

6. međunarodna konferencija
SUVREMENI IZAZOVI U POUČAVANJU JEZIKA STRUKE

6th International Conference
CONTEMPORARY CHALLENGES IN LSP TEACHING

6. Internationale Konferenz
GEGENWÄRTIGE HERAUSFORDERUNGEN FÜR DEN FACHSPRACHENUNTERRICHT

Zbornik radova /
Conference Proceedings /
Sammelband

UDRUGA NASTAVNIKA JEZIKA STRUKE NA VISOKOŠKOLSKIM USTANOVAMA

Osijek, 23. – 25. veljače 2023. / 23-25 February 2023 / 23.-25. Februar 2023

Udruga nastavnika jezika struke na visokoškolskim ustanovama



Association of LSP Teachers at Higher Education Institutions

6. međunarodna konferencija

SUVREMENI IZAZOVI U POUČAVANJU JEZIKA STRUKE

Osijek, 23. – 25. veljače 2023.

6th International Conference

CONTEMPORARY CHALLENGES IN LSP TEACHING

Osijek, 23-25 February 2023

6. Internationale Konferenz

GEGENWÄRTIGE HERAUSFORDERUNGEN FÜR DEN FACHSPRACHENUNTERRICHT

Osijek, 23.-25. Februar 2023

Zbornik radova / Conference Proceedings / Sammelband

Uredile / Edited by / Redaktion

Brankica Bošnjak Terzić
Snježana Kereković
Mirna Varga

Recenzentice Zbornika / Proceedings reviewers / Sammelbandrezension

Gorana Duplančić Rogošić
Tamara Sladoljev-Agejev

Udruga nastavnika jezika struke na visokoškolskim ustanovama
Association of LSP Teachers at Higher Education Institutions
Verband der Fachsprachenlehrer an Hochschuleinrichtungen

Osijek, 2023.

Izdavač / Publisher / Herausgeber

Udruga nastavnika jezika struke na visokoškolskim ustanovama

Association of LSP Teachers at Higher Education Institutions

Verband der Fachsprachenlehrer an Hochschuleinrichtungen

Filozofski fakultet u Osijeku, Sveučilište Josipa Jurja Strossmayera u Osijeku

Faculty of Humanities and Social Sciences,
Josip Juraj Strossmayer University of Osijek, Osijek

Naklada / Edition / Auflage

online

Korice i priprema za tisak / Cover and layout by / Umschlaggestaltung und Satz

KREŠENDO, Osijek

Svi radovi objavljeni u ovome zborniku su anonimno recenzirani. Mišljenja, ocjene i stavovi autora u člancima njihovi su vlastiti i ne odražavaju nužno mišljenja, ocjene i stavove Udruge nastavnika jezika struke na visokoškolskim ustanovama.

All papers published in these proceedings have been blind peer-reviewed. The statements and views expressed in the contributions are those of their authors and do not necessarily represent those of the Association of LSP Teachers at Higher Education Institutions.

Alle in diesem Sammelband veröffentlichten Beiträge wurden anonym rezensiert. Der Verband der Fachsprachenlehrer an Hochschuleinrichtungen teilt nicht unbedingt persönliche Meinungen, Einstellungen und Bewertungen einzelner Autoren.

Osijek, 2023.

SUVREMENI IZAZOVI U POUČAVANJU JEZIKA STRUKE

CONTEMPORARY CHALLENGES IN LSP TEACHING

GEGENWÄRTIGE HERAUSFORDERUNGEN FÜR DEN FACHSPRACHENUNTERRICHT

Organizacijski odbor / Organising Committee / Organisationskomitee

Brankica Bošnjak Terzić, Hrvatska / Croatia
Gorana Duplančić Rogošić, Hrvatska / Croatia
Snježana Kereković, Hrvatska / Croatia
Mirna Varga, Hrvatska / Croatia

Programski odbor / Programme Committee / Programmkomitee

Brankica Bošnjak Terzić, Hrvatska / Croatia
Snježana Kereković, Hrvatska / Croatia
Mirna Varga, Hrvatska / Croatia

Saša Bjelobaba, Hrvatska / Croatia
Ana Bocanegra-Valle, Španjolska / Spain
Neda Borić, Hrvatska / Croatia
Kiki Divini, Grčka / Greece
Gorana Duplančić Rogošić, Hrvatska / Croatia
Violeta Jurkovič, Slovenija / Slovenia
Joanna Kic-Drgas, Poljska / Poland
Nives Lenassi, Slovenija / Slovenia
Darja Mertelj, Slovenija / Slovenia
Hillary Nessi, Velika Britanija / Great Britain
Darija Omrčen, Hrvatska / Croatia
Saša Podgoršek, Slovenija / Slovenia
Tamara Polić, Hrvatska / Croatia
Željka Rosandić, Hrvatska / Croatia
Tamara Sladoljev-Agejev, Hrvatska / Croatia
Nadežda Stojaković, Srbija / Serbia
Polona Vičić, Slovenija / Slovenia
Dubravka Vilke-Pinter, Hrvatska / Croatia
Ana Vujović, Srbija / Serbia

SADRŽAJ

Karmelka Barić, Katinka Hegedüs
NACHHALTIGKEITSKOMPETENZEN FÜR DIE ERSTELLUNG VON CURRICULA 13

Mirjana Borucinsky, Jana Kegalj
SASTAVLJANJE KORPUSA ZA POUČAVANJE JEZIKA STRUKE 34

Mirjana Cibulka, Davorka Rujevčan
IZLOŽENOST STUDENATA ENGLESKOM JEZIKU U IZVANNASTAVNOM OKRUŽENJU I UTJECAJ MEDIJA NA NJIHOVO USVAJANJE ENGLESKOG JEZIKA 47

Nives Curić, Ivanka Rajh
FRANCUSKI JEZIK NA STUDIJU MEĐUNARODNIH ODNOSA I POSLOVANJA 63

Kornelija Čakarun, Kristina Kaštelan, Daniela Kružić
CHALLENGES IN LSP TEACHING AND LEARNING BROUGHT BY THE "NEW NORMAL" 75

Marijana Drinovac Topalović, Katarina Ćurković Denona
SURADNJA NASTAVNIKA ENGLESKOG JEZIKA STRUKE S NASTAVNICIMA STRUČNIH PREDMETA S CILJEM POBOLJŠANJA KVALITETE NASTAVE ENGLESKOG JEZIKA STRUKE: PRIMJERI VELEUČILIŠTA „MARKO MARULIĆ" U KNINU I SVEUČILIŠTA U ZADRU 86

Gorana Duplančić Rogošić
COURSE BOOKS AS A BRICK IN THE ROAD TO COLLOCATIONAL COMPETENCE 100

Ivana Edmonds, Alenka Šuljić Petrc, Ana Ravnić Perfido
THE TOPSY-TURVIES OF CLIL 113

Ivana Francetić, Siniša Prekratić, Bruno Briški
ANALYSIS OF RADIOTELEPHONY COMMUNICATION ERRORS MADE DURING THE STUDENT-PILOT TRAINING FLIGHT 129

Jasmina Jelčić Čolakovac
REPRESENTATION OF METAPHORIC LANGUAGE IN ESP TEACHING MATERIALS: TOWARDS INTERCULTURAL COMPETENCIES OF FUTURE SEAFARERS 144

Zoltán Krommer
ASPECTS OF IDENTITY CONSTRUCTION IN SA MEDICAL STUDENTS' PERSONAL ACCOUNTS 157

Mirna Linčir Lumezi, Iva Planinšek Čikara, Boglarka Kiss Kulenović
TREBAJU LI NAM UOPĆE RJEČNICI? 172

Borislav Marušić, Luka Diberto
HOW TO MAKE USE OF THE CORPUS TO CREATE TEACHING MATERIAL FOR BUSINESS ENGLISH CLASSES 192

Evelina Miščin, Sara Miščin
NOVELS AND FILMS IN TEACHING MEDICAL ENGLISH 207

Lucia Miškulin Saletović, Danijel Labaš, Adrian Beljo
STAVOVI STUDENATA STUDIJSKIH SMJEROVA IZ PODRUČJA KOMUNIKACIJSKIH ZNANOSTI O STRUČNIM PREDMETIMA KOJI SE IZVODE NA ENGLESKOM JEZIKU 216

Magda Pašalić
HUMOUR IN BUSINESS ENGLISH CLASSES AND IN THE WORKPLACE 230

Ana Penjak
ENGLESKI JEZIK STRUKE I SADRŽAJ RADNOG MATERIJALA: ANALIZA STAVOVA I POTREBA STUDENATA KINEZIOLOGIJE 243

Mirna Petanjek
STUDENTSKA PROCJENA UČINKOVITOSTI ELEKTRONIČKOGA PRIRUČNIKA *DEUTSCH IM GESCHÄFTSALLTAG* U NASTAVI POSLOVNOGA NJEMAČKOG JEZIKA NA EKONOMSKOME FAKULTETU U ZAGREBU 257

Ivana Rubić
THE DIFFERENCES IN THE FIRST-YEAR UNIVERSITY STUDENTS' BELIEFS ABOUT THEIR FLL MOTIVATION 274

Silvana Tokić, Petra Grgičević Bakarić
EFFECTIVENESS OF TECHNICAL ENGLISH ACQUISITION AMONG ENGINEERING STUDENTS 289

Elisa Velčić Janjetić, Anita Badurina Filipin
PEER ASSESSMENT IN ESP CLASSES 302

Introduction

We are pleased to present the second online edition of the conference proceedings jointly published by the Croatian Association of LSP Teachers at Higher Education Institutions and the Faculty of Humanities and Social Sciences in Osijek, University of Osijek, Croatia. All papers in these proceedings are extended papers presented at the sixth international conference entitled Contemporary Challenges in LSP Teaching, which took place at the Faculty of Humanities and Social Sciences in Osijek from February 23 to February 25 2023.

The conference brought together LSP practitioners who teach foreign language courses in a wide range of scientific disciplines at Croatian universities and abroad. It was a great opportunity for the participants to share their research findings, discuss insights from their teaching practice, and confirm their strong commitment to the LSP profession once again.

The papers included in this volume address some of the key issues underlying the theoretical and methodological aspects of LSP, including general aspects of LSP, terminological challenges, challenges in teaching methodology, syllabus and learning materials, assessment and evaluation in LSP, English as a lingua franca, professional development of LSP teachers, and LSP and its socio-cultural context. The volume comprises a total of twenty-one contributions written in English, Croatian, and German. Depending on their scope, all papers are categorized as original research papers, professional papers, or state-of-the-art review papers, which is a novelty in this edition.

As expected, most of the contributors deal with the challenges of LSP teaching methodology. Mirjana Borucinsky and Jana Kegalj focus on the role of corpora in LSP teaching. The authors discuss various aspects of compiling a tailor-made corpus for teaching maritime English and suggest a set of corpus-based activities to facilitate student-centered learning. Kornelija Čakarun, Kristina Kaštelan, and Daniela Kružić present the findings of their study that examined the influence of the on-site, online, and hybrid mode of language instruction on students' achievements in written continuous assessments in different LSP business classes. The findings show that the online generation outperformed the on-site generation in written continuous assessments in business English and business Italian, while the on-site students achieved better results in business German. Ivana Edmonds, Alenka Šuljić Petrc, and Ana Ravnić Perfido investigate undergraduate students' attitudes toward the use of the CLIL approach in the English in Education course. Students' positive feedback on the CLIL course indicates that they prefer learning English simultaneously with the content rather than in the traditional way. Magda Pašalić discusses the role of humor in teaching business English and in the work environment. Based on a literature review,

the author shows how humor can be employed as an effective teaching strategy, particularly to familiarise students with novel linguistic and socio-cultural content. Finally, Evelina Miščin and Sara Miščin describe how literary works and TV shows and films can be implemented in teaching medical English making the lessons more engaging. The authors argue that the use of authentic multimedia resources can not only improve language skills but also create a stimulating learning environment for the development of ethical and critical thinking skills in future medical professionals.

The thematic area of the ESP syllabus and learning materials is addressed in four papers. Guided by the importance of explicit teaching of collocations, Gorana Duplančić Rogošić examines how collocations are presented in selected business English course books. The insights gained from the analysis may be particularly relevant to textbook authors and teachers when designing collocation-based tasks aimed at developing students' collocational competence. Jasmina Jelčić Čolakovac investigates the presence of metaphorical language in vocabulary exercises used in maritime English textbooks at Croatian universities. Given the observed underrepresentation of figurative language, the author advocates for its greater inclusion in maritime English teaching, as it is an important constituent of the communicative and intercultural competencies of future maritime professionals. Borislav Marušić and Luka Diberto show how a tailor-made corpus of business magazine articles can be used to create various types of vocabulary exercises aimed at expanding students' knowledge of collocations in business English. The authors suggest that corpus-based work with authentic language material can incite students to learn more from online business magazines. Mirna Petanjek analyzes students' evaluations of e-handbooks used as supplementary materials for self-study in business German courses for beginners. The overall positive feedback from the students on the various features of e-handbooks speaks in favor of their use in LSP classes. The students' insights may serve as a guide for teachers to further improve and develop the materials, particularly concerning the use of digital technologies.

The analysis of students' attitudes and needs is the focus of three papers. Nives Curić and Ivanka Rajh investigate the motivation of students to enroll in the French for Specific Purposes course at Libertas International University in Zagreb. Based on the survey results, the authors provide recommendations for the design of future courses with the aim of promoting learning French in academic and professional settings. Ana Penjak presents the results of the study that examined the attitudes of kinesiology students towards learning ESP for the purposes of their studies and careers and the appropriateness of the teaching material. The findings show that students find the appropriate ESP teaching material relevant to meet their immediate and future needs as sports professionals. Ivana Rubić shares the findings of the study conducted at three Croatian universities with the aim of examining first-year students' beliefs about their motivation to learn foreign languages. The author discusses various

factors associated with the observed differences in student motivation which can provide important insights for the further promotion of foreign language learning in tertiary education.

Two papers deal with the terminological challenges in ESP teaching. Ivana Francetić, Siniša Prekratić, and Bruno Briški analyze the language errors in the radiotelephony communication between student pilots and air traffic controllers. Based on the error analysis of the transcribed recordings, the authors provide recommendations for teaching practice that would strengthen students' skills in the pilot-controller voice communication. Mirna Linčir Lumezi, Iva Planinšek Čikara, and Boglarka Kiss Kulenović examine how students of business economics use dictionaries, digital translation tools, and other internet sources when searching for lexical information in their business English courses. Based on the results that point to the infrequent and inadequate use of reliable digital language sources by students the authors provide valuable suggestions for increasing ESP students' digital competencies.

Two authors share their research on the assessment and evaluation in LSP. Silvana Tokić and Petra Grgičević Bakarić examine the effectiveness of their technical English courses in terms of the linguistic achievement of undergraduates in three engineering disciplines. Based on the obtained data regarding students' performances in various assignments, the authors suggest reconsidering alterations in the design of the instructional process to meet the specific linguistic and professional needs of the target student population. Elisa Velčić Janjetić and Anita Badurina Filipin explore the level of student satisfaction with the delivery of pair presentations and the implementation of peer assessment in their ESP class. Despite the overall positive evaluations of the assignments by the students, the authors advocate for more practice in developing students' skills, particularly in providing constructive feedback.

English as a lingua franca is the central topic of two papers. Zoltán Krommer analyzes how international students construct their identities as study-abroad medical professionals at the Medical School of the University of Pécs. The content analysis of the students' narratives shows that the study-abroad experiences contributed most significantly to students' personal development, while social networking with the host community was the least prominent. Lucia Miškulin Saletović, Danijel Labaš, and Adrian Beljo present the results of their study, which aims at examining students' attitudes toward the English medium instruction at the Faculty of Croatian Studies in Zagreb. The analysis shows a high level of student satisfaction with the subject-specific courses taught in English, which students perceive as beneficial, especially in terms of improving their language skills and competitiveness on the global job market.

The thematic area of LSP and its sociocultural context is discussed in two papers. Karmelka Barić and Katinka Hegedüs examine whether the competencies included in the framework curricula for tertiary-level German language teaching in Serbia are

aligned with the main competencies of the 2030 Agenda (United Nations, 2015) for sustainable development. Based on the results of a survey conducted with university students and employers, the authors conclude that despite being up-to-date, the existing framework curricula can be further developed to equip students with competencies for sustainable citizenship in the globalized world. Mirjana Cibulka and Davorka Rujevčan share the results of the survey that examines which informal foreign language sources their LSP students are exposed to as well as the extent to which these influence their incidental acquisition of English, particularly the acquisition of technical vocabulary.

Finally, Marijana Drinovac Topalović and Katarina Ćurković Denona are concerned with the professional development of LSP teachers. The authors analyze the views of content teachers toward ESP teaching and multidisciplinary teaching approaches in their academic settings and conclude by underscoring the need for closer cooperation between content and language teachers, as this may increase the quality of teaching at the tertiary level in general.

Readers will notice that all papers, regardless of the topic area or the approach taken, share the authors' focus on improving current LSP teaching practices to meet the needs and expectations of new generations of university students. We hope that readers will find the ideas outlined here inspiring for their teaching practice and research work.

We would like to thank our reviewers for agreeing to invest their time and effort in reviewing the manuscripts and for providing the authors with useful suggestions that improved the quality of their papers. We would also like to thank all the authors for their time and effort and for deciding to publish their papers in these proceedings. Though all manuscripts were thoroughly revised, the responsibility for any remaining pitfalls lies with the authors.

Finally, as editors, we would like to take this opportunity to express our sincere gratitude to our host and the co-organizer of the conference, the Faculty of Humanities and Social Sciences in Osijek, for their warm hospitality and generous support in the publication of these proceedings.

Editors
Brankica Bošnjak Terzić
Snježana Kereković
Mirna Varga

NACHHALTIGKEITSKOMPETENZEN FÜR DIE ERSTELLUNG VON CURRICULA

IZVORNI ZNANSTVENI RAD / ORIGINAL SCIENTIFIC PAPER

Karmelka Barić
karmelkabaric@yahoo.de
Subotica Tech - College of Applied Sciences, Serbia

Katinka Hegedüs
Katinka.h@magister.uns.ac.rs
Hungarian Language Teacher Training Faculty, Subotica, Serbia

Zusammenfassung

Ziel des Beitrages ist zu beweisen, dass die in den *Rahmencurricula für studienbegleitenden Deutschunterricht* angesprochenen Kompetenzen grundsätzlich den Schlüsselkompetenzen der Agenda 2030 (Vereinigte Nationen, 2015) für nachhaltige Entwicklung entsprechen und dass diese Rahmencurricula, obwohl sie im Laufe eines inzwischen abgeschlossenen internationalen Hochschulprojekts entstanden sind (1998-2014), aktuell sind und weiter ausgebaut werden müssten.

Zu diesem Zweck wird im Beitrag zunächst ein qualitativer Vergleich vorgenommen zwischen den in den Rahmencurricula angegebenen Kompetenzen und denen, die in Dokumenten zur Nachhaltigkeitsbildung erwähnt werden: Leitende Kriterien sind dabei, ob die Kompetenzen fachübergreifend für Studium, Leben und Beruf relevant sind und ob sie den Zielen der Agenda 2030 entsprechen. Danach wird der Frage nachgegangen, ob diese Kompetenzen – und im Falle welche – auch von Studierenden als zukünftigen Arbeitnehmer*innen und von Arbeitnehmer*innen selbst als mehr oder weniger relevant empfunden werden und zukünftig bei der Ausbildung einer jüngeren Generation von Studierenden und Arbeitnehmer*innen vorhanden sein sollten. Um diese Fragen zu beantworten, wurde eine Anzahl von Studierenden an drei Hochschulen (Serbien) und eine Anzahl von Arbeitnehmer*innen in Unternehmen befragt.

Fazit: Die Nachhaltigkeitskompetenzen können die in den Rahmencurricula angesprochenen Kompetenzen ergänzen und ausbauen und in einen inter- und transdisziplinären Unterricht einfließen, der Studierende zu berufsfähigen Nachhaltigkeitsbürgern werden lässt, damit sie mit/in der und durch die Fremdsprache mit Respekt und Toleranz in der (sozio)kulturellen Vielfalt unserer globalisierten Welt handeln: Dies kann allerdings nur deshalb geschehen, weil sich die auf der Grundlage des Gemeinsamen Referenzrahmen für Sprachen (vgl. GeR, 2001) entstandenen Rahmencurricula auf einen ganzheitlichen kompetenz- und handlungsorientierten Ansatz stützen, der Studierende als Menschen in ihrer gesamten Persönlichkeit wahrnimmt. Die im

Beitrag sich ergebenden Perspektiven betreffen die didaktische Umsetzung der Grundlagen von Agenda 2030 im studienbegleitenden *Deutsch*unterricht und öffnen neue Wege für die Entwicklung von Rahmencurricula für einen studienbegleitenden *Fremd*sprachenunterricht im Allgemeinen sowie für die Aktualisierung der entsprechenden Lehrpläne.

Schlüsselwörter: Agenda 2030, Kompetenzen, (Rahmen)Curricula, studienbegleitender Deutsch- und Fremd-sprachenunterricht

1. EINLEITUNG

Mit der Verabschiedung der 17 Ziele der Vereinigten Nationen für nachhaltige Entwicklung 2015 (Vereinigte Nationen, 2015) werden zukunftsorientierte Grundlagen für die Entwicklung von Nachhaltigkeitskompetenzen sowohl in der Gesellschaft als auch im einzelnen Individuum gelegt. Von Bedeutung sind sie besonders im Hochschulbildungsbereich (Vereinigte Nationen, 2015, Ziel Nr. 4, S. 18/38) und daher auch für den studienbegleitenden Fremdsprachenunterricht (SFU), da dieser das einzige Fach darstellt, wo inter- und transdisziplinäre Kompetenzen durch die Wahl von geeigneten Themen und didaktischen Verfahren entwickelt werden können.

Mit dem Hauptziel, die zu entwickelnden Kompetenzen zu identifizieren, die in Serbien im tertiären Bereich Lehrpläne[1] für Deutsch als Fremdsprache und Rahmencurricula[2] für den studienbegleitenden Deutschunterricht in Richtung nachhaltiger Kompetenzen verbessern können, wurden zwei Unterziele festgelegt:

Die von den Vereinigten Nationen im Rahmen der Bildung für Nachhaltige Entwicklung (BNE) formulierten Schlüssel- und Nachhaltigkeitskompetenzen mit den in den Rahmencurricula (RC) für den studienbegleitenden Deutschunterricht (SDU) angesprochenen Kompetenzen in Verbindung zu bringen, die Meinungen von Studierenden und Arbeitnehmer*innen über Kompetenzen einzuholen, die für die Aktualisierung von schon bestehenden Lehrplänen und RC für den SDU dienen könnten.

Ausgehend von der Annahme, dass im SDU und im SFU im Allgemeinen, neben den

[1] Im vorliegenden Beitrag wird der Begriff Curriculum verwendet, weil er von den Bildungseinrichtungen im tertiären Bereich oft benutzt wird. Eigentlich geht es aber eher um inhaltlich orientierte Lehrpläne, die sich grundlegend von den genannten didaktisch-methodisch orientierten „Rahmencurricula" unterscheiden, in denen Ziele, Prinzipien und Verfahren genannt werden.

[2] Die Rahmencurricula für studienbegleitenden Deutschunterricht (https://www.goethe.de/de/spr/unt/kum/rcm.html) entstanden zwischen 1998 und 2014 in zwei Projektphasen im Rahmen eines internationalen vom Goethe-Institut und der Bosch-Stiftung unterstützten Hochschulprojekts in den folgenden Ländern: Bosnien und Herzegowina, Kroatien, Nordmazedonien, Polen, Serbien, die Slowakei, Tschechien und die Ukraine. Mehr dazu in Publikationen unter: https://sdustudienbegleitender-deutschunterricht.wordpress.com/sdu-sammelbibliographie/

in den RC genannten Kompetenzen auch Nachhaltigkeitskompetenzen entwickelt werden können, werden zuerst die Kompetenzen vorgestellt und miteinander verglichen, und danach die zum Thema durchgeführten Untersuchungen und deren Ergebnisse dargelegt. Zuletzt werden die Auswirkungen, die diese Ergebnisse haben können, vorgestellt. Unser Ziel war erstens, die Nachhaltigkeits- und die in den RC angestrebten Kompetenzen miteinander in Verbindung zu bringen, um herauszufinden, inwieweit sich die Meinungen von Studierenden und Arbeitnehmenden über die Relevanz dieser Kompetenzen unterscheiden und ob es größere Unterschiede zwischen Gruppen bzw. Untergruppen der Probanden und Probandinnen gibt. Zweitens wurde beabsichtigt, die Meinung der Studierenden über die im Sinne eines nachhaltigen Bewusstseins zu entwickelnden Kompetenzen zu erfahren, um Unterricht anders als bisher planen zu können. Über Nachhaltigkeitskompetenzen in der Bildung wird viel diskutiert, doch wurden u. E. bis jetzt keine die Studierenden im SDU betreffenden Nachhaltigkeitskompetenzen erforscht, was unsere Untersuchung rechtfertigt.

2. (NACHHALTIGKEITS-)KOMPETENZEN

2.1. Nachhaltigkeitskompetenzen

Die Ziele für nachhaltige Entwicklung betreffen nicht nur die gesellschaftspolitische Ebene, sondern auch die Ebene des einzelnen Menschen – und der Einzelne sollte über die Auswirkung seines Handelns auf die zukünftige Entwicklung der Gesellschaft genauer nachdenken.

Die Nachhaltigkeitskompetenzen sind vielerorts Gegenstand der Forschung geworden (Wiek et al., 2011; Rieckmann, 2011; Rieckman & Schank, 2016; Lindenthal & Bochunovsky, 2016; Ruesch Schweizer, 2019; de Haan et al., 2008; Orientierungsrahmen, 2016; Schreiber, 2016) und werden unterschiedlich definiert – z.B. als „Systemdenken, antizipatorische, normative, strategische und interpersonelle Kompetenz" (Lindenthal & Bochunovsky, 2016, S. 61) und als „Schlüsselkompetenzen für die Umsetzung von Nachhaltigkeitsaktivitäten" (laut Ruesch Schweizer 2019, S. 119, war dafür die Arbeit von Wiek et al. grundlegend).

In der folgenden Tabelle (Tab. 1) werden drei Auffassungen der Nachhaltigkeitskompetenzen miteinander verglichen: De Haan beschreibt sie als Teilkompetenzen, Rieckmann als Schlüsselkompetenzen, während sie im „Orientierungsrahmen" (2016) als Kernkompetenzen definiert werden. Anhand ihrer Beschreibungen wird aber klar, dass die Kompetenzen auf Perspektivenwechsel, interdisziplinäre Arbeit, Kooperation und Partizipation hinweisen.

Tabelle 1. Entwicklung des Begriffs „Nachhaltigkeitskompetenzen" im Laufe der Zeit (eigene Darstellung)

Zwölf Teilkompetenzen der Gestaltungskompetenz	„Schlüsselkompetenzen für eine nachhaltige Entwicklung der Weltgesellschaft"	Kernkompetenzen für den Lernbereich Globale Entwicklung im Rahmen einer BNE	
1. **Perspektiven**übernahme 2. Antizipation der **disziplinenüber-greifenden** Erkenntnis-gewinnung 3. Umgang mit unvollständigen und überkomplexen Informationen **4. Kooperation** 5. Bewältigung individueller Entscheidungsdilemmata **6. Partizipation** 7. Motivation 8. Reflexion über Leitbilder 9. moralisches Handeln 10. eigenständiges Handeln 11. Unterstützung Anderer Quelle: de Haan et al., 2008:188	1. Ambiguitäts- und Frustrationstoleranz 2. Bewertungskompetenz 3. Empathie und **Perspektiven**wechsel 4. gerechtes und umweltverträgliches Handeln 5. **interdisziplinäres** Arbeiten 6. Kommunikation und Mediennutzung 7. kritisches Denken 8. **Partizipation**skompetenz 9. Planung und Umsetzung innovativer Projekte und Vorhaben 10. vernetztes Denken und Umgang mit Komplexität 11. **Zusammenarbeit** in (heterogenen) Gruppen Quelle: Rieckmann, 2011:55	Erkennen	1. Informationsbeschaffung und -bearbeitung 2. Erkennen von Vielfalt 3. Analyse des globalen Wandels 4. Unterscheidung von Handlungsebenen
		Bewerten	5. **Perspektiven**wechsel und Empathie 6. Kritische Reflexion und Stellungnahme 7. Beurteilen von Entwicklungsmaßnahmen
		Handeln	8. Solidarität und Mit-verantwortung 9. Verständigung und Konflikt-lösung 10. Handlungsfähigkeit im globalen Wandel 11. **Partizipation** und Mitgestaltung Quelle: Orientierungsrahmen für den Lernbereich Globale Entwicklung im Rahmen einer Bildung für nachhaltige Entwicklung, 2016: 95.

De Haan unterscheidet 12 Teilkompetenzen, die als „Gestaltungskompetenz" zu verstehen sind und sich mit dem Ziel der BNE decken. Sie beschreiben systematisches und vorausschauendes Denken, das für die Lösung „lebensweltlicher" (de Haan et al., 2008, S. 28) Problemstellungen notwendig ist und normatives, interpersonales und strategisches Handeln voraussetzen. Die Gestaltungskompetenz bezeichnet „die Fähigkeit, Probleme nicht nachhaltiger Entwicklungen zu erkennen und Wissen über nachhaltige Entwicklung wirksam anwenden zu können" (de Haan et al., 2008. S. 12). Rieckmann (2011, S. 39) spricht von „Schlüsselkompetenzen für die nachhaltige Entwicklung der Weltgesellschaft" (s. Tab. 1, Spalte 2) und bezeichnet sie als bildungsbereichs- und fächerübergreifende „transversale, multifunktionale und kontextübergreifende" Kompetenzen.

Einen ganz anderen Aspekt heben die 11 Kernkompetenzen des „Orientierungsrahmens" (2016) hervor (s. Tab. 1, Spalte 3): Sie sind „stärker auf nachhaltige Entwicklung fokussiert (KMK/BMZ 2015)". Schreiber beschreibt sie als „anschlussfähig für

den kompetenzorientierten Fachunterricht" und „von allgemeiner und grundlegender Bedeutung für die schulische Bildung" (Schreiber, 2016, S. 85). In seinen Augen setzt die Unterteilung in drei Kompetenzbereiche *Erkennen – Bewerten – Handeln* kein „didaktisches Nacheinander" voraus (ibid., 2016: S. 90).

Alle bis hier vorgestellten Auffassungen der Nachhaltigkeitskompetenzen entsprechen im Kern den Prinzipien des in den Rahmencurricula beschriebenen SDUs.

2.2. Schlüsselkompetenzen in den Rahmencurricula vs. Nachhaltigkeitskompetenzen

In Anlehnung an die in der Tabelle 1 angegebenen Kompetenzen sollten Curricula sowie Lehrwerke im Hochschulbereich durch die Behandlung von nicht nur fach- und berufsbezogenen, sondern auch nachhaltigen Themen bzw. Inhalten weiterentwickelt werden, und zwar entsprechend dem Sprachniveau, den Lernzielen, den Textsorten und der Zielgruppe. Eigentlich können Fach- und Berufsbezogenheit nie vollständig von einer nachhaltigen Orientierung getrennt werden: Curriculare Inhalte können so gewählt werden, dass sie das Nachhaltigkeitsziel 4.4 (Vereinigte Nationen, 2015, S. 18/38) umsetzen und dass ihre Behandlung im Unterricht diesem Ziel entsprechende Fähigkeiten, Fertigkeiten und Kenntnisse bei Studierenden entwickelt: So werden Studierende zu handlungsfähigen Nachhaltigkeitsbürgern (ibid., Unterziel 4.7, S. 18/38), die – wie in den RC nachzulesen ist – in interkulturellen Umgebungen adäquat und kompetent in der Fremdsprache handeln können. Während ihres Studiums müssen Studierende daher

- in kurzer Zeit neben Fachkenntnissen (BNE Ziel 4) auch berufsbezogene Handlungs-kompetenzen entwickeln (Goethe-Institut, RC 2011, Prinzip 2.5, S.13)
- lernen in der Fremdsprache in bestimmten Situationen handlungskompetent zu reagieren (Goethe-Institut, RC 2011, Prinzip 2.2, S.11)
- lernen, sich für „nachhaltige Entwicklung, globales Lernen und Wertschätzung kultureller Vielfalt" einzusetzen (Vereinigte Nationen, 2015, Unterziel 4.7, S. 18/38) und
- lernen, auf diese Art und Weise nachhaltige Kompetenzen zu entfalten, die ihnen in der Gesellschaft helfen, bei der Lösung von Problemen als Nachhaltigkeitsbürger zu wirken.

Die in den RC beschriebene Handlungskompetenz (Tab. 2) umfasst neben Fremdsprachen-kenntnissen für akademische und berufliche Zwecke auch Fertigkeiten und Fähigkeiten, d.h. Schlüsselkompetenzen, durch die Studierende erfolgreich mit anderen Menschen kommunizieren und studieren/leben/arbeiten können. Das wird besonders im ukrainischen RC (Goethe-Institut, RC 2014, S. 26) betont, wo von „berufsbezogener interkultureller kommunikativer Kompetenz" gesprochen wird (Tab.

2) und wo die Beschreibung der Kompetenzen gegenüber der vorherigen Rahmencurricula ausgebaut wird.

Tabelle 2. Kompetenzen in Rahmencurricula 1998 – 2014 (eigene Darstellung)

Kompetenzen in Rahmencurricula (1998 - 2013)	Kompetenzen im Rahmencurriculum (2014)
Handlungskompetenz: • Interkulturelle Kompetenz • Sozialkompetenz • Fachkompetenz • Methodenkompetenz • Persönlichkeitskompetenz	Berufsbezogene interkulturelle kommunikative Kompetenz: • Fremdsprachliche kommunikative Kompetenz • Soziokulturelle Kompetenz • Fachkompetenz • Methodenkompetenz • Lernkompetenz

Aus der Tabelle geht allerdings nicht hervor, dass Studierende eine interdisziplinäre fremdsprachliche Ausbildung benötigen, sowie die Fähigkeit, mitzudenken und Eigen- und Mitverantwortung zu übernehmen und dass sie z.B. Pflichtbewusstsein entwickeln müssen und systematisches Vorgehen und (Selbst)Disziplin lernen müssen: Diese Kompetenzen lassen sich aus dem Kompetenzmodell der RC (z.B. RC 2006 S. 2) ableiten, das als Vorlage für die folgende Grafik diente (Abb. 1). Sie versucht zu zeigen, wie sich die Kompetenzen der BNE und die der RC miteinander verbunden und verflochten sind: Handlungsfähigkeit im Beruf, Studium und Leben in der globalen Welt wird mit und durch Fremdsprachenkenntnisse entwickelt.

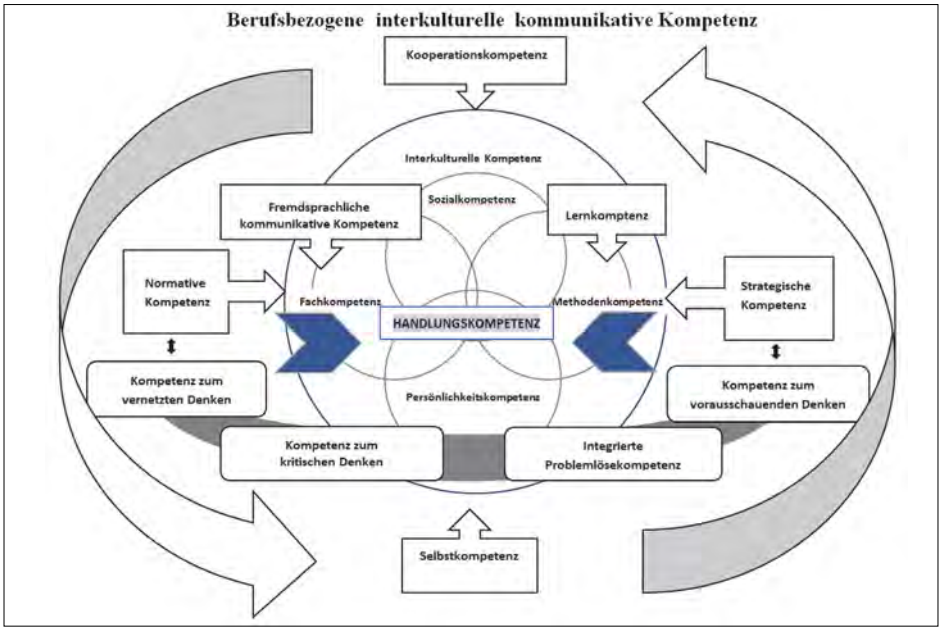


Abbildung 1. Kompetenzen im SDU unter dem Nachhaltigkeitsaspekt (eigene Darstellung)

Diese Grafik war auch richtungsweisend bei der durchgeführten Untersuchung, aus deren Ergebnissen Vorschläge für den Ausbau von Kompetenzen und von methodischen Überlegungen abgeleitet werden, die sowohl für die BNE als auch für den SDU/SFU und die entsprechenden Curricula ertragreich sein können.

3. METHODEN

Für die Forschung wurde eine qualitative Inhaltsanalyse eingesetzt, in der auf dem Hintergrund der oben erwähnten Diskussion zum Thema *Nachhaltigkeitskompetenzen* (s. Kap. 2.1) acht Rahmencurricula für den SDU (RC 1998: Polen, RC 2002: Tschechien und Slowakei, RC 2006: Polen, Slowakei und Tschechien, RC 2007: Kroatien, RC 2010: Serbien, RC 2011: Bosnien und Herzegowina, RC 2013: Nordmazedonien, RC 2014: Ukraine) und die Agenda 2030 (Vereinigte Nationen, 2015) analysiert wurden. Auf dieser Grundlage wurden Nachhaltigkeits- und berufsbezogene Kompetenzen für die Online-Umfrage ausgewählt.

Die Datenerhebung wurde zwischen Oktober und Dezember 2022 in Form von Unterschiedshypothesen und mit kategorischen Variablen durchgeführt:

- in einer ersten Phase wurden die Studierenden und
- in einer zweiten Phase wurden die Arbeitnehmer*innen befragt.

Für Stichproben wurde eine Kombination von Clusterstichprobe und Zufallsstichprobe für Studierende und zusätzlich Schneeballverfahren für Arbeitnehmende eingesetzt. Es wurde eine Nominalskala verwendet. Die Untersuchung wurde mit Proband*innen durchgeführt:

I. Gruppe: Studierende

1. Untergruppe: die Studierenden aller Technik-Fachrichtungen an zwei technischen Hochschulen in Serbien, die in dem Schuljahr 2022/2023 Deutsch als Fremdsprache lernten;
2. Untergruppe: Lehramtsstudierende an einer Hochschule in Serbien, die im Schuljahr 2022/2023 Deutsch als Fremdsprache lernten;
3. Untergruppe: die Studierenden aus deutschsprachigen Ländern, unabhängig vom Studiengang;

II. Gruppe: Arbeitnehmer*innen

1. Untergruppe: Beschäftigte aus technischen Unternehmen in Serbien und anderen Ländern und die mindestens eine Fremdsprache lernen/gelernt haben;
2. Untergruppe: Beschäftigte mit einem nicht technischen Studienabschluss aus Serbien und Ausland, u.a. auch Lehrende.

Die Einbeziehung von Teilnehmern aus verschiedenen Ländern ermöglichte die Erfassung eines breiten Spektrums von Perspektiven, wodurch die Ergebnisse der Studie eine internationale Bedeutung erlangen und kulturelle Unterschiede in den Meinungen der Befragten aufzeigen. Dies war möglich, da bereits bestehende Kontakte und Bekanntschaften in den jeweiligen Ländern genutzt werden konnten.

Als Instrument wurde ein Fragebogen eingesetzt, der den Studierenden und Arbeitnehmer*innen über das Online-Umfragetool *empirio* angeboten wurde. Er bestand aus zwei Teilen: Im ersten Teil wurden zunächst teils in Multiple-Choice-Fragen (Geschlecht, Studierende/Berufstätige), teils in offenen Fragen demografische Angaben (Alter, Studiengang, Beruf, Arbeitserfahrung) abgefragt. Im zweiten Teil wurden in geschlossenen Fragen Daten zu den als relevant angesehenen Kompetenzen erhoben.

Für die aus Deutschanfänger*innen bestehende Probandengruppe in Serbien wurde der Fragebogen in drei Sprachen erstellt: Deutsch, Serbisch und Ungarisch. Nach dem demografischen Teil gab es zwei Teile mit insgesamt zwanzig Multiple-Choice-Fragen, die sich als Hypothesen auf die Wichtigkeit der Fertigkeiten für das Studium, den Beruf und das Leben bezogen: Teil 1. zum lebenslangen Lernen und zur Berufsbezogenheit und Teil 2. zu Nachhaltigkeitskompetenzen.

So wurden die qualitativen Daten durch Einteilung von Schlüsselkompetenzen in Kategorien zur Berufsbezogenheit und zur Nachhaltigkeit analysiert.

Es gab sieben Fragen zum lebenslangen Lernen und zur Berufsbezogenheit. Sie betrafen Selbstvorstellung, Präsentation eines Themas/Problems, [...]; Lebenslauf, Bewerbungsschreiben, Verfassung von Geschäftsbriefen, Verwendung von Learning Management System (LMS), Computerkenntnisse, Verwendung von Apps, Medien im Allgemeinen), Team- und Gruppen-arbeit, Kooperation u.v.m. und dreizehn Fragen zu Nachhaltigkeitskompetenzen:

1. Fremde Meinungen respektieren
2. Kritisches Denken
3. Selbstreflexion und -kritik
4. Beziehung zu anderen Menschen/Empathieentwicklung
5. Offenheit für andere Problemlösungen
6. Nachhaltige Lösungen finden
7. Sich mit anderen Disziplinen verbinden
8. Normen und Werte verstehen und reflektieren
9. Eigene Visionen für die Zukunft schaffen
10. Fähigkeit zur kollektiven Entwicklung und Umsetzung innovativer Maßnahmen
11. Über die eigene Rolle in der lokalen Gemeinschaft und Gesellschaft nachdenken; sich weiter motivieren

12. Zusammenhänge erkennen und verstehen, komplexe Systeme analysieren
13. Mit Unsicherheit umgehen

Die Wichtigkeit der o.g. Kompetenzen konnten die Teilnehmenden durch Mehrfachauswahl bestimmen, indem sie sich zwischen den Bereichen *Studium/Beruf/Leben* entscheiden und durch Anklicken die treffende Antwort geben konnten.

Der erste Durchlauf erfolgte im Oktober 2022 mit 129 Studierenden der technischen Hochschulen (Alter 18-25) und 35 Lehramtsstudierenden (Alter 21-29), also insgesamt mit 164 Teilnehmern. Technische Studiengänge werden meistens von männlichen Studierenden (79 %) besucht; die Lehramststudierenden sind fast ausschließlich weiblich. Am Ende nahmen 65 % männliche und 35 % weibliche Studierende an der Umfrage teil. Unter ihnen gab es nur 12 % von gleichzeitig jobbenden oder sogar berufstätigen Studierenden. Außerdem wurde eine Gruppe von Studierenden unterschiedlicher Studiengänge aus deutschsprachigen Ländern befragt: Daraus ergab sich, dass 34 % von 73 Befragten im Alter von 18-40 Jahren (65 % weiblich und 35 % männlich) arbeiten bzw. jobben. Insgesamt gab es mehr männliche als weibliche Studierende (Abb. 2).

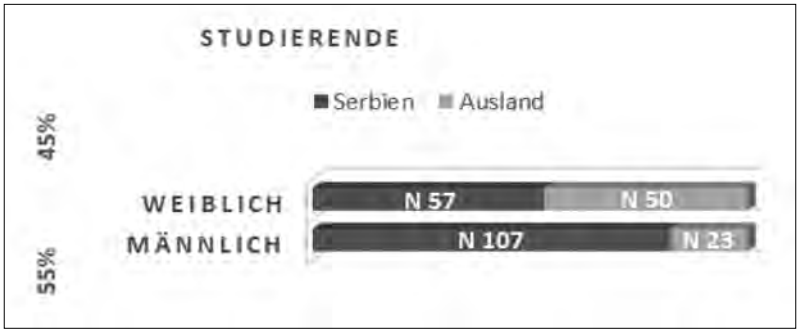


Abbildung 2. An der Umfrage teilnehmende Studierende in Serbien und im Ausland nach Geschlecht (in Zahlen)

Im zweiten Durchlauf, der im November-Dezember 2022 stattfand, wurden insgesamt 118 Arbeitnehmer*innen (25-66-jährige) befragt: davon waren 40 aus Serbien und die anderen größtenteils aus Deutschland, Kroatien, Österreich, Polen, Italien, Großbritannien und Spanien, was durch das Schneeballverfahren erklärt werden kann. Prozentuell gab es mehr weibliche als männliche Beschäftigte (Abb. 3).

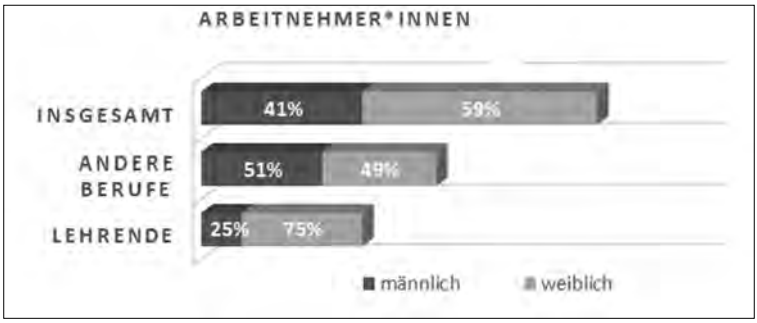


Abbildung 3. An der Umfrage teilnehmende Arbeitnehmer*innen prozentuell nach Geschlecht

Die Meinungen von Studierenden wurden ausgewertet und mit denen von Arbeitnehmer*innen verglichen. Außerdem wurden die prozentuell berechneten Kompetenzen rangiert und es wurde mit dem Mann-Whitney-U-Test getestet, ob Unterschiede zwischen Gruppen bzw. Untergruppen vorlagen.

Da der Fragebogen auch für ausländische Teilnehmende gedacht war, wurde im Fragebogen *Fremdsprachenkenntnisse* als Kategorie verwendet, was die im jeweiligen Land der Teilnehmenden angebotenen Fremdsprachen betrifft.

4. ERGEBNISSE

Der Vergleich der in RC erhaltenen Kompetenzen mit den Nachhaltigkeitskompetenzen der BNE ergab, dass

- die Gemeinsamkeiten eine Anzahl von Kompetenzen betreffen, wie *Kooperation als Arbeitsverfahren, eigenständiges Handeln, Kritisches und analytisches Denken, Empathie und Toleranz dem Fremden gegenüber, Selbstkompetenz, vorausschauendes Denken und Perspektivenwechsel, Konfliktlösung, Informationsbeschaffung, Motivation und Unterstützung; Interdisziplinäres Arbeiten; Mediennutzung* usw.
- die Kompetenzen der RC durch Nachhaltigkeitskompetenzen wie *Strategische und normative Kompetenz* sowie *integrierte Problemlösekompetenz* ergänzt werden sollten, um die Studierenden zu befähigen, komplexe Aufgaben z.B. in Projekten zu lösen.

Auch wenn die RC-Kompetenzen mit den Nachhaltigkeitskompetenzen nicht wortgetreu übereinstimmen, sind sie lernendenzentriert, handlungsorientiert, partizipationsorientiert, was Lernendenautonomie und Förderung der Selbstlernpotenziale bedeutet.

Die Ergebnisse des Fragebogens wurden mittels quantitativer Differentialstatistik (Prozentsätze) und qualitativer Analyse offener Fragen analysiert und verglichen (s. Tab. 3) und ergaben, dass die Mehrheit der befragten Technik-Studierenden bei vielen

Kompetenzen ähnliche Ansichten hatten wie die Lehramtsstudierenden. Für beide Gruppen der Befragten war für das Studium die *Verbindung mit anderen Disziplinen* äußerst wichtig. Die Fähigkeiten, wie das *Verfassen eines Geschäftsschreibens* wurde von Technik-Studierenden für den Beruf (37 %) und von Lehramtsstudierenden für das Leben (40 %) als wichtig angegeben. *Team- und Gruppenarbeit* und *Kooperation* waren wiederum für Technik-Studierende wichtig im Beruf (39 %), und für die Lehramtsstudierende sehr wichtig im Studium (56 %).

Tabelle 3. Unterschiede zwischen Untergruppen: Technik-Studierende vs. Lehramt-Studierende und ausländische vs. serbische Studierende (in Prozenten)

	Technik- vs. Lehramtstudierende			Ausländische vs. serbische Studierende		
Kompetenzen	Studium	Beruf	Leben	Studium	Beruf	Leben
Selbstvorstellung, Präsentation ...	12%	6%	18%	7%	7%	15%
Computerkenntnisse, Verwendung von Apps, ...	1%	2%	1%	9%	11%	2%
Verwendung von LMS	3%	2%	1%	23	0%	23%
Lebenslauf, Bewerbung, Geschäftsbriefe	1%	8%	9%	21%	23%	2%
Fremde Ansichten respektieren	6%	12%	18%	1%	9%	8%
Kritisches Denken	9%	7%	2%	0%	7%	7%
Selbstreflexion und -kritik	3%	12%	15%	9%	9%	18%
Team- und Gruppenarbeit, ...	15%	18%	7%	2%	3%	5%
Lebenlanges Lernen	1%	16%	15%	5%	9%	4%
Beziehung zu anderen..., empfindsam sein...	3%	4%	7%	1%	5%	4%
Fremdsprachenkenntnisse	10%	10%	0	1%	4%	3%
Offen für andere Problemlösungen	5%	10%	15%	2%	6%	8%
Nachhaltige Lösungen finden	6%	20%	14%	2%	2%	4%
Mit anderen Disziplinen verbinden	8%	14%	6%	4%	6%	10%
Normen und Werte verstehen	6%	9%	16%	2%	7%	9%
Eigene Visionen für die Zukunft	3%	8%	11%	3%	11%	8%
Kollektive Entwicklung und Umsetzung innovativer ..,	4%	11%	7%	5%	14%	9%
Eigene Rolle in der lokalen Gemeinschaft ...	1%	4%	3%	1%	9%	8%
Zusammenhänge erkennen, komplexe Systeme ...	6%	12%	18%	7%	7%	14%
Mit Unsicherheit umgehen	1%	9%	8%	2%	6%	8%

Prozentuell kleinste Unterschiede gab es z. B. bei Kategorien, wie *Computerkenntnisse, Verwendung von LMS, Kritisches Denken, lebenslanges Lernen, Empfindsamkeit für andere Menschen, Verbindung mit anderen Disziplinen*, im Gegensatz zu den Kategorien wie *Selbstreflexion und -Kritik* und *Nachhaltige Lösungen finden, Normen und Werte verstehen, Zusammenhänge erkennen* und *komplexe Systeme verstehen* – da waren die Unterschiede deutlich höher (11-18 %). Die Meinungen der Studierenden im Hinblick auf Fremdsprachenkenntnisse waren gleich.

Einen signifikanten Unterschied gab es aber bei berufsbezogenen Kompetenzen: *(Selbst)Präsentation und Selbstvorstellungen*, die die technisch orientierten Studierenden mehr für das Studium für wichtig halten (39 %) als die Lehramtsstudierenden, für die sie für das Leben wichtiger sind (56 %). Dieser Unterschied lässt sich auch zwischen den einheimischen und den ausländischen Studierenden feststellen (s. Tab. 3): Für Lehramtsstudierende waren im Vergleich zu den Technik-Studierenden noch *Nachhaltige Lösungen* (57 %) und *Normen und Werte* (66 %) für das Leben und *Team- und Gruppenarbeit* für das Studium (56 %) wichtiger.

Deutliche Unterschiede gab es auch beim Vergleich von Ergebnissen zwischen den ausländischen und den einheimischen Studierenden bei Kategorien wie *Lebenslauf, Bewerbung* und *Verwendung von LMS*, die für deutschsprachige Studierende genauso wie *Selbstreflexion und -kritik* für das Leben nicht so wichtig sind.

Beim Vergleich zwischen Untergruppen von Studierenden und Arbeitnehmenden (s. Tab. 4 rechts) gab es bei Verwendung von LMS (25 %), *Selbstvorstellung, Präsentation* (20 %) sowie *Mit anderen Disziplinen verbinden* (17 %) einen größeren Unterschied, denn diese Kompetenzen sind für Studierende für das Studium und für Berufstätige im Beruf wichtig. Bei den Untergruppen von Lehrenden und Berufstätigen in anderen Berufen (Tab. 4 links) gab es Unterschiede in der Meinung über *Verwendung von LMS* (23 %), denn diese Kompetenz ist für Lehrende im Leben nicht so wichtig wie für Berufstätige in anderen Berufen. Das gilt auch für Kompetenzen *Fremde Ansichten respektieren* (12 %) und *Eigene Rolle in der Gesellschaft* (13 %), die für die Berufstätigen im Leben wichtiger sind als für Lehrende. Bei anderen Kompetenzen waren die Unterschiede in Prozenten nicht so groß (bis 11 %).

Tabelle 4. Unterschiede zwischen Untergruppen: Studierende vs. Arbeitnehmende und Lehrende vs. Berufstätige in anderen Berufen (in Prozenten)

	Studierende vs. Arbeitnehmende			Lehrende vs. Berufstätige in anderen Berufen		
Kompetenzen	Studium	Beruf	Leben	Studium	Beruf	Leben
Selbstvorstellung, Präsentation ...	20%	16%	4%	2%	2%	0
Computerkenntnisse, Verwendung von Apps, ...	10%	12%	2%	9%	1%	0
Verwendung von LMS	25%	23%	5%	9%	4%	23%
Lebenslauf, Bewerbung, Geschäftsbriefe	12%	7%	5%	3%	0	3%
Fremde Ansichten respektieren	6%	4%	2%	7%	5%	12%
Kritisches Denken	9%	6%	3%	7%	5%	2%
Selbstreflexion und -kritik	10%	8%	2%	6%	3%	9%
Team- und Gruppenarbeit, ...	10%	13%	3%	3%	8%	5%
Lebenlanges Lernen	7%	9%	2%	8%	1%	7%
Beziehung zu anderen..., empfindsam sein...	9%	2%	7%	1%	4%	5%
Fremdsprachenkenntnisse	2%	3%	1%	4%	3%	7%
Offen für andere Problemlösungen	11%	6%	5%	5%	2%	7%
Nachhaltige Lösungen finden	13%	7%	6%	10%	4%	6%
Mit anderen Disziplinen verbinden	17%	17%	0	8%	3%	11%
Normen und Werte verstehen	10%	5%	5%	8%	3%	11%
Eigene Visionen für die Zukunft	7%	4%	3%	1%	3%	2%
Kollektive Entwicklung und Umsetzung innovativer ..,	13%	7%	6%	1%	7%	6%
Eigene Rolle in der lokalen Gemeinschaft ...	12%	2%	10%	8%	5%	13%
Zusammenhänge erkennen, komplexe Systeme ...	5%	9%	4%	0	1%	1%
Mit Unsicherheit umgehen	12%	5%	7%	2%	3%	5%

Die folgende Tabelle (Tab. 5) zeigt die Rangierung von berufsbezogenen Kompetenzen von Studierenden und Arbeitnehmenden nach Bereichen *Studium/Beruf/Leben* wie im Fragebogen.

Tabelle 5. Rangierung der berufsbezogenen Kompetenzen nach Bereichen

Studierende

	Studium	Beruf	Leben
1.	Verwendung von LMS	Lebenslauf, Bewerbung, Geschäftsbriefe	Lebenlanges Lernen
2.	Selbstvorstellung, Präsentation	Teamarbeit und Gruppenarbeit	Fremdsprachenkenntnisse
3.	Computerkenntnisse, Verwendung von Apps, ...	Fremdsprachenkenntnisse / Lebenlanges Lernen	Computerkenntnisse, Verwendung von Apps, ...
4.	Fremdsprachenkenntnisse	Computerkenntnisse, Verwendung von Apps, ...	Selbstvorstellung, Präsentation
5.	Lebenslauf, Bewerbung, Geschäftsbriefe	Selbstvorstellung, Präsentation ...	Lebenslauf, Bewerbung, Geschäftsbriefe
6.	Lebenlanges Lernen	Verwendung von LMS	Team- und Gruppenarbeit
7.	Team- und Gruppenarbeit		Verwendung von LMS

Arbeitnehmende

	Studium	Beruf	Leben
1.	Verwendung von LMS	Team- und Gruppenarbeit	Lebenlanges Lernen
2.	Team- und Gruppenarbeit / Fremdsprachen- / Computer	Lebenslauf, Bewerbung, Geschäftsbriefe...	Selbstvorstellung, Präsntation ...
3.	Selbsvorstellung, Präsentation	Verwendung von LMS	Fremdsprachen
4.	Lebenlanges Lernen	Selbstvorstellung, Präsntation ...	Lebenslauf, Bewerbung, Geschäftsbriefe...
5.	Lebenslauf, Bewerbung, Geschäftsbriefe...	Computerkenntnisse	Computerkenntnisse
6.		Lebenlanges Lernen	Verwendung von LMS
7.		Fremdsprachen	Team- und Gruppenarbeit

Die Ergebnisse zeigen, dass Computerkenntnisse für Studierende im Leben und für Arbeitnehmer*innen im Beruf (jeweils 39 %) notwendig sind. Arbeitnehmer*innen arbeiten an ihren Arbeitsplätzen auch mehr im Team (50 %), verbinden bei ihren Arbeitsaufträgen mehrere Disziplinen miteinander (50 %) und erkennen dabei Zusammenhänge und analysieren komplexe Systeme (40 %) mehr als Studierende.

Interessanterweise ergaben sich bei der Rangierung keine so großen Unterschiede zwischen den Meinungen der Lehrenden an Schulen und Hochschulen im In- und Ausland und den Meinungen der Beschäftigten in anderen Berufen (Tab. 6).

Tabelle 6. Rangierung der berufsbezogenen Kompetenzen bei Arbeitnehmenden: Lehrende vs. Berufstätige in anderen Berufen

Kompetenzen zur Berufsbezogenheit / zum lenbenlangen Lernen			
	Lehrende		Beschäftigte in anderen Berufen
1.	Lebenslauf, Bewerbung, Geschäftsbriefe	1.	Team- und Gruppenarbeit, ...
2.	Team- und Gruppenarbeit, ...	2.	Lebenlanges Lernen
3.	Verwendung von LMS	3.	Lebenslauf, Bewerbung, Geschäftsbriefe
4.	Lebenlanges Lernen	4.	Fremdsprachenkenntnisse
5.	Selbstvorstellung, Präsentation ...	5.	Verwendung von LMS
6.	Computerkenntnisse, Verwendung von Apps, ...	5.	Selbstvorstellung, Präsentation ...
7.	Fremdsprachenkenntnisse	5.	Computerkenntnisse, Verwendung von Apps, ...

Z-Wert ≈ -13.29

Beim Eintrag *Fremdsprachenkenntnisse* fanden die Lehrenden aber, dass Fremdsprachen für den Beruf wichtig sind, während die anderen Berufstätigen sie für das Leben als relevant erachten – was auch verständlich ist, denn in vielen Berufen sind Fremdsprachenkenntnisse nicht immer unerlässlich.

Da bei den Rangierungen mehrere Differenzierungen möglich sind (s. auch Tabellen im Anhang), wurden hier (s. Tab. 7-11) die Rangierungen nach

- Unterzielgruppen: Technik- und Lehramtstudierende;
- Herkunft und
- berufsbezogenen Kompetenzen gemacht.

Um Unterschiede zwischen zwei Gruppen bzw. Untergruppen zu prüfen, wurde für die folgenden manuell erfolgten Rangierungen der berufsbezogenen Kompetenzen nach Prozentsätzen der Mann-Whitney-U-Test durchgeführt:

Tabelle 7. Rangierung der berufsbezogenen Kompetenzen: Studierende vs. Arbeitnehmende

Kompetenzen zur Berufsbezogenheit / zum lebenlangen Lernen			
	Studierende		Arbeitnehmende
1.	Verwendung von LMS	1.	Team- und Gruppenarbeit
2.	Lebenlanges Lernen	2.	Lebenslauf, Bewerbung, Geschäftsbriefe...
3.	Lebenslauf, Bewerbung, Geschäftsbriefe...	3.	Lebenlanges Lernen
4.	Fremdsprachen	4.	Verwendung von LMS
4.	Selbsvorstellung, Präsentation	5.	Selbstvorstellung, Präsentation ...
5.	Computerkenntnisse, Verwendung von Apps	6.	Fremdsprachen
5.	Team- und Gruppenarbeit	6.	Computerkenntnisse, Verwendung von Apps, ...

Z-Wert ≈ -28.936

Es folgen die Rangierungen der Nachhaltigkeitskompetenzen und Testergebnisse für Untergruppen:

- Technik- und Lehramtsstudierende (Tab. 7)
- Studierende in Serbien und im Ausland (Tab. 8).
- Studierende vs. Arbeitnehmende (Tab. 9)
- Lehrende vs. Berufstätige in anderen Berufen (Tab. 10)

Tabelle 8. Rangierung der Nachhaltigkeitskompetenzen: Technik-Studierende vs Lehramts-studierende

	Technik-Studierende		**Lehramtsstudierende**
1.	Eigene Visionen für die Zukunft	1.	Eigene Visionen für die Zukunft
2.	Eigene Rolle in der lokalen Gemeinschaft ...	1.	Selbstreflexion und -kritik
3.	Selbstreflexion und -kritik	2.	Fremde Ansichten respektieren
4.	Normen und Werte verstehen	3.	Normen und Werte verstehen
5.	Fremde Ansichten respektieren	4.	Eigene Rolle in der lokalen Gemeinschaft ...
6.	Mit Unsicherheit umgehen	5.	Zusammenhänge erkennen, komplexe Systeme ...
7.	Beziehung zu anderen..., empfindsam sein...	6.	Nachhaltige Lösungen finden
8.	Kollektive Entwicklung und Umsetzung innovativer ..,	6.	Offen für andere Problemlösungen
8.	Kritisches Denken	7.	Mit Unsicherheit umgehen
9.	Nachhaltige Lösungen finden	8.	Beziehung zu anderen..., empfindsam sein...
10.	Offen für andere Problemösungen	9.	Kollektive Entwicklung und Umsetzung innovativer ..,
11.	Zusammenhänge erkennen, komplexe Systeme ...	10.	Kritisches Denken
12.	Mit anderen Disziplinen verbinden	11.	Mit anderen Disziplinen verbinden

Z-Wert ≈ -9.893

Tabelle 9. Rangierung der Nachhaltigkeitskompetenzen: Studierende in Serbien vs. Studierende in Deutschland

	Studierende in Serbien		Studierende in Deutschland
1.	Eigene Visionen für die Zukunft	1.	Eigene Visionen für die Zukunft
2.	Selbstreflexion und -kritik	2.	Eigene Rolle in der lokalen Gemeinschaft ...
3.	Eigene Rolle in der lokalen Gemeinschaft ...	3.	Beziehung zu anderen..., empfindsam sein...
4.	Normen und Werte verstehen	4.	Fremde Ansichten respektieren
4.	Fremde Ansichten	5.	Normen und Werte verstehen
5.	Beziehung zu anderen..., empfindsam sein...	6.	Mit Unsicherheit umgehen
5.	Mit Unsicherheit umgehen	7.	Nachhaltige Lösungen finden
6.	Kollektive Entwicklung und Umsetzung innovativer ..,	8.	Selbstreflexion und -kritik
7.	Nachhaltige Lösungen finden	9.	Offen für andere Problemlösungen
7.	Offen für andere Problemlösungen	9.	Kollektive Entwicklung und Umsetzung innovativer ..,
8.	Kritisches Denken	10.	Kritisches Denken
9.	Zusammenhänge erkennen, komplexe Systeme ...	11.	Zusammenhänge erkennen, komplexe Systeme ...
10	Mit anderen Disziplinen verbinden	12.	Mit anderen Disziplinen verbinden

Z-Wert ≈ -22.468

Tabelle 10. Rangierung der Nachhaltigkeitskompetenzen: Studierende vs. Arbeitnehmende

	Studierende		Berufstätige
1.	Eigene Visionen für die Zukunft	1.	Eigene Rolle in der lokalen Gemeinschaft ...
2.	Eigene Rolle in der lokalen Gemeinschaft ...	2.	Eigene Visionen für die Zukunft
3.	Selbstreflexion und -kritik	3.	Beziehung zu anderen..., empfindsam sein...
4.	Normen und Werte verstehen	3.	Normen und Werte verstehen
4.	Fremde Ansichten respektieren	4.	Mit Unsicherheit umgehen
5.	Beziehung zu anderen..., empfindsam sein...	5.	Selbstreflexion und -kritik
6.	Mit Unsicherheit umgehen	6.	Fremde Ansichten respektieren
7.	Nachhaltige Lösungen finden	6.	Nachhaltige Lösungen finden
8.	Kollektive Entwicklung und Umsetzung innovativer ..,	7.	Team- und Gruppenarbeit, ...
9.	Offen für andere Problemlösungen	8.	Kollektive Entwicklung und Umsetzung innovativer ..,
9.	Kritisches Denken	9.	Offen für andere Problemlösungen
10.	Zusammenhänge erkennen, komplexe Systeme ...	10.	Kritisches Denken
11.	Mit anderen Disziplinen verbinden	11.	Zusammenhänge erkennen, komplexe Systeme ...
		12.	Mit anderen Disziplinen verbinden

Z-Wert -22.468

Tabelle 11. Rangierung der Nachhaltigkeitskompetenzen: Lehrende vs. Berufstätige in anderen Berufen

	Lehrende		Berufstätige in anderen Berufen
1.	Eigene Visionen für die Zukunft	1.	Eigene Rolle in der lokalen Gemeinschaft ...
2.	Eigene Rolle in der lokalen Gemeinschaft ...	2.	Eigene Visionen für die Zukunft
3.	Beziehung zu anderen..., empfindsam sein...	3.	Normen und Werte verstehen
3.	Mit anderen Disziplinen verbinden	4.	Beziehung zu anderen..., empfindsam sein...
4.	Mit Unsicherheit umgehen	4.	Fremde Ansichten respektieren
5.	Normen und Werte verstehen	4.	Selbstreflexion und -kritik
6.	Selbstreflexion und -kritik	5.	Mit Unsicherheit umgehen
7.	Nachhaltige Lösungen finden	6.	Nachhaltige Lösungen finden
8.	Fremde Ansichten respektieren	7.	Kollektive Entwicklung und Umsetzung innovativer ..,
9.	Kollektive Entwicklung und Umsetzung innovativer ..,	8.	Offen für andere Problemlösungen
10.	Kritisches Denken	9.	Kritisches Denken
11.	Offen für andere Problemlösungen	10.	Zusammenhänge erkennen, komplexe Systeme ...
12.	Zusammenhänge erkennen, komplexe Systeme ...	11.	Mit anderen Disziplinen verbinden

Z-Wert ≈ -11.811

Alle mit dem Mann-Whitney-U-Test durchgeführten Tests zeigen beim Signifikanzniveau $\alpha = 0{,}05$ statistisch signifikante Unterschiede, worauf die Z-Werte hindeuten, sowohl zwischen den untersuchten Gruppen von Studierenden und Arbeitnehmenden als auch bei Untergruppen.

5. DISKUSSION

Anhand der Ergebnisse der Untersuchung lässt sich feststellen, dass zwischen den Meinungen von Studierenden im In- und Ausland kleine Unterschiede bestehen: Die Notwendigkeit von analytischem Denken, von innovativen und komplexen Lösungen und Offenheit gegenüber der im Praktikum relevanten Probleme haben die ausländischen Studierenden aufgrund ihrer Erfahrung offensichtlich früher als die einheimischen entdeckt. Durch den zweiten Teil der Umfrage konnten jene Nachhaltigkeitskompetenzen festgestellt werden, die sich möglicherweise im fremdsprachlichen Kontext als schwierig erweisen wie *Respekt, Normen und Werte, Zukunftsvisionen, eigene Rolle in der Gesellschaft*. Auffallend war, dass mit den Erfahrungen wie Gruppenarbeit oder LMS während des Studiums und des Lebens oft kein tieferes Verständnis über deren Wichtigkeit einherging. Dass *Normen und Werte verstehen* nicht einmal von einem Drittel der Befragten angeklickt wurde, zeigt, dass ein angemessenes (Selbst)Bewusstsein bzw. eine kritische Haltung fehlte. Viele der Studierenden fanden Zukunftsvisionen befremdend und zeigten daher kein Interesse dafür.

Die Meinungen von Arbeitnehmenden, die die Kompetenzen aus einer anderen Perspektive betrachten als Studierende, sind vor allem auf das Leben und den Beruf konzentriert.

6. SCHLUSSFOLGERUNGEN

Mit dieser Untersuchung haben wir begonnen, nachhaltig für den SDU/SFU eine in unseren Augen bestehende Nachhaltigkeitskompetenz-Lücke zu schließen. Die Ergebnisse zeigen, dass die Studierenden sich darüber bewusst sind, dass sie diese Kompetenzen für den Beruf und das Leben brauchen und dass diese Kompetenzen während des Studiums entwickelt werden sollten. Es geht also nicht nur um Sprachkenntnisse, sondern um die Fähigkeit, nachhaltig zu denken und – um den ganzheitlichen Ansatz von Pestalozzi[3] zu verwenden – in der Sprache mit Kopf, Herz und Hand zu handeln:

- mit Kopf, d.h. mit einem Verständnis für ökologische und soziale Zusammenhänge und für die Auswirkungen von Entscheidungen und Handlungen auf Umwelt und Gesellschaft;

[3] S. unter: https://www.pedocs.de/volltexte/2017/13367/pdf/BZL_1997_3_403_409.pdf

- mit Herz, d.h. mit der Förderung von Werten, Einstellungen, Empathie, Verantwortungs-bewusstsein, Solidarität und ethischem Bewusstsein für die Bedürfnisse der anderen und der Umwelt;
- mit Hand, d.h. mit der Vermittlung des Handelns in der Fremdsprache als Instrument, um Verbindungen herzustellen und ein globales Verständnis zu fördern.

Internationale und nationale RC wie die RC für den SDU sind zwar in den Teilnahme-Ländern nicht verpflichtend, existieren aber als Publikation und stehen denjenigen zur Verfügung, die daraus schöpfen wollen – und sind noch dazuhin auf internationaler Ebene entstanden. Zwar können die auf Meso-Ebene bestehenden Curricula von Bildungsinstitutionen im tertiären Bereich nicht schnell abgeändert werden (z.B. bei Re-Akkreditierung), doch können aber Lehrpläne, selbsterstellte Unterrichtsmaterialien und Lehrwerke auf Micro- (z.B. für einen Kurs) und Nano-Ebene (z.B. autonomes Lernen) relativ leicht überarbeitet oder erneuert werden. Die Entscheidungsfreiheit im universitären Bildungsbereich ermöglicht also den Dozierenden „nur" auf Micro- und Nanoebene curriculare Änderungen im Sinne der Nachhaltigkeit vorzunehmen. Dafür könnten im Falle einer Aktualisierung von Lehrplänen interdisziplinäre Ansätze und projektbasiertes Lernen im Vordergrund stehen, um nachhaltige Themen in den Unterricht zu integrieren.

Leider konnten im vorliegenden Beitrag ausschließlich Deutsch lernende Studierende technischer Studiengänge und Lehramtsstudierende in Serbien untersucht werden, aber keine aus natur- oder geisteswissenschaftlichen Studiengängen und keine eine andere Fremdsprache lernenden Studierenden einbezogen werden. Dies müsste also in einer weiteren Forschung geschehen.

Lohnenswert erschiene auch, eine größere Zahl der Deutsch- und Fremdsprachenlehrenden sowie Lehrende anderer Fächer zu befragen, und zwar nicht nur in Serbien. Das würde erlauben, die Kompetenzen für Untergruppen genauer zu differenzieren, was für die Unterrichtsplanung äußerst wichtig wäre.

Die im vorliegenden Beitrag vorgestellten Befragungsergebnisse sollen einen Anstoß dazu leisten, im fächerübergreifenden berufsbezogenen inter- und transdisziplinären SFU in der jeweiligen Fremdsprache den Schwerpunkt auf Kompetenzorientierung und Handlungsfähigkeit zu legen – oder zumindest dazu beitragen, dass eine Bereitschaft zum Überdenken von Zielen, Inhalten und Verfahren in Richtung einer BNE entsteht. Der Kompetenz- und Handlungsbedarf für die Förderung des SDU/SFU ist umso mehr notwendig, als es bislang einen Widerspruch zwischen der Theorie (Studium) und der Praxis (Leben, Beruf) gibt, den gerade die Verwendung der Fremdsprache überbrücken kann.

Literaturverzeichnis

Europarat. (2001). *Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen.* Berlin – München.

Goethe Institut (o.D.). *Rahmencurricula. Studienbegleitender Deutschunterricht an Universitäten und Hochschulen:* Ukraine: *2014*, Nordmazedonien: 2013, Bosnien und Herzegowina: *2011*, Serbien: 2010, Kroatien: 2007, Polen, Slowakei und Tschechien: 2006, Tschechien und Slowakei: 2002, Polen: 1998. https://www.goethe.de/de/spr/unt/kum/rcm.html (abgerufen am 7. Mai 2023).

Haan, Gerhard de. (2008). Gestaltungskompetenz als Kompetenzkonzept der Bildung für nachhaltige Entwicklung. Hrsg. Bormann, Inka; Haan, Gerhard de. *Kompetenzen der Bildung für nachhaltige Entwicklung* (23-43). VS Verl. für Sozialwissenschaften. Wiesbaden.

Lindenthal, Thomas; Bohunovsky, Lisa. (2016). Nachhaltigkeitskompetenzen in der Lehre an den Allianz-Universitäten. *GAIA 25*/1. 61-63.

Rieckmann, Marco. (2011). Schlüsselkompetenzen für eine nachhaltige Entwicklung der Weltgesellschaft. Ergebnisse einer europäisch-lateinamerikanischen Delphi-Studie. *GAIA 20*(1), 48-56.

Rieckmann, Marco. (2021). Bildung für nachhaltige Entwicklung. Ziele, didaktische Prinzipien und Methoden. *Merz, 65* (2021) 4, 10-17.

Rieckmann, Marco; Schank, Christoph. (2016). Sozioökonomisch fundierte Bildung für nachhaltige Entwicklung Kompetenzentwicklung und Werteorientierungen zwischen individueller Verantwortung und struktureller Transformation. *Journal of Science*-Society Interfaces Vol.1, 65-79.

Ruesch Schweizer, Corinne. (2019). Kompetenzen für eine Nachhaltige Entwicklung – konzeptionelle Präzisierung der Nachhaltigkeitskompetenz über den Leistungsanspruch. Hrsg. Clemens, Iris; Hornberg, Sabine; Rieckmann, Marco. *Bildung und Erziehung im Kontext globaler Transformationen*. DGfE. Leverkusen – Opladen.

Schreiber, Jörg-Robert. (2016). Kompetenzen, Themen, Anforderungen, Unterrichtsgestaltung und Curricula. *Orientierungsrahmen für den Lernbereich Globale Entwicklung im Rahmen einer Bildung für nachhaltige Entwicklung*. Engagement Global gGmbH. Bonn.

Vereinte Nationen (2015). *Transformation unserer Welt: die Agenda 2030 für nachhaltige Entwicklung.* http://www.un.org/depts/german/gv70/band1/ar70001.pdf (abgerufen am 7. Mai 2023)

Wiek, A., L. Withycombe, C. L. Redman. (2011). Key competencies in sustainability: A reference framework for academic program development. Sustainability Science *6*/2: 203-218.

SUSTAINABILITY COMPETENCIES IN CURRICULUM DEVELOPMENT

The aim of the paper is to prove that the competencies addressed in the framework curricula for German language teaching during university studies basically correspond to the key competencies of the 2030 Agenda (United Nations, 2015) for sustainable development and that these framework curricula, although they were developed in the course of an international university project that has now been completed (1998-2014), are up-to-date and need to be further developed.

The article first makes a qualitative comparison between the competencies specified in the framework curricula and those mentioned in documents on sustainability education. The guiding questions are whether the competencies are of interdisciplinary relevance for study, life and work, and whether they correspond to the global goals of the 2030 Agenda. A further question is whether these competencies – and in the case which ones – are perceived as more or less relevant by students as future employees and by employees themselves and should therefore be present in the education of a younger generation of students and employees in the future. In order to answer these questions, a number of students at three higher education institutions in Serbia and a number of employees in companies were interviewed.

Conclusion: Sustainability competencies can enhance and develop the competencies mentioned in the framework curricula and can be incorporated into inter- and transdisciplinary teaching that enables students to become professionally competent sustainability citizens - so that they act with/in and through the foreign language with respect and tolerance in the (socio)cultural diversity of our globalised world. However, this can only happen because the framework curricula developed on the basis of the Common Framework of Reference for Languages (cf. GeR, 2001) are based on a holistic competence- and action-oriented approach that perceives students as individuals in their entire personality. The perspectives that emerge in the article concern the didactic implementation of the principles of Agenda 2030 in the teaching of German for interdisciplinary action-oriented teaching and open up new paths for the development of framework curricula for foreign language teaching alongside university studies in general as well as for the updating of the corresponding curricula.

