

# Book of Abstracts





## Keynote

**Simona Kalová** (Masaryk University, Czech Republic)

*Does Accuracy Really Matter?*

*Interpreting the Results of a Corpus-based Analysis of Advanced English in Czech Tertiary Education*

“Advanced learners tend to be fluent but not very accurate” is surely an observation made by many language teachers (not exclusively) at universities. This plenary session will present a corpus-based analysis of advanced learner English, both written and spoken, in an attempt to provide evidence that accuracy does, indeed, need attention from both learners and teachers. Terms of *error* and *accuracy* will first be defined, and some controversies related to the choice of *norm* in English language teaching will be briefly addressed. Areas frequently affected by errors will then be presented in more detail based on a corpus analysis of samples of students written and spoken language, providing some important implications for language practitioners.

**Simona Kalová** is an assistant professor at the Department of English and American Studies, Faculty of Arts, Masaryk University, Brno. She holds an M.A. degree in English and Italian language and literature, and a Ph.D. in Foreign Language Didactics. In her research, Simona focuses on aspects of learner language, the role of errors and questions of norm in ELT. She is an enthusiastic teacher and regards her students as her main source of inspiration.

## Workshops

**Ivana Mičínová** (University College of Business, Czech Republic)

*Complex cognitive tasks with high levels of uncertainty – a way to stimulate language and professional growth in HE students*

Designing classroom practices in English for Specific Purposes in Higher Education always include decisions that take into account learning goals of the field of study and student learning needs. In case of high achieving students with English proficiency well beyond B2, it is even more challenging to engage students in activities that are considered meaningful and stimulate their language growth. One way of doing so is to use complex cognitive tasks with high level of uncertainty that allow integrating communicative skills with team work, problem-solving and personal growth. This study analyses the benefits of such tasks by evaluating student feedback and teacher's observation notes from the activity held in 3 groups of 54 students in total. The results are organized in a SWOT analysis and didactical recommendations are given to ensure the conditions under which student profit most from engaging in solving complex tasks. Despite multiple benefits of suggested classroom activities, teachers need to be aware of potential risks. One of the most serious include problems arising from failing team work and potential personal conflicts. A teacher who decides to use complex activities should educate themselves in social psychology, namely in the area of managing people and organizing team work, so that they are well prepared to facilitate the activities in the desired way and prevent potential conflicts that would threaten group cohesion and wellbeing.

**Ivana Mičínová** teaches courses of Business English and English for Management at the University College of Business in Prague. Recently she has published articles exploring teaching and testing academic skills, development of academic identity, peer assessment, adaptation processes in undergraduates and their approaches to learning. Currently she is finishing her PhD studies in Higher Education Pedagogy at Faculty of Arts, Charles University. Her dissertation project explores approaches to learning in seminar paper assignments.

**Blanka Pojslová** (Masaryk University, Czech Republic)

*Developing ESP oral performance assessment tools*

The development of an assessment tool which serves for assessing foreign language proficiency should undergo the basic cycle of test development where success in one stage depends on the outcomes of the preceding stage. This cycle begins with producing test specifications, followed by writing test items or tasks. Once the test materials have been submitted, they must be checked for quality. The quality control phase of test development consists of item/task moderation using expert judgement and follow-up revision of the test items or tasks. The result of this phase is the assessment tool ready for piloting and pretesting on a sample test population with the aim to finalize the tool for going into a live assessment. Within the context of this process, the workshop participants will be introduced to principles and good practice for production and moderation of the test items/tasks adjusted to oral assessment tasks.

**Blanka Pojslová** is an assistant professor at the Language Centre (LC) of Masaryk University, Brno. She holds an M.A. degree in English language and literature, and a Ph.D. in Foreign Language Didactics. She teaches ESP and EAP courses at the LC Department of the Faculty of Economics and Administration of Masaryk University where she runs the Language department. In her research, Blanka focuses on the role of teacher and peer feedback on the quality of ESP students' writing production while exploring learner language with natural language processing tools. Her professional and research interests also include foreign language assessment, ESP methodology, intercultural communication, and corpus linguistics.

