

Introduction

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This publication originates from the LSP-TEOC.Pro Project, a three-year initiative (September 2020 – August 2023) funded by the ERASMUS+ grant program of the European Union under grant no. 2020-1-DE01-005687. The strategic partnership consortium comprised ten member institutions, nine of which are directly involved in teaching Languages for Specific Purposes (LSP): Jade Hochschule Wilhelmshaven/Oldenburg/Elsfleth in Germany, Université de Bordeaux in France, Univerza v Ljubljani in Slovenia, Università degli Studi di Bergamo in Italy, Arcola Research LLP in the United Kingdom, Universidad de Cádiz in Spain, Uniwersytet im. Adama Mickiewicza w Poznaniu in Poland, Sveučilište u Zagrebu in Croatia, and Çukurova University in Turkey.

Language for Specific Purposes (LSP) has become a crucial area of linguistic research and education, as globalisation and professional specialization demand increasingly tailored approaches to language teaching and learning. In educational settings worldwide, LSP students are often required to acquire not only general language competence but also the ability to communicate effectively within their specific fields of study or professional domains. LSP is therefore instrumental in bridging the gap between language learning and practical, real-world applications in areas such as business, law, healthcare, tourism, international relations, etc.

LSP Teaching: Practices, Innovations, Technology explores current trends, challenges, and technological advancements shaping the LSP field today. It brings together a collection of research-driven studies and practical insights from scholars and practitioners who are actively engaged in LSP education. These chapters offer a comprehensive look at the different ways in which educators are developing and adapting their teaching methods to meet the specific needs of their learners, while also embracing new technologies that are transforming both the practice and theory of LSP.

The book examines diverse aspects of LSP and takes a multidisciplinary approach, covering a wide array of professional fields and educational contexts. It delves into the potential of AI-powered tools, used for different purposes such as generating tailored materials and translating specific texts. The volume also explores innovative and motivating pedagogical techniques, such as incorporating global issues into LSP syllabi and using literature to enrich learning. Additionally, it sheds light on the specific needs of LSP teachers in secondary education and the challenges faced by post-

graduate students in academic writing. Through these varied perspectives, the book provides valuable insights for both researchers and practitioners in this field. From the use of Large Language Models (LLMs) in the creation of tailored learning materials for management students, to exploring how Italian culinary culture is reflected in English and Polish, the contributions in this volume underscore the richness and diversity of LSP applications.

By compiling these diverse perspectives, *LSP Teaching: Practices, Innovations, Technology* seeks to provide a roadmap for educators and researchers who are working in this evolving field. It not only sheds light on the practical strategies that can be implemented in LSP classrooms but also engages with broader theoretical discussions on how to balance technological integration with traditional language teaching methods. The goal is to offer readers an informed and comprehensive understanding of how LSP can be taught effectively in various contexts, and how new approaches can address the specific linguistic, cognitive, and cultural needs of students.

The chapters presented in this book reflect the challenges educators face when developing materials for niche areas that go beyond the general curriculum. Whether it is addressing student motivation, incorporating AI tools into the translation process, or investigating the causes of writer's block in postgraduate students, each chapter provides valuable insights into how LSP teaching can be both innovative and effective.

In the opening chapter, Agnieszka Błażek (Adam Mickiewicz University, Poland) examines the teaching of specialised communication in Poland, drawing on Kalverkämper's (2023) call to redefine the field as both research-oriented and socially responsible. This discussion is framed within the context of multilingual education, with a seminar model from the MA Applied Linguistics programme at Adam Mickiewicz University serving as a practical example of implementation.

In the second chapter, Peter Gee (Lazarski University, Poland) offers a critical assessment of how LLMs such as ChatGPT can be leveraged to produce tailored English for Specific Academic Purposes materials for undergraduate management students. The chapter underscores the need for suitable course materials and examines how LLMs can rapidly generate texts while addressing both opportunities and challenges of AI-driven content creation.

Anna Godzich and Szymon Machowski (Adam Mickiewicz University, Poland) adopt a glottodidactic approach to Italian culinary terms in English and Polish. By analyzing the adaptation of regional Italian culinary language in the U.S. and Poland, they explore linguistic and cultural borrowing. This study sheds light on how culinary terms from Italy reflect the cultural identity of its cuisine in different linguistic environments.