Keywords: Agenda 2030, competencies, (framework) curricula, cross-faculty teaching of foreign languages, German as a foreign language in tertiary education

Anhang: Ergebnisse im Überblick

Tabelle 0.1. Studierende (in Zahlen und Prozenten): Kompetenzen

	TECHNIK-STUDIERENDE			LEHRAMTSTUDIERENDE			STUDIERENDE/ AUSLAND			STUDIERENDE/ SERBIEN			STUDIERENDE gesamt		
	Studium	Beruf	Leben	Studium	Beruf	Leben	Studium	Beruf	Leben	Studium	Beruf	Leben	Studium	Beruf	Leben
Selbstvorstellung, Präsentation ...	85	49	82	13	8	27	63	42	38	98	57	109	161	99	147
%	39	23	38	27	17	56	44	29	27	37	22	42	40	24	36
Computerkenntnisse, Verwendung von Apps, ...	92	56	91	23	12	22	44	50	52	115	68	113	159	118	165
%	39	23	38	40	21	39	30	34	36	39	23	38	36	27	37
Verwendung von LMS	105	37	57	28	8	14	67	16	5	133	45	71	200	61	76
%	53	18	29	56	16	28	76	18	6	53	18	29	59	18	23
Lebenslauf, Bewerbungsschreiben, Geschäftsbriefe schreiben	70	82	67	15	14	19	12	61	31	85	96	86	97	157	117
%	32	37	31	31	29	40	11	59	30	32	36	32	26	42	32
Fremde Ansichten respektieren	57	51	106	10	6	33	36	47	67	67	57	139	103	104	206
%	27	24	49	21	12	67	24	31	45	25	22	53	25	25	50
Kritisches Denken	67	57	97	20	10	22	55	51	65	87	67	119	142	120	184
%	30	26	44	39	19	42	32	31	37	32	24	44	32	27	41
Selbstreflexion und -kritik	44	51	116	9	6	34	51	54	70	53	57	150	104	111	220
%	21	24	55	18	12	70	29	31	40	20	22	58	24	25	51
Team- und Gruppenarbeit, ...	78	99	76	30	11	12	68	68	40	108	110	88	171	175	128
%	31	39	30	56	21	23	37	39	24	35	36	29	36	37	27
Lebenslanges Lernen	57	58	105	13	5	30	27	44	60	70	63	135	97	107	195
%	26	26	48	27	10	63	21	33	46	26	24	50	24	27	49
Beziehung zu anderen Menschen, empfindsam sein...	61	61	113	13	12	31	36	46	70	74	73	144	110	119	214
%	26	26	48	23	22	55	24	30	46	25	25	50	25	27	48
Fremdsprachenkenntnisse	70	84	108	20	12	22	47	57	62	90	96	130	137	153	192
%	27	32	41	37	22	41	28	34	38	29	30	41	28	32	40
Offen für andere Problemlösungen	71	83	108	12	12	30	46	60	60	83	95	138	129	155	198
%	27	32	41	22	22	56	28	36	36	26	30	44	27	32	41
Nachhaltige Lösungen finden	54	83	102	15	8	31	39	49	61	69	91	133	108	140	194
%	22	35	43	28	15	57	26	33	41	24	31	45	24	32	44
Mit anderen Disziplinen verbinden	88	79	67	24	11	19	57	49	27	112	90	86	169	139	113
%	37	34	29	45	20	35	43	37	20	39	31	30	40	33	27
Normen und Werte verstehen	52	51	105	9	7	31	37	42	63	61	58	136	98	100	199
%	25	24	50	19	15	66	26	30	44	24	23	53	25	25	50
Eigene Visionen für die Zukunft	41	44	120	8	6	33	21	40	68	49	50	153	70	90	221
%	20	21	59	17	13	70	16	31	53	19	20	61	18	24	58
Kollektive Entwicklung und Umsetzung innovativer Maßnahmen	53	67	95	15	10	26	25	51	43	68	77	121	93	128	164
%	25	31	44	29	20	51	21	43	36	26	29	45	24	33	43
Eigene Rolle in der lokalen Gemeinschaft/ Gesellschaft	45	43	117	12	9	30	28	39	64	57	54	147	85	91	211
%	22	22	56	23	18	59	21	30	49	22	21	57	22	24	54
Zusammenhänge erkennen, komplexe Systeme analysieren	68	72	95	11	9	27	51	51	41	79	81	122	130	132	163
%	29	31	40	23	19	58	35	36	29	28	29	43	31	31	38
Mit Unsicherheit umgehen	62	65	118	15	10	32	44	52	69	77	75	150	121	127	219
%	25	27	48	26	18	56	27	31	42	25	25	50	26	27	47

Tabelle 0.2. Arbeitnehmende (in Zahlen und Prozenten): Kompetenzen

	LEHRENDE			BERUFSTÄTIGE in anderen Berufen			BERUFSTÄTIGE gesamt		
	Studium	Beruf	Leben	Studium	Beruf	Leben	Studium	Beruf	Leben
Selbstvorstellung, Präsentation ...	19	36	34	20	42	44	39	78	78
%	21	38	41	19	40	41	20	40	40
Computerkenntnisse, Verwendung von Apps, ...	23	34	31	31	49	44	54	83	75
%	26	39	35	35	40	35	26	39	35
Verwendung von LMS	26	29	11	33	43	33	59	72	44
%	39	44	17	30	40	30	34	41	25
Lebenslauf, Bewerbungsschreiben, Geschäftsbriefe schreiben	11	35	25	13	50	38	24	85	63
%	16	49	35	13	49	38	14	49	37
Fremde Ansichten respektieren	21	29	41	18	31	64	39	60	105
%	23	32	45	16	27	57	19	29	52
Kritisches Denken	26	28	41	26	46	60	52	74	101
%	27	30	43	20	35	45	23	33	44
Selbstreflexion und -kritik	16	31	43	13	34	62	29	65	105
%	18	34	48	12	31	57	14	33	53
Team- und Gruppenarbeit, ...	26	41	25	30	64	26	56	105	51
%	28	45	27	25	53	22	26	50	24
Lebenlanges Lernen	21	34	41	16	43	60	37	77	101
%	22	35	43	14	36	50	17	36	47
Beziehung zu anderen Menschen, empfindsam sein...	15	27	46	18	31	64	33	58	110
%	17	31	52	16	27	57	16	29	55
Fremdsprachenkenntnisse	28	36	35	31	43	54	59	79	89
%	28	37	35	24	34	42	26	35	39
Offen für andere Problemlösungen	17	36	39	18	46	62	35	82	101
%	19	39	42	14	37	49	16	38	46
Nachhaltige Lösungen finden	14	30	38	8	48	60	22	78	98
%	17	37	46	7	41	52	11	39	50
Mit anderen Disziplinen verbinden	23	44	18	20	52	34	43	96	52
%	27	52	21	19	49	32	23	50	27
Normen und Werte verstehen	16	25	40	12	29	61	28	54	101
%	20	31	49	12	28	60	15	30	55
Eigene Visionen für die Zukunft	8	20	43	12	30	66	20	50	109
%	11	28	61	11	28	61	11	28	61
Kollektive Entwicklung und Umsetzung innovativer Maßnahmen	9	35	36	13	40	56	22	75	92
%	11	44	45	12	37	51	11	40	49
Eigene Rolle in der lokalen Gemeinschaft/ Gesellschaft	10	20	39	6	22	64	16	42	103
%	14	29	57	6	24	70	10	26	64
Zusammenhänge erkennen, komplexe Systeme analysieren	22	35	29	29	46	40	51	81	69
%	25	41	34	25	40	35	26	40	34
Mit Unsicherheit umgehen	12	27	41	14	34	60	26	61	101
%	15	34	51	13	31	56	14	32	54

SASTAVLJANJE KORPUSA ZA POUČAVANJE JEZIKA STRUKE

STRUČNI RAD / PROFESSIONAL PAPER

Mirjana Borucinsky
mirjana.borucinsky@pfri.uniri.hr
Faculty of Maritime Studies, University of Rijeka, Rijeka, Croatia

Jana Kegalj
jana.kegalj@pfri.uniri.hr
Faculty of Maritime Studies, University of Rijeka, Rijeka, Croatia

Sažetak

Jedan od suvremenih izazova u poučavanju jezika struke jest odabir jezičnih tehnologija (tj. korpusa i alata). Korpusi mogu biti izvorom autentičnih jezičnih podataka za izradu kurikula ili nastavnih materijala, ali i primjena modela korpusno utemeljenog učenja, pri čemu se studente izlaže velikim količinama jezičnih podataka, čime im se omogućuje da aktivno istražuju jezik te pronalaze jezične obrasce (Boulton 2009). Činjenicom da je student u ulozi "istraživača" jezika povećava se i unutarnja motivacija, a ujedno se mijenja i tradicionalni autoritet nastavnika pa tako nastavnici od jedinog izvora znanja postaju usmjeritelji, mentori savjetnici (Jandrić 2015). Cilj je ovog rada opisati način i postupak sastavljanja specijaliziranoga korpusa koji se potom primjenjuje u nastavi jezika struke. Uravnotežen i pažljivo sastavljen specijalizirani korpus može pružiti mnoštvo podataka koji su relevantni za specijalizirani varijetet. Također, u takvim je korpusima lakše postići uravnoteženost kao bitnu odliku korpusa, ali je važno precizno razraditi kriterije odabira pojedinih tekstova za korpus.

Ključne riječi: jezik struke, korpus, korpusno utemeljeno učenje

1. UVOD

U ovome radu koristimo metode korpusne lingvistike za sastavljanje specijaliziranoga korpusa koji se potom rabi u nastavi kroz korpusno utemeljeno učenje (engl. *data-driven learning, DDL*, usp. Boulton 2009, Johns 2002, 1991). Korpusnu lingvistiku smatramo vrstom lingvističkog propitivanja koje se temelji na podacima dobivenima iz korpusa (usp. također Stefanowitsch, 2020), a metode korpusne lingvistike mogu se primijeniti i u glotodidaktičke svrhe. Za potrebe poučavanja engleskoga za akademske potrebe, postoje brojni dostupni korpusi. Popis korpusa engleskoga za akademske potrebe, ali i nekih specijaliziranih korpusa dostupan je preko sljedeće

poveznice: https://martinweisser.org/corpora_site/CBLLinks.html. Međutim, u ovome radu polazimo od pretpostavke da svaki jezik struke raspolaže različitim leksičko-gramatičkim sredstvima (v. Borucinsky i Pritchard 2022) te da je za potrebe nastave jezika struke neophodno izraditi i sastaviti vlastiti specijalizirani korpus ili tzv. DIY (*do it yourself* 'izradi sam') korpus (Charles 2012) prema jasnim i točno definiranim kriterijima.

Korpus je velika zbirka tekstova, a uz njega se vežu četiri ključne riječi: autentičnost ili izvornost, strojna čitljivost, veličina te uravnoteženost. Autentičnost se odnosi na jezik koji je nastao u stvarnim komunikacijskim situacijama. Strojno čitljiv tekst ima veću vrijednost jer omogućuje razne načine pretrage uz pomoć računalnojezikoslovnih alata koji nam omogućuju da tekstu pristupimo i procesuiramo ga, čime se smanjuje vrijeme pretrage. Pitanje veličine odnosi se i na veći broj tekstova u odnosu na broj tekstova koje bismo prikupili ili mogli obraditi u tiskanom obliku. Uz veličinu veže se i pitanje uravnoteženosti s čime je povezan i pojam jasnih kriterija koji moraju biti definirani da bismo dobili reprezentativan uzorak jezičnog varijeteta. Uravnoteženost ćemo postići uključivanjem različitih tekstova iz ciljane populacije tekstova u korpus. Zanettin (2014) smatra da odabir tekstova može biti učinjen temeljem diskrecijske procjene sastavljača korpusa koji će nastojati uključiti jednaki broj tekstova za svaki promatrani registar ili žanr. Za razliku od korpusa općeg jezika, specijalizirani korpusi ne zahtijevaju veliku količinu tekstova, jer se dodavanjem tekstova u korpus ne povećava njegova leksičko-gramatička i stilska varijacija (usp. Zanettin 2014) pa je reprezentativnost lakše postići u manjim specijaliziranim korpusima.

Anthony (2019) ističe da vrijednost korpusa nije samo u veličini, već u podacima koji se iz njega mogu dobiti. S tim u vezi, specijalizirani korpusi koji su manji, uravnoteženi i pažljivo sastavljeni mogu pružiti više podataka od velikog korpusa općeg jezika koji nije prilagođen specifičnim potrebama istraživanja. Bowker i Pearson (2002) navode da mali specijalizirani korpus koji sadrži tekstove jednog žanra može biti iznimno koristan pri određivanju naziva, sastavljanju glosara, uočavanju kolokacija pa čak i za razvoj pisane komunikacije. Korpus također mora biti dovoljno velik da bi mogao predstavljati jezični uzorak, inače bi rezultati pretrage korpusa mogli dati preuzak ili preopćenit „pogled" na jezik (Biber 1993).

Mnogi su se bavili pitanjem kriterija za odabir tekstova (npr. Biber, 1993, McEnery i Hardie 2012; Eagles_on_line) te se uglavnom slažu u podjeli na dvije skupine: vanjski i unutarnji kriteriji. Vanjski se kriteriji odnose na nejezične kriterije određene situacijskim, društvenim čimbenicima i mogu se grubo organizirati u nekoliko skupina. Prvu skupinu čine kontekstualni čimbenici koji utječu na strukturu i/ili sadržaj teksta, primjerice osobe koje su na različite načine oblikovale ili utjecale na oblikovanje teksta (npr. autor(i), urednik, izdavač, prevoditelj), njihov spol, dob, jezično podrijetlo (materinski jezik, jezike koje govore); okolnosti u kojima je tekst nastao (vrijeme, mjesto). Druga skupina obuhvaća čimbenike koji govore o statusu teksta, primjerice

veličina teksta (cjeloviti tekstovi ili ulomci), vrsta tekstova (prema funkcionalnom stilu, registru, žanru; izvorni tekstovi ili prijevodi), broj tekstova, medij (pisani ili govoreni tekstovi), jezik, struktura (makrostruktura teksta utječe i na uporabu jezičnih elemenata, npr. recepti imaju drugačiju strukturu od pravnih akata). Treću skupinu čine funkcionalni čimbenici, odnosno ciljana publika/sudionici (odnos autora i publike; vremenski i/ili prostorno bliska ili udaljena publika; veličina publike, dobni/spolni sastav publike, sastav publike prema obrazovanju i stručnosti, itd.) i namjena teksta (npr. informiranje, zabava, opisivanje, propisivanje, edukacija, upute, itd.).

Unutarnji se kriteriji odnose na jezične karakteristike teksta, raspodjelu jezičnih struktura i jezična svojstava teksta. To su kriterij teme, odnosno leksičkog aspekta unutarnje analize teksta, i kriterij stila, odnosno unutarnjih svojstava teksta koja ga razlikuju od drugih tekstova. Tema je vrlo širok pojam i bez obzira što ju intuitivno prepoznajemo, nema općeprihvaćene klasifikacije teme u kategorije, a ponekad su granice između tema nejasne (v. također Kegalj i Borucinsky 2021: 220).

2. TEORIJSKI OKVIR

Kilgarriff i Kosem (2013) navode da postoje tri vrste korisnika korpusa, a to su leksikografi, istraživači te studenti/nastavnici/prevoditelji. Korpusi i korpusna lingvistika kao metodologija postali su nezaobilaznima u leksikografiji i općenito jezikoslovnim istraživanjima, no njihova je primjena u nastavi najmanje poznata i istraživana iako su prednosti uporabe korpusa u nastavi dokazane i eksperimentalnim istraživanjima (npr. Boulton i Cobb 2017, Chambers 2006, Cheng 2009, Chujo i dr. 2012, O'Sullivan 2007, Vyatkina 2016, Wu 2016, i dr.). Nadalje, uporaba korpusa za akademske potrebe dobro je opisana primjerice u Flowerdew (2022), Hyland (2008), Hyland i Jiang (2017), no opisi uporabe korpusa u jeziku struke znatno su rjeđi. Dobar opis primjene korpusa u nastavi jezika struke primjerice donosi Cotos (2017).

Naslanjajući se na Gabrielatos (2005), Jablonkai i Csomay (2022) i Römer (2006) smatramo da korpusna lingvistika može pridonijeti učenju i poučavanju jezika te da korpusi imaju veliki potencijal poboljšati pedagošku praksu (usp. također Lalli Paćelat 2021).

Proučavanje korpusnih isječaka omogućuje studentima rad na pronalasku jezičnih obrazaca, učestalosti pojavljivanja riječi i jezičnih obrazaca te kontekst u kojem se pojavljuju (usp. Borucinsky i Tominac Coslovich 2021). Korpusno utemeljeno učenje omogućuje studentima da sudjeluju u induktivnom samousmjerenom učenju uz vodstvo nastavnika (Boulton 2009, Johns 1991), no može se primijeniti i izvan nastave u vidu zadaća koje nastavnik zadaje studentima. Uzrečica „Every student a Sherlock Holmes" (Johns 1997: 101) ističe da se ovakvim načinom razvijaju vještine poput predviđanja, opažanja, primjećivanja, promišljanja, analiziranja, interpretira-

nja, istraživanja, zaključivanja, fokusiranja, uspoređivanja, razlikovanja, teoretiziranja, postavljanja i provjeravanja hipoteza (v. također O'Sullivan 2007: 277). Nadalje, korpusno utemeljeno učenje vodi do korisnog prijenosa učenja (engl. *learning transfer*), čime se omogućuje razvoj metakognitivnih vještina, tj. analitičkih vještina kao što su vještina rješavanja problema i vještina otkrivanja u učenju na temelju grupnog rada. Naposljetku, ovim se pristupom smanjuje teret nastavnika koji predaje jezik struke te on više nije autoritet koji mora poznavati jezik struke, već se njegova uloga mijenja pa tako od jedinog izvora znanja postaje usmjeritelj, mentor, savjetnik (Jandrić 2015).

Jedna od prednosti primjene korpusa u nastavi jest činjenica da su korpusi prigodni i za homogene skupine u kojima svi polaznici slušaju jezik iste struke, ali su na različitim razinama jezičnoga znanja, ali i za heterogene skupine jer omogućuju samostalno učenje u grupama koje imaju različite interese koje specijalizirani korpusi pokrivaju. Studentima se može omogućiti i da sami izrađuju korpuse. Međutim, postoji niz izazova za uspješnu upotrebu korpusno utemeljenih zadataka u nastavi jezika struke. Jedan od glavnih izazova korpusno utemeljenog učenja s kojim se nastavnici susreću, kako navodi Ädel (2010), jest dostupnost relevantnih korpusnih podataka. To je i danas, više od jednog desetljeća kasnije još uvijek slučaj. Da bismo uspješno mogli primijeniti korpusno utemeljeno učenje u nastavi jezika struke, potreban nam je specijalizirani korpus koji u potpunosti odgovara potrebama studenata, u smislu da kao jezični uzorak predstavlja odgovarajući žanr, područje i da sadržajno odgovara ciljnoj publici.

Gilquin i Granger (2010) navode četiri razloga koja predstavljaju prepreku uvođenju korpusno utemeljenog učenja u nastavu, a to su: 1. logistički aspekt, 2. perspektiva nastavnika, 3. perspektiva studenta, 4. sadržaj. Prvi se odnosi na već spomenutu dostupnost jezičnih resursa, odnosno specijaliziranih korpusa, i količinu vremena koje je potrebno uložiti za pripremu nastavnih materijala, ali i vremena koje je potrebno za rad na korpusima u učionici. Perspektiva nastavnika odnosi se na nepoznavanje korpusnih alata od strane nastavnika i potrebe za programima usavršavanja, skepticizam (iako su nastavnici mentori, njihova je uloga važna jer moraju moći prepustiti „kormilo" računalu i studentima). Za studente je jedan od čimbenika također poznavanje rada na računalu ili tzv. korpusna pismenost (engl. *corpus literacy*, Mukherjee 2004). Nadalje, ovaj način rada ne odgovara svim studentima i stilovima učenja kao ni razinama znanja. Ädel (2010) je uočila četiri vrste problema s kojima se studenti suočavaju u jezičnoj analizi korpusno utemeljenih zadataka: 1. nisu sigurni što traže; 2. obeshrabreni su količinom jezičnih podataka; 3. teško im je interpretirati obrasce i rezultate koji proizlaze iz korpusne pretrage; 4. nisu sposobni procijeniti kako se opaženi obrasci uklapaju u njihova jezična znanja. Naposljetku, zadnji je izazov sadržaj koji mora biti pomno planiran.

3. KORPUSI I JEZIK STRUKE

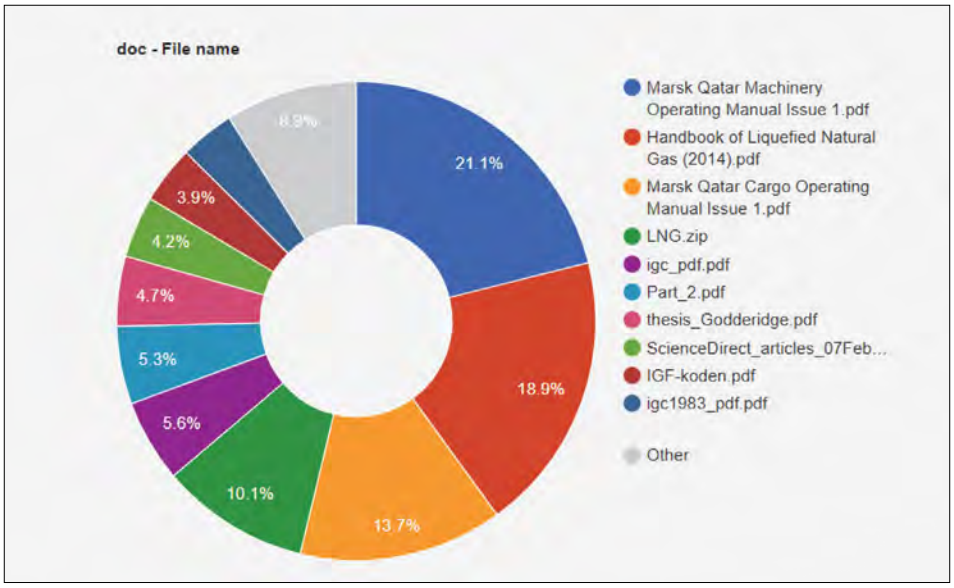
3.1. Sastavljanje korpusa

Prije opisa primjene korpusa u nastavi, opisat će se način na koji je sastavljen specijalizirani korpus za područje brodostrojarstva te kako je izvršeno uzorkovanje tekstova, pri čemu smo se vodili načelima uravnoteženosti, reprezentativnosti i veličini. S obzirom na vanjske kriterije, odabrani su isključivo pisani tekstovi na engleskome jeziku u njihovom cjelovitom obliku, objavljeni u posljednjih desetak godina. Uključeni su tekstovi stručnih priručnika, znanstvenih radova, udžbenika, blogova, mrežnih stranica te tekstovi nepoznatih autora pravnih dokumenata. Autori su izvorni i neizvorni govornici engleskoga jezika. Tekstovi su namijenjeni stručnoj publici, a autori su u različitom odnosu prema publici – distancirani u slučaju pravnih tekstova, udžbenika, znanstvenih radova i priručnika, izravniji u slučaju mrežnih stranica i blogova. Što se tiče unutarnjih kriterija, tekstovi su odabrani s obzirom na usko određenu temu pomoću ključnih riječi *gas carrier* ´brod za prijevoz plina' i *liquefied natural gas* 'ukapljeni prirodni plin'.

Korpus je sastavljen tzv. ručnom metodom na način da su autorice prikupile i odabrale tekstove (v. sliku 1) te ih učitale u računalnojezikoslovni alat *Sketch Engine* (Kilgarriff i dr. 2004). Korpus naziva *Gas Carrier Terminology* (GCT) detaljnije je opisan u tablici 1. Udio pojedine kategorije tekstova filtriran je s obzirom na stil, pa su najzastupljeniji priručnici (53,7 %), zatim pravni tekstovi (28,5 %), znanstveni radovi (8,9 %) i mrežni izvori (8,9 %).

Tablica 1. Opis korpusa *Gas Carrier Terminology*

Naziv korpusa	Gas Carrier Terminology
Način sastavljanja:	automatski sastavljen korpus u alatu *Sketch Engine*, jezično označen
Veličina:	1.443.629 pojavnica, 1.161.591 riječi, 33.286 rečenica
Cjeloviti tekstovi ili isječci:	Cjeloviti
Medij: govor/pismo	Pismo
Tematika:	gas carriers, liquefied natural gas
Vrsta teksta:	priručnici, pravilnici, udžbenici, mrežne stranice, izvješća o pregledu, znanstveni članci i doktorske disertacije, blog
Autorstvo:	stručnjaci, izvorni i neizvorni govornici
Datum:	zadnjih 10 godina



Slika 1. Sastav korpusa GCT

Nadalje, u procesu sastavljanja korpusa, ciklički se provjeravao odabir tekstova za korpus. Primjerice, ako bi se utvrdilo da neki tekst sadrži previše šuma, takav u konačnici ne bi bio uvršten u korpus.

Metoda za provjeru kvalitete sastavljenog korpusa jest ekstrakcija ključnih riječi i višerječnih naziva, kao što je prikazano u tablici 2.

Tablica 2. Ključne riječi i višerječni nazivi iz korpusa GCT

lng	cargo tank
slosh	inert gas
bilge	containment system
vapour	imo number
liquefaction	gas fuel
maersk	liquefied gas
switchboard	machinery space
cargo	secondary barrier
zi	ld compressor
valve	main turbine
inert	relief valve
starboard	outlet valve
solas	independent tank
ias	discharge valve
liquefy	inlet valve
cl	cargo containment

tiah	pi pi
vaporiser	suction valve
compressor	design temperature
boil-off	t h
condensate	lng plant
zs	liquefied gas fuel
ballast	r e
lpg	control valve
hfo	docx msc
piping	engine room
cs	cargo containment system
cofferdam	piping system
suction	main switchboard
refrigerant	fuel containment
condenser	cargo area
lah	hd compressor

msc	h e
eductor	t h e
operating	fuel containment system
inerting	cargo pump
regasification	sea water
boiler	pressure vessel
exergy	control station
tank	main condenser
containment	pump discharge
esd	hull structure

lubricate	storage tank
purifier	pressure relief
isgott	lng carrier
pushbutton	gas turbine
pi	feed gas
ngl	e r
liah	valve valve
exchanger	natural gas liquefaction
igc	tank pressure

Iz dobivenih rezultata uočavaju se nazivi tipični za područje brodostrojarstva prema popisu temeljnih riječi (Đurović 2021), kao što su *bilge* 'kaljuža', *inert* 'inertirati', *valve* 'ventil', *suction* 'usis', *lubricate* 'podmazivati', što tematski smješta korpus u šire područje brodostrojarstva. No popis ključnih riječi donosi i termine specifične za potpodručje LNG terminologije, npr. *liquefaction* 'ukapljivanje', *vaporiser* 'isparivač', *cofferdam* 'pregradak/suhi tank', *exergy* 'eksergija', *regasification* 'ponovno uplinjavanje', *eductor* 'eduktor', *containment* 'sprječavanje ispuštanja plina'. Unatoč šumu koji je u određenoj mjeri neizbježan, možemo na temelju ključnih riječi iz tablice 2 zaključiti da je korpus reprezentativan za ciljno područje. Na popisu ključnih riječi uočava se najveći broj riječi povezanih s temom, što ukazuje na specifičnu tematsku usmjerenost korpusa.

Ovako sastavljen korpus koji je procijenjen kao zadovoljavajući za dani jezik struke, može se na razne načine primijeniti u nastavi jezika struke, o čemu se govori u nastavku rada.

3.2. Primjena korpusa u nastavi jezika struke

Primjena korpusa u glotodidaktičke svrhe može biti izravna i neizravna (Römer 2008, Lalli Paćelat 2021). Prva se odnosi na uporabu korpusa u učionici, a druga na uporabu korpusa u svrhu izrade nastavnih materijala, kurikula, i pripremu nastavnih aktivnosti. Kod izravne primjene korpusa, kako navode McEnery i Xiao (2011), dolazi do suvremenog pristupa poučavanju jezika, kroz 3I (ilustracija, interakcija, indukcija) u odnosu na tradicionalni pristup poznat kao 3P (prezentacija, praksa, produkcija). Lalli Paćelat (2021) također navodi da na temelju promatranja stvarnih podataka iz korpusa, učenici tj. studenti samostalno ili uz pomoć nastavnika uočavaju razlike, sličnosti i pravilnosti, pronalaze rješenja te da su takve aktivnosti vrlo poticajne jer učenici preuzimaju ulogu istraživača, a njihova su saznanja i zaključci do kojih dolaze utemeljena na ili pak vođena podacima iz korpusa.

Postoji nekoliko načina primjene korpusa (usp. također Cotos 2017):

1. Sastavljanje glosara;

2. Uporaba korpusa za poučavanje vokabulara i gramatike;
3. Primjena korpusa u razvoju pisane komunikacije;
4. Primjerna korpusa kao resursa za prevoditelje;
5. Stvaranje učeničkog korpusa.

Prvi način detaljnije je opisan u Borucinsky (u tisku) pa će se ovdje ukratko spomenuti, dok će najveći naglasak biti stavljen na drugi način. Ostala tri načina izlaze izvan okvira ovoga rada.

U sklopu projekta UNIRI ZIP 2103-20-22 (*Language Technologies Applied to Languages for Specific Purposes*) gore opisani korpus poslužio je i kao dio jezične građe za izradu glosara *English Croatian Dictionary of Gas Carrier Terminology* koji za sada sadrži preko 1000 natuknica, a dostupan je u alatu *Lexonomy* preko sljedeće poveznice: https://www.lexonomy.eu/#/ENCROGASTERM/.

U drugom vidu kompilirani korpus može se koristiti izravno u nastavi na način da se studentima pripreme frekvencijske liste, konkordancijske liste, skice riječi, skice za gramatiku, crpljenje naziva, sinonimi i sl., na temelju kojih studenti istražuju i uočavaju jezične obrasce, što je opisano u Borucinsky i Tominac Coslovich (2021) te Tominac Coslovich, Borucinsky i Luzer (2023). Ovdje se javlja nekoliko problema koje smo spomenuli u teorijskome dijelu. Naime, konkordancijski nizovi mogu biti teški studentima pa se Kilgarriff (2009) ovom problemu dovinuo na način da konkordancijske nizove prikaže kao rječnike koje su studenti spremniji koristiti u nastavi. Drugim riječima, umjesto da se studentima daju dugački konkordancijski nizovi koje će iščitavati, moguće je raznim funkcionalnostima kao što su dobri rječnički primjeri, skice riječi i sl. dobiti podatke koje bi studenti i inače tražili i pregledavali u rječniku. Drugi način rješavanja problema konkordancija jest da se naglasi razlika između uzorka i primjera, s obzirom na to da pristup korpusno utemeljenog učenja ne daje tipične primjere kao u tradicionalnoj nastavi, već prikazuje jezični uzorak na temelju kojeg studenti pomoću lista riječi i drugih funkcionalnosti mogu stvarati hipoteze o važnosti riječi, te ih potom provjeriti u korpusu. Kroz konkordancije se studente uvodi u svijet znanja u kojemu mogu imati ulogu promatrača kada pronalaze prototipne jezične strukture ili pak sudionika kada prilagođavaju i primjenjuju jezične strukture za vlastite potrebe (primjerice za potrebe pisanja ili prevođenja).

Sve navedeno u skladu je s Johnsovim (1991) poimanjem da je učinkovito učenje jezika oblik istraživanja jezika, a najveća prednost konkordancija jest poticanje studenata da se oslanjaju na vlastitu intuiciju o jeziku, čime se povećava i njihova unutarnja motivacija. Međutim, konkordancije mogu sadržavati obrasce koji nisu učestali i koji se izvornom govorniku čine neobičnima te zbog toga nisu popularne u nastavi, jer između ostaloga, za razliku od gramatika i rječnika ne nude pojašnjenja, već samo podatke, a upravo na studentima leži zadatak da daju pojašnjenja, tj. uključe se u induktivni rad.

Neke od korpusno utemeljenih aktivnosti u nastavi mogu biti:

Aktivnosti na temelju konkordancija i frekvencija:

1. Navesti i odrediti koliko je česta neka riječ (npr. koliko puta se riječ *system* 'sustav' pojavljuje u korpusu odnosno promatranom jezičnom uzorku; je li češća od riječi *tank* 'spremnik, *valve* 'ventil', itd.)
2. Odrediti moguća značenja koja neka riječ ima u kontekstu (npr. *system*…)
3. Odrediti u kojim rečenicama riječ *system* ima značenje 1. *a set of things working together as parts of a mechanism or an interconnecting network; a complex whole*; u kojima značenje 2. *set of principles or procedures according to which something is done; an organized scheme or method*.

Aktivnosti na temelju skica riječi i razlike u riječima:

4. Pronaći sinonime (npr. *system – unit*), antonime (npr. *system – part*).
5. Navesti imenske složenice koje riječ *system* tvori (npr. *cargo tank system*) te ih oblikovati u odnosne surečenice.
6. Uočiti glagolsko-imeničke kolokacije (*to activate a system; to operate a system*).
7. Uočiti vrste riječi koje se najčešće pojavljuju uz imenicu *system* (npr. imenice i participni oblici – *cargo system, spray system, unloading system, piping system, gauging system*).
8. Prevesti odabrane leksičke ili sintaktičke obrasce.

Naposljetku, studenti mogu na temelju podataka dobivenih iz korpusa i sami izrađivati glosar.

Radom na korpusima studenti uče kako razviti i prilagoditi jezične obrasce za vlastite potrebe, u interakciji su sa sadržajem kako bi si približili značenje riječi, te o značenju riječi raspravljaju s vršnjacima i nastavnicima.

4. ZAKLJUČAK

U ovome radu opisano je korpusno utemeljeno učenje u jeziku struke. Uz napomene o tome kako se korpuse može koristiti za poučavanje, rad daje osnovne smjernice i kriterije koji su važni za sastavljanje specijaliziranoga korpusa. Jednom sastavljen korpus može se koristiti za izradu glosara ili nastavnih materijala, te izravno u nastavi.

Iako korpusi u učionici nisu zaživjeli u onoj mjeri u kojoj je to Sinclair (2005) predvidio, a Kilgarriff (2009) se nadao, smatramo da postoji niz pozitivnih aspekata za njihovu primjenu u nastavi. No, ono što je bitno jest da studenti ovladaju korpusnom pismenošću te da im se mnoštvo podataka koji se mogu dobiti iz korpusa prezentira na jasan i razumljiv način.

Buduća istraživanja trebala bi obuhvatiti ispitivanje stavova nastavnika i studenata o primjeni korpusno utemeljenog učenja.

Literatura

Ädel, Annelie. 2010. Using corpora to teach academic writing: Challenges for the direct approach. *Corpus based approach to English language teaching*. Ur. Campoy-Cubillo, Carmen Mari; Bellés-Fortuño, Begoña; Gea-Valo, Maria Lluïsa. Continuum. London.

Anthony, Laurence. 2019. Resources for researching vocabulary. *The Routledge Handbook of Vocabulary Studies.* Ur. Webb, Stuart. Routledge. London.

Biber, Douglas. 1993. Representativeness in corpus design. *Literary and Linguistic Computing* 8/4. 243–257.

Borucinsky, Mirjana 2023. *Primjena metoda korpusne lingvistike u jezikoslovnim istraživanjima.* Sveučilište u Rijeci, Pomorski fakultet. Rijeka.

Borucinsky, Mirjana. U tisku. Izrada specijaliziranog glosara u programu *Lexonomy*. *Tematski zbornik o funkcionalističkim teorijama u prevođenju i strukovnim jezicima*.Sveučilište u Zadru. Zadar.

Borucinsky, Mirjana; Pritchard, Boris. 2022. Lexical bundles in maritime texts. *ICAME Journal* 46/1. 5–17.

Borucinsky, Mirjana; Tominac Coslovich, Sandra. 2021. Introducing data-driven learning into the Marine Engineering Classroom. *Humanities science current issues* 3/42. 19–27.

Boulton, Alex. 2009. Corpora for all? Learning styles and data-driven learning. *Proceedings of 5th Corpus Linguistics Conference*. Ur. Mahlberg, Michaela; González-Díaz, Victorina; Smith, Catherine. University of Lorraine. Lorraine.

Boulton, Alex; Cobb, Tom. 2017. Corpus Use in Language Learning: A Meta-Analysis. *Language Learning* 67/2. 348–393.

Bowker, Lynne; Pearson, Jennifer. 2002. *Working with Specialized Language. A Practical Guide to Using Corpora*. Routledge. London.

Charles, Maggie. 2012. "Proper vocabulary and juicy collocations": EAP students evaluate do-it-yourself corpus-building. *English for Specific Purposes* 31/2. 93–102.

Cheng, Winnie. 2009. Income/interest/net: Using internal criteria to determine the aboutness of a text. *Corpora and Language Teaching*. Ur. Aijmer, Karin. John Benjamins. Amsterdam.

Chujo, Kiyomi i dr. 2012. Paper-Based, Computer-Based, and Combined Data-Driven Learning Using a Web-Based Concordancer. *Language Education in Asia* 3/2.132–145.

Cotos, Elena. 2017. Language for Specific Purposes and Corpus-based Pedagogy. *The Handbook of Technology and Second Language Teaching and Learning*. Ur. Chapelle, Carol A.; Sauro, Shannon. Wiley. Oxford.

Đurović, Zorica. 2021. Corpus linguistics methods for building ESP word lists, glossaries and dictionaries on the example of a marine engineering word list. *Lexikos* 31. 259–282.

Eagles_on_line. http://www.ilc.cnr.it/EAGLES/home.html (pristupljeno 14. svibnja 2022.).

Flowerdew, Lynne. 2022. Using corpora for writing instruction. *The Routledge Handbook of Corpus Linguistics, Second edition*. Ur. O'Keeffe, Anne; McCarthy, Michael. Routledge. London.

Gabrielatos, Costas. 2005. Corpora and language teaching: Just a fling, or wedding bells? *Tesl-Ej* 8/4. 1–37.

Gilquin, Gaëtanelle; Granger, Sylviane S. 2010. How can data-driven learning be used in language teaching?'. *The Routledge Handbook of Corpus Linguistics*. Ur. O'Keeffe, Anne; McCarthy, Michael. Routledge. London.

Hyland, Ken. 2008. Persuasion, Interaction and the Construction of Knowledge: Representing Self and others in Research Writing. *International Journal of English Studies* 8/2. 1–23.

Hyland, Ken; Jiang, Feng Kevin. 2017. Is academic writing becoming more informal? *English for Specific Purposes* 45. 40–51.

Jablonkai, Reka R; Csomay, Eniko. 2022. *The Routledge Handbook of Corpora and English Language Teaching and Learning*. Ur. Jablonkai, Reka R; Csomay, Eniko. Routledge. London.

Jandrić, Petar. 2015. *Digitalno učenje*. Školske novine i Tehničko veleučilište u Zagrebu. Zagreb.

Johns, Tim. 1991. Should you be persuaded: Two samples of data-driven learning materials. *Clasroom Concordancing: English Language Research Journal* 4. 1–16.

Johns, Tim. 2002. 'Data-driven learning: the perpetual challenge.' *Teaching and Learning by Doing Corpus Analysis*. Ur. Kettemann, Bernard; Marko, Georg. Rodopi. Amsterdam.

Kilgarriff, Adam; Kosem, Iztok. 2013. Corpus tools for lexicographers. https://www.researchgate.net/publication /264884809_Corpus_tools_for_lexicographers (pristupljeno 15. siječnja 2023.).

Kilgarriff, Adam; Rychly, Pavel; Smrz, Pavel; Tugwell, David. 2004. The Sketch Engine. Proceedings of the Eleventh EURALEX International Congress. https://api.semanticscholar.org/CorpusID:13188196 (pristupljeno 15. siječnja 2023.).

Kigarriff, Adam. 2009. Corpora in the classroom without scaring the students. https://view.officeapps.live.com/op/ view.aspx?src=https%3A%2F%2Fwww.kilgarriff.co.uk%2FPublications%2F2009-K-ETA-Taiwan-scaring.doc&wdOrigin=BROWSELINK (pristupljeno 15. siječnja 2023.).

Kegalj, Jana; Borucinsky Mirjana. 2021. Genre-based Approach to Corpus Compilation for Translation Research. Ur. Petkova, Tatyana Vasileva; Chukov, Vladimir Stefanov. *7th International e-Conference on Studies in Humanities and Social Sciences*. Center for Open Access in Science. Beograd.

Lalli Paćelat, Ivana. 2021. *Korpusi u učenju i poučavanju jezika*. https://www.researchgate.net/publication /350950958_Korpusi_u_ucenju_i_poucavanju_jezika_-_Bilingualism_MattersRijeka (pristupljeno 15. siječnja 2023.).

McEnery, Tony; Hardie, Andrew. 2012. *Corpus Linguistics: Method, Theory and Practice. Cambridge Handbooks in Linguistics*. Cambridge University Press. Cambridge.

Mukherjee, Joybrato. 2004. *Bridging the gap between applied corpus linguistics and the reality of English language teaching in Germany.* https://www.uni giessen.de/en/faculties/f05/engl/ling/staff/professors/jmukherjee/ publications/pdfs/mukherjee-2004-bridging-the-gap.pdf (pristupljeno 15. siječnja 2023.).

O'Sullivan, Íde. 2007. Enhancing a process-oriented approach to literacy and language learning: The role of corpus consultation literacy. *ReCALL* 19/3. 269–286.

Römer, Ute. 2006. Pedagogical applications of corpora: Some reflections on the current scope and a wish list for future developments. *Zeitschrift Fur Anglistik Und Amerikanistik* 54/2. 121–134.

Sinclair, John. 2005. Corpus and Text - Basic Principles. *Developing Linguistic Corpora: a Guide to Good Practice*. Ur. Wynne, Martin. Oxbow Books. Oxford.

Stefanowitsch, Anatol. 2020. *Corpus linguistics: A Guide to the methodology*. Freie Universität Berlin, Language Science Press. Berlin.

Tominac Coslovich, Sandra; Borucinsky, Mirjana; Luzer, Josip. 2023. *A Study of Language Practice Activties and Tasks in English Language Textbooks for Marine Engineers*. Sveučilište u Rijeci, Pomorski fakultet. Rijeka.

Vyatkina, Nina. 2016. Data-driven learning of collocations: learner performance, proficiency, and perceptions. *Language Learning & Technology* 20. 159–175.

Wu, Yi-ju Ariel. 2016. The effects of utilizing corpus resources to correct collocation errors in L2 writing – Students' performance, corpus use and perceptions. *CALL communities and culture – short papers from EUROCALL 2016.* https://files.eric.ed.gov/fulltext/ED572192.pdf (pristupljeno 15. siječnja 2023.).

Zanettin, Federico. 2014. *Translation-Driven Corpora: Corpus Resources for Descriptive and Applied Translation Studies*. Routledge. London.

COMPILING CORPORA FOR TEACHING LANGUAGES FOR SPECIFIC PURPOSES

One of the contemporary challenges in teaching languages for specific purposes is the selection of appropriate language technologies (i.e. corpus resources and tools). Corpora can be a source of authentic language data for the creation of curricula or teaching materials, but they can also be used as independent learning models based on data, whereby students are exposed to large amounts of authentic language data, which enable them to actively explore the language and find recurrent linguistic patterns (Boulton 2009). The fact that the student assumes the role of a "researcher" of the language increases his/her internal motivation, and at the same time the traditional authority of the teacher changes, as the teacher is no longer the only source of knowledge but becomes a guide, mentor or an advisor (Jandrić 2015). The aim of this paper is to describe the method and difficulties in compiling specialized corpora that can be applied in teaching of LSP. A balanced and carefully compiled specialized corpus tailored to the particular students' needs, can provide a wealth of data relevant to that specialized variety. Finally, the paper gives examples of the application of this specialized corpus.

Keywords: data-driven learning, corpus, LSP

IZLOŽENOST STUDENATA ENGLESKOM JEZIKU U IZVANNASTAVNOM OKRUŽENJU I UTJECAJ MEDIJA NA NJIHOVO USVAJANJE ENGLESKOG JEZIKA

STRUČNI RAD / PROFESSIONAL PAPER

Mirjana Cibulka
mirjana.cibulka@vuka.hr
Karlovac University of Applied Sciences, Karlovac, Croatia

Davorka Rujevčan
davorka.rujevcan@vuka.hr
Karlovac University of Applied Sciences, Karlovac, Croatia

Sažetak

Današnje generacije izložene su engleskom jeziku već od malih nogu u formalnom okruženju kada u školi ili vrtiću počnu učiti strani jezik, ali i ranije, prvenstveno putem mobitela i medijskog sadržaja koje oni nude. Sadržaj se mijenja kako odrastaju i mijenjaju interese ili ukus, no utjecaj tehnologije i medija jest stalno prisutan. Takav utjecaj spada u nenamjerno usvajanje jezika jer tijekom samog procesa pažnja nije usmjerena na same jezične izričaje, odnosno na sam proces usvajanja, već na sadržaj kojemu su izloženi. U ovom se radu istražuje povezanost izloženosti studenata izvorima jezika izvannastavnog okruženja i jezičnih vještina, ponajviše razina vokabulara s kojom prate nastavu iz stranog jezika struke. Radom se ukazuje na izvore engleskog jezika kojima su studenti izloženi u izvannastavnom okruženju. Prikupljeni podaci ukazuju na različit utjecaj izvora nenamjernog usvajanja engleskog jezika putem društvenih mreža kao što su TikTok i You Tube kanal u odnosu na spol, dob i trendove te je vidljivo da su društvene mreže češći izvori usvajanja engleskog jezika od čitanja knjiga. Rezultati istraživanja pokazali su da na usvajanje engleskog jezika, osim filmova i video spotova, sve više utječu i izvori kao što su *podcasti* i *tutoriali*, ali i video igrice.

Ključne riječi: izvannastavno okruženje, izvori stranog jezika, studenti, usvajanje jezika, vokabular

1. UVOD

Današnji studenti upisuju studije nakon prosječno 12 godina učenja engleskog jezika (EJ) u formalnom nastavnom okruženju jer su počeli učiti strani jezik (J2) u ranijoj dobi. Godine 2002. zemlje Europske Unije okupile su se u Barceloni na poziv Europskog vijeća sa svrhom poboljšavanja svladavanja osnovnih jezičnih vještina s naglaskom na barem dva J2 i to od vrlo rane dobi (Europska komisija 2017: 11). Istovremeno, početkom 2000-tih usvojena je mjera Vlade RH da se u osnovne škole uvede jedan obvezan J2, i to od prvog razreda. Mnogima se ta odluka činila naglom, ali iza nje je stajao 30-godišnji istraživački i pripremni rad stručnjaka (Petrović 2004: 24). Dakle, današnje generacije uče EJ četiri godine duže u odnosu na one koje su učile EJ od četvrtog razreda osnovne škole. Ranim učenjem smatra se učenje J2 u dobi od pete do desete godine i posljedica je organiziranog i sustavnog poučavanja skupina učenika u vrtićima i nižim razredima osnovnih škola (Petrović 2004: 24). Engleski jezik postao je jezik s „najvećim komunikacijskim potencijalom i dosegom diljem svijeta" i ušao je u „gospodarstvo, tehniku, politiku, znanost, obrazovanje, medije i kulture brojnih zemalja koje su trenutno izložene anglofonoj jezičnoj tranziciji" (Gehrmann i Petravić 2021: 2). Mnogi dosadašnji radovi istraživali su utjecaj medija na usvajanje J2, točnije EJ koji dominira svim medijima (TV, internet, glazba). Engleski jezik sveprisutan je u Hrvatskoj i količina izloženosti EJ jest izrazito visoka. On ima nedvojbeno prestižni status u odnosu na druge J2 i već je postao *lingua franca* i smatra se da će nam osigurati bolji posao i kvalitetniji život općenito (Mihaljević Djigunović i Geld 2002: 337). Rad spomenutih autorica izdan je 2002. godine i to prije nego što su društvene mreže i kanali uzeli svog maha. Međutim, ne samo da fluktuira EJ (ibid. 2002: 335) nego fluktuiraju i tehnologija, društvene mreže, kanali i mobilne aplikacije. Za razliku od daleke 2002. godine, kada je korištenje interneta zapravo bilo jednosmjerno, sada je moguće primijetiti da je ono postalo dvosmjerno. Mladima je dostupan raznovrstan *online* sadržaj na EJ, do bilo koje informacije dijeli ih samo nekoliko poteza „mišem". Ne samo da im je sadržaj pasivno dostupan, oni danas sudjeluju u kreiranju tog sadržaja kroz društvene mreže, aplikacije, igrice ili video uratke. Moguće je primijetiti da se tu radi vrlo ranoj dobi, da je riječ o djeci koja pohađaju treći ili četvrti razreda osnovne škole, što je još jedna potvrda da su današnje generacije u velikoj mjeri izložene nenamjernom učenju EJ.

1.1. Namjerno i nenamjerno usvajanje stranog jezika i jezik struke

Četiri aspekata određuju formalnost učenja: proces, lokacija/okruženje, svrha i sadržaj. Pritom je posebno važno obratiti pozornost na svrhu učenja koje može biti namjerno ili nenamjerno. Pri formalnom učenju glavna je svrha samo učenje, a u neformalnom kontekstu ono je tek nenamjeran ishod (Malcolm, Hodkinson i Colley 2003: 315). Nadalje, pod pojmom namjernog učenja smatra se sposobnost svjesnog usmjeravanja pažnje na jezični kod kako bi se naučio J2, a nenamjerno učenje jest sposobnost da

„pohvatamo" jezik dok nam je primarna pažnja usmjerena na razumijevanje značenja poruke (Mihaljević Djigunović i Geld 2002: 338). Dijete J2 može usvojiti ili naučiti. Usvojit će ga u obitelji ako su majka ili otac izvorni govornici tog jezika ili u okolini, posebice jer su svakodnevno okruženi tim jezikom, baš kao današnja djeca, a naučit će ga kao J2 u školi ili nekoj specijaliziranoj ustanovi (Prebeg-Vilke 1991: 74). Odnosno, nenamjerno učenje podrazumijeva usvajanje kroz izloženost jeziku cilju kada je pažnja usmjerena na uporabu, a ne učenje jezika i takvo je usvajanje uglavnom nesvjesno. S druge strane, sustavno usvajanje riječi proizlazi iz svjesnog i usredotočenog učenja (Pavičić Takač i Umiljanović 2008: 413). Takvo učenje Sok (2014) naziva *pedagogy-oriented*, odnosno ono se odvija u učionici s pedagoškim fokusom na značenje ili komunikaciju, a nenamjerno se učenje odvija naizgled prirodno u kontekstu svakodnevnice gdje je novo naučena riječ tek posljedica takvog procesa (Sok 2014: 30). U današnjem svijetu intenzivne globalizacije i neizbježne anglofonije, govornici kojima EJ nije materinski jezik (J1) imaju niz mogućnosti za nenamjerno učenje jezika bez eksplicitnog poučavanja ili procjenjivanja. Engleski jezik koristi se u raznim autentičnim kontekstima koji su neodvojivi dio naše svakodnevnice, odnosno izloženi smo njemu kroz aktivnosti kojima učenje jezika nije svrha (De Wilde, Brysbaert i Eyckmans 2018: 4).

1.2. Mediji

Danas su neposredna okolina djeteta svakako elektronički mediji, i to ne samo televizija ili radio, nego i pametni telefoni s kojima djeca dolaze u kontakt već u vrtićkoj dobi. Raonić (2021) u svome istraživanju uspoređuje rezultate ankete provedene 2007. i 2010. te ankete provedene u razdoblju 2019.-2020. Anketa je bila provedena sa svrhom utvrđivanja izloženosti djece EJ u izvannastavnom okruženju (TV). Kada je riječ o umjerenoj izloženosti EJ (od 2 do 4 sata tjedno), nisu uočene značajne razlike između ankete provedene 2010. i 2019.-2020. Međutim, kada je riječ o visokoj razini izloženosti, može se uočiti lagani pad postotka izloženosti djece EJ putem vizualnih medija (od 19,3 % 2010. do 12,5 % 2019.-2020.) Raonić zaključuje da se takav rezultat može pripisati povećanoj uporabi interneta i navodi kako je primijećeno da su današnja djeca ipak izloženija filmovima ili serijama, a manje pisanom sadržaju te da se njihova izloženost jeziku u neformalnom okruženju oslanja ponajviše na receptivne, a ne produktivne jezične vještine (Raonić 2021: 23). Međutim, bilo da se radi o crtanim filmovima na televiziji ili internetu, djeca su u velikoj mjeri izložena EJ u neformalnom okruženju; stoga ni ne čudi da prve riječi na EJ progovaraju od izrazito rane dobi. Nove tehnologije postaju interaktivnije, a mladi provode gotovo polovicu svojeg vremena koristeći razne medije (internet, TV). Oni su *digital natives* i medije doživljavaju drugačije od svojih roditelja ili učitelja. Od malena igraju digitalne igre i intenzivno su uključeni u društvene mreže i virtualne svjetove (Patrick 2009: 6 u Krumes Šimunović i Potnar-Matković 2015: 203). Najčešće im je prvi kontakt kanal You Tube s bezbrojnim sadržajima na EJ (dječje pjesmice, brojalice ili crtani filmovi), ali i televizija. Način na koji pratimo televizijski sadržaj

se promijenio. Više ne čekamo određeno doba dana da se na TV programu prikažu crtani filmovi jer se emitiraju gotovo 24 sata na dan *(Cartoon Network, Boomerang, Pikaboo)*. Uz mogućnost tzv. snimalice koju nude pružatelji internetskih usluga, djeca isti crtani film i isti sadržaj te vokabular čuju mnogo puta i nesvjesno ga usvajaju unutar konteksta, a time i dugoročno zapamte. Cergol Kovačević i Matijević (2015: 101) navode da su upravo uređaji kojima se pretražuje internet imali ulogu u usvajanju svih četiriju jezičnih vještina, a gledanje televizije i DVD-a imalo je značajnu ulogu pri ovladavanju svim vještinama osim vještine pisanja, dok su uređaji za slušanje glazbe imali značajnu ulogu u usvajanju vještina slušanja i govorenja. Brodarić Šegvić (2021: 15) iznosi da su to preduvjeti koji doprinose nenamjernom usvajanju vokabulara EJ i tu se već gradi temelj koji toj djeci, a poslije adolescentima, pomaže savladati EJ u formalnom okruženju. Bolje ocjene iz EJ imaju učenici s boljim predznanjem kojeg su usvojili iz neformalnog okruženja, a ta djeca imaju i izraženiji interes za usvajanje vokabulara u neformalnom kontekstu (ibid. 2021: 65).

Mediji mogu pridonijeti razvoju i učenju jezika, a dugogodišnja brojna istraživanja potvrđuju da TV program može potaknuti djecu da razumiju i koriste nove riječi. Ipak, još nije poznato mogu li mediji učinkovito poučiti složenije vještine korištenja jezika kao što je gramatika (Naigles i Mayeux 2001 u Krumes Šimunović i Potnar-Matković 2015: 207).

S obzirom na to da se nenamjerno usvajanje vokabulara događa prirodno u našoj svakodnevnici, manja je vjerojatnost da ćemo u njoj „pohvatati" vokabular jezika struke jer to je sada kontekst u kojem bi studenti trebali s namjerom i trudom usvojiti potpuno novi vokabular. U tom slučaju usvojene riječi više nisu „nusproizvod" (Huckin i Coady 1999 u Sok 2014: 22). Studenti se nalaze u formalnom okruženju i pohađaju nastavu EJ struke skrojenog „prema potrebama raznih znanosti i profesija, a cilj mu je omogućiti stručnjacima stjecanje jezičnih znanja i vještina za potrebe djelotvornijeg poslovanja i komunikacije" (Borić 2005: 112). Možemo reći da je funkcija J2 za potrebe određene struke osposobiti buduće stručnjake za uspješno pisano i usmeno komuniciranje unutar svoje profesije. Dosadašnja istraživanja pokazuju da bi za uspješno praćenje nastave jezika struke studenti morali posjedovati opće znanje J2, barem na razini *intermediate* (Borić 2005: 113).

1.3. Cilj rada

Rad ispituje povezanost utjecaja EJ medija i proširenja vokabulara ispitanika. Također utvrđuje izvore EJ u izvannastavnom okruženju kojima su ispitanici izloženi. U skladu s tim, postavljena su sljedeća istraživačka pitanja:

1. Postoji li povezanost znanja vokabulara i utjecaja medija kroz nenamjerno usvajanje EJ?
2. Koji mediji, prema mišljenju ispitanika, najviše utječu na nenamjerno usvajanje EJ?

2. METODE

U nastavku rada ukratko će se opisati uzorak, instrumenti i načini prikupljanja podataka.

2.1. Uzorak

U istraživanju je sudjelovalo 118 ispitanika, od toga 61 student i 57 studentica, prosječne dobi od 20 godina, a EJ učili su prosječno 13 godina. Studiraju na stručnim studijima Veleučilišta u Karlovcu (Tablica 1). Test i upitnik rješavani su za vrijeme nastave, anonimno i dobrovoljno uz prethodno pojašnjenje svrhe i cilja istraživanja.

2.2. Instrumenti

Korišteni su test za određivanje receptivne razine vokabulara (Schmitt, Schmitt i Clapham 2001) te upitnik sastavljen za potrebe ovog istraživanja (Prilog 1.). Test za određivanje receptivne razine vokabulara napravljen je za procjenjivanje razine općeg i/ili akademskog vokabulara EJ. Procjenjuje znanje riječi različitih razina učestalosti koje se dijele na razine 2000, 3000, 5000, 10 000 i akademsku razinu. Na taj način dobiva se profil ispitanikova vokabulara, a ne samo brojčana procjena ukupne veličine znanja vokabulara. U testu za određivanje receptivne razine vokabulara fokusirali smo se na razine 5000 i 10000 jer se očekuje da bi na razini 5000 ispitanici trebali imati dovoljno razvijen vokabular koji im omogućuje čitanje autentičnih tekstova, dok bi na razini 10000 trebali moći pratiti izazove na studiju u okviru J2 (Schmitt, Schmitt i Clapham 2001: 56). Test je sačinjen na način da se od šest riječi odabiru tri koje odgovaraju zadanim pojašnjenjima, pri čemu je svaka riječ ometač drugoj. S obzirom na to da imaju veoma različita značenja, dovoljno je i slabije poznavanje riječi kako bi se dao točan odgovor.

Upitnik ima dva dijela; prvim se prikupljaju osobni podaci o ispitanicima dok drugi sadrži tvrdnje vezane uz medije i nenamjerno usvajanje jezika. Dobiveni podaci obrađeni su IBM SPSS 29 sustavom, a odgovori na pitanje otvorenog tipa o medijima koje ispitanici najčešće koriste zahtijevao je dodatnu kvalitativnu obradu.

3. REZULTATI

Ispitanici su prosječno riješili test na razini 5000 sa 62 % točnih odgovora, a razinu 10000 s 35 % točnih odgovora. Na razini 5000 samo je 38 od 118 ispitanika u testu dobilo 24 i više bodova, odnosno iznad 80 % (s točnošću od 80 % test je riješilo 4 ispitanika, s točnošću od 83 % test su riješila 2 ispitanika, s točnošću od 87 % 6 ispitanika, s točnošću od 90 % 2 ispitanika, s točnošću od 93 % 5 ispitanika, s točnošću od 97 %

11 ispitanika, a 8 je ispitanika riješilo test s točnošću od 100 %). Razinu 10000 s 24 ili više bodova riješilo je samo 11 ispitanika (s točnošću od 80 % test je riješilo 4 ispitanika, s točnošću od 83 % 1 ispitanik, s točnošću od 87 % 2 ispitanika, s točnošću od 90 % 1 ispitanik, s točnošću od 93 % 1 ispitanik, a s točnošću od 97 % test je riješilo 2 ispitanika). Rezultati na testu vokabulara prema studijskim grupama vidljivi su u sljedećoj tablici.

Tablica 1. Uspješnost na testu vokabulara prema studiju

Studij	N	5000			10000		
		Min.	Max.	M	Min.	Max.	M
Ugostiteljstvo	25	9 %	93 %	43 %	1 %	70 %	19 %
Lovstvo i zaštita prirode	10	23 %	97 %	69 %	13 %	73 %	39 %
Prehrambena tehnologija	12	23 %	100 %	43 %	3 %	90 %	24 %
Sestrinstvo	17	13 %	100 %	59 %	6 %	97 %	38 %
Sigurnost i zaštita	18	27 %	100 %	60 %	6 %	80 %	29 %
Strojarstvo	12	50 %	100 %	83 %	0 %	93 %	56 %
Mehatronika	24	30 %	100 %	77 %	0 %	97 %	44 %

Legenda: N = broj ispitanika, M = srednja vrijednost, Min. = minimalna vrijednost, Max. = maksimalnu vrijednost rezultata

Studenti Strojarstva nešto su uspješnije riješili test od ostalih skupina ispitanika, dok su studenti Ugostiteljstva i Prehrambene tehnologije test riješili najslabije. Dobivene rezultate možemo pripisati tome da su studenti Strojarstva većinom muškarci, a ukupno gledana uspješnost rješavanja testa pokazuje da su muški ispitanici uspješnije riješili test (Tablica 5).

Odgovori na tvrdnje iz upitnika vezani uz medije kroz koje prate sadržaj na EJ u neformalnom okruženju prikazani su u tablici 2.

Tablica 2. Učestalost korištenja sadržaja na EJ kroz različite medije (N = 118)

Tvrdnja	Vrlo često (N)	Često (N)	Povremeno (N)	Rijetko (N)	Nikada (N)
Čitanje na EJ	32	26	29	22	9
Čitanje povezano uz struku koju studirate	2	11	41	40	24
Praćenje TV programa	57	30	21	10	0
Uporaba titlova	29	17	34	22	16
Uporaba društvenih mreža	74	20	11	5	7

Rezultati pokazuju kako ispitanici najčešće koriste društvene mreže, nakon čega slijedi praćenje TV programa na EJ dok najrjeđe čitaju literaturu na EJ iz područja struke koju studiraju. Ispitanici su da / ne odgovorima ukazali i na sadržaje koje prate na

društvenim mrežama. Od ukupno 118 ispitanika kratke filmove gleda 67, *podcaste* sluša njih 50, video sadržaje gleda 38, *tutoriale* 58 ispitanika, a intervjue sluša 32 ispitanika. Odgovori na tvrdnje vezane uz učestalost igranja video i računalnih igrica tijekom srednje škole i na studiju prikazani su u sljedećoj tablici.

Tablica 3. Vrijeme provedeno igrajući video i računalne igrice

Tvrdnja	Do 5 sati	5-10 sati	10-20 sati	Više od 20	Ne igram
Koliko vremena provodite igrajući video i računalne igrice	32	12	10	/	64
Koliko ste vremena provodili igrajući video i računalne igrice u srednjoj školi	27	13	19	7	52

Rezultati pokazuju da je podjednak broj ispitanika koji igraju video igrice i onih koji ih ne igraju. Broj ispitanika koji trenutno igraju igrice smanjio se, kao i vrijeme koje provode igrajući, i to kod onih ispitanika koji navode da su igrali te da i dalje igraju video i računalne igrice.

Tablica 4. Kakvu glazbu ispitanici slušaju

Tvrdnja	N = 118
Slušam isključivo glazbu koja se izvodi na J1	13
Slušam isključivo glazbu koja se izvodi na EJ	7
Podjednako slušam glazbu koja se izvodi na J1 i na EJ	33
Više slušam glazbu koja se izvodi na EJ	28
Više slušam glazbu koja se izvodi na J1	37

Rezultati pokazuju da glazbu slušaju svi ispitanici, a najviše njih podjednako glazbu koja se izvodi na J1 i na EJ. Rezultati pokazuju da manji broj ispitanika sluša isključivo glazbu koja se izvodi na jednom od ispitanih jezika.

Dobiveni rezultati ne pokazuju statistički značajne razlike na testu vokabulara između onih ispitanika koji prate ili ne prate kratke filmove, *podcaste, tutoriale, videe* i intervjue, a jedina statistički značajna razlika pokazala se u odnosu na spol (Tablica 5), gdje je vidljivo da su muški ispitanici uspješnije rješavali test vokabulara.

Tablica 5. Rezultati t-testa

		N	M	Sd	t	p
Spol	Ženski	57	27,05	13,438	-3	,003
	Muški	61	34,56	13,712		

Iako je iz rezultata vidljivo da postoje razlike u uspješnosti u rješavanju testa vokabulara i navedenih varijabli, one se nisu pokazale statistički značajnima. Možemo reći da su ispitanici jednako uspješno, odnosno neuspješno riješili test vokabulara bez obzira na izloženost kratkim filmovima, *podcastima, tutorialima,* videima i intervjuima.

4. RAZRADBA I ZAKLJUČCI

Veličina vokabulara sačinjava jezično umijeće pojedinca i stoga je smisleno mjeriti razinu znanja vokabulara pomoću različitih testova za provjeru receptivnog i produktivnog znanja vokabulara. Takvi testovi su praktični su jer se lako provode i ispituju veći broj čestica odjednom. Najčešće vokabular sagledavaju kao niz razina od 1000 riječi zasnovanih po učestalosti (Schmitt, Schmitt i Clapham 2001), pa tako skupina od prvih 1000 riječi sačinjava oko 75 % formalnog pisanog teksta i 84 % neformalnog usmenog jezika. Takvi testovi daju profil znanja pojedinog ispitanika, a ne samo brojčanu procjenu ukupne količine vokabulara (ibid. 2001: 56). Veličina vokabulara izravno je povezana sa sposobnošću korištenja EJ u različitim kontekstima, za svakodnevnu komunikaciju ili čitanje autentičnih tekstova, što je naravno povezano sa svrhom upotrebe jezika.

Ovakvi testovi nisu precizna mjerila veličine vokabulara već naše procjene (Laufer i Ravenhorst-Kalovski 2010: 21), što je slučaj i u ovome istraživanju. Korišteni test mjeri receptivno znanje vokabulara, što je s obzirom na samo istraživanje, ali i strukturu studenata koji nužno ne koriste produktivno znanje EJ bilo primjereno. Određivanje praga ovladavanja razinom receptivnog vokabulara u ovakvim testovima često je arbitrarno, stoga smo kao prag uzeli rezultat 24/30, odnosno 80 % riješenosti ispita koji predlažu Webb, Sassao i Ballance (2017: 25) s obzirom na to da riječi koje se savladavaju na nižim razinama znanja čine dio vokabulara više razine znanja.

Rezultati pokazuju nedovoljno receptivno znanje vokabulara na očekivanim razinama kod većine ispitanika. Slične rezultate dobiva Laufer (2000: 48) uspoređujući rezultate istraživanja vokabulara u okviru J2 u osam zemalja, te zaključuje da se veličina vokabulara srednjoškolaca i studenata 1. godine studija kreće između razina 1000-4000. Također valja napomenuti da takav test mjeri površno znanje riječi, na razini prepoznavanja oblika i značenja, što znači da je stvarno poznavanje tih riječi uistinu vjerojatno još i slabije ako bi se gledalo stvaranje jezičnih oblika. Studenti Strojarstva, većinom muški ispitanici, bili su najuspješniji. Općenito su muški ispitanici bili uspješniji od studentica. Naime, statistički značajna razlika pokazala se u uspješnosti rješavanja testa s obzirom na spol, odnosno muški su ispitanici ukupno bili uspješniji u rješavanju testa receptivne razine vokabulara, a na studiju Strojarstva većinom su muški ispitanici. Rezultati također pokazuju da muški ispitanici provode više vremena od ženskih igrajući video i računalne igre na EJ. Utjecaj tog medija i nenamjerno usvajanje EJ kroz igre možemo smatrati jednim od čimbenika za uspješnije rješavanje testa vokabulara.

Velika većina ispitanika čita na EJ iako ovdje nije ispitano što točno čitaju. Izvori korišteni za čitanje kod većine ispitanika nisu povezani s njihovom strukom, što je bitan podatak u kontekstu poučavanja jezika struke. Čitanje autentičnih tekstova česta je metoda poučavanja u jeziku struke s obzirom na to da je njegova osnovna svrha po-

stizanje jezične uspješnosti u području studiranja ovisno o individualnim potrebama (Grabar 2021: 3). Analize završnih radova na stručnim studijima pokazuju kako se kao stručni izvori koriste radovi na J2, najviše EJ, no velika većina korištenih izvora jest na J1 (Mikulec Rogić, Cibulka, Rujevčan 2022: 14). Praćenje TV programa na EJ pokazalo se vrlo učestalim, kao i praćenje titlovanih prijevoda za njihovo lakše razumijevanje. Uporaba titlova nije nužno loša u kontekstu usvajanja jezika jer dosadašnja istraživanja pokazuju da se time poboljšava nenamjerno usvajanje jezika (Brodarić Šegvić 2019: 21). Dosadašnja istraživanja pokazuju da društvene mreže imaju utjecaj na usvajanje jezika, posebice vokabulara. Naši rezultati pokazuju da ih i naši ispitanici veoma često koriste. Rezultati ukazuju na to da i velik broj ispitanika prati različite *tutoriale* i *podcaste*, što je ipak nešto relativno novo u svijetu društvenih mreža. Najujednačenija je distribucija odgovora na pitanju o jeziku glazbe koju slušaju: broj onih koji slušaju isključivo ili pretežno glazbu na EJ i onih koji slušaju isključivo ili pretežno glazbu na J1 je podjednak. Iako čitanje, slušanje glazbe i gledanje titlovanih programa pozitivno koreliraju s usvajanjem vokabulara J2, aktivnosti kao što su igranje video i računalnih igrica nude znatno više prilika za društvenu interakciju i autentičnu komunikaciju (De Wilde i sur. 2018), a time i više prilika za usvajanje vokabulara. Pasivno usvajanje jezika manje je učinkovito od njegove aktivne uporabe do koje može doći u igranju video igrica, posebice u onima s više igrača koje se igraju online.

Drugo istraživačko pitanje bavilo se značajnošću utjecaja pojedinih medija na usvajanje EJ u izvannastavnom okruženju, a odgovore na to pitanje ispitanici su davali kroz pitanje otvorenog tipa. Broj odgovora nije bio ograničen stoga su neki ispitanici naveli nekoliko različitih medija. Najveći broj ispitanika istaknuo je televiziju (60) i / ili Netflix (41) kao medije kroz koje prate filmove ili serije na EJ. Slijedi YouTube (48), no većina ispitanika nije naglasila što točno prate na YouTube kanalima pa na osnovu odgovora na prethodna pitanja možemo pretpostaviti da se radi o pjesmama, kratkim video sadržajima i *tutorialima*. Utjecaj svih društvenih mreža općenito istaknulo je 22 ispitanika, a 15 ih ističe internet kao medij koji je utjecao na njihovo usvajanje vokabulara na EJ. Nažalost, nejasno je na što misle pod pojmom internet i u koje svrhe ga koriste, stoga bi to valjalo dalje istražiti.

Zanimljiva pojava novih društvenih mreža, što ukazuje na njihovu fluktuaciju i promjenjivost, vidljiva je u utjecaju TikToka koji ističe 15 ispitanika. Iako se radi o nedavno pokrenutoj aplikaciji, široj javnosti dostupnoj od 2018. godine, određen broj ispitanika smatra ju utjecajnom za razvoj njihovog EJ, iako su ju nedavno počeli koristiti. Instagram je dodatno istaknulo 6 ispitanika. Promjenjivost u vrstama medija kojima su ispitanici izloženi vidljiva je i po velikom padu popularnosti radija, a samim time i njegovom utjecaju (kao odgovor ga navodi samo troje ispitanika). Ostali utjecaji koji se spominju u odgovorima su sportski mediji (2), forumi (2) ili *Reddit* (2) i *podcasti* (2).

Drugi zanimljivi podatak dobiven ovim istraživanjem jest veliki utjecaj video igrica, za koje 15 ispitanika smatra da utječu na njihovo znanje vokabulara. Dvoje ispitanika

ističe veliki utjecaj razgovora koji se vodi na EJ s obzirom na to da su igrači iz cijeloga svijeta pa EJ koriste za međusobno sporazumijevanje.

Iako odgovori na tvrdnje pokazuju da ispitanici dosta čitaju na EJ, samo je dvoje istaknulo da čitanje utječe na njihovo usvajanje vokabulara EJ. Dvoje ispitanika ističe školu kao najveći utjecaj, no tu opet dolazimo do pitanja radi li se o namjernom ili nenamjernom usvajanju vokabulara u kontekstu obrazovne institucije što bi valjalo dalje ispitati.

5. ZAKLJUČAK

Istraživanje se fokusiralo na stavove ispitanika o utjecaju različitih medija na usvajanje vokabulara. Ovakav način usvajanja vokabulara veoma je učestao, što se može pojasniti visokim motivacijskim aspektom jer se jezik usvaja kroz aktivnosti koje ispitanici vole, pri čemu se jezik koristi kao komunikacijsko sredstvo, a ne krajnji cilj (Pavičić Takač i Umiljanović 2008: 13). Ipak, sama izloženost jeziku neće nužno osigurati rast vokabulara. Učenje jest mentalna aktivnost i što više sadržaje mentalno obrađujemo, tim ih bolje naučimo, no postavlja se pitanje pohranjujemo li naučeno u mozak ili u oblak (Spitzer 2018: 91-92). Drugim riječima, kako bi došlo do usvajanja vokabulara potrebna je svjesni rad na ciljnom vokabularu.

Rezultati našeg ispitivanja pokazuju da ispitanici nemaju vokabular na razini potrebnoj za praćenje jezika struke na akademskoj razini. Nisu se pokazale statistički značajne razlike između uspješnosti na testu vokabulara i skupina ispitanika koji jezik usvajaju kroz različite medije. Pretpostavlja se da je za jezik struke potrebna određena razina znanja općeg J2 kao i temeljito i sustavno usvajanje specifičnog vokabulara. S obzirom na veliku izloženost EJ kroz medije, smatramo da namjerno i nenamjerno usvajanje jezika ne moraju biti nužno isključivi, već se trebaju ispreplitati i nadopunjavati. U nastavi jezika struke to se može učiniti nadopunjavanjem nastavnih sadržaja različitim medijima, što može rezultirati stvaranjem prirodnijeg okruženja za učenje te prirodnijeg konteksta uporabe jezika, čime se potiče motivacija studenata, a pospješuje se i usvajanje jezika.

Literatura

Borić, Neda. 2005. Strani jezik na nefilološkim fakultetima u kontekstu reforme sveučilišta u Hrvatskoj. *Strani jezici.* 34/2. 109–124.

Brodarić Šegvić, Sara. 2021. *Utjecaj izloženosti medijima na engleske jezične kompetencije u usporedbi s talijanskima kod učenika srednjih škola u Splitu.* Doktorski rad. Filozofski fakultet Sveučilišta u Splitu. Split.

Brodarić Šegvić, Sara. 2019. Neformalno usvajanje engleskog vokabulara putem medija kao neizostavan faktor uspješnosti u formalnoj nastavi engleskog kao stranog jezika. Školski vjesnik. 68/1. 19–32.

Cergol Kovačević, Kristina; Matijević, Milan. 2015. Informalno učenje i samoprocjene studenata o utjecaju medija na njihovo ovladavanje engleskim jezikom. *Dijete i jezik danas. Dijete i mediji. Zbornik sa znanstvenog skupa s međunarodnim sudjelovanjem*. Ur. Smajić, Dubravka; Majdenić Valentina. Sveučilište J. J. Strossmayera u Osijeku. Fakultet za odgojne i obrazovne znanosti. Osijek.

De Wilde, Marc; Brysbaert, Vanessa; Eyckmans. J. 2018. Learning English through out-of-school exposure. Which Levels of Proficiency are Attained and Which Types of Input are Important?. *Bilingaulism: Language and Cognition*. 1–42.

Europska komisija/EACEA/Eurydice. 2017. Ključni podaci o poučavanju jezika u školama u Europi – izdanje 2017. Izvješće Eurydicea. Ured za publikacije Europske unije u Luksemburgu http://publications.europa.eu/resource/cellar/73ac5ebd-473e-11e7-aea8-01aa75ed71a1.0010.01/DOC_1 (pristupljeno 3. veljače 2023.).

Gehrmann, Siegfried; Petravić, Ana. 2021. Razvoj jezikâ znanosti i stranih jezika u školama u Europi – studija o europskim perspektivama i hrvatskoj stvarnosti. *Filologija* 77. 1–57.

Grabar, Ivana. 2021. *The role of blended learning in vocabulary acquisition and student autonomy development in an ESP context.* Doktorski rad. Filozofski fakultet u Zagrebu. Zagreb.

Krumes Šimunović, Irena; Potnar-Matković, Gordana. 2015. Utjecaj medija na razvoj lingvističke i komunikacijske kompetencije učenika. *Dijete i jezik danas: Dijete i mediji Zbornik sa znanstvenog skupa s međunarodnim sudjelovanjem*. Ur. Smajić, Dubravka; Majdenić Valentina. Sveučilište J. J. Strossmayera u Osijeku, Fakultet za odgojne i obrazovne znanosti. Osijek.

Laufer, Batia. 2000. *Task effect on instructed vocabulary learning: The hypothesis of "involvement".* Selected papers from AILA '99. 47–62.

Laufer, Batia; Ravenhorst-Kalovski, Geke C. 2010. Lexical threshold revisited: Lexical text coverage, learners' vocabulary size and reading comprehension. *Reading in a Foreign Language* 22/1. 15–30. (pristupljeno 7. veljače, 2023.).

Malcolm, Janice; Hodkinson, Phil; Colley, Helen. 2003. The interrelationship between informal and formal learning. *Journal of Workplace Learning* 15/7-8. 312–318.

Mihaljević Djigunović; Jelena; Geld, Renata. 2002. English in Croatia Today: Opportunities for Incidental Vocabulary Acquisition. *SRAZ: Revue publiée par les Sections romane, italienne et anglaise de la Faculté des Lettres de l'Université de Zagreb* 47/48. 335–352.

Mikulec Rogić, Maja; Cibulka, Mirjana; Rujevčan, Davorka. 2022. Upotreba izvora na stranom jeziku na stručnom i specijalističkom studiju. *Zbornik Suvremene teme u odgoju i obrazovanju STOO2* Ur. Velički, Damir; Dumančić, Mario. Učiteljski fakultet Sveučilišta u Zagrebu - Zavod za znanstvenoistraživački rad u Bjelovaru Hrvatske akademije znanosti i umjetnosti. Zagreb. https://hub.ufzg.hr/books/zbornikbook-of-proceedings-stoo2/page/

upotreba-izvora-na-stranom-jeziku-na-strucnom-i-specijalistickom-studiju (pristupljeno 2. veljače 2023.).

Pavičić Takač, Višnja; Umiljanović, Ana. 2008. Odnos između znanja vokabulara i strategija učenja vokabulara u engleskom kao stranom jeziku. *Strani jezici* 37/4. 411–422.

Petrović, Elvira. 2004. Kratka povijest ranog učenja stranih jezika, osječka iskustva. Život i škola: časopis za teoriju i praksu odgoja i obrazovanja. 12/2 24–32.

Prebeg-Vilke, Mirjana. 1991. *Vaše dijete i jezik: materinski, drugi i strani jezik*. Školska knjiga. Zagreb.

Raonić, Ena. 2021. *The Digital Era and Out-of-school Exposure to English: Young Learners Ten Years Ago and Today*. Diplomski rad. Filozofski fakultet Sveučilišta u Zagrebu. Zagreb. 27 str.

Schmitt, Norbert; Schmitt, Diane; Clapham, Caroline. 2001. Developing and exploring the behaviour of two new versions of the Vocabulary Levels Test. *Language Testing* 18/1. 55–88.

Sok, Sarah. 2014. Deconstructing the Concept of Incidental Vocabulary Learning Teachers College. *Working Papers in TESOL & Applied Linguistics* 14/ 2. 21–37. (pristupljeno 9. siječnja, 2023.).

Spitzer, Manfred. 2018. *Digitalna demencija. Kako mi i naša djeca silazimo s uma.* Ljevak. Zagreb.