## Presenters

**Beer, Axel and Martin Herles** (University of Vienna, Austria)

*Implementing an LSP course in a master's program on business communication – reinventing the wheel?*

When designing the curriculum for our upcoming master's program in Business Communication, we faced the challenge of combining our traditional expertise in (foreign) language teaching and the needs of contemporary communication settings. With language forming one of the pillars of the new program, it was decided early on that our students – with business backgrounds of varying degrees – would greatly benefit from a class on language for specific purposes at the beginning of their studies. However, while no one would doubt the relevance of LSP in a business communication setting, the question inevitably arises how such a course can be taught in a manner that does not regurgitate all that has been said before yet again and provide students with tangible results that not only tie in with the rest of the program, but also leave them with the feeling that they picked up skills that will actually prove useful in their future (business) lives. Therefore, we looked at existing LSP classes in comparable settings, started a needs analysis (even if very limited in scope), and pieced together tasks and elements we consider relevant as well as entertaining in order to achieve the goals mentioned above. This talk will describe our journey in putting together the syllabus for our course and invite the audience to share their thoughts and concerns on our draft agenda.

**Dančišinová, Lucia** (University of Prešov, Slovak Republic)

*Auto-evaluation of English Language Skills of Management Students in the Context of Professional Foreign Language Teaching*

At present, work practice increasingly requires competencies or skills that add value to the general education of employees. The aim of the paper is to present the results of the needs analysis of management students to describe the specifics of foreign language teaching as a way to develop soft skills for practice in a global environment. It illustrates the changing needs of student population. At the end of the winter semester of the academic year 2021/2022, a questionnaire survey was conducted among master's degree management students aimed at auto-evaluation of their foreign language skills and shortcomings. Master's students assessed their foreign language skills in the middle of the assessment scale, with respondents with poorer English proficiency also identifying a higher number of areas in which they see their weaknesses and also slightly accumulating the causes of these shortcomings. The

results of the survey illustrate the expectations of management students which can serve as a basis for the LSP course.

**Kapralikova, Ivana** (University of Economics, Slovak Republic)

*Abbreviations in modern business correspondence and their pedagogical implications*

The aim of our contribution is to outline the necessity of using abbreviation processes in contemporary written business correspondence and to demonstrate the means of creating abbreviations in this specific area of English. Therefore, we contribute to the issues of English lexicology and especially word formation in business English. In the light of the latest trends of economization of speech in business communication, the abbreviation formation is highly topical and for this reason we focus on the analysis of the content of written business correspondence. For a better understanding of the issue of economization of speech and business correspondence, we introduce the basic abbreviation principles, categorize the abbreviations and point out their linguistic peculiarities. We then define business communication in more detail, focusing on written correspondence. We explain the importance of business correspondence and name new trends in this area. By using the method of corpus analysis, we qualitatively describe the regularities and irregularities in the creation of abbreviations extracted, which allows us to find out which abbreviation phenomena are a reflection of the real characteristics of the jargon of business correspondence, and which are rarely found in it. Additionally, we present the glossary of newly formed general in-house abbreviations used between employees and the abbreviations used in various departments of a company. Finally, pedagogical implications of our findings are demonstrated.

**Kiss Kulenović, Boglarka and Višnja Kabalin Borenić** (University of Zagreb, Croatia)

*Student reactions to online learning and online teaching tools used during the Covid-19 pandemic*

In this paper, we are planning to present the results of a quantitative survey on online learning carried out among 185 first-year students at the Faculty of Economics and Business, University of Zagreb. The classes were taught in a synchronous manner, with an emphasis on in-class student participation and regular submission of homework assignments. The paper will also discuss the instructors' experience with using online tools in a university setting. The online tools were part of the Google Classroom LMS. The survey concerned students' reactions to online learning in a Business English class over the course of 20 weeks. It consisted of two parts, one administered at the point of entry into the program, the other at the end of online teaching, when restrictions due to the Covid-19 pandemic were lifted. The survey



contained questions regarding four main areas: general information about students, general preferences about online learning, motivation and self-discipline questions and opinions about online tools and activities. Although it is obvious that students greatly preferred in-person classes, and online activities failed to boost their motivation and self-discipline, in the given circumstances reactions to specific online activities ranged from mildly positive to quite positive. The results of the survey suggest that online teaching tools and activities can be beneficially incorporated into in-person classes in the future. The authors will make suggestions and recommendations on how particular goals can be achieved using specific online tools.

