitrags.

EXPLOITING TEXTS – FOCUSING ON LANGUAGE AWARENESS

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In order to address the changes and reflect on processes taking place within the fields and areas related to professional foreign language teaching and learning we shall examine and identify potential improvement in the learning techniques by exploiting texts through language awareness tasks or activities. The students need to be engaged in a variety of life-like tasks by using and producing different text types, covering a range of real life topics in order to acquire and master the linguistic knowledge they need. By activating their interest in the topic, we enable students to produce a lot of meaningful language. The texts from various sources, including the Internet, should be authentic, relevant, and up-to-date. Efficient management of learning depends on providing a sense of purpose in classroom activities: this is achieved through the setting, monitoring and checking of different communicative, realistic and purposeful tasks, preparing students for real life situations. Successful communicative teaching requires a high level of language awareness in a teacher. A lack of awareness of language leads to problems at classroom level when the teacher is unable to identify and compensate for shortcomings in teaching materials or in responding to students' requests. The paper will address the issue by presenting some sets of language awareness activities designed for use in a foreign language classroom.

TEXTSORTENÜBERGREIFENDE SPRACH- UND KULTURSPEZIFIKA IN DER INTERKULTURELLEN FACHKOMMUNIKATION

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Für jede Textsorte gibt es mit Rücksicht auf ihre spezifische Funktion bzw. gemäß bestimmter kommunikativer Erwartungen ihre eigenen stilistischen Normen. Jedoch zwischensprachige Unterschiede in der Wahl einzelner sprachlicher Stilmittel sind oft auf soziokulturelle Spezifika eines Sprachenpaars zurückzuführen. Im Fremdsprachenunterricht erweist sich daher allein ein rein präskriptiver Zugang zur Textproduktion als nicht ausreichend. Zum Zwecke einer skoposrelevanten (der Zielkultur entsprechenden) Textproduktion sollten die Kenntnisse über die Grundcharakteristika einzelner Textsorten durch den deskriptiven Zugang zu Textsortenanalysen erweitert werden. Das Phänomen einer sprachlichen (lexikalischen oder grammatischen) Nicht-Äquivalenz lässt sich nämlich nicht immer vom kontrastivgrammatischen, d. h. sprachnormativen Aspekt erklären, sondern die Gründe dafür sind häufig in den Unterschieden im Usus zweier verschiedener Sprach- und Kulturräume zu suchen. Im vorliegenden Beitrag liegt der Fokus auf der Darstellung jener textsortenspezifischen Merkmale, die auf Unterschiede im Gebrauch sprachlicher Stilelemente im Deutschen und Slowenischen hinweisen. Die Analyse beschränkt sich auf informationsbetonte Texte verschiedener Bereiche im Rahmen der Fachkommunikation: vom wissenschaftlichen und technischen Bereich bis zum journalistischen Bereich. Der Letztere wird angesichts seiner eigenen Spezifika im Rahmen der Stilistik und Pragmalinguistik zwar als Spezialbereich definiert – die Pressesprache wird von manchen Autoren wegen ihrer speziellen Charakteristika separat behandelt -, jedoch können einige informationsbetonte Textsorten (wie etwa Berichterstattung) anhand ihrer spezifischen Terminologie und lexikalisch-syntaktischen Struktur im Rahmen der fachlichen Kommunikation behandelt werden. Zu den oben dargelegten Untersuchungszwecken erweisen sich journalistische Texte für eine deskriptive Stilanalyse als besonders interessant: dadurch dass der Bereich des Journalismus seinen Autoren bei der Textgestaltung aufgrund seiner speziellen Funktion und kommunikativen Erwartung mehr Toleranz bzw. Kreativität zulässt, kommt das Kulturspezifische und oft auch der Individualstil des Verfassers erwartungsgemäß noch deutlicher zum Vorschein.

FILMS: THE INTERCULTURAL DIMENSION OF TEACHING AND LEARNING IN AN LSP COURSE

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The ability to communicate effectively in the target language is the main goal of any foreign language learner. Communicating effectively does not solely mean acquiring the linguistic competence, but the intercultural competence as well, i.e. using the language in socially and culturally appropriate ways. The intercultural dimension of foreign language teaching and learning is not only being improved through a mere transmission of information about the target culture. It also includes developing knowledge, skills, attitudes, and awareness of values which the members of the target language culture share. The role of the teacher in that aspect of teaching is to help the learners overcome certain obstacles and differences which they encounter while interacting with people from other cultures. This can be achieved by constructing contexts in which learners can gain intercultural experience and work on their skills. The paper discusses one of the most significant tools which can be used to recreate such contexts – films which support spoken language by visual elements. There are many benefits of using films to enhance the intercultural aspect of foreign language teaching and learning in an LSP course, especially in the fields of Humanities and Social Sciences. They provide an authentic environment, reinforce students' understanding of vocabulary, idioms and context-bound expressions, as well as their pronunciation, they address students' feelings and in this way develop their empathy towards the protagonists, stimulate the learner's motivation. Furthermore, many intercultural topics can be addressed through films: prejudices, conflicts (generational, religious), stereotypes, racism, immigrants, human rights, discrimination, minority cultures, values, traditional/Western societies, etc. Relying on a brief overview of the benefits and intercultural topics, the paper suggests a list of films which could be used in English and German LSP courses, as well as provides the accompanying activities to use in the classroom.