Webb, Stuart; Sassao, Yosuke; Ballance, Oliver. 2017. The Updated Vocabulary Levels Test Developing and Validating Two new forms of VLT. *International Journal of Applied Linguistics* 168/1. 33–69. (pristupljeno 7. veljače, 2023.).

STUDENTS' EXPOSURE TO THE ENGLISH LANGUAGE IN AN EXTRACURRICULAR ENVIRONMENT AND MEDIA INFLUENCES ON THEIR ACQUISITION OF THE ENGLISH LANGUAGE

Today's generations are exposed to the English language from an early age in a formal environment, when they start learning a foreign language at school or kindergarten, but also earlier, primarily through mobile phones and other media. As they grow up their interests change and evolve, but the influence of technology and media is constantly present. Such influence falls under unintentional language acquisition, since during this process the attention is not focused on language production, but on the content they are exposed to. This paper raises the question of the connection between student exposure to foreign language sources outside the teaching environment and acquiring language skills, mostly expanding vocabulary to the extent students can easily follow LSP classes. This paper points to the sources of the English language which the students are exposed to in their extracurricular environment. The results of the study point to different influence of unintentional acquisition of the English language through social networks, such as TikTok and You Tube, in relation to gender, age and trends, and that these are more common sources of acquiring English than books. Along with the constant presence of sources such as films and video clips, the results of the study indicate an increase in sources such as podcasts and tutorials, but also the influence of video games on the acquisition of the English language.

Keywords: extracurricular environment, foreign language sources, language acquisition, students, vocabulary

PRILOG 1.

UPITNIK: Izloženost engleskom jeziku kroz medije u izvannastavnom okruženju

* Označava obavezno pitanje

1. Spol *

☐ Ženski

☐ Muški

2. Dob *

……

3. Koliko godina učite engleski jezik? *

……..

4. Studij *

☐ Strojarstvo

☐ Mehatronika

☐ Sestrinstvo

☐ Prehrambena tehnologija

☐ Lovstvo i zaštita prirode

☐ Ugostiteljstvo

☐ Sigurnost i zaštita

5. Koliko sati tjedno provedete igrajući video igrice na engleskom jeziku? *

☐ do pet sati

☐ 5-10 sati

☐ 10-20 sati

☐ više od 20 sati

☐ nisam igrao video igrice u srednjoj školi

6. Koliko ste sati tjedno proveli igrajući video igrice na engleskom jeziku u srednjoj školi? *

☐ do pet sati

☐ 5-10 sati

☐ 10-20 sati

☐ više od 20 sati

☐ nisam igrao video igrice u srednjoj školi

7. Koliko često čitate na engleskom jeziku (knjige, časopise, online sadržaje)? *
☐ Vrlo često
☐ Često
☐ Povremeno
☐ Rijetko
☐ Nikad

8. Je li sadržaj koji čitate vezan uz vaš studijski program i struku?
☐ Vrlo često
☐ Često
☐ Povremeno
☐ Rijetko
☐ Nikada

9. Kakvu glazbu slušate? *
☐ Isključivo glazbu koja se izvodi na hrvatskom jeziku
☐ Isključivo glazbu koja se izvodi na engleskom jeziku
☐ Podjednako slušam glazbu koja se izvodi na hrvatskom i na engleskom jeziku
☐ Više slušam glazbu koja se izvodi na engleskom jeziku
☐ Više slušam glazbu koja se izvodi na hrvatskom jeziku

10. Gledate li TV programe na engleskom jeziku? (igrane filmove, dokumentarne filmove, zabavne emisije)?
☐ Vrlo često
☐ Često
☐ Povremeno
☐ Rijetko
☐ Nikad

11. Ako gledate TV programe na engleskom jeziku, pratite li titlove na hrvatskom jeziku?
☐ Vrlo često
☐ Često
☐ Povremeno

☐ Rijetko
☐ Vrlo rijetko

12. Pratite li sadržaj na engleskom jeziku na društvenim mrežama (YouTube, Tik-Tok i sl.)?
☐ Vrlo često
☐ Često
☐ Povremeno
☐ Rijetko
☐ Vrlo rijetko

13. Ako pratite sadržaje na online medijima na engleskom jeziku, što najviše pratite? Moguće je više odgovora.
☐ Kratke filmove
☐ Podcaste
☐ Video spotove
☐ Tutoriale
☐ Intervjue

14. Koje medije smatrate najzaslužnijim za usvajanje riječi engleskog jezika?

.....

.....

FRANCUSKI JEZIK NA STUDIJU MEĐUNARODNIH ODNOSA I POSLOVANJA

STRUČNI RAD / PROFESSIONAL PAPER

Nives Curić
nives.curic@gmail.com
Libertas International University, Zagreb, Croatia

Ivanka Rajh
irajh@ffzg.unizg.hr
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

Sažetak

Broj učenika u hrvatskim školama koji uče francuski kao prvi ili drugi strani jezik u konstantom je padu posljednjih četrdeset godina. To znači da je sve manje onih koji biraju francuski jezik struke na visokim učilištima, odnosno da je sve manje studenata s dovoljnom razinom znanja općeg jezika koji se zatim može nadograđivati jezikom struke. Engleski se nametnuo kao *lingua franca* ne samo u gospodarstvu, već i u znanosti i obrazovanju, što utječe i na razvoj ostalih jezika struke kao predmeta poučavanja i proučavanja. Slučaj izbornog predmeta Francuski jezik na Libertas međunarodnom sveučilištu stoga je posebno zanimljiv budući da ga iz godine u godinu upisuje veliki broj studenata. Cilj ovog rada bio je istražiti motivaciju studenata Libertas međunarodnog sveučilišta koji biraju izborni predmet Francuski jezik te na temelju rezultata izraditi preporuke za daljnji razvoj kolegija. Također, utvrđeni motivi se mogu iskoristiti i za osmišljavanje i promociju francuskog jezika struke i na drugim visokoškolskim ustanovama.

Ključne riječi: francuski jezik struke, međunarodni odnosi, međunarodno poslovanje, turizam, hotelijerstvo

1. UVOD

Francuski jezik kao jezik struke rijetkost je na visokoškolskoj razini u Republici Hrvatskoj. Stoga vrijedi predstaviti slučaj Libertas međunarodnog sveučilišta, gdje velik broj studenata odabire francuski jezik kao izborni predmet na drugoj i trećoj godini studija Međunarodnih odnosa i Međunarodnog poslovanja. U doba kada se engleski kao *lingua franca* nametnuo kao drugi, a ponegdje i jedini, jezik visokog obrazovanja i znanosti, valja istražiti motivaciju i interes studenata za druge strane jezike te proizašle zaključke iskoristiti u razvoju predmetnih kurikula.

Popularnosti engleskoga jezika u visokom obrazovanju svakako doprinosi i program Erasmus+, koji je u 35 godina svoga postojanja omogućio stjecanje europskog iskustva za 3 milijuna studenata (Mogućnosti, s. a.). Dok je u prošlosti za studij u inozemstvu bilo potrebno vladati lokalnim jezikom, danas to više nije slučaj. Naime, čak i u zemljama s tradicionalno snažno razvijenim sustavom visokog obrazovanja i značajnom znanstvenom produkcijom na nacionalnom jeziku, sve je veći broj visokoškolskih ustanova koje nude cijele studijske programe na engleskom jeziku, između ostalog kako bi podigle vlastitu konkurentnost i privukle veći broj stranih studenata. Tako su Wächter & Maiworm (2014) u svojem istraživanju utvrdili da je ponuda studijskih programa na engleskom jeziku u razdoblju između 2001. i 2014. godine narasla sa 700 na više od 8000. U 2014. godini, zemlje koje su predvodile u ponudi studijskih programa na engleskom jeziku bile su Nizozemska (65 % svih visokoškolskih institucija) i nordijske zemlje (od 45 % do 81 % svih institucija), na drugom mjestu su bile baltičke zemlje, a slijedile su zemlje središnje i zapadne Europe (Austrija s 46,6 %, Švicarska s 48,7 %, Mađarska s 35,2 %). Francuska je također zabilježila velik rast broja studijskih programa na engleskom jeziku (ukupno 499), ali je prema udjelu institucija koje nude takve programe (16,1 %) ispod europskog prosjeka (26,9 %), što znači da je za velik broj studijskih programa u Francuskoj i dalje potrebno znati francuski jezik. Osim toga, navedena studija je pokazala da ispitanici procjenjuju da francuski studenti lošije vladaju engleskim jezikom nego što je to slučaj kod stranih studenata. S druge strane, francuska sveučilišta su vodeća po broju tečajeva nacionalnoga jezika za strane studente na razmjeni.

U ovom radu ćemo, u prvom dijelu, analizirati položaj francuskog jezika u hrvatskom obrazovnom sustavu, posebice u visokom školstvu. Također ćemo se osvrnuti na problematiku francuskog kao jezika struke. U drugom dijelu ćemo predstaviti rezultate ankete provedene među studentima Libertas međunarodnog sveučilišta koji su izabrali Francuski jezik kao izborni predmet u akademskoj godini 2022./2023. te analizirati implikacije koje ti rezultati imaju za razvoj predmetnog kurikula.

2. POLOŽAJ FRANCUSKOGA JEZIKA U HRVATSKOM OBRAZOVNOM SUSTAV

2.1. Francuski u osnovnim i srednjim školama

Poučavanje francuskog jezika, koji se tradicionalno smatra jezikom diplomacije, ima dugu povijest u Hrvatskoj. Uz njemački, engleski i ruski, francuski je uveden kao obvezni strani jezik u hrvatske škole još 1948. godine (Vilke 2019: 14). Međutim, pod pritiskom engleskoga jezika, koji se nameće kao *lingua franca*, broj učenika koji biraju francuski kao obvezni ili izborni strani jezik počinje padati od 80-ih godina prošloga stoljeća, što je vidljivo u tablici 1. preuzetoj od Stojaković (2004: 334).

Tablica 1. Broj učenika francuskoga jezika u Hrvatskoj između 1980. i 2001. godine

Školska godina	Broj učenika u osnovnim školama	Broj učenika u srednjim školama	Ukupno
1980./1981.	13 271	14 685	27 956
1992./1993.	9 129	12 223	21 352
2000./2001.	2 916	6 717	9 633

U razgovoru vođenom 11. svibnja 2022. godine, Benoît Le Dévédec, ataše za obrazovnu i jezičnu suradnju Francuskog veleposlanstva u Hrvatskoj, potvrdio je da se udio učenika koji uče francuski jezik u hrvatskim školama od 2000. godine smanjio za 30 % te danas iznosi oko 1,3 % ukupnog broja učenika. Podaci Državnog zavoda za statistiku (2022) pokazuju da je u školskoj godini 2020./2021. u osnovnim školama samo 81 učenik izabrao francuski kao prvi strani jezik, dok ih je u 4. razredu osnovne škole zajedno s onima koji su izabrali francuski kao izborni strani jezik bilo ukupno 523. Nažalost, podaci pokazuju da samo 42 % učenika u osnovnim školama bira drugi strani jezik kao izborni predmet, a sve više raste broj učenika koji, posebice u 7. razredu, odustaju od izbornih stranih jezika (Letica Krevelj 2019: 26). Osim toga, istraživanje koje su provele Lujić i Vrhovac (2017: 146) pokazalo je da roditelji vrše pritisak na škole da upravo engleski bude prvi, odnosno obvezni strani jezik. Gehrmann i Petravić (2021) upozoravaju na razvoj „nacionalnojezično-engleske dvojezičnosti" u javnom obrazovnom sustavu iz kojeg nestaje tradicionalna višejezičnost u skladu s „rastućom orijentacijom škola u smjeru kvalificiranja za tržište rada, a manje u smjeru kulturnoga obrazovanja" (2021: 41). Dodaju da, unatoč tome što je francuski jezik s obzirom na svoju političku, kulturnu i ekonomsku snagu jači od njemačkog i talijanskog, učenici češće biraju potonja dva jezika zbog tradicionalnih veza Hrvatske s Njemačkom i Italijom. Osim toga, srednje škole, osobito gimnazije u kojima su dva strana jezika obavezna, ne mogu nadoknaditi manjak koji nastaje zbog male zastupljenosti francuskog u osnovnim školama.

2.2. Francuski u visokom školstvu

Da nije jednostavno prikupiti podatke o broju studenata koji uče francuski kao jezik struke pokazuje činjenica da je trebalo razmijeniti nekoliko mailova pojašnjenja s Agencijom za znanost i visokoškolsko obrazovanje te Državnim zavodom za statistiku kako bismo dobili podatke koji isključuju polaznike studija francuskog jezika i književnosti na Sveučilištima u Zagrebu i Zadru. U konačnici smo dobili podatke za dvije akademske godine: 2019./2020. i 2020./2021. (tablica 2).

Tablica 2. Broj studenata francuskog kao jezika struke na Sveučilištu u Zagrebu

	2019./2020.	2020./2021.
Ekonomski fakultet	14	27
Fakultet političkih znanosti	41	44
Pravni fakultet	6	3
Ukupno	61	74

Prema informacijama s internetskih stranica učenje francuskog jezika struke odvija se i na Sveučilištu u Dubrovniku te na Veleučilištu Bernays. S obzirom na to da podatke o broju studenata na drugim visokim učilištima u RH nismo dobili, istražili smo situaciju na Ekonomskom fakultetu u Zagrebu, na Fakultetu političkih znanosti u Zagrebu i na Pravnom fakultetu u Zagrebu.

Na Fakultetu političkih znanosti u Zagrebu kolegij Francuski jezik za politologe i novinare, objedinjeno za studente Politologije i Novinarstva, predaje se kao obavezni predmet na 1. i 2. godini studija, odnosno 4 semestra, po 30 sati predavanja i 30 sati seminara po semestru, a nosi 4 ECTS-a. Broj studenata koji odabiru Francuski jezik je od 15 do 20 po godini, a nastavu zajedno pohađaju apsolutni početnici i nastavljači. Usporedbe radi, Politologiju upisuje oko 100, a Novinarstvo oko 135 studenata godišnje, što znači da oko 6-8 % svih studenata bira Francuski jezik.

Na Ekonomskom fakultetu u Zagrebu Poslovni francuski jezik je izborni kolegij, kojeg studenti odabiru između više od 100 izbornih kolegija na 3., 4. i 5. godini integriranog studija. Francuski jezik se može učiti 2 akademske godine, odnosno 4 semestra (Poslovni francuski I, II, III i IV), 60 sati u semestru (30 sati predavanja i 30 sati seminara). Izborni predmet nosi 4 ECTS-a. Broj studenata koji odaberu Poslovni francuski jezik je od 15 do 25 na Poslovnom francuskom jeziku I, a nakon toga broj studenata koji upisuju Poslovni francuski jezik opada te ih na Poslovnom francuskom jeziku IV bude minimalan broj (3). Primjerice u zimskom semestru akademske godine 2022./2023. samo je 8 studenata odabralo Poslovni francuski III. Budući da upisna kvota na studiju Poslovne ekonomije iznosi 1430 studenata, a na studiju Ekonomije 205 studenata, ovih 15 do 25 studenata predstavlja oko 1 % ukupne populacije.

Na Pravnom fakultetu postoji tečaj u trajanju od 45 minuta tjedno, koji se izvodi u četiri grupe s obzirom na razinu predznanja, a tečaj nema status kolegija. Godišnje ga upisuje 60-ak studenata, što potvrđuje svijest o važnosti znanja francuskog jezika za buduće pravnike. Francuski jezik pravne struke postoji kao izborni kolegij na 5. godini integriranog preddiplomskog i diplomskog sveučilišnog studija Pravo, a posljednjih godina upisuje ga od troje do petero studenata. Radi se o B2 razini francuskog jezika, a nastavu drži strani lektor u trajanju od 30 sati u jednom semestru. Kolegij nosi 2 ECTS-a (Matijašević 2022). Uzevši u obzir da je upisna kvota 682 studenta, možemo izračunati da oko 9 % studenata upiše tečaj francuskog. Postavlja se pitanje koliko njih i gdje nastavlja s učenjem francuskog jezika, koji je, primjerice, glavni radni jezik Suda Europske unije.

2.3. Francuski na Libertas međunarodnom sveučilištu

Libertas međunarodno sveučilište najstarije je privatno sveučilište u Hrvatskoj, a razvilo se iz Visoke poslovne škole Libertas u Zagrebu i Libertas međunarodnog sveučilišta u Zagrebu i Dubrovniku, koji su tijekom 2016. godine prerasli u sadašnju sveučilišnu instituciju. Ovo se sveučilište danas sastoji od Poslovne škole Libertas i četiri

fakulteta: Fakulteta međunarodnih odnosa i diplomacije, Fakulteta međunarodnog poslovanja i ekonomije, Fakulteta zdravstvenih znanosti te Fakulteta za film i scenske umjetnosti (O Libertasu s. a.).

Francuski jezik predaje se na Fakultetu međunarodnih odnosa i diplomacije te Fakultetu međunarodnog poslovanja i ekonomije. Na sveučilišnim studijima Međunarodnih odnosa (MO) i Međunarodnog poslovanja (MP) studenti 2. i 3. godine, kako redovni tako i izvanredni, mogu odabrati Francuski jezik. Francuski jezik ima status izbornog predmeta i nosi 6 ECTS-a. Predaje se u trajanju od 2 semestra (jedna akademska godina), 30 sati predavanja i 30 sati vježbi, dok izvanredni studenti imaju 2 semestra u trajanju od 20 sati predavanja po semestru.

Na preddiplomskom stručnom studiju Turističkog i hotelskog menadžmenta (THM), redovni i izvanredni studenti mogu odabrati kolegij Francuski jezik u ljetnom semestru. Kolegij ima status izbornog predmeta, a nosi 4 ECTS-a. Broj sati u semestru je 30 sati predavanja i 30 sati vježbi, dok izvanredni studenti imaju 20 sati predavanja u ljetnom semestru.

Od akademske godine 2018./2019. pa do 2022./2023. kolegij Francuski jezik odabralo je ukupno 548 studenata, a raspored po akademskim godinama i studijskim programima vidljiv je u tablici 3. Zanimljivo je da unatrag dvije akademske godine studenti Turističkog i hotelskog menadžmenta biraju Francuski jezik kao izborni predmet u dovoljnom broju te se kolegij izvodi dvije godine zaredom umjesto svake druge, što je bio slučaj u prethodnom periodu.

Tablica 3. Broj polaznika izbornog kolegija Francuski jezik po akademskim godinama

	MO, MP dvosemestralni	THM jednosemestralni	Izvanredni (MO, MP, THM)	Ukupno po akademskoj godini
2018./2019.	37	/	65	102
2019./2020.	/	74	/	74
2020./2021.	101	/	54	155
2021./2022.	/	50	21	71
2022./2023.	68	25	53	146

S obzirom na ukupni broj studenata po pojedinom smjeru, Francuski jezik bira 18 % studenata Turističkog i hotelskog menadžmenta, 14 % redovnih studenata Međunarodnih odnosa, 2 % studenata Međunarodnog poslovanja, 48 % izvanrednih studenata Međunarodnih odnosa te 5 % izvanrednih studenata Međunarodnog poslovanja.

Na 2. i 3. godini preddiplomskih sveučilišnih studija Međunarodnih odnosa i Međunarodnog poslovanja studenti biraju po jedan stručni i jedan opći izborni predmet. Među općim izbornim predmetima, osim Francuskog 1 i 2, u ponudi su i Engleski 1 i 2, Njemački 1 i 2, te jednosemestralna Retorika, a svi kolegiji imaju jednaku satnicu te isti broj ECTS bodova (6 ECTS-a).

Na preddiplomskom stručnom studiju Turističkog i hotelskog menadžmenta na 3. godini u ljetnom semestru također se nudi Francuski jezik. Naime, uz obvezne kolegije Engleski jezik turizma i Njemački jezik turizma na 1., 2. i 3. godini, studenti biraju po jedan izborni predmet iz svakog modula (Turističke agencije, Hotelijerstvo, Restoraterstvo i gastronomija), a Francuski jezik je u ponudi zajedno sa stručnim izbornim kolegijima.

2.4. Francuski jezik za posebne namjene

Za razliku od engleskog jezika struke, odnosno engleskog jezika za posebne namjene (*ESP – English for Specific Purposes*), koji se razvija još od 60-ih godina prošloga stoljeća, a procvat doživljava posljednjih tridesetak godina pokretanjem specijaliziranih znanstvenih časopisa i studijskih programa (Dou, Chan i Win 2023), francuski jezik za posebne namjene (*FOS – le français sur objectifs spécifiques*) se mnogo manje obrađuje u znanstvenoj i stručnoj literaturi, iako je u nastavnoj praksi prisutan dugi niz godina. U Predgovoru prvom broju obnovljenog časopisa *Points Communs* (2021), kojemu je od 1997. do 2006. godine u podnaslovu stajalo *La revue du français des affaires et des professions*, a od 2006. do 2013. *La revue du français à visée professionnelle*, Mangiante i Richer (2014) ukazuju na činjenicu da FOS predstavlja istraživačku i didaktičku nišu unutar područja francuskog kao stranog jezika (*FLE - le français langue* étrangère); osim malog broja znanstvenih i stručnih radova na tu temu, broj teoretskih i pedagoških resursa za nastavnike FOS-a također je ograničen s obzirom na iskazane potrebe.

U prvom dijelu ovog poglavlja mogli smo uočiti da se francuski jezik za posebne namjene na visokoškolskoj razini s obzirom na predznanje poučava, u najboljem slučaju, heterogenim skupinama, a najčešće početnicima. O poteškoćama poučavanja početnicima piše Gajewska (2010) naglašavajući da osim nepoznavanja francuskog jezika, studenti na početnim godinama studija, kada se obično slušaju kolegiji izbornih stranih jezika, imaju i vrlo nejasnu sliku svoje discipline odnosno budućih profesionalnih potreba. S obzirom na smanjenje broja učenika francuskoga jezika u osnovnim i srednjim školama, razvija se tržište za odrasle polaznike, gdje profesionalci nadograđuju svoja stručna znanja znanjem jezika. Udžbenici koji se razvijaju za te svrhe rijetko zadovoljavaju potrebe visokoškolske nastave upravo zbog nedostatnih stručnih znanja studenata. Osnovni certifikat o znanju francuskog jezika struke (*le diplôme de français professionnel DFP*), koji izdaje Pariška gospodarska komora (Chambre de Commerce et d'Industrie de Paris (CCI Paris)), predviđa 150-200 školskih sati i odgovara razini A2 prema ZEROJ-u. Tu bi razinu prema gore navedenim podacima o satnicama jezika struke na Sveučilištu u Zagrebu mogli postići samo studenti ekonomije, novinarstva i politologije.

Neprilagođenost komercijalnih udžbenika renomiranih francuskih izdavača kao što su CLE International, Hachette i Didier prepoznale su predavačice francuskog jezika struke na Ekonomskom fakultetu i Fakultetu političkih znanosti u Zagrebu, koje su za svoje studente izradile priručnik *Brise-Glace* (Pandžić Kuliš i Lekaj Lubina 2020).

Prema našem saznanju, to je jedini visokoškolski priručnik francuskog jezika struke u Hrvatskoj, a sadrži tekstove i aktivnosti za razinu znanja A2/B1.

3. METODE

Kako bismo utvrdili motivaciju, a potom i zadovoljstvo kolegijem, među studentima smo proveli nekoliko anketa. Prvo je u veljači 2020. godine među studentima Turističkog i hotelskog menadžmenta provedena jednostavna anketa u papirnatom obliku o očekivanjima od kolegija Francuski jezik. Anketu je ispunilo 19 studenata, a pitanje je bilo otvorenog tipa. Među studentima Međunarodnih odnosa i Međunarodnog poslovanja u zimskom semestru akademske 2022./2023. godine provedena je anketa izrađena s pomoću alata Google obrasci, a ispunilo ju je na početku semestra 37 studenata, a na kraju semestra njih 29. Anketa na početku semestra sastojala se od 9 otvorenih pitanja i 4 zatvorena pitanja, dok se anketa na kraju semestra sastojala od 4 otvorena pitanja i 9 zatvorenih pitanja. Zatvorena pitanja odnosila su se na studijske programe, godine učenja, samoprocjenu, a otvorena pitanja na motivaciju, očekivanja, komentare i sugestije za poboljšanje kolegija. U nastavku smo izdvojili i analizirali odgovore na pitanja koje smo smatrali relevantnima za temu ovoga rada.

Dok za prvu skupinu ispitanika (studenti Turističkog i hotelskog menadžmenta) nije provedena analiza uzorka, za drugu skupinu (studenti Međunarodnih odnosa i Međunarodnog poslovanja) utvrđeno je da 73 % studenata nisu prethodno učili francuski jezik. Skupina studenata koji su prethodno učili francuski jezik bila je vrlo heterogena: jedna je studentica francuski učila 7 godina, druga 6, treća 5, dvoje studenata po 2 godine, a četvero po godinu dana.

4. REZULTATI

4.1. Inicijalna anketa

Očekivanja studenata Turističkog i hotelskog menadžmenta studenata od kolegija Francuski jezik bila su vrlo bazična, što se može objasniti činjenicom da se radi o jednosemestralnom kolegiju od 60 sati (30 sati predavanja i 30 sati vježbi). Njihovi se odgovori mogu svesti na to da oni očekuju naučiti osnove usmenog sporazumijevanja i gramatike, a tek ih je troje (15 %) spomenulo interes za kulturu.

Za razliku od njih, studenti Međunarodnih odnosa i Međunarodnog poslovanja naveli su šaroliku paletu razloga za izbor ovog kolegija: privlačnost francuskog kao novog i nepoznatog, a lijepog jezika; televizijski sadržaj (Emily u Parizu, serija na Netflixu); uspjeh francuske ekipe (Antoine Griezmann) na Svjetskom nogometnom prvenstvu 2022. u Katru. Značajnu ulogu pri odabiru francuskog jezika imala je i reputacija francuskog je-

zika kao jezika diplomacije te znatiželja u pogledu otkrivanja francuske kulture i činjenica da se francuski govori u velikom broju zemalja. Neki navode pragmatične razloge kao što su antipatija prema drugim izbornim jezicima ili prethodno poznavanje francuskog jezika te želja za produbljivanjem istog, kao i nužnost poznavanja više stranih jezika.

Sljedeće anketno pitanje odnosilo se na to u kojim bi situacijama koristili ili koriste francuski jezik. Francuski bi koristili ili koriste u poslovnom i privatnom okruženju, u sredinama gdje se ne govori engleski jezik. Također bi ga koristili za nastavak studiranja ili za život u Francuskoj. Zanimaju ih sadržaji na francuskom jeziku poput novinskih članaka i sl., kao i komunikacija s govornicima francuskog jezika. Zanimljivo je da na upit o jezičnim vještinama, studenti odgovaraju da bi najviše pažnje željeli posvetiti govorenju i razumijevanju, dok ih čitanje i pisanje gotovo uopće ne zanimaju.

4.2. Završna anketa

Završnu anketu ispunilo je 29 studenata, a 86,2 % je potvrdilo da je kolegij ispunio njihova očekivanja. Osim što je kolegij većinski ispunio očekivanja studenata, studenti su potvrdili da su napredovali u razumijevanju govornika francuskog jezika: njih 79,3 % smatra da je napredovalo, a 13,8 % smatra da je donekle napredovalo.

Samoprocjena napretka u razumijevanju francuskog jezika na skali od 1 do 5, dala je sljedeće rezultate: 44,8 % studenata svoj napredak kroz zimski semestar ocijenilo je peticom, 27,6 % studenata ocjenom vrlo dobar, njih 20,7 % ocjenom dobar, a po jedan student s ocjenom dovoljan i s ocjenom nedovoljan odnosno 3,4 % za obje ocjene.

Na pitanje jesu li napredovali u govorenju francuskog jezika, 82,2 % studenata dalo je pozitivan odgovor. Samoprocjenjujući svoj napredak u govorenju francuskog jezika na skali od 1 do 5, njih 44,8 % napredak je ocijenilo s odličnom ocjenom, 27,6 % s ocjenom vrlo dobar, 20,7 % s ocjenom dobar i po jedan student ocijenio je svoje razumijevanje francuskog govornog jezika s ocjenom dovoljan i ocjenom nedovoljan, odnosno 3,4 % za obje ocjene.

Nakon samo 60 sati učenja francuskog jezika, na pitanje smatraju li da bi se mogli snaći na francuskom govornom području s usvojenom razinom francuskog jezika, 51 % studenata odgovara možda, njih 27,6 % tvrdi da bi se moglo snaći, a 20,7 % studenata smatra da se ne bi moglo snaći na francuskom govornom području.

Zaključno anketno pitanje odnosilo se na prijedloge studenata u pogledu poboljšanja ovog kolegija. Studenti su predložili organizaciju izleta u frankofone zemlje te produljenje trajanja učenja francuskog jezika s dva na šest semestara. S obzirom na neujednačenost u poznavanju francuskog jezika, odnosno s obzirom na prethodno učenje francuskog jezika, studenti predlažu manje skupine i organiziranje skupina po stupnju znanja francuskog jezika, čime bi se ubrzao tempo i bilo bi lakše raditi. Studenti također ističu da bi trebalo biti više vježbi pisanja, čitanja i govorenja, te aktivnosti poput izrade rječnika radi širenja vokabulara.

5. DISKUSIJA

Iako za studij Turističkog i hotelskog menadžmenta imamo samo inicijalnu anketu o motivaciji, usporedba njezinih rezultata s onima sa studija Međunarodnih odnosa i Međunarodnog poslovanja, navodi nas da se zapitamo kako povećati motivaciju studenata koji upisuju jednosemestralni studij od 60 sati. Doista, 60 sati je premalo da se postigne ozbiljan napredak, pogotovo ako znamo da je za ispunjavanje razine A1 prema ZEROJ-u potrebno uložiti između 100 i 140 sati učenja. Naravno, 4 ECTS-a koliko vrijedi ovaj kolegij iznosi upravo 100-120 sati rada (4 ECTS x 25-30 radnih sati), ali većinu tih sati bi studenti Turističkog i hotelskog menadžmenta trebali realizirati samostalno, što je upitno ako je motivacija niska. Za razliku od njih, studenti Međunarodnih odnosa i Međunarodnog poslovanja od početka znaju i motivirani su činjenicom da upisuju dvosemestralni kolegij od ukupno 120 sati i 12 ECTS-a. Iako je danas status francuskog kao jezika diplomacije više pitanje tradicije nego realnog stanja u struci, percepcija jezika je važan faktor u izboru jezika struke. Za podizanje motivacije studenata Turističkog i hotelskog menadžmenta možda bi trebalo jezične sadržaje nadopuniti stručnim činjeničnim sadržajima: primjerice, osvijestiti studente o rastućem broju francuskih turista u Hrvatskoj, kako bi, kao budući turistički djelatnici, počeli razmišljati o njihovim željama i potrebama (Hrvatska turistička zajednica s. a.).

Ohrabrujuće je konstatirati da se visoka motivacija i očekivanja studenata Međunarodnih odnosa i Međunarodnog poslovanja iskazana na početku semestra reflektiraju u zadovoljstvu kolegijem i samoprocjeni napretka u anketi na kraju semestra. Kao što smo vidjeli, studenti su iznimno zadovoljni, a 2/3 njih i više smatra da su ostvarili napredak koji bi procijenili s ocjenom odličan i vrlo dobar. Također su vrlo konstruktivni u sugestijama koje se tiču unaprjeđenja kolegija. Ovdje bismo naglasili da je inicijalni otpor prema čitanju i pisanju zamijenjen iskazanom željom za više takvih sadržaja, a ta se motivacija može iskoristiti za uvođenje dodatnih aktivnosti te vrste u drugom semestru. Također, s obzirom na broj studenata koji godišnje upisuje ovaj kolegij, moglo bi se razmisliti o prilagodbi vrste nastave, odnosno uvođenju seminara ili dodatnih vježbi umjesto predavanja, kako bi se povećao broj grupa s manjim brojem studenata i omogućila podjela s obzirom na razinu znanja.

6. ZAKLJUČAK

Polaznici kolegija Francuski jezik na Libertas međunarodnom sveučilištu kontinuirano dodjeljuju visoke ocjene predavaču i korisnosti kolegija. Osim što su odlične semestralne ocjene i komentari studenata potvrda kvalitetnog rada predavača te služe kao putokaz za daljnji razvoj kolegija, one potvrđuju i motiviranost studenata, koju treba iskoristiti za promociju ovog jezika, koji je zasigurno zahtjevniji od, primjerice, engleskog, te se studenti za njega i teže opredjeljuju.

Osim što ima status jezika diplomacije, te je jedan od 3 radna jezika institucija Europske unije, kao i službeni jezik mnogih drugih međunarodnih institucija te zemalja izvan Europske unije, francuski jezik ima svoju vrijednost i u gospodarstvu, a osobito u turizmu. Osim toga, kao što je spomenuto na početku, većina studijskih programa u Francuskoj se i dalje izvodi na nacionalnom jeziku, a tamo gdje je nastava na engleskom, osigurani su tečajevi francuskog za strane studente na razmjeni. Sve su to razlozi zbog kojih treba promovirati francuski jezik struke u akademskom, ali i u profesionalnom kontekstu.

Literatura

Državni zavod za statistiku Republike Hrvatske. 2022. Osnovne škole i dječji vrtići i druge pravne osobe koje ostvaruju programe predškolskog odgoja, kraj šk. g. 2020./2021. i početak šk./ped. g. 2021./2022. https://podaci.dzs.hr/media/jesnlj1t/si-1702-osnovne-%C5%A1kole-i-dje%C4%8Dji-vrti%C4%87i-i-druge-pravne-osobe-koje-ostvaruju-programe-pred%C5%A1kolskog-odgoja-kraj-%C5%A1k-g-2020-2021-i-po%C4%8Detak-%C5%A1k-ped-g-2021-2022.pdf (pristupljeno 31. svibnja 2023.)

Dou, An Qi; Chan, Swee Heng; Win, Min Thein. 2023. Changing visions in ESP development and teaching: Past, present, and future vistas. *Frontiers in Psychology*. 14:1140659. DOI: 10.3389/fpsyg.2023.1140659 (pristupljeno 29. svibnja 2023.)

Gajewska, Elżbieta. 2010. Enseigner le français langue professionnelle dès le niveau débutant. *Enseigner le FLE aux débutants à la philologie romane: nouveaux défis.* Ur. Krakowska-Krzemińska, Ewa; Grzmil-Tylutki, Halina. Wydawnictwo Uniwersytetu Jagiellońskiego. 123-131. https://ruj.uj.edu.pl/xmlui/bitstream/handle/item/17416/grzmil-tylutki_krakowska-krzeminska_ enseigner_le_fle_aux_debutants_a_la_philologie_romane_2010.pdf?sequence=1&isAllowed=y#page=125 (pristupljeno 29. svibnja 2023.)

Gehrmann, Siegfried; Petravić, Ana. 2021. Razvoj jezikâ znanosti i stranih jezika u školama u Europi – studija o europskim perspektivama i hrvatskoj stvarnosti. *Filologija* 77. 1–57.

Hrvatska turistička zajednica. *Francuska - profil emitivnog tržišta. Izdanje 2022*. https://www.htz.hr/sites/ default/files/2022-02/Francuska_profil_2022.pdf (pristupljeno 30. svibnja 2023.)

Letica Krevelj, Stela. 2019. Strani jezik i višejezičnost: stvarnost, spoznaje i preporuke. *Izazovi učenja stranoga jezika u osnovnoj školi*. Ur. Vrhovac, Yvonne et al. Zagreb: Naklada Ljevak. 26-34.

Lujić, Rea; Vrhovac, Yvonne. 2017. Parents, apprenants et proviseurs – acteurs principaux dans l'élaboration de la politique linguistique croate. *Activité traduisante, enseignement du FLE, étude littéraires Francontraste 3: Structuration, langage et au-delà*. Ur. Pavelin Lešić, Bogdanka. Mons, Belgija: CIPA. 131-147.

Mangiante, Jean-Marc; Richer Jean-Jacques. 2014. Le FOS aujourd'hui : quel périmètre et quelle influence en didactique des langues? *Points communs: recherche en didactique des langues sur objectif(s) spécifique(s)* n° 1. 3-5.

Matijašević, Miljen. 2022. Jezik struke na Pravnom fakultetu Sveučilišta u Zagrebu. *Folia linguistica et litteraria*. XIII (2022) 42. Nikšić: Filološki fakultet. 73-93. DOI: 10.31902/fll.42.2022.6 (pristupljeno 29. svibnja 2023.)

Mogućnosti za pojedince. https://erasmus-plus.ec.europa.eu/hr/opportunities/opportunities-for-individuals (pristupljeno 29. svibnja 2023.)

O Libertasu. https://www.libertas.hr/o-nama/o-libertasu/ (pristupljeno 29. svibnja 2023.)

Pandžić Kuliš, Drijenka; Lekaj Lubina, Borka. 2020. *Brise-Glace, 16 THÈMES sciences politiques,* économie *et médias.* Zagreb: Ekonomski fakultet Sveučilišta u Zagrebu. 2020.

Points communs. Le français des affaires. 11.10.2021. https://www.lefrancaisdesaffaires.fr/recherche-developpement/points-communs/ (pristupljeno 30. svibnja 2023.)

Stojaković, Biljana. 2004. Francuski jezik u Hrvatskoj. *Strani jezici* 33/3-4. 331-338.

Vilke, Mirjana. 2019. Djeca i učenje stranih jezika u našim školama. *Izazovi učenja stranoga jezika u osnovnoj školi*. Ur. Vrhovac, Yvonne et al. Zagreb: Naklada Ljevak. 14-25.

Wächter, Bernd; Maiworm, Friedhelm. 2014. English-Taught Programmes in European Higher Education: The State of Play in 2014. ACA Paper. Bonn: Lemmens. https://www.lemmens.de/dateien/medien/buecher-ebooks/aca/2014_english_taught.pdf (pristupljeno 29. svibnja 2023.)

FRENCH FOR SPECIFIC PURPOSES AT THE INTERNATIONAL RELATIONS STUDY PROGRAM

The number of students in Croatian schools who learn French as a first or second foreign language has been in constant decline for the last forty years. Consequently, there are fewer and fewer students who choose French for specific purposes at the university level, that is, those with sufficient knowledge of the general language, which can then be upgraded with elements of the specialized language. English has imposed itself as a *lingua franca* not only in economy but also in science and education, which also affects the development of other foreign languages for specific purposes as subjects of teaching and of research. The case of the optional French language course at Libertas International University is therefore particularly interesting since a large number of students enrol in it year after year. The aim of this paper was to investigate the motivation of Libertas International University students who choose the elective course in the French language and, based on the results, make recommendations for further development of the course. Also, the established motives can be used for designing and promoting courses of French for Specific Purposes at other higher education institutions.

Keywords: French for Specific Purposes, international relations, international business, tourism and hotel management

CHALLENGES IN LSP TEACHING AND LEARNING BROUGHT BY THE "NEW NORMAL"

IZVORNI ZNANSTVENI RAD / ORIGINAL SCIENTIFIC PAPER

Kornelija Čakarun
kornelija.cakarun@efri.hr
Faculty of Economics and Business, University of Rijeka, Rijeka, Croatia

Kristina Kaštelan
kristina.kastelan@efri.hr
Faculty of Economics and Business, University of Rijeka, Rijeka, Croatia

Daniela Kružić
daniela.kruzic@efri.hr
Faculty of Economics and Business, University of Rijeka, Rijeka, Croatia

Abstract

Due to the COVID-19 pandemic and the "New Normal", the teaching and learning processes worldwide have changed (Palau et al., 2021). The Croatian higher education institutions were not an exception. They had to ensure a smooth transition from traditional on-site classes to an online environment. In this study, we present the case of the University of Rijeka, Faculty of Economics and Business, offering several LSP courses in business English, Italian and German. During the first stage of the lockdown, the Faculty organized class instruction via webinars, and, after this initial period, instruction was shifted to the Google Meet platform, enabling synchronous teaching and interaction with students. In addition to these, within LSP courses, several other online services, such as Kahoot, Socrative, and the Moodle e-learning platform, were used. After the period of fully online instruction, the Faculty introduced a hybrid model allowing the students to be both in class and online. Thus, this study aims to compare three different generations of students (the fully on-site, the fully online, and the hybrid generation) and statistically analyze students' results on the written continuous assessments within business language classes taken at the end of the respective winter semester. The findings suggest the following: the online generation achieved better results in business English and Italian, the on-site generation in business German, whereas the hybrid generation obtained the lowest results in all three LSP courses.

Keywords: COVID-19, hybrid instruction, LSP, online environment, on-site classes

1. INTRODUCTION

1.1. Theoretical basis and previous research

During the previous three years, due to the COVID-19 pandemic, educational institutions worldwide were either completely closed or had some form of confinement measures, which caused a shift from traditional on-site instruction to an online environment. According to UNESCO (2020), more than 160 countries worldwide enforced closures of educational institutions, affecting over 87% of the student population. However, this shift did not go as smoothly as expected and caused issues for both students and teachers. According to Palau et al. (2021), in these conditions, the focus from teaching shifted to implementing and adapting to advanced technologies. Namely, "in the transition from face-to-face to non-face-to-face education, connectivity, devices, digital tools and teaching digital competence stand out in the first place" (ibid, p. 184). In line with this, some authors report on the challenges brought about by this shift, such as inadequate infrastructure, poor internet connection, and poor digital skills (Mahmood, 2021; Nambiar, 2020; Sunita, 2020). As for foreign language classes and LSP courses, although papers on the topic are scarce, it can be concluded that the quality of teaching and learning was not reduced. For example, Bordet (2021) presents the case of a specialized MA translation studies class. To overcome the COVID-19 restrictions, they first used the University's online platform, but because of the restrictions on group size, they had to move to Zoom. Since the classes were held synchronously, which allowed for the communication between the students and the teacher to be "normal", the switch to online teaching, according to the author, did not bring about any significant alterations neither in the way classes were delivered nor in the way in which students' work was evaluated. Thus, the author concludes that the quality of teaching and learning was not reduced. She also mentions that the learning outcomes were positive. Pichugin et al. (2022) investigate the effectiveness of online learning platforms in foreign language teaching. The results of their research show that "online learning platforms are an effective tool in foreign language learning" (Pichugin et al., 2022, p. 1366). Most of the participants in their study found that learning English via online platforms was effective and that it had a positive impact on their English language skills. Likewise, in their paper on the needs, advantages, and disadvantages of online L2 learning, De Paepe et al. (2018) conclude that online learning might be more efficient due to the multimodal nature of online courses. Namely, the results of their research show that, when talking about institutional advantages, the main advantage of online classes for students is flexibility, that is, learning anytime and anywhere, as well as the possibility of repetition and enhanced learner autonomy.

Due to the scarcity of research in this area, the aim of this study is to contribute to the insufficiently investigated field of online foreign language teaching at higher ed-

ucation institutions by analyzing whether the shift from on-site to online education has an impact on the learning outcomes obtained by the students involved in this process.

1.2. Research question

The purpose of this study was to answer the following research question: Does the mode of instruction affect students' acquisition of learning outcomes?

2. CONTEXT

The research was conducted at the University of Rijeka, Faculty of Economics and Business, offering bachelor's and master's degree programs in Economics and Business Economics, the latter including five study programs (finance, management, marketing, entrepreneurship, and international business). In addition to Croatian-taught programs, the Faculty also has an English-taught program in International Business. The LSP courses offered within these programs include three foreign languages: English, Italian, and German, that is, business English, business Italian, and business German. Business English is an obligatory course for all students. Most of them had English as an obligatory foreign language during their prior education. The findings of previous research conducted at the Faculty show that the students' level of English at the beginning of their course of study is B1 according to the CEFR scale (Čakarun & Drljača Margić, 2021). On the other hand, Business Italian and Business German are elective courses and the majority of students taking these courses have little or almost no competencies or skills in the respective language. Therefore, the contents covered in Business English classes are mostly taken from intermediate to upper-intermediate level materials from the students' field of study, whereas the topics covered during Business Italian and Business German are basic general and business contents covered by elementary level materials.

The biggest challenge in terms of delivering lectures when teaching went digital was how to overcome the potential barriers in communication. Namely, regardless of the status of the course and the level of students' knowledge, communication should always be encouraged, due to the belief that interactive lectures are the best and the fastest way to acquire a foreign language (Nielson & González-Lloret, 2010). What facilitated this transition was the fact that our Faculty had been using the Moodle platform prior to the pandemic for day-to-day communication with the students (e.g. sending announcements and materials). Due to the pandemic, the entire teaching process changed and the methods used in the classroom were adapted to the online environment. In the initial stage of class delivery, classes were conducted using webinars. However, they obstructed communication because only the teacher could

speak, and the students could only listen and communicate in writing via chat, which caused a loss of interactivity. Fortunately, the Faculty quickly adapted and introduced Google Meet with the help of which the classes were held synchronously, and communication during classes was almost unhindered. Students had their cameras on and, in order to avoid noise, their microphones were off when not speaking. For certain class activities (e.g. short tests, vocabulary, and grammar games), other online services, such as Kahoot or Socrative, were implemented.

In the academic year 2021/ 2022, the Faculty decided to abolish the fully online classes and to switch to the hybrid model. According to the schedule provided by the Faculty, the students were grouped according to their field of study and each week one of the groups attended classes on-site, whereas the other followed the classes online. This model has made communication a bit more difficult because online students could not see their colleagues in the classroom at all and could not hear them well.

3. STUDY

Our analysis encompasses 1,085 Bachelor's degree students of the Faculty of Economics and Business attending three LSP courses: Business English, Business Italian, and Business German. The students belong to three different generations: a) on-site, who enrolled in the Faculty in 2019 and started studying prior to the COVID-19 outbreak; b) online, who enrolled in the Faculty in 2020 and were studying fully online during their first study year; and c) the hybrid generation**,** who enrolled in the Faculty in 2021 and was able to attend classes both on-site and online.

As we wanted to see whether the mode of instruction affected students' acquisition of learning outcomes, we decided to analyze and compare the results obtained on written continuous assessments within business language classes (Business English, Italian, and German) by these three generations of students.

The students' results obtained on their written continuous assessments were collected at the end of the winter semesters of 2020 (on-site), 2021 (online), and 2022 (hybrid)**.** The written continuous assessments in all three analyzed LSP courses contain exercises related to vocabulary and grammar covered during classes. We looked into the average number of points collected on each written continuous assessment and compared the results of the three generations**.** Independent two-sample t-tests were used to examine whether there are statistically significant differences between the results among the three generations. A p-value smaller than 0.05 indicates the statistical significance of the results. Since only two variables can be compared with the help of t-tests, two by two generations were compared, and not all three at once.

4. RESULTS

4.1. Business English

Regarding the Business English course, the mean for the 2019-2020 (on-site) generation is 26.08 out of 50, whereas the mean for the 2020-2021 (online) generation is 30.91, as shown in Table 1. These means differ by 4.83 points, and this difference has been shown to be statistically significant (t(546) = -6.97, p = 0.00).

Table 1. Business English results: on-site vs. online generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2019-2020	255	26.08	9.00	4.83	0.00
2020-2021	293	30.91	7.20		

When comparing the 2020-2021 (online) and the 2021-2022 (hybrid) generations, the mean for the online generation is 30.91, whereas the mean for the hybrid generation is 23.78, as presented in Table 2. There is a difference of 7.12 points which is statistically significant (t(546) = 9.97, p = 0.00).

Table 2. Business English results: online vs. hybrid generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2020-2021	293	30.91	7.20	7.12	0.00
2021-2022	255	23.78	9.49		

Table 3 shows the comparison of the 2019-2020 (on-site) and the 2021-2022 (hybrid) generations, with a mean of 26.08 points for the on-site generation, and a mean of 23.78 points for the hybrid generation. The difference of 2.29 points is statistically significant (t(508) = 2.80, p= 0.0052).

Table 3. Business English results: on-site vs. hybrid generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2019-2020	255	26.08	9.00	2.29	0.0052
2021-2022	255	23.78	9.49		

4.2. Business Italian

As for the Business Italian course, the mean for the 2019-2020 (on-site) generation is 27.04 out of 35, whereas the mean for the 2020-2021 (online) generation is 28.08, as presented in Table 4. There is a difference of 1.04 points which is not statistically significant (t(97) = -1.01, p = 0.3126).

Table 4. Business Italian results: on-site vs. online generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2019-2020	54	27.04	4.53	1.04	0.3126
2020-2021	45	28.08	5.68		

When it comes to the comparison of the 2020-2021 (online) and the 2021-2022 (hybrid) generations, which can be seen in Table 5, the mean for the online generation is 28.08, whereas the mean for the hybrid generation is 24.12. The difference of 3.96 points is statistically significant ($t(118) = 3.48$, $p = 0.0007$).

Table 5. Business Italian results: online vs. hybrid generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2020-2021	45	28.08	5.68	3.96	0.0007
2021-2022	75	24.12	6.22		

Regarding the comparison of the 2019-2020 (on-site) and the 2021-2022 (hybrid) generations, there is a mean of 27.04 points for the on-site generation, and a mean of 24.12 points for the hybrid generation. The difference of 2.91 points is statistically significant ($t(127) = 2.93$, $p= 0.0040$), as shown in Table 6.

Table 6. Business Italian results: on-site vs. hybrid generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2019-2020	54	27.04	4.53	2.91	0.0040
2021-2022	75	24.12	6.22		

4.3. Business German

Concerning the Business German course, the mean for the 2019-2020 (on-site) generation is 29.09 out of 35, whereas the mean for the 2020-2021 (online) generation is 26.39. It can be seen in Table 7 that these means differ by 2.69 points. This difference has been shown to be statistically significant ($t(72) = 2.34$, $p = 0.0219$).

Table 7. Business German results: on-site vs. online generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2019-2020	27	29.09	4.43	2.69	0.0219
2020-2021	47	26.39	4.94		

As for the comparison of the 2020-2021 (online) and the 2021-2022 (hybrid) generations, which is presented in Table 8, the mean for the online generation is 26.39,

whereas the mean for the hybrid generation is 24.07. There is a difference of 2.32 points which is not statistically significant (t(79) = 1.96, p = 0.0533).

Table 8. Business German results: online vs. hybrid generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2020-2021	47	26.39	4.94	2.32	0.0533
2021-2022	34	24.07	5.64		

Table 9 shows the comparison between the 2019-2020 (on-site) and the 2021-2022 (hybrid) generations. The mean for the on-site generation is 29.09, whereas the mean for the hybrid generation is 24.07 points. The difference of 5.01 points is statistically significant (t(59) = 3.78, p= 0.0004).

Table 9. Business German results: on-site vs. hybrid generation

Group	Number of students	Mean	Standard deviation	Difference	Significance/ p-value
2019-2020	27	29.09	4.43	5.01	0.0004
2021-2022	34	24.07	5.64		

5. DISCUSSION

When compared, the means collected at the written continuous assessments in all three LSP courses show that in Business English and Business Italian, the online generation achieved better results than the on-site and the hybrid generations, whereas in Business German, the on-site generation was the best. In all three courses, the hybrid generation achieved the lowest results.

It appears that the students participating in this study accepted the shift from on-site to online classes quite well and quickly adjusted to the new environment. This may be because today's students, generation Z, are known as "digital natives". They have grown up with access to the Internet and have been accustomed to using the Internet and the media from a young age. According to HernandezdeMenendez et al. (2020, p. 849), they "spend at least 9 h interacting in digital environments" and "are more confident, tech-savvy, and focus on personal development". Therefore, the shift to online classes, although maybe unnatural and confusing for the teachers (Zamborová et al., 2021) was quite natural for these students. This is in line with the findings of several other studies (e. g. Lall & Singh, 2020; Oraif & Elyas, 2021; Wart et al., 2020). Lall and Singh (2020, p. 52) report that 74% of the students participating in their study liked studying online, emphasizing the flexibility of their study time as the main advantage. The findings of the study by Wart et al. (2020) study show that students are comfortable with using technology. Additionally, based on their research

on students' engagement during EFL online classes, Oraif and Elyas (2021) presume that their students were satisfied with the online instruction. As explained in the introductory section of this paper, it seems that online learning is more efficient due to the multimodal nature of online courses (De Paepe et al., 2018).

As for the hybrid generation, we believe that their somewhat lower results on the written continuous assessments may be the result of inadequate technology, impeding full interactivity between the teacher and online students, the teacher and on-site students, and between online and on-site students. In other words, communication is only possible with one group of students at a time, as these two groups cannot communicate among themselves. Zamborová et al. (2021, p. 280) explain that "the face-to-face group dynamics experienced in traditional foreign language classes seem to be difficult to achieve online". As the students participating in our study were alternating on-site/ online weeks, they also missed out on opportunities to socialize, exchange ideas, and collaboratively learn, which may also have an impact on their achieved learning outcomes. This is in line with the study by De Paepe et al. (2018), whose research subjects also emphasized the importance of social interaction, that is, small talk, which does not exist when attending classes online. Therefore, we may conclude that better technical support is necessary in order for the hybrid method to be efficient, at least in terms of LSP courses.

With regard to Business German, in the case of which the on-site generation was the most successful, the results may reflect the fact that the number of students taking Business German was smaller in comparison to Business English and Business Italian. The Business German class included only 27 students (unlike Business English and Business Italian classes, which included 255 and 54 students, respectively), allowing for the teaching process to be directed toward individual students and thus greater interactivity during classes, which is essential for the development of students' language competences and skills.

6. CONCLUSION

The main aim of this study was to investigate whether the mode of instruction affects students' acquisition of learning outcomes by analyzing and comparing the results obtained on the written continuous assessments within business language classes by the on-site, the online and the hybrid generation of students. The findings indicate that the mode of instruction does affect students' acquisition of learning outcomes, but not in the direction we expected. Namely, the online generation achieved better results on written continuous assessments in Business English and Business Italian than the on-site generation. Only in Business German did the on-site students obtain better results on written continuous assessments.

As expected, the results of the hybrid generation were the lowest, probably because the inadequate infrastructure and technical limitations of the classrooms (one camera and one microphone facing the teacher, not the class) had an impact on the interaction between in-class and online students. The communication among students was hindered, which is in line with the findings of Zamborová et al. (2021, p. 277), who explain that during online classes, "speaking skills were the most affected".

The potential limitations of this study may be that it was conducted only at one higher education institution and that the analysis encompassed students' learning outcomes obtained only on written continuous assessments, as well as a limited time span. Therefore, suggestions for future research would be to incorporate outcomes in all four language skills (speaking, listening, reading, and writing), several higher education institutions, and a broader time span.

References

Bordet, G. (2021). Teaching online in translation studies: a teacher-researcher's feedback from France. In N. Radić, A. Atabekova, M. Freddi, & J. Schmied (Eds.), *The world universities' response to COVID-19: remote online language teaching* (pp. 235-248). Research-publishing.net. https://doi.org/10.14705/rpnet.2021.52.1275

Čakarun, K. & Drljača Margić, B. (2021). Language progress of EMI and non-EMI economics undergraduates: A comparative perspective. In E. Arnó Macià, M. Aguilar Pérez, J. Borràs, G. Mancho Barés, B. Moncada Comas, & D. Tatzl (Eds.), *Multilingual academic and professional communication in a networked world. Proceedings of AELFE-TAPP 2021*. Vilanova i la Geltrú: Universitat Politècnica de Catalunya. https://upcommons.upc.edu/bitstream/handle/2117/348563/AELFE_TAPP%20%c4%8cakarun.pdf?sequence=1&isAllowed=y

De Paepe, L., Zhu, C., & Depryck, K. (2018). Online Dutch L2 learning in adult education: educators' and providers' viewpoints on needs, advantages and disadvantages. *Open Learning: The Journal of Open, Distance and e-Learning, 33*(1), 18-33. https://doi.org/10.1080/02680513.2017.1414586

HernandezdeMenendez, M., Escobar Díaz, C. A., & MoralesMenendez, R. (2020). Educational experiences with Generation Z. *International Journal on Interactive Design and Manufacturing (IJIDeM), 14*, 847-859. https://doi.org/10.1007/s12008-020-00674-9

Lall, S., & Singh, N. (2020). CoVid-19: Unmasking the new face of education. *International Journal of Research in Pharmaceutical Sciences, 11*, 48-53. https://doi.org/10.26452/ijrps.v11iSPL1.2122

Mahmood, S. (2021). Instructional strategies for online teaching in COVID-19 pandemic. *Human behavior and emerging technologies, 3*, 199-203. https://doi.org/10.1002/hbe2.218

Nambiar, D. (2020). The impact of online learning during COVID19: students' and teachers' perspective. *International Journal of Indian Psychology, 8*(2), 783-793. https://doi.org/10.25215/0802.094

Nielson, K. B., & González-Lloret, M. (2010). Effective online foreign language courses: Theoretical framework and practical applications. *EUROCALL Review, 17,* 48-65. https://doi.org/10.4995/eurocall.2010.16326

Oraif, I., & Elyas, T. (2021). The impact of COVID-19 on learning: Investigating EFL learners' engagement in online courses in Saudi Arabia. *Educ. Sci. 2021, 11, 99*. https://doi.org/10.3390/educsci11030099

Palau, R., Fuentes, M., Mogas, J., & Cebrián. G. (2021). Analysis of the implementation of teaching and learning processes at Catalan schools during the Covid-19 lockdown. *Technology, Pedagogy and Education, 30*(1), 183-199. https://doi.org/10.1080/1475939X.2020.1863855

Pichugin, V., Panfilov, A., & Volkova, E. (2022). The effectiveness of online learning platforms in foreign language teaching. *World Journal on Educational Technology: Current Issues, 14*(5), 1357-1372. https://doi.org/10.18844/wjet.v14i5.7861

Sunita, M.-L. (2020). Education in the era of COVID-19: Innovative solutions to real challenges. *The educational review, USA, 4*(11), 193-198. https://doi.org/10.26855/er.2020.11.002

UNESCO. (2020). *COVID-19 Educational Disruption and Response.* https://en.unesco.org/node/320920

Wart, M. V., Ni, A. Y., Ready, D., Shayo, C., & Court, J. (2020). Factors leading to online learner satisfaction. *Business Education Innovation Journal, 12*(1), 14-24. http://www.beijournal.com/images/V12_N1_final_9_11.pdf

Zamborová, K., Stefanutti, I., & Klimová, B. (2021). CercleS survey: Impact of the COVID-19 pandemic on foreign language teaching in Higher Education. *CercleS 2021, 11* (2), 269-283. https://doi.org/10.1515/cercles-2021-2032

IZAZOVI U POUČAVANJU I UČENJU JEZIKA ZA POSEBNE NAMJENE (LSP) UZROKOVANI "NOVIM NORMALNIM"

Zbog pandemije COVID-19 i "novog normalnog", procesi poučavanja i učenja diljem svijeta su se promijenili (Palau i dr., 2021). Ovom promjenom obuhvaćene su i hrvatske visokoškolske institucije koje su morale osigurati nesmetani prijelaz s tradicionalne nastave na fakultetima na *online* okruženje. U ovom radu predstavljamo slučaj Ekonomskog fakulteta Sveučilišta u Rijeci koji nudi nekoliko kolegija vezanih uz jezik za posebne namjene (LSP), i to iz poslovnog engleskog, talijanskog i njemačkog jezika. Tijekom prve faze tzv. *lockdown*-a, Fakultet je nastavu organizirao putem webinara, a nakon tog početnog razdoblja, za odvijanje nastavnog procesa počela se koristiti platforma Google Meet, čime je omogućena sinkrona *online* nastava i interakcija sa studentima. Osim toga, u sklopu LSP nastave, koristili su se i drugi *online* servisi, kao što su Kahoot, Socrative i sustav za e-učenje Moodle. Nakon razdoblja u kojem se nastava izvodila u potpunosti *online*, Fakultet je uveo hibridni model koji je omogućio istovremeno održavanje nastave na Fakultetu i *online*. Stoga je cilj ovog istraživanja usporediti tri različite generacije studenata (studente koji su pohađali nastavu u potpunosti na Fakultetu, studente koji su pohađali nastavu u potpunosti *online* i studente koji su nastavu pohađali prema hibridnom modelu) i statistički analizirati rezultate koje su studenti ostvarili na pismenim kolokvijima iz LSP kolegija, a koji su održani krajem zimskog semestra svake analizirane akademske godine. Rezultati istraživanja pokazali su sljedeće: *online* generacija ostvarila je bolje rezultate na kolegijima poslovnog engleskog i poslovnog talijanskog jezika, dok su studenti koji su pohađali nastavu na Fakultetu ostvarili bolje rezultate u poslovnom njemačkom jeziku. Studenti koji su nastavu pohađali prema hibridnom modelu ostvarili su najlošije rezultate na svim LSP kolegijima.

Ključne riječi: COVID-19, hibridna nastava, jezik za posebne namjene (LSP), nastava na fakultetu, *online* okruženje

SURADNJA NASTAVNIKA ENGLESKOG JEZIKA STRUKE S NASTAVNICIMA STRUČNIH PREDMETA S CILJEM POBOLJŠANJA KVALITETE NASTAVE ENGLESKOG JEZIKA STRUKE: PRIMJERI VELEUČILIŠTA „MARKO MARULIĆ“ U KNINU I SVEUČILIŠTA U ZADRU

STRUČNI RAD / PROFESSIONAL PAPER

Marijana Drinovac Topalović
mdrinovac@veleknin.hr
Veleučilište „Marko Marulić“ u Kninu, Knin, Hrvatska

Katarina Ćurković Denona
kdenona@unizd.hr
Sveučilište u Zadru, Zadar, Hrvatska

Sažetak

Cilj nastave engleskog jezika struke na visokim učilištima je razvijanje i poboljšavanje komunikacijskih kompetencija studenata na engleskom jeziku u području struke te njihovo osposobljavanje za primjenu stečenih jezičnih znanja i vještina u okviru budućeg zanimanja. Preduvjet za ostvarenje ovoga cilja, uz kvalitetan nastavni proces, je i multidisciplinaran pristup nastavi utemeljen na suradnji nastavnika engleskog jezika struke s nastavnicima stručnih predmeta.

Cilj ovoga rada je pružiti uvid u razinu suradnje nastavnika engleskog jezika struke s nastavnicima stručnih predmeta na Odjelima Trgovinsko poslovanje s poduzetništvom, Poljoprivreda krša i Prehrambena tehnologija Veleučilišta „Marko Marulić“ u Kninu te sljedećim odjelima Sveučilišta u Zadru: Odjel za ekonomiju, Odjel za turizam i komunikacijske znanosti, Pomorski odjel i Odjel za zdravstvene studije. U radu se, metodom anketnog upitnika, ispituju stavovi i prijedlozi nastavnika stručnih predmeta u odnosu na engleski jezik struke s ciljem poboljšanja kvalitete nastave engleskog jezika struke na Veleučilištu „Marko Marulić“ u Kninu i Sveučilištu u Zadru.

Slična istraživanja bila su provedena 2013. godine na Pravnom fakultetu Sveučilišta u Zagrebu (Javornik Čubrić i Matijašević 2012) i 2014. godine na Pravnom fakultetu Sveučilišta u Osijeku (Kordić i Papa 2014) čime ovo istraživanje poprima i komparativni karakter. Rezultati bi trebali otkriti sličnosti i razlike u razini primjene multidisciplinarnog pristupa u nastavi engleskog jezika struke na navedenim ustanovama, kao i u stavovima i prijedlozima profesora stručnih predmeta prema ulozi i važnosti nastave engleskog jezika u području različitih struka.

Ključne riječi: engleski jezik struke, multidisciplinarni pristup nastavi, poboljšanje kvalitete nastave, stručni predmeti

1. UVOD

Engleski jezik postao je *lingua franca* današnjeg poslovnog i znanstvenog svijeta. Prema ukupnom broju govornika, to je drugi jezik svijeta, odmah nakon mandarinskog kineskog jezika. Ima čak 375 milijuna izvornih govornika, 470 milijuna kojima je to drugi strani jezik i 750 milijuna koji se njima koriste kao stranim jezikom (https://lpc.halpet.eu/engleski-jezik-materinski-jezik-svijeta/).

U sklopu podučavanja engleskog jezika kao stranog jezika (*Teaching English as a Foreign Language*), a vezano uz različita stručna i znanstvena područja, s vremenom je nastala posebna grana stranoga engleskog jezika, poznata kao *engleski jezik struke* (*English for Specific Purposes*). Prema Diane Belcher (2006: 134), pojam *engleski jezik struke* (*English for Specific Purposes/ESP ili Language for Specific Purposes/LSP*) odnosi se na podučavanje engleskog jezika za posebne svrhe, koji uključuje pojmove poput: *utemeljen na potrebama*, *pragmatičan*, *učinkovit*, *isplativ* i *funkcionalan*. Zapravo su ga najbolje opisali Hutchinson i Waters (1987) izjavom: „Reci mi za što ti je potreban engleski jezik i reći ću ti koji ti engleski jezik treba."

Dok opći („svakodnevni") engleski jezik omogućuje sporazumijevanje s različitim osobama u različitim situacijama, *engleski jezik struke* usmjeren je na specifičan jezik, odnosno izričaj pojedinih stručnih i znanstvenih područja. Stoga je i sadržaj njegova kurikuluma kudikamo složeniji od onoga u općem engleskom jeziku. Kako bi se kvaliteta tog sadržaja, a time i nastavnog procesa, poboljšala, potrebna je uska suradnja nastavnika engleskog jezika struke s nastavnicima stručnih predmeta kako pri izradi silabusa kolegija engleskog jezika struke, tako i pri izboru relevantne stručne literature i izradi nastavnih materijala. Na taj se način studentima omogućuje bolje razumijevanje i lakše usvajanje terminologije specifične za kontekst određenog stručnog i znanstvenog područja.

Cilj ovoga rada je pružiti uvid u razinu suradnje nastavnika engleskog jezika struke s nastavnicima stručnih predmeta na Odjelima Trgovinsko poslovanje s poduzetništvom, Poljoprivreda krša i Prehrambena tehnologija Veleučilišta „Marko Marulić" u Kninu te pojedinim odjelima Sveučilišta u Zadru. U radu se, metodom anketnog upitnika, ispituju stavovi i prijedlozi nastavnika stručnih predmeta u odnosu na engleski jezik struke s ciljem poboljšanja kvalitete nastave engleskog jezika struke na Veleučilištu „Marko Marulić" u Kninu i Sveučilištu u Zadru.

1.1. Teorijski okvir

Istraživači i stručnjaci na području obrazovanja ističu *suradnju* i *multidisciplinarnost* kao temeljne značajke uspješnog nastavnog procesa u okviru učenja i podučavanja bilo kojega nastavnog predmeta pa tako i stranoga jezika struke. Prema Ghezali (2021: 18), suradnja uključuje planiranje, provedbu i procjenu pojedinih faza nastav-

nog procesa, a nastavnici bi trebali integrirati ciljeve, razmjenjivati ideje, voditi računa o optimalnim nastavnim strategijama i grupiranju studenata s obzirom na raspoložive resurse. Risko i Bromley (2001; citirano kod Ghezali 2021: 18) drže kako suradnja nastavnika i stručnjaka iz nekoga područja poboljšava načine rješavanje problema te, zahvaljujući stručnosti i jednih i drugih, donosi rješenja za mnoga pitanja povezana s učenjem i obrazovanjem. Isto vrijedi i za suradnju nastavnika engleskog jezika struke s nastavnicima stručnih predmeta s ciljem poboljšanja kvalitete nastave engleskog jezika struke.

Temeljno obilježje suvremene nastave stranog (engleskog) jezika struke je upravo „suštinska isprepletenost jezičnih i stručnih sadržaja" (Kordić i Papa 2014: 74) koja se ogleda u pristupu *Content and language integrated learning* (*CLIL*), gdje se „jezična znanja i kompetencije stječu na temelju stručnih sadržaja, a istodobno strani jezik kao medij služi podučavanju odabranih stručnih sadržaja" (Kordić i Papa 2014: 74). Prema autoru ovoga pristupa, Davidu Marshu (1994),

> "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."

Istraživanja ukazuju na veću učinkovitost učenja stranog jezika u kombinaciji s učenjem drugoga predmeta. Pokazalo se kako *CLIL* pozitivno djeluje na znanje stranoga jezika kod učenika, bez negativnog utjecaja na znanje materinskog jezika i drugih predmeta. CLIL učenicima omogućuje korištenje jezika u kontekstu, a time i autentičnu komunikaciju. U CLIL-u je jezik sredstvo učenja; naglasak je upravo na učenju sadržaja, a ne na gramatičkoj točnosti (https://www.curriculumonline.ie/getmedia/bc76d064-68ec-4aa6-ab63-5a2cf1205a25 /OLRW_CLIL_1.pdf%203Fext%203D.pdf).

Za razliku od općeg, svakodnevnog jezika, strani jezik struke ima pragmatičku funkciju zadovoljavanja komunikacijskih potreba kandidata na tržištu rada. Prema Johnu i Dudley-Evansu (1980: 8), znanje stranoga jezika struke ne podrazumijeva samo „poznavanje jezičnih struktura", nego i „poznavanje struke kao takve". Ti su čimbenici neraskidivo povezani.

Budući da je engleski jezik postao *lingua franca* suvremene znanosti i poslovnog svijeta, ne treba posebno naglašavati važnost poznavanja kako općega engleskog jezika, tako i engleskog jezika struke u smislu konkurentnosti na tržištu rada. Ahyar i Sari (2018) ističu kako je primarni zadatak nastavnika engleskog jezika struke osigurati kompatibilnost između ishoda učenja predviđenih silabusima engleskog jezika struke i silabusa predviđenih stručnim predmetima. Prema Hutchinsonu i Watersu (1987), nastavnici engleskog jezika struke trebali bi istodobno poznavati i engleski jezik neke struke i samu struku. Budući da su oni uglavnom diplomirani „jezičari", malo je vjerojatno da posjeduju znanje specifično za svaku pojedinu struku. S obzirom da svaka struka obuhvaća niz poddisciplina, izazovno je izraditi i/ili odabrati kvalitetne na-

stavne materijale iz engleskog jezika struke koji bi u dovoljnoj mjeri obuhvatili bitnu stručnu terminologiju.

Anderson i Krathwohl (2001; prema Kordić i Papa 2014: 75) ističu četiri vrste znanja kojima bi studenti trebali ovladati pri usvajanju stranoga jezika struke:

- činjenično znanje (*factual knowledge*), odnosno poznavanje temeljnih činjenica i elemenata te stručne terminologije određenoga područja struke,
- konceptualno znanje (*conceptual knowledge*), koje uključuje specifična pravila, teorije, modele i postupke,
- proceduralno znanje (*procedural knowledge*) – sposobnost obavljanja stručnih zadataka i rješavanja problema
- meta-kognitivno znanje (*meta-cognitive knowledge*) – svjesnost o važnosti optimalnih strategija učenja i cjeloživotnog učenja.

Kvalitetan i cjelovit silabus stranoga jezika struke obvezno uključuje poznavanje potreba ciljne komunikacije, koje je moguće osvijestiti analizom ciljnih komunikacijskih situacija u okviru stranoga jezika struke u kojima će se polaznici/studenti u budućnosti vjerojatno nalaziti Huhta i sur. (2013: 10) ističu kako je te potrebe moguće istražiti iz perspektive nastavnika, polaznika/studenta ili poslodavca koji financira edukaciju. Prema Basturkmen (2010; prema Kordić i Papa 2014: 76), suvremena glotodidaktika ovakvu složenu analizu potreba naziva „kombiniranom analizom potreba". Ona obuhvaća sljedeće segmente: analizu ciljne komunikacijske situacije (*target situation analysis*), aktualne situacije u nastavi jezika struke (*present situation analysis*), analize potreba iz perspektive studenta (*learner factor analysis*), te analize stručnih sadržaja koji se podučavaju na dotičnom visokom učilišta (*teaching content analysis*) (cf. Basturkmen 2013; prema Kordić i Papa, 2014: 76)

Ulaskom Hrvatske u Europsku uniju 1. srpnja 2013. uvelike su se promijenile potrebe ciljne komunikacije u smislu poznavanja engleskog jezika kao komunikacijskog sredstva suvremenog poslovanja i znanosti na globalnoj razini, odnosno potreba za poboljšavanjem komunikacijskih kompetencija u okviru engleskog jezika struke svakodnevno raste. Stoga je oblikovanje nastavnog programa usklađenog s potrebama struke od osobite važnosti, kao i suradnja s nastavnicima stručnih predmeta.

Do sada je u Hrvatskoj provedeno nekoliko istraživanja usmjerenih na analizu potreba ciljne komunikacije sukladno zahtjevima tržišta rada: na Pravnom fakultetu u Osijeku (Kordić i Mujić 2004), Pravnom fakultetu u Zagrebu (Javornik Čubrić i Matijašević 2012), u kojima su ispitanici bili studenti (*learner factor analysis*) i pravnici–praktičari (*target situation analysis*) te istraživanje autorica Kordić i Papa (2014), na Pravnom fakultetu u Osijeku koje se bavi potrebama koje nastava stranoga jezika struke treba ispuniti sa stajališta nastavnika stručnih predmeta na studiju prava. (Kordić i Papa 2014: 76)

Cilj ovoga istraživanja, koje se nastavlja na prethodna i ima komparativni karakter, je pružiti uvid u razinu suradnje nastavnika engleskog jezika struke s nastavnicima stručnih predmeta na Odjelima Trgovinsko poslovanje s poduzetništvom, Poljoprivreda krša i Prehrambena tehnologija Veleučilišta „Marko Marulić" u Kninu te sljedećim odjelima Sveučilišta u Zadru: Odjel za ekonomiju, Odjel za turizam i komunikacijske znanosti, Pomorski odjel i Odjel za zdravstvene studije. U radu se, metodom anketnog upitnika, ispituju stavovi i prijedlozi nastavnika stručnih predmeta u odnosu na engleski jezik struke s ciljem poboljšanja kvalitete nastave engleskog jezika struke na Veleučilištu „Marko Marulić" u Kninu i Sveučilištu u Zadru.

2. METODOLOGIJA

2.1. Hipoteze

Prije provedbe istraživanja, postavljene su sljedeće hipoteze:

- Ispitanici će engleski jezik struke smatrati važnim dijelom ukupnog nastavnog procesa na ustanovi.
- Potrebno je poboljšati suradnju nastavnika engleskog jezika struke i nastavnika stručnih predmeta pri izradi silabusa engleskog jezika struke.

2.2. Očekivanja, cilj i istraživačka pitanja

Očekivanja istraživača bila su sljedeća:

- potvrda hipoteza
- korisni prijedlozi za poboljšanje kvalitete nastave engleskog jezika struke
- poticajno djelovanje na poboljšanje suradnje nastavnika engleskog jezika struke i nastavnika stručnih predmeta (multidisciplinarnost/interdisciplinarnost), odnosno cilj je bio odgovoriti na pitanje koje terminološke sadržaje iz struke nužno treba uključiti u silabuse engleskog jezika struke.

2.3. Metode

Istraživanje se temelji na ispitivanju stavova i prijedloga nastavnika stručnih predmeta u odnosu na engleski jezik struke s ciljem poboljšanja kvalitete nastave engleskog jezika struke na Veleučilištu „Marko Marulić" u Kninu i Sveučilištu u Zadru. U istraživanju je korištena metoda anketnog upitnika, koji je ispitanicima bio dostavljen putem elektroničke pošte u obliku linka na *Google obrazac*. Upitnik je bio poslan na ukupno 49 adresa elektroničke pošte nastavnika koji predaju stručne predmete na različitim odjelima Veleučilišta u Kninu i Sveučilišta u Zadru, od čega je 19 adresa bilo iz Knina, a 30 iz Zadra. Upitnik su dobili samo zaposlenici ove dvije ustanove, a ne vanjski suradnici.

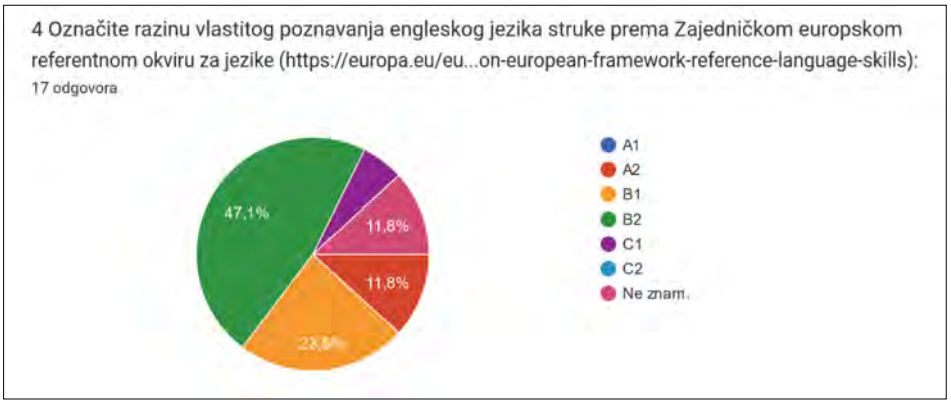
Upitnik se sastoji od 13 pitanja, od kojih su osam pitanja zatvorenoga i pet pitanja otvorenoga tipa (Prilog 1). U radu su, uz metodu anketnog upitnika, korištene metode analize i sinteze dobivenih podataka te njihova statističkoga prikaza u obliku grafikona Google-obrasca te metoda komparacije rezultata s onima ostvarenim u srodnim istraživanjima provedenima na Pravnome fakultetu Sveučilišta u Zagrebu i u Osijeku.

3. ANALIZA REZULTATA

Kako smo prethodno naveli, upitnik je bio poslan na ukupno 49 adresa elektroničke pošte nastavnika koji predaju stručne predmete na različitim odjelima Veleučilišta u Kninu i Sveučilišta u Zadru, od čega je 19 adresa bilo iz Knina, a 30 iz Zadra. Upitnik su dobili samo zaposlenici ove dvije ustanove, a ne i vanjski suradnici. Odaziv je bio slab, odnosno dobiveno je samo 17 odgovora, od čega devet s Veleučilišta u Kninu (Odjeli Poljoprivrede krša i Prehrambene tehnologije, sedam odgovora, te Odjel Trgovinskog poslovanja s poduzetništvom, Studiji: Trgovinsko poslovanje s poduzetništvom i Ekonomski i normativni okvir poduzetništva, dva odgovora) i osam sa Sveučilišta u Zadru (Odjel za ekonomiju, pet odgovora; Brodostrojarstvo/Pomorski Odjel, jedan odgovor; Odjel za informacijske znanosti, dva odgovora). Stoga treba imati na umu da bi veći postotak odgovora najvjerojatnije dao nešto drukčije rezultate istraživanja.

S obzirom na dob ispitanika, najveći je postotak onih između 36 i 55 godina (ukupno 10 ili 58,8 %), 4 (23,5 %) su u rasponu od 56 i više godina, a 3 (17,7 %) u rasponu od 25-35 godina. Među ispitanicima prevladava ženski spol (11 žena ili 64,7 %). Glede godina radnog staža, najviše ih je u rasponu od 20-30 i više godina (10 ili 58,8 %).