**Kocurova-Giurgiu, Ioana** (Skoda Auto University, Czech Republic)

*Using positive psychology to manage tensions in international classrooms at tertiary education levels*

Different models from positive psychology have been successfully employed to boost student engagement and increase learning capacity. With conflict, either at individual level as well as group or national level becoming more a norm than an exception in various contexts, this paper aims to explore and illustrate how positive psychology can be used to keep mixed groups of students – Czechs, Russians, Ukrainians, Belarusians, Germans, Kazaks, Slovaks – interested, engaged, focused and feeling safe in volatile and unpredictable times. The model discussed is being applied in language classrooms at the Skoda Auto University in the Czech Republic to foster engagement but particularly to keep spirits high in these troubling times. The paper aims to illustrate how Seligman's PERMA model prevailed in maintaining a sense of normality in the classroom. Three critical incidents will be discussed and presented along with their impact on the teacher, students directly involved and the remainder of participants. Focused on enhancing positive emotional responses- Positive emotion, Engagement, Relationships, Meaning, Accomplishments (PERMA; Seligman, 2012) - PERMA is also an improved predictor of psychological distress (Forgeard et al., 2011). This means that proactively working on the components of PERMA not only increases aspects of wellbeing, but also decreases psychological distress which is crucial not only in fostering learning but mostly in establishing a relationship in the classroom that will allow mixed groups of students to work together toward common projects and share accomplishments, regardless of detrimental factors as stress, fear, disengagement or even prejudice. Research has shown significant positive associations between each of the PERMA components and physical health, vitality, job or academic satisfaction, life satisfaction, and commitment within organizations or projects (Kern, Waters, Alder, & White, 2014).

This paper explores how all these aspects translate into the classroom. While the case studies are chosen from language and competencies courses, the lessons learned can be reproduced for other types of courses regardless of the topic.

**Kozárová, Irina** (University of Prešov, Slovak Republic)

*The development of intercultural communicative competence in the context of teaching the applied English language to the students of economics and management*

The paper deals with the development of intercultural communicative competence in the context of teaching the applied English language to the students of economics and management. The aim of the paper is to present several techniques for developing intercultural communicative competence (comparison, cultural capsule, noticing, prediction, role-play, research and presentation, personal diaries) and share experience of their application in teaching the course Applied Foreign Language for Managers (English). The paper gives examples of specific teaching activities that can be used in the context of the mixed Slovak-Ukrainian-Russian class and discusses how these activities can be used not only to develop intercultural communicative competence concerning the target culture but also to motivate students to be aware of the specificities of their own and their colleagues' cultures.

**Maier, Tomas** (University of Economics, Slovak Republic)

*The position of the passive voice in the academic and professional style*

The article is dedicated to the position of the passive voice in the academic and, above all, professional style in the environment of an economic college using the example of the University of Economics in Bratislava, the capital of Slovakia. On the basis of the author's longstanding work not only as a teacher of economic German but also as an interpreter, translator, secretary and personal assistant to a top manager in the administrative centre of a corporation, concrete examples of the supporting function of various forms of the passive voice in semantic fields of lexicology and syntax are presented. The general task of various forms and substitute forms of the so-called suffering type consists, as in the academic style and in the technical language, in their simplification and accuracy of the presentation of the courses in economic or commercial law practice. This includes presentations, training, commercial contracts, and correct commercial communication.

**Maierová, Eva** (University of Economics, Slovak Republic)

*Perceptions of plagiarism by students of the University of Economics in Bratislava*

Plagiarism is one of the ways of breaching academic integrity with which institutions on the tertiary education level have to deal. It undermines the very purpose of obtaining education, and plagiarising final theses diminishes the value of university education in society. However, plagiarism does not apply to qualifications theses only as it is present in seminar papers, projects, and assignments. Therefore, it is necessary to tackle this issue in all university courses, including foreign language courses. Stemming from the definition of plagiarism and its classification the goal of the paper is to analyse how students of the University of Economics in Bratislava perceive this issue. The analysis is based on an anonymous questionnaire distributed among students of six faculties of the University of Economics in Bratislava. The questionnaire was divided into four sections. The aim of the first part is to collect general information about the student (faculty, the year and the level of studies, gender), which will serve as the basis for studying potential differences in students' approaches to plagiarism. The second part deals with students' perceptions of what constitutes plagiarism. The third part studies what students see as the reasons leading to plagiarizing. The final, fourth part explores the possible ways of plagiarism prevention. A Likert scale was used to measure students' attitudes. The results obtained from the questionnaire will also be compared with how the opinions are reflected in seminar papers delivered at the end of English language courses. The paper aims to provide the ground for a better understanding of plagiarism from students' viewpoints and thus help find effective ways how to eliminate this phenomenon to the greatest possible extent in the future.

