

## III. REPORTS

### **“LSP teaching – current trends, desiderata, research perspectives”. Institute of Applied Linguistics of Adam Mickiewicz University, Poznań, Poland, 05-06.07.2023**

The “LSP Teaching – current research trends, desiderata, research perspectives” conference was held in Poznań on July 5–6, 2023. The venue of the conference was Collegium Novum, and it was organized by the Institute of Applied Linguistics UAM and the LSP Teacher Education Online Course for Professional Development Consortium. The conference included many renowned participants and was distinguished by its intimate and supportive atmosphere, fostering a collaborative spirit that resonated with both academics and practitioners in the field of Languages for Specific Purposes (LSP).

The LSP conference was only a fraction of a larger project, called LSP-TEOC.PRO, which was dedicated to assisting LSP lecturers already in the field, or even people wishing to enter the field to get acquainted with the discipline, the demands, planning and teaching of LSP courses, through a platform that is freely accessible for everyone. Conducted in three languages, English, German and Polish, the conference enabled LSP researchers and teachers from many European, as well as non-European countries to attend, learn, exchange ideas and network.

The conference had two primary goals. Firstly, it connected individuals with an academic or professional interest in LSP, and secondly, it unveiled the results of the LSP online course, initially conducted as a testing phase. This course, tailored for LSP educators, received positive feedback, with a significant majority of the participants (n=82, 89,1%) reporting through a questionnaire that they had acquired knowledge that they intend to implement in their teaching practices. One participant reported that, “I learned so many things from LSP, and in the future, I’m planning to teach those things to my students,” which highlights the course’s practical application, and its potential to enhance LSP teaching methodologies. It is freely available and can be accessed at: <http://lsp-teoc-pro.de>. This initiative was a culmination of the successful evaluation of the TRAILS project, which originally began as a teacher training summer school. By building on the previous experience gained from TRAILS, undertaken in 2019, the project identified a significant gap between the needs of teachers and the actual educational situation. This disparity has also been emphasized in articles by Belcher (2013) and Ding and Bruce (2017), who stress that the chances for educators to acquire ESP/EAP qualifications are limited because there are relatively few academic programs available at universities worldwide. More specifically, Bošnjak-Terzić (2018) found only 12 courses available online. Hence, to address this discrepancy, a comprehensive program was developed, based on the aforementioned identified needs. The conference served as a platform for sharing

these developments, particularly the pathways followed by participants in the LSP Teacher Education Online Course (LSP-TEOC.PRO).

Overall, the conference attracted a total of 61 participants, including 28 from 12 Polish universities and 33 from 13 foreign universities, both European and non-European. With a manageable number of participants, the event allowed attendees to engage in discussions and forge connections on a personal level. The creation of a small academic group "EAP-Poland" comprised in part by participants of the conference, was one such example. This connectedness promoted a sense of belonging and facilitated in-depth exchanges of ideas. From the outset, the conference's intimate setting played a pivotal role in creating an atmosphere where attendees were welcomed into an environment that prioritized open dialogue, shared learning, and meaningful connections. This atmosphere was achieved through a combination of deliberate program design and the active participation of enthusiastic scholars and educators.

After the opening of the conference by the organisers, Dr Joanna Kic-Drgas, Dr Joanna Woźniak, and Dr Elżbieta Dziurewicz, the inaugural sessions commenced. The first day of the conference centred on the presentation of two significant research projects, namely TRAILS and LSP-TEOC.PRO, which was followed by the presentation of the project's outcomes by the eight teams participating in the project, the Croatian team (Sveučiliste u Zagrebu), the Spanish team (Universidad de Cadiz), the Slovenian team (Univerza v Ljubljani), the German team (Jade Hochschule), the French team (Universite de Bordeaux) the Turkish team (University of Çukurova), the Polish team (Adam Mickiewicz University) and the English team (Arcola).