Iz odgovora na pitanje o samoprocjeni razine znanja engleskog jezika prema Zajedničkom europskom referentnom okviru za jezike (ZEROJ) (Slika 1.) proizlazi sljedeće: najveći broj ispitanika (osmero ili 47,1 %) procjenjuje da je njihovo znanje na razini B2, slijedi razina B1 (četvero ili 23,5 %) pa razina A2 (dvoje ili 11,8 %) i razina C1 (jedan ili 5,9 %). Broj ispitanika koji *ne znaju* na kojoj je razini njihovo znanje engleskog jezika, jednak je broju onih koji svoje znanje procjenjuju razinom A2 (dvoje ili 11,8 %), dok razinu C2 nije označio nitko od ispitanika.



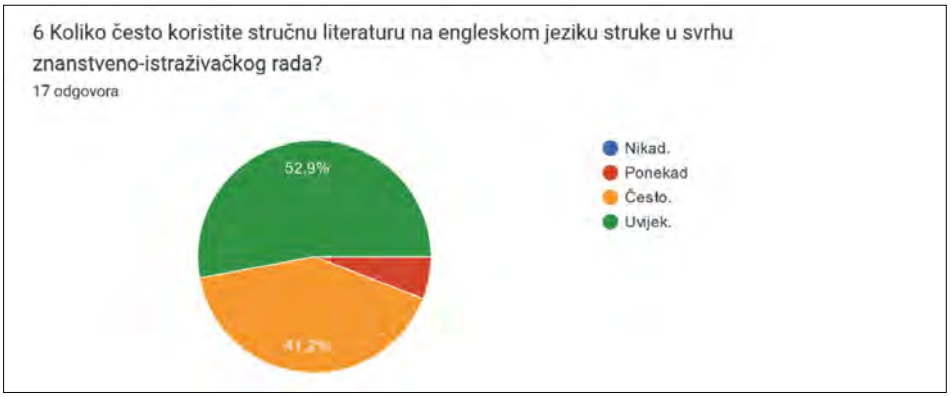
Slika 1. Razina poznavanja engleskog jezika ispitanika

Govoreći o važnosti poznavanja engleskog jezika struke (Slika 2.), čak 16 od ukupno 17 ispitanika (94,1 %) smatra da je poznavanje engleskog jezika struke *izuzetno bitno*, dok ga jedan ispitanik (5,9 %) smatra da je *bitno*.



Slika 2. Važnost poznavanja engleskog jezika struke

Iz odgovora ispitanika na pitanje o korištenju stručne literature na engleskom jeziku u svrhu znanstveno-istraživačkog rada (Slika 3.), razvidno je kako se veliki postotak ispitanika (devet ili 52,9 %) uvijek koristi stručnom literaturom na engleskom jeziku u navedenu svrhu, njih sedam (41,2%) koristi se njome često, a jedan (5,9 %) ponekad.



Slika 3. Uporaba stručne literature na engleskom jeziku

Na pitanje u kojoj mjeri i kada se koriste engleskim jezikom struke u nastavi, ispitanici su davali opisne odgovore iz kojih je razvidno da se velika većina ispitanika koristi engleskim jezikom u nastavi za komuniciranje s dolaznim studentima (Erasmus), koristi se video sadržajima na engleskom jeziku, prevodi stručnu terminologiju i slično, dok se samo troje ispitanika izjasnilo da se engleskim jezikom ne koristi u nastavi.

Većina ispitanika predaje stručne predmete iz područja biotehnologije i ekonomije, a nešto manje iz područja informacijskih i tehničkih znanosti.

Veliki broj ispitanika (11 ili 64,7 %) upoznat je sa silabusima engleskog jezika struke na svojoj ustanovi, dok njih šestero (35,3 %) nije upoznato s tim silabusima. Čak 15 ispitanika (88,2 %) izjasnilo se kako ne surađuju s nastavnicima engleskog jezika struke na ustanovi pri izradi silabusa za kolegije engleskog jezika struke, a samo dvoje ispitanika (11,8 %) surađuje. Na zamolbu da navedu teme iz struke koje u nisu zastupljene u silabusima engleskog jezika struke, a misle da bi trebale biti, ispitanici su dali sljedeće odgovore:

Teme iz struke (stočarstva) zastupljene su u značajnoj mjeri te nema potrebe za nadopunom istih.

Nemam zamjerki.

Nisam upoznata.

Genetske modifikacije u području prehrane.

Nisam upoznata s istima. (nekoliko puta)

Mislim da je sve dobro pokriveno.

Nisam siguran koje teme bi predložio.

Nemam sugestija.

Obvezna literatura pokriva sadržajno velik broj tema vezanih za temeljne predmete u biotehničkim znanostima i stručne teme iz prehrambene tehnologije/poljoprivrede.

Dopunska literatura je izvrstan repetitorij engleske gramatike. S obzirom na predviđenu satnicu premeta Engleski jezik na Odjelu prehrambene tehnologije, mislim da ne bi bilo vremena za obradu tema vezanih za operacije i strojeve u prehrambenoj industriji, iako bi bilo korisno studentima. Kao prehrambeni tehnolog, na raspolaganju sam svim kolegama/icama za savjet vezan za stručna pitanja.

Na pitanje o mogućim razlozima zbog kojih nisu upoznati sa silabusima engleskog jezika struke na svojim ustanovama, ispitanici su se izjasnili kako slijedi:

Unatoč odličnoj suradnji s nastavnicom engleskog jezika, osobito u provedbi znanstvenih istraživanja i pisanju zajedničkih znanstvenih i stručnih radova, na Veleučilištu ne postoji sustav koji predviđa ili potiče suradnju glede izrade silabusa, koji su stoga isključivo u nadležnosti nastavnika nositelja predmeta.

Nedovoljna zainteresiranost.

Nisam uključena u postupak izrade syllabusa struke.

Ne znam.

Smatram to nepotrebnim.

Nema razloga.

U fokusu su mi druge teme.

Jer je to područje struke osoba koje rade u Centru za strane jezike.

Nisam trenutno u izradi silabusa.

4. RASPRAVA I ZAKLJUČNA RAZMATRANJA

S obzirom da se ovo istraživanje nastavlja na prethodna istraživanja s Pravnih fakulteta Sveučilišta u Zagrebu (2013.) i Osijeku (2014.), u nastavku donosimo kratak pregled rezultata tih istraživanja. Istraživanje autorica Kordić i Papa provedeno 2014. godine na Pravnom fakultetu Sveučilišta u Osijeku, a usporedivo s rezultatima prethodnog istraživanja provedenoga na Pravnom fakultetu Sveučilišta u Zagrebu (Javornik Čubrić i Matijašević 2012), pokazalo je da se engleski jezik smatra važnijim od njemačkoga na oba fakulteta, iako na Pravnom fakultetu u Osijeku većina ispitanika i njemački smatra važnim za pravnu struku. Prema Kordić i Papa (2014: 84-85), postotak uporabe relevantne literature na engleskom jeziku (obvezne i dopunske) znatno je veći na Pravnome fakultetu u Osijeku. Što se tiče preporučenih stručnih područja, naglasak je na potrebi podučavanja stručne terminologije iz što većeg broja pravnih područja i na praktičnom aspektu nastave koji podrazumijeva govorno izražavanje, stručnu terminologiju, prevođenje, pisanje životopisa i prijava na natječaje.

Oba istraživanja ukazuju i na potrebu bolje usklađenosti (korelacije) sadržaja nastave stranih jezika sa sadržajima predmeta struke te potrebu povećanja satnice stranoga

jezika struke. Prevođenje se ističe kao osobito korisna vještina za buduće pravnike. Dobra suradnja Katedre za strane jezike s nastavnicima stručnih kolegija na Pravnome fakultetu u Osijeku potvrđena je i dobrim odazivom ispitanika (58 % u Osijeku u odnosu na 38 % u Zagrebu). Prema rezultatima dvaju istraživanja, prostora za poboljšanje uvijek ima, posebice nakon primjene rezultata istraživanja na osuvremenjivanje nastavnih sadržaja stranoga jezika i njihova usklađivanja s aktualnim promjenama u području prava. (Kordić i Papa 2014: 84-85)

Ovo istraživanje potvrdilo je rezultate prethodnih istraživanja s Pravnih fakulteta Sveučilišta u Zagrebu (2013.) i Osijeku (2014.) u smislu važnosti engleskog jezika struke, kako u nastavi, tako i u znanstveno-istraživačkom radu. Iz rezultata istraživanja, a sudeći i po slabijem odazivu ispitanika, razvidno je kako je potrebno poboljšati suradnju nastavnika engleskog jezika struke s nastavnicima stručnih predmeta, kako u pogledu izrade silabusa kolegija engleskog jezika struke, tako i u pogledu metodološke obrade istih na obje ustanove. S obzirom na samoprocjenu znanja engleskog jezika struke prema ZEROJ-u, čak 70,6 % ispitanika-nastavnika stručnih predmeta, nalazi se na B-razini, od čega je njih osmero (47,1 %) na razini B2, a četvero (23,5 %) na razini B1. Navedene razine označuju *samostalnog korisnika*, što znači da bi se nastavnici stručnih predmeta mogli aktivno uključiti u nastavu engleskog jezika struke (kao savjetnici ili suradnici na predmetu u dijelu koji obuhvaća stručnu terminologiju).

Indikativno je i da većina ispitanika nije dala prijedloge sadržaja struke koje bi trebalo uključiti u nastavu engleskog jezika struke, odnosno petero ih nije uopće odgovorilo na pitanje, četvero „nema zamjerki" ili je „zadovoljno" zastupljenim sadržajima, četvero „nije upoznato", dvoje „nije sigurno" i „nema sugestija", a samo dva ispitanika iz područja biotehnologije iznijelo je konkretne prijedloge. To također ukazuje na nedovoljnu međusobnu suradnju nastavnika dvaju ustanova, koju bi trebalo izdašno poticati jer interdisciplinarnost uvelike doprinosi kvaliteti suvremenih nastavnih materijala kao i samoga nastavnog procesa.

Rezultati istraživanja, unatoč slabijem odazivu ispitanika, potvrđuju hipoteze autorica o važnosti engleskog jezika struke i potrebi bolje suradnje nastavnika engleskog jezika struke s nastavnicima stručnih predmeta, odnosno o važnosti interdisciplinarnosti/ multidisciplinarnosti u okviru suvremene nastave na ustanovama iz sustava visokog obrazovanja. Bilo bi korisno provesti slično istraživanje na većem uzorku ili istražiti stavove studenata o aktivnom sudjelovanju nastavnika stručnih predmeta u nastave engleskog jezika struke. Sudeći po pozitivnim stavovima nastavnika stručnih predmeta o važnosti engleskog jezika struke, provedeno istraživanje daje nadu u mogućnost bolje suradnje s nastavnicima engleskog jezika struke u svrhu podizanja kvalitete nastave sukladno potrebama studenata kao budućih stručnjaka koji će biti konkurentni na tržištima rada u zemlji i inozemstvu.

Literatura

Anderson, Lorin W.; Krathwohl, David R. 2001. *A Taxonomy For Learning Teaching and Assessing - A Revision of Bloom's Taxonomy of Educational Objetives*. Longman.

Basturkmen, Helen. 2010. *Developing courses in English for Specific Purposes*. Basingstoke: Palgrave Macmillan.

Belcher, Diane. 2006. English for Specific Purposes: Teaching to Perceived Needs and Imagined Futures in Worlds of Work, Study, and Everyday Life. *TESOL Quarterly*. 40. DOI: 10.2307/40264514.

Content and Language Integrated Learning (CLIL). https://www.curriculumonline.ie/getmedia/bc76d064-68ec-4aa6-ab63-5a2cf1205a25/OLRW_CLIL_1.pdf%203Fext%203D.pdf (pristupljeno 22. svibnja 2023.).

Engleski jezik-materinski jezik svijeta. 2017. https://lpc.halpet.eu/engleski-jezik-materinski-jezik-svijeta/ (pristupljeno 15. svibnja 2023.).

Marsh, David; Frigols Martin, María Jesús. n.d.. Introduction: Content and Language Integrated Learning. www.unidue.de/imperia/md/content/appliedlinguistics/lingon/marsh_frigols_clil_into_ts_me.pdf.

Ghezali, Amina. 2021. Collaboration between ESP and Content Teachers: Challenges and Advantages. *International Journal of English Language & Translation Studies*. 9(1). 16-2.

Huhta, Marjatta; Vogt, Karin; Johnson, Esko; Tulkki, Heikki. 2013. *Needs Analysis for Language Course Design: A Holistic Approach to ESP*. Cambridge: Cambridge University Press.

Hutchinson, Tom; Waters, Alan. 1987. *English for specific purposes: A learner-centred approach*. Cambridge: Cambridge University Press.

Javornik Čubrić, M. & M. Matijašević. 2012. Needs Assessment in English for Legal Purposes. *Zbornik radova s međunarodne konferencije* The Importance of Learning Professional Foreign Languages for Communication between Cultures 2012. Ur. Vičic', Polona i sur. Celje, Slovenija.

Johns, Ann M.; Dudley-Evans, Tony. 1980. An experiment in team teaching of overseas postgraduate students of transportation and plant biology. *Episodes in ESP*. Ur. Swales, John. 137-155. Prentice Hall.

Kordić, Ljubica; Papa, Dubravka. 2014. Suradnja među katedrama u svrhu podizanja kvalitete nastave stranih jezika struke – komparativni pristup. *Pravni vjesnik*, 30(1). 73-88.

Rasyimah, Rasyimah; Juni, Ahyar. 2018. Challenges in Designing ESP Course for First Year Students of Engineering Faculty at Malikussaleh University, 1. ISSN 2516-2853.

Risko, Victoria J.; Bromley. Karen. 2001. *Collaboration for diverse learners: Viewpoints and practices*. Newark. DE: International Reading Association.

COOPERATION BETWEEN ESP AND CONTENT TEACHERS TO IMPROVE THE QUALITY OF ESP TEACHING: EXAMPLES OF THE UNIVERSITY OF APPLIED SCIENCES "MARKO MARULIC" OF KNIN AND THE UNIVERSITY OF ZADAR

ESP teaching at universities aims to develop and improve students' communication skills in ESP and train them to apply the acquired language knowledge and skills in their future profession. Besides a quality teaching process, a prerequisite for achieving this goal is a multidisciplinary teaching approach based on ESP teachers' cooperation with content teachers.

This paper aims to provide insight into the level of cooperation between ESP teachers and content teachers at the Departments of Trade and Entrepreneurship, Karst Agriculture and Food Technology of the University of Applied Sciences "Marko Marulić" of Knin and the following departments of the University of Zadar: Department of Economics, Department of Tourism and Communication Sciences, Department of Information Sciences and Maritime Department.

The paper examines the attitudes and suggestions of content teachers concerning ESP to improve the quality of ESP teaching at the two universities. Similar research was conducted in 2013 at the Faculty of Law of the University of Zagreb (Javornik et al., 2013) and at the Faculty of Law of the University of Osijek in 2014 (Kordić & Papa, 2014), so this is a comparative study. The results reveal similarities and differences in the level of application of the multidisciplinary approach in ESP at the mentioned institutions and in the attitudes and proposals of content teachers regarding the role and importance of ESP teaching in various professions.

Keywords: content subjects, ESP, improving the quality of teaching, multidisciplinary approach to teaching

Prilog 1.

Upitnik

1 Dob

25-35 36-45 46-55 56-65 i više.

2 Spol

M Ž

3 Godine staža.

Manje od 5 5-10 10-20 20-30 i više

4 Označite razinu vlastitog poznavanja engleskog jezika struke:

A1 A2 B1 B2 C1 C2 (objašnjenje uz svaku razinu)

5 Na sljedećoj ljestvici zaokružite odgovor kojim procjenjujete važnost poznavanja engleskog jezika struke:

Nebitan je. Bitan je. Izuzetno je bitan. Ne znam.

6 Koliko često koristite stručnu literaturu na engleskom jeziku struke u svrhu znanstveno-istraživačkog rada?

Nikad. Ponekad. Često. Uvijek.

7 U kojoj mjeri i kada koristite engleski jezik struke u nastavi?

_____

8 Navedite studij/odjel na kojemu predajete.

_____

9 Navedite stručni predmet/-e koje predajete.

_____

10 U kojoj mjeri ste, kao nastavnik stručnog/-ih predmeta, upoznati sa silabusima engleskog jezika struke na ustanovi?

Upoznat sam. Nisam upoznat.

11 Surađujete li s nastavnicima engleskog jezika struke na ustanovi pri izradi silabusa za kolegije engleskog jezika struke?

Da. Ne.

12 Ukoliko ste upoznati sa silabusima engleskog jezika struke na ustanovi, navedite teme iz struke koje u istima nisu zastupljene, a mislite da bi trebale biti zastupljene.

_____

13 Ukoliko niste upoznati sa silabusima, navedite moguće razloge za to.

_____

COURSE BOOKS AS A BRICK IN THE ROAD TO COLLOCATIONAL COMPETENCE

STRUČNI RAD / PROFESSIONAL PAPER

Gorana Duplančić Rogošić
gduplanc@efst.hr
Faculty of Economics, Business and Tourism, University of Split, Croatia

Abstract

Vocabulary is the foundation of every language and plays an important role in foreign language learning. In order to use a language competently, one must not only acquire the meaning of individual words, but also learn how these words combine to form various types of multi-word units (MWUs). Native speakers of a language acquire collocations, which are a type of MWUs, as they acquire their mother tongue. Non-native speakers, i.e., students, rely on their course books (CBs) and although they spend a considerable amount of time interacting with their CBs, a question arises as to whether they can meet students' learning needs and help them develop their collocational competence. This paper presents the results of an analysis of selected business English course books aimed at determining how collocations are presented in these CBs. The results show the coverage and scope of collocations in various tasks dedicated to the development of collocational competence of Business and Economics students at the university level. The findings can help business English teachers in selecting a course book. They may also emphasize the value of incorporating collocation-focused tasks in their teaching, as they often need to compensate for students' limited exposure to collocations in selected CBs. The findings may also be useful to course book writers, stressing the importance of explicitly including collocations in course (and work) books.

Keywords: business English course books, collocations, students, tertiary education

1. INTRODUCTION

Vocabulary is one of the pillars of language knowledge. However, the concept of vocabulary should be considered as referring not only to single words, but also to lexicalized units consisting of more than one "typographic unit" (Svensen, 1991, as cited in Pritchard, 2002, p. 169). This is particularly relevant for foreign/second language (FL/L2) learners who, unlike native speakers, usually learn new single words and then gradually build them up into meaningful recurring lexical chunks, formulaic sequenc-

es (FSs) or multi-word units (MWUs)[1], which FL/L2 learners are more likely to process word by word (Foster, 2001; Conklin & Schmitt, 2012). However, the ability to acquire and correctly reproduce whole lexical chunks and not just single words is a prerequisite for successful communication and enables fluency and accuracy in the mother tongue and foreign language (Lewis, 1994, 1998).

Multi-word units have been extensively researched (e.g., Pawley and Syder, 1983; Nattinger and DeCarrico, 1992; Wray, 2002; Granger & Meunier, 2008) and have become of increasing interest in foreign language learning and teaching because mastering them benefits language learners' fluency (Pawley & Syder, 1983) and proficiency (Boers et al., 2006; Stengers et al., 2011). Some authors (Erman & Warren, 2000; Conklin & Schmitt, 2012) have estimated that up to 50% of English is formulaic in some way. Non-native speakers of English often have communication problems not because of inadequate grammatical knowledge but because of unfamiliarity with vocabulary or, more specifically, collocations (Hill, 2000, p. 49), which has been confirmed by research (Bahns, 1993; Bahns & Eldaw, 1993). It should also be noted that problems with collocations are mainly related to the problem of production, and less reception, i.e. understanding, which was confirmed by previous research (Pavičić Takač & Miščin 2013; Begagić 2014; Duplančić Rogošić 2014; Miščin 2015; Duplančić Rogošić & Koren 2017).

Mastery of MWUs, and collocations are their subtype, has been described as a central aspect of communicative competence, enabling native speakers to process language both fluently and idiomatically and to meet basic communicative needs. It has been argued that collocational competence is equally important for L2 learners, who can acquire entire MWUs as one word when learning a foreign language. Therefore, it is of utmost importance that collocations are included in course books and workbooks, both those for general (foreign) languages and for languages for specific purposes (LSPs).

Collocations in general language textbooks have been extensively studied, e.g., Gitsaki 1999; Wang & Good, 2007; de Souza Hodne, 2009; Peksoy, 2013; Lee, 2015; Tsai, 2015; Wiström, 2020; Cao et al. 2022), but have mostly focused on books used in

[1] Research into the formulaic nature of language has grown in size and scope over the last 20 years, resulting in a large body of terminology in this area. Scholars refer to these recurring units as formulaic sequences (Nattinger & DeCarrio, 1992; Ellis, 1997; Wray, 2002; Granger & Meunier, 2008), multi-word expressions (Gačić, 2001; Heid, 2008; Matić, 2017; Sailer & Markantonatou, 2018), multi-word units (Štambuk 1997; Pritchard, 2002; Luzer & Tominac Coslovich, 2016) and lexical bundles (Biber et al., 2003; Cortes, 2004; Johnston, 2017; Zare & Valipouri, 2022). In this paper, we have chosen to use the term multi-word units (MWUs) because it best illustrates the basic structure and nature of collocations and to follow Wray's (2002, p. 9) broad definition of the phenomenon, which states that a MWU is: "a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar."

high schools. Research on collocations in LSP textbooks has been rather limited, e.g. Miščin (2013) and Bogdanović & Mirović (2016). Miščin (2013) analysed business English CBs used in language schools and at Higher Education Institutions (HEIs) and concluded that the number of tasks devoted to collocations is limited and that they are mainly receptive. Bogdanović & Mirović (2016) researched the frequency and typology of collocations in technical English CBs concluding that collocations and modes for their teaching need to be further researched.

As research on the representation of collocations in business English (BE) course books is limited and dated, there is a need to analyze BE course books and workbooks/practice files for tertiary education to determine the number of collocations per selected BE book, the number of respective repetitions, and the types of tasks for acquiring collocations.

The paper is structured as follows. After the introduction in Section 1, Section 2 discusses the study's theoretical background, and Section 3 presents the research and a brief analysis of the created corpus, which is discussed in more detail in Section 4. Section 5 provides concluding remarks, the limitations of the study, and directions for future research.

2. THEORETICAL BACKGROUND

This section provides a working definition of collocation and a brief overview of the importance of collocational knowledge.

The key issues faced in every research on collocations are the definition and identification of collocations. Firth's interpretation of the relationship between words is considered the theoretical starting framework for most studies on collocations. In the 1960s, Firth stated that "the collocation of a word [...] is an order of mutual expectancy." (Firth, 1968, p. 181) and that "one of the meanings of night is its collocability with dark, and of dark, of course, collocation with night."[2] (Firth 1957, p. 196).

Since then, linguists, researchers, and scholars have shared different but seemingly similar views on collocations, which have been defined as "the more-frequent-than-average co-occurrence of two lexical items within five words of text" (Sinclair, 2004, p. xiii) and "a group of words that occurs repeatedly, i.e., recurs, in a language" (Benson, 1986, p. 61), "whose basic characteristics are repetition (recurrence) and stability "(Pritchard, 1998, p. 287).

[2] By introducing the idea of mutual expectancy, however, Firth creates a vicious circle according to which words become part of a collocation because of their meaning and receive part of their meaning because they enter into a collocation with a particular word.

A collocation is typically considered a combination of two content words that are referred to as a base and a collocate. The base retains its usual meaning (Cowie, 1998, p. 214), while the choice of the collocate depends on the base. Words enter into a collocation with their prototypical meaning, which is then fully formed in the collocation, and substitution of components is possible but limited (Cowie, 1998, pp. 1-20). The meaning of a collocation cannot be derived from the literal meanings of the individual words (Howarth, 1998), and collocations must be learned as "an integral whole or independent entity, rather than by the process of piecing together their component parts" (Palmer, 1933, p. 4), which is typically done by non-native speakers. Moreover, "collocations are problematic when their meaning is apparent at first glance but their constituent elements cannot be given their translation equivalents" (Laufer-Dvorkin, 1991, p. 19).

The importance of collocations is threefold. First, collocations are ubiquitous; over 75% of what is said, heard, read, or written is relevant to collocational knowledge (Hill, 2000). Multi-word units, such as compounds, phrasal verbs, formulas, and collocations, constitute an important part of a native speaker's knowledge of a language and may even be more numerous than simple lexemes (Pawley & Syder, 1983; Arnaud & Savignon, 1997; Ellis, 1997).

Second, the acquisition of collocations is beneficial for the EFL (English as a foreign language) learners' lexical development because it helps them speak and write more naturally and accurately (Hill, 2000; Wood, 2002). When an EFL learner learns collocations, it helps them overcome the problem of trying to understand a sentence word by word and improves their listening and reading abilities (Lewis, 2000). Third, the variation of vocabulary and the avoidance of lexical repetition make users' speaking and writing more colourful, expressive, precise (McCarthy & O'Dell, 2008), and direct (Wood, 2002).

Collocations are typically divided into grammatical and lexical collocations (Benson et al., 1986), depending on the word class of the base. Grammatical collocations, often referred to as colligations, consist of a content word and a grammatical word. Benson et al. (2010, pp. xix-xxx) list a total of twenty-six grammatical collocations, labelled G1, G2, etc. Since they are not relevant for the present study, they will not be listed in detail. Lexical collocations are classified by structure as follows: L1 = a verb (usually transitive; denoting *creation* and/or *activation*) + a noun/pronoun/prepositional phrase, e.g. come to an agreement, fly a kite, L2 = a verb (meaning *eradication* and/or *nullification*) + a noun, e.g. reject an appeal; demolish a house, L3 = an adjective + a noun, e.g. strong tea; a formidable challenge, L4 = a noun and a verb (the verb denotes an action characteristic of the person or thing, designated by the noun), e.g. alarms go off; blizzards rage, L5 = indicate the *unit* that is associated with a (often *noun*1 *of noun*2), e.g. a herd of buffalo; an article of clothing, L6 = an adverb and an adjective, e.g. deeply absorbed, strictly accurate and L7 = verb and an adverb,

e.g. amuse thoroughly, appreciate sincerely (adapted from Benson et al. 2010, pp. xxxi-xxxiv). Lexical collocations analysed in this paper are those in which the base is the noun and the collocates are either a verb, a noun, or an adjective, i.e., L1, L2, L3, and L4. These particular collocations were chosen because nouns are the basic nominative units with the greatest semantic potential.

3. COLLOCATIONS IN COURSE BOOKS

3.1. Introduction

Native speakers of a language develop collocational competence, i.e., they acquire collocations while learning their mother tongue (L1). In contrast, the acquisition of collocations in a foreign language (L2) is not a natural process. L2 learners who need to be supported in developing collocational competence while learning a foreign language rely on their teachers and the materials used (course books, workbooks, dictionaries, etc.). Therefore, it is important that course books and/or workbooks (referred to jointly as textbooks in this paper) include tasks that learners can use to acquire collocations. Textbooks are an indispensable part of language instruction. In addition to language input from the teacher, textbooks can be the primary source of exposure to the language, so it is essential that collocations are included in them.

Although it is likely that the number of times L2 learners encounter a collocation affects their success in acquiring it, this is not researched in this paper. The focus is on the number and types of tasks aimed at the acquisition of collocations and the number of collocations per level and per textbook series. The purpose of this approach is twofold. First, it is intended to help teachers in the selection of textbooks, and second, it is intended to provide suggestions for the authors of future textbooks.

3.2. Data collection and analysis procedure

To create a corpus of textbooks to be analysed, publishers were surveyed to determine the range of business English textbooks available. The results showed that three comprehensive series were available: Business Result (BR) by Oxford University Press, Market Leader (ML), and Business Partner (BP) by Pearson Longman. In all three series, three levels were analysed, namely Pre-intermediate (Pre), Intermediate (Inter), and Upper-intermediate (Upper) in BR and ML, and B1, B1+, and B2 in BP, since these three levels are the levels that the students at Higher Education Institutions (HEIs) in Croatia are at after passing the State Matura Examination. The corpus consisted of the tasks in the course books (CBs) and in the workbooks/practice files (WBs). Based on the corpus, a list of noun collocations was created, the number of collocations occurring in the tasks in CBs and WBs and the number of repetitions of each collocation

were counted, and finally, the task types were listed.

Three types of collocations were analysed with a noun as the headword and adjective and verb as collocate before or after the noun. Since only two noun + verb collocations were retrieved from Market Leader Intermediate (Cotton et al., 2010), and one from Market Leader Upper Intermediate (Cotton et al., 2011), this subtype was excluded from further analysis. All results are presented cumulatively to facilitate comparison across the textbook series.

Table 1 shows the representation of collocations where the noun is the base, and the adjective is the collocate. The number of adjective + noun collocations in the tasks increases with the level in the Market Leader series, ranging from 18 to 52 to 88. In the Business Result series, the number of collocations is almost the same across the three levels, while in the Business Partner series, it varies between 51 and 11 depending on the level.

Table 1. Adjective + noun collocations in the selected levels of the analysed textbooks

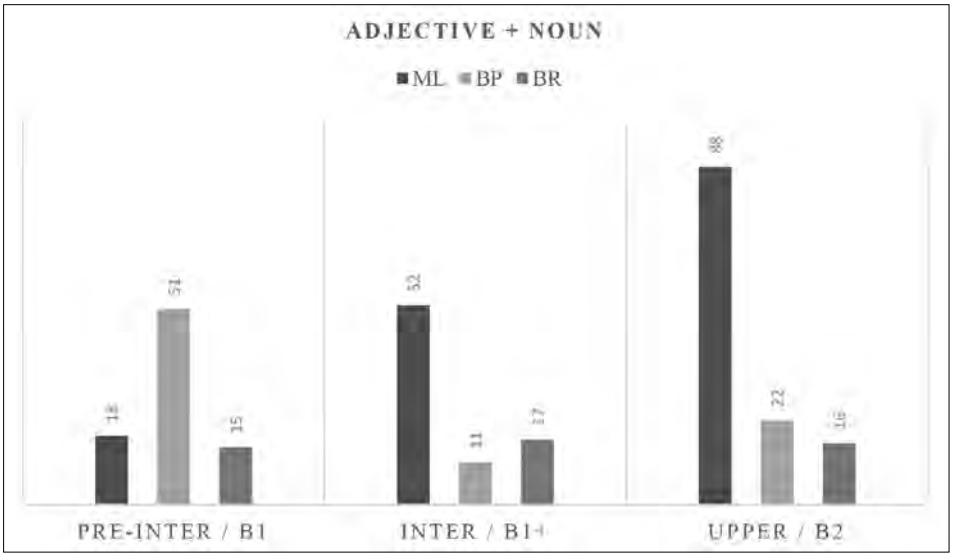
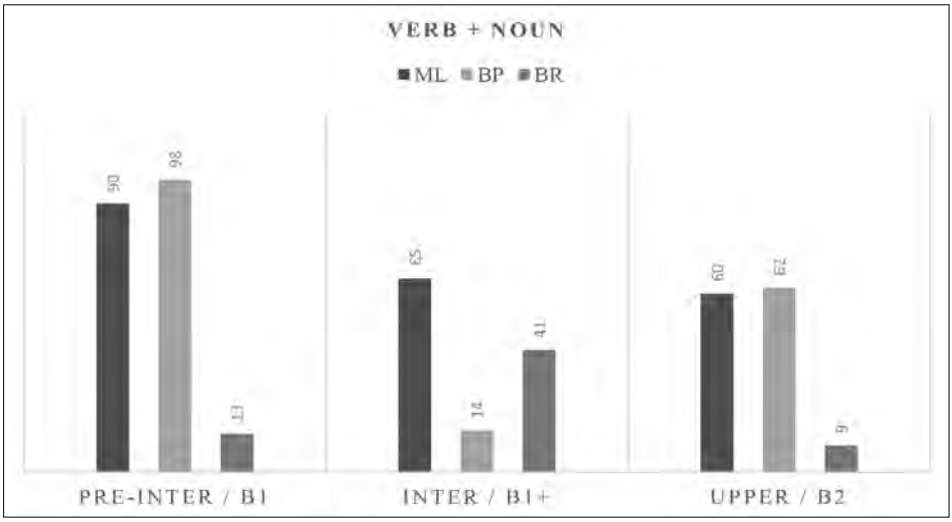


Table 2 shows the representation of collocations in which the noun is the base and the verb is the collocate and follows the noun.

Table 2. Verb+noun collocations in the selected levels of the analysed textbooks



The number of verb + noun collocations in the tasks decreases with level in the Market Leader series from 90 to 65 to 60. In the Business Partner series, the number of collocations varies considerably among the three levels, ranging from 98 to 14 to 62. In the Business Result series, the number of collocations is low at the Pre-Intermediate/B1 and Upper-Intermediate/B2 levels, with 13 and 9 collocations, respectively, and moderate at the Intermediate/B1+ level, with 41 collocations.

As for the number of collocations introduced and practiced per course unit, there is no consistency with regard to their number within any particular textbook series. Depending on the textbook series, it varies from 2 to over 20 adjective+noun collocations and from 2 to over 30 verb+noun collocations per unit. Each collocation is usually practiced twice within the unit. First in the course book and then in the practice file or in two consecutive tasks in the course book. Comparing the number of repetitions of individual collocations across the three analysed levels within each of the three respective textbook series, very few are repeated after being introduced, regardless of the textbook series.

3.3. Task types

In terms of task types, the authors of all three series have developed a variety of different tasks for acquiring collocations that can be grouped into receptive and productive tasks. The former are those aimed at student's attempts to understand language input received through reading or hearing. The latter are tasks aimed at student's attempts to create language speaking and writing to communicate with others (Nation, 2022, pp. 46-47).

Most of the tasks in all analysed course books are receptive tasks that are mostly aimed at students identifying the correct or the incorrect collocation or choosing from a list of suggested words. One group of tasks aims to have students identify the correct collocate or base from a list of given options: *Choose a word from each box above to complete the phrases from the video*. (BP-CB-B1); *Circle the noun which forms a word partnership with each verb.* (ML-Upper); *Choose a verb from the list that can go with all three phrases in each group* (BR-Upper). In another group of (still) receptive tasks, students must use collocations in sentences from the textbook: *Complete the sentences using collocations made from the words in the box. Use the clues in brackets to help you.* (BP-CB-B1); *Complete sentences 1-8 with a word or phrase from 1*. (BR-Pre); *Complete each sentence with a word combination from exercise A or B.* (ML-Pre); *Complete these sentences with the word partnerships from Exercise A*. (ML-Upper).

The following group of tasks are simple matching tasks that require students to match the correct base to the correct collocate or vice versa: *Match words from boxes A and B to make common adjective and noun collocations from the video* (BP-CB-B1); *Match a verb from box A with a noun from box B to complete the sentences below. Use a suitable form of the verb-noun combination*. (ML-Pre); *Match the words in the list to verbs 1-4*. (BR-Pre). Students must also connect a word partnership with its definition: *Match the phrases in bold in the text in 2 to definitions 1-8* (BR-Pre); *Write a collocation from Exercise 6A next to each meaning* (BP-CB-B1).

In the following group of tasks, students must identify the incorrect base or collocate: *Cross out the word in each group that does not form a word partnership with the word in bold.* (ML-Pre); *Work with a partner. Which noun in B does NOT go with the verb in A*. (BR-Pre). There are also a few examples of slightly different tasks that occur only once: *Complete sentences 1-7. Use the answers to complete the puzzle and find the hidden word*.; *How do you need to move each dial to make collocations from the video using all the words? Look at the example to help you*. (BP-CB-B2)

In a very limited number of productive tasks, collocations are practiced, for example, by having students reuse them in a new communication situation: *Read a new employee's questions to their manager. Using the terms and conditions in the text in 2, what will the manager reply.* (BR-Inter); *Complete sentences 1-7 with words and phrases from 4. Then take turns to ask and answer the questions with a partner*. (BR-Pre); *Match these sentence halves. Then make five more sentences with the verbs in Exercises A and B.* (ML-Upper); *Work with a partner. Use the phrases in 8 to talk about the way you made one or two recent decisions in or out of work.* (BR-Upper).

The analysis revealed that most tasks only aimed at getting students to recognize a collocation and identify its components, but tasks that would allow students to practice MWUs further are very limited.

4. DISCUSSION

The number of collocations per level and textbook series was presented in Table 1 (adjective+noun) and Table 2 (verb+noun). It shows that there are considerable differences between series and between the same levels within series and that the number of collocations introduced and practiced per course unit varies considerably. The results show that there is no uniformly applied practice among publishers to include a consistent number of collocations per unit or per level within the same CB series. Furthermore, the question that needs to be addressed is also the question of which collocations are included in the course book series.

In our opinion, collocations that are completely different in the student's mother tongue and L2 should be included first and foremost. This would be in line with the idea that collocations are a problem of production rather than reception.

Second, the collocations included in the textbooks should be those relevant for the LSP and the selection of collocations should be based on the results of corpus research. In the case of business English textbooks, a BE corpus should be used to determine which collocations should be taught and at what level. Although Tables 1 and 2 provided information on the number of collocations, they do not indicate that some collocations included in the book are: *house wine, bottled water* (ML-Pre, p. 53), *to write a report* (ibid, p. 94), *luxury brand* (ML-Inter, p. 25), which the author of this paper considers less relevant than some other ones, e.g., *to allocate resources* (BP-CB-B2, p. 68), *to tackle problems* (BP-CB-B1+, p. 38), *competitive advantage* (ML-Upper, p. 9), which can be considered as relevant examples of collocations to be included in a BE textbook. In addition, the more frequent collocations should be taught at lower levels, the less frequent ones at higher levels, which would also be determined by corpus analysis.

Third, most of the tasks in the analysed textbooks are receptive tasks with the main aim of vocabulary comprehension and do not offer learners (enough) possibilities to use them in communicative situations. More productive tasks should be included at all levels so that the knowledge of collocations develops from receptive to also productive. More receptive tasks should be included at lower levels because students need to be made aware of the presence of multi-word expressions at earlier stages of language learning. In this way, students learn not to analyse MWUs word by word but to understand them as a whole and learn to perceive them as MWUs from the very beginning.

The last issue raised is the number of repetitions of each collocation within the level. In general, each collocation is practiced twice within the unit in the analysed textbook series, which is insufficient. It needs to be explored in future research how many repetitions are needed to acquire collocations in business English. It is also recommended that collocations should be repeated not only within a unit but also across the course book series.

5. CONCLUSION

The present study attempts to draw the attention of English teachers and textbook publishers/writers to tasks that focus on collocations since they play a crucial role in the lexical development of language learners and it is evident and increasingly recognized that collocations and other multi-word units need to be taught and practiced explicitly.

The main limitations, which might direct future research, are as follows. The conducted analysis included only the number of collocations and a simple division of task types into receptive and productive with a few examples of both subtypes, whereas future research should focus more on which specific collocations are introduced and by which task types they get practised. Future research should also focus on the number of repetitions, receptive and productive, for a successful collocation acquisition by the majority of learners, as well as on the task types that would enhance students' acquisition and future both receptive and productive use of collocations. Analysed textbooks in this paper are those of business English, while in the future textbooks of other languages for specific purposes could be analysed as well as compared to language textbooks for general purposes.

References

Arnaud, P., & Savignon, S. (1997). Rare words, complex lexical units and the advanced learner. In J. Coady & T. N. Huckin (Eds.), *Second language vocabulary acquisition a rationale for pedagogy* (pp. 157–173). Cambridge University Press.

Bahns, J. (1993). Lexical Collocations: A Contrastive View. *ELT Journal*, *47*(1), 56–63. https://doi.org/10.1093/elt/47.1.56

Bahns, J., & Eldaw, M. (1993). Should we teach EFL students collocations? *System*, *21*(1), 101–114. https://doi.org/10.1016/0346-251X(93)90010-E

Benson, M., Benson, E., & Ilson, R. (2010). *The BBI combinatory dictionary of English*, *3rd edition revised by Robert Ilson*. John Benjamins Publishing Company.

Benson, M., Benson, E., & Ilson, R. (1986). *Lexicographic Description of English*. John Benjamins Publishing Company.

Boers, F., Eyckmans, J., Kappel, J., Stengers, H., & Demecheleer, M. (2006). Formulaic sequences and perceived oral proficiency: Putting a lexical approach to the test. *Language Teaching Research*, *10*(3), 245–261. https://doi.org/10.1191/1362168806lr195o

Bogdanović, V., & Mirović, I. (2016). Kolokacija i vrste kolokacije u stručnim udžbenicima engleskog jezika - kvantitativna pedagoška analiza. *Zbornik Radova Filozofskog Fakulteta u Prištini*, *XLVI*(2), 445–464. https://doi.org/10.5937/zrffp46-11874

Conklin, K., & Schmitt, N. (2012). The Processing of Formulaic Language. *Annual Review of Applied Linguistics*, *32*, 45–61. doi:10.1017/S0267190512000074

Cotton, D., Falvey, D., & Kent, S. (2012). *Market Leader. Pre-intermediate, 3rd Edition.* Pearson Education Limited.

Cotton, D., Falvey, D., & Kent, S. (2011). *Market Leader. Upper Intermediate, 3rd Edition*. Pearson Education Limited.

Cotton, D., Falvey, D., & Kent, S. (2010). *Market Leader. Intermediate, 3rd Edition.* Pearson Education Limited.

Cowie, A. (1998). Phraseological Dictionaries: Some East-West Comparisons. In A. Cowie (Ed.), *Phraseology: Theory, analysis, and applications* (pp. 208–243). Clarendon Press.

Dubicka, I., O'Keeffe, M., Dignen, B., & Hogan, M. (2018). *Business Partner B1+, Coursebook*. Pearson Education Limited.

Dubicka, I., Rosenberg, M., Dignen, B., Hogan, M., & Wright, L. (2018). *Business Partner, B2, Coursebook*. Pearson Education Limited.

Dubicka, I., & Lansford, L. (2018). *Business Partner B2, Workbook*. Pearson Education Limited.

Ellis, N. (1997). Vocabulary acquisition: Word structure, collocation, grammar, and meaning. In M. McCarthy & N. Schmidt (Eds.), *Vocabulary: description, acquisition and pedagogy* (pp. 122–139). Cambridge University Press.

Erman, B., & Warren, B. (2000). The Idiom Principle and the Open Choice Principle. *Text & Talk*, *20*(1), 29–62. https://doi.org/10.1515/text.1.2000.20.1.29

Evans, L., &Marks, J. (2018). *Business Partner B1+, Workbook*. Pearson Education Limited.

Firth, J. R. (1957). *Papers in Linguistics: 1934-1951*. Oxford University Press.

Firth, J. R. (1968). A Synopsis of Linguistic Theory. 1930–1955. In F. Palmer (Ed.), *Selected papers of J.R.Firth 1952–59* (pp. 168–205). Longmans.

Grant, D., Hudson, J., & Hughes, J. (2018). *Business Result: Pre-intermediate, Student's Book, 2nd edition*. Oxford University Press.

Hill, J. (2000). Revising priorities: From grammatical failure to collocational success. In M. Lewis (Ed.), *Teaching Collocation: Further Developments in the Lexical Approach* (pp. 47–69). Language Teaching Publications.

Howarth, P. (1998). Phraseology and Second Language Proficiency. *Applied Linguistics*, *19*(1), 24–44. https://doi.org/10.1093/applin/19.1.24

Hughes, J., Duckworth, M., & Turner, R. (2018). *Business Result: Upper-intermediate, Student's book, 2nd edition*. Oxford University Press.

Hughes, J., & Naunton, J. (2017). *Business Result: Intermediate, Student's Book, 2nd edition*. Oxford University Press.

Laufer-Dvorkin, B. (1991). *Similar Lexical Forms in Interlanguage*. Gunter Narr Verlag.

Lewis, M. (2000). *Teaching collocation: Further developments in the lexical approach*. Language Teaching Publications.

McCarthy, M., & O'Dell, F. (2017). *English collocations in use: How words work together for fluent and natural English: Self-study and classroom use*. Cambridge University Press.

McLarty, R., & Marks, J. (2018). Business Partner B1, Workbook. Pearson Education Limited.

Miščin, E. (2013). Uporaba kolokacija u udžbenicima za poslovni engleski. *Strani Jezici*, *1–2*, 155–178.

Nation, I. P. (2022). *Learning vocabulary in another language*. Cambridge University Press.

O'Keeffe, M., Lansford, L., & Wright, R. (2018). *Business Partner B1, Coursebook*. Pearson Education Limited.

Palmer, H. (1933). *Second Interim Report on English Collocations*. Kaitakusha.

Pavičić Takač, V., & Miščin, E. (2013). Exploring the collocational competence of non-native users of medical English. *JAHR: Europski* časopis *za bioetiku*, *4*(1), 235–256.

Pawley, A., & Syder, F. (1983). Two puzzles for linguistic theory: Nativelike selection and nativelike fluency. In J. Richards & R. Schmidt (Eds.), *Language and Communication* (pp. 191–225). Longman.

Pritchard, B. (2002). Višečlane leksičke jedinice u općim i stručnim dvojezičnim rječnicima. *Filologija*, *38–39*, 169–190.

Pritchard, B. (1998). O kolokacijskom potencijalu rječničkog korpusa. Filologija, *30-31*, 285–301.

Rogers, J. (2012a). *Market Leader. Pre-intermediate, 3rd Edition, Practice File*. Pearson Education Limited.

Rogers, J. (2012b). *Market Leader. Intermediate, 3rd Edition, Practice File*. Pearson Education Limited.

Rogers, J. (2011). *Market Leader. Upper Intermediate, 3rd Edition, Practice File*. Pearson Education Limited.

Sinclair, J., Jones, S., & Daley, R. (2004). *English Collocation Studies: The OSTI report*. University of Birmingham Press.

Stengers, H., Boers, F., Housen, A., & Eyckmans, J. (2011). Formulaic sequences and L2 oral proficiency: Does the type of target language influence the Association? *IRAL - International Review of Applied Linguistics in Language Teaching*, *49*(4), 321–343. https://doi.org/10.1515/iral.2011.017

Wood, D. (2002). Formulaic language acquisition and production: Implications for teaching. *TESL Canada Journal*, *20*(1), 01–15. https://doi.org/10.18806/tesl.v20i1.935

Wray, A. (2002). *Formulaic language and the lexicon*. Cambridge University Press

UDŽBENICI KAO STEPENICA DO RAZVIJENE KOLOKACIJSKE KOMPETENCIJE

Vokabular je temelj svakog jezika te igra važnu ulogu u učenju stranoga jezika. Kako bi se kompetentno služili jezikom, učenici moraju osim značenja pojedinačnih riječi naučiti i kako se te riječi kombiniraju u različite vrste višerječnih jedinica, kao npr. kolokacije. Izvorni govornici nekog jezika usvajajući svoj materinski jezik usvajaju i kolokacije. Neizvorni govornici, kao npr. studenti, učeći strani jezik oslanjaju se na udžbenike, te iako provode dosta vremena koristeći te udžbenike, postavlja se pitanje mogu li im oni pomoći u razvoju kolokacijske kompetencije. U ovom radu predstavljeni su rezultati analize odabranih udžbenika poslovnog engleskog jezika s ciljem utvrđivanja načina prikaza kolokacija u tim udžbenicima. Rezultati pokazuju opseg zastupljenih kolokacija u različitim zadacima usmjerenih na razvoj kolokacijske kompetencije kod studenata ekonomije i poslovne ekonomije. Rezultati analize mogu pomoći nastavnicima poslovnog engleskog pri odabiru udžbenika. Rezultati također naglašavaju važnost uključivanja kolokacijskih zadataka u nastavu budući nastavnici često moraju nadoknaditi ograničenu izloženost učenika kolokacijama u odabranim udžbenicima (vlastitim) zadacima. Konačno, rezultati također mogu biti korisni autorima udžbenika, jer naglašavaju važnost eksplicitnog uključivanja kolokacija u udžbenike (i radne bilježnice).

Ključne riječi: kolokacije, studenti, tercijarno obrazovanje, udžbenici poslovnog engleskog jezika

THE TOPSY-TURVIES OF CLIL

STRUČNI RAD / PROFESSIONAL PAPER

Ivana Edmonds
ivana.edmonds@pravri.uniri.hr
Faculty of Law/Faculty of Humanities and Social Sciences, University of Rijeka, Rijeka, Croatia

Alenka Šuljić Petrc
alenkasp@fthm.hr
Faculty of Tourism and Hospitality Management, University of Rijeka, Opatija, Croatia

Ana Ravnić Perfido
anarp@fthm.hr
Faculty of Tourism and Hospitality Management, University of Rijeka, Opatija, Croatia

Abstract

It is certain that CLIL teaches academic content through the second language without being an actual category of English language teaching. Its flexible methodology can often be a hindrance for teachers since they need to decide what to teach and in which manner without having clear guidance. This study aimed to determine the challenges faced in teaching CLIL at the University of Rijeka, the Faculty of Humanities and Social Sciences (the area of pedagogy), and the freshmen's perspectives regarding the CLIL approach. In order to analyze the students' perspectives on the CLIL approach in the classroom, a descriptive analysis was applied. A questionnaire was designed to investigate students' engagement with the materials produced by the teachers, their ability to apply the introduced 4C framework (content, communication, cognition, and culture) to the subject areas studied, and the CLIL approach used (Coyle, 2009). The results have shown that the students were unfamiliar with the effects of CLIL learning although such an approach was considered a strong or content-driven approach that does not require language grading on its own. Students often fear to openly discuss the content studied because they feel they would be evaluated based on errors. The stated approach will motivate students to communicate more in English in a relaxed learning environment, allowing them to practice speaking frequently during class time. Students show positive opinions regarding the materials used in class, the 4C framework, and the CLIL approach used, as these factors will contribute to a more interactive and content-driven learning environment.

Keywords: CLIL, content-driven approach, 4C framework, language proficiency, ready-made materials

1. INTRODUCTION

Although some form of bilingual education has been known to exist for some time now, whether arriving from Canada or the USA as a response to diverse populations and languages present on the same territory, the term Content and Language Integrated Learning (CLIL) was introduced in 1994 as a political and educational solution to the situation in Europe (Marsh & Frigols, 2012). Mobility within Europe brought to a multinational surrounding with multilingual abilities, which served as grounds for providing an extensive number of students with the appropriate levels of competence when language learning.

CLIL is an approach in which an additional language is used for the learning and teaching of both content and language (Eurydice Report, 2006). The additional language refers to any language other than the home language, such as a learner's foreign language, second language, or heritage language, sometimes even a vehicular language (Coyle et al., 2010).

The role of a CLIL teacher is demanding, as their competencies in both areas, the content and the language, become essential issues in order to make learning the most successful. Moreover, they should consider various methodologies necessary for the course to work, such as the methodology of the specific subject, the methodology of language teaching, and the CLIL methodology (Deller & Price, 2007). Based on the course intensity and level, the *strong* or *content-driven approach* and *the weak* or *language-driven approach* serve as a guide to developing a course. With the first, the syllabus depends solely on the specific content and subject being taught. There is no language grading in isolation, and language is introduced, when necessary, along with the topics studied. The second approach is used when the content needs to be modified according to the language proficiency levels; therefore, more traditional language grading takes place (Ball, n.d.). In this case, topics from the curriculum are usually taught as part of a language course.

According to Ioannou-Georgiou and Pavlou (2011), there are three main characteristics of CLIL. The first relates to learning an additional language when it is integrated into content subjects. The additional language is learned here through the content. Next, CLIL relates to any language, age, and educational level, which corresponds to the EU lifelong learning proposal for all citizens. Finally, CLIL involves the development of social, cultural, cognitive, linguistic, academic, and other learning skills with the attainment of the content and language (Mehisto et al., 2008). The last characteristic is best described through the core features of CLIL (multiple foci, authenticity, active learning, safe learning environment, scaffolding, and cooperation), as suggested by Mehisto et al. (2008), that are necessary for the effective CLIL approach implementation. Multiple foci allow for cross-cultural themes to take place, providing the content and language instruction. Authenticity is relevant in terms of using

authentic materials and cases, which should be geared toward students' interests. Active learning means that students should be given more opportunities to get involved in classroom activities, making them more dominant than a teacher. A safe learning environment should create a comfortable environment for students to feel confident when learning. Scaffolding is intended as guided support for students to help them achieve their next level of understanding or skill. Finally, cooperation requires a CLIL teacher to collaborate with other teachers and the community in order for the lessons to be most successful.

The CLIL program aims to increase students' subject-area knowledge while at the same time improving their knowledge and skills in the target language. Through CLIL, learners are provided with broader opportunities to get accustomed to foreign languages as vehicular language skills (Divljan, 2012) and relevant material knowledge.

The literature review focuses on the rationale for introducing CLIL into the curriculum that is in relation to four dimensions (4Cs), which are part of a conceptual framework that ties content, cognition, communication, and culture. Moreover, it focuses on the language triptych as a critical concept in the CLIL approach necessary for communication. The stated provides the most suitable methods based on the students' feedback and the aims of the course *English in Education* as the main focus of this study.

In order for a CLIL lesson to be successful, the 4Cs framework should be included and applied when teaching (Coyle, 1999). Content is introduced through the subject matter in the form of various materials that are covered through language interactions between students and a teacher. These learning contexts are relevant to students' needs and interests. Communication is a dimension necessary for language learning and use. It occurs through opportunities for students to interact face to face in a classroom environment in pairs, smaller, and bigger groups. Cognition is indispensable for the development of cognitive and thinking skills. Students are made aware of their learning and thinking process in the subject matter and the language areas. Lastly, the culture component refers to the development of intercultural understanding for students with the goal of making them global citizens tolerant of diversity.

CLIL teachers need to decide and find the balance between how much content and language they should introduce in their lessons based on the students' previous experiences and knowledge. When it comes to language teaching, in the case of higher education students, the focus is placed on developing Cognitive Academic Language Proficiency (CALP) skills, as suggested by Cummins (1979). Students must know content-specific vocabulary for the subject area they are learning. Moreover, they are also introduced to grammar parts that are needed for the vocabulary to connect to a meaningful whole. In order to carry out required activities as part of a lesson, students need to learn the necessary language to help them achieve that goal. Further-

more, students learn the language that allows them to organize their thoughts and solve problems. Analyzing is an example of a skill they are required to develop while learning the language that would help them express and communicate their ideas.

Closely connected to in-class communication is a crucial concept in the CLIL approach, the language triptych, which serves as the opportunity to make connections between content and language objectives (Coyle et al., 2010). It is built on three concepts: the language of learning, the language for learning, and the language through learning. The language of learning includes an analysis of language needed for learners to access the basic concepts and skills that are related to the given subject. This idea helps students to use the appropriate language in meaningful contexts. The language for learning focuses on the language needed to operate in a foreign language environment. Students are supported (through scaffolding) by their teachers while developing the language skills they need in order to reach task completion. This support helps them to improve their discussion skills and to develop writing skills for a research report, for instance. Lastly, language through learning is linked to effective learning, which is demonstrated through active involvement of language and thinking. This kind of language cannot be predicted; therefore, a teacher cannot plan beforehand. New settings bring out the new language.

In order to achieve the best possible outcome of a CLIL course, a teacher should select the appropriate language and content teaching methods that are catered to the students' needs. A great starting point can be a selection of either the strong or content-driven approach or the weak or language-driven approach, which should be carefully selected based on students' English language proficiency levels and their background experiences (Ball, n.d.). The approaches would serve as a guide to structure tailored CLIL courses.

The proposed study explores the attitudes of undergraduate freshmen pedagogy students towards the materials used in class, the 4C framework, and the CLIL approach (the content-driven approach) within the English in Education course, which is required for their major. Positive attitudes towards the materials used and the CLIL approach are expected to motivate students to learn and achieve better results. If students are comfortable in their learning surroundings with the selected topics, they get more involved in their learning process while sharing their opinions and ideas. At the same time, they continuously work on their speaking skills while interacting with their peers, which is usually hard to achieve in a language-learning classroom due to a large number of students or insufficient time. Moreover, appropriate teaching approaches create courses based on students' needs making it easier to master the new content and language.

The research question that arises is as follows: what are undergraduate freshmen pedagogy students' attitudes toward the materials used in class and the 4C framework

that integrates content, communication, cognition, and culture? A successful learner of another language must be psychologically prepared to adopt the differences from another linguistic culture as they influence their success in language learning (Gardner & Lambert, 1972). In doing so, their aim of communicating effectively in English is achieved easier. According to Gardner and MacIntyre (1993), learners with a positive attitude toward language learning outperform others with a less positive attitude. Therefore, if students are interested in the topics introduced in class and in a more holistic learning experience that integrates multiple dimensions to obtain the most effective learning experience of the content and language, their learning results will be more significant. From the given, the research question leads to the conclusion that students' positive attitude towards the materials used in class, the 4C framework, and the CLIL approach contribute to a more interactive and content-driven learning environment creating better learning results and overall satisfaction with the course. Furthermore, carefully selected teaching approaches address students' needs, making their learning experiences more comfortable and practical while gaining knowledge in both the content and language areas.

2. METHODS

This study aims to determine students' attitudes toward the CLIL approach, the 4C framework, and the materials used in the English in Education course in which they are enrolled as a requirement for their undergraduate study major in Pedagogy. The goal is to ascertain the appropriate CLIL approach, such as the strong or content-driven approach, to apply the 4C framework (content, communication, cognition, and culture), and to improve students' reading strategies through teacher-selected materials (articles and authentic texts), which will serve as a tool for students to complete the course successfully. Students' attitudes are vital for their success, particularly when learning a foreign language. The findings will provide the teacher with students' perspectives on the CLIL approach, which will further help implement changes to their course and help create a better-fitted one.

The research question was analyzed using a quantitative descriptive method on a sample of 20 study participants. The students were given two surveys which were conducted anonymously, one at the beginning of the semester and the other at the end. A background survey consisted of open- and close-ended questions (see Appendix 1). The survey questions served to gather students' background information on their previous English learning experiences and their self-assessment of their language and learning habits. The second survey, the end-of-course survey, was given to the students with the aim of gathering their opinions on the materials used in class, the 4C framework, and the CLIL approach used by the teacher (see Appendix 2). Open-ended questions were analyzed through a qualitative method in a way that

they were interpreted as the students' viewpoints on the vital issues that required more detailed responses and analysis.

2.1. Participants

The study focus is on 20 undergraduate freshmen students of pedagogy from the Faculty of Humanities and Social Sciences, University of Rijeka. They enrolled in the English in Education course as a requirement for their study major. All participants were between eighteen and twenty years old. Their previous education experiences were similar, most graduating from gymnasiums, a few from a high school of economics, and a graphic design high school. All students hold over 12 years of English learning experience.

2.2. Data collection

There were two surveys piloted. They were conducted as a combination of structured (Yes or No) and unstructured questions (open-ended questions) at the beginning (October 2022) and the end of the semester (January 2023) in class and in a paper format. The first survey was the background survey, which consisted of ten questions. Eight open-ended questions aimed to obtain more detailed information from the students. They covered areas such as the length of studying, interest in materials used in class, the importance of English, previous learning experiences, and the significance of the language and culture. Multiple choice questions covered the students' reading habits and English learning process.

The second survey included the end-of-course survey, which consisted of twenty questions. Two open-ended questions focused on students' opinions on the articles read in class and their suggestions for the course. There were eighteen yes or no questions that included students' preferences on topics of the articles and variety of reading materials, their opinion on the content relevance, in-class communication and interaction, text analysis and reading comprehension, in-class atmosphere, and the content-driven approach used for this class.

2.3. Data analysis

The surveys were analyzed by means of descriptive statistics. The background surveys helped to gather information on the students' previous experiences and habits and to determine their expectations for the course. Their feedback helped with the selection of teaching methods: the content-driven approach and the communicative method. Speaking activities that included discussions of the articles or commenting on the videos allowed all the students to participate, giving them enough opportunities to practice communication in English. A small group of students was a perfect

environment for such an activity although the authors were aware of the limitations of a small sample size. It allowed for each student's concern to be considered regarding English learning, such as their fear of making mistakes when talking or speaking in public, offering solutions that would avoid negative experiences for them.

The end-of-course survey helped to reveal the students' attitudes towards the materials selected for this course, the 4C model, and the CLIL approach used in this course. As part of the English in Education course, the students participated in various activities focusing on the four fundamental language learning skills. They read and analyzed articles on pedagogy-related topics, discussed the issues among their peers and within the whole class discussion, wrote summaries of the read articles, watched the videos and listened to various real-life experiences on the topics covered in diverse settings, created their terminology glossaries, selected their own articles to analyze and present to their colleagues, and were tested on the relevant terminology.

3. RESULTS

This study proved that students' positive attitudes towards the reading materials and the CLIL approach used in class motivated them to learn English while making them more involved in class participation with increased comfort levels. The feedback obtained from the background survey responses served the purpose of creating students' positive attitudes toward learning. Moreover, students' positive attitudes towards the 4C framework and the CLIL approach, which were demonstrated in their responses from the end-of-course survey, showed a positive attitude towards the course in general.

Students expressed concerns about this course at the beginning of the semester based on their previous fears and experiences with language learning. They included lack of confidence when speaking, lack of writing experience, fear of speaking in public, fear of making mistakes when speaking, etc. Their concerns helped in creating teaching methods that best fit their needs. For instance, the communicative method focused on building up students' confidence when speaking by providing them with a comfortable learning environment without correcting them when speaking and by allotting enough class time for discussions and sharing opinions.

On the other hand, the content-driven method allowed other concerns that were brought up to be addressed, such as lack of writing experience or reading a variety of materials. The students' concerns were attended to by creating activities that would focus on the skills that the students were lacking. They were offered numerous writing activities that included article summary writing and an article analysis, while the reading materials chosen included the teacher-selected articles, articles selected by the students themselves, book excerpts, book chapters, etc.

3.1. The background survey

The background survey was conducted with the purpose of obtaining additional information about the students, which will serve to create appropriate lessons and activities. The first question asked for information on the years spent learning English. On average, most students spent 12 years studying English (15 students), followed by 14 years (4 students), and 11 years (1 student). This background information served to identify the students' exposure to English since it is essential for them to be at a certain proficiency level in order to partake in the English in Education course.

The second question focused on difficulties related to mastering language skills. It stated: What is the most challenging skill for you to master in English? The responses were divided into writing (7), speaking (12), and listening (1). Writing was a concern for the students due to spelling and grammar difficulties, and according to some students, "most of the words are written differently than when pronounced." Others stated, "I wanted to write as good as in my native language." They also emphasized the lack of writing opportunities they were provided with during class time. Speaking was a skill that made students most nervous, as they had to use it in front of others, making them feel uncomfortable. Furthermore, they clarified that speaking was also not included in school as much, not allowing them to practice enough. As a result, these (lack of) experiences caused students to feel insecure regarding speaking and afraid that they would foul up when communicating. They also felt too shy to speak in public lacking self-confidence.

The third question asked for students' opinions on their reading skills, and it stated: When you read in English, is it easy for you to understand? It was responded most often with very easy (11) and easy (8), with only one student seeing it as a challenging experience. Surprisingly, the students ranked their reading experiences as very easy or easy. Perhaps, they have not considered reading comprehension as an essential element of reading or the materials that could be offered to them. The question asked should have been more specific distinguishing between texts of general English and English as an LSP. This would show their reading experiences more challenging. Assuming that the students lacked CLIL teaching experience, which was proved later by their responses, they had not had any opportunities to read professional articles related to pedagogy prior to their enrollment into university.

The fourth question focuses on students' previous experiences with English classes, and it states: Would you like to have other classes (core courses) in English? Most responses were "yes" (14), with some (4) "no" and "don't know" (2) answers. The idea beyond their positivity was geared toward their future possibilities. They believed it to be useful for different job opportunities, they would be exposed to a significant amount of reading materials in English (which presumably leads towards language improvement), and they would learn more professional vocabulary. Their negative

responses arose from the fear that it would be too difficult for them to follow the classes that are all in English, particularly when they could simply opt for an easier option of learning only in Croatian.

The next couple of questions focused on the students' English learning process and their experiences. One asked: What process do you follow when you read in English? The options included translating unknown words into Croatian, translating the entire text into Croatian, asking an expert/teacher, or focusing on the terms they are familiar with and making conclusions from it. Most of the students selected the option of translating unknown words into Croatian (13), followed by the option of making a conclusion based on what they understood (6), and the translation of the entire text (1) was the least represented. Making conclusions based on what they understand was the best answer, as students are expected to make educated guesses and conclusions based on what they understand. This feedback proves their development of a higher level of English proficiency. The third option of translating the entire text into Croatian was selected only by one student, showing her insecurities with the English language and lack of reading comprehension. Reading the selected texts must have been challenging for her as she could not read with understanding. No one has chosen the option of asking an expert/teacher. This is maybe due to the length of the selected texts. It would be helpful to ask a teacher for clarification on specific phrases that the students struggled the most with. This could prove their educated guesses and confirm their thinking process.

Another question included their opinion on language learning: What is the best way for you to learn a new language? Since this was an open-ended question, it included a variety of responses. Most involved speaking, reading books, and listening to music. Some suggested spending time in the country where the language is spoken (if possible), using social media, and having a native speaker for a friend. Surprisingly, although the students considered speaking the most challenging skill to master in English, they thought it would help them the most when learning English. This was undoubtedly a welcome suggestion, as the teacher could use it to offer the students more speaking opportunities.

All of the students (20) stated that it was essential to know English since it is necessary for communication, possible jobs, and future opportunities. Some stated that it helps with online searching, breaks language barriers, and is used worldwide. They shared a similar opinion, agreeing (18) on the importance of culture when language learning. They believed that a language could be understood better through its culture. On the contrary, the minority of the students (2) disagreed with this statement, simply explaining that it is unnecessary to know about the culture of the language being learned.

Finally, it was not very reassuring to find out that none of the students had ever taken any content classes in English other than their English class. This points out that high

schools lack more modern approaches when it comes to language learning. The CLIL instruction indeed should be introduced at the high school level since students' English language comprehension levels are higher and since there are possibilities for them to study abroad or simply to be prepared for a more diverse learning environment.

3.2. The end-of-course survey

The end-of-course survey was conducted to gather the students' feedback regarding their attitude towards the materials used in class, the 4C framework, and the CLIL approach used in this English in Education course. Most of the end-of-course survey's questions (18) were structured yes/no questions because they could be made very clear and direct, targeting a simple answer on the particular topic that needed feedback. Only a few questions (2) were unstructured, open-ended questions, which helped gather the students' opinions on the articles read and their suggestions for the course. These types of questions serve the best purpose in obtaining detailed feedback on what is necessary for the research.

The first set of questions consisted of the teacher-made materials section. All the students answered "yes" to the question if they thought that the articles selected for this class were interesting. The following question, how did the articles help them learn on the topic of pedagogy in education, provided various responses. The students stated that they learned the terminology related to pedagogy about educational problems around the world, enjoyed discussing many examples, learned a lot about different areas in education and that the selected articles were very informative.

The next set of questions was related to the application of the 4C framework to the subject area. Each component of the 4C content, communication, cognition, and culture contained several questions. All the questions in this section were answered with a yes by most students ranging between 80-90%. To specify, the question: Did the materials used in class help you better understand pedagogy? was answered positively by 85% of the students, while 80% answered with a yes to the question: Did you interact with your peers and the teacher by using the new concepts and vocabulary? Another question proved that it was beneficial to explicitly teach text analysis, which helped with comprehension of the materials introduced and discussed in class. It stated: Text analysis helps me to discuss articles with more understanding while giving my own opinion, and it was answered positively by 90% of the students. The positive response from 80% of the students can be attributed to them being comfortable in class while giving their opinions and presenting their ideas when asked. This showed that a fear factor when speaking was reduced for the students considering that they needed to actively participate in order to express their opinions and comments.

The last section of the survey referred to the content-driven approach, which was selected to obtain the students' attitudes toward the CLIL method that was used for

the course. All (20) of the students felt more comfortable learning in English without being graded on language usage. This demonstrated that the manner of teaching a language has a lot to do with their comfort and, as a result, motivation, which in turn creates better learning results. In addition to students feeling comfortable when learning, they (20) also felt they could speak more freely in English because they were not being corrected when speaking. The students felt less pressured and could set aside their worries about speaking correctly, and as a result, they spoke more without many abstentions. Finally, the last question asked was if they would like to have other core courses in English, and the responses were evenly divided between yes and no. These responses could be explained by the fact that the students based their opinions on fear, as they pointed out in the background survey. They believed that they could learn more easily in their native language and could understand better in that way. Having other classes in English could make it too difficult for them, making them nervous and maybe less successful.

The end-of-course survey served to gather the necessary information to answer the research question. The students' overall experiences were very positive, considering that it was their first time taking an English for specific purposes course taught using the CLIL method. They reduced their fear of speaking English and actively participated in class activities.

4. DISCUSSION AND CONCLUSION

The analyzed research question led to the conclusion that the students had positive attitudes towards the materials used in class, the 4C framework, and the content-driven approach, which could be seen from the analysis of both surveys, the background survey and the end-of-course survey. To begin with, all of them (100%) stated that the materials were interesting, providing helpful feedback. In continuance, 85% of the students agreed to have gained a better understanding of pedagogy, 80% concluded that they used the new vocabulary/terminology for interaction purposes, 90% praised the text analysis as a valuable tool for discussion of articles and sharing of opinions, and 80% of the students felt comfortable while participating in class. Finally, the content-driven approach proved to be a good selection for teaching this course as 100% of the students felt comfortable not being graded purely on the language, and 100% felt they could speak freely when not corrected. The method's main characteristic of no language grading nor teaching language in isolation showed to be a great teaching tool for this course.

Teaching was focused on the areas that needed attention as determined by the surveys. Regarding the students' lack of confidence when speaking, it was addressed in a way that the students were not corrected when the mistakes were made during their inter-

action or a class discussion; they were given many opportunities to practice speaking in various settings, such as during a class discussion, small group interaction, or by working in pairs, and they were praised during their presentations and article discussions.

In addition, the students commented on insufficient time spent learning to write. Due to this concern, they were offered the following solutions for the lack of writing experience: they were explicitly taught how to write summaries of the professional articles they read, how to write reports based on the analyzed articles, and were assigned to create their own glossaries with terminology from the field. Lastly, the variety of reading materials offered for this course encouraged the students to become more interested in reading. They were introduced to articles on the topics of pedagogy, book chapters, excerpts, articles of their own choice, etc.

All students agreed they preferred learning English through the content rather than traditionally. 14 out of 20 (70%) stated that they should have more classes like this in their study program, which could be connected to the information they provided in the background survey. Their comments showed that the majority was future-oriented, thinking of possible job opportunities and experiences. The rest were cautious regarding the learning in English option as it could make their studying experience more challenging. All students agreed that they felt comfortable learning English in this class, which made them more motivated to learn. This created an interactive learning environment, which contributed to students' positive attitude towards the materials used in class and the CLIL approach, therefore, the positive attitude towards their course.

Although the authors were aware of the limitations of a small sample size, they will use this study as guidance to contribute to knowledge by providing other possibilities to further research attitudes of hospitality and management students, as well as law students, towards the CLIL approach used in their English for specific purposes classes. The comparisons could be drawn between the survey results from different content areas taught. The results will serve as a learning tool for better-fitted CLIL courses and could provide other language teachers with ideas on structuring their CLIL courses.

References

Ball, P. (n.d.). How do you know if you are practicing CLIL? *Macmillan Education Limited 2023.* https://www.onestopenglish.com/clil/article-how-do-you-know-if-youre-practising-clil/500614.article

Coyle, D. (1999). Theory and planning for effective classrooms: Supporting students in content and language integrated learning contexts. In J. Masih (Ed.), *Learning through a foreign language* (pp. 46–62). Centre for Information on Language Teaching and Research. http://www.eric.ed.gov/PDFS/ED454735.pdf

Coyle, D. (2009). Promoting cultural diversity through intercultural understanding: A case study of CLIL teacher professional development at in-service and pre-service levels. In M. L. Carrió-Pastor (Ed.), *Content and Language Integrated Learning: Cultural Diversity* (Vol. 92, pp. 105-124). (Linguistic Insights; Vol. 92, No. 1424-8689). Peter Lang.

Coyle, D., Marsh, D., & Hood, P. (2010). *Content and language integrated learning*. Cambridge: Cambridge University Press.

Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 121–129.

Deller, S. & Price, C. (2007). *Teaching other subjects through English*. Oxford: Oxford University Press.

Divljan, S. (2012). *Content and language integrated learning (CLIL) in teaching language to young learners*. Faculty of Education in Jagodina. University of Kragujevac.

Eurydice Report. (2006). *CLIL at school in Europe*. http://languages.dk/clil4u/Eurydice.pdf

Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House Publishers.

Gardner R.C. & Maclntyre, P.D. (1993). A student's contributions to second language learning. Part II: Affective variables. *Language Teaching*, 26, 1-11. http://dx.doi.org/10.1017/S0261444800000045

Ioannou Georgiou, S. & Pavlou, P. (2011). *Guidelines for CLIL implementation in primary and pre-primary education*. https://arbeitsplattform.bildung.hessen.de/fach/bilingual/Magazin/mat_aufsaetze/clilimplementati on.pdf

Marsh, D. & Frigols Martín, M.J. (2012). Content and language integrated learning. In *The Encyclopedia of Applied Linguistics*, C.A. Chapelle (Ed.). https://doi.org/10.1002/9781405198431.wbeal0190

Mehisto, P., Marsh, D., Frigols, M. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Macmillan: Oxford.

NEKOVENCIONALNOST CLIL METODE

CLIL metodom se usvaja akademski sadržaj nastavnog predmeta polja struke koristeći strani jezik bez da se svrštava u zasebnu kategoriju podučavanja engleskog jezika. Njegova fleksibilna metodologija često predstavlja poteškoće za nastavnike jer moraju odlučiti što podučavati i na koji način bez jasnih smjernica. Cilj ovog istraživanje je utvrditi izazove s kojima se suočavaju nastavnici koji koriste CLIL metodu na Filozofskom fakultetu Sveučilišta u Rijeci (područje pedagogije), te odrediti stavove brucoša u odnosu na CLIL metodu podučavanja. Primjenjena je opisna analiza u svrhu određivanja stavova studenata prema CLIL nastavi. Anketiranje je osmišljeno kako bi istražilo uključenost studenata pri korištenju odabranih nastavnih materijala, njihovu sposobnost primjene uvedenog 4C okvira (sadržaj nastavnog predmeta, komunikacija na stranom jeziku, poticanje razvijanja vještina razmišljanja i korištenje elemenata drugačijih kultura) na proučavane teme i uporabu CLIL pristupa (Coyle, 2009). Rezultati su pokazali da studenti nisu upoznati s učincima CLIL nastave, iako je takav pristup usmjeren na sadržaj, te ne zahtijeva posebno ocjenjivanje jezičnih struktura. Studenti često strahuju od otvorenih rasprava zadanih sadržaja jer misle da će biti ocjenjivani na temelju pogrešaka. Navedeni pristup potaknut će studente da više komuniciraju na engleskom jeziku u opuštenom okruženju za učenje, omogućavajući im često vježbanje govora tijekom nastave. Studenti su pokazali pozitivno mišljenje o materijalima korištenim na nastavi, 4C okviru i uvedenom CLIL pristupu s obzirom da ti čimbenici doprinose interaktivnom i sadržajno usmjerenom okruženju za učenje.

Ključne riječi: CLIL, 4C okvir, jezična sposobnost, odabrani nastavni materijali, sadržajno usmjeren pristup nastavi

Appendix 1

The background survey

Age: High school finished:

1. How long have you been studying English?
2. What is the hardest skill for you in English to master? Please explain why.

   a) reading b) writing c) listening d) speaking
3. When you read in English, is it easy for you to understand it?

   a) very easy b) easy c) difficult d) very difficult
4. Do you like to read articles, different texts, books, and fun materials in English?

   Yes /No Why?
5. Would you like to read in your other classes (not English classes) the content from other courses in English? Why? For example, some pedagogy classes in English.
6. When you read in English, what process do you follow?

   a) translate unknown words into Croatian

   b) translate the entire text into Croatian

   c) ask an expert/teacher

   d) read the words you are familiar with and try to make conclusions from it

   e) other _____
7. Do you think that it is important to know English very well? Why?
8. What is the best way to learn a new language in your opinion?
9. Have you had any subjects in English in high school (other than English class) that were taught in English? If so, which one, and please share your experiences. If not, would you like to have had that chance offered?
10. Do you think it is important to know about the culture of the language you are learning? Why?

Appendix 2

End-of-course survey

1. Do you think that this course provided you with additional knowledge in English regarding vocabulary, reading comprehension strategies, and topics related to your area of study (pedagogy)? Please explain.
2. What was different about learning English in this way in comparison to learning it more traditionally-explicitly learning grammar and language features, etc.?
3. Why do you think it is important to learn English in the field of your future profession?
4. Has terminology vocabulary been useful to you? How?
5. Did new approaches to reading professional articles introduced in class help you with your reading comprehension? What techniques did you use when reading before?
6. What are the important factors when learning English?
7. I prefer learning English in this way rather than more traditionally. Circle one answer.

   Strongly agree Agree Neutral Disagree Strongly disagree
8. I learned English terminology related to my field of study during this course.

   Strongly agree Agree Neutral Disagree Strongly disagree
9. I think that I should have more English classes taught like this as part of my study program.

   Strongly agree Agree Neutral Disagree Strongly disagree
10. English is important for my field of study.

    Strongly agree Agree Neutral Disagree Strongly disagree
11. I felt comfortable when learning English in this class and was motivated to learn.

    Strongly agree Agree Neutral Disagree Strongly disagree

ANALYSIS OF RADIOTELEPHONY COMMUNICATION ERRORS MADE DURING THE STUDENT-PILOT TRAINING FLIGHT

STRUČNI RAD / PROFESSIONAL PAPER

Ivana Francetić
ifrancetic@fpz.unizg.hr
Faculty of Transport and Traffic Sciences, University of Zagreb, Zagreb, Croatia

Siniša Prekratić
sprekratic@fpz.unizg.hr
Faculty of Transport and Traffic Sciences, University of Zagreb, Zagreb, Croatia

Bruno Briški
brunobriski@gmail.com
Faculty of Transport and Traffic Sciences, University of Zagreb, Zagreb, Croatia

Abstract

Communication in aviation is different from everyday communication. The participants in everyday ground-to-air communication do not see each other and they have to rely entirely on verbal communication. Radiotelephony communication (RTF) between air traffic controllers and pilots should enable aircrews to conduct safe flight and ground support in each phase of the flight. By using RTF, quite often referred to as phraseology, the communication should be made effective, clear, concise, and unambiguous. RTF can also present a hidden risk if the participants do not use standardized phrases and have not acquired a sufficient (at least operational) level of English language proficiency. Several undergraduate students, civil pilot module, from the Department of Aeronautics of the Faculty of Transport and Traffic Sciences in Zagreb were recorded while performing training flights within the Croatian Aviation Training Centre (HZNS). Communication between pilots and air traffic controllers during these flights was recorded. The recordings were transcribed and compared against the prescribed regulations, and then the categorisation of RTF errors was made. The study finds that the main errors were: the omission of pilot reply to the clearance, one-way communication errors at the uncontrolled aerodrome, incorrect readback to the controller's instruction, adding unnecessary or incorrect words and constructions in transmissions, incorrect formulation of position report, and the use of non-standard RTF phrases in English or Croatian. The paper analyses the errors and provides recommendations such as an increased number of lessons and specific exercises to be introduced into the classroom to improve pilot-controller voice communication.