**Ozola, Inese** (University of Life Sciences and Technologies, Latvia)

*Developing Oral Presentation Skills of Economics and Business Undergraduate Students*

In recent years the influence of soft skills on employability of university graduates has increased. The previous research of the author showed that oral communication in a foreign language was one of the most required skills by employers. Therefore, developing oral presentation skills is an integral part of the study course "ESP for Students of Economics and Business" for undergraduate students at Latvia University of Life Sciences and Technologies. The curriculum of the university includes content-based ESP courses in the first and second years of undergraduate studies which are integrated in the whole study process. The process of getting ready for oral presentations is arranged as a step-by-step procedure during one semester. It is a content-based, meaningful, student-centred activity, which requires students to plan, research resources, structure the material, prepare visuals in the form of

Point slides and get ready for the public speech in front of the group. A follow-up question-and-answer session provides students with an opportunity to practice speaking skills in a situation close to real life. The feedback and assessment on students' ability to present orally is provided by an academic staff member after each presentation according to the given criteria. One of the benefits of oral presentations is that students have an opportunity to communicate with peers in a natural way, it is a learner-centred activity where students are considered to be active participants of the study process. The assessment of presentations focuses on the students' ability to speak fluently and accurately in English, to arrange and present information in a clear and logical way to the audience with a relevant use of visual and technical aids, to think critically and communicate effectively.

**Phillips, Dita** (Masaryk University, Czech Republic)

*The role of translation in teaching ESP*

The role of translation in teaching ESP For the most part of the 20th century translation was seen as, at best, controversial as a teaching method due to its association with the unpopular grammar-translation methodology. However, with the increasing demand for English at the end of the century and the significant rise in the number of teachers who share their students' L1, translation has been experiencing a comeback. It is especially at the tertiary level and in the context of ESP, where translation for the purpose of language improvement, rather than translation for its own sake, has become a standard part of teaching practice. This development has, particularly in recent years, been supported by the use of convenient digital tools, such as Quizlet, Wordwall or even Google translate. Nonetheless, the role of translation in teaching and its use in the classroom seems to be left very much to the teacher's discretion. The purpose of this presentation is to explore some advantages and disadvantages of the use of translation with students, particularly learners of Business English, and raise discussion about useful activities and successful practice in this area.

**Pojšlová, Blanka** (Masaryk University, Czech Republic)

*Peer and teacher feedback on ESP writing: Students' perspective*

A process-genre approach to teaching writing advocates feedback on students' writing not only from the teacher, but also from the peers. The peer feedback is theoretically supported by sociocultural theory, collaborative learning theory and interactionist perspective on second language acquisition. Numerous studies revealed benefits of peer feedback together with some constraints, both of which

were reflected when surveying 32 undergraduate ESP students about their perception of peer and teacher feedback on their writing development.

The aim of this presentation is to share the results of the study exploring ESP students' perception of giving and receiving peer feedback on the first draft of their writing and comparing the perception of peer feedback with perception of teacher feedback on the second draft with regard to the development of their writing. The results of the survey confirmed strong preference of the students for teacher feedback but revealed that students can also recognize and realize the benefits of providing and receiving peer feedback on their writing.

**Pokorná, Jarmila, Eva Tomášková, Eva Večerková, Hana Kallus** (Masaryk University, Czech Republic)

*Collaboration of an ESP Teacher with Subject Experts*

Today's world requires new approaches to dealing with work issues and different work organization. Experts in the field, lawyers, economists and others often work in mixed teams in big companies and deal with issues which are crossing different areas. Some of our students are well aware of that and welcome opportunities to attend courses which encourage them to think "outside the box" and use and apply their theoretical knowledge on case studies, which they analyse, discuss, and further work with. They practise negotiation, argumentation and gain heightened awareness about the meaning of language in a particular discipline. Based on valuable experience with preparing such a course and co-teaching it in English, we look at different roles of an ESP teacher and expert teachers of law and economics. There were several constraints to be considered. The syllabus, materials, methods of teaching and tasks in-class and outside class. The last part of the presentation will also explain the linguistic analysis of documents and authentic materials and the linguistic research which stemmed from it.