AN INTERACTIVE GATEWAY TO BUSINESS ENGLISH LEXIS

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Although the idea of Languages for Specific Purposes goes back to the Greek and Roman empires, it was in the second half of the 20th century when this notion gathered international relevance due to the economic growth worldwide and the status of English as *lingua franca*. At the turn of the new century, the global phenomenon and the mobility of citizens have heightened the interest in learning (and teaching) English for Specific Purposes and in Business English in particular. Present-day professionals have to work in an international and demanding market, so BE has become the flagship of ESP, being the fastest-growing variety. Being a specific language, scholars have argued that the nature of Business English lexis is the main characteristic of this discipline. As a matter of fact, students struggle with BE lexis and collocations, since regular terms take on new meanings in business contexts. Bearing this in mind, we committed ourselves to develop new didactic materials to help students assimilate BE vocabulary. ICT advances, essential to the teaching/learning practice these days, have proven a useful tool for this task. Thus, we have designed an interactive CD with plenty of activities to improve BE vocabulary and promote self-learning. This paper intends to discuss the threefold theoretical basis that support the designing of the CD (ESP and BE, lexis and ICT). We will also pay special attention to the meaningful relation between Business English and collocations. Lastly, we will show the different types of activities and we will explain how the exercises are structured.

COVER LETTERS FOR RÉSUMÉS IN BUSINESS ITALIAN TEXTBOOKS AND MANUALS

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Due to its importance in the business environment, the cover letter for a résumé is a common topic presented in various business Italian courses. Because these courses are often planned according to the textbooks used in them, this topic turns up in various business Italian textbooks written for users at various proficiency levels. These textbooks are analyzed from the teaching point of view according to the following parameters:

1. The importance of the topic within the course (carrier content vs. accompanying)
2. The time in the course when the topic is presented (beginning vs. end)
3. The approach used (recipe-oriented vs. process-oriented)
4. Explanatory notes (given vs. not given).

The prototypical models of cover letters presented in textbooks were also observed from the linguistic point of view in the following aspects:

1. Macrostructural elements included (e.g., references, requests, personal details, education details, details on work experience, polite conclusions)
2. Linguistic complexity (e.g., the use of verb forms, number of words).

In order to obtain better insight into these linguistic aspects, the prototypical models offered were also compared to those presented in various manuals for business Italian correspondence. This paper focuses on the interesting and considerable differences and similarities found in these two types of books. Its findings and insights can be applied in the teaching process in order to create a better and more student-friendly model for teaching this topic.

PREPARATION OF MATERIALS FOR LSP TEACHING – ENGLISH FOR CATERING AND TOURISM

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In my contribution I would like to present my own textbook which I use in my teaching practice. It is dedicated to the students of catering and tourism. Tourism is one of the fastest-growing industries in the world. Travel agents and hotel owners should be able to meet the needs of modern travellers. That is why the basic goal of the activities the textbook offers is to develop the communicative competence with ESP students of English. The book starts with the self assessment activity adapted from Common European Framework and consists of seven units (Getting Acquainted, Ways of Travelling and Accommodation, Catering Trade, Traditional and Modern Cuisine, Money Matters, Dealing with Complaints). All units include reading comprehension texts and tasks from the field of tourism and catering, authentic speaking tasks (at the reception desk, at the tourist agency, at the restaurant, etc.) and writing tasks (business correspondence). We paid special attention to the usage of electronic sources and the Internet. The textbook contains active web links which serve as a starting point for different real life activities which could be done in class or individually. Another important point is presenting Slovenia to foreign visitors. This is essential for the development of tourism in our country. People working in tourism should be able to promote Slovenia as a holiday destination. Finally the textbook includes the intercultural elements (business etiquette around the world, eating and drinking habits of different people).

MULTIMODAL TEACHING IN MEDICAL CLASSROOM

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In recent years, it has been widely believed that learning styles should have an effect on the ESP classroom and the idea of individualized learning styles has gained great popularity. A number of methodologists propose that assessment of students' learning styles should take the initial position in every ESP course and that all teachers should modify their methods to best fit each student. This should improve their attention, retention as well as motivation. The so called multimodal teaching has become one of the central preoccupations of the 21st century methodologists and it encompasses Gardner's Multiple Intelligences Theory and different learning styles models which offer relatively simple and accessible methods to understand and explain people's preferred ways to learn and develop. Since, according to many researchers, language learning styles and strategies appear to be among the most important variables influencing performance in a second language, it is clear that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. In this way, teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies. Moreover, understanding your own learning style should challenge the traditional views on teaching medical terminology and trigger all language teachers in a medical classroom to refresh their classes with more dynamic and effective teaching elements. This workshop aims at showing ESP teachers working with medical and nursing students how to vary different activities and at the same time accommodate different learning styles. Doing so teachers enable their students to learn through a variety of ways and help them enhance their acquisition and use of new information; in other words, they help their students become more effective learners.