Keywords: pilot-controller voice communication, radiotelephony communication, RTF error analysis

1. INTRODUCTION

Communication is everywhere around us. It is a skill that we unconsciously master throughout our lives. We need and must learn it systematically so that we can convey the desired message to our interlocutor in the correct way, and so that others can understand the context and the essence of our message. When communicating, we are helped by visual cues as well. Communication between pilots and air-traffic controllers is specific in a way that they have to rely solely on aural information received using voice-over radio. Controllers issue clearances, instructions, or various information to pilots who either confirm the receipt of the messages by reading back the particular part of the messages or using prescribed phrases. Since pilots of different nationalities fly around the world and come into contact with air traffic controllers whose first language they do not speak, English has become the lingua franca of aviation. The pilot-controller communication needs to be as precise and concise as possible so that every participant (pilot or air traffic controller) can understand it in the same way regardless of their mother tongue. Human error, especially inadequate communication has been found as a contributing factor in aviation incidents and accidents. A sample of more than 12,000 ASRS (NASA's Aviation Safety Reporting System) incident reports were examined by Billings and Reynard (1981, p.48) and it was found that over 70 percent of those incidents and accidents were caused by some kind of oral communication problem. That is the reason the International Civil Aviation Organisation (ICAO) introduced English language proficiency testing in 2004 and made it mandatory for every participant in air traffic (International Civil Aviation Organisation, 2004, p. 2-1).

The aim of this paper is to investigate how well student pilots communicate during their actual flights. Since they participate in live traffic from the earliest phase of their training, it is of great importance to check their communication skills and monitor their progress. In order to improve their communication proficiency, it is necessary to identify the errors they make during training flights. Although the passing score on written radiotelephony tests is very high, which would imply a high proficiency in radiotelephony communication, the premise is that the students might experience some problems in communicating on the frequency due to the high workload and unpredictability of real-life situations in the cockpit. By analysing the type of radiotelephony communication errors made during their training flight, we should be able to prepare them better for their future careers.

2. BACKGROUND

2.1. Legal framework

"ICAO Doc 4444" is the principle document at the global level which clearly describes the Air Traffic Management (ATM) procedures. In Chapter 12: Phraseologies, this

document extensively prescribes all the procedures that are in accordance with ICAO Annex 10, and repeatedly emphasizes the importance of familiarity with the radiotelephony communication procedures (ICAO, 2001).

European Union Aviation Safety Agency (EASA) issues its own documents named Standardized European Rules of the Air (SERA), which also prescribe flight rules and procedures in air navigation in order to equalize the rules in voice RTF communication between member states (EASA, 2023).

"Zakon o zračnom prometu" is the main act that applies to all operations related to civil aviation on the territory of the Republic of Croatia, which, among other rules, prescribes the conduct of radiotelephony communications and the requirements that the aviation personnel must meet (Ministry of the Sea, Transport and Infrastructure, 2014).

Croatia Control Ltd. (CCL), which is the Croatian provider of ATM services (operational services, communication, navigation and surveillance, aeronautical information and aeronautical meteorology), issued Aeronautical information circular "Procedures for conducting voice communication" (Croatia Control Ltd., 2021), which is approved by Croatian Civil Aviation Agency (CCAA), and is in accordance with "Zakon o zračnom prometu", as well as with the international regulations SERA and ICAO Doc 4444.

2.2. Linguistic features of RT communication

As it has been mentioned before, due to the high density of traffic, the communication between pilots and air traffic controllers should be concise and precise to reduce the possibility of misunderstandings. It is important to be brief when talking on the frequency because there may be 15 to 20 aircraft that want to talk to only one air traffic controller at a time. Some of the characteristics of RTF communications are (Francetić, 2013):

- the absence of polite words and phrases (please, would you be so kind);
- lack of greetings (hello, good morning, goodbye) although they are often used;
- omission of all modal and auxiliary verbs (to be, can, could are not to be used; instead of "I would like to" the pilots shall use the phrase "Request")
- the use of imperatives ("Climb FL 130")
- limited use of tenses and aspects:
    - past participle ("Cleared IFR flight to London... ")
    - present participle to express present actions ("Leaving FL 130, climbing FL 190")
    - infinitive to express future actions ("When airborne to turn right, to proceed to E point")

- use of terms, because certain words acquire specific, unambiguous meanings:
  - "right" in RTF always refers to the side opposite of left
  - "correct" means "that is right"
  - "negative" means "no, permission not granted"
  - "affirm" means "yes"
  - "go ahead" means "to proceed with the message", and not proceed with the movement. It should not be used anymore because it was misunderstood too many times.

3. METHOD

3.1. Context

At the University of Zagreb, the Department of Aeronautics of the Faculty of Transport and Traffic Sciences provides an undergraduate study programme in Aeronautics with two concentrations: Air traffic control and Pilot. The Pilot concentration further provides two modules: Military pilot and Civil pilot. Students who enrol in the Civil pilot module are trained in accordance with Flight Crew Licensing (FCL) regulations issued by European Union Aviation Safety Agency (2023). After successfully completing over 750 hours of theoretical knowledge and 140 hours of flying at the Croatian Aviation Training Centre (HZNS) as a part of integrated training for obtaining an Airline Transport Pilot License (ATPL) with authorization for multi-engine flying, they take the theoretical exams before Croatian Civil Aviation Authority (CCAA).

Before starting their practical flying lessons all students of the Department of Aeronautics have 60 hours of theoretical training in Radiotelephony Communications I and II, i.e. communication to be used when flying under Visual Flight Rules (VFR) and Instrument Flight Rules (IFR). Students need to score 85% or higher in order to pass the written part of the exam.

3.2. Data collection

For the purposes of this work, radiotelephony communication spoken on five flights by three student pilots from the Faculty of Transport and Traffic Sciences was recorded. Two out of five recordings were not taken into account because of the poor quality of the recordings. The recordings were made in May and June 2019 during flights in C172N and C172R aircraft. The permissions to record the communication during the flights were obtained in advance from the students, their instructors and the director of HZNS for the purpose of writing the undergraduate diploma thesis by Briški (2019). The sound quality of radiotelephony communication was assessed

by audibility checks, the so-called "radio check" by the air and ground stations as a part of pre-flight check performed according to the radiotelephony readability scale ranging from unreadable to perfectly readable (Croatia Control Ltd., 2021).

The audibility of radiotelephony communication is certainly influenced by the quality of the headphones and the microphone, but also by the background noise of the piston engine on C172 aircraft. The average audibility score on these flights was three to four, where certain parts of the phrases had to be listened to several times in order to understand the message completely. In this analysis, three flight recordings of three students were analysed lasting for 9 hours and 6 minutes. Each flight lasted around three hours.

All flights were recorded with a digital sound recorder Olympus VN-741PC, memory 4 GB, powered by 2 AAA batteries with an integrated USB port for a computer. A 3.5 mm cable with a 3.5 mm output was connected to the recorder, which was additionally connected to a 3.5 mm to 6.3 mm adapter included in the aircraft's intercom (Briški, 2019).

The first flight took place on the route from Lučko Airport to Portorož, then Rijeka Airport on the island of Krk. Aircraft C172R, took off from Lučko as a VFR flight, and at ILB VOR point[1] changed to IFR flight. Two low approaches were made in Portorož, then the flight continued to Rijeka Airport, where one Instrument Landing System (ILS) approach to runway 14 and a Very High Frequency Omni-directional Range (VOR) approach to runway 32 were made, after which the aircraft performed a stop-and-go landing. The recording of this flight lasted 3 hours and 7 minutes.

The second flight was carried out on the route from the Rijeka Airport, where two approaches (ILS approach for runway 14 and VOR approach for runway 32 were made and the flight continued to Zagreb. At Franjo Tuđman Airport four approaches were performed for runway 23, and then the aircraft returned to Lučko Aerodrome. The flight was also performed by the C172R aircraft with registration number 9ADAD. The audio recording of this flight lasted 2 hours and 59 minutes.

The third flight was made on the route from Lučko Aerodrome to Graz Airport and back to Lučko Aerodrome. Four approaches were made in Graz, two of which were ILS approaches for runway 35C, and one VOR and one Non-Directional Beacon (NDB) approach for runway 35C. The flight was performed by aircraft C172N, registration number 9ADAS, and the audio recording lasted 3 hours and 1 minute.

[1] There are three types of names used in aeronatical maps to denote navigational points. The first type are a five-letter names which are pronounced as a word (e.g. GISER, SIRMI). The second one are a three-letter names followed by the abbreviation of a navigational aid which are pronouned each letter separately (e.g. PIS VOR, DVN NDB). The third type are one letter names followed by a number which are used only in VFR maps (e.g. E2, W1).

3.3. Data analysis

The audio recording of each flight was recorded by a voice recorder and then transferred to a laptop. Flight recordings were listened to and recorded using the Groove Music application. Some parts of the recording were unintelligible and were marked as unreadable in the transcript. The average readability of all recordings is three, so individual parts had to be listened to several times in order to convey the message clearly in the printed form. The main reason for the lower quality of the recordings was the very strong background noise of the aircraft engines, though the quality of the headphones and the students' microphones on the headphones contributed to comprehensibility of the recorded material. Throughout the paper, only the communication conducted by the student pilots was analysed, marked with the letters SP. The letter C indicates the controller's communication.

4. RESULTS

In 546 minutes of recorded radiotelephony communication spoken by student pilots, on average one error was made every 3 minutes and 43 seconds, while on average every 2 minutes and 46 seconds one transmission was started on the frequency by the student pilot. Errors were analysed by type, and presented in percentages in the tables below. In Table 1 it can be seen that almost three quarters of all transmissions contained some kind of RTF error. In 9 hours and 6 minutes of the recorded communication, the students made 196 transmissions out of which 147 were incorrect.

Table 1. Percentage of correct and incorrect transmissions

Type of transmission	Number of occurrences	Percent
Correct transmissions	49	25.1%
Incorrect transmissions	147	74.9%
All transmissions	196	100%

4.1. Categorization of errors made by student pilots

When reading the transcripts of spoken in-flight radiotelephony communication, it is evident that air traffic controllers at certain aerodromes did not fully comply with the rules prescribed in the aeronautical information circular, which clearly stipulates: "Air traffic controllers should issue clearances slowly and clearly because the pilot has to write them down, and in this way, unnecessary repetitions are avoided. In any case, air traffic controllers will avoid issuing clearances to the pilot when he is engaged in complex taxing manoeuvres, and must never issue clearances/messages to the pilot of the aircraft during take-off, the final part of the final approach, and landing stop." (Croatia Control Ltd., 2021, p. 28)

A certain number of errors that student pilots made were prompted by air traffic controllers who were using non-standard communication, which was enforced by the further insecurity of the student pilot when conducting communications. In the phases of flight that require a high workload for the pilot, especially during the final approach for landing, or during the low approach, the pilot instructor took over the communication so that the student pilots could master the piloting technique as well as possible.

After transcribing and analysing the errors, six different categories of errors were formed:

1. Omission of pilot reply to the instruction or clearance;
2. One-way communication errors at the uncontrolled aerodrome;
3. Incorrect readback to the controller's instruction (incorrect order or part of the phrase is missing);
4. Adding unnecessary or incorrect words and constructions in transmissions
5. Incorrect formulation of position report;
6. Use of non-standard RTF phrases in English or Croatian

In Figure 1, the distribution of errors according to these categories can be seen.

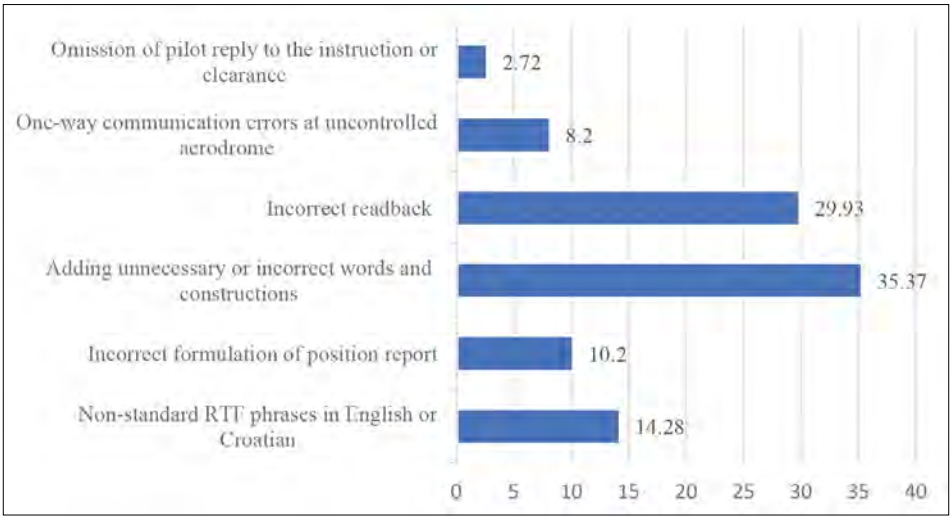


Figure 1. Categorization of errors made by student pilots

Each type of error will be examined in more detail.

4.1.1. Omission of pilot reply to the instruction or clearance

Failure to report on the frequency represents the greatest threat to flight safety, and it happened four times in the recordings analysed for this paper. The following omis-

sions were noticed among the recordings:

1. Failure to request engine start-up
2. Failure to establish contact on the new frequency.
3. Failure to report leaving the runway.
4. Failure to close the flight plan.

In Figure 1 it can be seen that this type of error represents 2.72% of the total number of errors throughout the three flights. The complete absence of reporting to the frequency was determined in four situations, all four cases during the second flight.

4.1.2. One-way communication errors at uncontrolled aerodrome

Croatia Control Ltd. states (2021) that special procedures are to be followed by pilots at and in the vicinity of uncontrolled aerodromes that are not attended by the aeronautical station operator. In that case, messages are to be transmitted blind on the published frequency. Transmitting blind refers to a situation when everything that a pilot intends to do should be reported on the frequency in use at the time. In that way, other pilots flying in such uncontrolled airspace will be aware of other pilot's intentions. Since Lučko Aerodrome is controlled by the tower controller only from Tuesday to Friday from 06:00 to 14:00 (UTC), pilots shall report doing all operations outside those times by transmitting blind. While in the Airport Traffic Zone Lučko (ATZ Lučko), pilots are obligated to start each initial call on the frequency with the call sign of the aircraft station, and report start up, taxiing on the taxiways before and after take-off, lining up, taking off, flying in the ATZ, joining and leaving the traffic circuit and switching to another frequency. An example of an incorrectly spoken message is given in Table 2.

Table 2. Example of one-way communication error at uncontrolled aerodrome

INCORRECT	SP: Lučko Tower, 9A-DAD, dobar dan, 1000 ft AGL overhead N3, for full stop landing
CORRECT	SP: Lučko Radio, 9A-DAD, overhead N3, maintaining 1000 ft AGL, for landing

Out of 197 incorrectly spoken RTF communication messages, 49 of them were spoken during the flight in ATZ when the pilots were transmitting blind, i.e. when there was no air traffic controller working on the frequency.

4.1.3. Incorrect readback to the controller's instruction (wrong order or part of the phrase is missing)

Another type of error dealt with in this paper is incorrectly pronounced readback to the controller's instruction. Readback is a procedure of repeating the received air traffic controller's message by the pilot in the exact order it was received. Only certain

important messages (level changes, route clearances, etc.) need to be read back by the pilots, as Croatia Control Ltd. states (2021). Repeating the readback is critical to the mutual understanding and safety of all other aircraft on the frequency because by reading back the clearance, pilots confirm they have heard and understood all parts of the clearance. The controller shall listen to the readback and confirm the accuracy of the heard message by saying the pilot's call sign and the phrase "Correct".

Student pilots often readback the clearance in the wrong order or completely omit a part of the required readback.

Clearances that must be readback are: taxi instructions, level changes, heading instructions, speed instructions, route clearances, approach clearances, active runway clearances, SSR operating instructions, altimeter settings, and frequency changes. An example of incorrect readback is shown in Table 3.

Table 3. Example of incorrect readback to the controller's instruction

INSTRUCTION	C: 9AD, roger, after minima, join ABLAT1E departure, overfly the runway, climb to 5000 ft and squawk 6512.
INCORRECT	SP: 6512, ABLAT1E after end of the runway and climbing 5000 ft, 9AD
CORRECT	SP: after minima to join ABLAT1E departure, to overfly runway and to climb 5000 ft, squawk 6512, 9AD

4.1.4. Adding unnecessary or incorrect words and constructions in transmission

Adding unnecessary or incorrect words or parts of a sentence to a phrase is one of the most frequent errors that were observed during the analysis in this paper. The most frequently inserted word by both student pilots and instructor pilots is the greeting at the beginning of the transmission, or before switching to another frequency. Greetings at the beginning and end of the transmission are a common practice for almost all pilots and air traffic control service providers but as such are not a part of standard phraseology. If they are to be used, they should never be spoken in the first or second place of the initial call, because the strict rule is that the initial call consists of pronouncing the call sign of the station being called, followed by the call sign of station calling and then the rest of the message should follow. If inserted in the wrong place, the greeting could be mistaken for a call sign. Moreover, it has been noticed that the so-called fillers were also often used such as: umm, hmm... An example of this type of error can be seen in Table 4.

Table 4. Example of adding unnecessary or incorrect words and constructions

INSTRUCTION	C: 9ADAS, hello, Graz Radar, you are identified, expect ILS 35C.
INCORRECT	SP: expecting ILS runway 35C, 9ADAS.
CORRECT	SP: 9ADAS, roger.

4.1.5. Incorrect formulation of position report

Incorrect reporting of the aircraft's position, i.e. position report is a common mistake, and the most common mistake in this regard is the reverse order of the items that a position report should consist of. It was noticed that students most often forget to report the altitude of the aircraft, i.e. whether the aircraft is maintaining altitude, climbing, or descending. In addition, it is necessary to mention the IFR point itself or the navigational aid (VOR, NDB, etc.) and the position in relation to it; whether they are in front of it, above it, or have passed it.

An example of an incorrect position report is given in Table 5.

Table 5. Example of incorrect formulation of position report

INCORRECT	SP: Zagreb Radar, dobar dan, 9ADAD, 1000 ft AGL, inbound W1
CORRECT	SP: Zagreb Radar, 9ADAD, inbound W1, maintaining 1000 ft AGL.

4.1.6. Use of non-standard RTF phrases in English or Croatian

ICAO allows the use of non-standard phrases, but only in situations where no other option exists, like in emergency situations. There are a lot of examples of non-standard phrases being used in the transcripts, and therefore, it is recommended, especially in IFR flying, to try to pronounce such phrases in English, so that the other traffic participants can understand. The A007/2021 itself clearly emphasizes the necessity of using prescribed phraseology, which all participants are obliged to use (Croatia Control Ltd., 2021). The phrase "go ahead" was also often used, although according to the new regulations, it should no longer be uttered at all. The reason for banning this phrase is that in the past, due to its frequent use by controllers, the aircraft crew used to misunderstand it and instead of starting to speak on the frequency they would start with some action, for example, taxiing the aircraft. Table 6 gives an example of a non-standard phrase:

Table 6. Examples of use of non-standard RTF phrases in English or Croatian

INCORRECT	SP: 9ADAS, if possible after VOR approach runway 35, one NDB approach for 35C.
CORRECT	SP: 9ADAS, request VOR approach runway 35C and then NDB approach for 35C.
A NON-STANDARD PHRASE IN CROATIAN	SP: 9ADAD, evo na Lučkom i htjeli bismo aktivirat plan leta za Pulu, IFR training flight.
CORRECT	SP: 9ADAD, at Lučko airfield, request initial clearance for IFR training flight to Pula

4.2. Categorisation of errors according to the type of airspace

The recorded and analysed flights were performed according to IFR flight rules, and the flights were conducted in the control zones (CTR), the terminal control area

(TMA), the flight information area (FIS), and the uncontrolled zone of the airport. CTR is a controlled area in which arriving and departing aircraft are controlled by the tower controller at and in the vicinity of an aerodrome. TMA is a controlled airspace where the approach controller guides the aircraft during descent or climb to CTR. In FIS aircraft are not controlled by the air traffic controller, but are given necessary information for their flights upon request. After all the communication was transcribed, an analysis of the time spent on each frequency with every air traffic control unit (ATCU), i.e. ground station (stated in alphabetical order) that the student pilots talked to is given in Table 7.

Table 7. Time spent on each frequency

Call sign of the ATC unit	Time (in hours) spent on the frequency
Graz Radar	01:30:35
Lučko Radio (LDZL)	00:29:15
Lučko Tower (LDZL)	00:12:45
Ljubljana Information	00:17:15
Ljubljana Radar	00:29:45
Maribor Approach	00:15:20
Portorož Approach	00:48:40
Pula Radar	01:07:20
Rijeka Tower (LDRI)	01:15:25
Zagreb Information	00:05:25
Zagreb Radar	02:09:10
Zagreb Tower (LDZA)	00:20:10

As it can be seen in Table 2 most of the time during those flights students spent talking to the area controllers (radar units).

Figure 2 shows the breakdown of percentages of errors made on all three flights. It is evident from Figure 2 that the highest percentage of errors was made on the TMA frequencies. Of course, it should be taken into account that these are the frequencies on which the majority of radiotelephony communication took place. In addition, it should be emphasised that to the surveyed students, the most complex communication takes place during the approaches, which therefore leads to more errors being made.

The communication on the tower frequency had the second highest number of errors, slightly less than 22% of all errors that were made on the tower frequencies (LDZL, LDRI, LDZA). The surveyed students stated that they made errors on the tower frequency because they were paying less attention to communication and more to flying the aircraft in the final approach phase, levelling before landing, landing, and take-off.

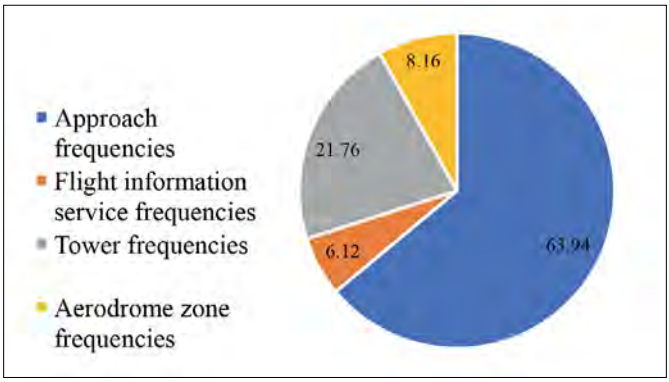


Figure 2. Percentage of errors depending on the type of airspace in which they were made

On the frequencies that provide the FIS service, 6.12% of all errors were made, which is quite a large percentage, since the time spent on that type of frequency was only 22 minutes and 40 seconds. The probable reason for such a large number of errors is that the communication there was mostly conducted in Croatian. Namely, the official language of each country is allowed to be used on the frequency at small, domestic aerodromes (Croatia Control Ltd., 2021).

4.3. Errors made by each student

At the time of the recording, three students, whose spoken RTF was analysed, were in the same IFR training phase on a single-engine piston aircraft. Figure 3 shows the percentage of errors made by each student.

An important fact is that Student 1, who at the time had the greatest number of flying hours, made the lowest percentage of errors, slightly less than 28% of all errors. Student 2, with slightly fewer flying hours, made about 35% of all errors, while Student 3, with the least flying hours, made 37% of all errors analysed in this paper. From the above, it can be concluded that with a greater number of flying hours, the number of RTF errors among student pilots decreases, which was to be expected.

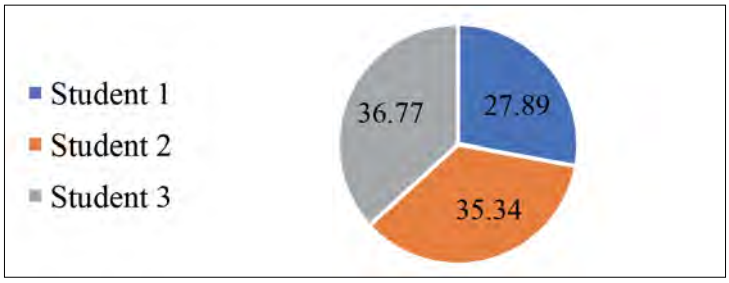


Figure 3. Share of errors

5. CONCLUSION

Analysing the RFT errors made by student pilots, it is evident that they are constant, from minor mistakes to much greater and more significant errors relating to the flight. A certain number of these errors were prompted by the air traffic controllers who also used non-standard phraseology.

Errors in radiotelephony communication often result in a fatal outcome for the passengers and crew, which clearly indicates to aviation authorities, especially ICAO as an umbrella organization, that procedures should exist that will ensure regular checks and constant improvement of radiotelephony communication that is used on the frequency by the pilots and air traffic controllers.

It is clear that student pilots make errors since they are still in training, but a mechanism should be implemented to minimize the possibility of them making communication errors due to the workload they are subjected to. As the students progress into professional pilots, greater discipline is expected when using radiotelephony communication, avoiding unnecessary phrases and maximizing frequency monitoring in order to maintain a mental picture of the aircraft's position in relation to other traffic. It is often necessary to write down the clearances issued by the controller, and before changing the frequency, listen to that frequency for a few seconds, so as not to disturb another aircraft that has already started the transmission. Mistakes such as omitting the aircraft call sign in a message should not occur at all. However, this was noticed to have occurred several times among licensed pilots when listening to the recordings.

With the increase in traffic in every type of airspace, the occupancy of the frequency also increases, so in the event of a series of errors there can be major problems in the mutual understanding of pilots and air traffic controllers, and adhering to the prescribed regulations is necessary. Every student pilot is taught that when flying an aircraft, one should first aviate, navigate, and then communicate, which means that proper use of RTF is essential for conducting a safe flight.

With this in mind, student pilots should regularly go through simulation exercises during their training that include practicing communication in stressful situations. This could help them develop skills to quickly identify and solve communication problems. A larger number of hours of classes in the subject "Radiotelephony Communications" during studies should be implemented. Student pilots should be informed of the most common mistakes identified in this paper. This could help them to become aware of the possible errors and eliminate them from their communication in live traffic, and better prepare them for the flight.

References

Bilings C. E., & Cheany E. S. (1981). *Information transfer problem in the aviation system.* NASA. https://ntrs.nasa.gov/api/citations/19810022620/downloads/19810022620.pdf

Briški, B. (2019). *Utvrđivanje učinjenih RTF pogrešaka studenata-pilota tijekom školskog leta.* [Graduation thesis, Fakultet prometnih znanosti Sveučilišta u Zagrebu]. Croatia.

Croatia Control Ltd. (2021). *AIC A 007/2021: Voice communication procedures.* https://www.crocontrol.hr/app/uploads/2021/06/LD_Circ_2021_A_007_en.pdf

European Union Aviation Safety Agency. (2023). *Easy Access Rules for Aircrew (Regulation (EU) No 1178/2011).* file:///C:/Users/ifrancetic/Downloads/Easy_Access_Rules_for_Aircrew__Regulation__EU__No_1178-2011__-_Revision_from_August_2023-1.pdf

European Union Aviation Safety Agency. (2023). *Easy Access Rules for SERA.* https://www.easa.europa.eu/en/document-library/easy-access-rules/online-publications/easy-access-rules-standardised-european?page=21#_Toc256000246

Fakultet prometnih znanosti. (2017). *Integrated ATP(A) training programme.* https://www.fpz.unizg.hr/zan/wp-content/uploads/2020/09/HZNS-M-3_Int_ATPA_Issue4_Rev5_signed.pdf

Francetić, I., & Ostroški Anić, A. (2013). Plain English in Plane English: Analysing user needs. *Kroz jezike i kulture,* 22-22, 471-480.

International Civil Aviation Organisation. (2001). *ICAO Annex 10, Volume II, Chapter 5.*

International Civil Aviation Organisation. (2004). *Doc. 9835: Manual on the Implementation of ICAO English Language Proficiency Requirements.*

International Civil Aviation Organisation. (2006). *Doc 9432: Manual of Radiotelephony.*

International Civil Aviation Organisation. (2016). *Doc 4444: Procedures for Air Navigation Services - Air Traffic Management, Chapter 12.*

Ministry of the Sea, Transport and Infrastructure. (2014). *Zakon o zračnom prometu.* https://www.zakon.hr/z/177/Zakon-o-zra%C4%8Dnom-prometu

ANALIZA POGREŠAKA U RADIOTELEFONSKOJ KOMUNIKACIJI STUDENATA-PILOTA NASTALIH TIJEKOM ŠKOLSKOG LETA

Komunikacija u zrakoplovstvu razlikuje se od svakodnevne komunikacije. Sudionici u zemlja-zrak komunikaciji ne vide jedni druge i moraju se u potpunosti osloniti na verbalnu komunikaciju. Radiotelefonska komunikacija (RTF) između kontrolora zračnog prometa i pilota trebala bi omogućiti zrakoplovnim posadama siguran let i zemaljsku podršku u svakoj fazi leta. Korištenjem radiotelefonske komunikacije, koja se često naziva frazeologijom, komunikacija bi trebala biti učinkovita, jasna, sažeta i nedvosmislena. RTF također može predstavljati skriveni rizik ako sudionici ne koriste standardizirane fraze i nisu stekli dovoljnu (barem operativnu) razinu znanja zrakoplovnoga engleskog jezika. Nekoliko studenata prijediplomskog studija Aeronautike, modul civilni pilot, sa Zavoda za aeronautiku Fakulteta prometnih znanosti u Zagrebu snimljeno je tijekom izvođenja trenažnih letova u sklopu Hrvatskog zrakoplovnog nastavnog središta (HZNS). Snimljena je i transkribirana komunikacija između pilota i kontrolora zračnog prometa tijekom tih letova. Transkribirana komunikacija uspoređena je s važećim propisima, a zatim je izvršena kategorizacija RTF pogrešaka. U radu se utvrđuje da su glavne pogreške bile: izostavljanje odgovora pilota na odobrenje, pogreške pri jednosmjernoj komunikaciji na nekontroliranom aerodromu, netočno ponavljanje kontrolorskog odobrenja, dodavanje nepotrebnih ili netočnih riječi i konstrukcija tijekom transmisije, netočna formulacija izvještaja o poziciji, i korištenje nestandardnih RTF fraza na engleskom ili hrvatskom jeziku. U radu se analiziraju pogreške i daju preporuke poput povećanja sati nastave te specifičnih vježbi koje treba izvoditi u učionici kako bi se poboljšala glasovna komunikacija između pilota i kontrolora.

Ključne riječi: analiza RTF grešaka, glasovna komunikacija između pilota i kontrolora, radiotelefonska komunikacija

REPRESENTATION OF METAPHORIC LANGUAGE IN ESP TEACHING MATERIALS: TOWARDS INTERCULTURAL COMPETENCIES OF FUTURE SEAFARERS

IZVORNI ZNANSTVENI RAD / ORIGINAL SCIENTIFIC PAPER

Jasmina Jelčić Čolakovac
jasmina.jelcic@pfri.uniri.hr
Faculty of Maritime Studies, University of Rijeka, Rijeka, Croatia

Abstract

The aim of this paper is to define the extent to which metaphoric language (ML) is included in three Maritime English textbooks that are currently used as part of Maritime English courses offered at Croatian higher education institutions. A detailed analysis of vocabulary exercises is offered along with the typology of ML included in the materials (vocabulary tasks were analysed in terms of underlying motivation to assess the presence of conceptual metaphors (e.g. ANGER IS FIRE in *burst with anger*) and/or cultural knowledge (e.g. maritime knowledge in culturally-motivated (CS) language such as *batten down the hatches*)). The results showed only 5.66% of vocabulary tasks in the three textbooks contained some form of metaphoric language with only one instance of vocabulary task that utilized the cognitive-linguistic approach to language teaching (the conceptual metaphor A VESSEL'S HULL IS A HUMAN BODY). The pitfalls of ML exclusion from ESP materials are explored in relation to the overall communicative and intercultural competencies of future maritime professionals, which will be the focus of future research on ML processing using neurocognitive methods.

Keywords: communicative competence, conceptual metaphors, ESP material design, intercultural competence, Maritime English

1. INTRODUCTION

A traditional view of *literal* and *metaphoric* (often termed *figurative*) language assumes the latter is always secondary to the former. While literal language is seen as the primary product of language comprehension, metaphoric language (ML) is perceived as a secondary product reliant on the literal interpretation that always takes more time to be processed by the speaker than literal language (Gibbs & Colston, 2006, p. 837). According to Gibbs and Colston (2006), the pitfall of many studies on the nature of literal vs. metaphoric language processing has been the issue of proper identification of language which would fall under one category or the other. They

go on to argue that differences can also be observed between members of the same category. For instance, not only are metaphor and irony understood and processed in the same manner, but subtle differences are observed in the processing of *well-known* as opposed to *novel* metaphors (Gibbs & Colston, 2006, p. 838). Other attempts have been made at identifying metaphoric as opposed to literal language. Dobrovol'skij and Piirainen (2021, pp. 13–14) put forward two heuristic criteria – *image requirement* and *additional naming* – for the identification of what they label as *conventional figurative language*. By image component the authors understand a mental image which serves as a semantic bridge between the lexical structure and the actual meaning of an expression. It enables a figurative unit to identify its referent indirectly via a different concept. On the other hand, additional naming criterion presupposes a figurative unit is by no means the only way to express the target meaning, nor the most direct one (Dobrovol'skij & Piirainen 2021, p. 21). Another take on figurative language was proposed by Lakoff and Johnson (1980) as part of their *Conceptual Metaphor Theory* (CMT) according to which all instances of figurative speech can be boiled down to conceptual structures which help language users define one domain in terms of another (e.g. KNOWING IS SEEING).

2. THEORETICAL OVERVIEW

The significance of figurative language in communication has been corroborated by multiple studies. Several authors have addressed its importance for the development of overall communicative skills (see, for example, Danesi, 1992, 1995; Gutiérrez Pérez, 2019; Littlemore & Low, 2006). If we are to use a pyramid to represent L2 speakers' competencies in L2, the ability to speak figuratively would be at the very top of that pyramid, constituting the core of what enables L2 speakers to sound nativelike. In other words, as Pawley and Syder (1983 as cited in Wray & Perkins, 2000, p. 2) state, "it is often the failure to use native-like formulaic sequences that ultimately marks out the advanced L2 learner as non-native". It is not surprising, therefore, that we are less likely to encounter metaphoric language in non-native speakers' conversation than we are in native speakers' encounters with some manifestations of figurative speech appearing less frequently than the others (Prodromou, 2005).

The aim of this paper is to define the extent to which metaphoric language is included in a pre-selected number of Maritime English textbooks. A detailed analysis of vocabulary exercises will be offered along with suggestions on how conceptual metaphors can be utilized in designing tasks for vocabulary instruction. Finally, the benefits of such an approach to ESP material design will be explored in relation to overall communicative and intercultural competencies of future maritime professionals.

2.1. Raising metaphoric and intercultural competencies

To a foreign language learner, metaphoric knowledge seems to be difficult to use even if it leads to better proficiency. Meierkord (2008) found that in a corpus of 40,474 words of informal interactions, learners of English as a foreign language (EFL) as well as users of English as a lingua franca (ELF) used a total of only two idioms. The frequency of occurrence for different manifestations of figurative language was measured, including expressions such as *you see* and sort *of*, which are also formulaic in the sense that they appear in language as memorized lexical chunks and the meanings of these expressions are not necessarily equivalent to the meanings of their respective parts. If we picture figurative language as a continuum with two opposite poles, we will find expressions such as *you see* and *sort of* at the one end, and clause-length expressions such as *sail under false colors* at the other end of that continuum. However, to think that learning of *you see* in the EFL context would be any easier than learning of *sail under false colors* would present an uncorroborated conclusion since „small words can be as much of a „minefield"for L2-users as traditional idioms" (Prodromou, 2005, p. 328).

Neuroeducational approach to language teaching has gained ground in the recent decades, with cognitive-linguistic findings being applied to a growing number of EFL domains, including material design (Jelčić Čolakovac & Bogunović, 2022; Littlemore, 2001, 2010; MacArthur, 2010; Molina-Plaza, 2016). However, most of the studies focused on metaphoric speech in the EFL context are concerned with figurative language comprehension, and rarely production (MacArthur, 2010). It is believed this is the result of a years-long practice in foreign vocabulary instruction which has been focused on rote memorization of metaphoric language from L2 (usually multi-word expressions (MWEs) such as idioms or phrasal verbs). Such practice fails to provide language learners with any means of deeper understanding of the source material, which inevitably leads to eventual loss of metaphoric vocabulary. L2 language learners, if not offered an alternative learning strategy, will often resort to learning figurative units by attempting to memorize individual phrasal constituents (Borfield, 2003). In other words, one might resort to a dictionary and look up the meanings of "sail under" and "false" to try and grasp the meaning of the English idiom *sail under false colors* ('to behave deceptively'). The metaphorical meaning of this idiom is also easily obtainable from any idiom dictionary; however, it will fail to provide the learner with any means of committing the phrase to memory apart from rote memorization strategy. The CMT (Lakoff & Johnson 1980) provides structure for many such instances of metaphoric thought and the applicability of conceptual metaphors in foreign vocabulary instruction is indefinite. This is especially true when it comes to universal language, i.e., linguistic examples, or, in our case, instances of metaphoric language, which can be found in a large number of world languages (Díaz-Vera, 2015; Kövecses, 2005). Following CMT, the idiom *sail under false colors* is motivated by the

conceptual metaphor KNOWING IS SEEING where the target domain of KNOWING is understood in relation to the source domain of SEEING. Metaphors thus offer a conceptual representation of vocabulary that can be utilized in everyday vocabulary instruction not only to introduce new concepts, but also effectively bind learnt vocabulary to memory. As MacArthur (2010, p. 159) points out, "fostering depth of vocabulary knowledge (...) will not only extend the range of topics a learner can talk about using everyday vocabulary items but also increase the accuracy with which ideas can be expressed in the foreign language." I would like to add here that conceptual metaphors can also prove to be facilitative in the acquisition of literal vocabulary just as efficiently as in the case of metaphoric items (Skorczynska Sznajder, 2009).

As mentioned earlier, many metaphors have been found across different languages and their nature can thus be termed 'universal'. This notion of linguistic universality can be used in the language classroom in lessons aimed at raising cultural awareness. In this paper, it is argued that linguistic, i.e., communicative, competence is inextricably linked to intercultural competence and by promoting one we also facilitate the development of the other. ESP learners can particularly benefit from such classroom activities that are targeted at raising sensitivity to cultural variation, especially future maritime professionals whose workplaces are, by definition, places of cultural diversity. In their study of Croatian seafarers' experiences in working as part of multicultural crews, Galešić and Tominac Coslovich (2019) reported 64% of their respondents stated language problems as one of the main challenges they encountered while working in a multinational environment. The authors further state that "having some background knowledge about an individual's culture might help to avoid (...) risks involved in working with mixed crews by creating a sound working environment and improving communication" (p. 58). By promoting metaphoric competence through effective ESP vocabulary instruction, ESP professionals can indirectly contribute to the development of skills necessary for a more efficient cross-cultural communication.

2.2. Metaphoric language in textbooks

Several studies have researched the representation of metaphoric language in ESP textbooks. When metaphoric language is investigated, the methods employed in its detection in source material plays a vital role. Computational detection has been the focus of some of the more recent studies in figurative language identification. While some studies focus on multiple type of metaphoric language (e.g., Abulaish et al., 2020), others deal with a specific type such as sarcasm (e.g. Abercrombie & Hovy, 2016; González-Ibánez et al., 2011 etc.), irony (e.g. Carvalho et al., 2009), or humor (e.g. Mihalcea & Strapparava, 2006). Ziadi and Dib (2022), for example, employed a descriptive quantitative method in their attempt to identify what the authors term "metaphorical expressions" in the Algerian textbooks of English. Molina-Plaza (2016) used a pilot-corpus of 250,000 words in her investigation of "multiword naval units"

and, by cross-referencing data with ESP textbooks, came to the conclusion that many English MWEs form part of the repertoire of ESP and are worthy of teaching. Skorczynska Sznajder (2010) focused on Business English textbooks in their respective studies. She analysed 15 published textbooks for war, health, and sports metaphors which were then examined in the *Business Periodical and Journal Articles* (BPJA) corpus with WordSmith Tools 04 concordancer. The conclusion of the study was that textbook metaphors were only in part sustained by the corpus evidence and that future selection of metaphoric language for textbooks should consider corpus quantitative data (Skorczynska Sznajder, 2010, p. 39).

3. METHOD

In order to conduct an in-depth quantitative and qualitative analysis of metaphoric language included in the teaching materials used as part of the Maritime English (ME) courses at Croatian higher education institutions, a combination of qualitative and quantitative methods was implemented as part of the mixed-method approach that entailed the following steps:

1. data collection process (manual search of pre-selected teaching materials listed under mandatory course reading for the Maritime English courses held on one of the four higher education institutions currently offering maritime education in Croatia: Faculty of Maritime Studies in Rijeka, Faculty of Maritime Studies in Split, the Maritime Department at the University of Zadar, and the Maritime Department at the University of Dubrovnik);
2. classification of data according to the typology of metaphoric language (underlying motivation attributed to either cultural origin (e.g., *batten down the hatches*) or conceptual metaphor (e.g., A VESSEL' HULL IS A HUMAN BODY); categorization of metaphoric language according to typology (e.g., idiom, compound, etc.));
3. comparative analysis of the descriptive data collected in research stages 1 and 2 (analysis of context and type of vocabulary task an example of ML appeared in (e.g., gap-fill exercise, open-ended question, etc.);
4. consolidation of research objectives and study results (assessing the inclusion of ML in ESP textbooks based on quantitative data collected in the study).

The first step thus included determining which ESP textbooks are used in Maritime English instruction at Croatian higher education institutions. The publications found in Step 1 were included in the analysis and are all listed as mandatory literature for Maritime English courses at one of the four institutions offering maritime education in Croatia (Table 1).

Table 1. Description of ME publications used in the analysis of metaphoric language

Title	YOP	Author	Material type
Maritime English 1 (ME1)	1995	B. Pritchard	manual
○ 38 units ○ sections included: i) Basic Terms (basic maritime expressions) ii) Reading Text accompanied by Notes (highlighted vocabulary such as fixed expressions or relevant collocations) iii) Comprehension & Vocabulary exercises (aimed at comprehension and acquisition of maritime vocabulary) iv) Grammar exercises, followed by reading and writing tasks (e.g. notes taking, summarising, etc.)			
English for the Maritime Industry (EMI)	2012	T. Grice	textbook
○ 15 units ○ sections included: i) Vocabulary ii) Structures iii) Sea Jargon iv) Pronunciation v) Listening vi) Speaking vii) Reading			
The International Maritime Language Programme (IMLP)	2003	P. C. van Kluijven	textbook
○ 8 units ○ sections included: i) Unit 1 (Maritime Communication) ii) Unit 2 (General Ship's Knowledge) iii) Unit 3 (Engineering) iv) Unit 4 (Navigation) v) Unit 5 (Safety) vi) Unit 6 (Documents) vii) Unit 7 (Correspondence) viii) Unit 8 (Practical Grammar)			

Maritime English 1 (ME1) (1995) authored by Boris Pritchard serves as a mandatory read in English courses offered at all four institutions. *The International Maritime Language Programme* (IMLP) (van Kluijven, 2003) is a Maritime English textbook based on the communicative approach to language teaching that also includes the Standard Maritime Communication Phrases (SMCP) "embedded in a well thought out context and with appropriate exercises such as role plays" (ibid., 2003, p. 5). *English for the Maritime Industry: A Language Course Book for Seafarers* (EMI) (Grice, 2012) is designed as a comprehensive course in Maritime English at pre-intermediate level (CEFR A1-B1). Translation-related tasks from ME1 are omitted from the analysis in order to ensure a valid content comparison since the other two textbooks used in the study (SMCP and EMI) are English monolingual course books without Croatian-English and English-Croatian exercises.

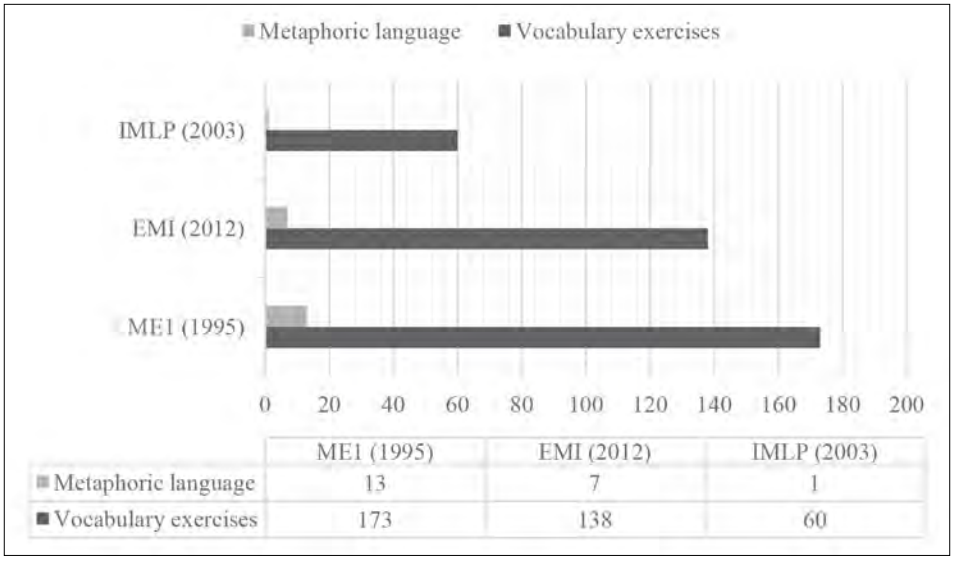
In Step 2, the ML found in the analysis of the three textbooks were categorized in terms of underlying motivation and type of ML. An example is listed below (see Table 2 for more examples of ML):

(1) *This marked the beginning of ocean navigation, though until the 18th century it was largely a story of* ***hit and miss****.* (ME1, p. 155) Type: idiom; Origin: cultural (baseball); Vocabulary task: Reading text

Types of vocabulary tasks in which examples of ML had been found were then further analysed in Step 3. In total, 16 different vocabulary task types were found that contained some type of ML: gap fill, close-ended questions, sentence completion tasks, open closes, picture labelling, reading texts, reading comprehension questions, definition closes, matching exercises, vocabulary choice tasks, true/false exercises, open-ended questions, ordering exercises, multiple-choice tasks, crosswords, and error correction exercises.

4. RESULTS AND DISCUSSION

In total, only 5.66% of vocabulary tasks in the three textbooks contained some form of metaphoric language (7.51% in ME1, 5.07% in EMI, and only 1.6% in IMLP). The distribution of vocabulary exercises containing examples of metaphoric language can be seen in Figure 1.



	ME1 (1995)	EMI (2012)	IMLP (2003)
Metaphoric language	13	7	1
Vocabulary exercises	173	138	60

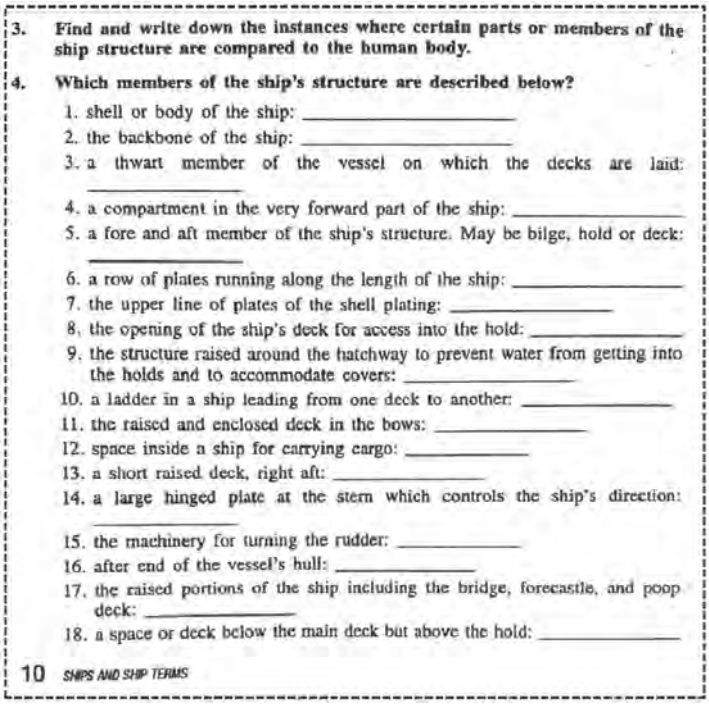
Figure 1. Representation of metaphoric language (N = 21) in vocabulary exercises (N = 371) for three textbooks

Table 2 shows the examples of ML found in the vocabulary-oriented exercises along with the context and the vocabulary task type it was used in.

Table 2. Examples of metaphoric language found in three ESP textbooks

SOURCE	VOCABULARY TASK	ML	CONTEXT
ME1	Reading text	CM (A VESSEL' HULL IS A HUMAN BODY)	The hull or body of the ship includes the outer *skin* or shell, (...) The shell plating is the outer *skin* of the ship and is made up of a great many steel plates fastened together by welding.
ME1	Matching task	CM (A VESSEL' HULL IS A HUMAN BODY)	Find and write down the instances where certain parts or members of the ship structure are compared to the *human body*.
ME1	Definition cloze	CM (A VESSEL' HULL IS A HUMAN BODY)	1. shell or *body* of the ship_____ 2. the *backbone* of the ship_____
ME1	Reading text	CULTURAL KNOWLEDGE (idiom from the maritime domain)	He (the boatswain) is told: (...) 2. *to batten down all hatches*, manholes etc;
EMI	Gap-fill	CULTURAL KNOWLEDGE (idiom from the maritime domain)	4 The ___ vessel must *give a wide berth*.
EMI	Gap-fill	CULTURAL KNOWLEDGE (idiom from the maritime domain)	6 They were in a ___ and it was a near miss. (*close quarters situation*)

Only one instance of vocabulary task that utilized the cognitive-linguistic approach to language teaching was found (Figure 2).



3. Find and write down the instances where certain parts or members of the ship structure are compared to the human body.

4. Which members of the ship's structure are described below?

1. shell or body of the ship: _____
2. the backbone of the ship: _____
3. a thwart member of the vessel on which the decks are laid: _____
4. a compartment in the very forward part of the ship: _____
5. a fore and aft member of the ship's structure. May be bilge, hold or deck: _____
6. a row of plates running along the length of the ship: _____
7. the upper line of plates of the shell plating: _____
8. the opening of the ship's deck for access into the hold: _____
9. the structure raised around the hatchway to prevent water from getting into the holds and to accommodate covers: _____
10. a ladder in a ship leading from one deck to another: _____
11. the raised and enclosed deck in the bows: _____
12. space inside a ship for carrying cargo: _____
13. a short raised deck, right aft: _____
14. a large hinged plate at the stern which controls the ship's direction: _____
15. the machinery for turning the rudder: _____
16. after end of the vessel's hull: _____
17. the raised portions of the ship including the bridge, forecastle, and poop deck: _____
18. a space or deck below the main deck but above the hold: _____

10 SHIPS AND SHIP TERMS

Figure 2. Vocabulary task employing the CM A VESSEL'S HULL IS A HUMAN BODY from the Comprehension & Vocabulary section in Pritchard (1995, p. 10).

The CM A VESSEL'S HULL IS A HUMAN BODY is used in ME1 textbook in the instruction of the ship's structural members (*frames* as ribs, *keel* as the backbone, etc.). Other instances of ML included idioms of maritime etymology, such as *to batten down the hatches* or *to give a wide berth*. Not one vocabulary task was found that was explicitly aimed at teaching figurative units.

The amount of metaphoric language in Croatian EFL textbooks has gradually decreased over the past few years as the notion of English as a property of native speakers gave way to a new mode of thinking which manifested itself in teaching materials which were less target-culture oriented and more prone to incorporating other varieties of English not traditionally considered 'native' (e.g., Indian English) (see, for example, Motschenbacher, 2019). Many of the textbooks used in the Croatian EFL context (such as *Headway, Opportunities* and *Project*) contain metaphoric language, with greater focus on certain types of figurative MWEs such as phrasal verbs and compounds (while other types are never or rarely mentioned, e.g., proverbs and idioms). Even though metaphoric language, especially idioms, are almost always included, they rarely take up more than a few vocabulary tasks and the target vocabulary is regularly instructed through rote memorization (Boers, Demecheleer & Eyckmans, 2004; Jelčić Čolakovac, 2019). This is also evident in ESP textbooks, as has been indicated by the results of the study. I find the lack of neuroeducational approach to figurative language instruction disheartening since its absence is likely to be reflected in the underdeveloped metaphoric competence of Croatian language learners. L2 learners can certainly be instructed on how to develop their competence through regular exposure to metaphoric language, however, "they can be helped to use it better, but only if it is given a prominent place in classroom discussion" (MacArthur, 2010, p. 159). This is also true when it comes to the ESP context where vocabulary instruction is of great importance (Coxhead, Dang & Mukai, 2017) and maritime terminology, I believe, would prove to be particularly fruitful in this respect.

5. CONCLUDING REMARKS

Metaphor and metaphor-related language has come a long way from being seen merely as vocabulary in servitude of pragmatic rather than semantic functions. A new perspective has emerged that sees figurative speech as a means of increasing a learner's proficiency and native-like competence as well as offering an additional insight into the culture the language originates from. By learning metaphoric language, learners are given the opportunity to tap into the conceptual knowledge of another culture and, thus, learn about their values and norms, which in turn raises their intercultural competencies as speakers of a foreign language. Figurative language is notorious in its very nature and there is still an ongoing debate whether it should be included in the school curricula as part of EFL/ESP curricula. I believe neuroeducational studies into

figurative language processing have indicated towards its facilitative effect, especially in the area of vocabulary teaching. This paper presents the findings of different studies into the representation of metaphoric language in the ESP textbooks with special focus being placed on Maritime English textbooks used in maritime courses at Croatian universities. The prevailing absence of metaphoric language in the studied textbooks pointed to the need of ML inclusion in ESP materials. I argue for the use of conceptual metaphors in designing tasks for vocabulary instruction. The benefits of such an approach to ESP material design should be evidenced in the raised communicative and intercultural competencies of future maritime professionals, which will be the focus of future research of ML processing using neurocognitive methods.

References

Abercrombie, G., & Hovy, D. (2016). Putting sarcasm detection into context: The effects of class imbalance and manual labelling on supervised machine classification of Twitter conversations. In K. Erk & N. A. Smith (Eds.), *Proceedings of the 54th Meeting of the Association for Computational Linguistics–Student Research Workshop (ACL-SRW'16)* (pp. 107–113). Berlin. https://doi.org/10.18653/v1/p16-3016

Abulaish, M., Kamal, A., & Zaki, M. J. (2020). A survey of figurative language and its computational detection in online social networks. *ACM Transactions on the Web (TWEB)*, *14*(1), 1–52. https://doi.org/10.1145/3375547

Boers, F. (2003). Applied linguistics perspectives on cross-cultural variation in conceptual metaphor. *Metaphor and Symbol*, *18*(4), 231–238. https://doi.org/10.1207/S15327868MS1804_1

Boers, F., Demecheleer, M., & Eyckmans, J. (2004). 4. Etymological elaboration as a strategy for learning idioms. In N. Spada & L. Gurzynski-Weiss (Eds.), *Language learning and language teaching* (pp. 53–78). John Benjamins Publishing Company. https://doi.org/10.1075/lllt.10.07boe

Bortfeld, H. (2003). Comprehending Idioms Cross-Linguistically. *Experimental Psychology*, *50*(3), 217–230. https://doi.org/10.1026/1617-3169.50.3.217

Carvalho, P., Sarmento, L., Silva, M. J., & de Oliveira, E. (2009). Clues for detecting irony in user-generated contents: Oh...!! It's 'so easy' ;-). In M. Jiang & B. Yu (Eds.), *Proceedings of the 1st International CIKM Workshop on Topic-Sentiment Analysis for Mass Opinion*, 53–56. https://doi.org/10.1145/1651461.1651471

Coxhead, A., Dang, T. N. Y., & Mukai, S. (2017). Single and multi-word unit vocabulary in university tutorials and laboratories: Evidence from corpora and textbooks. *Journal of English for Academic Purposes*, *30*, 66–78. https://doi.org/10.1016/j.jeap.2017.11.001

Danesi, M. (1992). Metaphorical competence in second language acquisition and second language teaching: The neglected dimension. In J. E. Alatis (Ed.), *Georgetown University Round Table on Language and Linguistics 1992* (pp. 489–500). George University Press.

Danesi, M. (1995). Learning and teaching languages: The role of 'conceptual fluency'. *International Journal of Applied Linguistics*, *5*(1), 3–20. https://doi.org/10.1111/j.1473-4192.1995.tb00069.x

Deignan, A. (2003). Metaphorical expressions and culture: An indirect link. *Metaphor and Symbol*, *18*(4), 255–271. https://doi.org/10.1207/S15327868MS1804_3

Díaz-Vera, J. E. (2015). Figuration and language history: Universality and variation. In J. E. Díaz-Vera (Ed.), *Metaphor and Metonymy across Time and Cultures. Perspectives on the Sociohistorical Linguistics of Figurative Language* (pp. 3–12). De Gruyter Mouton. https://doi.org/10.1515/9783110335453.3

Dobrovol'skij, D., & Piirainen, E. (2021). *Figurative language: Cross-cultural and cross-linguistic perspectives* (Vol. 350). Walter de Gruyter GmbH.

Galešić, A. D., & Tominac Coslovich, S. (2019). Working with multinational and multicultural crews: A Croatian seafarers' perspective. *Pomorstvo*, *33*(1), 56–62.

Gibbs, Jr., R. W., & Colston, H. L. (2006). Figurative Language. In M. J. Traxler & M. A. Gernsbacher (Eds.), *Handbook of Psycholinguistics* (2nd ed., pp. 835–861). Academic Press.

González-Ibánez, R., Muresan, S., & Wacholder, N. (2011). Identifying sarcasm in Twitter: A closer look. In D. Lin, Y. Matsumoto & R. Mihalcea (Eds.), *Proceedings of the 49th Annual Meeting of the Association for Computational Linguistics: Human Language Technologies* (pp. 581–586). https://www.aclweb.org/anthology/P11-2102.pdf

Gutiérrez Pérez, R. (2019). The development of a metaphoric competence. A didactic proposal of educational innovation. *Innovation in Language Learning and Teaching*, *13*(4), 331–357. https://doi.org/10.1080/17501229.2018.1466891

Howarth, P. (1998). Phraseology and second language proficiency. *Applied Linguistics*, *19*(1), 24–44. https://doi.org/10.1093/applin/19.1.24

Jelčić Čolakovac, J. (2019). Promoting deep-level processing through etymological elaboration: The case of idioms in Croatian EFL context. *Konin Language Studies*, *7*(4), 425–444. https://doi.org/10.30438/ksj.2019.7.4.2

Jelčić Čolakovac, J., & Bogunović, I. (2022). Više je više: kako poticati konceptualizaciju kod studenata engleskoga jezika u struci. In S. Kereković & B. Bošnjak Terzić (Eds.), *Suvremeni izazovi u poučavanju jezika struke: Zbornik radova s 5. međunarodne konferencije Udruge nastavnika jezika struke na visokoškolskim ustanovama* (pp. 135–146). Zagreb.

Kövecses, Z. (2005). *Metaphor in culture: Universality and variation*. Cambridge University Press.

Lakoff, G., & Johnson, M. (1980). The metaphorical structure of the human conceptual system. *Cognitive Science*, *4*(2), 195–208. https://doi.org/10.1207/s15516709cog0402_4

Littlemore, J. (2001). Metaphoric competence: A language learning strength of students with a holistic cognitive style? *TESOL Quarterly*, *35*(3), 459–491. https://doi.org/10.2307/3588031

Littlemore, J. (2010). Metaphoric competence in the first and second language: Similarities and differences. In L. Sicola & M. Pütz (Eds.), *Cognitive Processing in Second Language Acquisition* (pp. 293–315). John Benjamins Publishing Company. https://doi.org/10.1075/celcr.13

Littlemore, J., & Low, G. (2006). Metaphoric competence, second language learning, and communicative language ability. *Applied Linguistics*, *27*(2), 268–294. https://doi.org/10.1093/applin/aml004

MacArthur, F. (2010). Metaphorical competence in EFL: Where are we and where should we be going? A view from the language classroom. *AILA review*, *23*(1), 155–173.

Meierkord, C. (2008). Interactions across Englishes and their lexicon. In C. Gnutzmann & F. Intemann (Eds.), *The globalisation of English and the English language classroom* (2nd ed., pp. 93–109). Gunter Narr Verlag. https://elibrary.narr.digital/book/99.125005/9783823373889

Mihalcea, R., & Strapparava, C. (2006). Learning to laugh (automatically): Computational models for humor recognition. *Computational Intelligence*, *22*(2), 126–142. https://doi.org/10.1111/j.1467-8640.2006.00278.x

Molina-Plaza, S. (2016). Maritime figurative and literal multiword terms in the ESP classroom: A blueprint. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 07, pp 160–168. Available from: www.prosoc.eu

Motschenbacher, H. (2019). Non-nativeness as a dimension of inclusion: A multimodal representational analysis of EFL textbooks. *International journal of applied linguistics*, *29*(3), 285–307.

Pawley, A., & Syder, F. H. (1983). Natural selection in syntax: Notes on adaptive variation and change in vernacular and literary grammar. *Journal of Pragmatics*, *7*(5), 551–579. https://doi.org/10.1016/0378-2166(83)90081-4

Prodromou, L. (2005). *'You see, it's sort of tricky for the L2-user': The puzzle of idiomaticity in English as a lingua franca* [PhD Thesis, University of Nottingham]. https://eprints.nottingham.ac.uk/11180/1/423643.pdf

Skorczynska Sznajder, H. (2010). A corpus-based evaluation of metaphors in a business English textbook. *English for Specific Purposes*, *29*(1), 30–42. https://doi.org/10.1016/j.esp.2009.05.003

Wray, A., & Perkins, M. R. (2000). The functions of formulaic language: An integrated model. *Language & Communication*, *201*(1), 1–28. https://doi.org/10.1016/s0271-5309(99)00015-4

Ziadi, A., & Dib, M. (2022). An Evaluation of Metaphor Usage in Secondary School English Textbooks. *Social Sciences and Humans Review, 15*(1), 333–345.

DARSTELLUNG DER METAPHORISCHEN SPRACHE IN ESP-LEHRMATERIALIEN: AUF DEM WEG ZU INTERKULTURELLEN KOMPETENZEN ZUKÜNFTIGER SEEFAHRER

Metaphern und metaphernbezogene Sprache werden längst nicht mehr nur als Vokabular betrachtet, das eher pragmatischen als semantischen Funktionen dient. Es hat sich eine neue Sichtweise herausgebildet, die bildliche Sprache als Mittel zur Verbesserung der Kenntnisse und der muttersprachlichen Kompetenz eines Lernenden betrachtet und gleichzeitig einen zusätzlichen Einblick in die Kultur bietet, aus der die Sprache stammt, was insbesondere in ESL (*Englisch als Zweitsprache*) deutlich wird und ESP-Kontexte (*Englisch für spezifische Zwecke*) (Boers, 2003; Deignan, 2003; Howarth, 1998 usw.). Durch das Erlernen metaphorischer Sprache erhalten Lernende die Möglichkeit, auf das konzeptionelle Wissen einer anderen Kultur zurückzugreifen und so deren Werte und Normen kennenzulernen, was wiederum ihre interkulturellen Kompetenzen als Sprecher einer Fremdsprache steigert. Aus diesem Grund befasst sich die vorliegende Arbeit mit der Darstellung metaphorischer Sprache in einer Reihe ausgewählter ESP-Materialien mit dem Ziel, das konzeptionelle Wissen zu beschreiben, das der Hintergrundmotivation des in den Materialien enthaltenen metaphorischen Vokabulars zugrunde liegt. Das konzeptionelle Wissen, das wir erwähnen, ist gemäß der Theorie der konzeptuellen Metaphern (Lakoff & Johnson, 1980) in Strukturen organisiert, die als konzeptionelle Metaphern bekannt sind und von denen einige in allen Sprachen verbreitet sind (z. B. GLÜCK IST OBEN, WUT IST EINE HEIZTE FLÜSSIGKEIT IN EINEM BEHÄLTER, usw.). Beispiele hierfür sind konzeptionelle Metaphern (z. B. ANGER IS FIRE in Wutausbrüchen oder HAPPY IS UP in „Sei überglücklich") und kulturelles Wissen (z. B. maritimes Wissen in kulturell motivierter (CM) Sprache wie „Segeln unter falschen Farben" oder „Schließen der Luken". Hintergrundmotivation, die bei vielen Mehrwortausdrücken (*MWEs*) wie Redewendungen zu finden ist. Dieser Artikel bietet daher eine systematische Darstellung der metaphorischen Sprache anhand einer Auswahl ausgewählter Lehrbücher für maritimes Englisch, wobei das metaphorische Vokabular im Hinblick auf Vokabulartyp, Hintergrundmotivation und Textquelle quantifiziert und beschrieben wird.

Schlüsselwörter: ESP-Materialdesign, interkulturelle Kompetenz, kommunikative Kompetenz, konzeptionelle Metaphern, Maritimes Englisch

ASPECTS OF IDENTITY CONSTRUCTION IN SA MEDICAL STUDENTS' PERSONAL ACCOUNTS

STRUČNI RAD / PROFESSIONAL PAPER

Zoltán Krommer
University of Pécs, Medical School, Pécs, Hungary
zoltan.krommer@aok.pte.hu

Abstract

Language learning in general, and study abroad (SA) language learning, in particular, involve significant self-development and identity negotiation in social interaction. This paper examines how students at the Medical School of the University of Pécs, Hungary construct their identities as SA medical professionals through their lived experiences. First-year and second-year medical students (N= 133) submitted written accounts detailing their lived experiences as SA students in Pécs. Data collection took place between February 6 and 14, 2019 at the Medical School of the University of Pécs. The participants were asked to write a passage about the impact of their SA experience. The data were coded first with descriptive codes (Saldana, 2009), which were then categorized into salient themes. Two cycles of coding identified five aspects of identity construction: Self-evaluation, Evaluating the SA context, Adjusting to the SA context, Social networks, and Communication. Of the five, Self-Evaluation was mentioned most frequently (in 95 out of 133 personal accounts), followed by Social networks (56) and Communication (36). Based on the participants' personal accounts, SA can be interpreted as a time of identity construction and personal change. The accounts showed students' well-developed opinions and beliefs about the SA context as well as their successes and struggles in adjusting to it. They also revealed students' limited interest in the host culture and members of the host community. Evaluating the SA context was the third most common aspect of identity construction mentioned in the accounts. SA medical students' mixed opinions about Hungary, Hungarians, and Pécs suggested that they rarely managed to build social networks with members of the host community.

Keywords: identity, language socialization, social networks, study abroad

1. INTRODUCTION

Research into the benefits of Study Abroad (SA), an educational experience in which students enroll in a university or institution outside their home country to pursue academic coursework, research, or other scholarly activities, has been expanding in recent decades (Isabelli-Garcia et al., 2018). A study abroad program makes it possi-

ble for students to move out of their home environment and enter a different culture while staying within their professional world. This process brings about changes in their language proficiency, cultural and professional knowledge as well as intercultural and communicative competence. Research has demonstrated that a medical provider's intercultural competence significantly improves patient satisfaction as well as compliance in patients from cultures different than their own (Gibson & Zhong, 2005). According to Isabelli-Garcia (2017), a study abroad experience provides opportunities to improve communicative competence through engagement with native speakers. When it comes to an optimal SA context for SLA purposes, there is no consensus on what it might look like. However, in a large-scale questionnaire-based study, Dewey et al. (2014) concluded that the most important predictors of language use were characteristics of an SA program and a social network size.

The framework of social networks, first proposed by Lesley Milroy (1980), measures the density and intensity of SA participants' social interactions. Isabelli-Garcia (2006) found that students' social networks correlate with their attitudes towards the host culture and the type of their motivation. In her study, she found that motivated students develop more extensive and complex social networks. Kinginger (2008) also found that students' beliefs and attitudes towards the SA contribute to the development of their social networks. Allen's work (2010) demonstrates that SA students' initial motivation and their beliefs about the SA experience influence their interaction with the host community.

According to Wang (2010), the SA context is ideal for the study of second language socialization as SA students necessarily become novices in new language communities during their stay. Language Socialization Theory (Ochs & Shieffelin, 1984) proposes that novices are socialized into a new language community and acquire sociocultural knowledge through participation in language activities. Students' beliefs and motivations are especially important since opportunities to practice in a target language community are socially constructed and often contested. Norton Peirce's (1995) concept of investment is effective in understanding SA students' beliefs and motivations. She argued that contrary to other models, motivation should be understood in its historical context, and students should be viewed as historical agents (Norton, 2000) since motivation and identity are linked and socially constructed.

Language learning motivation of SA students is not a well-developed area (Chirkov, et al. 2007). This is especially striking if we consider that L2 motivation research is in vogue. Of the different theoretical models of motivation, the traditional concept of integrative motivation, first developed by Gardner and Lambert (1959), and the construct of investment (Norton, 1995) are particularly useful when discussing the language learning motivation of SA students. While integrative motivation, identification with, and desire to integrate into a target language community might have lost some of their explanatory power with regards to English as a Second Language

(Ushioda, 2011), it can nonetheless be descriptive with regards to a study abroad setting. Norton Peirce (1995) argues that instead of conceptualizing learners as motivated or unmotivated, they should be considered as fully formed individuals with complex identities and multiple desires, who might, or might not be, investing in the language practices of their classrooms for numerous complex reasons. She asserts that language constructs our sense of self and identity and that learners invest in a language if they view language learning as a means of increasing their cultural and social capital (Norton Peirce, 1995).

This paper aims to answer the following question: What aspects of identity construction are present in the participants' written lived experience narratives? The rationale for the study comes from Bruner's realization that a person's identity is the product of narrative processes (1986, 1987, 1990). SA students often react to their new setting through "reflection and narrative identity work" (Benson et. al., 2013, p. 9). Therefore, the emergent themes identified in the participants' written accounts can be understood as aspects of identity construction, highlighting new understandings of SA students' identities, SLA motivation, and language socialization.

2. METHOD

2.1. Research context

The Medical School of the University of Pécs, Hungary has long been an international institution, with SA students being a majority since 2012 (Medical School of the University of Pécs, 2023). Students enrolled in the English program partake in the English Medium Instruction (EMI). Macaro (2018, p. 1) defines EMI as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English." In the case of SA students at the Medical School of the University of Pécs, EMI is characterized by the dominance of English for Biomedical Purposes. Students are also expected to learn Hungarian for Biomedical Purposes and take medical histories of Hungarian patients by the end of their second academic year. In the first two years of their medical studies, most SA students sign up for elective Medical Hungarian classes which take place twice a week over the course of the shortened, 12-week-long semester. In the first four semesters of their academic studies, most students will have attended Medical Hungarian classes for 144 hours. Whereas other classes focus on endowing students with a high level of medical knowledge and professional competence, the Hungarian classes focus on teaching them how to ask basic questions and understand basic answers in a doctor-patient setting, a skill that is particularly relevant in the third year of their SA experience, namely in clinical classes.

Traditionally, English has not been seen as an educational aim at the Medical School of the University of Pécs, but rather as a tool to convey academic content. Recently, there has been a shift in view in this regard and students can partake in elective ESL classes; however, enrolment in these classes has been limited.

2.2. Participants

133 first- and second-year international students enrolled in the English program of the Medical School, the University of Pécs participated in the study. The participants were selected through cluster sampling. More specifically, they were asked to use the prompts distributed during Medical Hungarian classes and write accounts about how their lives in Pécs became different.

The average length of the participants' stay in Pécs was 1.79 calendar years, with the shortest being half a year and the longest five and a half. The participants' self-reported nationalities are shown in Table 1. 107 participants attended the Faculty of General Medicine, 17 were Dentistry students, and 9 were students of the Faculty of Pharmacy.

Table 1. Self-reported nationality of the participants

Nationality	No. of participants	Nationality	No. of participants	Nationality	No. of participants
American	3	Iranian	24	Spanish	2
Belgian	1	Israel	1	Swedish	1
Canadian	1	Japanese	10	Swiss-Turkish	1
Chinese	10	Jordanian	6	Taiwanese	1
English	1	Korean	13	Turkish	7
German	3	Nigerian	2	Vietnamese	3
Indian	1	Norwegian	40	No data	2

2.3. Data collection

Data collection took place between February 6 and 14, 2019, at the Medical School of the University of Pécs. The participants received the following prompt:

Please write a passage about how your life became different as a foreign student in Pécs. Think about a memorable event or events in your life – something you did or something that happened to you – when this was particularly strongly felt. Be as concrete and descriptive in your account as you can.

Though the aim was to elicit topically centered and temporally organized discrete units of discourse (Riessman, 2008), some participants wrote about their feelings and experiences in more general terms or included short descriptions of several events. Participants' identities were concealed according to the research ethics of qualitative fieldwork.

2.4. Data analysis

The accounts were subject to qualitative content analysis, defined as a "very generalized sequence of coding for themes, looking for patterns, making interpretations, and building theory" (Dörnyei, 2007, p. 246). The data were coded first with descriptive codes (Saldana, 2009), which were then categorized into salient themes. The analysis of the data was thematic. The research thus highlighted the shared main themes in the data, based on what was most prevalent in participants' experiences as SA students in Pécs. These shared themes connect the individual participants to a larger group of SA students and reveal the commonalities and dissimilarities of their accounts.

In the first cycle of coding, 75 different descriptive code-subcode pairs were assigned to the data. As the aim of the coding was to identify emergent themes that connect the content of the various texts, the same descriptive codes, sometimes with different subcodes, were given to the narratives wherever it was justified (Saldana, 2009, p. 72). For example, the descriptive code "Hungary" was used for seven texts with four different subcodes (e.g., "cheap" or "different"). Different subcodes were used to signify differences in participants' views about Hungary.

The second cycle of coding resulted in a list of five emergent themes: Self-evaluation, Evaluating the SA context, Adjusting to the SA context, Social networks, and Communication. Since the goal was to cluster descriptive codes based on conceptual and thematic similarities, the second cycle of coding employed the focused coding approach (Saldana, 2009).

3. RESULTS

Each of the five emergent themes, Self-evaluation, Evaluating the SA context, Adjusting to the SA context, Social networks, and Communication will be presented separately.

Table 2. List of emergent themes and descriptive codes

Theme	Frequency count	Descriptive codes
Self-evaluation	95	attribute, learning
Adjusting to the SA context	72	acclimatization, adjustment, comfort, customs, food, friendship, goals, homesickness, international evening, loneliness, new experiences, Pécs, pet
Evaluating the SA context	69	Hungarians, Hungary, Pécs, The Medical School
Social network	56	arrival, friendships, socialization difficulties
Communication	36	communication difficulties, language learning

3.1. Self-evaluation

Self-evaluation was identified in 95 texts. The descriptive code "Attribute" was used to code for text sections about perceived characteristics, regardless of having, developing, losing, or perhaps striving for these characteristics. By far, the most frequent subcode used in conjunction with this descriptive code was "self-reliant." In total, 36 participants wrote about how the SA experience had made them more independent and autonomous. Open-mindedness was also frequently mentioned: eleven texts were paired with this subcode. In a related concept, participants also often mentioned being or becoming more multicultural because of their SA, and, in total, ten accounts were labeled with the "Attribute-multicultural" code-subcode pair. Three other attributes, namely being outgoing, professional, and diligent were mentioned by only one or two participants.

The other descriptive code related to the emergent theme of *Self-evaluation* was "Learning." It encompassed direct comments about learning as well as all mentions of attaining new knowledge, and getting to know new people, places, and customs. Four subcodes were used to distinguish different topics, such as the world, other cultures, Hungary, and Europe.

3.2. Adjusting to the SA context

Adjusting to the SA context was mentioned in 72 texts. The descriptive code "Acclimatization" was used for text sections that addressed getting used to new surroundings. "Comfort" was used to label accounts containing information about higher living standards attainable in Pécs. The descriptive code "Food" was applied to three accounts, while "Customs" was added to nine accounts that featured explanations of participants' feelings regarding the unusual customs they encountered in Pécs.

Ten students made references to homesickness. Even so, most viewed their experiences as valuable. Participant no. 11, for example, wrote about missing his family, country, food, and friends as an ongoing issue in his life. He also claimed that the advantages of the SA experience, namely becoming more open-minded and knowledgeable about other cultures, have made "all these things worth it."

There were also some other, less prominent recurring topics in the accounts. Five participants wrote about how social interactions with friends helped them adjust to the SA context. Two students mentioned how their personal goals have changed because of the SA experience. The only annual event the students mentioned in their accounts was the International Evening. The characteristics of Pécs were a source of, or a hindrance to, adjustment for three participants.

3.3. Evaluating the SA context

Evaluating the SA context was identified in 69 accounts. Four descriptive codes associated with this aspect were "Hungarians," "Hungary," "Pécs," and "The Medical School." These descriptive codes were applied to the accounts in which the participants expressed their feelings and opinions regarding their SA environment.

Most often, the participants thought that Hungarians were kind people; however, in three instances, they wrote about their negative preconceptions about Hungarians. Participant no. 5 argued against the negative attitudes regarding Hungarians she observed in other SA students. Her account focused on asking for and receiving more help than she had expected from a Hungarian. However, there were also nine mentions of adversary attitudes exhibited by Hungarians. Interestingly, two participants with different impressions of Hungarians arrived at the same conclusion: Hungarians are nicer when SA students can communicate with them effectively. One participant claimed that this realization motivated her to learn Hungarian, whereas the other participant accused Hungarians of racism for not wanting to learn English.

The descriptive code "Hungary" was applied where the participants expressed their opinions of Hungary. Two participants, no. 37, and no. 82 found Hungary to be a friendly country. Five other participants, however, emphasized Hungary's strangeness. One expressed an interest in the holidays and events in Hungary and demonstrated a level of investment in the cultural practices of Hungary. As Pipitone and Raghavan (2017) noted, SA students' place experiences can enrich their learning through lived-body experiences.