**Prekrtić, Siniša and Ivana Francetić** (University of Zagreb, Croatia)

*Assessing proficiency in English for specific purposes – the case of Aviation English*

Assessing language proficiency in aviation has been a contentious matter. In 2003 the International Civil Aviation Organization (ICAO) introduced a standard for assessing proficiency in English for licencing pilots and air traffic controllers involved in international operations. ICAO's Language Proficiency Requirements (LPRs) articulate this standard mainly through the language proficiency rating scale and a set of holistic descriptors of various categories of linguistic performance. The main focus of this attempt at standardization – the language proficiency rating scale – has since its creation come under considerable criticism from both linguists and

aviation professionals for different reasons. Furthermore, although ICAO did impose a standard of minimum language proficiency, it currently does not offer a standardized test for assessing the minimum required level of this proficiency. Thus, both the standard for determining successful performance and the assessment tools used for this variety of English for specific purposes have been a focus of continuous research and debate. In our paper we will present the key points of this debate with a particular focus on how they can inform theoretical and practical problems of ESP proficiency assessments. First, we will present why ICAO's attempt at standardization of minimum proficiency requirements has garnered so much criticism. Second, we will talk about problems with validating Aviation English tests. In our conclusion, we will bring these two points together to show what assessing proficiency in Aviation English can teach us about ESP testing in general.

**Sinkus, Tatjana** (University of Life Sciences and Technologies, Latvia)

*The Potential of Blended Learning and Students' Perceptions on its Implementation in ESP Course in Business Management Studies*

Foreign language teachers at higher educational institutions during COVID-19 pandemics were forced to review traditional face-to-face classroom strategies and find effective pedagogical solutions to teach professional English in new circumstances caused by lockdown periods. Blended learning approach which combines technology and digital media with traditional instructor-led classroom methodologies was adopted in Latvia University of Life Sciences and Technologies and integrated into the professional English course for undergraduate business management students. The research emphasizes the importance of reflection in the educational process and is aimed to examine students' perceptions of their blended learning experience. In the course of the study, a semi-structured interview and a questionnaire was administered

involving business management students. The analysis of the results obtained in student reflection provided empirical evidence to the claim that the students were beneficially affected as a result of the blended learning environment in the professional English course. Conclusions of the research findings and recommendations for ESP teachers are provided, they could also be useful for an ordinary post pandemic study process.

**Vargová, Dominika** (Comenius University, Slovakia)

*Developing transferable skills within the course in translation of specialized texts*

In this paper, we identify transferable skills in the educational process and analyse their importance in order to prepare a graduate able to face the growing demands of

the 21st century society. The impetus is the fact that socio-political and economic changes affect the conditions of work performance and change the expectations of employers also from the graduates of philology. The student is often confronted with the requirements such as "analytical thinking", "ability to work in a team", and "ability to solve problems" for the first time when reading job advertisements, even though the study does respond to labour market trends. The aim is to present which parts of the content of the course "translation of specialized texts" reflect the above-mentioned requirements, and also to suggest modifications to the curriculum in order to create space for the development of transferable skills. The means will be the evaluation of the developed competencies for translation and the evaluation of the degree of their adequacy by comparison with transferable skills. In this paper, we would like to draw attention to the fact that although the course "translation of specialized texts" allows students to specialize, it also takes into account the possibility of their employment in sector other than the provision of language services.

### Poster presentation

**Veškrnová, Daniela** (Masaryk University, Czech Republic)

*New uses of mediation in the teaching of French for professional purposes*

Mediation, introduced into foreign language teaching by the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2001), has been redefined and described in more details, including examples of new scales and descriptors to assess mediation skills in the *Common Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume* (2020). This new view of mediation, which connects reception, production and interaction, is already appearing in textbooks for teaching French for professional purposes that have appeared on the market in the last two years. In this paper, we will underline mediation activities and strategies that are useful in the context of professional communication and that correspond to new trends in foreign language didactics.

## Bio Notes

### **Beer, Axel**

**Axel Beer** is a graduate of the Vienna University of Economics and Business (WU). He also dabbled in a few other academic fields (such as translation and law), but has stayed true to his alma mater. He has always focused on the U. S. and American English in general, and claims to be the Department's resident Disney expert in particular. His teaching includes among other things, a long-running lecture on Life in Britain and the U.S., together with Martin Herles (who is responsible for the British part), and various communication courses at a master's level.