TASK TYPOLOGY IN TEACHING BEGINNERS' ITALIAN AS A FOREIGN LSP

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Within the framework of the Impletum project teachers of 2-year higher professional schools had the possibility to prepare their own official text books, not only internal teaching materials. It was also an opportunity for teachers of foreign languages for specific purposes, including Italian. The integrating of a general foreign language and its variations for specific purposes is a complex challenge for a teacher, as well as, in our case, future and/or current business assistants. The teaching of business Italian as a FL for specific purposes at lower levels (A1, A2) is relatively rare in the Slovenian school system. In most cases, the Italian teacher is expected to develop general language and some of its specific usage, as well as to establish at least some of the necessary intercultural competencies. To do so in the context of a few contact hours is a true challenge, but if the learners' mother tongue and English as a *lingua franca* are exploited, some learning processes can be "accelerated" by appropriate tasks (for reading and listening comprehension, learning vocabulary, productive skills). The paper mainly presents an analysis of tasks in a text book intended for Italian for business assistants. It aims to consider how a teacher of Italian as a FL for specific purposes can integrate three aspects: general development of the target language, frequent contents for specific users and the learning of specific terminology. The analysis shows how this can be made possible on the basis of appropriate tasks for Slovenian learners who are already familiar with the professional linguistic elements in Slovenian and partly in English (it is a foreign language learned at a higher level where ESP elements are also included). Such tasks also need to encourage a reflection on intercultural aspects as these permit business assistants, among others, to better understand the needs of Italian business partners and to fulfil their administrative expectations.

COLLOCATIONS, DICTIONARIES AND DICTIONARY ENTRIES with special regard to (ESP) dictionary articles in electrical engineering and computing

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Technical dictionaries are of great importance for development of any society. There have been more and more single and multi-field dictionaries issued lately in Slovenia which shows greater awareness of the need of dictionaries. In my paper I try to explain collocations, compounds and multi-word phrases in technical and general dictionaries and clarify the kinds of dictionaries as well as the description of the entries. My presentation is given in five parts: The first part presents collocations as multi-word words, various definitions of them, their structure and what they are, and gives the classification of the collocations as grammatical and semantic units as well as their importance. The emphasis is on the examples in electrical engineering and computer science. I compare them with similar phrases (collocations) in general language and with technical terms. Since it is difficult to separate collocations from compounds, I also try to explain the difference between them, how they are represented in dictionaries and what they are. With rapid development in the area of computing and telecommunication, a large number of new collocations can be found mostly there. Such collocations should be translated literally and with the definition of the concept added. They can be found in texts or professional standards and encyclopedias. The search of collocations can be done in various ways: by frequency of occurrence and significance. A concordance can be of important help. Collocation must be checked by translation. Errors in translation occur frequently, but the right translations for new collocations can not be found easily. A translator can not know new collocations. However, help of an expert is needed. The second part represents the specific components of dictionaries and dictionary entries. I discuss the types of dictionaries. The third part is a description of an entry in general and/or technical dictionaries, what the entry is. I put emphasis on technical dictionaries where certain entry components are not included. Relevant are definitions of technical terms where, in addition, I discuss the theory on it. Synonyms and antonyms, derivatives and other components of entries and their place in dictionaries are explained as well. The fourth part of the presentation explains the word list where and it should be noted that the macrostructure and microstructure of the dictionary are important. The final, the fifth part, shows the structure of the entries mentioned above in a figure.

ANALYSIS OF DISCOURSE USED IN TEXTS PUBLISHED IN A SCIENTIFIC JOURNAL

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One issue of a peer-reviewed, scientific journal, indexed in relevant databases, and containing 11 scientific articles, will be analysed. The first aim will be to identify the frequency of lemmas in all articles in this particular issue of the journal. Several things will be of interest in this respect – the length of an article (determined in terms of the number of tokens), the lexical to functional words ratio, the most frequent lemmas in articles considered as one text, and the most frequent lemmas per article with regard to the topic of an article, to the category of an article (preliminary communication, review, original scientific article) and to the country of origin of authors. The second aim will be to analyse the concordance, collocates, patterns and clusters of words, again both in all articles considered as one text and in each article separately, with regard to the topic of an article, to the category of an article and to the country of origin of authors. Consequently, the obtained results will be compared to show any differences in the structure of scientific discourse of kinesiological texts published in the English language. First the comparison will be done of each individual article to the whole-text format structure. Secondly, between-articles comparison will be done to show any possible differences as regards three criteria – the topic of an article, the category of an article and the country of origin of authors. Although this analysis will not allow any generalizations as regards the structure of scientific discourse of kinesiology, it may provide valuable information that will serve as the basis for the future, more extensive and detailed research in this respect.

KNOWLEDGE OF TERMS IN GERMAN FOR SPECIFIC PURPOSES: GENDER AND SPORT PREFERENCE

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Vocabulary knowledge is in focus of German for Specific Purposes at non-philological faculties in Croatia. Without knowing the basic concepts in a domain, one cannot ascribe them their correct names. The aim of the analysis was to analyse the knowledge of technical vocabulary in German with regard to gender and sport preference. The sample was comprised of 16 subjects – 9 men and 7 women, third-year students with the Faculty of Kinesiology University of Zagreb. To realize the aim of the research, an assessment tool was used that contained 27 terms – 12 from the field of general kinesiology and 15 from the field of sport. The subjects were asked to translate 27 German terms into Croatian. To determine any possible differences between the categories in both independent variables – *gender* and *sport preference* – Mann-Whitney U-test was used. *Gender* did not show to be a discriminating factor between two independent categories in each independent variable. *Sport preference* discriminated between individual and team sports participants only in one variable – *Offensiv-Rebound*. The traditional differences between men and women decrease continuously. The reasons for the decrease of gender-related differences in verbal skills between male and female kinesiology students are not completely clear and need to be investigated further, i.e. more factors should be taken into account, e.g. intelligence, social background, education, personal traits, etc. The analysis in this paper will suffice only to indicate the possible directions of future research. However, if these results be considered together with the results of analyses of English vocabulary knowledge, then a basis could be created which would serve as the starting point for investigations of foreign language technical vocabulary knowledge in general.