Participants also expressed their opinions about the city of Pécs. They wrote about how their environment assisted them in performing their medical student duties, as they found the city to be a good environment for unperturbed studying. The Medical School was a common topic of evaluation among the participants. SA students differed in how they viewed the difficulties posed by the Medical School. Participant no. 66 wrote about having "to overcome lots of difficulties as medical students in the first year", which challenged her sense of self. A similar sentiment was expressed by participant no. 145 who wrote that her most significant experience in Pécs was passing some "pretty memorable" exams. In these cases, students demonstrated that their motivation was fuelled by pride in being able to complete the exams at the Medical School, commonly considered to be one of the most difficult academic endeavors.

3.4. Social networks

The category *Social networks* comprises three descriptive codes: "Arrival," "Socialization difficulties," and "Friendships." These were mentioned in 56 accounts.

Four students mentioned that they found it difficult to develop social networks in Pécs. One complained about the difficulty of socializing outside their nationality. Participant no. 13 claimed that "it was hard to find friends because the English program students mostly stay with people of their nationality." Other students complained about difficulties in approaching Hungarians. Participant no. 14 highlighted the lack of communication among students in the Hungarian and English programs.

Participants often mentioned friendships as a source of comfort in an otherwise stressful situation. Participant no. 11 had "stressful days (mostly during the exam period); during that time period these feelings increase rapidly but when you see your friends and that everyone has this feeling, so it is not only you, you get used to it." Friendships were also a way of gaining participation in the SA community practices. Other SA students were often instrumental in the participants' personal development, especially with regard to intercultural communicative competence. Twenty-two participants highlighted social networks involving SA students from other nationalities but only six students wrote about Hungarians in their social networks.

3.5. Communication

Communication encompassed mentions of successful or failed communication attempts and reflections about language learning. The topic is made up of two descriptive codes "Language Learning" and "Communication difficulties" and it came up in 36 accounts.

Language learning was referenced in 15 accounts. The mentions mostly involved the English language or the English and the Hungarian languages. Participant no. 82 implied that the Hungarian language had been "forced" on him by the locals' lack of English proficiency, as illustrated by the following quote: "In shops here, they can't speak English, so you are forced to try to speak Hungarian." Hungarian skills were, therefore, not a part of his ideal self as a medical professional, or as someone who participates in the cultural practices of Hungarians. The Hungarian language was only necessary for daily tasks; it was an expectation put on him by his environment.

The descriptive code "Communication difficulties" applied to accounts referring to frustrations about interacting with members of the host community or other SA students. They were mentioned in 22 accounts, mostly in the context of lamenting Hungarians' general lack of English proficiency. Participant no. 39 identified it as "one of the main problems" for SA students, which prevented effective communication and problem-solving. He blamed Hungarians' indifference towards foreigners as the reason for this state of affairs, putting the responsibility of creating effective communication channels on the shoulders of Hungarians.

4. DISCUSSION

As Mercer (2011a) stressed, a student's self-concept has the power to influence their language learning behavior, motivation, and attitudes. Mercer (2011b, p. 343) defined self-concept as "an interrelated web of multiple layers of self-belief across different domains. Changes in students' self-concept often reflect contextual changes for SA students." Therefore, it is perhaps not surprising that Self-evaluation was the most frequently touched-upon aspect of identity construction in the dataset. Norton (2000) claimed that a person's subjectivity is produced by the meaning-making practices of the communities in which they participate. The SA students at the Medical School are expected to be more self-reliant and independent than they used to be. This is not an automatic repositioning of someone's subject position, as some students accept, or even embrace the change, and others resist the new position.

As mentioned earlier, participants were given a prompt in which they were asked to specifically describe how their lives became different. Even so, many students failed to include descriptions of events and, instead, focused on what it was that they strongly felt, most often regarding themselves. In many cases, they understood their SA experience as a period that provided opportunities for personal growth. In other words, students admitted that even if they found their SA experiences challenging, personal development was possible.

Adjusting to the SA context is often a challenge for SA students. As Benson et al. (2012, p. 173) pointed out, "study abroad is a holistic and potentially life-changing experience" from a student's perspective. They argued that for SA participants, personal development goals can be complex. New experiences and environments necessitate a reorganization of their ecological selves, a sense of who they are, and how they relate to their surroundings (Norton Peirce, 1995).

The situation SA students find themselves in plays a crucial role in language learning outcomes. Students are encouraged to seek out an SA experience with the understanding that a more naturalistic environment provides opportunities to engage with native speakers in various contexts, which improves their communicative competence (Isabelli-García, 2017). SA students at the Medical School took part in EMI with the expectation of becoming functioning members of a multilingual, global workplace. This is an exceedingly common expectation of SA students generally, which is also one of the most difficult language learning goals to achieve (Lord & Isabelli-García, 2014). Integration into their host community is important for SA students to attain advanced language competency, as meaningful interactions promote second language acquisition (Isabelli-García, 2017). Lantolf and Pavlenko (2001) argued that learners are active participants in "constructing the terms and conditions of their own learning" (p. 145) and that they make choices about whether or how they are going to participate in new language communities and communities of practice.

The participants' evaluation of the SA contexts is indicative of their subject positions, identities, and motivations regarding their language socialization in Pécs. Learner beliefs, including "student opinions on a variety of issues and controversies related to language learning" (Horwitz, 1988, p. 284), play an important role in not just language learning but also in the outcomes of SA experiences (Zaykovskaya et al., 2017). The participants frequently disclosed their opinions and impressions about members of the host community. SA students' beliefs and attitudes regarding the host community have been shown to significantly impact SA outcomes (Wesely, 2012), mostly by contributing towards motivation and resilience (Zaykovskaya et al., 2017).

The importance of social networks in study abroad experiences is well documented. The frequency of meaningful informal interactions SA students have with members of the target community has been demonstrated to affect both language learning outcomes and identity development (Isabelli-Garcia, 2006). As Kinginger (2008) noted, meaningful L2 interactions, thought to be one of the main benefits of a study abroad experience, do not happen automatically. Allen (2010) found that students' initial motivations for an SA, their beliefs about the host culture, and the strategies by which they enacted agency in their language learning were the main factors determining the levels of interactions between students and the L2 community. Norton (2013) suggested that language learning investment and participation in cultural and classroom practices are closely related concepts. Therefore, participants' accounts about their social networks also shed some light on their language learning investment.

Ochs and Schieffelin's (1984) Language Socialization Theory emphasized the importance of memberships in social groups and how identities, ideologies, and narratives are shared between group members. However, membership in social groups is not automatic, as the investigation of the participants' accounts demonstrates. The level of acceptance experienced by language learners in discourse communities may differ on a case-by-case basis. Moreover, even if they are embraced by new communities, they themselves might reject participation in certain social networks. Duff and Talmy (2011) mentioned wanting to retain an identity distinct from a particular community, being unwilling to conform to community expectations, or perhaps being confined by learner/performance demands, as possible reasons for such resistance.

Interestingly, the majority of the 38 Norwegian students had established social networks prior to the start of their SA experience, but only two of them mentioned the importance of these social contacts in their SA experience. A possible explanation is that arriving with fellow nationals and relying on a pre-existing social network did not fit into the participants' beliefs and expectations from their SA experiences; therefore, they were omitted from the narrative telling.

Communication is an important aspect of identity construction since identities are constructed by language use. In the Language Socialization Theory proposed by Ochs

and Schieffelin (1984), language learning and participation in the cultural practices of a new community are key components of socialization into certain subjectivities or identities (Garrett, 2007). Potential language learning and communication success or failure is especially significant since it is through communication and language that people can create new identities and rethink their ideologies, and their personal rituals (Duff, 2007). As social interaction with members of the target language community influences the development of both communicative competence and identities, investigation of SA students' social networks is important in exploring their learner trajectories. This is complicated by socialization's complexity concerning access, agency, subjectivity, relations of power, investment, and other factors.

5. CONCLUSION

Based on the content analysis of 133 written accounts, five main aspects emerged: Self-evaluation, Adjusting to the study abroad context, Evaluating the study abroad context, Social networks, and Communication. Participants frequently considered their SA to be a time of identity construction and personal change. They believed that it made them more open-minded, self-reliant, and multicultural. They had well-developed opinions and beliefs about their SA context and wrote about their successes and struggles in adjusting to it. They also reported on the social networks they developed with other study abroad students, and about their difficulties in trying to communicate with members of the host community. The mentions of developing friendships with Hungarians and of Hungarian language learning were infrequent.

6. IMPLICATIONS FOR FURTHER RESEARCH

One of the main functions of qualitative content analysis is to generate ideas for further research. The present research suggests the importance of identity construction and investment in SA contexts. Further research might delve deeper into the relationship between students' identities, investment, and their SA experiences through other sources of data.

While this study focused only on the students' perspectives, a more comprehensive insight into the SA context might be obtained by investigating relationships between students and members of the host community from the perspectives of other stakeholders, including locals, university staff, and Hungarian students.

Additionally, an investigation of study abroad students' experiences in other fields of study may uncover how these are impacted by the specifics of different universities.

References

Allen, H. W. (2010). Language-Learning Motivation During Short-Term Study Abroad: An Activity Theory Perspective. *Foreign Language Annals*, *43*(1), 27–49. https://doi.org/10.1111/j.1944-9720.2010.01058.x

Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2012). Study abroad and the development of second language identities. *Applied Linguistics Review*, *3*(1), 173–193. https://doi.org/10.1515/applirev-2012-0008

Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2013). *Second Language Identity in Narratives of Study Abroad* (1st ed.). Palgrave Macmillan.

Bruner, J. (1986). *Actual minds, possible worlds.* Cambridge, MA: Harvard University Press.

Bruner, J. (1987). Life as narrative. *Social Research, 54*(1), 11–32.

Bruner, J. (1990). *Acts of meaning.* Cambridge, MA: Harvard University Press.

Chirkov, V., Vansteenkiste, M., Tao, R., & Lynch, M. (2007). The role of self-determined motivation and goals for study abroad in the adaptation of international students. *International Journal of Intercultural Relations, 31*(2), 199–222. https://doi.org/10.1016/j.ijintrel.2006.03.002

Dewey, D. P., Bown, J., Baker, W., Martinsen, R. A., Gold, C., & Eggett, D. (2014). Language Use in Six Study Abroad Programs: An Exploratory Analysis of Possible Predictors. *Language Learning*, *64*(1), 36–71. https://doi.org/10.1111/lang.12031

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics (Oxford Applied Linguistics)*. Oxford University Press.

Duff, P. A. (2007) Second language socialization as sociocultural theory: insights and issues. *Language Teaching, 40*, 309–319.

Duff, P. A., & Talmy, S. (2011). Language socialization approaches to second language acquisition: Social, cultural, and linguistic developments in additional languages. In D. Atkinson (Ed.), *Alternative approaches to second language acquisition* (pp. 95–116). Routledge.

Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology/Revue Canadienne de Psychologie, 13*(4), 266–272. https://doi.org/ 10.1037/h0083787

Garrett, P. B. (2007). Language Socialization and the (re)Production of Bilingual Subjectivities. In M. Heller (Ed.). *Bilingualism: A Social Approach*, 233–256. https://doi.org/10.1057/9780230596047_11

Gibson, D., & Zhong, M. (2005). Intercultural Communication Competence in the Healthcare Context. *International Journal of Intercultural Relations, 29*(5), 621-634. https://doi.org/10.1016/j.ijintrel. 2005.07.008

Horwitz, E. K. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. *The Modern Language Journal*, *72*(3), 283–294. https://doi.org/10.1111/j.1540-4781.1988.tb04190.x

Isabelli-Garcia, C. (2006). Study abroad social networks, motivation and attitudes: Implications for second language acquisition. In E. E. Churchill & M. A. DuFon (Eds.), *Language Learners in Study Abroad Contexts* (pp. 231–258). Multilingual Matters.

Isabelli-García, C. (2017). Second Language Acquisition and Study Abroad Learning Environments. *Elia*, *17*, 273–282. https://doi.org/10.12795/elia.2017.i17.12

Isabelli-García, C., Bown, J., Plews, J., & Dewey, D. (2018). Language learning and study abroad. *Language Teaching, 51*(4), 439-484. https://doi.org/10.1017/S026144481800023X

Kinginger, C. (2008). Language Learning in Study Abroad: Case Studies of Americans in France. *The Modern Language Journal*, *92*, 1–124. https://doi.org/10.1111/j.1540-4781.2008.00821.x

Lantolf, J. P., & Pavlenko, A. (2001). Second language activity theory: Understanding second language learners as people. In M. P. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 141–158). Pearson.

Lord, G., & Isabelli-García, C. (2014). Program articulation and management. In M. Lacorte (Ed.), *The Routledge Handbook of Hispanic Applied Linguistics* (pp. 150-167). Routledge.

Macaro, E. (2018). *English Medium Instruction.* Oxford: Oxford University Press.

Medical School of the University of Pécs. (2023, May 29). *PTE ÁOK · Hallgatóinkról* és *képzéseinkről számokban*. Pécsi Tudományegyetem Általános Orvostudományi Kar. https://aok.pte.hu/hu/menupont/753

Mercer, S. (2011a). *Towards an Understanding of Language Learner Self-Concept* (1st ed.). Springer.

Mercer, S. (2011b). Language learner self-concept: Complexity, continuity and change. *System, 39*(3), 335–346. https://doi.org/10.1016/j.system.2011.07.006

Milroy, L. (1980). *Language and Social Networks.* Oxford: Blackwell.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change.* Harlow: Pearson Education.

Norton, B. (2013). *Identity and Language Learning: Extending the Conversation* (2nd ed.). Multilingual Matters.

Norton Peirce, B. (1995). Social Identity, Investment, and Language Learning. *TESOL Quarterly*, *29*(1), 9–31. https://doi.org/10.2307/3587803

Ochs, E., & Schieffelin, B. (1984). Language acquisition and socialization: three developmental stories and their implications. In R. A. Schweder & R. Levine (Eds.), *Culture theory: essays on mind, self, and emotion* (pp. 276–320). Cambridge University Press.

Pipitone, J. M., & Raghavan, C. (2017). Socio-Spatial Analysis of Study Abroad Students' Experiences in/of Place in Morocco. *Journal of Experiential Education*, *40*(3), 264–278. https://doi.org/10.1177/1053825917709823

Riessman, C. K. (2008). *Narrative Methods for the Human Sciences* (First ed.). SAGE Publications, Inc.

Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. Sage Publications Ltd.

Ushioda, E. (2011). Language learning motivation, self and identity: current theoretical perspectives. *Computer Assisted Language Learning, 24*(3), 199-210. https://doi.org/10.1080/09588221.2010.538701

Wang, C. (2010). Toward a Second Language Socialization Perspective: Issues in Study Abroad Research. *Foreign Language Annals*, *43*(1), 50–63. https://doi.org/10.1111/j.1944-9720.2010.01059.x

Wesely, P. M. (2012). Learner Attitudes, Perceptions, and Beliefs in Language Learning. *Foreign Language Annals*, *45*(1), 98–117. https://doi.org/10.1111/j.1944-9720.2012.01181.x

Zaykovskaya, I., Rawal, H., & De Costa, P. I. (2017). Learner beliefs for successful study abroad experience: A case study. *System, 71*, 113–121. https://doi.org/10.1016/j.system.2017.09.020

ASPEKTE DER IDENTITÄTSKONSTRUKTION IN PERSÖNLICHEN BERICHTEN VON AS-MEDIZINSTUDIERENDEN

Das Erlernen von Sprachen im Allgemeinen und insbesondere das Erlernen von Sprachen im Rahmen eines Auslandsstudiums (AS) umfassen eine bedeutende Selbstentwicklung und Identitätsaushandlung in sozialer Interaktion. In diesem Beitrag wird untersucht, wie Studierende der Medizinischen Fakultät der Universität Pécs, Ungarn, ihre Identität als AS-Mediziner durch ihre gelebten Erfahrungen konstruieren. 133 Medizinstudenten im ersten und zweiten Studienjahr haben schriftliche Berichte eingereicht, in denen sie ihre Erfahrungen als Auslandsstudierende in Pécs beschreiben. Die Datenerhebung fand zwischen dem 6. und 14. Februar 2019 an der Medizinischen Fakultät der Universität Pécs statt. Die Teilnehmer wurden gebeten, einen Text darüber zu schreiben, wie sich ihr Leben durch ihre AS-Erfahrung verändert hat. Die Daten wurden zunächst mit deskriptiven Codes kodiert (Saldana, 2009), die dann in hervorstechende Themen kategorisiert wurden. In den beiden Kodierungszyklen wurden fünf Aspekte der Identitätskonstruktion identifiziert: Selbsteinschätzung, Bewertung des AS-Kontextes, Anpassung an den AS-Kontext, soziale Netzwerke und Kommunikation. Von diesen fünf wurde die Selbsteinschätzung in 95 der 133 persönlichen Berichte am häufigsten erwähnt, gefolgt von den sozialen Netzwerken (56) und der Kommunikation (36). Ausgehend von den persönlichen Berichten der Teilnehmer kann das AS als eine Zeit des Identitätsaufbaus und der persönlichen Veränderung interpretiert werden. Die Berichte zeigten ausgeprägte Meinungen und Überzeugungen der Studierenden zu ihrem AS-Kontext sowie ihren Erfolgen und Schwierigkeiten bei der Anpassung an diesen Kontext. Aus den Berichten geht ein begrenztes Interesse an der Kultur des Aufnahmelandes und an den Mitgliedern der Aufnahmegesellschaft hervor. Die Bewertung des AS-Kontextes war der dritthäufigste Aspekt des Identitätsaufbaus, der in den Berichten erwähnt wurde, und er zeigte gemischte Meinungen der Studierenden über Ungarn, die Ungarn und Pécs. Aus den Berichten geht hervor, dass es den AS-Medizinstudenten in Pécs selten gelingt, soziale Netzwerke aufzubauen, die Mitglieder der Gastgemeinde einbeziehen.

Schlüsselwörter: Auslandsstudium, Identität, soziale Netzwerke, Sprachsozialisation

TREBAJU LI NAM UOPĆE RJEČNICI?

IZVORNI ZNANSTVENI RAD / ORGINAL RESEARCH PAPER

Mirna Linčir Lumezi

The Faculty of Economics and Business, University of Zagreb, Zagreb, Croatia
mlincirlu@net.efzg.hr

Iva Planinšek Čikara

The Faculty of Economics and Business, University of Zagreb, Zagreb, Croatia
iplaninse@net.efzg.hr

Boglarka Kiss Kulenović

The Faculty of Economics and Business, University of Zagreb, Zagreb, Croatia
bkisskule@net.efzg.hr

Sažetak

Ovaj rad prikazuje rezultate istraživanja strategija koje studenti poslovne ekonomije koriste prilikom pretraživanja leksičkih informacija u okviru učenja jezika struke. Cilj istraživanja bio je ustanoviti u kojoj mjeri i na koji način koriste rječnike, različite digitalne prevoditeljske alate te druge internetske izvore. Istraživanje je provedeno putem online upitnika na 551 studentu prve godine Ekonomskog fakulteta Sveučilišta u Zagrebu u akademskoj godini 2022./23. Postavljena su sljedeća istraživačka pitanja: 1. Kojim se strategijama studenti služe kako bi saznali značenje nepoznate engleske riječi? 2. Koliko često studenti koriste rječnike i koje vrste rječnika najviše koriste? 3. Koju vrstu leksičkih informacija studenti najčešće traže u rječnicima i u drugim internetskim izvorima? 4. S kojim se problemima studenti susreću prilikom korištenja rječnika? Podaci prikupljeni anketom statistički su obrađeni deskriptivnom metodom. Istraživanjem je ustanovljeno da, kad žele ustanoviti značenje riječi, studenti rijetko koriste rječnike u okviru nastave poslovnog engleskog jezika jer radije biraju druge strategije. Nadalje, studenti nisu upoznati s kvalitetnim rječnicima, bilo tiskanim ili online, i slabo se znaju njima služiti. Usto, smatraju ih sporim načinom pretraživanja leksičkih informacija i umjesto toga koriste razne prevodilačke alate poput Google prevoditelja ili druge, često nepouzdane i nekvalitetne internetske izvore. Na kraju, ovim smo radom nastojali objasniti i razloge zbog kojih studenti ne koriste rječnike i slabo ih poznaju.

Ključne riječi: digitalne kompetencije, poslovni engleski jezik, prevoditeljski alati, rječnici, vještine korištenja rječnika

1. UVOD

U učenju stranih jezika rječnici bi trebali biti učinkovita podrška studentima kako na nastavi tako i u samostalnom rješavanju leksičkih problema. Tiskane, tradicionalne rječnike u posljednje vrijeme velikom brzinom zamjenjuju prvo digitalni, a danas online rječnici (usp. Lew i de Schryver 2014: 343). Digitalna je revolucija donijela dramatične promjene u načinu na koji se pretražuju i obrađuju sve vrste informacija pa tako i leksičke. Nove generacije studenata, generacije digitalnih urođenika (Prensky 2001) odrastaju uz tehnologiju koju koriste svakodnevno u komunikaciji, socijalnom povezivanju, za razonodu, ali i za usvajanje novih sadržaja i vještina (Noguerra Fructuoso 2015: 52). Stoga je bitno iskoristiti sve mogućnosti leksikografskih istraživanja kako bi dobili uvid ne samo u potrebe nove generacije digitalnih korisnika nego i u njihove strategije pretraživanja i pronalaženja informacija s krajnjim ciljem da online rječnici budućnosti postanu pristupačni i korisni leksički alati (Lew i de Schryver 2014: 341). Uz online rječnike vežu se specifične vještine pretraživanja informacija, koje pripadaju širem pojmu digitalne i informacijske pismenosti (Lew 2013: 79-83). Istraživanja pokazuju da vrlo često korisnici pretražuju leksičke informacije na internetskim tražilicama poput Googlea (Lew i de Schryver 2014: 342 prema Lorentzen i Theilgaard 2012).

1.1. Pregled dosadašnjih istraživanja korištenja rječnika u nastavi stranih jezika u visokoškolskom obrazovanju

Svako istraživanje korištenja rječnika složen je proces u kojem se prije svega moraju identificirati korisnik rječnika i njegove specifične potrebe, vrsta rječnika kojim se koristi i aktivnosti u kojima upotrebljava određeni rječnik (Müller-Spitzer 2014 prema Wiegand 1977). Usto, bitno je kroz istraživanja saznati koje se leksičke informacije traže u rječnicima, na koje probleme korisnik nailazi i posjeduje li vještine snalaženja u rječniku koje bi mu omogućile brz pristup traženim informacijama (Nesi 2014: 39).

Rezultati istraživanja koje je proveo Tomaszczyk (1979) jedan od pionira istraživanja rječnika, pokazali su da studenti češće koriste dvojezični rječnik iako ga smatraju inferiornijim od jednojezičnog rječnika kada su u pitanju pouzdanost leksičkih informacija i sadržaj. Od istraživanja koja se nastavljaju na Tomaszczyka (Baxter 1980; Battenburg 1991; Atkins i Varantola 1997) pa sve do recentnijih istraživanja (Lew 2004; Nesi 2013; Müller-Spitzer 2014) vidljivo je da studenti bez obzira na razinu znanja engleskog jezika kao svoj prvi odabir ističu dvojezične rječnike. Izgledno je, kako brojne studije pokazuju (Baxter 1980; Atkins i Varantola 1997; Lew 2004 prema Tomaszczyk 1979, Al-Ajmi 1992;), da razina jezične kompetencije utječe na izbor rječnika te studenti više jezične kompetencije jednojezične rječnike koriste češće od onih niže (Lew 2004: 31).

Iako je prevođenje i upotreba dvojezičnih rječnika najprirodniji način učenja stranih jezika (Bratanić 2001: 194), važno je da se studentima kontrastivnom analizom osvijesti da se tako često podržava privid da na leksičkoj razini među jezicima postoji odnos 1:1, odnosno da svakom leksemu izvornog jezika odgovara samo jedan leksem ciljanog jezika. Stoga, Bratanić (2001: 194) ističe kako bi se u nastavi stranog jezika trebali koristiti jednojezični i dvojezični rječnici jer svaki od njih donosi jednako važne, ali različite podatke o jeziku.

Nesi (2013: 68) u svom radu ističe da korisnici često ne znaju osnovne informacije o rječniku koji koriste poput njegovog naziva ili izdavača rječnika (Nesi 2013: 68 prema Nesi i Haill 2002, Lew i Li 2011), te su vrlo su slabo upoznati s raznovrsnim tipovima rječnika koje bi mogli koristiti. Brojni autori (Atkins i Varantola 1997; Nesi 2013: 68 prema Bae 2011) ističu kako ispitanici u studijama izjavljuju da na nastavi stranih jezika nisu dobili adekvatnu poduku o vještinama korištenja rječnika, a kada bi i dobili takvu poduku, rijetko je uključivala vještine selektivnog i kritičkog pristupa rječnicima (Nesi 2013: 68). Stoga određeni broj studenata, naglašava Augustyn (2013: 365), u nedostatku sposobnosti prepoznavanja kvalitetnih online rječnika od nekvalitetnih internetskih izvora, u želji da brzo dođu do prijevoda riječi, često će posegnuti za digitalnim alatom Google prevoditelja i izložiti se riziku izbora neadekvatnog jezičnog ekvivalenta.

Rječnik se u većini slučajeva koristi u trenutku kada je korisnik usred neke aktivnosti u kojoj pokušava „riješiti problem vezan za određeni kontekst" (Varantola 2002: 34). Brojna istraživanja pokazuju da se rječnici češće koriste kod receptivnih aktivnosti čitanja (Hartmann 1999; Nesi 2013: 67 prema Marello 1987, Stark 1999) i u aktivnostima prevođenja s ciljanog na izvorni jezik (Tomaszczyk 1979).

Rezultati ukazuju da ispitanici kada koriste rječnike najviše pretražuju značenje i pisanje riječi, a najmanje etimologiju tražene riječi (Tomaszczyk 1979; Béjoint 1981; Battenburg 1991; Hartmann 1999; Nesi 2013: 69 prema Bishop 1998; Kosem i dr. 2019: 110; Knežević i dr. 2021: 7). Nadalje, korisnici rječnika imaju najviše poteškoća u pretraživanju značenja riječi s polisemijom. Često pogrešno tumače značenje riječi jer rijetko čitaju rječničku natuknicu u cjelini (Nesi 2013: 70 prema Miller i Gildea 1985; Nesi i Meara 1994), izabiru krivu definiciju riječi zbog pogrešnog tumačenja gramatike riječi (Nesi i Haill 2002: 35), ili izabiru prvo ponuđeno značenje u višeznačnoj rječničkoj natuknici ignorirajući ostala navedena značenja (Nesi 2013: 70 prema Tono 1984, Bogaards 1998).

Mnogi gore navedeni autori ukazuju na važnost koju rezultati istraživanja imaju za razumijevanje potreba korisnika i njihovih strategija pretraživanja i pronalaženja informacija.

1.2. Ciljevi istraživanja i istraživačka pitanja

Jezik struke zahtijeva preciznost pri korištenju terminologije, a u nastavi se već godinama primjećuje da studenti često tome ne pridaju veliku važnost te pri samostalnom radu pronalaze neadekvatne prijevode poslovnih termina što često objašnjavaju time da se najčešće služe Google prevoditeljem i drugim internetskim izvorima umjesto rječnicima. Stoga je cilj ovog istraživanja bio ustanoviti u kojoj mjeri studenti poslovnog engleskog jezika na preddiplomskom nefilološkom studiju koriste dvojezične (englesko-hrvatske i hrvatsko-engleske) i jednojezične engleske rječnike u sklopu nastave poslovnog engleskog jezika, koje druge strategije koriste kad nastoje naći značenje neke engleske riječi i njezin točan hrvatski ekvivalent te s kojim se problemima pri tome susreću. U tu smo svrhu tijekom zimskog semestra akademske godine 2022./2023. proveli anketu među studentima prve godine integriranog studija Poslovne ekonomije na Ekonomskom fakultetu Sveučilišta u Zagrebu.

Definirana su sljedeća istraživačka pitanja:

1. Kojim se strategijama studenti služe kako bi saznali značenje nepoznate engleske riječi?
2. Koliko često studenti koriste rječnike i koje vrste rječnika najviše koriste?
3. Koju vrstu leksičkih informacija studenti najčešće traže u rječnicima i u drugim internetskim izvorima?
4. S kojim se problemima studenti susreću prilikom korištenja rječnika?

2. METODE

2.1. Sudionici

U istraživanju je sudjelovao 551 student integriranog studija Poslovne ekonomije Ekonomskog fakulteta Sveučilišta u Zagrebu na kolegiju Poslovni engleski I koji je obavezan kolegij i sastoji se od 60 sati nastave, a studenti ga pohađaju u zimskom semestru. Istraživanje je provedeno u prosincu 2022. godine na samoj nastavi. Osim tog kolegija, u ljetnom semestru prve godine integriranog studija Poslovne ekonomije studenti pohađaju i obavezni kolegij Poslovni engleski jezik II koji se također sastoji od 60 sati nastave. Ostale karakteristike sudionika nisu zabilježene, budući da nisu bile od primarnog interesa u ovom istraživanju. Od studenata nije traženo da navedu koju razinu jezične kompetencije imaju jer se pretpostavilo da njihova samoprocjena razine neće biti objektivna, a na temelju nastavnog iskustva u radu s tim grupama te obavezne literature za kolegij Poslovni engleski I, smatramo da većina studenata ima razinu jezične kompetencije B2. Što se tiče dobi studenata, s obzirom da je riječ o studentima prve godine integriranog studija Poslovne ekonomije, u pravilu imaju između 18 i 20 godina.

2.2. Instrumenti i postupak

Istraživanje je provedeno online putem sustava LimeSurvey. Upitnik se sastojao od ukupno 54 pitanja višestrukog izbora i 2 pitanja otvorenog tipa. Podaci prikupljeni anketom statistički su obrađeni deskriptivnom metodom. Odgovori na pitanja višestrukog izbora su se temeljili na Likertovoj skali od 5 točaka koje su se razlikovale po pojedinim cjelinama: (1 = nikad, 2 = rijetko, 3 = ponekad, 4 = često, 5 = uvijek), (1 =nimalo, 2 =malo, 3 =donekle, 4 = puno, 5 =jako puno) te jednoj skali od tri odgovora (1 = ne slažem se, 2 = niti se slažem niti se ne slažem, 3 = slažem se). Odgovori na pitanja otvorenog tipa nisu statistički obrađeni već su nam poslužili isključivo kao ilustracija pojedinih rezultata dobivenih upitnikom.

Sudionici su upitnik ispunjavali putem pametnih telefona tijekom nastave kolegija Poslovni engleski jezik I tijekom zimskog semestra akademske godine 2022./2023. Upitnik je djelomično sastavljen prema upitnicima provedenima u sličnim istraživanjima (Béjoint 1981; Battenburg 1991; Hamouda 2013; Kosem i dr. 2019; Knežević i dr. 2021).

3. REZULTATI ISTRAŽIVANJA

Budući da su podaci prikupljani pomoću sustava LimeSurvey, uz postavku obveznog odgovora na zatvorena pitanja, problem nedostajućih podataka nije prisutan. Rezultati su u nastavku predstavljeni u četiri cjeline, prema istraživačkim pitanjima.

3.1. Strategije kojima se studenti služe kako bi saznali značenje nepoznate engleske riječi

Većina studenata nastoji shvatiti značenje nepoznate riječi iz konteksta (28,5 % uvijek; 44,5 % često; 22 % ponekad; 4 % rijetko; 1,1 % nikad). Ispitanici najčešće očekuju od nastavnika da im objasni značenje nove riječi (33,4 % uvijek; 26,5 % često; 26,5 % ponekad; 10,2 % rijetko; 3,4 % nikad). Kad sami traže prijevod nepoznate riječi, većina će posegnuti za Google prevoditeljem (13,2 % uvijek; 39,0 % često; 31,6 % ponekad; 14,3 % rijetko; 1,8 % nikad), a tek nešto rjeđe će na Googleu ili nekoj drugoj tražilici upisati riječ i nastojati otkriti značenje riječi iz prvih natuknica koje vide na ekranu (9,6 % uvijek; 32,5 % često; 37,4 % ponekad; 15,8 % rijetko; 4,7 % nikad). Pri tome se većina ispitanika ne slaže s time da Google prevoditelj nudi točne i pouzdane prijevode (38,5 % se ne slaže; 52,6 % se ni slaže niti ne slaže; 8,9 % se slaže). Rezultati pokazuju da studenti uglavnom ne koriste rječnike, a u narednoj cjelini navest ćemo rezultate prema vrstama rječnika.

Odgovori na pitanja koja se odnose na strategije kojima se studenti služe kako bi saznali značenje nepoznate engleske riječi prikazani su u Tablici 1.

Tablica 1. Strategije kojima se studenti služe kako bi saznali značenje nepoznate engleske riječi

	N (%)					Aritmetička sredina (M)	Standardna devijacija (SD)
	Nikad	Rijetko	Ponekad	Često	Uvijek		
1. Nastojim shvatiti značenje iz konteksta	6 (1.1)	22 (4.0)	121 (22.0)	245 (44.5)	157 (28.5)	3.95	0.873
2. Na nastavi očekujem od nastavnika da mi objasni značenje nove riječi	19 (3.4)	56 (10.2)	146 (26.5)	146 (26.5)	184 (33.4)	3.76	1.123
3. Koristim Google prevoditelj	10 (1.8)	79 (14.3)	174 (31.6)	215 (39.0)	73 (13.2)	3.48	0.955
4. Na Googleu ili na nekoj drugoj tražilici upišem riječ i nastojim otkriti značenje riječi iz prvih natuknica koje vidim na ekranu	26 (4.7)	87 (15.8)	206 (37.4)	179 (32.5)	53 (9.6)	3.26	0.994

3.2. Učestalost korištenja rječnika i vrste rječnika koji se koriste

Studenti općenito malo koriste rječnike. Više od polovice studenata nikad ne koristi ili rijetko koristi online engleski jednojezični rječnik (26,1 % nikad; 29,4 % rijetko; 24,9 % ponekad; 15,4 % često; 4,2 % uvijek). Podjednako malo ih koristi online englesko-hrvatski rječnik (23,8 % nikad; 32,5 % rijetko; 26,7 % ponekad; 14,5 % često; 2,5 % uvijek). Najmanje koriste tiskani engleski jednojezični (73 % nikad; 16,9 % rijetko; 6,5 % ponekad; 2,5 % često; 0,9 % uvijek) i tiskani englesko-hrvatski rječnik (69,5 % nikad; 19,2 % rijetko; 8,5 % ponekad; 2,2 % često; 0,5 % uvijek). Odgovori na pitanje o vrstama rječnika koje studenti koriste prikazani su u Tablici 2.

Tablica 2. Vrste rječnika koje ispitanici koriste

	N (%)					Aritmetička sredina (M)	Standardna devijacija (SD)
	Nikad	Rijetko	Ponekad	Često	Uvijek		
1. Koristim online engleski jednojezični rječnik	144 (26.1)	162 (29.4)	137 (24.9)	85 (15.4)	23 (4.2)	2.42	1.152
2. Koristim online englesko-hrvatski rječnik	131 (23.8)	179 (32.5)	147 (26.7)	80 (14.5)	14 (2.5)	2.40	1.077
3. Koristim tiskani engleski jednojezični rječnik	403 (73.1)	93 (16.9)	36 (6.5)	14 (2.5)	5 (0.9)	1.41	0.797
4. Koristim tiskani englesko-hrvatski rječnik	383 (69.5)	106 (19.2)	47 (8.5)	12 (2.2)	3 (0.5)	1.45	0.784

Usprkos tome što se na nastavi studente potiče da koriste pametne telefone za pretraživanja leksičkih informacija, manje od trećine studenata to čini (3,4 % uvijek; 8,0

% često; 18,5 % ponekad; 25 % rijetko; 45 % nikad). Ispitanici uglavnom smatraju da ne znaju koji su kvalitetni rječnici, pri čemu ih je nešto više (22,5 %) upoznato s kvalitetnim jednojezičnim online rječnicima općeg engleskog jezika, a nešto manje (15,2 %) s dvojezičnim online rječnicima općeg engleskog jezika te jednojezičnim (16,2 %) i dvojezičnim (10,7 %) online rječnicima poslovnog engleskog jezika. Za interpretaciju podataka navedenih u ovoj cjelini treba napomenuti da se na uvodnom satu Poslovnog engleskog I studenti upoznaju s nazivima najkvalitetnijih jednojezičnih i dvojezičnih rječnika poslovnog i općeg jezika. Silabus kolegija ne obuhvaća poučavanje korištenja rječnika i upoznavanje s mogućnostima koje oni nude, ali nastavnici sporadično u svoj rad uključuju i zadatke koji studente upućuju na vođeno korištenje rječnika na nastavi ili kod kuće. Odgovori na ova pitanja prikazani su u Tablici 5 u cjelini 3.4.

Uslijedilo je pitanje otvorenog tipa u kojem su studenti trebali navesti koje rječnike koriste, ukoliko ih koriste. Pitanje se odnosilo na bilo koju vrstu rječnika i nije bilo obavezno, a na njega su odgovorila svega 72 od 551 ispitanika. Odgovori na ovo pitanje nisu statistički obrađeni i poslužili su nam samo kao ilustracija odgovora na prethodno pitanje.

U nastavku su navedeni najčešće navođeni rječnici, prema učestalosti, a njihovi su navedeni na način na koji su ih studenti naveli u anketi. Najviše studenata, njih 24, navelo je Oxford Business English Dictionary, 14 Cambridge Dictionary, 8 ih navodi Glosbe, 4 Eudict, 3 studenta Hrvatsko-engleski rječnik (Školska knjiga). Usto, zanimljivo je da 5 studenata navodi Google prevoditelj kao rječnik.

Premda studenti rijetko koriste rječnike, zanimalo nas je za koje vrste aktivnosti ih koriste. Očekivano, uvjerljiva većina rječnik ne koristi prilikom slušanja govornika ili materijala na engleskim jeziku (48,8 % nikad; 34,8 % rijetko; 13,1 % ponekad; 2,0 % često; 1,3 % uvijek). Iznenađuje, međutim, da nešto više od dvije trećine studenata rječnik uglavnom ne koristi niti prilikom samostalnog čitanja tekstova na engleskom jeziku (35,9 % nikad; 33,2 % rijetko; 22,9 % ponekad; 6,4 % često; 1,6 % uvijek). Nešto manje od dvije trećine ispitanika rječnik ne koristi ili rijetko koristi kad pripremaju neku govornu aktivnost na engleskom jeziku (28,7 % nikad; 28,9 % rijetko; 24,5 % ponekad; 14,5 % često; 3,4 % uvijek). Više od polovice studenata uglavnom ne koristi rječnik prilikom pisanja na engleskom jeziku (27,4 % nikad; 27 % rijetko; 27 % ponekad; 13,6 % često; 4,9 % uvijek). Nešto više od polovice studenata rječnik ne koristi niti za pripremu ispita iz Poslovnog engleskog jezika (28,7 % nikad; 22,5 % rijetko; 24,5 % ponekad; 16 % često; 8,3 % uvijek). Odgovori na pitanja koja se odnose na aktivnosti prilikom kojih studenti koriste rječnike prikazani su u Tablici 3.

Tablica 3. Aktivnosti prilikom kojih se koriste rječnici

Koliko često koristite rječnik...	N (%)					Aritmetička sredina (M)	Standardna devijacija (SD)
	Nikad	Rijetko	Ponekad	Često	Uvijek		
1. prilikom čitanja tekstova na engleskom jeziku	198 (35.9)	183 (33.2)	126 (22.9)	35 (6.4)	9 (1.6)	2.05	0.994
2. kad pripremate neku govornu aktivnost na engleskom jeziku	158 (28.7)	159 (28.9)	135 (24.5)	80 (14.5)	19 (3.4)	2.35	1.141
3. kad trebate pisati na engleskom jeziku	151 (27.4)	149 (27)	149 (27)	75 (13.6)	27 (4.9)	2.42	1.166
4. prilikom slušanja govornika ili materijala na engleskom jeziku	269 (48.8)	192 (34.8)	72 (13.1)	11 (2.0)	7 (1.3)	1.72	0.858
5. kad pripremate ispit iz Poslovnog engleskog jezika	158 (28.7)	124 (22.5)	135 (24.5)	88 (16.0)	46 (8.3)	2.53	1.283
6. na nastavi Poslovnog engleskog jezika kada neku riječ ne razumijete	248 (45)	138 (25)	102 (18.5)	44 (8.0)	19 (3.4)	2.00	1.126

3.3. Vrste leksičkih informacija koje studenti najčešće traže u rječnicima i u raznim internetskim izvorima

Kad je riječ o leksičkim informacijama koje studenti traže vezano uz nepoznatu englesku riječ, većina ih traži značenje nepoznate riječi (16,2 % uvijek; 38,7 % često; 32,5 % ponekad; 11,3 % rijetko; 1,5 % nikad), potom pisanje riječi (5,4 % uvijek; 24,7 % često; 40,5 % ponekad; 22,5 % rijetko; 6,9 % nikad), sinonime (5,3 % uvijek; 25,4 % često; 38,3 % ponekad; 22,3 % rijetko; 8,7 % nikad). Slijedi korištenje riječi u kontekstu (4 % uvijek; 15,6 % često; 37,6 % ponekad; 28,1 % rijetko; 14,7 % nikad). Najrjeđe se pretražuju gramatički oblici riječi, antonimi, izgovor te kolokacije.

S druge strane, prilikom pretraživanja informacija vezanih uz poznatu englesku riječ, ispitanici najčešće traže sinonime (2,4 % uvijek; 17,8 % često; 37,9 % ponekad; 25,2 % rijetko; 16,7 % nikad) te pisanje riječi (3,1 % uvijek; 12,3 % često; 37,0 % ponekad; 31,4 % rijetko; 16,2 % nikad), a potom značenje (3,8 % uvijek; 14,7 % često; 28,9 % ponekad; 31,6 % rijetko; 21,1 % nikad). Slijede primjeri korištenja riječi u kontekstu, antonimi, gramatički oblik riječi, kolokacije i izgovor riječi. Odgovori na pitanja koja se odnose na vrste leksičkih informacija koje studenti najčešće traže u rječnicima i u drugim internetskim izvorima prikazani su u Tablici 4.

Tablica 4. Vrste leksičkih informacija koje studenti najčešće traže u rječnicima i u raznim internetskim izvorima

	N (%)					Aritmetička sredina (M)	Standardna devijacija (SD)
	Nikad	Rijetko	Ponekad	Često	Uvijek		
NEPOZNATA RIJEČ							
1. Značenje riječi	8 (1.5)	62 (11.3)	179 (32.5)	213 (38.7)	89 (16.2)	3.57	0.939
2. Pisanje riječi	38 (6.9)	124 (22.5)	223 (40.5)	136 (24.7)	30 (5.4)	2.99	0.983
3. Izgovor riječi	138 (25)	223 (40.5)	132 (24)	44 (8)	14 (2.5)	2.23	0.995
4. Primjere korištenja riječi u kontekstu (u rečenici)	81 (14.7)	155 (28.1)	207 (37.6)	86 (15.6)	22 (4)	2.66	1.035
5. Sinonime (riječi istog značenja)	48 (8.7)	123 (22.3)	211 (38.3)	140 (25.4)	29 (5.3)	2.96	1.018
6. Antonime (riječi suprotnog značenja)	127 (23)	219 (39.7)	153 (27.8)	45 (8.2)	7 (1.3)	2.25	0.943
7. Kolokacije (uobičajene veze riječi)	154 (27.9)	186 (33.8)	156 (28.3)	51 (9.3)	4 (0.7)	2.21	0.978
8. Gramatički oblik riječi (npr. imenica ili pridjev, jednina ili množina i sl.)	138 (25)	186 (33.8)	163 (29.6)	54 (9.8)	10 (1.8)	2.30	1.008
POZNATA RIJEČ							
1. Značenje riječi	116 (21.1)	174 (31.6)	159 (28.9)	81 (14.7)	21 (3.8)	3.49	1.093
2. Pisanje riječi	89 (16.2)	173 (31.4)	204 (37.0)	68 (12.3)	17 (3.1)	3.55	1.002
3. Izgovor riječi	202 (36.7)	183 (33.2)	126 (22.9)	32 (5.8)	8 (1.5)	3.02	0.980
4. Primjere korištenja riječi u kontekstu (u rečenici)	129 (23.4)	176 (31.9)	186 (33.8)	54 (9.8)	6 (1.1)	3.33	0.976
5. Sinonime (riječi istog značenja)	92 (16.7)	139 (25.2)	209 (37.9)	98 (17.8)	13 (2.4)	3.64	1.031
6. Antonime (riječi suprotnog značenja)	160 (29)	188 (34.1)	156 (28.3)	41 (7.4)	6 (1.1)	3.17	0.970
7. Kolokacije (uobičajene veze riječi)	177 (32.1)	168 (30.5)	163 (29.6)	37 (6.7)	6 (1.1)	3.14	0.983
8. Gramatički oblik riječi (npr. imenica ili pridjev, jednina ili množina i sl.)	181 (32.8)	170 (30.9)	145 (26.3)	43 (7.8)	12 (2.2)	3.16	1.038

3.4. Problemi s kojima se studenti susreću prilikom korištenja rječnika

Kako bismo pokušali ustanoviti neke od razloga zbog kojih rijetko koriste rječnike, u ovoj skupini pitanja zanimalo nas je s kojim se problemima ispitanici susreću prilikom

korištenja rječnika te koji su njihovi stavovi prema raznim vrstama rječnika. Studenti se djelomično slažu s tvrdnjom da je korištenje rječnika vrlo spor način pronalaženja značenja riječi (37,2 % slažem se; 40,8 % niti se slažem niti se ne slažem; 22 % ne slažem se). Svega 15,6 % ispitanika slaže se s tvrdnjom da rječnici nude puno značenja i da im je zbog toga teško odabrati odgovarajuće značenje: 49,2 % ih se s time niti slaže niti ne slaže, a 35,2 % ih se ne slaže.

Nadalje, ustanovili smo da više od polovine studenata smatra da im je za razumijevanje značenja nepoznate engleske riječi dovoljno njezino objašnjenje na engleskom jeziku (57 % se s slaže s tom tvrdnjom; 33,9 % se niti slaže niti ne slaže; 9,1 % se ne slaže). Međutim, većina se studenata istovremeno najsigurnije osjeća ako zna točan prijevod engleske riječi na hrvatski i obrnuto (69,1 % se slaže s tom tvrdnjom; 24,1 % se niti slaže niti ne slaže; 6,7 % se ne slaže). S tvrdnjom da su ispitanicima dvojezični rječnici korisniji od jednojezičnih 34,8 % se slaže; 51,7 % se niti slaže, niti ne slaže; a 13,4 % ih se s tom tvrdnjom ne slaže.

Kako bismo bolje razumjeli i točije interpretirali razultate upitnika te ilustrirali odgovore studenata u ovu smo cjelinu, uz pitanja višestrukog izbora, uvrstili i pitanje otvorenog tipa u kojem su ispitanici trebali opisati svoja dosadašnja iskustva s korištenjem rječnika. Studenti kao razloge rijetkog posezanja za rječnicima navode primjerice:

- "Teško se snalaziti i oduzima mnogo vremena."
- "Dosta suvišnih riječi u objašnjenjima."

S druge strane, istovremeno su svjesni da će u rječniku naći najpouzdanije odgovore na svoja pitanja, premda iz odgovora nije jasno odnose li se oni na tiskane ili online rječnike.

- "Sporije, ali točno pronalaženje prijevoda."
- "Iako spor i iscrpljujuć proces pronalaska barem sam 100 % sigurna u pouzdanost podataka."

Kad je riječ o odgovorima koji se odnose na online rječnike, treba napomenuti da iz njih nije jasno odnose li se na online rječnike ili na bilo kakve online izvore koji mogu pružiti bilo kakvu jezičnu informaciju:

- "Puno su efikasniji i lakši za snalaženje."
- "Mnogo pristupačniji i jednostavniji za traženje nepoznatih riječi."
- "Dostupniji jer mogu u bilo kojem trenutku doći do željene informacije."

Odgovori na pitanje otvorenog tipa dodatno ukazuju na to da dio ispitanika nije siguran što rječnik zapravo jest. Ponekad rječnikom smatraju isključivo tiskani rječnik, a ponekad svaki online izvor na kojemu mogu dobiti bilo kakav prijevod ili objašnjenje nepoznate riječi, čak i ako je očigledno upitne kvalitete:

- "Najčešće kod odrađivanja zadataka ili tokom čitanja teksta na engleskom jeziku koristim Google prevoditelj zbog njegove brzine i efikasnosti. Ako mi je

riječ nepoznatija ili nikada nisam čuo za nju, a riječ je o odrađivanju nekakvoga delikatnijeg zadatka, koristim se **tiskanim rječnikom ako ga imam pri ruci**."

- "U Google prevoditelju ponekad je prijevod netočan, pa otiđem **na neki drugi** englesko - hrvatski rječnik koji mi češće ponudi točno rješenje."

Usprkos tome što rječnike vrlo rijetko koriste, više od polovine studenata procjenjuje da se dobro služi dvojezičnim englesko-hrvatskim i hrvatsko-engleskim rječnikom (11,8 % uvijek; 41,2 % često; 37,2 % ponekad; 7,3 % rijetko; 2,5 % nikad), a nešto manje dobro i jednojezičnim engleskim rječnikom (11,6 % uvijek; 37,2 % često; 38,1 % ponekad; 8,5 % rijetko; 4,5 % nikad).

S druge strane, većina ispitanika izjavljuje da ih nastavnici stranih jezika u dosadašnjem školovanju nisu u dovoljnoj mjeri upućivali na to kako i koje rječnike koristiti (24,9 % nimalo; 34,1 % malo; 29 % donekle; 9,8 % puno; 2,2 % jako puno) niti poticali na njihovo korištenje (45,9 % nimalo; 0 % rijetko; 35 % ponekad; 14,3 % puno; 4,7 % jako puno). U pitanju otvorenoga tipa studenti primjerice izjavljuju:

- „Nemam prevelika iskustva s korištenjem rječnika jer nas u srednjoj školi nisu tražili da ih koristimo i smatram da mi nisu bili toliko potrebni, dok na fakultetu jesu."
- „Koristio sam rječnik u osnovnoj i srednjoj školi dva puta godišnje, u drugim slučajevima, možda češće zbog radoznalosti i dosade."

Odgovori na pitanja čiji su rezultati opisani u ovoj cjelini prikazani su u Tablicama 5 i 6.

Tablica 5. Problemi s kojima se studenti susreću prilikom upotrebe rječnika, stavovi o raznim vrstama rječnika, procjena razine poznavanja kvalitetnih rječnika i pitanje koje se odnosi na to posjeduju li tiskane rječnike

	N (%)			Aritmetička sredina (M)	Standardna devijacija (SD)
	Ne slažem se	Niti se slažem niti se ne slažem	Slažem se		
1. Najsigurnije se osjećam ako znam točan prijevod engleske riječi na hrvatski ili obrnuto	37 (6.7)	133 (24.1)	381 (69.1)	2.62	.608
2. Kad se susretnem s novom riječi, dovoljno mi je njezino objašnjenje na engleskom jeziku kako bih razumio/razumjela značenje	50 (9.1)	187 (33.9)	314 (57)	2.48	.657
3. Obično rječnici nude puno značenja i često ne znam koje je od njih točno	194 (35.2)	271 (49.2)	86 (15.6)	1.80	.686
4. Korisniji su mi dvojezični (englesko-hrvatski ili hrvatsko engleski rječnici) nego jednojezični (englesko-engleski rječnici)	74 (13.4)	285 (51.7)	192 (34.8)	2.21	.662
5. Korištenje rječnika vrlo je spor način pronalaženja značenja riječi	121 (22)	225 (40.8)	205 (37.2)	2.15	.755
6. Google Translator nudi točne i pouzdane prijevode	212 (38.5)	290 (52.6)	49 (8.9)	1.70	.622
7. Znam koji su kvalitetni jednojezični (englesko-engleski) online rječnici općeg engleskog jezika	221 (40.1)	206 (37.4)	124 (22.5)	1.82	.772
8. Znam koji su kvalitetni jednojezični (englesko-engleski) online rječnici poslovnog engleskog jezika	248 (45)	214 (38.8)	89 (16.2)	1.71	.727
9. Znam koji su kvalitetni englesko hrvatski i hrvatsko-engleski online rječnici općeg jezika	238 (43.2)	229 (41.6)	84 (15.2)	1.72	.712
10. Znam koji su kvalitetni englesko hrvatski i hrvatsko-engleski online rječnici poslovnog jezika	265 (48.1)	227 (41.2)	59 (10.7)	1.63	.670
11. Kod kuće imam tiskani englesko-hrvatski i/ili hrvatsko-engleski rječnik općeg jezika	127 (23)	94 (17.1)	330 (59.9)	2.37	.834
12. Kod kuće imam tiskani englesko-hrvatski i/ili hrvatsko-engleski rječnik poslovnog jezika	339 (61.5)	106 (19.2)	106 (19.2)	1.58	.794
13. Kod kuće imam tiskani jednojezični (englesko-engleski) rječnik općeg engleskog jezika	275 (49.9)	99 (18)	177 (32.1)	1.82	.889
14. Kod kuće imam tiskani jednojezični (englesko-engleski) rječnik poslovnog engleskog jezika	378 (68.6)	94 (17.1)	79 (14.3)	1.46	.732

Tablica 6. Procjena vještina korištenja rječnicima i mjera u kojoj su ispitanike nastavnici stranih jezika poučavali vještinama korištenja rječnika

	N (%)					Aritmetička sredina (M)	Standardna devijacija (SD)
	NIKAD	RIJETKO	PONEKAD	ČESTO	UVIJEK		
1. Dobro se služim dvojezičnim englesko-hrvatskim i hrvatsko-engleskim rječnicima	14 (2.5)	40 (7.3)	205 (37.2)	227 (41.2)	65 (11.8)	3.52	0.886
2. Dobro se služim jednojezičnim engleskim rječnicima.	25 (4.5)	47 (8.5)	210 (38.1)	205 (37.2)	64 (11.6)	3.43	0.960
	NIMALO	MALO	DONEKLE	PUNO	JAKO PUNO		
3. Koliko su Vas nastavnici stranih jezika tokom dosadašnjeg obrazovanja poučavali načinima korištenja rječnika?	137 (24.9)	188 (34.1)	160 (29)	54 (9.8)	12 (2.2)	2.30	1.018
4. Koliko su Vas nastavnici stranih jezika tokom dosadašnjeg obrazovanja poticali na korištenje rječnika?	253 (45.9)	0 (0)	193 (35.0)	79 (14.3)	26 (4.7)	2.32	1.307

4. RASPRAVA

Ovo se istraživanje temelji na četiri istraživačka pitanja o strategijama kojima se studenti služe kako bi saznali značenje nepoznate engleske riječi, o učestalosti korištenja rječnika i njihovim tipovima, o vrsti jezičnih informacija koju studenti najčešće traže u rječnicima i drugim internetskim izvorima te o problemima s kojima se susreću prilikom korištenja rječnika. Rezultati su pokazali da se odgovori na naša istraživačka pitanja u velikoj mjeri poklapaju s dojmovima koje kao nastavnici engleskog jezika struke imamo te radovima koji su se bavili upotrebom rječnika u nastavi stranog jezika (Tomaszczyk 1979; Baxter 1980; Béjoint 1981; Battenburg 1991; Atkins i Varantola 1998; Nesi i Haill 2002; Lew 2004, 2013, 2016; Nesi 2013, 2014; Müller-Spitzer 2014; Kosem i dr. 2019; Knežević i dr. 2021).

Rezultati odgovora na prvo istraživačko pitanje pokazuju da, umjesto korištenja rječnika, studenti mahom koriste druge strategije te ih većina nastoji značenja novih engleskih riječi dokučiti iz konteksta, što je vjerojatno rezultat višedesetljetnog komunikacijskog pristupa u nastavi stranih jezika (Bratanić 2001). Nadalje, većina smatra da im je za razumijevanje nove riječi dovoljno pronaći ili dobiti od nastavnika objašnjenje

na engleskom jeziku, što može ukazivati na relativno visoku razinu znanja engleskog jezika, a pretpostavljena razina je B2. S druge strane, to može ukazivati i na to da je nastava primarno usmjerena na nastavnika, pri čemu je važno napomenuti da se nastava Poslovnog engleskog jezika I na EFZG izvodi u grupama od oko stotinu studenata.

Premda su svjesni manjkavosti takvih strategija, kad trebaju naći značenje nepoznate engleske riječi, studenti u pravilu ne koriste rječnike, već riječ upisuju u internetsku tražilicu i biraju prvo rješenje koje im ona nudi ili koriste Google prevoditelj pri čemu često ne razlikuju online rječnike od drugih, često nekvalitetnih internetskih izvora, na što upozoravaju i drugi autori (Lew 2013: 79-83; Lew i de Schryver 2014: 342 prema Lorentzen i Theilgaard 2012; Knežević i dr. 2021: 7).

Odgovori na drugo istraživačko pitanje pokazali su da više od polovice studenata ne koristi ni jednojezične niti dvojezične rječnike, a prvenstveno koriste online rječnike dok tiskane rječnike uvjerljiva većina uopće ne koristi, na što ukazuju i drugi autori (Kosem i dr. 2019: 109-111). Pri tome određen broj studenata nije niti siguran što rječnik zapravo jest te neki ispitanici samo tiskane rječnike smatraju rječnicima, dok drugi rječnicima smatraju Google prevoditelj i srodne jezične alate.

Kad je riječ o rječnicima i glosarima poslovnog engleskog jezika, u prosjeku se koriste rijetko pri čemu su studenti nešto skloniji koristiti dvojezične nego jednojezične rječnike ili glosare poslovnog engleskog jezika. Mogući razlozi su da studenti za traženje značenja poslovnih termina koriste jednojezične rječnike općeg jezika, to što se na nastavi studenti oslanjaju na razumijevanje riječi iz konteksta te na pomoć nastavnika, ali i to da ih nastavnici nedovoljno potiču na korištenje rječnika.

Studenti uglavnom ne znaju koji su kvalitetni rječnici, a relativno mali broj njih je u anketi znao navesti naziv ili autore rječnika kojim se najčešće koristi, što je u skladu s drugim istraživanjima (Nesi 2013: 68). Razlozi za to su brojni, a podrobnije su navedeni u nastavku.

Kad je riječ o aktivnostima u kojima studenti upotrebljavaju rječnike, mnogi autori su ustanovili da se najčešće koriste kod aktivnosti čitanja (Hartmann 1999; Nesi 2013: 67 prema Marello 1987, Stark 1999), dok druga istraživanja pokazuju da studenti više jezične kompetencije rječnik koriste za aktivnosti pisanja (Battenburg 1991). Rezultati našeg istraživanja pokazali su da se rječnici najčešće koriste kod pisanja tekstova na engleskom jeziku, a riječ je o nešto manje od polovine studenata. Čitanje tekstova nalazi se tek na trećem mjestu aktivnosti prilikom kojih studenti koriste rječnike.

U trećoj cjelini, pretpostavili smo da im je traženje značenja nepoznate engleske riječi od primarnog interesa, dok su im druge leksičke informacije na drugom mjestu, a to su rezultati našeg istraživanja i potvrdili. Ovi su rezultati u skladu s prethodnim istraživanjima (Nesi 2013: 69 prema Bishop 1998; Kosem i dr. 2019: 110; Knežević i dr. 2021: 7).

Većina studenata smatra da im je za razumijevanje značenja nepoznate engleske riječi dovoljno njezino objašnjenje na engleskom jeziku, iz čega proizlazi da jednojezični rječnici uglavnom zadovoljavaju njihove potrebe prilikom dekodiranja nepoznate engleske riječi. S obzirom da je pretpostavljena razina poznavanja engleskog jezika kod većine studenata B2, takav je rezultat u skladu s drugim istraživanjima prema kojima se studenti s višim jezičnim kompetencijama osjećaju sigurno pri korištenju jednojezičnih rječnika i skloniji su ih koristiti nego studenti nižih razina (Lew 2004).

S druge strane, većina se studenata najsigurnije osjeća ako zna točan prijevod engleske riječi na hrvatski i obrnuto iz čega se može zaključiti da im je ipak potreban i točan prijevod engleske riječi na hrvatski jezik i obrnuto. Takav je odgovor u skladu i s onim prema kojem dvojezične rječnike djelomično smatraju korisnijima od jednojezičnih, na što ukazuju i prethodna istraživanja (Tomaszczyk 1979; Atkins i Varantola 1998; Lew 2004; Nesi 2013; Müller-Spitzer 2014). Takav rezultat ne iznenađuje jer, kako navodi Bratanić (2001), smatra se da je za obrazac učenja stranog jezika tipično da studenti prvenstveno žele znati objašnjenje ili prijevodni ekvivalent. Iz toga se može zaključiti da dvojezični rječnici općeg i jezika struke imaju važnu ulogu u usvajanju stranog jezika, a osobito jezika struke.

Odgovori u zadnjoj skupini pitanja pokazali su da studenti pretraživanje rječnika djelomično smatraju vrlo sporim načinom pronalaženja leksičkih informacija. Odabir odgovarajućeg značenja riječi među većim brojem značenja u rječniku ne smatraju velikim problemom što je u suprotnosti s dosadašnjim rezultatima istraživanja (Nesi i Meara 1994; Nesi i Haill 2002: 35; Knežević i dr. 2021: 8). Potom navode da ih nastavnici stranih jezika u dosadašnjem školovanju nisu u dovoljnoj mjeri poučavali tome kako i koje rječnike koristiti niti poticali na njihovo korištenje (Atkins i Varantola 1997; Nesi 2013: 68 prema Bae 2011). To djelomično objašnjava i prethodno navedene rezultate prema kojima studenti većinom niti ne znaju koji su kvalitetni rječnici. Niz drugih radova (Borić 2001; Bratanić 2001) također upozorava da se u nastavi stranih jezika vještine upotrebe rječnika ne poučavaju dovoljno te ističe da poučavanje njihove upotrebe treba biti integralni dio nastave stranih jezika, a predlažu i moguće nastavne aktivnosti.

Prema Bratanić (2001) moguće je da jedan od razloga za otpor prema rječnicima leži u važnosti koju neka kultura posvećuje razvijanju jednojezičnih rječnika svojeg jezika i navikama služenja njima, a drugi je taj da se gotovo uopće ne inzistira na njihovoj upotrebi tijekom školovanja (Kosem i dr. 2019: 96). U Hrvatskoj, rječnici nisu bili u fokusu niti jednog trenda poučavanja engleskog jezika, poput audiolingvalne metode, a kasnije i komunikacijskog pristupa. Naše istraživanje potvrdilo je da se na nastavi engleskog jezika i dalje nedovoljno poučavaju vještine korištenja rječnika. Međutim, zanimljivo je da se na taj problem ukazuje i u drugim zemljama, primjerice u Velikoj Britaniji, Poljskoj, Španjolskoj, Rusiji, Danskoj i SAD-u (Nesi 1999; Augustyn 2013).

Ograničenjem ovog istraživanja može se smatrati to da je ono provedeno na studentima poslovne ekonomije na samo jednoj visokoškolskoj ustanovi. Stoga bi se buduća istraživanja mogla baviti istraživanjem navika korištenja rječnika kod studenata poslovnog engleskog jezika na drugim fakultetima, ali i engleskog jezika drugih struka na visokoškolskim ustanovama kako bi se ustanovilo postoje li među njima određene razlike. Usto, ovim istraživanjem nisu detaljno obuhvaćeni koraci koji studente vode do pronalaženja prijevoda termina kojeg smatraju konačnim, a iz pitanja otvorenog tipa vidljivo je da neki studenti do njega dolaze u nekoliko koraka, koristeći pri tome više različitih tipova internetskih izvora i rječnika. Primjerice, neki studenti prvo koriste Google prevoditelj, ali potom provjeravaju prijevod na drugim mjestima, dok drugi prvo nastoje razumjeti značenje pojedinog termina u jednojezičnim rječnicima, a nakon toga traže najbolji terminološki ekvivalent u drugim izvorima. Stoga bi se buduća istraživanja mogla preciznije usmjeriti na načine na koje studenti dolaze do prijevodnih rješenja. Podaci dobiveni ovim istraživanjem, kao i podaci budućih istraživanja, mogli bi poslužiti prilagođavanju rječničkih materijala studentskim navikama, a s ciljem poticanja češćeg korištenja rječnika i osvještavanja važnosti korištenja relevantnih rječničkih izvora i preciznosti stručne terminologije.

5. ZAKLJUČAK

Iz rezultata ovog istraživanja moguće je isčitati nekoliko problema. Prvi je nedovoljna iskorištenost rječnika u nastavi stranih jezika od strane studenata i potpuno izmijenjene navike pretraživanja informacija u digitalnome svijetu. Kako nove generacije studenata prvenstveno biraju internetske izvore za potrebe studiranja, korjenito se promijenio i način na koji studenti traže i obrađuju leksičke informacije (Lew i De Schryver 2014: 341). Međutim, u potrazi za njima studenti vrlo malo koriste obilje online engleskih jednojezičnih rječnika i daleko skromniju ponudu online englesko-hrvatskih i hrvatsko-engleskih rječnika i glosara te nisu svjesni bogatstva i važnih leksičkih aspekata koje rječnici sadrže (Kosem i dr. 2019; Knežević i dr. 2021).

Drugi je problem nedostatno poučavanje korištenja rječnika u nastavi stranih jezika tijekom cijelog školovanja pa i na akademskoj razini. Dojma smo da nastavnici na akademskoj razini često smatraju da studenti nakon godina osnovnoškolskog i srednjoškolskog obrazovanja posjeduju vještine korištenja rječnicima. Međutim, rezultati našeg istraživanja to opovrgavaju. Stoga je kod nastavnika potrebno razvijati svijest o tome te na nastavi studente upućivati na važnost korištenja rječnika i poučavati vještine pretraživanja rječnika, ali i korištenja rječničkih materijala integriranih u druge kvalitetne digitalne alate, a sve kako bi se prilagodilo drugačijim potrebama novih generacija pri pretraživanju leksičkih informacija. Na kraju, potrebno je poraditi na razvijanju nastavnih materijala prilagođenih poučavanju jezika struke na akademskoj razini koji za cilj imaju razvijanje vještina korištenja rječnika i interneskih rječničkih izvora.

Nadalje, potrebno je i kreirati jezične alate koji odgovaraju potrebama novih generacija studenata. Dok se na internetu može naći mnoštvo kvalitetnih engleskih jednojezičnih rječnika, kvalitetni tiskani dvojezični englesko-hrvatski i hrvatsko-engleski rječnici nisu se u dovoljnoj mjeri 'preselili' u elektronske oblike. Za razliku od toga, jednojezični rječnici, a i mnogi dvojezični kad se radi o 'velikim' jezicima već svoju zamjenu imaju u drugim digitalnim alatima poput hiperreferenci (engl. *hyper-reference*) koje su se pokazale izuzetno korisnima prilikom savladavanja novog vokabulara (Aust, Kelley i Roby 1993). Stoga je potrebno ubrzati digitalizaciju naših postojećih dvojezičnih rječnika te kreirati i nove rječnike općeg i jezika struke te ih integrirati u nove digitalne jezične alate. Nažalost, mali jezici poput hrvatskog znatno zaostaju u izradi takvih alata.

Na kraju, važan problem je i nekritičnost koju studenti općenito pokazuju pri odabiru internetskih izvora za potrebe studiranja što ukazuje na to da, usprkos tome što se diče nazivom 'digitalni urođenici', često ne posjeduju vještine prepoznavanja kvalitetnih i pouzdanih internetskih izvora. Stoga bi ih tijekom cijelog školovanja, pa i na akademskoj razini, trebalo digitalno opismenjavati, a posljedično bi to sigurno pomoglo i pravilnom odabiru izvora i alata vezanih uz leksička znanja.

Literatura

Augustyn, Prisca. 2013. No dictionaries in the classroom: Translation equivalents and vocabulary acquisition. *International Journal of Lexicography* 26/3. 362–385. https://doi.org/10.1093/ijl/ect017 (pristupljeno 2. veljače 2023.)

Aust, Ronald; Kelley, Mary Jane; Roby, Warren. 1993. The use of hyper-reference and conventional dictionaries. *ETR&D* 41. 63–74. https://doi.org/10.1007/BF02297512 https://link.springer.com/article/10.1007/BF02297512 (pristupljeno 20. travnja 2023.)

Battenburg, D. John. 1991. *English monolingual learners' dictionaries: A user-oriented study*. Niemeyer.

Baxter, James.1980. The dictionary and vocabulary behavior: A single word or a handful? *TESOL Quarterly* 14. 325–336. https://doi.org/10.2307/3586597 (pristupljeno 3. ožujka 2023.)

Béjoint, Henri.1981. The foreign student's use of monolingual English dictionaries: A study of language needs and reference skills. *Applied Linguistics* 2/3. 207–222. https://doi.org/10.1093/applin/II.3.207 (pristupljeno 21. siječnja 2023.)

Borić, Neda. 2001. O rječniku i njegovoj iskoristivosti u nastavi stranih jezika. *Strani jezici* 30/1-2. 13-21. https://stranijezici.ffzg.unizg.hr/wp-content/uploads/2020/06/SJ_30_1-2_2.pdf (pristupljeno 15. prosinca 2022.)

Bratanić, Maja. 2001. Odgajanje kulture upotrebe rječnika u školi: uloga nastavnika stranih jezika. *Strani jezici* 30/4. 191-200. https://stranijezici.ffzg.unizg.hr/wp-content/uploads/2020/06/SJ_30_4_1.pdf (pristup-ljeno 18. prosinca 2022.)

Hamouda, Arafat. 2013. A study of dictionary use by Saudi EFL students at Quassim University. *Study in English Language Teaching* 1/1. 227–257. https://core.ac.uk/reader/268085040 (pristupljeno 16. listopada 2022.)

Hartmann, Reinhard Rudolf Karl. 1999. Case study: The Exeter University survey of dictionary use. *Dictionaries in language learning. Recommendations, national reports and thematic reports from the TNP Sub-Project 9: Dictionaries*. Ur. Hartmann, Reinhard Rudolf Karl. Freie Universität.

Knežević, Ljiljana; Halupka-Rešetar, Sabina; Miškeljin, Ivana; Milić, Mira. 2021. Millenials as Dictionary Users: A Study of Dictionary Use Habits of Serbian EFL Students. *SAGE Open* 11/2. https://doi.org/10.1177/21582440211008422 (pristupljeno 29. listopada 2022.)

Kosem, Iztok; Lew, Robert; Müller-Spitzer, Carolin; Ribeiro Silveira, Maria. 2019. The image of the monolingual dictionary across Europe. Results of the European survey of dictionary use and culture. *International Journal of Lexicography* 32/1. 92–114. https://www.researchgate.net/publication/329800704_ The_Image_of_the_Monolingual_Dictionary_Across_Europe_Results_of_the_European_Survey_of_Dictionary_use_and_Culture#fullTextFileContent (pristupljeno 16. svibnja 2023.)

Lew, Robert. 2004. *Which dictionary for whom? Receptive use of bilingual, monolingual and semi-bilingual dictionaries by Polish learners of English.* Motivex. https://books.google.hr/books?id=F5FsKhL44eEC (pristupljeno 11. siječnja 2023.)

Lew, Robert. 2013. From paper to electronic dictionaries: Evolving dictionary skills. 79–84. Airlangga University Press. https://www.researchgate.net/publication/265252133_From_paper_to_electronic_dictionaries_ Evolving_dictionary_skills (pristupljeno 2. studenog 2022.)

Lew, Robert; de Schryver, Gilles-Maurice. 2014. Dictionary users in the digital revolution. *International Journal of Lexicography* 27/4. 341-359. https://www.researchgate.net/publication/265251985 (pristupljeno 20. studenog 2022.)

Lew, Robert. 2016. Dictionaries for learners of English. *Language Teaching* 49/2. 291–294. https://doi.org/10.1017/S026144481500049X (pristupljeno 11.siječnja 2022.)

Müller-Spitzer, Carolin. 2014. Empirical data on contexts of dictionary use. *Using online dictionaries.* Ur. Müller-Spitzer, Carolin. Walter de Gruyter. https://www.researchgate.net/publication/315670379_ Empirical_data_on_contexts_of_dictionary_use#fullTextFileContent (pristupljeno 2. veljače 2023.)

Nesi, Hillary; Meara, Paul. 1994. Patterns of misrepresentation in the productive use of EFL dictionary definitions. *System* 22/1. 1–15. https://doi.org/10.1016/0346-251X(94)90036-1 (pristupljeno 4. prosinca 2022.)

Nesi, Hillary. 1999. The specification of dictionary reference skills in Higher Education. *Dictionaries in Language Learning: Recommendations, National Reports and Thematic Reports from the TNP Sub-Project 9: Dictionaries.* 53-67. Freie Universität. Berlin. https://www.researchgate.net/publication/272167806_ The_Specification_of_Dictionary_Reference_Skills_in_Higher_Education#fullTextFileContent (pristupljeno 21. svibnja 2023.)

Nesi, Hillary; Haill, Richard. 2002. A study of dictionary use by international students at a British university. *International Journal of Lexicography* 15/4. 277-306. https://www.researchgate.net/publication /31211424_A_Study_of_Dictionary_Use_by_International_Students_at_a_British_University#fullTextFileContent (pristupljeno 20. siječnja 2023.)

Nesi, Hillary. 2013. Researching users and uses of dictionaries. *The Bloomsbury companion to lexicography*. Ur. Jackson, Howard. Bloomsbury. https://doi.org/10.5040/9781472541871.ch-005 (pristupljeno 12. veljače 2023.)

Nesi, Hillary. 2014. Dictionary use by English Language Learners. *Language Teaching* 47/1. 38-55. http://dx.doi.org/10.1017/S0261444813000402 (pristupljeno 21. siječnja 2023.)

Noguera Fructuoso, Ingrid. 2015. How Millennials are changing the way we learn: The state of the art of ICT integration in education. *Revista Iboeroamericana de Educación a Distancia* 18/1. 45–65. https://doi.org/10.5944/ried.18.1.13800 (pristupljeno 2. prosinca 2022.)

Prensky, Marc. 2001. Digital Natives, Digital Immigrants. *On the Horizon*. MCB University Press 9/5. https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf (pristupljeno 25. siječnja 2023.)

Tomaszczyk, Jerzy. 1979. Dictionaries: Users and uses. *Glottodidactica* 12. 103–119.

Varantola, Krista. 2002. Use and usability of dictionaries: Common sense and context sensibility? *Lexicography and natural language processing: A festschrift in honour of B.T.S. Atkins.* Euralex. https://euralex.org/ elx_proceedings/Lexicography%20and%20Natural%20Language%20Processing/Krista%20Varantola%20-%20Use%20and%20Usability%20of%20Dictionaries%20Common%20Senseand%20Context %20Sensibility.pdf (pristupljeno 20. siječnja 2023.)

DO WE NEED DICTIONARIES AT ALL?

In this paper, we present the results of a survey of strategies students of business economics use when searching for lexical information in their English for specific purposes (ESP) course. The aim of the survey is to examine the ways they use dictionaries, various digital translation tools, and other internet sources. The survey was carried out among 551 first-year students at the Faculty of Economics and Business, University of Zagreb in the academic year 2022/23. The online questionnaire aimed to answer four research questions: 1) What strategies do students use to discover the meaning of unknown English words? 2) How often and what types of dictionaries do students use? 3) What types of lexical information do students search for? 4) What problems do students encounter when using dictionaries? Descriptive analysis was employed to statistically analyse the data collected.

Our research identified the following main trends: Firstly, students only very rarely use dictionaries when learning ESP as they prefer to employ other strategies to identify the meaning of terms in the target language. Secondly, students are not familiar with quality dictionaries (hard-copy or online) and they do not know how to use them properly. Additionally, they consider these tools to be very slow ways of finding lexical information. Instead, they use online translation tools, such as Google Translate or other unreliable and low-quality online resources. The article concludes with identifying possible reasons for students' lack of interest in and familiarity with quality dictionaries.

Keywords: Business English, dictionaries, digital competences, LSP, translation tools, use of dictionaries

HOW TO MAKE USE OF THE CORPUS TO CREATE TEACHING MATERIAL FOR BUSINESS ENGLISH CLASSES

STRUČNI RAD / PROFESSIONAL PAPER

Borislav Marušić
borislav.marusic@vevu.hr
College of Applied Sciences "Lavoslav Ružička" in Vukovar, Vukovar, Croatia

Luka Diberto
ld121021@vevu.hr
College of Applied Sciences "Lavoslav Ružička" in Vukovar, Vukovar, Croatia

Abstract

Business English teachers frequently face two problems related to teaching vocabulary: they often lack authentic teaching materials and they are in need of appropriate exercises for its practice. The aim of this paper is to show how to design one´s own teaching material out of the authentic collocations extracted from the corpus of business magazines online. The paper outlines a set of procedures required to create teaching materials. They range from the corpus compilation to creation of the teaching materials themselves. The corpus consists of words taken from the following business magazines online: TheStreet, Fortune, Forbes, Wired, Business Insider and Money. The corpus analysis was carried out by the AntConc 3.5.8. version from 2019 – a freeware corpus analysis toolkit for concordancing and text analysis created by prof. Laurence Anthony. The corpus-based analysis enables a Business English teacher to extract the most frequent ADJECTIVE + NOUN collocations and NOUN + NOUN compounds and incorporate them into various types of exercises. Such an analysis and the resulting exercises for vocabulary practice prove beneficial if the teacher wants to confront the students with the authentic and frequently used collocations in Business English classes. From a pedagogical standpoint, constant emphasis on the need for reading and searching for the up-to-date information induced by the Business English teacher in classes can encourage students to develop the regular habit of reading English business magazines online and broaden both their vocabulary and their knowledge of business.

***Keywords*:** Business English, business magazines online, corpus analysis, ESP, teaching materials

1. INTRODUCTION

Although a Business English (BE) lecturer can collect teaching materials by using various BE textbooks and supporting teaching materials created by the publishing companies such as Cambridge University Press, Oxford University Press, Pearson Longman or any other, it feels that sometimes there is a lack of vocabulary teaching materials for classroom use. One of the widely used solutions to this problem these days could be to search for the appropriate material on the Internet. There are two problems one has to bear in mind when making use of this possibility: 1) Grammar, rather than vocabulary, seems to be predominantly present in most exercises available online; 2) If one manages to find vocabulary-related content, it is rarely lexically authentic or of good quality. One often comes across the proposed vocabulary and collocations of bad quality. A highly competent BE lecturer will immediately notice the wrong collocations, that have to be sorted out. This problem arises from the fact that the Internet is globally accessible and everyone can create their own teaching material, regardless of their language competence, especially the one related to this area of English for Specific Purposes (ESP) and post it on the Internet. This is where corpus analysis can help with the analysis of collocations as it is of crucial importance for BE students to acquire specialized terminology used among native speakers in the field of BE. The following paper came into existence following the initial pedagogical motivation to compile authentic teaching material for BE students at College of Applied Sciences "Lavoslav Ružička" in Vukovar. In the following chapter, we give theoretical background on corpus analysis, collocations and pedagogical implications of corpora in the classroom.