### **Dančišinová, Lucia**

**Lucia Dančišinová** is the head of department and an assistant professor at the Department of Intercultural Communication at the Faculty of Management and Business of the University of Prešov in Prešov. She received her PhD. in general linguistics in 2012 at the Faculty of Arts, University of Prešov in Prešov and studied for her master's degree in British and American Studies at the same faculty. She runs courses on ESP, LSP, and intercultural communication. In her research, she focuses on intercultural communication, cultural intelligence, and communicative competence in the context of ESP, LSP and professional language teaching.

### **Francetić, Ivana**

**Ivana Francetić** is the Head of Chair for Aviation English at the Faculty of Transport and Traffic Sciences. She teaches Aviation English and Radio-telephony Communications to military pilot, civil pilot and air traffic control students. She graduated in English Language and Literature at the Faculty of Humanities and Social Sciences, University of Zagreb, Croatia in 1996. During 1999 and 2000 she finished ICAO Aerodrome Control Course 052 and ICAO Approach Radar Course 053 at Bailbrook College, Bath, Great Britain. Since 2009 she is an ATPL Theoretical Instructor at HR/ATO 002 (Croatian Aviation Training Centre), Zagreb, Croatia for subjects 091 VFR communications, 092 IFR communications and Senior ATC Instructor for the ATCO CCC Initial training at HUSK (Croatian ATC Training Centre) – HR/ATCOTO 001. In September 2008 she was certified as RELTA (RMIT English Worldwide, Melbourne, Australia) test examiner and rater for English language proficiency test for pilots and air-traffic controllers as required by ICAO. She has finished a number of courses including “Managing teams and discipline”, “Integrated teaching methods”, “Mental maps”, “Public relations and



public appearing”, “Teaching methods”, “Teaching systems”, “Aims and competences”, “Syllabus”.

### **Herles, Martin**

**Martin Herles** graduated from Vienna University of Economics and Business, but additionally holds a degree in English and Linguistics from the University of Vienna. His areas of research include text linguistics, sociolinguistics, language change in general, social security, and British cultural studies. In addition to the lecture on Life in Britain and the U.S. taught in tandem with Axel, his teaching portfolio ranges from academic writing classes to business English courses, and everything in between.

### **Kabalin Borenić, Višnja**

**Višnja Kabalin Borenić** is a senior lecturer of Business English at the Faculty of Economics and Business she has earned her doctorate in applied linguistics at the University of Zadar, Croatia. Her research interests include L2 attitudes and motivation, LSP and language instruction in higher education.

### **Kallus, Hana**

**Hana Kallus** is an ESP and EAP teacher and teacher trainer and applied linguist at the Language Centre, Masaryk University.

### **Kapralikova, Ivana**

**Ivana Kapralikova** (MA Education and English language, MA Politology, PhD., Asst.Prof. of Business and Medical English) is currently working at the University of Economics and Comenius University in Bratislava. Her research interests include lexicology, jargon of the European Union institutions, psycholinguistics, and didactics of English language.

### **Kiss Kulenović, Boglarka**

**Boglarka Kiss Kulenović** is a senior lecturer of Business English at the Faculty of Economics and Business, University of Zagreb. She earned her MA at the University of Debrecen, Hungary. Her research interests include teaching LSP using authentic texts, infographics and various online teaching tools.

### **Kocurova-Giurgiu, Ioana**

**Ioana Kocurova-Giurgiu** MA is a lecturer at Skoda Auto University in the Czech Republic teaching skill courses from communication skills to academic focus. One of her main interests is to create a safe environment in her classes that fosters engagement and further learning and promotes free conversations. Using positive psychology, she encourages students to collaborate, to teach and assess each other. Currently, she is interested in motivation and motivating factors in the learning process focusing her attention on student interaction and immersion learning while promoting positive emotion, strengthening relationships in the classroom and focusing on meaningful tasks with clear accomplishments.

### **Kozárová, Irina**

**Irina Kozárová** studied modern non-Slavonic philology (with specialization in English language and literature) and political science at the Faculty of Arts of the University of Prešov in Prešov. Since 2018, she has been a senior lecturer at the Department of Intercultural Communication at the Faculty of Management and Business of the University of Prešov in Prešov. At present, she runs courses on English for Specific Purposes in Management and Environmental Management Bachelor programmes.

### **Maier, Tomas**

**Tomas Maier** is a teacher at the Faculty of Applied Languages of the University of Economics in Bratislava, the capital of the Slovak Republic. He teaches business German and publishes in German, teaching methodology, German, and Austrian history. He studied Russian, history and German at the University of West Bohemia and at Comenius University.