ERMITTLUNG DER ZUFRIEDENHEIT DER STUDENTEN MIT E-LEARNING BEIM DAF-SPRACHKURS

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Seitdem im Sommersemester 2007 an der Fakultät für Logistik der Universität Maribor zum ersten Mal Blended-Learning eingeführt wurde, wurde es zu einem festen Bestandteil des Studiums – auch beim Sprachkurs *Deutsch für Logistik*. Der Sprachkurs *Deutsch für Logistik* ist im ersten und zweiten Jahr des Logistikstudiums ein Pflichtfach. Der Kurs umfasst 60 Stunden, die über einen Zeitraum von acht Wochen durchgeführt werden. Dabei entfallen 30 *Stunden* auf E-Learning und 30 *Stunden* auf den *Präsenzunterricht*. Im Rahmen des E-Learning wird somit ein Teil der Lerninhalte Online bzw. in E-Form vermittelt. Neben den speziell verfassten Lerninhalten, werden jede Woche neue Übungen im virtuellen Moodle-Klassenzimmer zur Verfügung gestellt. Mehr noch, in diesem virtuellen Klassenzimmer können Studenten ihre Beiträge auf die Lernplattform hochladen und sie somit anderen Studenten zur Verfügung stellen, sie können aber auch an verschiedenen Forumsdiskussionen teilnehmen. Um den Lernerfolg zu steigern, wurde an der Fakultät für Logistik bereits zwei Semester nach der Implementierung des Blended Learning, in 2008, eine Umfrage durchgeführt, um die allgemeine Zufriedenheit der Studenten mit E-Learning beim Sprachkurs *Deutsch für Logistik* zu ermitteln. In 2010/2011 wurde die Befragung erneut durchgeführt, um Vergleiche anstellen zu können und *um* zu prüfen, ob Veränderungen eingetreten sind, damit eine kontinuierliche Verbesserung gewährleistet werden kann. Befragt wurden Studenten des ersten und zweiten Jahres des Logistik-Studiums aus vier verschiedenen Gruppen des Sprachkurses *Deutsch für Logistik*. Im folgenden Artikel werden Ergebnisse der aktuellsten Umfrage dargestellt und detailliert analysiert und mit jenen aus dem Jahr 2008 verglichen.

FACEWORK AND POLITENESS IN MODERN BUSINESS INTERACTION

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Email correspondence has become a common way of communicating in both, private and professional spheres. Moreover, emails are increasingly altering the culture of written communication as the writing style seems less official and to some extent even resembles spoken communication. It is in an email, in which our personal communication style comes to the fore, determining the success of communication, its intent and aim. Although, much research regarding the use of language in computer-mediated communication has been undertaken in English-speaking cultures and despite the fact that many user guidelines or rules on how to communicate through emails in English have been produced, many challenges remain for the teachers of intercultural communication, business communication and other foreign languages, including languages for specific purposes, in preparing students for modern business communication. This issue of how important it is to familiarize students with the role of different politeness and facework strategies in the most commonly faced writing tasks, i.e. construction of emails for professional purposes, will be supported by and based on the analysis of students' emails to a lecturer, produced in Slovenian language. More specifically, the perception of politeness and facework strategies used in emails will be evaluated with the objective to identify potential gaps for intercultural e-mail communication. Hence, the aim of the following paper is to discuss the role and importance of facework strategies in professional email use and their implications for teaching intercultural communication.

WHERE IS THE DISCUSSION SECTION? UNDERSTANDING RESEARCH ARTICLES IN THE FIELD OF LAW

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Professional writing genres shape areas of practice in fields with a high degree of specialization by building professional cultures which, eventually, determine the professional behaviour of those involved in their praxis. The practice of law research is an area where members of the professional community are expected to exchange ideas in a highly conventional, academic way by means of research articles (RAs). The motivation of this exchange is to make scholar and/or professional contributions to the research field where the writer and the reader need to show a full understanding of what Swales (1990) defined as the communicative purpose of a discourse community. In this paper we present a pilot study which examines the discourse moves of law RAs following the methodology of Dudley-Evans (1994) and Peacock (2002). Our research discusses the characteristics of rhetorical moves in the discussion section of law articles and contrasts our preliminary findings against those in law and other areas of scholar research. We found that the very notion of discussion section is not as well-limited as in other research areas. If the rationale of a genre determines the schematic structure of the discourse and, thus, influences and constrains choice of content and style, this finding problematizes the adoption of a rigid research framework for the analysis of RAs.

EXTENDING ESP KNOWLEDGE INTO PRACTICE

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It is of utmost importance for ESP learners to be able to transfer their newly-acquired ESP knowledge into practice in order to be successful in their future careers, where high foreign language competences are required. The question arises how to guarantee a smooth transfer of the learners' knowledge into practice. One of the crucial factors is ensuring enough opportunities for the learners to use their knowledge in practice already during their learning period. The paper will present a case of successful continuous flow of ESP knowledge into practice – the project "Our Trail to Knowledge", which is being carried out at the undergraduate study programme Viticulture and Enology at the University of Nova Gorica in the 2010–2011 academic year. In the first phase of the project, the students acquired ESP knowledge by being taught via modern and innovative ESP methods, some of which will also be briefly described. In the next phases, the project was extended to CLIL activities as well as to multilingual tasks. The project's outcome was the organisation of the foreign-language part of the traditional Students' Wine Festival at the University of Nova Gorica. The students used their ESP skills to present enological and viticultural topics to general audience, to produce a multilingual glossary of basic enological terms and to set up a website for a winery. Local as well as foreign students of different study programmes contributed to the project. The presentation will discuss the ESP methods used to achieve the aim of the project (i.e. successful extension of ESP knowledge into practice), present the new role of the lecturer, who is no longer only a teacher but also a "facilitator" providing the right connection between theory and practice.