In her chapter, Beata Grzeszczakowska-Pawlikowska (University of Lodz, Poland) conducts a comparative analysis of professional communication as addressed

in the CEFR (2001/2020) and *Profile deutsch* (2017). The analysis reveals that while the CEFR treats this domain inconsistently, *Profile deutsch* adopts a more systematic approach, underscoring the necessity for comprehensive competence models and structured curricula.

María Victoria Guadamillas Gómez (University of Castilla-La Mancha, Spain) addresses syllabus design for English in International Relations (IR), focusing on global issues like climate change, migration, and gender equality. This chapter emphasizes the integration of Sustainable Development Goals (SDGs) and task-based learning within the syllabus, designed to enhance both linguistic competence and students' awareness of pressing international topics.

Joanna Kic-Drgas and Aleksandra Matulewska (both from Adam Mickiewicz University, Poland) critically analyse the Polish Act of 29 October 2021, colloquially referred to as the 'New Order,' through the lens of the Jasnopis tool. Their findings underscore the incoherence and complexity of the law, which complicates comprehension during the *vacatio legis* period, violating the legal principle *Impossibilium nulla obligatio est*. Additionally, an experiment conducted with applied linguistics students measured the time required to read and understand the text.

Sławomira Kolsut (Silesian University of Technology, Poland) investigates the role of cooperative learning in engaging German language learners in business communication courses. The study evaluates how cooperative learning techniques foster interaction and dialogue, thereby enhancing engagement and communication skills, while also assessing the components that contribute to learner engagement.

Joanna Kubaszczyk (Adam Mickiewicz University, Poland) examines the role of various types of knowledge, including semantic and factual, in teaching specialised language to translators. Utilizing Fillmore's theory of interpretative frames, she highlights the importance of activating conceptual structures to enhance comprehension and ensure translation accuracy.

In the digital age, the role of AI in translation is crucial. Aleksandra Matulewska (Adam Mickiewicz University, Poland) explores how AI tools such as Google Translate and DeepL impact LSP translation. She discusses both the benefits and risks of incorporating AI into translation studies and proposes tasks to guide students in responsible AI use, ensuring human verification remains central in the process.

Ayşe Yildiz (Burdur Mehmet Akif Ersoy University, Turkey) advocates for the inclusion of literature in LSP teaching, presenting it as a tool to enrich language learning through critical thinking and cultural awareness. Using William Wordsworth's poem, "I Wandered Lonely as a Cloud", Yildiz illustrates how literature can be applied within LSP courses to enhance both language skills and cultural engagement.

Magdalena Sowa (Maria Skłodowska-Curie University, Poland) shifts the focus to secondary education in Poland, exploring the needs of LSP teachers in vocational and technical secondary schools. Through surveys and classroom observations,

Sowa identifies critical areas where LSP teachers require further training, particularly in curriculum design and methodology.

Grażyna Strzelecka (University of Warsaw, Poland) explores the teaching of tourism-related technical language within philological programmes. The study focuses on the intersection of language skills and subject knowledge, presenting a German-Polish contrastive analysis to highlight challenges such as terminology and text types specific to the tourism sector.

Finally, the chapter by Mehmet Galip Zorba and Arda Arikan (Akdeniz University, Turkey) investigates writer's block among postgraduate students, an often-overlooked barrier in academic writing. The authors analyse the contributing factors, such as perfectionism and time constraints, and suggest practical strategies for overcoming these challenges.

This volume showcases the multifaceted nature of LSP, offering examples of courses designed to meet the linguistic needs of specific professional contexts and providing students with valuable skills for success in today's globalised world. It presents a wide array of innovative approaches to meeting the needs of today's learners. By focusing on both theoretical insights and practical applications, *LSP Teaching: Practices, Innovations, Technology* offers a comprehensive resource for educators and researchers who want to comprehend the changing field of language teaching for specific purposes.

We also wish to acknowledge the two reviewers whose expert evaluations have made a substantial contribution to the scholarly quality of this volume:

- Prof. Dr. hab. Olena Petrashchuk, for her assessment of the English-language contributions;
- Prof. Dr. hab. Barbara Skowronek, for her assessment of the German-language contributions.