2. THEORETICAL BACKGROUND

2.1. Corpus analysis

The history of corpus linguistics is according to Bennett (2020, p. 2) almost hundred years old. He states that the examples of language in use had been collected since at least the late 19th century: "Before computers, these examples of language were essentially collected on small slips of paper and organized in pigeon holes. The advent of computers led to the creation of what we consider to be modern-day corpora. The first computer-based corpus, the Brown corpus, was created in 1961 and comprised about 1 million words. Today, generalized corpora are hundreds of millions of words in size, and corpus linguistics is making outstanding contributions to the fields of second language research and teaching".

According to Römer (2011, p. 205), there are two ways of using custom-made corpora: the *direct* and the *indirect* one. The direct use of custom-made corpora includes *da-*

ta-driven learning (DDL) in the classroom, when the students learn language directly from the examples from corpora. The indirect way implies the compilation of the corpora, their analysis and application of the results in the classroom. The corpus analysis gives objective view of a language as a system as opposed to the intuitive perception of the researcher, and is as such scientifically relevant, since it researches the language in context – the real language. Diachronic corpus analysis showing changes in a language occurring with time is of substantial importance for scientific research in linguistics.

There are several (free) online corpus analysis tools convenient for linguistic analysis. Apart from *AntConc 3.5.8.* used in this research, the most suitable ones for linguistic analysis are: 1) *TermoStat Web 3.0*[1] (a corpus analysis tool by Patric Drouin from the University of Montreal, Canada. The corpus analysis tool enables the linguistic analysis of the texts in English, French, Spanish, Italian and Portuguese, but unfortunately not in German). *Sketch Engine*[2] can be used for linguistic analysis encompassing the most frequent words, collocations, N-grams consisting of 3-6 lemmata, concordances, phrasal verbs, light verb constructions and others. It contains 600 ready-to-use corpora in more than 90 languages including all European languages. With up to 60 billion words, it provides "a truly representative sample of language". Sketch Engine is especially useful for linguistic research in LSP when analyzing custom-made corpora. It is not completely free of charge since the analysis of compiled corpora containing more than one million words is paid according to their size. Finally, we can mention *Corpus Workbench*[3] – a collection of tools for managing and querying large text corpora, *LancsBox*[4] – Lancaster University corpus toolbox, and *WordSmith Tools*[5] – a corpus analysis tool consisting of three modules for searching patterns in a language (Concord, WordList and KeyWord) developed by Oxford University Press, as useful free corpus analysis tools.

2.2. Collocations

A collocation is a consistent part of phraseology: "Phraseology is a central element of corpus linguistics. Sinclair (1991) determined that the meaning of a word is found through several words in a sequence, through phrases. Phraseology includes the study of collocations, lexical bundles, and language occurring in preferred sequences" (Bennett, 2010, p. 8). A collocation is according to the same author (Bennett, 2010, p. 8) "the most prominent way of studying phrases… Collocation is the statistical tendency of words to co-occur. This means that when one word is used, there is a high statistical probability that a certain word or words will occur alongside of it." The use

[1] See http://termostat.ling.umontreal.ca/index.php?lang=en_CA
[2] See https://www.sketchengine.eu/
[3] See https://cwb.sourceforge.io/
[4] See http://corpora.lancs.ac.uk/lancsbox/
[5] See https://www.lexically.net/wordsmith/

of the most frequent collocations extracted from a corpus is therefore the best way of creating proper vocabulary exercises: "Since one of the aims of teaching English for business is also teaching relevant specialized terminology, the courses should be designed in such a way that the students are provided with as relevant vocabulary input as possible" (Gajšt, 2014, p. 51).

The natural way of teaching both general and LSP is through use of collocations: "Our view is in line with Kennedy (2003), who discusses the relationship between corpus data and the nature of language learning, focusing on the teaching of collocations. The author argues that second or foreign language learning is a process of learning 'explicit knowledge' with awareness, which requires a great deal of exposure to language dana" (McEnery & Xiao, 2011, p. 368). One of the appropriate tools for creation of authentic collocations in BE is the use of corpus analysis of the authentic texts from business magazines online. On the one hand, the collocations extracted in this way are authentic in BE – they are produced by native speakers in this field of ESP and they convey messages of both native speakers and business professionals. Various authors of the articles from six online business magazines in our research prevent the possibility of an idiolect – a person´s unique use of language. On the other hand, the corpus-based results prove that the collocations in our prospective exercises are not false, unnatural or even non-existent: "Therefore, even if one´s intuition is correct, the utterance may not represent typical language use. The corpus-based approach, in contrast, draws upon authentic or real texts, though authenticity itself may be a cause of dispute ... Finally, the results based on introspection alone are difficult to verify as introspection is not observable. All of these disadvantages are circumvented by the corpus-based approach" (McEnery et al., 2006, p. 26).

2.3. Pedagogical implications of corpora in the classroom

For Cobb & Boulton (2015, p. 478) corpus linguistics was almost by definition *applied* linguistics. They pointed out three main types of its influence on language teaching and learning: "The first lies in improved descriptions of language varieties and features which can inform aspects of the language to be taught; the second makes corpora and tools for analyzing them available to the teacher; the third puts them directly into the learner's hands".

Corpus analysis has potential pedagogical implications for the ESP classes since it enables the ESP lecturers to notice, analyze and extract real ESP in question and incorporate "chunks of real language" in the ESP classroom. In this sense, Römer (2008, p. 124) stated "that corpus resources and methods have a great potential to improve pedagogical practice and that corpora can be used in a number of ways, indirectly to inform teaching materials and reference works, or directly as language learning tools and repositories for the design of data-intensive teaching activities."

Lüdeling and Kytö (2008, p. vii) pointed out that: "…corpora as sources of empirical data play an important role in language pedagogy. They can also be used to assess the validity of the more traditional teaching materials based on constructed examples of language use. In language teaching, corpora provide a source for activating students and engaging them in independent study of authentic usage." When it comes to use of obtained results in English classes: "…it has been proved that corpus-driven approaches to language teaching and learning can immensely help both teachers and learners to deduce and explore authentic language usages. Corpora's potential to investigate grammatical and lexical patterns are well proven and established" (Almutairi, 2016, p. 109). When writing about types of pedagogical corpus applications Römer (2008, p. 113) states that corpora indirectly can help with decisions about what to teach and when to teach it, but that corpora can also be accessed directly by learners and teachers in the LT classroom and assist in the teaching process in this way (Figure 1).

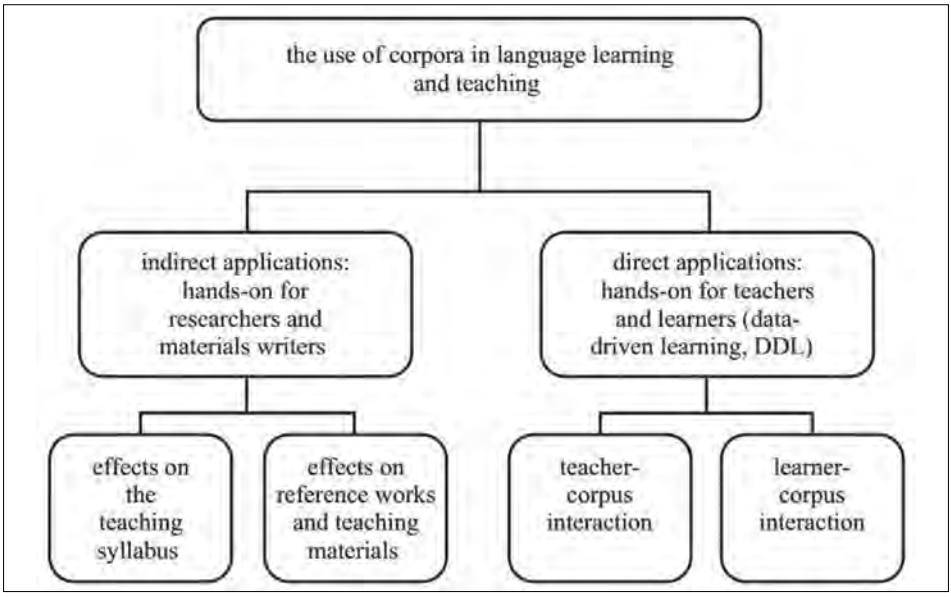


Figure 1. Applications of corpora in language teaching (Römer, 2008, p.113)

3. METHODOLOGY

The corpora-based analysis used for the creation of vocabulary exercises for this paper was used in an indirect sense. After the most frequent collocations have been extracted, the authors applied them in various types of their own exercises and created additional teaching material in this way. The last two exercises, however, were created by means of direct applications of corpus material to create vocabulary ex-

ercises. Since the topics from business magazines online cover various subfields of BE (international trade, commerce, finance, banking, insurance, investing, marketing, industries, real estate), the extracted collocations could broadly be used for preparing teaching materials in wide range of topics in BE classes.

The corpus consisted of words taken from the following business magazines online: *TheStreet, Fortune, Forbes, Wired, Business Insider* and *Money*. The corpus analysis was carried out by the AntConc 3.5.8. version from 2019 – a freeware corpus analysis toolkit for concordancing and text analysis by prof. Laurence Anthony.

Stages of the corpus analysis were as follows:

1. Texts from the above-mentioned business magazines accessed online were compiled and put into one document.

2. The most frequent lexical words with more than 20 corpus findings were identified.

3. The most frequent collocations of the type ADJECTIVE + NOUN and compounds consisting of NOUN + NOUN from online business magazines were extracted by using the corpus analysis toolkit. Only those collocations with more than two corpus findings were taken into consideration for preparation of vocabulary exercises.

Additionally to corpus analysis, six types of vocabulary exercises for the classroom use were created. The vocabulary exercises encompassed types such as *matching collocation constituents, filling gaps, defining terms, finding and correcting mistakes and translation exercises*.

Any linguists teaching LSP, regardless of their field of specialty, can use the steps listed above to analyze their own custom-made corpora. The obtained results can then be transformed into vocabulary exercises, appropriate for classroom use. Their usefulness in the classes is firmly grounded in their authenticity, i.e., they represent terms, collocations and phrases used by native English-speaking professionals in the given profession.

The results of the quantitative analysis are discussed in the following chapter.

4. RESULTS AND DISCUSSION

A total of 20,235 words were registered in the corpus. It comprises 3,696 word types with type/token ratio of 18.265 %. There are 942 sentences in the corpus, each containing 21.48 words on average. Vocabulary density is 5.474, which indicates rather complex vocabulary in the corpus.

The most frequent words in the analyzed corpus are mostly functional words as can be seen in Table 1.

Table 1. The most frequent words in the corpus

Rank	Frequency	Word
1	1072	the
2	591	to
3	535	of
4	494	a
5	387	and
6	381	in
7	262	that
8	260	for
9	254	s
10	226	is
11	172	on
12	168	it
13	162	as
14	149	are
15	145	you
16	114	with
17	111	from
18	107	at
19	99	has
20	96	be

After we excluded these closed-set words, we got the following lexical words with more than 20 corpus findings along with their frequency (Table 2).

Table 2. Lexical words with more than 20 corpus findings

Rk	Lexeme	Frequency	Rk	Lexeme	Frequency
1.	say(s)/said	120	23.	pandemic	38
2.	company/-ies	102	24.	investor(s)	35
3.	year(s)	85	25.	sales	35
4.	stock(s)	63	26.	dividend	33
5.	market(s)	61	27.	financial	32
6.	billion	52	28.	recovery	32
7.	fund(s)	51	29.	cash	30
8.	economic	47	30.	just	30
9.	new	47	31.	home(s)	29
10.	time	46	32.	credit	28
11.	economy (-ies)	45	33.	covid	27
12.	rate(s)	45	34.	March	27
13.	coronavirus	44	35.	people	27
14.	according	44	36.	high	26
15.	business(es)	44	37.	employees	26
16.	bank(s)	44	38.	U.S.	26

17.	growth	43	39.	income	24
18.	million(s)	43	40.	contractors	23
19.	like	43	41.	emergency (-ies)	23
20.	saving(s)	42	42.	going	22
21.	money	41	43.	recession	21
22.	months	39	44.	share	20

The next step in the corpus analysis was to extract the nominal phrases consisting of an attributively used adjective + a noun as the head of the phrase and compound nouns consisting of two nouns. In case that one of the above given frequent words was a noun, we searched for the adjectival element on the left side of the word. If, on the other hand, one of the frequent words from the table belonged to the word class adjective, we searched for the possible head of the noun phrase on the right side of the word. We extracted those nominal phrases with more than two corpus findings. The results are presented in Tables 3 and 4.

Table 3. Search by the frequent adjective

NP		Frequency
economic	activity	6
	recovery	5
	growth	3
	collapse	2
	data	2
	friction	2
	rebound	2
financial	crisis	5
	planner	4
	results	3
	services	3
	advisor	2
	conditions	2

Table 4. Search by the frequent noun

NP		Frequency
S&P 500	companies	4
fintech	company	2
tourism	companies	2
stock	market	7
bear		2
labor		2

dividend	growth	4
sales		3
top-line		3
EPS		2
US	economy	5
global		4
emerging	economies	2
emergency	savings	4
personal		2
growth	stocks	4
US		2
housing	stock	2
coronavirus	pandemic	14
COVID-19		5
income	investors	3
equity		2
home	sales	3
closing		2
restaurant		2
V-shaped	recovery	7
longer		2
central	bank	5
investment		2
Deutsche	Bank	2
missing	cash	2
excellent	credit	2
emergency	fund	9
hedge		6
mutual		3
(The International) Monetary	Fund	3
interchange	rate(s)	10
interest		10

unemployment	rate	4
saving(s)		3
inflation		2
net	income	12
laid-off	contractors	3
medical	emergency	2
coronavirus	recession	2
a sharp but short		2

5. APPLICATIONS TO BUSINESS ENGLISH CLASSES

Although the analyzed corpus of more than 20,000 words is of a rather narrow scope, it comprises enough lexemes to extract the most frequent collocations of types ADJECTIVE + NOUN and NOUN + NOUN. Based on them, we generated vocabulary exercises ranging from matching collocation constituents to filling gaps, defining terms, finding and correcting mistakes, and to translation exercises. We suggest the following six types of vocabulary exercises in BE classes, that can help BE lecturers in creating their own teaching materials i.e., vocabulary exercises:

1) Match the following terms with their definitions from Investopedia. What are the corresponding Croatian terms?

1. Bear market — a) A period when asset prices see a steep decline in value, businesses and consumers are unable to pay their debts, and financial institutions experience liquidity shortages.
2. Hedge fund — b) In financial terms, it means a recovery from prior negative activity.
3. Savings rate — c) Any share in a company that is anticipated to grow at a rate significantly above the average growth for the market.
4. V-shaped recovery — d) A measurement of the amount of money, expressed as a percentage or ratio, that a person deducts from his disposable personal income to set aside as a nest egg or for retirement.
5. Growth stock — e) A type of economic recession and recovery that resembles a « V » shape in charting.

6. Investment bank — f) An alternative investment using pooled funds that employ different strategies to earn active return, or alpha, for their investors.

7. Economic rebound — g) A condition in which securities prices fall 20 % or more from recent highs amid widespread pessimism and negative investor sentiment.

8. Financial crisis — h) A financial intermediary that specializes in large and complex financial transactions, such as underwriting, acting as an intermediary between a securities issuer and the investing public, facilitating mergers and other corporate reorganizations and acting as a broker or financial adviser for institutional clients.

2) Match the words from the left column with those from the right column in order to make proper collocation. What are the corresponding Croatian terms?

1. laid-off — a) fund
2. income — b) rate
3. financial — c) contractors
4. economic — d) advisor
5. unemployment — e) recovery
6. mutual — f) investor

3) Find the mistake in the following collocations. Name the corresponding Croatian terms.

1. Deutche Bank
2. corronavirus pandemic
3. top-lined growth
4. emergency fand
5. labor markit
6. emerging economys

4) Fill in the sentences from the original corpus with the following collocations.

S&P 500 companies US economy dividend growth financial crisis economic collapse

1. A healthy dividend is nice, but it doesn't give you much of a sense about a company's future prospects. A better clue: _____. (https://money.com/)

2. Following the _____ in March and April, it's "easy for conditions to see week-to-week or month-to-month improvements." (https://www.forbes.com/)

3. To wit, in the financial crisis of 2008-2009, the number of _____ reducing or scrapping their dividends in order to shore up their financials reached at 78, according to Ned Davis Research. (https://money.com/)

4. After the _____ of 2008, heavy monetary easing failed to spur strong growth and inflation. (https://www.thestreet.com/)

5. Treasury Secretary Mnuchin says the _____ may be out of a recession by the end of the year. (https://www.businessinsider.com/)

5) Fill in the original text with the following collocations.

central banks *global economy* *fiscal stimulus* *International Monetary Fund*

Profound Uncertainty

Morgan Stanley's views contrast with more cautious outlooks by others including the _____, which last week warned that the _____is recovering more slowly than expected and there remains "profound uncertainty" around the outlook.

The recent jump in Beijing's coronavirus cases has raised fears of a resurgence of the pandemic in China, which may slow recovery in the world's second-largest economy. China's vice premier said risks are high for the outbreak in Beijing to spread, according to a Xinhua report.

Economists at JPMorgan Chase & Co. led by Bruce Kasman highlighted a risk that surging debt and deficits may force governments to wind back their massive _____.

"This turn in fiscal policy, together with the limited steps expected from _____ is an important factor underlying our forecast for an incomplete recovery through 2021," JPMorgan economists said in a note. (https://fortune.com/)

6) Make compound words by combining the following compound constituents and fill them in the appropriate sentence. What are the corresponding Croatian terms?

EPS *income* *stock* *net* *rates* *market* *growth* *interest*

1. The brokers on the NYSE firmly believe that the _____ will turn around soon.

2. In the fiscal year 2019 _____ of Starbucks amounted to $26.5 bn.

3. Sherwin-Williams has had _____ of 87 % over the last five years.

4. The fall in _____ should stimulate the US economy.

6. CONCLUSIONS

Corpus analysis has an important role in the process of getting acquainted with the authentic use of language, because the made-up collocations produced by an English lecturer can be wrong and literally not used in real language at all. Corpus analysis on the other hand gives us the clear picture of language and its structure. One of the problems BE lecturers have to cope with is the lack of authentic teaching materials and corresponding exercises for language practice. The solution proposed in this paper is to create one´s own supplementary teaching material. Corpus analysis in this research made it possible to extract the most frequent adjective + noun and noun + noun collocations from English business magazines online. The obtained results combined with the methodical knowledge enabled making of supplementary vocabulary exercises, ready-to-use in BE classes. The application of the extracted collocations resulted in six types of exercises, meant for additional vocabulary practice in BE classes. The paper itself can serve as an impetus for collocations analysis of a larger corpus, analysis of collocations related to other word classes, analysis of collocations in various areas of BE, as well as creation of additional teaching materials, with more types of vocabulary exercises than the above proposed six.

The pedagogical application of the paper can be expanded to encouraging the students at faculties and colleges for business to develop their own regular habit of reading business magazines online and thus to broaden both their vocabulary and their knowledge of business.

Reading and (independant) thinking is of great importance for those who want to be successful in the business world. The best proof for this statement is the most famous investor in the world Warren Buffett. When asked about the main reason for his success, he answered that he spent 80 % of his working day reading and thinking.

References

Almutairi, N.D. (2016). The Effectiveness of Corpus-Based Approach to Language Description in Creating Corpus-Based Exercises to Teach Writing Personal Statements. *English Language Teaching, 9(7),* 103-111. The Canadian Center of Science and Education. Canada: Richmond Hill.

Bennett, G. R. (2010). *Using Corpora in the Language Learning Classroom: Corpus Linguistics for Teachers*, Michigan: University of Michigan Press.

Cobb, T. & Boulton, A. (2015). Classroom applications of corpus analysis. In D. Biber & R. Reppen (Eds), *Cambridge Handbook of English Corpus Linguistics.* (pp. 478-497). Cambridge: Cambridge University Press. DOI: 10.1017/CBO9781139764377.027

Lüdeling, A., & Kytö, M. (2008). *Corpus linguistics: an international handbook.* Walter de Gruyter GmbH & Co. KG. Germany: Berlin.

Gajšt, N. (2014). English for Taxation – From a Specialized Corpus to Language Learning Materials. In Nataša Gajšt, Alenka Plos, Polona Vičič (Eds.), *Proceedings of the 7th International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures, Slovenia* (pp. 51-59).

Kennedy, G. (2003). Amplifier collocations in the British National Corpus: Implications for English language teaching. *TESOL Quarterly*, *37*(3), 467–487.

McEnery, T, Xiao, R. (2011). What Corpora Can Offer in Language Teaching and Learning. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* Vol. 2 (pp. 364-380). New York: Routledge.

McEnery, T., Xiao, R., & Tono, Y. (2006). *Corpus-based language studies.* London: Routledge.

Römer, U. (2008). Corpora and language teaching. In A. Lüdeling, Merja Kytö (Eds.), *Corpus linguistics: An International Handbook* (pp. 112-131). Walter de Gruyter GmbH & Co. KG. Germany: Berlin.

Römer, U. (2011). Corpus Research Applications in Second Language Teaching. *Annual Review of Applied Linguistics*, *31*, 205–225. https://doi.org/10.1017/S0267190511000055

Sinclair, J. McH. (1991). *Corpus Concordance Collocation.* Oxford: Oxford University Press.

Internet resources

https://www.businessinsider.com/

https://www.forbes.com/

https://fortune.com/

https://www.investopedia.com/

https://money.com/

https://www.thestreet.com/

https://www.wired.com/

Corpus analysis tool

AntConc 3.5.8. (version 2019) – https://www.laurenceanthony.net/software/antconc/

WIE MAN DAS KORPUS ZUR ERSTELLUNG VON UNTERRICHTSMATERIALIEN FÜR DEN WIRTSCHAFTSUNTERRICHT AUSNUTZT

Die Wirtschaftsenglischlehrer haben häufig zwei Probleme, wenn es um das Unterrichten vom Wortschatz geht: Ihnen fehlt es oft an authentischen Unterrichtsmaterialien und sie brauchen geeignete Übungen zum Üben. Das Ziel dieser Arbeit ist es, aufzuzeigen, wie man sein eigenes Unterrichtsmaterial aus den authentischen Kollokationen, die aus dem Korpus von Wirtschaftsmagazinen im Internet extrahiert wurden, entwerfen kann. Der Beitrag zeigt eine Reihe von Verfahren vor, die zur Erstellung von Unterrichtsmaterialien erforderlich sind. Sie reichen von der Korpuserstellung bis hin zur Erstellung der Lehrmaterialien selbst. Das Korpus besteht aus Wörtern, die den folgenden Online-Wirtschaftsmagazinen entnommen sind: TheStreet, Fortune, Forbes, Wired, Business Insider und Money. Die Korpusanalyse wurde mit AntConc 3.5.8, Version von 2019 – ein Freeware-Korpusanalyser zur Konkordanzierung und Textanalyse durchgeführt, der von Prof. Laurence Anthony erstellt wurde. Die korpusbasierte Analyse ermöglicht es einem/einer Wirtschaftsenglischlehrer(in), die häufigsten Kollokationen des Typs ADJEKTIV + NOUN und die häufigsten Komposita des Typs NOUN + NOUN zu extrahieren und sie in verschiedene Arten von Übungen zu integrieren. Eine solche Analyse und die daraus resultierenden Übungen zur Wortschatzübung erweisen sich als hilfreich, wenn der Lehrer die Studenten mit den authentischen und häufig verwendeten Kollokationen im Wirtschaftsenglischunterricht konfrontieren möchte. Aus pädagogischer Sicht ist die ständige Betonung der Notwendigkeit des Lesens und der Suche nach aktuellen Informationen durch den/die Wirtschaftsenglischlehrer(in) zu erwähnen. Im Wirtschaftsenglischunterricht sollen die Studenten ermutigt werden, die regelmäßige Gewohnheit zu entwickeln, englische Wirtschaftsmagazine online zu lesen und sowohl ihren Wortschatz als auch ihr professionelles Wissen zu erweitern.

Schlüsselwörter: English für professionelle Zwecke, Korpusanalyse, Unterrichtsmaterialien, Wirtschaftsenglish, Wirtschaftsmagazine online

NOVELS AND FILMS IN TEACHING MEDICAL ENGLISH

STRUČNI RAD / PROFESSIONAL PAPER

Evelina Miščin
evelinamiscin@yahoo.co.uk
RIT Croatia, Zagreb, Croatia

Sara Miščin
saramiscin@yahoo.co.uk
School of Medicine, University of Zagreb, Zagreb, Croatia

Abstract

Teaching medical English at the School of Medicine can be a very demanding task. There are 300 students distributed in eight groups which results in groups of about forty students. In such a learning environment it is rather challenging to motivate students for better performance. In order to make teaching medical English more appealing, literary works and TV shows/films can be used. This paper will try to show the benefits of such an approach and will start with a background to teaching novels and films in medical English. It will proceed to mention examples from literary works and how they could be used in class. Apart from teaching new vocabulary, literary works can help students in understanding some situations regarding the patient-doctor relationship and can serve as a medical reflection tool. They can help them in understanding the emotions through which a doctor, especially the young one, goes through while treating a patient, as well as their everyday challenges. Mercurio's "Bodies" and Plath's "The Bell Jar" will be used to illustrate the use of literary works in Medical English teaching, in addition to TV series, such as "New Amsterdam" and "A Young Doctor's Notebook". The benefits and challenges will be analysed for optimal use of this instructional idea. Interested Medical English instructors are encouraged to utilise this idea and conduct research in the context of their own teaching practices.

Keywords: English for specific purposes (ESP), films, literature, medical English, TV series

1. INTRODUCTION

Teaching medical English can be a very demanding task. Medical English classes aim to equip students with the language skills and knowledge necessary to communicate with patients, colleagues, and other healthcare professionals in English. However, if teaching methods lack diversity, classes could become very boring and unmotivating, both for

students and teachers. Therefore, fiction books and films with medical topics can be a valuable asset in making ESP much more intriguing. This paper explores the potential benefits and challenges of using novels and films in teaching medical English and presents practical suggestions for incorporating these resources into the curriculum.

2. THEORETICAL BACKGROUND

Literature and films can be incorporated in medical studies in two ways: the first one is not connected with teaching medical English but more with humanistic sciences and making students understand patients' perspectives and sickness experiences. The second one is a linguistic one – to teach students certain phrases typical for medical English.

Blackie and Wear (2015) mention that Joanne Trautmann was the first to make a connection between literature and medicine at the Pennsylvania State University College of Medicine in 1982: "To ask the medical student what is being said [in a story]—not at all an easy question when one must look at words in their personal and social contexts and when several things are being said at once — is to prepare him or her for the doctor–patient encounter" (Trautmann, 1982, p. 23).

Mejía-Rivera (2019) speaks about the use of literature and cinema to teach human values to medical students. He even mentions that some North American and European medical schools introduced the subject "Medicine and its Relationships with Literature, Art and Philology". He emphasises the importance of narrative fiction which offers the diversity of human life, thus helping in the recognition and comprehension of the sick person's and family's subjective perspective of pain and illnesses. For that purpose, he used The Magic Mountain (1924) by Thomas Mann, The Plague (1947) by Albert Camus, Cancer Ward (1967) by Aleksandr Solzhenitsyn, and a contemporary and Latin American novel like The Sickness (2006) by Alberto Barrera Tyszka.

Regarding the films, here is the list of some that he suggested: 'Awakenings' (1990) about the neurological disease after the encephalitis, 'The Barbarian Invasion' (2003) and 'Mar adentro' (2004) by Alejandro Amenábar which deal with the terminally ill, 'Philadelphia' about AIDS. In the end, he thinks that both literature and movies are very powerful in teaching, as they make students more empathic. Therefore, his primary concern is not teaching medical English. Pablo González Blasco (2001) felt similarly. He did a project with 40 students who had to choose at least one book and one film from the list he had given them. After reading or watching the film, discussions were held. The aim was similar to Mejía-Rivera's - to make the students more compassionate.

Hirvela (1990) was the first to deal with using literature within ESP and he advocates

LSP – literature for specific purposes by showing it with John Wyndham's SF story 'Stitch in Time' which he used with engineering students.

There are some other authors who used literary texts in the ESP curriculum like Kelly and Krishnan (1995) for engineering students, Diaz-Santos (2000) for technical students, Al-Selwi (2018) who demonstrated the use of Huxley's 'Brave New World' with the students of science and technology.

Boon (2011) mentioned a reason for the importance of using films in teaching medical English: "Medicine provides a fertile territory for studying relationships between lay publics and elite discourses in science and technology more broadly, in which all media of communication have had a role as the 'vehicles of communication' between science and the public" (2011, p. 612).

Fritz and Poe (1979) were among the first to describe the potential of films in teaching psychiatry. The use of films in healthcare education has several benefits, including the ability to initiate discussions among learners, which can facilitate the learning process. Darbyshire and Baker (2011) highlight the importance of using films to create a safe learning environment that encourages active participation and fosters critical thinking skills. However, one of the challenges faced by educators is selecting the appropriate film that aligns with the learning objectives of the course. To overcome this issue, Baños and Bosch (2015) suggest watching the entire film and pausing at specific points for discussion. However, this approach may prove impractical, particularly for feature-length films that last for 90 minutes or more. Therefore, it is essential to consider alternative strategies for selecting and utilizing films in healthcare education that are effective and efficient for educators and learners alike. Túc Túc (2020) gives the list of 15 films useful for teaching medical English:

1. Grey's Anatomy (2005)
2. The Good Doctor (2017)
3. The Resident (2018)
4. Side Effect (2013)
5. Sicko (2007)
6. Contagion (2011)
7. Five Feet Apart (2019)
8. The Last King of Scotland (2006)
9. Ask the Doctors (2017)
10. The Fault in Our Stars (2014)
11. Pandemic (2020)
12. New Amsterdam (2019)
13. Patch Adams (1998)

14. House MD (2005)

15. Chicago Med (2015)

She also provides a step-wise approach in incorporating films, suggesting the use of dual subtitles – in English and the mother tongue. She also emphasises the benefits of watching movies – expanding vocabulary, enhancing listening – speaking skills, developing logical English thinking, and reviving interest in learning English.

The incorporation of multimedia resources in medical education has been widely recognized as an effective strategy to enhance students' learning experiences. Evelina Miščin (2019) explores the use of 'Real Doctor Reactions' to popular TV series, 'New Amsterdam,' where students were asked to analyse and identify useful medical phrases, find collocations, and devise dialogues similar to those in the video. The utilization of audio-visual materials, such as TV series, can create a dynamic and engaging learning environment that caters to the needs of diverse learning styles.

Moreover, literary works can also be valuable resources for medical education, as they can provide insight into the language and culture of the medical profession. For instance, 'Bodies' by Jed Mercurio is a useful book that has been utilized in medical education. In her article, 'Medical Slang,' Žmegač-Horvat (2009) demonstrates the potential of this book for teaching medical slang words, such as 'blade' that refers to a surgeon and 'cock doc' that refers to a urologist. Integrating literary works into medical education can help students develop critical thinking skills and promote a deeper understanding of the nuances of medical terminology and communication.

Therefore, the use of multimedia resources, including TV series and literary works, can offer a multifaceted approach to medical education that caters to the diverse learning styles of students while providing insight into the culture and language of the medical profession.

3. DISCUSSION

3.1. Novels

Novels can be a valuable resource in teaching medical English, as they offer authentic and engaging content that can be used to develop language skills while also exploring medical topics and ethical issues. The previously mentioned novel "Bodies" by Jed Mercurio is an excellent example of a text that can be used in this context, as it tells the story of a junior doctor's first days on the job and offers insights into the challenges and dilemmas faced by medical professionals.

One way to use the novel is to focus on specific pages or passages and use them as a basis for class discussion and language activities. For example, pages 9-10 of the novel

describe a scene where the protagonist, Rob, has to examine a patient with a severe headache and consults *The Oxford Handbook of Clinical Medicine* to determine the appropriate course of action. He finds out that he needs to take blood. He struggles with that, and this is an excellent opportunity to ask students if they have ever taken blood, how they felt about it and how they would react in the same situation. They could also be put into groups and asked to guess what happens next. This passage could be used to elicit vocabulary related to medical conditions and procedures, as well as to stimulate discussions about the challenges faced by junior doctors.

Another example of a passage that could be used in this way is on page 73, where students can be asked to find the words with the following meaning – e.g., pulmonary embolism (PE). This condition would be further discussed, as well as the Munchausen syndrome and its characteristics. This passage could be used to introduce vocabulary related to surgical procedures and medical emergencies, as well as to instigate discussion about ethical issues related to patient care. The pages could be used in the same way as in general English – gap fill, role play, comprehension questions.

Another task is to ask students to set questions based on the text (e.g., 'What is the Munchausen syndrome?') and write them on post-its. These questions can be stuck on walls or a board, and students in pairs/groups take one of the questions and find the answers to them.

In addition to these language-focused activities, novels like "Bodies" can also be used to explore broader themes and issues related to medical practice and healthcare. For example, the novel raises questions about the ethics of medical practice and the responsibilities of doctors to their patients. These themes could be explored through class discussions or debates, where students are encouraged to share their opinions and experiences.

Another novel that can be used with very motivated students is 'The Bell Jar' by Sylvia Plath, which explores the treatment of depression in the 1950s. This novel could be used to introduce vocabulary related to psychiatry and mental health, as well as to stimulate discussion about the history of mental health treatment and the differences in medical approaches to the same condition today.

Here is an example: "Then something bent down and took hold of me and shook me like the end of the world. Whee-ee-ee-ee-ee, it shrilled, through an air crackling with blue light, and with each flash a great jolt drubbed me till I thought my bones would break and the sap fly out of me like a split plant. I wondered what terrible thing it was that I had done" (Plath, p. 143).

In conclusion, using novels in teaching medical English can be a valuable way to engage students, develop language skills, and explore medical topics and ethical issues. By using specific pages and passages as the basis for discussion and language activ-

ities, teachers can create a stimulating and engaging learning environment that encourages critical thinking and reflection.

3.2. Films and TV series

The use of video material as a teaching tool has become increasingly popular in medical education. In a study by Evelina and Sara Miščin (2018), several techniques were employed to maximize the effectiveness of video clips in the classroom. These techniques included comprehension questions, guessing the meaning of fabricated words, listening without seeing, and watching without hearing. Medical films and shows can also be used in the classroom to engage students and facilitate their understanding of medical concepts.

For example, a scene from the television series "A Young Doctor's Diary" can be used to help medical students recognize and identify medical equipment. In this scene, the main character, played by Daniel Radcliffe, gets his first job in an isolated hospital in Russia and becomes familiar with the laboratory. Students can be asked to write down all the medical equipment they notice or hear the character mention. Additionally, other medical TV series such as "New Amsterdam," "The Good Doctor," and "ER" can be used for discussion purposes, allowing students to critically evaluate the accuracy of the medical information presented in the show. More adventurous students can even engage in role-playing exercises, where one student takes on the role of a patient and another assumes the role of a doctor.

The same techniques that were used for general English can be applied to medical education as well. For example, students can watch a scene without sound and invent a dialogue, or they can listen to a scene and guess what is happening. By incorporating video material into medical education, instructors can provide students with a more immersive and engaging learning experience that can increase their knowledge retention and improve their critical thinking skills.

Despite the benefits, using films and TV series in teaching medical English has some limitations. Firstly, the authenticity and accuracy of the medical scenarios portrayed in the media may not be reliable. Secondly, the language used in the media may not be suitable for all levels of learners, and it may require additional explanations or translations. Lastly, using films and TV series may not suit all learning styles, and some learners may not find it engaging or effective.

In order to maximize the benefits of using films and TV series in teaching medical English, instructors should follow some recommendations. Instructors should carefully select the media that aligns with their learning objectives and level of learners. They should also provide background information and explanations of the medical terminology and practices portrayed in the media, as well as incorporate interactive

activities that promote critical thinking, reflection, and discussion among learners. Finally, instructors should evaluate the effectiveness of using films and TV series in teaching medical English and adapt their teaching methods accordingly.

4. CONCLUSION

In conclusion, the use of both literary medical texts and medical TV shows and films can be a valuable addition to the teaching of medical English. Through exposure to a variety of medical scenarios and language usage, learners can enhance their reading, listening, and vocabulary skills, as well as develop their ethical reasoning abilities. Furthermore, the interactive nature of these materials can promote student engagement and participation, particularly for those who may be more reluctant to express their opinions.

Future research could investigate the potential benefits of incorporating literary medical texts and medical TV shows and films in medical English courses in comparison to traditional teaching methods. This research could explore the impact of using these materials on students' motivation, language proficiency, and critical thinking skills. Additionally, research could also examine how to adapt these materials for different levels of learners and explore strategies to address any limitations or challenges that may arise in their use.

Overall, incorporating literary medical texts and medical TV shows and films can be an effective tool for medical English teachers to engage students, enrich their learning experience, and improve their language proficiency and communication skills in a clinical setting.

References

Al-Selwi, A.-M. S. A. I. F. (2018). Using Literature in ESP Classroom. *English for Specific Purposes World*, *20*(56), 1-16.

Baños, J.E. & Bosch, F. (2015). Using feature films as a teaching tool in medical schools. *Educación Médica*, 206-211.

Blackie, M., & Wear, D. (2015). Three Things to Do With Stories: Using Literature in Medical, Health Professions, and Interprofessional Education. *Academic medicine: journal of the Association of American Medical Colleges*, *90*(10), 1309–1313. https://doi.org/10.1097/ACM.0000000000000761

Blasco P. G. (2001). Literature and movies for medical students. *Family medicine*, *33*(6), 426–428.

Boon, T. (2011). Medical film and television: an alternative path to the cultures of biomedicine. *The Oxford handbook of the history of medicine*, 610-634.

Darbyshire, D., & Baker, P. (2011). El cine en la formación médica. ¿Ha tenido acogida?. Revista de Medicina y Cine / *Journal of Medicine and Movies*, *7*, 8-14.

Diaz-Santos, G. (2000). Technothrillers and English for science and technology. *English for Specific Purposes, 19*(3), 221-236.

Fritz, G.K. and Poe, R.O., (1979). The role of cinema in psychiatric education. *Am J Psychiatry, 136,* 207-210. http://dx.doi.org/10.1176/ajp.136.2.207.

Hirvela, A. (1990). ESP and literature: A reassessment. *English for Specific Purposes*, 9, 237-252.

Kelly, R.K.& Krishnan, L. A. (1995). Fiction talk in ESP classroom. *English for Specific Purposes*, *14*(1), 77-86.

Mejía Rivera, O. (2019). La literatura y el cine en la formación del médico y las humanidades médicas. *Acta Médica Colombiana*, *44*(3). https://doi.org/10.36104/amc.2019.1274.

Mercurio, J. (2002). *Bodies.* Vintage, Random House, London.

Miščin, E. (2019). (pdf provided by EALTHY https://ealthy.com/). Using video clips from 'Real Doctor Reactions' for teaching medical English, *EALTHY newsletter*, 6-12.

Miščin, E. & Miščin, S. (2018). Using TV shows in teaching English. *Strani jezici, 47*(1-2), 103-110.

Plath, S. (2013). *The Bell Jar*. Faber and Faber, London.

Trautmann J. (1982). The wonders of literature in medical education. *J of Contin Educ Health, 2,* 23-31.

Túc Túc (2020). Learning Medical English Is Exciting With These 15 Movies On Health & Healthcare. [Blog post]. *eJoy* https://blog.ejoy-english.com/learning-medical-english-is-exciting-with-these-15-movies-on-health-healthcare/

Žmegač-Horvat, A. (2009). Medical slang. *Medicinar*, *50*(1), 65-67.

ROMANI I FILMOVI U NASTAVI MEDICINSKOG ENGLESKOG

Podučavanje medicinskog engleskog jezika na Medicinskom fakultetu može biti vrlo zahtjevan zadatak. Na godini je 300 studenata raspoređenih u osam grupa od oko četrdesetak studenata. U takvom okruženju učenja prilično je izazovno motivirati učenike za bolji učinak. Kako bi nastava medicinskog engleskog jezika bila privlačnija, mogu se koristiti književna djela i TV serije/filmovi. Ovaj rad pokušat će pokazati prednosti takvog pristupa. Počet će s pozadinom podučavanja romana i filmova u medicinskom engleskom jeziku. Nastavit će se s navođenjem primjera iz književnih djela i kako bi se to moglo koristiti u nastavi. Osim učenja novog vokabulara, književna djela mogu pomoći učenicima u razumijevanju nekih situacija vezanih uz odnos pacijent-liječnik te mogu poslužiti kao sredstvo medicinskog promišljanja. Mogu im pomoći u razumijevanju emocija kroz koje liječnici, posebno mladi, prolaze dok liječe pacijenta, kao i njihovi svakodnevni problemi. Jedan od takvih primjera je roman Tijela (*The Bodies*) Jeda Mercuria. Također mogu biti sredstvo za podizanje njihove emocionalne inteligencije i mogu olakšati empatiju prema pacijentima – na primjer, Stakleno zvono (*The Bell Jar)* Sylvie Plath. Zatim će se dati primjeri iz TV emisija kao što su New Amsterdam i Bilježnica mladog liječnika (*Young Doctor's Notebook*) zajedno s mogućom upotrebom u nastavi. Gledanje takvih serija i filmova unaprjeđuje vještine slušanja i govora učenika. Učenicima se mogu dati različiti zadaci – na primjer, da zapišu medicinsku opremu koju vide u operacijskoj sali, da igraju uloge na temelju nekih situacija (ili da pogode što se događa u određenim scenama bez da ih slušaju). Zaključak će sažeti prednosti korištenja literature i filmova u nastavi medicinskog engleskog jezika i naznačiti buduće mogućnosti.

Ključne riječi: medicinski engleski jezik, filmovi, književnost, TV serije

STAVOVI STUDENATA STUDIJSKIH SMJEROVA IZ PODRUČJA KOMUNIKACIJSKIH ZNANOSTI O STRUČNIM PREDMETIMA KOJI SE IZVODE NA ENGLESKOM JEZIKU

STRUČNI RAD / PROFESSIONAL PAPER

Lucia Miškulin Saletović
Faculty of Croatian Studies of the University of Zagreb, Zagreb, Croatia
luciamiskulin@gmail.com

Danijel Labaš
The Catholic University of Croatia, Zagreb, Croatia
danijel.labas@unicath.hr

Adrian Beljo
Edward Bernays University of Applied Sciences, Zagreb, Croatia
adrian.beljo@bernays.hr

Sažetak

Engleski se jezik sve više koristi kao sredstvo poučavanja na visokoškolskim institucijama širom svijeta. Hrvatska u tom pogledu nije iznimka te javne i privatne visokoškolske institucije u Hrvatskoj nude studijske programe i/ili pojedine obvezne i/ili izborne predmete na engleskom jeziku. Istraživanja pokazuju kako engleski jezik kao sredstvo poučavanja bez obzira na svoju rasprostranjenost i sve veću popularnost otvara niz pitanja, među kojim se ističu pitanja o jezičnim kvalifikacijama nastavnika koji izvode stručne predmete na engleskom jeziku, utjecaju poučavanja na engleskom jeziku na materinski jezik i nacionalni identitet te bojazan da je riječ o fenomenu koji su nametnuli kreatori politika i upravljačke strukture visokoškolskih institucija bez konzultacija s ključnim dionicima, odnosno nastavnicima koji te predmete izvode i studentima koji ih upisuju. U ovome se radu na osnovi istraživanja koje je provedeno među studentima studijskih smjerova u području komunikacijskih znanosti prikazuje zadovoljstvo studenata različitim aspektima nastave stručnih predmeta koji se izvode na engleskom jeziku. Istraživanje je provedeno metodom ankete na uzorku od 120 studenata diplomskog studija komunikologije Fakulteta hrvatskih studija Sveučilišta u Zagrebu i diplomskog studija upravljanja odnosa s javnošću Edward Bernays visoke škole za komunikacijski menadžment koji su u akademskoj godini 2020./2021. i akademskoj godini 2021./2022. slušali obvezne i/ili izborne stručne predmete na engleskom jeziku. Upitnik je sadržavao pitanja zatvorenog i otvorenog tipa o četiri područja: (i) razlozi upisa stručnih predmeta koji se izvode na engleskom jeziku, (ii) prednosti predmeta koji se izvode na engleskom jeziku, (iii) praktični

način izvođenja stručnih predmeta na engleskom jeziku i (iv) utjecaj predmeta koji se izvode na engleskom jeziku na materinski jezik i nacionalni identitet. Ovim se istraživanjem želi doprinijeti rasvjetljavanju nedovoljno istraženog područja engleskog kao jezika poučavanja na visokoškolskim ustanovama u Hrvatskoj te ukazati na aspekte koje je potrebno unaprijediti i/ili dodatno istražiti.

Ključne riječi: engleski kao jezik poučavanja, materinski jezik, studenti komunikacijskih znanosti, visokoškolske institucije

1. UVOD

Engleski se jezik sve više koristi kao sredstvo poučavanja na visokoškolskim institucijama širom svijeta (Hughes 2008; Macaro 2018). Internacionalizacija visokoškolskog obrazovanja smatra se jednim od osnovnih pokretača toga trenda jer se pod „internacionalizacijom" vrlo često podrazumijeva poučavanje na engleskom jeziku (Jensen i Thøgersen 2011). Hrvatska u tom pogledu nije iznimka te javne i privatne visokoškolske institucije u Hrvatskoj nude studijske programe i/ili pojedine obvezne i/ili izborne predmete na engleskom jeziku.

Istraživanja pokazuju kako engleski jezik kao sredstvo poučavanja bez obzira na svoju rasprostranjenost i sve veću popularnost otvara niz pitanja, među kojim se ističu pitanja o jezičnim kvalifikacijama nastavnika koji izvode stručne predmete na engleskom jeziku, njihovim stavovima o i strategijama za poučavanje na engleskom jeziku (Macaro 2018; Tange 2010), utjecaju poučavanja na engleskom jeziku na materinski jezik i nacionalni identitet (Aintzane Doiz i dr. 2012) te bojazan da je riječ o fenomenu koji su nametnuli kreatori politika i upravljačke strukture visokoškolskih institucija bez konzultacija s ključnim dionicima, odnosno nastavnicima koji te predmete izvode i studentima koji ih upisuju (Bowles i Murphy 2020; Soruç i Griffiths 2017).

U ovome se radu na osnovi istraživanja koje je provedeno među studentima studijskih smjerova u području komunikacijskih znanosti prikazuje zadovoljstvo studenata različitim aspektima nastave stručnih predmeta koji se izvode na engleskom jeziku.

2. METODA ISTRAŽIVANJA

Istraživanje je provedeno metodom ankete na uzorku od 120 studenata diplomskog studija komunikologije Fakulteta hrvatskih studija Sveučilišta u Zagrebu i diplomskog studija upravljanja odnosa s javnošću Edward Bernays visoke škole za komunikacijski menadžment koji su u akademskoj godini 2020./2021. i akademskoj godini 2021./2022. slušali obvezne i/ili izborne stručne predmete na engleskom jeziku. Upitnik je elektroničkom poštom dostavljen svim studentima koji su u navedene dvije

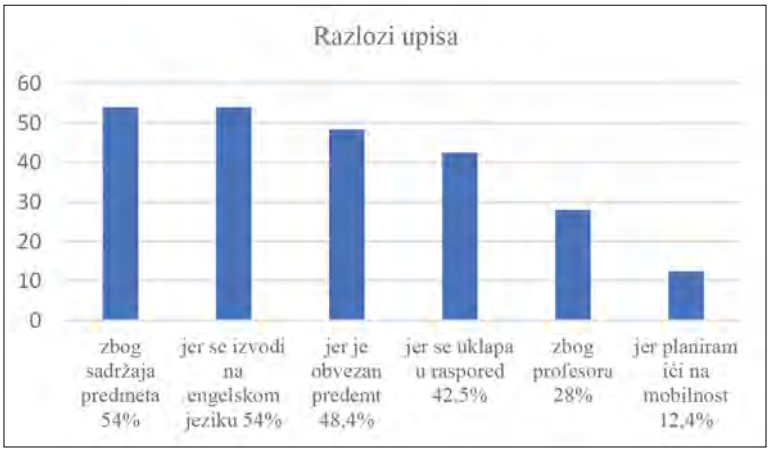
akademske godine slušali predmete na stranom jeziku te je upitnik ispunilo 86% ukupnog broja studenata.

Upitnik je sadržavao pitanja zatvorenog i otvorenog tipa o četiri područja: (i) razlozi upisa stručnih predmeta koji se izvode na engleskom jeziku, (ii) prednosti predmeta koji se izvode na engleskom jeziku, (iii) praktični način izvođenja stručnih predmeta na engleskom jeziku i (iv) utjecaj predmeta koji se izvode na engleskom jeziku na materinski jezik i nacionalni identitet.

3. REZULTATI

U nastavku rada prikazani su rezultati istraživanja za svako od četiri područja obuhvaćena upitnikom.

Ispitanici kao najčešće razloge za upis predmeta na engleskom jeziku navode: (i) sadržaj predmeta na stranom jeziku (54 %), (ii) engleski kao jezik izvođenja (54 %), (iii) status predmeta kao obveznog (48,4 %) i (iv) uklapanje predmeta u raspored (42,5 %). Nešto su slabije zastupljeni razlozi: profesor koji predaje predmet (28 %) i planirani odlazak na mobilnost (12,4 %). Rezultati su prikazani na slici 1.

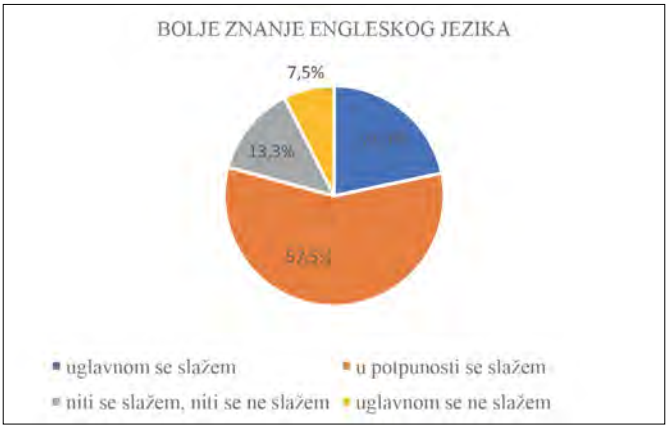


Slika 1. Razlozi za upis stručnih predmeta koji se izvode na engleskom jeziku

Kao odgovor na pitanje o razlozima upisa ispitanici su mogli odabrati do tri ponuđena odgovora, a bila im je ponuđena i opcija *Ostalo*, pod koju su mogli navesti razlog, odnosno razloge koji nisu bili ponuđeni. Tu opciju nije iskoristio nitko od ispitanika. Iz odgovara je razvidno da su razlozi za upis predmeta koji se izvode na engleskom jeziku spoj praktičnih razloga (obvezni predmet, uklapanje u raspored, planirani odlazak na mobilnost), samog sadržaja predmeta i engleskog kao jezika izvođenja.

Ispitanicima su bile ponuđene četiri prednosti stručnih predmeta koji se izvode na engleskom jeziku: (i) usavršavanje znanja engleskog jezika, (ii) stjecanje stručnih znanja, (iii) bolja pripremljenost za studentsku mobilnost i (iv) bolja pripremljenost za tržište rada. Ispitanici su na Likertovoj ljestvici s ponuđenih pet odgovora trebali odabrati u kojoj se mjeri slažu s tvrdnjama da su zahvaljujući predmetima koji se izvode na engleskom jeziku (i) poboljšali svoje znanje engleskog jezika, (ii) poboljšali svoje poznavanje struke, (iii) bolje pripremljeni za studentsku mobilnost i (iv) bolje pripremljeni za tržište rada.

Kao što je prikazano na slici 2., izrazito veliki broj ispitanika se u potpunosti (57,5 %) ili uglavnom (21,7 %) slaže da su zahvaljujući predmetima koji se izvode na engleskom jeziku poboljšali svoje znanje engleskog jezika. Samo 7,5 % ispitanika se uglavnom ne slaže s tom tvrdnjom.



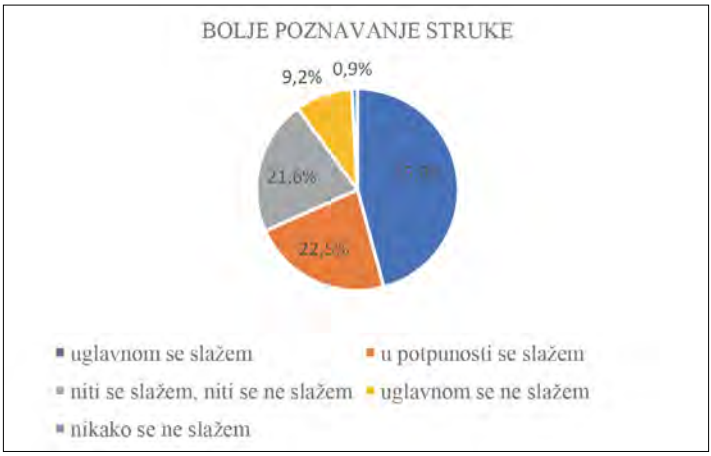
Slika 2. Slaganje ispitanika s tvrdnjom da su zahvaljujući stručnim predmetima na engleskom poboljšali svoje znanje engleskog jezika

Tablica 1. prikazuje za koja područja ispitanici smatraju da su najviše napredovali u znanju engleskog jezika. Na to su pitanje ispitanici mogli izabrati do tri ponuđena odgovora. Uvjerljivo najčešći odgovor je stručni vokabular koji je izbralo 88,4 % ispitanika, a slijede prezentacijske vještine s 51,7 % i vještina govorenja s 44,2 %. Jedan od mogućih razloga zašto je više od polovice ispitanika odabralo upravo prezentacijske vještine kao područje u kojem je najviše napredovalo je taj što su studenti na većini predmeta koji se izvode na engleskom jeziku obvezni održati samostalnu ili grupnu prezentaciju.

Tablica 1. Područja napretka u znanju engleskog jezika

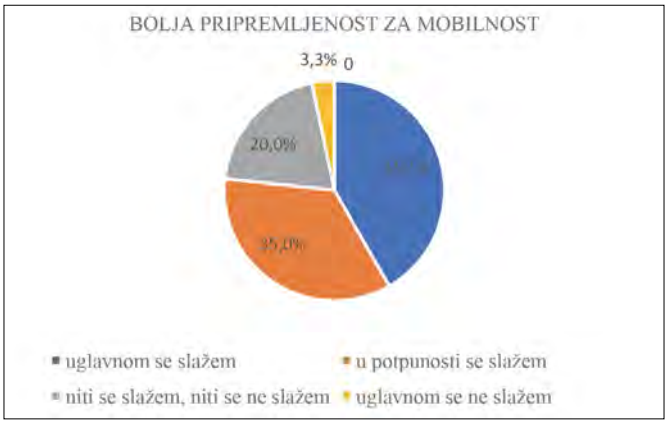
Područja napretka	
stručni vokabular	88,4 %
prezentacijske vještine	51,7 %
vještina govorenja	44,2 %
vještina slušanja	28,3 %
vještina čitanja	20 %
izgovor	13,3 %
vještina pisanja	8,5 %
gramatika	1,6 %

Slika 3. prikazuje slaganje ispitanika s tvrdnjom da su zahvaljujući predmetima koji se izvode na engleskom jeziku poboljšali svoje znanje struke. Nešto manje od četvrtine ispitanika (22,5 %) se u potpunosti slaže s tom tvrdnjom, dok se njih gotovo polovica (45,8 %) uglavnom slaže s tom tvrdnjom. Razmjerno je velik udio (21,6 %) onih koji se niti slažu, niti ne slažu s tom tvrdnjom.



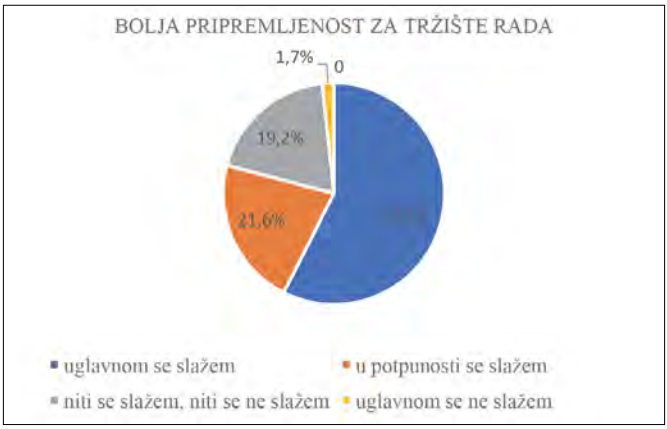
Slika 3. Slaganje ispitanika s tvrdnjom da su zahvaljujući stručnim predmetima na engleskom poboljšali svoje poznavanje struke

Više od trećine ispitanika (35 %) se u potpunosti slaže s tvrdnjom da su zahvaljujući predmetima na engleskom jeziku bolje pripremljeni za studentsku mobilnost, a njih 41,7 % se u potpunosti slaže s tom tvrdnjom (vidi sliku 4.). Ponovno je zabilježen razmjerno velik udio (20 %) onih koji se niti slažu, niti ne slažu s tom tvrdnjom.



Slika 4. Slaganje ispitanika s tvrdnjom da su zahvaljujući stručnim predmetima na engleskom bolje pripremljeni za studentsku mobilnost

Na slici 5. prikazani su stavovi studenata o utjecaju predmeta koji se izvode na engleskom jeziku na pripremljenost za tržište rada. Njih 21,6 % se u potpunosti slaže da su zahvaljujući predmetima na engleskom bolje pripremljeni za tržište rada, dok se njih 57,5 % uglavnom slaže s time. Samo se 1,7 % ispitanika uglavnom ne slaže s time.



Slika 5. Slaganje ispitanika s tvrdnjom da su zahvaljujući stručnim predmetima na engleskom bolje pripremljeni za tržište rada

Ispitanicima je uz pitanje o tome u kojoj se mjeri slažu s tvrdnjom da su zahvaljujući predmetima na engleskom jeziku bolje pripremljeni za tržište rada bila ponuđena mogućnost obrazlaganja svog odgovora. Tu je mogućnost iskoristilo više od tri četvrtine ispitanika, njih 81,7%. Ispitanici u odgovorima ističu: (i) konkurentnost na domaćem i stranom tržištu rada, (ii) važnost poznavanja engleskog jezika za poslove u području komunikacijskih znanosti i (iii) znanje engleskog ne kao prednost, već

kao nešto što se na tržištu rada očekuje. U nastavku su prikazani neki od odgovara ispitanika koji ilustriraju navedene kategorije. Uz svaki je odgovor navedena oznaka I te broj koji označava pojedinačnog ispitanika. Odgovori ispitanika preuzeti su u izvornom obliku te mogu uključivati pravopisne, gramatičke i stilske pogreške. Najveći broj ispitanika u svojim odgovorima navodi konkurentnost na domaćem i stranom tržištu rada, naglašavajući pritom važnost poznavanja stručne terminologije, što je u skladu s odgovorima ispitanika na pitanje u kojem su području engleskog jezika najviše napredovali.

„Jer će tržište zahtijevati višu razinu koju sam unaprijedila uz kolegije na engleskom jeziku." (I113)

„Doprinijeli su znanju engleskog jezika koji je svakako potreban za konkuriranje na tržištu rada, posebice što se tiče korištenja stručnih termina na engleskom jeziku."(I7)

„Trenutno radim za međunarodnu kompaniju što znači da mi je znanje engleskog bilo ključno za prijavu na bolje plaćene pozicije u inozemstvu. Danas se sve odvija na engleskom jeziku, rad u hrvatskim kompanijama često zahtijeva znanje iz engleskog jezika, brojni tečajevi i stručna literatura su na engleskom jeziku tako da smatram da je unaprjeđenje engleskog jezika jako važan aspekt studiranja kako bi se osigurala perspektivnija budućnost i bolje prilike." (I76)

Manji broj odgovora ističe potrebu za znanjem engleskog jezika zbog iseljavanja.

„Vjerujem da je za sve nas koji razmišljamo o odlasku iz Hrvatske iznimno bitno znati stručni vokabular na engleskom jeziku." (I26)

Drugi aspekt koji je posebno zastupljen u odgovorima ispitanika usko je povezan s konkurentnošću na tržištu rada i odnosi se na važnost znanja engleskog jezika u poslovima u području komunikacijskih znanosti.

„Engleski jezik se traži za puno poslova, pogotovo u marketingu i PR-u, tako da je dobro imati stručne kolegije na engleskom." (I41)

„Danas je bez visoke razine engleskog jezika teško pronaći dobar posao u marketingu, HR-u, PR-u i event managementu – svi predmeti na engleskom pomogli su mi da engleski postane kao drugi materinji jezik, ne samo u neformalnoj, već i formalnoj komunikaciji." (I32)

Dio ispitanika znanje engleskog smatra obveznim i naglašava kako je to nešto što poslodavci podrazumijevaju.

„Smatram da je znanje engleskog danas obveza te se podrazumijeva kod budućih poslodavaca." (I24)

Treći dio upitnika obuhvatio je četiri pitanja o načinu izvođenja stručnih predmeta na engleskom jeziku. Prvo i drugo pitanje odnosilo se na upotrebus engleskog jezika na nastavi. Slika 6. prikazuje da se ukupno 90 % studenata slaže (48,3 %) ili uglavnom

slaže (41,7 %) da su profesori na nastavi upotrebljavali isključivo engleski jezik, dok je na slici 7. razvidno da su isti postotci dobiveni kao odgovor na pitanje o tome jesu li studenti na nastavi koristili isključivo engleski jezik.



Slika 6. Slaganje ispitanika s tvrdnjom da profesori koji izvode stručne predmete na engleskom jeziku na nastavi upotrebljavaju isključivo engleski jezik



Slika 7. Slaganje ispitanika s tvrdnjom da su na nastavi iz stručnih predmeta koji se izvode na engleskom jeziku upotrebljavali samo engleski jezik

Na slici 8. prikazano je da se više od ukupno 90 % ispitanika u potpunosti slaže (70,8 %) ili uglavnom slaže (22,5 %) da se profesori koji izvode stručne predmete na nastavi i kao literaturu koriste isključivo materijale na engleskom jeziku. Nitko od ispitanika nije naveo da se ne slaže ili uglavnom ne slaže s tom tvrdnjom.



Slika 8. Slaganje ispitanika s tvrdnjom da profesori koji izvode stručne predmete na engleskom jeziku na nastavi i kao literaturu koriste isključivo materijale na engleskom jeziku

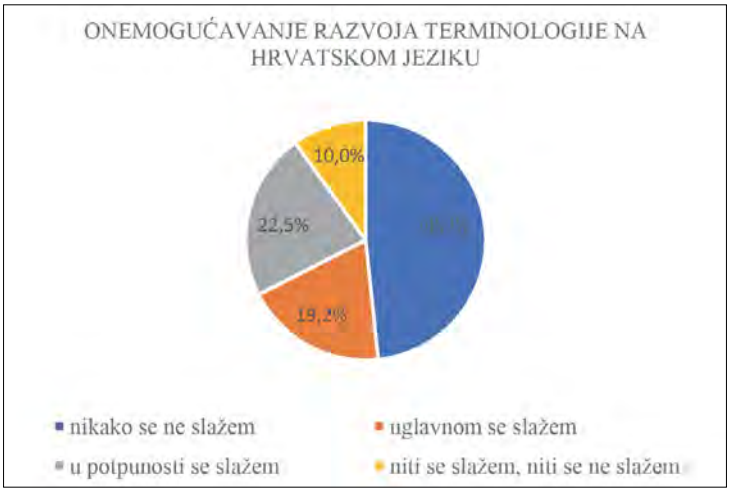
Vrlo slični odgovori kao za materijale, dobiveni su za pitanje o tome održavaju li profesori koji izvode stručne predmete na engleskom jeziku ispite isključivo na engleskom jeziku. Rezultati prikazani na slici 9. pokazuju da se 77,5 % ispitanika u potpunosti slaže, da se 15,5 % ispitanika uglavnom slaže, dok se nitko od ispitanika ne slaže ili uglavnom ne slaže.



Slika 9. Slaganje ispitanika s tvrdnjom da profesori koji izvode stručne predmete na engleskom jeziku ispite održavaju isključivo na engleskom jeziku

Četvrti dio upitnika obuhvatio je pitanja o utjecaju predmeta koji se izvode na engleskom jeziku na hrvatski jezik i identitet. Prvo se pitanje odnosilo na slaganje ili

neslaganje ispitanika s tvrdnjom da predmeti koji se izvode na engleskom jeziku onemogućavaju razvoj stručne terminologije na hrvatskom jeziku. Rezultati prikazani na slici 10. pokazuju da se gotovo polovica ispitanika (48,3 %) nikako ne slaže s tvrdnjom da predmeti na engleskom jeziku onemogućavaju razvoj terminologije na hrvatskom jeziku, no više od dvije petine ispitanika se slaže (22,5 %) ili uglavnom slaže (19,2 %) s tom tvrdnjom, što ukazuje na određenu razinu zabrinutosti za razvoj hrvatske terminologije s obzirom na utjecaj engleskog jezika.



Slika 10. Slaganje ispitanika s tvrdnjom da predmeti koji se izvode na engleskom jeziku onemogućavaju razvoj terminologije na hrvatskom jeziku

Ispitanici su uz pitanje o tome u kojoj se mjeri slažu s tvrdnjom da predmeti koji se izvode na engleskom jeziku onemogućavaju razvoj terminologije na hrvatskom jeziku imali mogućnost obrazložiti svoj odgovor. Tu je mogućnost iskoristilo 84,2 % ispitanika. Ispitanici koji se ne slažu s navedenom tvrdnjom naglašavaju kako je riječ o malom broju predmeta koji se izvode na engleskom jeziku i kako je riječ o komplementarnom odnosu hrvatskog i engleskog jezika.

„Samo je nadopunjavaju, nikako ne može biti štetno ako se paralelno razvija i hrvatska terminologija na hrvatskim predmetima." (I4)

„Naprotiv, širi*mo vlastiti vokabular i rječnik.*" (I72)

„Ne jer imamo dovoljno stručnih predmeta na engleskom jeziku." (I58)

Ispitanici koji se u potpunosti ili uglavnom slažu s navedenom tvrdnjom ističu utjecaj tehnologija, posebice na mlađe generacije, te nedovoljnu brigu o vlastitom jeziku i upitnu kvalitetu prijevoda na hrvatski jezik. Ovdje valja istaknuti kako dio ispitanika uz komunikologiju na Fakultetu hrvatskih studija kao dvopredmetnu kombinaciju studira i kroatologiju, pa se može pretpostaviti da je riječ o ispitanicima koji imaju ra-

zvijenu svijest o jeziku kao važnoj odrednici nacionalnog identiteta i o važnosti brige za vlastiti jezik.

„Mlađe generacije će radije koristiti stranu riječ nego hrvatsku jer ih se to forsira putem digitalne tehnologije, plus prijevodi stručnih riječi su često „grozni" i neprirodni, pa čak i smiješni." (I63)

„Puno anglizama je ušlo u hrvatski jezik i koristimo ih u svakodnevnom privatnom i poslovnom životu, zbog čega ne znamo postoji li, a i ako postoji, nemamo potrebu koristiti hrvatsku izvedenicu neke riječi." (I32)

„Idemo linijom manjeg otpora i ne stvaramo izraze na hrvatskom jeziku." (I16)

Iako se više od dvije petine ispitanika slaže ili uglavnom slaže da predmeti koji se izvode na engleskom jeziku onemogućavaju razvoj terminologije na hrvatskom jeziku, situacija je znatno drugačija kada je riječ o tvrdnji da predmeti koji se izvode na engleskom jeziku negativno utječu na hrvatski jezik i identitet u cjelini. Kao što je vidljivo na slici 11., više od četiri petine ispitanika se nikako ne slaže (61,7 %) ili uglavnom ne slaže (22,5 %) s tvrdnjom o negativnom utjecaju na hrvatski jezik, dok se samo 12,5 % njih u potpunosti slaže.



Slika 11. Slaganje ispitanika s tvrdnjom da predmeti koji se izvode na engleskom imaju negativan utjecaj na hrvatski jezik i identitet u cjelini

Posljednje pitanje u upitniku odnosilo se na želju studenata za upisom još stručnih predmeta koji se izvode na engleskom jeziku. 74,2 % ispitanika je potvrdno odgovorilo, odnosno želi upisati još predmeta na engleskom jeziku, dok je 25,8 % odgovorilo da to ne želi. Uz to su pitanje ispitanici imali mogućnost obrazložiti svoj odgovor. Osnovni razlozi zbog kojih ispitanici žele upisati još stručnih predmeta koji se izvode na engleskom jeziku su: (i) korisnost za struku i konkurentnost na tržištu rada te (ii) usavršavanje znanja engleskog jezika.

„Korisno je znati gradivo i na engleskom jezik jer se trendovi u području koje studiram razvijaju u zemljama engleskog govornog područja." (I88)

„Mislim da je to dobra prilika da kroz razgovor, čitanje i učenje usavršimo jezik, posebno kada se radi o stručnoj terminologiji s kojom se ne susrećemo u svakodnevnim situacijama, a korisna je za budući posao." (I3)

Razlozi zbog kojih su ispitanici odgovorili da ne žele upisati još stručnih predmeta koji se izvode na engleskom jeziku mogu se podijeliti u dvije osnovne skupine. Prvu skupine čine oni ispitanici koji su završili diplomski studij te nemaju više mogućnost upisa takvih predmeta te ih stoga ni ne bi trebalo promatrati kao ispitanike koji ne žele više upisivati predmete na engleskom jeziku.

„Zadnja sam godina studija, stoga mi ostaje još jedino upis diplomskoga rada u idućem semestru." (I107)

„Ne jer sam gotova sa studijem." (I55)

Druga se skupina razloga odnosi na zahtjevnost stručnih predmeta koji se izvode na engleskom jeziku.

„Radije bih na hrvatskom jeziku jer je lakše uz raspored koji smo do sada imali." (I51)

„Ne želim zato što nemam dovoljno vremena da bi im se kvalitetno mogla posvetiti." (I60)

4. RASPRAVA I ZAKLJUČAK

Na osnovi dobivenih rezultata može se zaključiti kako su ispitanici koji su u sklopu studija komunikacijskih znanosti slušali stručne predmete na engleskom jeziku pokazali visoku razinu zadovoljstva takvim predmetima. Tome u prilog govori činjenica da gotovo trećina ispitanika želi upisati još takvih predmeta, a da u skupinu onih koji to ne žele spada velik broj studenta koji su završili studij ili su apsolventi koji još samo moraju napisati diplomski rad. Najvažniji razlozi zadovoljstva ispitanika su poboljšanje znanja engleskog jezika i bolja pripremljenost za tržište rada. Ispitanici posebno ističu stručni vokabular te prezentacijske vještine i vještinu govorenja. Važno je istaknuti kako su prezentacijske vještine i vještina govorenja u određenoj mjeri uvjetovane izvedbenim planom i načinom izvođenja predmeta. Ispitanici posebno ističu konkurentnost na tržištu rada i važnost znanja engleskog jezika u području komunikacijskih znanosti. Razlozi upisa se s jedne strane odnose na sam sadržaj stručnog predmeta i engleski kao jezik izvođenja, a s druge strane na praktične aspekte, kao što su uklapanje u raspored ili planirani odlazak na mobilnost. Navedene razloge nije moguće jasno razgraničiti jer među njima postoje preklapanja, no može se zaključiti kako ispitanici polaze od korisnosti takvih predmeta za njihovo obrazovanje

i budućnost. Zabilježena je određena razina zabrinutosti za razvoj, odnosno onemogućavanje razvoja stručne terminologije na hrvatskom jeziku, što se dijelom može objasniti i samom strukturom uzorka. Rezultati istraživanja su također pokazali da se na predmetima na engleskom jeziku zaista upotrebljava engleski jezik (na nastavi, ispitima i za nastavne materijale i literaturu).

Osnovno je ograničenje provedenog istraživanja uzorak, odnosno činjenica da uzorak obuhvaća jednu struku i razmjerno mali broj ispitanika. U uzorak bi radi stjecanja boljeg uvida trebalo uključiti ispitanike s javnih i privatnih visokoškolskih ustanova iz različitih polja i područja, studente koji ne odabiru izborne stručne predmete koji se izvode na engleskom jeziku i strane studente na razmjeni u Hrvatskoj. Nadalje, za dobivanje potpun(ij)e slike o engleskom kao jeziku poučavanja na visokoškolskim ustanovama u Hrvatskoj potrebno je ispitati perspektivu ostalih dionika, što uključuje profesore koji predaju predmete na engleskom jeziku, profesore koji ne predaju ili ne žele predavati predmete na engleskom jeziku te upravljačke strukture visokoškolskih ustanova i donositelje odluka i politika. Budući da se o engleskom kao jeziku poučavanja često raspravlja u okviru internacionalizacije visokoškolskih ustanova, otvorenim ostaje pitanje poučavanja na ostalim stranim jezicima koji se tradicionalno uče na svim razinama obrazovanja u Hrvatskoj, kao što su njemački, talijanski, francuski i španjolski.

Literatura

Aintzane Doiz; David Lasagabaster; Juan Manuel, Sierra. 2012. *English-Medium Instruction at Universities*. Multilingual Matters. Bristol – Buffalo – Toronto.

Bowles, Hugo; Murphy, Amanda C. 2020. *English-Medium Instruction and the Internationalization of Universities*. Palgrave Macmillan. London.

Hughes, Rebecca. 2008. Internationalisation of Higher Education and Language Policy. *Higher Education Management and Policy* 20/1. 1–18. https://doi.org/10.1787/hemp-v20-art6-en (Pristupljeno 10. siječnja 2023.)

Jensen, Christian; Thøgersen, Jacob. 2011. Danish University lecturers' attitudes towards English as the medium of instruction. *Iberica* 22/22. 13–33. https://www.redalyc.org/articulo.oa?id=287023888002 (Pristupljeno 7. veljače 2023.)

Macaro, Ernesto. 2018. *English medium instruction: content and language in policy and practice.* Oxford University Press. Oxford.

Soruç, Adem; Griffiths, Carol. 2017. English as a medium of instruction: students' strategies. *ELT Journal* 72/1. 38–48. https://doi.org/10.1093/elt/ccx017 (Pristupljeno 21. svibnja 2023.)

Tange, Hanne. 2010. Caught in the Tower of Babel: university lecturers' experiences with internationalisation. *Language and Intercultural Communication* 10/2. 137–149 https://doi.org/10.1080/14708470903342138 (Pristupljeno 21. svibnja 2023.)

ATTITUDES OF STUDENTS OF STUDY PROGRAMMES IN THE FIELD OF COMMUNICATION SCIENCES ON PROFESSIONAL COURSES TAUGHT IN ENGLISH

The English language is increasingly used as a medium of instruction at higher education institutions around the world. In this regard, Croatia is no exception, and public and private higher education institutions in Croatia offer study programmes and/or certain compulsory and/or elective courses in the English language. Research shows that English as a medium of instruction, regardless of its prevalence and increasing popularity, raises a number of issues, in particular the issue of language competencies of teachers teaching professional subjects in English, the impact of teaching in English on the mother tongue and national identity, and fear that it is a phenomenon imposed by policy makers and management structures of higher education institutions without consulting key stakeholders, i.e. the teachers teaching these subjects and the students enrolling in them. Based on the research conducted among students of study programmes in the field of communication sciences, student satisfaction with different aspects of the teaching of professional subjects in English is presented in this paper. The research was conducted using the survey method on a sample of 120 students of the Communication Studies graduate study programme at the Faculty of Croatian Studies, University of Zagreb, and the Public Relations Management graduate study programme at Edward Bernays University of Applied Sciences, who in the 2020/2021 and 2021/ 2022 academic years, were enrolled in compulsory and/or elective courses in English. The questionnaire contained closed and open-ended questions on four areas: (i) reasons for enrolling in professional courses taught in English, (ii) advantages of courses taught in English, (iii) practical ways of teaching professional courses in English and (iv) the impact of courses taught in English on the mother tongue and national identity. This research aims to contribute to the understanding of the under-researched area of English as a medium of instruction at higher education institutions in Croatia and to shed light on aspects that need to be improved and/or further researched.

Keywords: English as a medium of instruction, higher education institutions, mother tongue, students of communication sciences

HUMOUR IN BUSINESS ENGLISH CLASSES AND IN THE WORKPLACE

PREGLEDNI RAD / STATE-OF-THE-ART REVIEW PAPER

Magda Pašalić
magda@efst.hr
Faculty of Economics, Business and Tourism in Split, Split, Croatia

Abstract

A range of functions and qualities of humour used in teaching will be examined in the paper. The potential of using humour in EFL and BE classes as well as in the workplace will be explored. Humour is considered one of the essential features of human interaction. It can be used to create a relaxed classroom atmosphere and encourage better rapport teachers have with students. On the other hand, it can be employed as a management tool to reduce employees' stress and boost their productivity.

Humour can be used as a very effective teaching tool to introduce new linguistic and semantic content connected with the topics included in the syllabus. Furthermore, it can help students understand specific cultural and social features of a foreign language. These benefits of humour and humour-based activities will be explored in the paper. To what extent is humour addressed in BE coursebooks is an issue that will be referred to as well. Finally, the impact and role of humour in organisational cultures will be discussed based on the existing research results.

Keywords: English as a foreign language, humour, management tool, teaching tool

1. INTRODUCTION

Foreign language (FL) teachers strive to use teaching strategies which will help their students to be more engaged and motivated in the classroom. One of the helpful teaching tools in an FL classroom used to enhance students' learning outcomes as well as their relationship with their FL teachers is humour. Humour and playfulness are considered an essential part of human nature and communication among humans as stated by Schmitz (2002). Humour includes verbal and nonverbal communication and it should trigger positive affective and cognitive reactions among those who exchange it (Neuliep, 1991; Crawford, 1994; Romero & Cruthirds, 2006; Banas, Dunbar, Rodriguez & Liu, 2011). Its social, cognitive, pedagogical and motivational benefits (Martin, 2007; Hackathorn, Garczynski, Blankmeyer, Tennial & Solomon,

2011; Neff & Rucynski, 2021) make it relevant for learning in general and for learning an FL.

Although there is a limited number of studies that examine humour as a pedagogical tool, the ones that were carried out confirm its beneficial features in classrooms (e.g. Ziv, 1988; Askildson, 2005; Chabeli, 2008; Hackathorn et al., 2011; Pham, 2014). As pointed out by Wagner and Urios-Aparisi (2011) numerous studies have proved that using humour in classrooms improves students' motivation, the accomplishment of learning outcomes, teacher immediacy, classroom environment, and effectiveness of teaching methods and it results in students positively evaluating their teachers. Another significant benefit of humour is that it can be a tool that helps teachers gain and maintain students' attention. Moreover, humour enables students to remember and retrieve contents of the subject they study more effectively (Ziv, 1988; Wanzer, 2008). Additionally, humour can be helpful in the workplace because it can diminish the impacts of unpleasant situations in negotiations or mediation processes and it can be used to enhance leadership styles, communication in companies and cohesiveness in teams (Romero & Cruthirds, 2006; Vrticka, Black & Reiss, 2013).