DESIGNING EFFECTIVE WORK IN TEACHING PROFESSIONAL LANGUAGE IN THE BLENDED LEARNING MODEL

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Information technology has profoundly changed our lives. This fact is amply reflected by the wide range of software solutions that have become available in recent years to support teaching and learning processes. This being said, the introduction of modern information communication technology (ICT) not only impacted the way students learn but, first and foremost, influenced the way teachers teach. Today, teaching can be delivered either completely via the online virtual learning environment and its tools or it can involve a blend of e-learning and traditional classroom instruction, i.e. a combination that is referred to as *blended learning*. The importance of blended learning in foreign language teaching and learning should be stressed and recognized. Blended learning has developed as a result of criticism of the shortcomings of both, the traditional face-to-face instructions as well as the e-learning techniques. New media are always running a risk to be prematurely associated with high quality; this quality, however, can be achieved solely in a well-structured learning context, i.e. it should be based on sound media and educational concepts. The article addresses the issue which is repeatedly referred to by an increasing number of teachers: How to increase the efficiency of teaching/learning of a foreign language for specific purposes? How to design a course or a module for a foreign language for specific purposes in order to make it interesting and efficient for a student? Generally, virtual tools are very appealing and engaging to students and teachers alike. They can, however, be very ineffective if not carefully selected and planned. The article therefore focuses also on the adequacy of new competencies of course designers and teachers which need to be adapted to the requirements of new media. The article concludes by stressing the practical implementation of blended learning as well as the importance of inclusion of social, sociological as well as psychological aspects of teaching. The positive results of implementation of a blended learning module include, among other, a higher level of individual teaching as well as learning input.

APPLIED LINGUISTICS APPROACH TO INTERCULTURAL DIMENSION OF BUSINESS COMMUNICATION – DISCOURSE AND IDENTITY

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At the beginning of the 21 century, there appears a growing need of urgency to base our communication strategies, not only business but communication *per se*, in the solid environment of academic discipline such as intercultural communication. However, this approach tends to be slightly chaotic, and the whole concept of the discipline is blurred. This negative trend leads to various approaches, and we can see that intercultural communication – which should fight intercultural misunderstandings – becomes more theoretical than practical, and thus inapplicable. Applied linguistics approach to intercultural communication has the potential to provide solid foundations for the discipline. When communicating between cultures, we necessarily have to face indefinite number of discourses, i.e. discourse systems which we encounter. Applied linguistics perspective, often overlooked, is the key to a unifying approach which can achieve effective intercultural communication in order to manage cultural differences flexibly and sensibly, still, on a solid academic basis. I hold that intercultural communication must always be interpersonal communication since communication is never between cultures but individuals. The vague concept of *culture* thus leads to vague concept of the whole discipline, therefore, if we leave overemphasizing aspects of culture and focus on applied linguistics and discourse analysis, we arrive at how language, or discourse, constructs our understanding of difference and identity, i.e. how meaning is negotiated and arrived at in interaction with difference and otherness. Acquiring the conceptual tools to manage these interactions is the task of applied linguistics and consequently can lead to better understanding of both global and domestic diversity trends which are under way in our current society.

GENDER STUDIES AS PART OF THE ENGLISH LANGUAGE CURRICULUM AT THE BA LEVEL

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Including gender studies into the English language curriculum at the BA level presents certain challenges and problems. The problems arise mainly from the nature of the subject itself, from the fact that the subject is part of the curriculum in English as a foreign language, and from the lower level of knowledge of English and linguistics that students of English have at the beginning of their studies. The paper discusses the purpose of gender studies at this level and the potential pitfalls. It offers some suggestions on the appropriate content and different ways of adapting this content to students of English as a foreign language. It gives examples of specific topics and tasks which have proved to be effective.

INTERCULTURAL DIMENSIONS OF TEACHING AND LEARNING IN AN LSP COURSE

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As a result of economic globalization and the opening of new markets, an increasing number of companies are faced with intercultural challenges. Professionals in a global business environment communicate with people who have different values, behavioral norms, and ways of perceiving reality. Consequently, intercultural competencies have become important for a wider range and larger number of people in business than ever before. Diversity of cultural values can penetrate into and influence business and professional intercultural communication dramatically. Therefore, intercultural dimensions should be introduced into any LSP course. In order to prepare students to become effective in the multiple cultural contexts they are likely to face, it is necessary for teaching professionals to identify, clarify, and find the most effective ways to integrate culture and its dimensions into the LSP course. This will enable teachers to develop communicative as well as intercultural skills and competence in their students. Since any LSP course is rather straightforward and is aimed at satisfying students' specific needs, educational purpose should be quite transparent, and the course program clearly structured. Given that any intercultural communication is strongly influenced by linguistic, cognitive, and intercultural aspects, LSP courses should give priority to raising cultural awareness of students, as well as structuring and comparing culture concept frames, which will further determine the choice and flexibility of behavioural strategies. In view of this, the features and skills shaping intercultural competence need to be revealed within an LSP course, laying foundation to the approach in the methodology for developing its model.