Following the presentation of the research projects, and after the lunch break, the conference proceeded with two consecutive workshops and featured two keynote speakers. One of them was led by Professor Astrid Ebenberger from the University College of Teacher Education in Wien / Krems, Austria. The workshop, entitled "From the importance of the beginning," focused on the critical role of teachers in enhancing the quality of learning experiences. Ebenberger emphasized "expert scaffolding" and the reciprocal relationship between teachers and learners. She provided insights into foreign language teaching (FLT) and teacher education in Austria, particularly highlighting the curricular reforms in the new system of teacher education (2005/2013) that had an impact on training in primary and secondary school education. Ebenberger underscored the teacher's role as a motivator in FLT, stressing their responsibility in promoting intercultural understanding and facilitating authentic language experiences. She noted the importance of teachers projecting positive images, especially crucial in the initial stages of foreign language learning. The workshop promoted the holistic development of learners, incorporating aesthetic dimensions and emotions in language teaching, and encouraged the support of learner autonomy, viewing mistakes as growth opportunities. The workshop also delved into the evolving role of teachers in FLT, emphasizing experiential learning, learner autonomy, the significance of metacognitive learning strategies, and the importance of self-regulation. Ebenberger highlighted the concept of reciprocal learning, where learners model their language skills on their teachers. The session included hands-on demonstrations of cooperative learning methods and station-based CLIL activities, which are linked to the United Nations' Sustainable Development Goals (SDGs). In conclusion, Professor Ebenberger stressed the pivotal role of teacher professionalism, education, and ongoing training in effective FLT. She raised questions about the primary teacher education system's

ability to foster high-quality, lifelong language learning in Austria. The workshop provided valuable insights into FLT and teacher education in Austria, by focusing on the evolving role of teachers and the importance of continuous educator development. Professor Ferit Kılıçkaya from Burdur Mehmet Akif Ersoy University in Turkey, delivered the second workshop on the "Use of artificial intelligence in LSP: Challenges and opportunities", which delved into artificial intelligence (AI) and its implications in the field of Language for Specific Purposes (LSP) education. With a focus on elucidating the challenges and opportunities inherent to AI integration, the workshop fostered a comprehensive understanding of AI's role in this specialized educational context. The workshop began with an introduction which contextualized AI's roots in computer science, encompassing fields such as machine learning, and robotics, and how this then led to its recent popularity, due to tools like ChatGPT and MidJourney. This prompted a substantive discussion of AI's role in education, with a specific focus on its impact on language teaching and learning. Participants explored concerns about AI potentially replacing human input and promoting academic misconduct, with institutions considering AI bans. The workshop also provided a platform for scholars and researchers to illuminate the potential benefits of AI in education, with Professor Ferit Kılıçkaya showcasing the practical applications of AI platforms like ChatGPT and MidJourney. He demonstrated how LSP teachers can effectively utilize these technologies to enhance aspects such as self-reflection, critical thinking, and inquiry-based learning within their instructional methods. Participants generated texts with simple prompts, as well as exercises, and tested the accuracy of these tools. In conclusion, Professor Ferit Kılıçkaya, summarized key insights and encouraged participants to reflect on the challenges and opportunities related to materials design and teaching techniques in the context of AI in education. The workshop, with its dynamic exchange of ideas and exploration of AI's multifarious impacts, contributed to a deeper comprehension of the intricacies surrounding AI's role in LSP teaching.

Overall, the two workshops provided valuable insights into the challenges and opportunities in AI integration in LSP teaching and the importance of effective teacher education in foreign language instruction. After the conclusion of the workshops, the first day of the conference culminated in an organized tour of Poznań's historic old city, showcasing its notable monuments. The tour was followed by a conference dinner, giving a delightful social conclusion to a day full of educational activities.

The second day of the conference commenced with a plenary talk, led by Jacek Makowski and Agnieszka Stawikowska entitled "Individual and institutional multilingualism in professional and specialized communication in the sector of modern business services in Poland," which was followed by an interactive discussion session.

Subsequently, the conference proceeded with parallel sessions which encompassed a wide array of topics. These parallel sessions were divided into morning and afternoon sessions. They were conducted in four separate rooms, each presided over by a professor from Adam Mickiewicz University. The themes of the parallel sessions showcased a lot of diversity, reflecting the rich variety of research and discussion topics in the field.