Zum neuen Selbstverständnis der Didaktik der mehrsprachigen Fachkommunikation in Polen

On the new self-understanding of the didactics of specialised multilingual communication in Poland

AGNIESZKA BŁAŻEK

Abstract. This paper focuses on the teaching and learning of specialised communication within the academic field in Poland. It takes up Kalverkämper's (2023) thesis that specialised communication research (and thus also higher education specialised communication didactics) needs a new self-understanding, not only as a discipline that offers selective, research-based and soon probably automated assistance, but also as a social mediation discipline with educational responsibility. This plea is discussed and further developed here for multilingual specialised communication education in Poland, taking into account its local conditions. Subsequently, a concept for the seminar 'Theories of Specialised Communication' is presented, which is offered as part of the Master's degree programme in Applied Linguistics at Adam Mickiewicz University in Poznań and is a first attempt to implement the new self-understanding of teaching and learning of specialised communication to the university teaching practice.

Keywords: multilingual specialised communication, didactics of specialised communication, model of specialised communication, didactic proposal for specialised communication

1 Einführung

Die Ausbildung im Bereich der mehrsprachigen Fachkommunikation ist mittlerweile fester Bestandteil der Hochschullandschaft in Polen. Die Studiengänge, die sich mit Fachkommunikation befassen, sind allerdings weder in den sozialwissenschaftlich orientierten Kommunikationswissenschaften (*vide* Kommunikation) noch in den einzelnen Fachdisziplinen (*vide* Fach) angesiedelt, sondern in den linguistisch bzw. translationswissenschaftlich orientierten Disziplinen. Allein diese Tatsache wäre eine weitere Diskussion wert. An dieser Stelle sei nur angemerkt, dass der Grund dafür in der linguistischen Fundierung der Entwicklung der Fachkommunikationsforschung in ihren verschiedenen Etappen liegt (vgl. z. B. Schubert 2007: 139–160, Grucza 2013: 13–55, Roelcke 2020, Kalverkämper 2023: 81–98), aber auch in den für die zwei- oder mehrsprachige Fachkommunikation entwickelten Lösungen bzw. Hilfestellungen kontrastivlinguistischer, textlinguistischer, translationswis-

senschaftlicher oder fremdsprachendidaktischer Art (vgl. Schubert 2007: 161–203). Auf der Grundlage dieser forschungsfundierten Lösungen werden Hochschulkurse zur Erstellung und Optimierung technischer, juristischer, medizinischer usw. Texte bzw. deren Übersetzung, zur technischen Redaktion usw. angeboten.

Sobald die urheberrechtlichen Schwierigkeiten bei der Erstellung von Fachtextkorpora überwunden sind, werden die Ergebnisse groß angelegter korpuslinguistischer Studien das bereits bestehende Lehrangebot noch erweitern und attraktiver machen, denn gerade große Fachtextkorpora sind, wenn sie für ein konkretes Fach vorliegen, bestens dazu geeignet, die sehr ausgeprägte Konventionalität der Fachsprache zu erfassen, um die fachsprachlichen Konventionen dann didaktisch nutzbar zu machen. Darüber hinaus wird die technische Entwicklung den Einsatz von KI-Infrastrukturen und -Technologien im Dienste der Fachkommunikation ermöglichen. Man könnte vermuten, dass uns eine blühende Zukunft der Optimierung der Fachkommunikation bevorsteht. Trotz dieser optimistischen Vision fordert Kalverkämper (2023) eindringlich und fast kontrovers dazu auf, über die Zukunftsformate der Fachkommunikationsforschung – und wir möchten ergänzen – auch über die Zukunftsformate der Fachkommunikationsdidaktik neu nachzudenken.

In diesem Beitrag wird die These von Kalverkämper (2023) aufgegriffen, dass die Fachkommunikationsforschung (und damit auch die hochschulische Fachkommunikationsdidaktik) ein neues Selbstverständnis braucht und zwar nicht nur als eine Disziplin die punktuelle forschungsfundierte und bald automatisierte Hilfeleistungen anbietet, sondern als eine gesellschaftliche Vermittlungsdisziplin mit Bildungsverantwortung. Dieses Plädoyer wird hier für die mehrsprachige Fachkommunikationsausbildung in Polen unter Berücksichtigung ihrer lokalen Bedingungen diskutiert und weiterentwickelt. Anschließend wird ein Konzept für das Seminar „Theorien der Fachkommunikation“ vorgestellt, das im Rahmen des Masterstudiengangs Angewandte Linguistik an der Adam-Mickiewicz-Universität in Poznań angeboten wird und sich als ein erster Versuch versteht, das hier vorgestellte neue Selbstverständnis der Fachkommunikationsdidaktik in die hochschuldidaktische Praxis umzusetzen.