AN INTERACTIVE TOOL FOR VOCABULARY ACQUISITION IN THE NEW PROFILE FOR LANGUAGE TEACHERS

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This paper will deal with the use of ICT in lexical acquisition in the field of Teacher Training. The main aim is to explain the outcomes of the use of an interactive tool to promote vocabulary acquisition in the field of Teacher Training. This experience was carried out in the Faculty of Education at the University of Córdoba, Spain. We chose carefully a selection of words related to "language assessment and evaluation". We will explain the structure of the exercises, which follows a cognitive-based reasoning and was adapted for this vocabulary acquisition experience. This intervention is motivated by a diagnosed lack of knowledge in the students, namely in vocabulary related to the aforementioned methodological area. With it, we will demonstrate that ICT and distance learning may provide an option to improve their professional profile as referred in Kelly and Grenfell's *European Profile for Language Teacher Education.*

THE USE OF SECOND FOREIGN LANGUAGE AMONG GRADUATES IN PROFESSIONAL SCOPE

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The Foreign Language Department at Zagreb School of Economics and Management (ZSEM) offers 4 mandatory ESP courses and many other foreign languages as elective courses. Since the knowledge of English in today's business world is no longer contested, students are obliged to take a second foreign language as an elective course. They can choose between French, German, Italian, Spanish, Russian, Arabic, Chinese, and Japanese. The aim of the research is to analyze the choice and the use of the second foreign language in a professional setting among the ZSEM alumni, ZSEM working students and the fourth-year students who have completed their internships. More specifically, the research questions cover the following topics: students` rationale for choosing a particular language, influence of the knowledge of the second language on their employability and the frequency of the use of the second foreign language in their work. An online survey is conducted and the results processed by the statistical tool SPSS. The research shows that students want to learn the basics of the second or third foreign language, rather then to improve the second foreign language they learned in the high school. European languages are traditionally the most popular, but there is a growth of interest in Asian languages and Arabic. The knowledge of a second foreign language enhances the employability of graduates, but rather a small number of them use it later in their work. This research helps to detect the necessary adjustments of the foreign language courses to the mission of the school: transfer of values, knowledge, and skills that students need for long-term success in a globalized business world undergoing constant technological and market transformations.

MAKING USE OF PROFESSIONAL ENGLISH ONLINE

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As business English trainers today are expected to prepare and teach their classes, keep on top of the latest trends in methodology and language, and constantly find new materials to interest their learners, a website which can support them in their quest is very welcome. Professional English Online is the Cambridge University Press website set up specifically for trainers in the field of business English and ESP. The wide range of materials which can be downloaded, printed out and used in class are up-to-date and provide a number of topics which can liven up a lesson and enable both learners and trainers to stay current on topical issues in the professional world. In addition, articles, podcasts and vodcasts provide support to the professional development of teachers and can be used as stand-alone products or as supplements to other products produced by CUP. In this interactive workshop, you will discover how to introduce and work with the latest news by looking at the quote of the week and discuss possibilities for using this in your classroom. You will also find out how to incorporate new phrases into your teaching with "Jargon Buster", a feature which explains and gives sources and exercises for up-to-date phrases in the field of finance or general business English. You will receive copies and try out several photocopiable activities written by business English trainers and discover how to download and use them in your classes. In addition, we will take a look at the community aspects of the site as well as the types of articles which appear and can be downloaded and printed out to use for professional development.

BRIDGING THE GENDER GAP IN STUDENT PROFESSIONAL FOREIGN LANGUAGE COMPETENCE

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Professional foreign language competence, developed in higher education, is based on student verbal skills. Although many researchers have confirmed the superiority of women verbal skills over those of men (Geske, Ozola, 2007; Johansone, 2003; Cole/Willingham/Cole, 1997), some researchers strongly challenge this aspect (Mathuranath a. o., 2003; Cameron, 2007; Omrčen/Bosnar, 2010). A list of researchers has shown that the differences between men and women in some abilities constantly decreases and even disappears (Zwick, 2002; Viskić-Štalec/Katović, 2001). Student achievement was compared in two subjects: Professional Communication (109 students) and Sport biochemistry (225 students), as well as were compared student Scores total in presentations in foreign language, and Scores along five different presentation scoring criteria (110 students). The normality of the distribution of results on each dependent variable was tested by Kolmogorov-Smirnov test, and the significance of differences between the achievement of both genders for each variable was determined by the Mann-Whitney U test. The results of the series of Mann-Whitney U tests showed that men and women:

1. Grades Total in the study course of Professional foreign language are not statistically significantly different;
2. Grades Total in the study course of Sport Biochemistry are statistically significantly different (women Grades are higher);
3. Scores Total and Scores according to 5 presentation scoring criteria are not statistically different in the opinion of the lecturer, but are statistically significantly different accordingly with student self-assessment and peer assessment.