In the first part of the parallel sessions, the conference featured a variety of topics, each addressing unique themes. These included Jaroslava Štefková, Elena Kovacikova, and Katrina Zambrova, who discussed "The process of implementation of CLIL." Andrzej Dąbrowski

shared innovative methods for motivating students in legal English in "How to boost students' motivation in the legal English classroom?" Sabina A. Nowak presented on "Using board games for alternative assessment in CLIL." Leticia Goia bridged theory and practice in language immersion for medical students in "Language immersion classes for medical students: From theory to practice." Last but not least, Olena Petrashchuk focused on using video materials to enhance aviation personnel's speaking skills in "Use of specialist video materials for boosting speaking skills of aviation personnel."

The conference was thoughtfully structured to facilitate a deep and varied exploration of the field. The first set of plenary sessions laid the foundational themes and introduced key issues in LSP. These sessions, led by experts in the field, provided comprehensive insights into the current state and challenges in LSP teaching and research. Following this, the conference smoothly transitioned to a series of plenary talks. The first plenary session, delivered by Aleksandra Matulewska, focused on "LSP teaching – multidimensional adaptation and localization of textbooks." This session explored strategies for tailoring textbooks to specifically address the needs of learners and educators in the Languages for Specific Purposes field. The second plenary talk was led by Ferit Kılıçkaya who spoke on the "Use of artificial intelligence in LSP: Challenges and opportunities." This talk delved into how AI can be integrated into LSP teaching, discussing the potential challenges and opportunities that such technology brings to language education. The third and last plenary session, was presented by Gölge Seferoğlu, who concentrated on "Recent trends in LSP research." This session highlighted the latest developments and research trends in the LSP field, providing insights into the evolution of language studies for specific purposes.

After the insightful plenary talks, the conference transitioned into another set of parallel sessions, allowing for a deeper exploration of specific topics within the broader context of LSP, established by the keynotes. In the afternoon set of parallel sessions, Artur Urbaniak explored the evolving realm of rhetoric in "Storytelling: Current trends in teaching public speaking." María Victoria Guadamillas Gómez offered insights into informal communication with her session on "Exploring 'small talk' in oral mediation tasks: Functions and analysis." The integration of technology in language teaching was discussed by Peter Gee in "The threats and opportunities AI offers LSP tutors in preparing subject specific learning materials and assessments." Maria Ammari delved into the use of linguistic resources in "Incorporating corpora in ESP classes: Raising teachers' corpora awareness." Marlena Iwona Bielak focused on the skill of translation in "Formation of students' translation competences and specialist languages vis-à-vis diploma dissertations." Finally, Mehmet Galip Zorba and Arda Arikan addressed the challenges faced by non-native English speakers in academia in "Postgraduate students' writer's block in English as an academic language: Reasons and remedies." Each session contributed valuable perspectives to the broader discussion of specialized language education. Moreover, alternating between plenary sessions and focused talks ensured a comprehensive coverage of topics, facilitating both a broad understanding of LSP as a field and a deeper dive into its specific areas of interest. Each of these sessions contributed valuable perspectives to the broader discussion of specialized language education. It's important to note that these sessions represent only a fraction of the diverse range of parallel sessions offered, each contributing unique insights and fostering further discussion within the field of LSP.

One of the hallmarks of the conference was the unwavering support and encouragement demonstrated by both presenters and attendees. This supportive atmosphere was evident during the Q&A sessions following presentations, where constructive feedback and insightful questions were met with enthusiasm. Participants freely shared their experiences, challenges, and successes in the realm of LSP teaching, which created a nurturing environment that extended beyond the conference.

#### List of abbreviations

AI: Artificial Intelligence

CLIL: Content and Language Integrated Learning

ESP: English for Specific Purposes

EAP: English for Academic Purposes

FLT: Foreign Language Teaching

LSP: Languages for Specific Purposes

TEOC: Teacher Education Online Course

SDGs: Sustainable Development Goals

TRAILS: LSP Teacher Training Summer School

UAM: Adam Mickiewicz University

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MARIA AMMARI

Adam Mickiewicz University, Poznań

maria.ammari@amu.edu.pl

<https://orcid.org/0000-0002-5386-2427>

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