### **Maierová, Eva**

**Eva Maierová** works at the Department of English Language, Faculty of Applied Languages, University of Economics in Bratislava, e-mail: [eva.maierova@euba.sk](mailto:eva.maierova@euba.sk). The author joined the Department of English Language at the Faculty of Applied Languages of the University of Economics in Bratislava in 2016. She teaches Business English for Advanced Students at all faculties of the University of Economics in Bratislava, Culture and Communication at the Faculty of International Relations, and Business Slovak for Advanced Students. In her research, she focuses on abbreviation processes in English, digitally mediated communication, vocabulary acquisition, and idioms in business communication. She is also a co-author of textbooks of the Slovak language for foreigners.

### **Mičínová, Ivana**

**Ivana Mičínová** teaches courses of Business English and English for Management at the University College of Business in Prague. Recently she has published articles exploring teaching and testing academic skills, development of academic identity, peer assessment, adaptation processes in undergraduates and their approaches to learning. Currently she is finishing her PhD studies in Higher Education Pedagogy at Faculty of Arts, Charles University. Her dissertation project explores approaches to learning in seminar paper assignments.

### **Ozola, Inese**

**Inese Ozola** is an assistant professor of the Language Centre at the Latvia University of Life Sciences and Technologies. She teaches ESP courses to the students of Economics, Business, Land Management and Administration. She has participated in the implementation of several international educational projects. Currently she works in the ERASMUS+ international project "LSP4Employability".

### **Phillips, Dita**

**Dita Phillips** has been involved in English-language teaching since 1999. She holds an MA in English as well as the CELTA and DELTA qualifications. She has been working as a teacher trainer since 2010 and has taught and trained in different countries, including the UK and Malta. In 2021 she joined the team of English language lecturers at the Faculty of Economics and Administration at Masaryk University. Dita is a regular attendee and presenter at international teaching conferences, and her specialist interests are continuous professional development and the use of technology in language teaching.

### **Pojslová, Blanka**

**Blanka Pojslová** is an assistant professor at the Language Centre (LC) of Masaryk University, Brno. She holds an M.A. degree in English language and literature, and a Ph.D. in Foreign Language Didactics. She teaches ESP and EAP courses at the LC Department of the Faculty of Economics and Administration of Masaryk University where she runs the Language department. In her research, Blanka focuses on the role of teacher and peer feedback on the quality of ESP students' writing production while exploring learner language with natural language processing tools. Her professional and research interests also include foreign language assessment, ESP methodology, intercultural communication, and corpus linguistics.

**Pokorná, Jarmila**

**Jarmila Pokorná** is a professor of business law at the Faculty of Law, Masaryk University.

**Prekratić, Siniša**

**Siniša Prekratić** is a lecturer at the Faculty of Transport and Traffic Sciences, University of Zagreb, where he teaches Aviation English. He also teaches English for Academic Purposes and Speaking and Presentations Skills in English at the Department of Communication Studies, Faculty of Croatian Studies. He has taught General English and English for Specific Purposes courses and worked in lexicography and publishing.

**Sinkus, Tatjana**

**Tatjana Sinkus** comes from Latvia. She holds a doctoral degree in Pedagogy (DR. PAED.) and work as an assistant professor and Head of Languages Centre in Latvia University of Life Sciences and Technologies. She teaches professional and Academic English courses to undergraduate and postgraduate students of IT, Forestry, Business Administration, Environmental Engineering. Research topic is development of competencies in the professional and Academic English Course.

**Tomášková, Eva**

**Eva Tomášková** is a senior lecturer in economics at the the Faculty of Law, Masaryk University.

**Vargová, Dominika**

**Dominika Vargová** is a graduate of the Faculty of Arts at the Comenius University in Bratislava, Slovakia in the field of study philology, study programme translation and interpreting (English and Russian languages). During her doctorate studies, she had conducted research of the influence of the Russian language on the language and culture of postsoviet countries. Since 2016, she has been an Assistant professor at the Faculty of Applied Languages at the University of Economics in Bratislava, Department of Linguistics and Translatology. She has been giving lectures on Translatology and teaching Translation, Interpreting, and Academic writing. In her research, she focuses on didactics of translation and interpreting, dynamic changes in the profession of translators and interpreters and current conditions of these professions in academia and praxis.

**Večerková, Eva**

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**Veškrnová, Daniela**

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