DEVELOPING STUDENTS' ENGLISH LANGUAGE COMPETENCE

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Communicative competence is the ability to send messages which promote attainment of goals while maintaining social acceptability. Competent communicators attempt to align themselves with each other's goals and methods to produce a smooth, productive and often enjoyable dialogue. The aim of this research was to investigate self-perceived communicative competence (SPCC) of students of Engineering Management in General English and English for Specific Purposes (ESP). Over a period of three years (2008–2010) a longitudinal study was carried out starting with the first year students at the Faculty of Technical Sciences in Novi Sad, and was repeated with the same sample of students during their second and third year of study. Participation was voluntary and took place during regular class time. The measure of communicative competence employed was the *Revised Self-perceived Communication Competence Scale* (2008) which was developed to obtain information concerning how competent student feel they are in a variety of communication contexts and with a variety of types of receivers. The results of the study indicated that differences in SPCC between the years do exist. The SPCC gradually improved between the first, the second and the third year. The research was also motivated by gaining better overview of the teaching activity. An anonymous questionnaire provided many useful hints and ideas for further work. A thorough analysis of the overall teaching procedure is essential to get some feedback and talk to students in order to evaluate both, them and ourselves as well as the teaching syllabus.

THE USE OF E-LEARNING SOFTWARE PLATFORMS IN THE LEARNING OF MODULES OF PROFESSIONAL LANGUAGES IN THE EUROPEAN SPACE FOR HIGHER EDUCATION

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In Spain, as in the rest of the countries under the European Space for Higher Education, the Bologna Declaration is having a profound impact on the structure of degree programmes and consequently on teaching and learning processes. The new credit system is radically transforming the philosophy of university teaching as well as changing the role of teachers and students at tertiary level. One of the key elements for the success of the whole schema is the involvement of students in their own learning process and the autonomous work that they should carry out. In this paper we propose the use of an e-learning platform created and maintained by the University of Murcia to be used by students and teachers. This platform is widely used in academic contexts to allow students to work at their own rate and get acquainted with an e-learning environment. We will highlight the importance of providing students with exercises and complementary material for them to work at their pace. We will stress the advantages of using the platform in the teaching of any module, especially those related to the learning of professional languages.

FRENCH – LANGUAGE FOR SPECIFIC PURPOSE IN SPECIALISED TRANSLATION MODULES ON THE DEPARTMENT OF TRANSLATION STUDIES IN THE BOLOGNA PROCESS

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Since 2006, the Department of Translation studies has undergone the Bologna process that affected the teaching of translation at the Master level. The course is divided into 3-years Bachelor Degree, called Interlingual Mediation, and a 2-years' Master Degree. With the new system, students can join directly into Master Course after completing any Bachelor degree if they pass the entrance exam. Common European Framework of Reference for Languages is applied to measure their language competences that have to correspond to the equivalent of the C1 level of both foreign languages. Besides that, students have to acquire the translation competence that is taught within the general translation modules and within the modules of specialised translation. The second considerable change within the Bologna process is the status of previous C-languages. In the new curriculum those languages were given the same status as English (first foreign language) with as many contact hours and with the same obligations, translation being performed from and into them. Within the modules of specialised translation, students: can choose among legal translation, translation of business and business correspondence texts, political texts and translation of social sciences and arts texts.

As French language is one of the previous C-languages, we will present, in the following lines, its role in the specialised translation modules, namely social sciences and arts text translation. In that module, special stress is given to the translation of non-literary texts. The techniques and strategies adopted for this field will be presented and special needs for specific purposes explored and commented with examples. The stress is given to the knowledge of French and Slovene stylistics, also highest point of grammar knowledge and, last but not least, cultural competence indispensible for coping with culturally specific terms.

ICT FOR TEACHING (CORPORATE) CULTURE

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ICT, namely the Internet, enables access to a limitless source of ESP resources and teaching materials such as movies, video clips, e-books and book extracts, newspapers, magazines and articles, book and film reviews, specialized web-sites, songs, lyrics, etc. Available online materials can be used in a Business English classroom to provide students with insight into the English-speaking business culture and test their knowledge on various aspects of today's business in general. They can also be used to illustrate the studied points with authentic examples, reinforce the teaching material or simply make the class more interesting and memorable. This paper focuses on pragmatic use of ICT and its sources. It elaborates on the advantages of using authentic materials in class and the benefits of such teaching for the student. The workshop concentrates on a few examples from practice: the use of a TV-series intro video clip and the accompanying song to "spice up" a Business English class on the importance of personal appearance in business; a quiz on business etiquette to test the students' knowledge on what is acceptable in various social situations; a discussion on how important it is to be aware of cultural differences in the field of international business; exploring what mission statements are by looking at some samples and authentic mission statements from the Internet and trying to write one. The workshop guides the participants through some of the activities mentioned above and offers ready-made materials which can be used in class.

COMPETITION BETWEEN STUDENTS AS A MEANS OF STUDENTS' MOTIVATION IN LEARNING LSP

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In the context of globalization the foreign language skills are considered to be an integral part of a high-quality education. The language skills not only perform the educational function but also provide students with further information resources on their specialty, which can be used to conduct researches and produce articles or reports on their specialty. The article describes the arrangements organized for the students of the first, second and third year of study at International Higher School of Business, SibSAU. The arrangements are aimed at the enhancement of students' interest in learning Business English via competition between different teams. The projects offered allow unlocking creativity, demonstrating leadership qualities and time management skills in teams, using the knowledge gained on their specialty as well as specialized vocabulary. The first-year students are offered to participate in the Phonetic contest, which is the final event on the completion of the phonetic course for the freshmen. The contestants compete with each other by presenting poems, scenes from their favorite writings or songs. The further event, which is called "Week of Managers", involves students of the 2, 4 and 6 semester. Different groups of students receive different assignments according to their background knowledge and the level of English. Thus, the first-year students work in groups preparing a company presentation covering issues given. The second-year students demonstrate videos with the purpose to promote their faculty. The third-year students organize a fair of travel agencies during which every team presents a stand trying to attract new clients. Such arrangements are aimed at demonstrating students' talents and spheres of interests. Moreover, they contribute to the development of students' creativity, inter-disciplinary skills, as well as their knowledge of the English business vocabulary and managerial skills as these are the key factors in the process of becoming a manager.

WEB-BASED SEMINAR AS A TOOL FOR LEARNING PROFESSIONAL FOREIGN LANGUAGES. LIVE-LEARNING: WHEREVER & WHENEVER

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DOBA, Faculty of Applied Business and Social Studies Maribor, first implemented e-learning or distance learning in 2000 and has been carrying it out successfully since. The Faculty is the only such institution in Slovenia providing graduate and post-graduate study programmes entirely as e-programmes. The target group are adult or mature students who due to a variety of social constraints need a more flexible and self-directed way of learning, a quality and effective training and results assessment. The academic year 2010/2011 saw the introduction of new and alternative ways of learning professional foreign languages and of knowledge evaluation with the help of state-of-the-art communication tools. The project objective was to enhance the knowledge of professional foreign languages as well as the students' awareness of the importance to learn languages, to facilitate the development of oral expression, to stimulate the self-directed learning, to minimise chances of fraud and plagiarism, to raise awareness of personal responsibility of each individual for his/her learning and study success, and to ensure the results credibility. We believe that with the use of various communication tools, such as webinars and Skype especially in language courses, learning a foreign language has become a more active and effective process. At the same time, the information technology and communication tools enhance the need for regular learning process, increase the quality of acquired knowledge and language skills, provide for a better success rate and satisfaction of students with language courses. On the other hand, the introduction of ever-changing language training and evaluation methods demand a continuous upgrade and development of pedagogic skills of high-school teachers and mentors as well as those of expert workers, not to forget new communication tools and their use to be mastered by the pedagogic staff.

APPROACHES TO SYLLABUS DESIGN IN ENGLISH FOR ECONOMISTS

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If Language for Specific Purposes (LSP) should be seen as an approach to language learning directed by specific and apparent reasons for learning, then a syllabus is a document which says what will be learnt in order to meet the learning needs and provides a set of criteria for materials selection. What it also provides is standardization of a course. One of the first syllabus models in Communicative Language Teaching was Wilkins's model that was described as a notional syllabus. The Council of Europe expanded and developed it to include descriptions of the objectives of foreign language courses, the situations in which a foreign language is typically used, the topics that are likely to be talked about, the functions the language is needed for, the notions made use of in communication, as well as vocabulary and grammar needed. The result was published as *Threshold Level English* (van Ek and Alexander, 1980). Which syllabus model should be favoured in LSP depends on learner's reasons for learning, while for successful learning to occur, the syllabus must take into account the eventual uses the learner will make of the target language, which is often different from the learner's perceived needs. Thus, taking an approach based solely on a single syllabus model is likely, ultimately, to be sterile and unpalatable. It is like food cooked and evaluated only to satisfy the criterion "It should be nourishing". Additionally, language learning is believed to be more motivating when learners are focused on something other than language such as ideas, opinions or problem-solving, i.e. when the task of language learning is inherently interesting to them. Therefore, this paper sets out to discuss various approaches to syllabus design in English for economists, especially those coming from/originating from the Task-Based Language Teaching and Content-Based Instruction as varieties of Communicative Language Teaching.

TRANSLATION AND FOREIGN LANGUAGE TEACHING

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The great majority of professional translators work with texts that are "specialized" in the sense that they can be differentiated from "general" texts according to some parameters: for example, purpose, target audience, subject matter, and structural conventions. In consequence, translator training today consists of two main components of equal importance: general translation and introduction to specialized translation. If there is a well established tradition for teaching general translation, the same cannot be said for specialized translation. In the paper, I suggest that the best preparation for specialized translation is also systematic teaching of specialized language. Also the importance of terminology cannot be denied. The translator who has to do translation in a specialized domain must get to know notions and terminology of the domain. Thus, the purpose of the paper is to study some parameters in terminology teaching within the framework of French specialized terminology offered by the Department of Translation at the Faculty of Arts in Ljubljana. The program takes into account multiple aspects, which represent an important issue in translation. Mastering specialized terminology is often a source of difficulties, since any specialized discipline uses its own vocabulary. The present paper draws on the analysis of some specificities of legal terminology in particular for the teaching of the French legal system in Slovenian legal education. My contribution will be in French.

CURRICULA ANALYSIS OF TERTIARY LEVEL BUSINESS GERMAN COURSES IN SERBIA

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The aim of this paper is to elaborate on the place which foreign language courses, especially those designed for specific purposes, currently occupy in the tertiary level curricula in Serbia, by investigating the weekly number of these classes and the diversity of languages on offer. The curricula in question have been devised relatively recently in accordance with the Bologna system of education, first introduced in Serbian state universities in 2006. According to the 2010–2011 academic year data, the value of foreign language teaching (both general and for specific purposes) is underestimated in undergraduate studies, as precedence is given to core courses. The central part of the paper will provide insights regarding Business German courses and their relevance in the field of European and international business communication. Furthermore, a detailed analysis of Business German curricula will determine not only which competences and skills are to be developed in students and which teaching methods are commonly used, but also which language skills are emphasized in the teaching process.

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