In this paper, the emphasis will be on presenting research results on using humour in classrooms and in particular on providing existing research results and notions on the relationship between humour as a teaching tool and learning English as a foreign language (EFL). Supportive arguments for using humour to achieve a positive classroom atmosphere and to introduce cultural and linguistic features of EFL will be proposed as well. One of the aims of the paper is to increase awareness of the benefits and effects of employing humour in the EFL classroom, especially among EFL teachers who are reluctant to use it as a teaching tool. Furthermore, humour has the potential to enable our students to be more committed to the course programme and class activities. Lastly, humour as a managerial tool will be observed through the analysed papers that dealt with the issue of using humour as a leadership and managerial tool.

2. DEFINITIONS OF HUMOUR

Humour is considered a complex interdisciplinary phenomenon (Ziyaeemehr & Kumar, 2014) and it refers to something that many people find comical and amusing (Raskin, 1985 in Ziyaeemehr & Kumar, 2014; Pham, 2014). As a concept humour is interpreted as a range of skills, views and approaches that can help individuals accomplish set goals (Chabeli, 2008). Leung (2004) defines it as a person's ability to perceive, take pleasure in and articulate issues which are funny or amusing. However, humour can sometimes have negative implications as well. It can induce disrespect and mockery (Banas et al., 2011). Among various functions of humour, there are two major groups. One refers to humour that acts as a social medium to unite individuals

and the other which when used expresses someone's superiority and power (Rochmawati, 2017). Furthermore, there are definitions of humour which emphasise incongruity as an important element of humour which includes cognitive processes resulting in something humorous. It happens when individuals recognise unconventional and unexpected features that oppose their habits, norms, expectations or etiquette (Martin, 2007; Wanzer, Frymier & Irwin, 2010; Vrticka et al., 2013; Rochmawati, 2017; Gonulal, 2018).

When defining humour in teaching or the one used in classrooms, humour would be interpreted as "an act performed through linguistic or non-linguistic means by any of the participants (i.e. student(s) or teacher)" (Wagner & Urios-Aparisi, 2011, p. 400). The authors indicate that humour in education demonstrates its cognitive and communicative aspects since it is a significant factor in social interactions. In EFL classes it can be used as an instrument to introduce and explain linguistic, sociolinguistic and discourse features of English (Trachtenberg, 1979; Askildson, 2005). Moreover, any type of humour used in teaching and learning foreign languages implies recognising and comprehending hidden messages or subtle cultural issues included in humorous content and not only simple understanding of words used in diverse humorous forms (Tuncay, 2007, Wagner & Urios-Aparisi, 2011).

Finally, humour is defined as a vital and effective teaching tool in different areas of education which enables teachers to create an engaging and enjoyable learning environment (Torok, McMorris & Lin, 2004). In the following chapter, a range of various types of humour used in education will be presented.

3. TYPES OF HUMOUR USED IN TEACHING

Diverse categories of humour and humour theories are found in the examined literature (Schmitz, 2002; Askildson, 2005; Chabeli, 2008; Wanzer, 2008; Wagner & Urios-Aparisi, 2011; Rochmawati, 2017; Fadel & Al-Bargi, 2018; Neff & Dewaele, 2022). Classification of humour in the educational context provided by Chabeli (2008) includes two groups of humour, a positive and a negative one. Positive humour helps students feel more relaxed and outgoing and less afraid of their teachers (Goodman, 2005, as cited in Chabeli, 2008). Negative humour can be perceived as something upsetting, disparaging or mocking by students (Kelly, 2005, as cited in Chabeli, 2008). Furthermore, Wanzer, Frymier, Wojtaszczyk and Smith (2006) underline that one of the complexities of researching humour in teaching lies in the fact that there are many different types of humour. The ones they point out are cartoons, jokes, riddles, puns, one-liners, nonverbal behaviour, and physical antics. Nonetheless, in their own study, conducted among undergraduate students, they identified four main categories of appropriate and four main categories of inappropriate teacher humour. Additionally,

Gorham and Christophel (1990) indicated other types of humour used in classrooms such as brief humorous comments, personal anecdotes or stories and general anecdotes or stories, which can be related to the topic studied in the class or not.

In the area of teaching foreign languages Schmitz (2002) introduced three types of humour. One that refers to humour that is created based on universal or general notions i.e. on how reality functions. The other two groups include humour which relates to specific cultural and linguistic features. Schmitz (2002) emphasises further that cultural and linguistic humour cannot be used with students who are beginners since these two types of humour require specific knowledge of the matters included in jokes or other kinds of humour that beginners have not yet acquired.

In addition to the above mentioned types of humour, there are also some other types that are at either EFL or Business English (BE) teachers' disposal. They include witticisms, quips, gags, idiomatic expressions, proverbs, pronunciation games, jokes based on grammatical errors, retorts, etc. (Schmitz, 2002; Muños-Basols, 2005). In the following chapters benefits of humour used as a teaching tool in educational settings, in particular in EFL and BE classes, will be explored.

4. BENEFITS OF HUMOUR IN EDUCATIONAL SETTINGS

In educational settings humour is used to improve the efficiency of teaching and learning and to help teachers create a positive learning environment. In education, the relationship between teachers and students is one of the most essential factors for achieving an atmosphere and environment conducive to more effective learning. Therefore, what teachers do and say in classes is vital.

Research shows (Gorham & Christophel, 1990; Torok, McMorris & Lin, 2004; Garner, 2006; Wanzer et al., 2010; Hackathorn et al., 2011) that there is a positive correlation between humour employed by teachers in classes and students' success in accomplishing learning outcomes. Ziv (1988) divides research on the effects of humour in educational contexts into two groups. One includes research which examines the affective role of humour, i.e. how students perceive teachers who use humour in classes. The other group of research focuses on analysing the cognitive effects of humour. He emphasises the importance of using humour that is connected with the course contents because students will then understand new information better and will be able to recall it more successfully. A quite significant perspective when analysing humour in educational settings is how students perceive teacher's humour. If students do not find the humour their teacher uses in classes funny, they will fail to benefit from humour integrated into the course topic. It happens because students might not even recognise specific information introduced through humour or incorporated in it (Wanzer, 2008).

Torok, McMorris and Lin (2004) underline a wide range of benefits of humour used in higher education lectures, e.g. students perceive teachers who use humour as more friendly, it boosts their concentration, reduces stress, encourages group cohesiveness and enhances their understanding of the course programme. Finally, Chabeli (2008) stresses the importance of using humour to retain students' commitment and energy as well as the humour's potential to link affective and cognitive elements included in the teaching and learning process. She suggests that teachers should try to implement humour as a teaching strategy in creative ways and make it transparent to their students that humour can help them not only enjoy classes but be more successful in learning new contents.

5. HUMOUR IN THE WORKPLACE

Similar to educational and EFL teaching contexts, the affective benefits of humour can be used in the workplace to ease tensions among co-workers or among superiors and subordinates (Romero & Cruthirds, 2006; Tranter, 2017; Nilsen & Nilsen, 2018). Caudill and Woodzicka (2016) suggest including training on using humour in companies as a part of employees' diversity training. In their view teaching employees and managers how to use humour appropriately may diminish the challenges employees have to tackle at work which have an impact on their well-being. Moreover, Caudill and Woodzicka (2016) point out that implementing appropriate and positive forms of humour in the workplace encourages the development of healthy relationships. Nilsen and Nilsen (2018) suggest that companies' management should have bulletin boards installed in companies, close to lifts or coffee machines, on which jokes and cartoons can be displayed daily by employees.

Humour can be used as a management tool that helps managers run their teams more efficiently, as pointed out by Romero and Cruthirds (2006). They indicate humour's capacity to aid in creating harmonious relationships in companies as well. Gostik and Christopher (2008) determined that employees who have been exposed to humour achieve higher work performance. Humour has become an essential component of the company culture in numerous established and successful organisations. In addition, more and more companies include rooms for playing games and having fun with colleagues in order to mitigate employees' stress at work (Romero & Cruthirds, 2006; Gostik & Christopher, 2008; Cheng & Wang, 2014; Nilsen & Nilsen, 2018). Furthermore, Cheng and Wang (2014) discovered in their study that participants' task persistence increased when they were exposed to various types of humour. They propose further research on the correlation between different types of humour and workplace performance. Romero and Cruthirds (2006) emphasise the importance of finding out what type of humour managers should employ with their teams or other subordinates so that they accomplish better achievement of compa-

ny outcomes. They even designed a model called The Organisational Humour Model (OHM) to help managers be more successful in choosing the best type of humour in their business environment.

Rogerson-Revell (2007) analysed the use of humour in intercultural business meetings at the management level and found that the type of meeting determines the type of humour used and how often humour is used in meetings. She discovered that humour in meetings is always initiated by the chair and in most cases it is employed to demonstrate collegiality, support and solidarity. Nevertheless, sometimes humour can be used to express power, dominance and even exclusion or to cover aggression. Hence, Rogerson-Revell (2007) points out that employees in corporate environments have to be aware of the positive as well as negative roles of humour used in the workplace.

Evidently, humour has considerable benefits for different areas of business such as reducing pressure and stress during negotiations, improving the effects of presentations, building better work-related relationships or helping colleagues get involved in serious business issues. If anybody is going to use humour in the business context e.g. presentations, one has to be aware of the fact that finding out the background of your audience is particularly relevant. One should always avoid making fun of others and pay attention to the limits of good taste (Tranter, 2017).

Provided arguments for using humour in the workplace may serve as a solid standpoint for BE teachers who either need to create study materials on their own or need to add contents to their students, who are, after all, trained to become successful business professionals.

6. HUMOUR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE AND BUSINESS ENGLISH

Previously discussed features and implications of humour in education are applicable to teaching EFL and BE. As has been already noted, humour in FL classes represents a helpful and creative tool to draw students' attention to certain cultural and linguistic elements as well as to peculiarities of communication norms in a particular FL (Trachtenberg, 1979; Askildson, 2005). Although research into the correlation between humour used in EFL teaching and the progress in acquiring EFL is rather scarce, it indicates the valuable benefits of using humour in EFL classes. Unfortunately, there is a lack of resources that examine using humour in BE classes, which indicates the importance of researching the matter further.

The beginnings of using humour in teaching EFL are mostly connected with the introduction of the communicative FL teaching approach. Humorous discourse that

relies on authentic target language provides an excellent context for introducing new linguistic, social and discourse elements of the target language (Deneire, 1995; Askildson, 2005). The significance of using humour in EFL classes to encourage and develop the communicative competence of students emphasises Pujiastuti (2009) as well. Furthermore, Wagner and Urios-Aparisi (2011), Gonulal (2018) and Farnia and Mohammadi (2020) point out that humour might have a powerful role in diminishing stress and anxiety in FL classes that emerge as a result of students' lower linguistic knowledge and skills. In addition, Gonulal (2018) determined in his study that humour employed in EFL classes has a beneficial effect on the rapport EFL teachers have with their students, on students' attitude towards the course and on their comprehension and acquisition of the course contents.

Using affective potentials of humour in EFL contexts may lead to creating an overall more favourable and supportive environment for acquiring English (Askildson, 2005), which could be expected in BE context as well. Apart from the mentioned benefit, EFL and BE teachers may use one more benefit of humour that teachers of other courses or subjects will not need. They can use humour as a medium to transfer particular cultural, discoursal, pragmatic and linguistic features of English as previously stated. However, students need to acquire sufficient linguistic and cultural knowledge in order to benefit from humour as a teaching tool in the EFL context (Deneire, 1995). Language plays, jokes, riddles and other types of humour used in EFL have to be carefully chosen because they have to be compatible with students' knowledge of English (Schmitz, 2002; Ai Hoa, 2018). Hence, Schmitz (2002) proposes including cultural and linguistic humour in EFL classes with students at the intermediate or advanced language level. For those at the beginning level, he suggests using universal jokes because of their lack of language proficiency.

Authors who carried out research on specific potentials of using humour in BE classes or in study materials and coursebooks for BE could not be found. Only two papers focus on the topic of using humour in BE and both of them were published in the Business English Special Interest Group (BESIG) newsletter. BESIG is a special interest group under the umbrella of the International Association of Teachers of English as a Foreign Language (IATEFL).

Tranter (2017), the author of one of the mentioned articles, proposes that BE teachers use certain creative humour-based activities. One of the activities includes using acronyms to create funny sentences. The acronyms used should be the ones that relate to students' scope of studies. For each letter in the acronym, students suggest a word and all the words together should result in students forming an amusing sentence. The other activity includes creating personalised funny answering machine texts. Students may record themselves on their mobile phones and let other students in the group listen to their recordings. Lastly, Tranter (2017) recommends BE teachers to find humorous cartoons or illustrations on the Internet, divide a caption from the

cartoon or illustration and prepare a matching activity for their students.

Baptista-Baumann (2018) underlines the importance of choosing humour that relates to the topic analysed with students and how specific elements of culture are relevant to understanding some jokes. She suggests using comic video clips and songs to introduce new BE vocabulary and contents or to elicit feedback from students on matters discussed in BE classes. For example, if discussing the problems of poverty and redundancy, songs such as ABBA's *Money, Money, Money* and Aloe Blacc's *I Need a Dollar* can be used in the class. As implied earlier, Baptista-Baumann (2018) also points out that BE teachers should avoid making fun of students, using jokes that contain rude content, and using content that put students down.

Humour cannot be found in all BE coursebooks. However, examples of humour used in BE coursebooks (a vast majority of them are humorous illustrations/cartoons) are not referred to in the coursebooks and are not a part of activities included in the units. They have been used to ease the seriousness of the matters they imply, which are connected with the contents of the text analysed or to particular exercises prepared and included in the unit (e.g. downsides of outsourcing, cross-cultural issues, job interviews, etc.). Rare examples of using humorous illustrations in BE coursebooks are to be found in *Double Dealing*, a Business English course by Schofield and Frendo (2006).

Although the authors did not include activities connected to the humorous illustrations included in the coursebook, the illustrations could be used as a pre-reading activity, to introduce new vocabulary, cross-cultural differences, etc. Illustrations can be shown to students prior to a text analysis and reading comprehension activities to elicit feedback from them on the message or messages illustrations convey. Furthermore, BE teachers may ask their students to find similar cartoons or illustrations that relate to any of the relevant BE topics and ask them to write their comments on these issues or they can discuss the humorous cartoons/illustrations students found in the class. This might be an efficient method to help students discover features of various business-specific issues.

Considering the potentials and benefits of humour in education and teaching EFL determined in the examined resources, it is evident that BE study materials and coursebooks should include more humour that will not only be used as an illustration of something that may make students laugh but will be incorporated in the comprehension or discussion activities as well.

7. CONCLUSION

The above presented research results and relevant issues related to humour used in teaching in general and in EFL or BE classes prove humour to be a complex matter to

analyse. One of the reasons humour is not easy to analyse lies in the fact that there are many different types of humour (Wanzer, Frymier, Wojtaszczyk & Smith, 2006). The majority of studies examined belong to the field of pedagogy and psychology and reveal that teachers and students included in the analysed studies are overall in favour of using humour in classrooms. A positive correlation between humour used by teachers in classes and students' success in accomplishing learning outcomes has been confirmed in some studies (Gorham & Christophel, 1990; Torok, McMorris & Lin, 2004; Garner, 2006; Wanzer et al., 2010; Hackathorn et al., 2011). It is relevant to use humour that relates to the course contents in order to enable students to process and acquire new information successfully (Ziv, 1988). Moreover, in the area of teaching EFL, cultural and linguistic humour has to be used when students have acquired specific knowledge to understand the humour and to learn from the humour used in the classes (Schmitz, 2002). As pointed out earlier, humour should be considered an effective teaching strategy and EFL teachers need to make clear to their students that humour can help them become more successful in acquiring EFL (Chabeli, 2008).

Studies that focused on the analysis of humour used in the workplace confirm substantial contributions of humour used in companies among other employees who have been exposed to humour achieve better work performance (e.g. Gostik & Christopher, 2008). Other benefits of humour used in companies include reducing stress, establishing healthy relationships among employees and fostering solidarity (Rogerson-Revell, 2007; Tranter, 2017).

It is evident that the area of teaching and acquiring EFL lacks empirical data on the correlation between using humour and progress in learning EFL. This applies to teaching and acquiring BE contents as well. How students perceive humour used in coursebooks and humour used by their EFL or BE teachers, and whether they benefit from it are issues which are particularly significant. These issues should be analysed further because unless students understand and perceive the humour used by their teachers as useful, they will probably not benefit from it.

References

Ai Hoa, T. (2018). Can Humor Competence Be Taught?. *Proceedings of the 1st Bandung English Language Teaching International Conference (BELTIC)*, *1*, 389-396.

Askildson, L.R. (2005). Effects of humor in the language classroom: Humor as a pedagogical tool in theory and practice. *Journal of Second Language Acquisition and Teaching*, *12*, 45-61.

Banas, J. A., Dunbar, N., Rodriguez, D., & Liu, S. J. (2011). A review of humor in educational settings: Four decades of research. *Communication Education*, *60*(1), 115-144.

Baptista-Baumann, A. (2018). Dos and don'ts of using humour in business English. *Business*

Issues – The Newsletter of the Business English Special Interest Group, *99*, 30-31.

Caudill, A., & Woodzicka, J. (2017). Funny business: Using humor for good in the workplace. *HUMOR*, *30*(1), 43-62. https://doi.org/10.1515/humor-2016-0039

Chabeli, M. (2008). Humor: A pedagogical tool to promote learning. *Curationis*, *31*(3), 51-59.

Cheng, D., & Wang, L. (2014). Examining the Energizing Effects of Humor: The Influence of Humor on Persistence Behavior. *Journal of Business and Psychology*, *30*(4), 759-772.

Crawford, C. B. (1994). Theory and Implications Regarding the Utilization of Strategic Humor by Leaders. *Journal of Leadership Studies*, *1*(4), 53–68.

Deneire, M. (1995). Humor and Foreign Language Teaching. *Humor: International Journal of Humor Research*, *8*(3), 285-298.

Fadel, S. A., & Al-Bargi, A. (2018). The Use of Humour in EFL Classrooms: Comparative Conversational Analysis Case Study. *Arab World English Journal*, *9*(2), 262-282.

Farnia, M., & Mohammadi, S. (2021). Exploring EFL teachers' and learners' perception of L2 humor: A case study of Iranian English language institutes. *Eurasian Journal of Applied Linguistics*, *7*(1), 151–168. https://doi.org/10.32601/ejal.911225

Garner, R. L. (2006). Humor in Pedagogy: How Ha-Ha can Lead to Aha!. *College Teaching*, *54*(1), 177-180.

Gonulal, T. (2018). Investigating the potential of humour in EFL classrooms: An attitudinal study. *European Journal of Humour Research*, *6*(1), 141-161.

Gorham, J., & Christophel, D.M. (1990). The relationship of teachers' use of humor in the classroom to immediacy and student learning. *Communication Education*, *39*, 46-62.

Gostik, A., & Christopher, S. (2008). *The levity effect: Why it pays to lighten up*. John Wiley & Sons.

Hackathorn, J., Garczynski, A. M., Blankmeyer, K., Tennial, R. D., & Solomon, E. D. (2011). All kidding aside: Humor increases learning at knowledge and comprehension levels. *Journal of the Scholarship of Teaching and Learning*, *11*(4), 116-123.

Leung, B.T. (2004, November, 28–December, 2). *Development of an Objective Humour Appreciation Measure (HAM)* [Paper presentation]. The AARE Annual Conference, Melbourne, Victoria, Australia.

Martin, R. A. (2007). *The Psychology of Humour: An Integrative Approach*. Elsevier Academic Press.

Muños-Basols, J. (2005). Learning through Humor: Using Humorous Resources in the Teaching of Foreign Languages. *The A.T.I.S. Bulletin*, 42-46.

Neff, P., & Rucynski, J. (2021). The English classroom as "warai no ba": Instructor views on humor and language learning in Japan. *International Journal of Educational Research Open*, *2*, 100070. https://doi.org/ 10.1016/j.ijedro.2021.100070

Neff, P., & Dewaele, J.-M. (2022). Humor strategies in the foreign language class, *Innovation in Language Learning and Teaching*, *17*(3), 567-579. https://doi.org/10.1080/17501229.2022.2088761

Neuliep, J. W. (1991). An examination of the content of high school teachers' humor in the classroom and the development of an inductively derived taxonomy of classroom humor. *Communication Education*, *40*(4), 343-355.

Nilsen, D., & Nilsen, A. (2018). *The Language of Humor: An Introduction*. Cambridge University Press. http://doi:10.1017/9781108241403

Pham, H. N. H. (2014). *The use of humour in EFL teaching: a case study of Vietnamese university teachers' and students' perceptions and practices* [Unpublished Doctoral Dissertation]. University of Canberra.

Pujiastuti, A. (2009). A Spark of Humor in English Classroom: Contribution and Consideration. *Journal of English and Education*, *3*(2), 97–104.

Rochmawati, D. (2017). Pragmatic and rhetorical strategies in the English-written jokes. *Indonesian Journal of Applied Linguistics*, *7*(1), 149-159.

Rogerson-Revell, P. (2007). Humour in business: A double-edged sword: A study of humour and style shifting in intercultural business meetings. *Journal of Pragmatics*, *39*(1), 4-28.

Romero, E. J., & Cruthirds, K. W. (2006). The Use of Humor in the Workplace. *The Academy of Management Perspectives*, *20*(2), 58–69.

Schmitz, J. R. (2002). Humor as a pedagogical tool in foreign language and translation courses. *Humor: International Journal of Humor Research*, *15*(1), 89-113.

Schofield, J., & Frendo, E. (2006). *Double Dealing Business English Course*. Summertown Publishing Ltd.

Torok, S.E., McMorris, R.F., & Lin, W. (2004). Is humor an appreciated teaching tool? Perceptions of professors' teaching styles and use of humor. *College Teaching*, *52*, 14-20.

Trachtenberg, S. (1979). Joke-Telling as a Tool in ESL. *TESOL Quarterly*, *13*(1), 89-99.

Tranter, G. (2017). Humour as an essential language skill at the workplace. *Business Issues – The Newsletter of the Business English Special Interest Group*, *96*, 22-23.

Tuncay, H. (2007). Welcome to HELL: Humour in English Language Learning (ED499225). ERIC. https://files.eric.ed.gov/fulltext/ED499225.pdf

Vrticka, P., Black, J. M., & Reiss, A. L. (2013). The neural basis of humour processing. *Nature reviews. Neuroscience*, *14*(12), 860–868.

Wagner, M., & Urios-Aparisi, E. (2011). The use of humor in the foreign language classroom: Funny and effective?. *Humor*, *24*(4), 399-434. https://doi.org/10.1515/humr.2011.024

Wanzer, M. B., Frymier, A., Wojtaszczyk, A. M., & Smith, T. (2006). Appropriate and inappropriate uses of humor by teachers. *Communication Education*, *55*(2), 178-196.

Wanzer, M. B. (2008). Teacher Use of Humor. In W. Donsbach (ed.), *The International Encyclopedia of Communication* (pp. 1-3). John Wiley & Sons, Ltd.

Wanzer, M.B., Frymier, A.B., & Irwin, J. (2010). An explanation of the relationship between instruction humor and student learning: Instructional humor processing theory. *Communication Education*, *59*, 1-18.

Ziv, A. (1988). Teaching and Learning with Humor: Experiment and Replication. *The Journal of Experimental Education*, *57*(1), 4-15.

Ziyaeemehr, A., & Kumar, V. (2014). The role of verbal humor in second language education. *International Journal of Research Studies in Education*. *3*(2), 3-13.

HUMOR U NASTAVI POSLOVNOG ENGLESKOG JEZIKA I NA RADNOM MJESTU

U radu će se izložiti niz funkcija i karakteristika humora koje se koriste u nastavi. Istražit će se potencijal primjene humora u nastavi engleskoga kao stranoga jezika i poslovnoga engleskoga jezika kao i humora koji se koristi na radnome mjestu. Humor se smatra jednim od bitnih obilježja ljudske interakcije. Može se koristiti za stvaranje opuštene atmosfere u razredu i poticanje boljega odnosa između nastavnika i studenata. S druge strane, može se koristiti kao upravljački alat za smanjenje stresa zaposlenika i povećanje njihove produktivnosti.

Humor se može koristiti kao vrlo učinkovito nastavno sredstvo za uvođenje novih jezičnih i semantičkih sadržaja povezanih s temama obuhvaćenim nastavnim programom. Nadalje, može pomoći studentima da razumiju specifične kulturne i društvene značajke stranoga jezika. Te dobrobiti humora kao i aktivnosti temeljene na humoru bit će istražene u radu. U kojoj se mjeri humor obrađuje u udžbenicima poslovnoga engleskoga jezika pitanje je koje će se također analizirati. Na kraju će se na temelju dosadašnjih rezultata istraživanja proučiti uloga humora u poslovnim okruženjima.

Ključne riječi: engleski kao strani jezik, humor, sredstvo poučavanja, sredstvo upravljanja

ENGLESKI JEZIK STRUKE I SADRŽAJ RADNOG MATERIJALA: ANALIZA STAVOVA I POTREBA STUDENATA KINEZIOLOGIJE

IZVORNI ZNANSTVENI RAD / ORIGINAL RESEARCH PAPER

Ana Penjak
Faculty of Kinesiology Split, University of Split, Split, Croatia
apenjak@kifst.eu

Sažetak

Današnje potrebe tržišta rada i trgovine, na lokalnoj i na globalnoj razini, ukazuju na važnost i nužnost poučavanja engleskog jezika struke (EJS) općenito. Na temelju primjera iz prakse, i to EJS-a u sklopu predmeta *English for Sport* na Kineziološkom fakultetu Sveučilišta u Splitu, ciljevi ovoga rada bili su ispitati, analizirati i prikazati rezultate stavova i potreba studenata kineziologije: 1) o važnosti učenja EJS-a u sklopu njihova studijskog programa i razine studija; 2) o važnosti učenja EJS-a za potrebe rada u struci; 3) o prikladnosti sadržaja predmetnoga radnog udžbenika iz EJS-a iz predmeta *English for Sport* te 4) o važnosti izrade nastavnog materijala iz EJS-a općenito. Također, radom se želi pružiti povratna informacija svim nastavnicima EJS-a o važnosti i potrebi izrade prikladnoga nastavnog radnog materijala. U istraživanju su sudjelovali studenti preddiplomskog studija kineziologije. Istraživanje je provedeno od prosinca 2022. do veljače 2023. Za potrebe istraživanja korišten je novokonstruirani upitnik. Radom se zaključuje da prilagođenost i usklađenost nastavnoga radnog materijala pridonosi lakšem i uspješnijem svladavanju EJS-a te može pomoći studentima u budućem radu u struci.

Ključne riječi: engleski jezik struke, nastavni materijal, studentska procjena, vrednovanje

1. UVOD

Jezikom se kao sustavom sačinjenim od niza simbola s određenim značenjem i pravilima koji te iste simbole i povezuju (Hržica i Peretić 2015) koristimo ne samo u svrhu komunikacije (u pisanom ili usmenom obliku), kao sredstvom za iznošenje npr. naših razmišljanja i ideja, nego i kao simbolom našeg nacionalnog i/ili kolektivnog identiteta (Gvozdanović 2010). S druge strane, engleski jezik kojim govori više od 1 200 000 000 govornika (od kojih je 400 000 000 izvornih govornika), u 146 zemlje diljem svijeta (Ethnologue 2022), uživa reputaciju sveprisutnoga globalnog jezika (Li 2007; Penjak 2012; He 2015) te se potreba za znanjem engleskog jezika proširila iz tzv. zemalja unutarnjeg kruga na tzv. zemlje vanjskog kruga (Ostler 2005).

Nadalje, globalno tržište rada, internacionalizacija poslovanja, multikulturalizam, razvoj digitalne tehnologije, ali i globalno širenje spoznaja u zadnja su dva desetljeća pridonijeli povećanju potrebe za upotrebom engleskog jezika. Posljedično je porasla i potreba za učenjem, poučavanjem i usavršavanjem engleskog jezika struke (EJS) te stoga ne čudi da razlikujemo engleski poslovni jezik, engleski jezik za medicinsku struku, engleski jezik znanstvenog i akademskog diskursa i sl. (Farrall i Lindsley 2008). Štoviše, već su 2007. Mihaljević Djigunović i Bagarić (2007) navele stav da bi svaki pojedinac u Hrvatskoj, kao (budući) stanovnik Europske unije (EU), trebao, uz svoj materinski jezik, znati barem još dva strana jezika. U cilju omogućavanja razvijanja višejezičnosti, razvijena je strategija za višejezičnost Europske komisije čiji je cilj bio upravo poticanje građana EU-a na učenje stranih jezika kao na onu aktivnost koja je ujedno važna za ostvarivanje ciljeva europske politike (Šimunović, Letica i Halter 2011).

Na tragu prethodnoga, mnoge visokoškolske obrazovne institucije (javne i privatne) u Hrvatskoj danas nude svojim studentima predmete iz EJS-a. Na primjer, Kineziološki fakultet Sveučilišta u Splitu na preddiplomskoj i diplomskoj razini studija nudi dva kolegija iz engleskog jezika za potrebe kineziološke struke: *English for Sport* (obvezni kolegij na preddiplomskoj razini) i *English in Sport and Exercise Sciences* (izborni kolegij na diplomskoj razini).

Cilj je ovog rada, a na temelju primjera iz prakse, i to predmeta *English for Sport* na sveučilišnom preddiplomskom studiju kineziologije Kineziološkog fakulteta Sveučilišta u Splitu, bio ispitati, analizirati i prikazati rezultate stavova i potreba studenata kineziologije: 1) o važnosti učenja EJS-a u sklopu njihova studijskog programa i razine studija; 2) o važnosti učenja EJS-a za potrebe rada u struci; 3) o prikladnosti sadržaja predmetnoga radnog udžbenika iz EJS-a iz predmeta *English for Sport* te 4) o važnosti izrade nastavnog materijala iz EJS-a općenito. Cilj je ovog rada bio i ispitati pouzdanost promatranoga mjernog instrumenta. Naposljetku, dobivenim se rezultatima željelo pružiti povratne informacije svim nastavnicima EJS-a o važnosti i potrebi poticanja izrade prikladnoga nastavnog radnog materijala u cilju proširivanja stečenih i usvajanja novih jezičnih vještina i znanja iz engleskog jezika potrebnih za rad u kineziološkoj struci.

2. METODOLOGIJA ISTRAŽIVANJA

2.1. Uzorak ispitanika

U istraživanju je sudjelovao N = 101 (M = 48; Ž = 53; dob 21,1 ±1,9 god.) student druge i treće godine sveučilišnoga preddiplomskog studija kineziologije Kineziološkog fakulteta Sveučilišta u Splitu (akademskih godina 2021./2022. i 2022./2023.). Pri tome se na poduzorku od 24 ispitanika primjenom metode test-retest ispitala pouzdanost promatranog upitnika. Temeljni kriterij odabira ispitanika bio je da su odslušali i po-

ložili ispit iz obveznog predmeta *English for Sport* s druge godine preddiplomskoga sveučilišnog studija kineziologije. Detaljnija struktura korištenog uzorka nadalje je prikazana u poglavlju *Rezultati*.

2.2. Instrument

Uslijed nepostojanja prethodno validiranih testova kojima se testiraju stavovi i potrebe studenata kad je riječ o učenju EJS-a, konstruiran je novi anketni upitnik. Upitnik se sastojao od četiri skupine varijabli: 1) sociodemografske varijable (dob, spol, završena srednja škola, prosječna ocjena iz engleskog jezika u srednjoj školi, informacija o dodatno završenom tečaju iz engleskog jezika u nekoj od škola stranog jezika (DA/NE), kategorizacija profesionalnog sportaša (DA/NE), period bavljenja profesionalnim sportom (manje od pet / više od pet godina), učestalost putovanja u zemlje u kojima je engleski jezik službeni jezik (DA/NE), svrha putovanja u zemlje u kojima je engleski jezik službeni jezik); 2) stavovi i mišljenja studenata o prikladnosti sadržaja novoga predmetnog radnog udžbenika iz EJS-a korištenog u sklopu predmeta *English for Sport* (varijable: „Tekstovi iz radnog udžbenika koji se koristi u nastavi iz predmeta *English for sport* prikladni su i važni za vašu vrstu studija (studij kineziologije)" (*Tekstovi i vrsta studija*), „Tekstovi iz radnog udžbenika koji se koristi u nastavi iz predmeta *English for sport* prikladni su i važni za vašu razinu studija (preddiplomska razina)" (*Tekstovi i razina studija*), „Sadržajem iz predmetnog radnog udžbenika podjednako su zastupljene sljedeće jezične vještine: pisanje, čitanje i usmena komunikacija" (*Sadržaj i vještine*) i „Engleski jezik struke korišten u tekstovima u predmetnom radnom udžbeniku proširuje i nadopunjuje moje dosadašnje znanje općeg engleskog jezika" (*EJS i opće znanje EJ-a*)); 3) stavovi i potrebe studenata o važnosti učenja EJS-a za pronalaženje posla u struci (varijable: „Znanje iz EJS-a važno je za potrebe svake struke" (*Znanje iz EJS-a i struka*), „Znanje iz EJS-a (u vašem slušaju EJ u kineziologiji) koristit će mi pri lakšem pronalaženju posla u Hrvatskoj" (*EJS i pronalaženje posla u Hrvatskoj*), „Znanje iz EJS-a (u vašem slučaju EJ u kineziologiji) koristit će mi pri lakšem pronalaženju posla izvan Hrvatske" (*EJS i pronalaženje posla izvan Hrvatske*) i „Razvijanje vještine govorne komunikacije na EJS-u, u skladu sa sadržajem predmetnog radnog udžbenika iz EJS-a, smatram korisnim za pronalaženje posla u struci" (*Govorna komunikacija i EJS*), „Razvijanje vještine čitanja na EJS-u, u skladu sa sadržajem predmetnog radnog udžbenika iz EJS-a, smatram korisnim za pronalaženje posla u struci" (Čitanje i EJS), „Razvijanje vještine pisanja na EJS-u, u skladu sa sadržajem predmetnog radnog udžbenika iz EJS-a, smatram korisnim za pronalaženje posla u struci" (*Pisanje i EJS*)) te 4) stavovi i mišljenja studenata o važnosti i potrebi izrade nastavnog radnog materijala iz EJS-a (varijable: „Izrada materijala iz EJS-a za potrebe studenata i nastavnika na visokoškolskim institucijama općenito je iznimno važna" (*Materijali iz EJS-a i potrebe*), „Izrada nastavnih materijala iz EJS-a koji su prilagođeni neizvornim govornicima engleskog jezika iznimno je važna" (*Materijali iz EJS-a i neizvorni govornici*), „Ovaj jezični predmet, *English for Sport*, koristan je za studij kineziologije" (*Važnost pred-*

meta English for Sport *za studij kineziologije*), „Ishodi predmeta *English for sport* proizlaze iz sadržaja predmeta" (*Ishodi i sadržaj*) i „Ishodi učenja iz predmeta *English for sport* pomoći će mi u svladavanju ishoda ostalih predmeta na EJ-u u sklopu mojeg studija" (*Ishodi i predmeti*)).

Sve kvantitativne čestice upitnika napravljene su na Likertovoj skali od 1 do 5 (1 – uopće se ne slažem, 2 – ne slažem se, 3 – slažem se, 4 – vrlo se slažem, 5 – iznimno se slažem). Na kraju anketnog upitnika studenti su mogli napisati svoj komentar za koji su smatrali da može pomoći pri doradi, izmjeni i poboljšanju izrade radnog materijala, kao i pri samom pristupu podučavanju engleskog jezika struke u kineziologiji, ali i u sklopu kolegija *English for sport*.

Radi utvrđivanja pouzdanosti upitnika, napravljen je i retest. Pri tome je retest, u odnosu na test, realiziran nakon 12 dana.

2.3. Postupak

Ispitanici su mogli ispuniti anketni upitnik u papirnatom obliku ili u *online* verziji preko platforme Google One Drive. Testiranje se provodilo na Kineziološkom fakultetu od prosinca 2022. do veljače 2023. Ispitanici su na početku ispunjavanja anketnog upitnika bili upoznati s ciljem ispunjavanja ankete i vremenom ispunjavanja ankete, kao i s činjenicom da je anketa anonimna. Ispitanici su anketi pristupili dobrovoljno, a istraživanje je napravljeno u skladu s Helsinškom deklaracijom.

2.4. Metode obrade podataka

Statistička analiza podataka provedena je s pomoću programskog paketa Statistica 14.0.0.15 (TIBCO Software Inc. (2020). Data Science Workbench). Inicijalni upitnik sastojao se od 15 kvantitativnih varijabli. Nadalje, na temelju kondenziranja aritmetičkom sredinom generirane su dvije dimenzije: 1. dimenzija – *Materijali iz EJS-a i neizvorni govornici* – kondenzacija varijabli: „Izrada materijala iz EJS-a za potrebe studenata i nastavnika na visokoškolskim institucijama općenito je iznimno važna" (*Materijali iz EJS-a i potrebe*), „Izrada nastavnih materijala iz EJS-a koji su prilagođeni neizvornim govornicima engleskog jezika iznimno je važna" (*Materijali iz EJS-a i neizvorni govornici*) te 2. dimenzija – *Važnost predmeta* English for Sport *za studij kineziologije* – kondenzacija varijabli: „Ovaj jezični predmet, *English for Sport*, koristan je za studij kineziologije" (*Važnost predmeta* English for Sport *za studij kineziologije*), „Ishodi predmeta *English for sport* proizlaze iz sadržaja predmeta" (*Ishodi i sadržaj*) i „Ishodi učenja iz predmeta *English for sport* pomoći će mi u svladavanju ishoda ostalih predmeta na EJ-u u sklopu mojeg studija" (*Ishodi i predmeti*). Korištenjem Kolmogorov-Smirnovljeva testa ispitan je normalitet distribucije kondenziranih varijabli. S obzirom na to da je uočeno da samo jedna varijabla ima blago odstupanje od normaliteta, dalje su se primjenjivane parametrijske statističke metode. Izračunani su

deskriptivni statistički parametri varijabli, i to aritmetička sredina (AS), standardna devijacija (SD), kao i maksimalni (Maks.) i minimalni (Min.) rezultat. Provjera pouzdanosti upitnika napravljena je s pomoću metode test-retest. U tu svrhu izračunan je *t*-test za zavisne uzorke, testna vrijednost (t), kao i pridružena značajnost (p). Za izračunavanje povezanosti između tekstova u radnom udžbeniku i različitih varijabli stavova i potreba studenata primijenjena je korelacijska analiza te su izračunani koeficijenti korelacije (r), koeficijent determinacije (r^2) te razina statističke značajnosti (r, r^2). Pri tome je vrijednost korelacijskog koeficijenta od 0 do 0,25 interpretirana kao vrlo slaba povezanost, od 0,26 do 0,50 kao slaba povezanost, od 0,51 do 0,75 kao umjerena povezanost te od 0,76 do 1 kao jaka povezanost varijabli.

Pouzdanost mjernog instrumenta provjerena je metodom test-retest. Rezultati *t*-testa za zavisne uzorke pokazali su preko aritmetičke sredine svake skupine izjava na upitniku kako ne postoji značajna razlika između prvog i drugog mjerenja ($p > 0,05$).

3. REZULTATI

Analiza sociodemografskog dijela ukazuje nam da je od ukupnog uzorka ispitanika 71 % završilo srednju strukovnu školu, a 29 % gimnaziju. Ocjene ispitanika u srednjoj školi iz engleskog jezika bile su: 33 % dobar, 25 % vrlo dobar i 42 % odličan, a od toga je 42 % ispitanika završilo i neki dodatni jezični tečaj. Od svih ispitanika 88 % nisu bili profesionalni sportaši (nisu imali kategorizaciju prema Hrvatskom olimpijskom odboru), dok se 50 % ukupnog broja ispitanika bavilo sportom, i to dulje od pet godina. Na pitanje putuju li često u zemlje u kojima komuniciraju na engleskom jeziku i, ako putuju, koja je svrha njihova putovanja, 79 % ispitanika izjavilo je da često putuje u zemlje u kojima se u svrhu komunikacije koriste engleskim jezikom te da je svrha njihova putovanja: 3 % sportska natjecanja, 46 % privatni razlozi, a 21 % ispitanika se nije izjasnilo o tome.

U tablici 1 prikazani su deskriptivni statistički parametri varijabli o stavovima studenata o važnosti učenja EJS-a za vrstu studija, kao i stavovi o važnosti razvijanja jezičnih vještina u sklopu EJS-a.

Tablica 1. Deskriptivni statistički parametri varijabli o važnosti izrade nastavnog materijala iz EJS-a

Varijable	AS	Min.	Maks.	SD
Znanje iz EJS-a i struka	4,71	4,00	5,00	0,46
Govorna komunikacija i EJS	4,29	3,00	5,00	0,69
Čitanje i EJS	4,04	3,00	5,00	0,69
Pisanje i EJS	3,71	3,00	5,00	0,69
Materijali iz EJS-a i neizvorni govornici	4,13	3,00	5,00	0,74
Važnost predmeta *English for Sport* za studij kineziologije	4,21	3,00	5,00	0,72

Legenda: AS – aritmetička sredina; SD – standardna devijacija; Maks. – maksimalni rezultat; Min. – minimalni rezultat.

Skraćenice varijabli upotrijebljenih u tablici odgovaraju sljedećim izvornim oblicima varijabli primijenjenih u upitniku: *Znanje iz EJS-a i struka* – „Znanje iz EJS-a važno je za potrebe svake struke", *Govorna komunikacija i EJS* – „Razvijanje vještine govorne komunikacije na EJS-a, u skladu sa sadržajem predmetnog radnog udžbenika iz EJS-a, smatram korisnim za pronalaženje posla u struci", Čitanje i EJS – „Razvijanje vještine čitanja na EJS-u, u skladu sa sadržajem predmetnog radnog udžbenika iz EJS-a, smatram korisnim za pronalaženje posla u struci", *Pisanje i EJS* – „Razvijanje vještine pisanja na EJS-u, u skladu sa sadržajem predmetnog radnog udžbenika iz EJS-a, smatram korisnim za pronalaženje posla u struci", *Materijali iz EJS-a i neizvorni govornici* – „Izrada materijala iz EJS-a za potrebe studenata i nastavnika na visokoškolskim institucijama općenito je iznimno važna" te *Važnost predmeta* English for Sport *za studij kineziologije* – „Ovaj jezični predmet, *English for Sport*, koristan je za studij kineziologije".

Iz tablice 1 iščitavamo da prema maksimalnim vrijednostima za svaku pojedinu varijablu svi ispitanici smatraju da je znanje iz EJS-a, razvijanje jezičnih vještina, važnost izrade nastavnih materijala iz EJS-a i važnost pohađanja jezičnog predmeta za potrebe struke iznimno potrebno i važno.

Na tragu prethodno analiziranih varijabli, analizirane su i varijable koje se odnose na stavove studenata o važnosti učenja EJS-a u sklopu njihove vrste i razine studija za potrebe pronalaženja posla u Hrvatskoj i izvan nje. Dobiveni rezultati prikazani su u tablici 2.

Tablica 2. Deskriptivni statistički parametri varijabli o znanju iz EJS-a za potrebe posla u Hrvatskoj i izvan nje

Varijable	AS	Min.	Maks.	SD
EJS i pronalaženje posla u Hrvatskoj	3,75	2,00	5,00	1,03
EJS i pronalaženje posla izvan Hrvatske	4,58	3,00	5,00	0,72

Legenda: AS – aritmetička sredina; SD – standardna devijacija; Maks. – maksimalni rezultat; Min. – minimalni rezultat.

Skraćenice varijabli korištene u tablici odgovaraju sljedećim izvornim oblicima varijabli korištenih u upitniku: *EJS i pronalaženje posla u Hrvatskoj* – „Znanje iz EJS-a (u vašem slučaju EJ u kineziologiji) koristit će mi pri lakšem pronalaženju posla u Hrvatskoj" i *EJS i pronalaženje posla izvan Hrvatske* – „Znanje iz EJS-a (u vašem slučaju EJ u kineziologiji) koristit će mi pri lakšem pronalaženju posla izvan Hrvatske".

Prema podacima iz tablice 2 uočavamo vrlo visoku aritmetičku sredinu kod obje varijable. Minimalne vrijednosti također pokazuju kako nitko od ispitanika ne misli da mu poznavanje EJS-a neće koristiti u pronalaženju posla izvan Hrvatske.

Deskriptivni statistički parametri varijabli koje se odnose na stavove studenata o prikladnosti sadržaja nastavnog radnog materijala iz EJS-a korištenog u sklopu predmeta *English for Sport* te rezultati njihove korelacijske analize prikazani su u tablici 3.

Tablica 3. Deskriptivni statistički parametri varijabli o prikladnosti radnog udžbenika i rezultati korelacijske analize

Varijable	AS	SD	r	r^2
Tekstovi i vrsta studija	3,70	0,69	0,41*	0,17
EJS i opće znanje EJ-a	3,16	0,48		
Tekstovi i razina studija	3,87	0,85	0,69*	0,47
EJS i opće znanje EJ-a	3,16	0,48		

Legenda: Značajna povezanost na razini $p < 0,05$; AS – aritmetička sredina; SD – standardna devijacija; r – koeficijent korelacije; r^2 – koeficijent determinacije.

Skraćenice varijabli korištene u tablici odgovaraju sljedećim izvornim oblicima varijabli korištenih u upitniku: *Tekstovi i vrsta studija* – „Tekstovi iz radnog udžbenika koji se koristi u nastavi iz predmeta *English for sport* prikladni su i važni za vašu vrstu studija (studij kineziologije)", *Tekstovi i razina studija* – „Tekstovi iz radnog udžbenika koji se koristi u nastavi iz predmeta *English for sport* prikladni su i važni za vašu razinu studija (preddiplomska razina)" te *EJS i opće znanje EJ-a* – „Engleski jezik struke korišten u tekstovima u predmetnom radnom udžbeniku proširuje i nadopunjuje moje dosadašnje znanje općeg engleskog jezika".

Iz tablice 3 očito je da postoji statistički značajna i pozitivna korelacija između varijable kojom su se testirali stavovi o prikladnosti sadržaja tekstova iz predmetnoga radnog udžbenika za vrstu studija odnosno varijable kojom su se testirali stavovi o prikladnosti tekstova iz predmetnoga radnog udžbenika za razinu studija sa stavom da EJS korišten u tekstovima u udžbeniku proširuje i nadopunjuje dosadašnje znanje općeg EJ-a ispitanika.

U skladu s time, u tablici 4 prikazani su deskriptivni statistički parametri kondenziranih varijabli (*Materijali iz EJS-a i neizvorni govornici* – kondenzacija varijabli: „Izrada materijala iz EJS-a za potrebe studenata i nastavnika na visokoškolskim institucijama općenito je iznimno važna" (*Materijali iz EJS-a i potrebe*), „Izrada nastavnih materijala iz EJS-a koji su prilagođeni neizvornim govornicima engleskog jezika iznimno je važna" (*Materijali iz EJS-a i neizvorni govornici*) te *Važnost predmeta* English for Sport *za studij kineziologije* – kondenzacija varijabli: „Ovaj jezični predmet, *English for Sport*, koristan je za studij kineziologije" (*Važnost predmeta* English for Sport *za studij kineziologije*), „Ishodi predmeta *English for sport* proizlaze iz sadržaja predmeta" (*Ishodi i sadržaj*) i „Ishodi učenja iz predmeta *English for sport* pomoći će mi u svladavanju ishoda ostalih predmeta na EJ-u u sklopu mojeg studija" (*Ishodi i predmeti*) te rezultati njihove korelacijske analize s varijablama o prikladnosti tekstova iz radnog udžbenika za vrstu i razinu studija kineziologije.

Tablica 4. Deskriptivni statistički parametri kondenziranih varijabli i rezultati korelacijske analize

Varijable	AS	SD	r	r^2
Tekstovi i vrsta studija	3,70	0,69	0,32	0,10
Materijali iz EJS-a i neizvorni govornici	4,12	0,74		
Tekstovi i vrsta studija	3,70	0,69	0,47*	0,22*
Važnost predmeta *English for Sport* za studij kineziologije	4,20	0,72		
Tekstovi i razina studija	3,87	0,85	0,23	0,05
Materijali iz EJS-a i neizvorni govornici	4,12	0,74		
Tekstovi i razina studija	3,87	0,85	0,54*	0,29*
Važnost predmeta *English for Sport* za studij kineziologije	4,20	0,72		

Legenda: Značajna povezanost na razini $p < 0,05$; AS – aritmetička sredina; SD – standardna devijacija; r – koeficijent korelacije; r^2 – koeficijent determinacije.

Skraćenice varijabli korištene u tablici odgovaraju sljedećim izvornim oblicima varijabli korištenih u upitniku: *Tekstovi i vrsta studija* – „Tekstovi iz radnog udžbenika koji se koristi u nastavi iz *English for sport* prikladni su i važni za vrstu studija (studij kineziologije)"; *Materijali iz EJS-a i neizvorni govornici* – „Izrada nastavnih materijala iz EJS-a koji su prilagođeni neizvornim govornicima engleskog jezika iznimno je važna"; *Tekstovi i razina studija* – „Tekstovi iz radnog udžbenika koji se koriste u nastavi iz *English for sport* prikladni su za vašu razinu studija (preddiplomska razina)", *Važnost predmeta* English for Sport *za studij kineziologije* – „Ovaj jezični predmet, *English for Sport*, koristan je za studij kineziologije".

Iz tablice 4 vidljivo je da postoji srednje jaka, ali statistički značajna povezanost između stavova o prikladnosti i važnosti tekstova iz predmetnoga radnog udžbenika sa stavovima o važnosti jezičnog predmeta *English for Sport* za vrstu studija. Također, iz tablice možemo zaključiti da postoji srednje jaka, ali statistički značajna povezanost između stavova o prikladnosti i važnosti tekstova iz predmetnoga radnog udžbenika za razinu studija sa stavovima o važnosti jezičnog predmeta *English for Sport* za studij kineziologije.

4. RASPRAVA

U skladu s rezultatima *t*-testa za zavisne uzorke, kojim se utvrđivala pouzdanost mjernog instrumenta, zaključujemo kako je primijenjeni mjerni instrument (anketni upitnik) pouzdan te se uz manje prilagodbe može primijeniti pri nekoj budućoj analizi stavova i potreba studenata kad je riječ o EJS-u, s ispitanicima iz drugih studijskih područja i svih ostalih zanimanja u kojima je potrebno poznavanje EJS-a.

Dudley-Evans i St. John (1998) ukazuju kako je poučavanje EJS-a općenito nužno, a posebno na visokoškolskim institucijama, što potvrđuju i rezultati ovog istraživanja. Drugim riječima, ispitanici su stava da je predmet iz EJS-a na visokoškolskoj institu-

ciji iznimno potreban i važan, čime se ujedno potvrđuje nužnost planiranja i izrade prikladnih nastavnih materijala za nastavu iz EJS-a. Iako možda nije uvijek financijski isplativo zbog nemogućnosti ostvarivanja velikog publiciteta i uskog kruga korisnika, a s obzirom na temu izdanja (Anthony 2011), kontinuirano priređivanje kvalitetnih i prikladnih nastavnih materijala iz EJS-a za neizvorne govornike engleskog jezika pridonosi ciljno usmjerenom proširivanju i nadopunjavanju svih četiriju jezičnih vještina iz engleskog jezika (Hutchinson i Waters 1987; Dudley-Evans 1998; Khoshhalu 2018), što smo potvrdili i ovim istraživanjem. Naime, ispitanici su stava da je vrlo važno izrađivati nastavne materijale koji bi bili ciljno usmjereni ne samo na razvijanje jezičnih vještina nego i na razvijanje cijelog niza transverzalnih vještina unutar diskursa struke. Štoviše, Salmani-Nodoushan (2020) ističe kako je izrada autentičnih radnih materijala za specifične potrebe jedna od triju osnovnih karakteristika EJS-a (uz ciljno usmjerenu orijentaciju i samoopredijeljenost). Tome u prilog ide i činjenica da je Europska unija 2006., između osam ključnih kompetencija koncepta cjeloživotnog obrazovanja, istaknula upravo znanje stranog jezika kao jednu od ključnih kompetencija (Šimunović, Letica i Halter 2011).

Štoviše, dobiveni rezultati ukazuju i da ispitanici, u prosjeku, smatraju da su tekstovi iz predmetnoga radnog udžbenika, koji interdisciplinarnim pristupom nastoje obuhvatiti različite teme iz različitih područja, prikladni i važni za vrstu odnosno razinu studija te da radni udžbenik proširuje i nadopunjuje njihovo dosadašnje znanje općega engleskog jezika stečeno kroz osnovnoškolsko i srednjoškolsko obrazovanje. Prema mišljenju Anthonyja, važno je istaknuti i kako „znanstveni (akademski) diskurs nije uniformiran i jednoobrazan, već je proizvod različitih praksi i strategija" (2011: 5), tj. proces učenja jezičnih vještina ne mora se odvijati isključivo i samo u akademskom okruženju, već se može odvijati i u bilo kojem okruženju koje je zanimljivo onome tko uči jezik (Genesee 1994). Rezultati se mogu objasniti i raznolikošću tema tekstova predmetnog udžbenika, kao i učestalom izloženošću studenata engleskim posuđenicama u hrvatskome jeziku, zahvaljujući velikoj zastupljenosti internacionalizama, što najvjerojatnije može dovesti do prožimanja leksičkih polja u kontekstu semantičke istovrijednosti te olakšati proces učenja. Štoviše, istraživanje provedeno upravo na populaciji studenata kineziologije ukazuje da studenti danas u velikoj mjeri koriste sportske posuđenice iz engleskog jezika umjesto hrvatskih izraza ponajprije zato što smatraju da su prikladnije i modernije, a tek onda jer ne poznaju njihove istoznačnice na hrvatskom jeziku (Penjak i Karninčić 2017). Možda upravo takva svakodnevna izloženost sportskoj terminologiji kroz posuđenice iz engleskog jezika, kao i neformalno okruženje, pomažu i olakšavaju studentima razumijevanje, ovladavanje i usvajanje novih sadržaja predviđenih predmetnim udžbenikom iz EJS-a.

Nadalje, iako korelacijska analiza nije pokazala statistički značajnu povezanost između znanja iz EJS-a i pronalaženja posla u struci, uspoređivanjem aritmetičke sredine uočavamo da ispitanici smatraju da će im poznavanje EJS-a iznimno koristiti u pro-

nalaženju posla izvan Hrvatske, odnosno stava su da će im vrlo koristiti u pronalaženju posla u Hrvatskoj. Šimunović, Letica i Halter navode kako je poznavanje barem jednog stranog jezika danas „nedvojbeno jedna od ključnih kompetencija uspješnog poduzetnika" (2011: 271). K tome Liszt, Krnajski Hršak i Domljan (2005) naglašavaju da je Vijeće Europe istaknulo upravo osposobljavanje studenata za usvajanje jezičnih vještina kao ključnu kariku potrebnu za uključivanje studenta u globalno društvo znanja.

Na kraju, brojni su studenti napisali svoje komentare, od kojih ističemo sljedeće: *„Smatram da su radni materijali izuzetno korisni i prilagođeni svakom studentu bez obzira na njihovo prethodno predznanje engleskog jezika"*, zatim *„Smatram da bi se engleski jezik trebao više vremena učiti u našem obrazovanju kako bi nam pomogao u kasnijem životnom razdoblju"* i *„Uključiti EJS i u druge predmete i predavanja iz drugih predmeta"*. Ovi nam komentari potvrđuju činjenicu da su ispitanici izrazito svjesni važnosti učenja i poučavanja EJS-a u sklopu visokoškolskog obrazovanja, kao i izrade za to potrebnih prikladnih radnih materijala.

5. PEDAGOŠKE IMPLIKACIJE

Potreba za engleskim jezikom struke (EJS) u svijetu, prema riječima autora Salmani-Nodoushana (2020), Johnsa (2013) te Johnsa i Dudley-Evansa (1991), pojavila se prije 50 godina uslijed sljedećih potreba: 1) potreba da se stranim studentima, neizvornim govornicima engleskog jezika, koji studiraju na međunarodnim sveučilištima pomogne u svladavanju akademskih zadataka iz različitih područja; 2) potreba da se znanstvenicima/istraživačima koji su neizvorni govornici engleskog jezika pomogne pri objavljivanju njihovih istraživanja u časopisima engleskoga govornog područja. Na tragu tih potreba, Robinson ističe kako se 60-ih i 70-ih godina 20. stoljeća EJS pozicionirao kao potreban način poučavanja EJ-a neizvornim govornicima diljem svijeta, i to kao ciljno usmjerenog oblika jezika kojim se odgovara na potrebe polaznika s obzirom na njegovu potrebu određenu okruženjem u kojemu će upotrebljavati predmetni jezik (Robinson 1991).

Ako prethodno sagledamo u kontekstu dobivenih rezultata, s jedne strane, kao i kineziološke struke, s druge strane, možemo zaključiti kako su pozitivni stavovi studenata kineziologije prema važnosti učenja i podučavanja EJS-a podatak koji ide ukorak s prethodnim potrebama. Naime, istraživanja su pokazala da je EJ nužan ne samo za postizanje boljeg akademskog uspjeha (Grosse 2004) nego je znanje iz EJ-a jedan od ključnih preduvjeta za postizanje profesionalnog i društvenog uspjeha (Pašalić i Marinov 2008).

Štoviše, istraživanja ukazuju i da se uslijed globalizacije poslovanja, zbog čega su brojne međunarodne tvrtke proširile svoje poslovanje, kao i procesa internacionalizacije,

znanje iz EJS-a, s naglaskom na razvijene komunikacijske vještine, pozicioniralo kao jedno od najvažnijih vještina pri traženju posla i uspješnosti u poslu (Commission of the European Communities 2008; Kerby i Jeff 2009). Također, istraživanja naglašavaju kako se u Hrvatskoj, s obzirom na njezin geografski položaj i činjenicu da je turizam glavna gospodarska grana, najveći broj radnih mjesta otvara upravo u tom sektoru (Prachanant 2012; Božinović i Sindik 2013). Turizam predstavlja područje u kojemu će studentima kineziologije znanje iz EJS-a, s obzirom na poslove koje mogu obavljati u turizmu (animator, voditelj sportsko-rekreativnih aktivnosti, osobni trener), biti od velike važnosti, što su dokazali i rezultati ovog istraživanja.

Naposljetku, znanje iz EJS-a studenti kineziologije zasigurno će moći upotrijebiti i, ako to bude slučaj, u radu kao nastavnici tjelesne i zdravstvene kulture u osnovnoj i srednjoj školi. Drugim riječima, kao budući nastavnici, studenti će svojim primjerom, kroz sportsku aktivnost i razne oblike igara na EJ-u, moći poticati učenje komunikaciju na EJ-u, čime će ujedno njegovati pozitivan stav prema učenju stranog jezika, poticati razvoj učenikovih društveno-kulturoloških vještina te biti usmjereni na napredak i razvoj učenika u cijelosti (Križaj Grušovnik 2021).

6. ZAKLJUČAK

Reformom visokog obrazovanja, tj. uvođenjem bolonjskog procesa u visokoškolske ustanove (2002.), kao i članstvom u Europskoj uniji (2013.) engleski je dobio još zapaženiju ulogu u hrvatskom visokom obrazovanju. Štoviše, a uzimajući u obzir i potrebe tržišta rada, visokoobrazovne institucije u Hrvatskoj prepoznale su potrebu za podučavanjem EJS-a te su uvele jezične predmete u sklopu različitih vrsta studija. Na tragu prethodnoga, ovim se radom dokazalo kako su studenti kineziologije Sveučilišta u Splitu svjesni važnosti učenja EJS-a za potrebe pronalaska posla u struci u i izvan Hrvatske te kako smatraju da je podučavanje ovakvih jezičnih predmeta u sklopu studijskog programa od velike važnosti. Također, studenti su i stava da je za potrebe uspješnog usvajanja znanja iz EJS-a važno imati kvalitetan nastavni radni materijal koji bi ciljano bio usmjeren na proširivanje njihova prethodno usvojenog znanja iz EJ-a te koji bi podjednako bio usmjeren na razvijanje vještina i ciljno usmjerenog leksika.

Zaključno, s obzirom na mali uzorak ispitanika, smjernice za buduća istraživanja na temu odnosile bi se na uzorkovanje ne samo većeg broja ispitanika nego raznolikijeg uzorka ispitanika u smislu njihova studijskog programa. Smatramo kako bi se uzorkovanjem studenata iz različitih studijskih programa dobila ne samo cjelokupnija slika o stavovima svih studenata u Hrvatskoj o važnosti EJS-a nego bi se time profesorima olakšao odabir i izrada materijala za potrebe nastave.

Literatura

Anthony, Laurence. 2011. Products, processes and practitioners: A critical look at the importance of specificity in ESP. *Taiwan International ESP Journal* 3/2. 19–50.

Božinović, Nikola; Sindik, Joško. 2013. Language proficiency for careers in tourism and learning different second foreign languages. *Turizam* 17/3. 121–130.

Commission of the European Communities (2008). *Multilingualism: An Asset for Europe and a Shared Commitment*. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=-CELEX:52008DC0566&from=EN (pristupljeno 3. lipnja 2010.)

Dudley-Evans, Tony. 1998. An overview of ESP in the 1990s. (ED424775). ERIC https://files.eric.ed.gov/fulltext/ED424775.pdf (pristupljeno 1. ožujka 2023.).

Dudley-Evans, Tony; St John, Maggie J. 1998. *Developments in ESP: A multi-disciplinary approach*. Cambridge University Press. Cambridge.

Ethnologue. *What is the most spoken language?* https://www.ethnologue.com/insights/most-spoken-language/ (pristupljeno 4. rujna 2023.).

Farrall, Cate; Lindsley, Marianne. 2008. *Professional English in Use: Marketing*. Cambridge University Press. Cambridge.

Genesee, Fred. 1994. Integrating language and content: Lessons from immersion. *Educational Practice Reports* 11. National Center for Research on Cultura Diversity and Second Language Learning. Washington, DC: center for Applied Linguistics. https://carla.umn.edu/cobaltt/modules/principles/genesee1994/genesee1994.pdf (pristupljeno 1. ožujka 2023.).

Grosse, Christine Uber. 2004. The Competitive Advantage of Foreign Languages and Cultural Knowledge. *The Modern Language Journal* 88. 351–373.

Gvozdanović, Jadranka. 2010. Jezik i kulturni identiteti Hrvata. *Kroatologija* 1/1. 39–57.

He, Deyuan. 2015. University students' and teachers' perceptions of China English and world Englishes: Language attitudes and pedagogic implications. *Asian Journal of Applied Linguistics* 2/2. 65–76.

Hržica, Gordana; Peretić, Maja. 2015. Što je jezik? *Priručnik za prepoznavanje i obrazovanje djece s jezičnim teškoćama*. Ur. Kuvač Kraljević, Jelena. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu. Zagreb.

Hutchinson, Tom; Waters, Alan. 1987. *English for specific purposes: a learning centered approach*. Cambridge University Press. Cambridge.

Johns, A. M. 2013. The history of English for specific purposes research. In B. Paltridge & S. Starfield. (Eds.), *The Handbook of English for Specific Purposes* (pp. 5-30). Wiley-Blackwell.

Johns, Ann M.; Dudley-Evans, Tony. 1991. English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly* 25. 297–314.

Kerby, Debra; Jeff, Romine. 2009. Develop Oral Presentation Skills Through Accounting Curriculum Design and Course-Embedded Assessment. *Journal of Education for Business* 85/3. 172–179.

Khoshhal, Yasin. 2018. The Role of Teaching Materials in the ESP Course: A Case of Business English (Finance and Economics). *Journal of Humanistic and Social Studies* 9/1. 85–99.

Križaj Grušovnik, Jasmina. 2021. Igrom do izvrsnog znanja engleskog jezika. *Varaždinski učitelj* 4/7. 411–416.

Li, David C.S. 2007. Researching and teaching China and Hong Kong English. *English Today* 23/3. 11–17.

Liszt, Nina; Krnajski Hršak, Vera; Domljan, Daška. 2005. Transverzalne vještine u nastavi poslovnog engleskog jezika. *Zbornik Ekonomskog fakulteta u Zagrebu* 3/1. 357–360.

Mihaljević Djigunović, Jelena; Bagarić, Vesna. 2007. Engleski jezik u Hrvatskoj – od potreba do postignuća. *Metodika* 8/14. 25–37.

Ostler, Nicholas. 2005. *Empires of the word: A language history of the world*. Harper Collins. London.

Pašalić, Magda; Sinovčić Trumbić, Irena. 2014. Vjerovanja studenata o učenju stranih jezika u hrvatskom kontekstu. Školski vjesnik 63/1-2. 223–236.

Penjak, Ana; Karninčić, Hrvoje. 2017. National identity and language: students' usage of English terminology within the Croatian language. *Journal of Language and Cultural Education* 5/2. 40–52.

Penjak, Ana. 2012. From Local to Global–An Overview of the Croatian National Theatre in the Era of Globalization. *Collegium Antropologicum* 36/3. 981–986.

Prachanant, Nawamin. 2012. Needs Analysis on English Language Use in Tourism Industry. *Procedia - Social and Behavioral Sciences* 66. 117–125.

Robinson, Pauline. 1991. *ESP today: A practitioner's guide*. Prentice Hall. New York.

Salmani Nodoushan, Mohammad A. 2020. English for Specific Purposes: Traditions, trends, directions. *Studies in English Language and Education* 7. 247–268.

Šimunović, Antonela; Letica, Ivana; Halter, Ksenija. 2011. Znanje stranih jezika kao jedna od ključnih poduzetničkih kompetencija. *Učenje za poduzetništvo* 1/1. 271–277.

ENGLISH FOR SPECIAL PURPOSES AND WORKING-CLASS CONTENT MATERIAL: ANALYSIS OF NEEDS AND ATTITUDES OF KINESIOLOGY STUDENTS

Today's labor and trade market demands, at local and global levels, emphasize the importance and demands of teaching English for special purposes (ESP) in general. Based on the practical examples of teaching ESP as a part of the *English for Sport* course at the Faculty of Kinesiology University of Split, the aim of this paper was: 1) to examine, analyze, and present the results of the attitudes and needs of kinesiology students regarding the importance of learning ESP as part of their study program and level of study; 2) to examine, analyze and present the results of the attitudes and needs of kinesiology students regarding the importance of learning ESP for their future profession; 3) to examine, analyze and present the results of the attitudes and needs of kinesiology students regarding the appropriateness of the working-class content material; 4) to examine, analyze and present the results of the attitudes and needs of kinesiology students regarding the importance of creating teaching material for ESP, in general. Also, the paper aims to provide feedback to all ESP teachers regarding the importance and necessity of creating adequate teaching materials. Undergraduate students of kinesiology participated in the study. The study was conducted from December 2022 to February 2023. For the purpose of the study, a newly constructed questionnaire was used. To conclude, the adaptability and consistency of the ESP teaching material contribute to the successful mastering of ESP and can help students in finding a future job within a sports context.

Keywords: ESP, evaluation, student assessment, teaching material

STUDENTSKA PROCJENA UČINKOVITOSTI ELEKTRONIČKOGA PRIRUČNIKA *DEUTSCH IM GESCHÄFTSALLTAG* U NASTAVI POSLOVNOGA NJEMAČKOG JEZIKA NA EKONOMSKOME FAKULTETU U ZAGREBU

IZVORNI ZNANSTVENI RAD / ORGINAL RESEARCH PAPER

Mirna Petanjek
The Faculty of Economics and Business, University of Zagreb, Zagreb, Croatia
mpetanje1@net.efzg.hr

Sažetak

Elektronički priručnici *Deutsch im Geschäftsalltag 1* (Petanjek, M., Švob A.) i *Deutsch im Geschäftsalltag 2* (Pernjek, J., Petanjek, M., Švob, A.) osmišljeni su kao dopunska literatura udžbeniku s kojim se radi na kolegijima Početni njemački u poslovanju I i Početni njemački u poslovanju II. Studenti prve i druge godine preddiplomskoga stručnog studija „Poslovna ekonomija" Ekonomskoga fakulteta – Zagreb trebali bi se samostalno koristiti priručnicima te lakše savladati gradivo i pripremiti se za polaganje kolokvija i ispita. Nakon implementacije prvoga priručnika *Deutsch im Geschäftsalltag 1* za vrijeme online nastave u doba pandemije bolesti COVID-19 u ljetnome semestru akademske godine 2019./2020. te drugoga priručnika *Deutsch im Geschäftsalltag 2* u zimskome semestru akademske godine 2022./2023., proveden je upitnik o učinkovitosti priručnika u ostvarivanju ishoda kolegija i ciljeva poučavanja. U radu su predstavljeni koncept priručnika i rezultati istraživanja o učinkovitosti priručnika. Podaci su prikupljeni metodom strukturiranoga pisanog intervjua, a provedena je kvalitativna i kvantitativna analiza. Rezultati daju uvid u studentsku procjenu razine jasnoće prikaza gradiva u elektroničkome priručniku, procjenu jednostavnosti upotrebe elektroničkoga priručnika, procjenu prilagođenosti elektroničkoga priručnika profesionalnim potrebama studenata te procjenu mogućnosti samostalnoga rada s elektroničkim priručnikom. U radu se prikazuje učinkovitost dvaju priručnika temeljem povratih informacija korisnika, prezentiraju se korisni i pozitivno ocijenjeni sadržaji u udžbeniku, ali i identificiraju nedostatci ovakvoga priručnika u nastavi jezika struke te nude prihvatljiva rješenja.

Ključne riječi: elektronički priručnik, korisnost, samostalnost, studentska procjena, učinkovitost

1. UVOD

Nastava stranoga jezika struke za razliku od nastave općega jezika specifičan je proces učenja i podučavanja stranoga jezika u kojemu nastavnik svoje jezične, metodičke i didaktičke kompetencije gotovo uvijek mora nadopuniti određenim znanjima iz područja struke u kojoj predaje strani jezik. Sadržaj, metodologija, ishodi učenja, nastavni materijali, metodika i vrednovanje postignuća također se razlikuju od onih u nastavi općega jezika (Trace, Hudson, Brown 2015: 2). Nastava stranoga jezika struke osmišljena je kako bi lingvistički i sadržajno odgovarala specifičnim potrebama studenata, odnosno određenim disciplinama, zanimanjima i aktivnostima (Strevens 1988: 1). Pri stvaranju kurikula za nastavu jezika struke Brown (1995) definira proces od šest temeljnih koraka koji započinje analizom potreba (*needs analysis*), nakon čega slijede identifikacija i navođenje ciljeva i ishoda (*goals and objectives*), procjena (*assessment*), odabir i izrada nastavnih materijala (*materials selection and development*), promišljanje o metodici podučavanja (*teaching*) te je na kraju potrebno osmisliti i provesti evaluaciju programa (*program evaluation*).

Odabir odgovarajućega udžbenika za podučavanje stranoga jezika struke bitan je dio toga procesa. S obzirom da je svako područje rada specifično te su u njemu aktivne mnoge srodne struke, teško je naći udžbenik koji obuhvaća većinu potreba određene struke. Iz toga razloga nastavnici stranih jezika struke vrlo često koriste više udžbenika i izvora nastavnih materijala, a ako su u mogućnosti osmišljavaju i objavljuju vlastite materijale. S obzirom da se tržište rada često mijenja, rad na „klasičnim" udžbenicima ili priručnicima te njihovo tiskano izdanje nije ni vremenski ni financijski ekonomično. Nastavni materijali u elektroničkome izdanju mogu biti dobra alternativa klasičnim tiskanim udžbenicima jer uspješno zaobilaze neka ograničenja tiskanih medija.

Krajem 2019. godine pandemija bolesti COVID-19 bitno je utjecala na oblikovanje nastave te time i odabir odgovarajućega udžbenika. Kontaktna je nastava u većini slučajeva ukinuta te se nastava odvijala online, a u takvim su se uvjetima tiskani udžbenici pokazali manje praktičnima i zbog toga su neki nastavnici radije odabirali nastavne materijale u elektroničkome obliku. S obzirom da se nastava odvijala na nekoj od internetskih platformi za održavanje video poziva, poput Google Meeta, Skypea, Zooma i sl., korištenje elektroničkoga udžbenika omogućilo je nastavnicima lakše poučavanje i manje opsežne prilagodbe nastavnoga procesa novim okolnostima. Ono što je u kontaktnoj nastavi u dvorani bio nedostatak elektroničkoga priručnika, u online uvjetima postalo je njegova prednost.

2. ELEKTRONIČKI UDŽBENICI

Pojam i definicija elektroničkoga udžbenika ne sežu daleko u prošlost, ali unatoč kratkoj povijesti, ta se definicija često mijenjala i nadopunjavala. Danas se prve elektro-

ničke udžbenike naziva digitalnim knjigama (Nelson, 2008.) jer su to bile digitalizirane verzije tiskanih udžbenika. Choppin i suradnici osvješćuju postojanje raznih vrsta elektroničkih udžbenika i to od već spomenutih digitalnih udžbenika do elektroničkih udžbenika s različitim interaktivnim multimedijskim sadržajima (Choppin i dr. 2014.). Za Raible i Denoyelles elektronički je udžbenik elektronička verzija tiskanoga udžbenika koji je obično podijeljen prema poglavljima na određenu temu (Raible i Denoyelles, 2017.).

Još 2013. godine Lee, Messom i Yau daju naslutiti da će digitalni oblik udžbenika u doglednoj budućnosti zamijeniti tiskani (Lee i dr. 2013: 32), ali su tada i nastavnici i studenti još uvijek radije birali tiskanu verziju udžbenika. Razvojem tehnologije i njezinom rasprostranjenom dostupnošću, nastavnici su u nastavu počeli uključivati razne multimedijske aktivnosti, poput akademskih igara i interaktivnih internetskih stranica (Engbrecht, 2018: 3). Digitalni medij i prije 2019. godine nije nastavnicima stranih jezika bio nepoznat i često su se njegove prednosti koristile u nastavi. Ipak, većina je nastavnika stranoga jezika struke kao primarni nastavni materijal odabirala udžbenik u tiskanome obliku.

Bouck, Weng i Satsangi, (Bouck i dr. 2016: 48) navode da mnogi korisnici radije biraju tiskani medij jer im je poznat i ugodan za korištenje, ne zahtjeva poseban uređaj kako bi mu se pristupilo, a Millar i Schrier smatraju da je tiskani udžbenik lakši za čitanje i ne odvraća pažnju (Millar i Schrier 2015: 11). S druge pak strane elektronički udžbenici, ukoliko nisu samo digitalna verzija tiskanoga udžbenika, omogućuju veću interaktivnost i uključenost korisnika u proces učenja zahvaljujući prilagođenim alatima i poveznicima na razne medije poput videozapisa, podcasta i slično. (Engbrecht 2018: 4).

Kao i uvijek, najbitniji čimbenik u nastavi je nastavnik koji mora biti spreman prihvatiti promjenu koja bi mu trebala omogućiti lakši i brži posao te mu u nastavnome radu ponuditi više mogućnosti. Nažalost, ukoliko nastavnik to tako ne shvaća te nema odgovarajuće digitalne kompetencije niti želju za razvijanjem svojih digitalnih kompetencija, proces implementacije digitalnoga udžbenika neće biti uspješan. Razvoj digitalnih kompetencija također je potrebno poticati i kod studenata te određene digitalne kompetencije uvrstiti u ishode učenja definirane unutar silabusa (Müller i Aleksa Varga 2020: 21).

Engbrecht je 2018. godine predvidio da će obrazovne ustanove imati bitnu ulogu u odlučivanju hoće li mijenjati vlastite kurikule i implementirati digitalne udžbenike (Engbrecht 2018: 4). Tada mnoge obrazovne institucije još nisu bile opremljene potrebnom opremom koja bi omogućila zamjenu tiskanih udžbenika digitalnim, a osim toga, takva bi promjena u kurikulu zahtijevala bitna financijska ulaganja prvenstveno u digitalnu infrastrukturu. Zbog pandemije bolesti COVID-19 mnoge su obrazovne institucije i vlade počele ulagati u tehničku opremljenost obrazovnih institucija te

ubrzale proces digitalizacije u obrazovnome sustavu. Pretpostavljajući da obrazovna institucija ima svu potrebnu digitalnu infrastrukturu poput potrebnih računalnih programa, hardvera, mrežnih instalacija, dodatne opreme, internetskoga pristupa te odgovarajuće tehničko osoblje, digitalne verzije udžbenika bitno su jeftinije od njihovih tiskanih verzija (Lee, Messom, Yau 2013: 34) te ih je lakše ponovo izdavati i ažurirati.

Istraživanja upotrebe i učinkovitosti elektroničkih priručnika u nastavi stranoga jezika struke vrlo su ograničena i često orijentirana na specifičnu grupu ispitanika. Al-Ali i Ahmed (Al-Ali i Ahmed, 2015.) istraživali su upotrebu elektroničkih udžbenika u nastavi engleskoga jezika na visokoškolskim ustanovama te zaključili da je vrlo bitno bolje razumjeti studentske stavove prema elektroničkim udžbenicima kako bi nastavnici takve udžbenike učinkovitije integrirali u nastavu. Prikazali su rezultate provedenoga istraživanja te dali odgovore na dva otvorena pitanja o značajkama elektroničkih udžbenika koje se studentima sviđaju, odnosno ne sviđaju. Ispitanici su naveli da im se kod elektroničkih udžbenika najviše sviđaju pristupačnost (31 %), sadržaj (19 %), lakoća navigacije po udžbeniku (11 %), činjenica da e-udžbenici olakšavaju učenje (9 %), modernost i kreativnost e-udžbenika (8 %), prikaz i izgled (3 %), uključena rješenja zadataka (3 %) te ostalo (16 %). Od značajki koje se ispitanicima ne sviđaju načini su vođenja bilješki, odnosno pisanja (31 %), unošenje odgovora u elektronički udžbenik (24 %), značajke vezane uz samu aplikaciju preko koje su se koristili elektroničkim udžbenikom (21 %), sadržaj (17 %) te ostalo (7 %). S obzirom na specifičnosti svakoga elektroničkog udžbenika i potreba nastave određenoga stranog jezika struke, rezultati ovoga istraživanja nisu sveopće primjenjivi, ali daju moguće smjernice autorima budućih elektroničkih udžbenika jezika struke.

3. ELEKTRONIČKI PRIRUČNICI DEUTSCH IM GESCHÄFTSALLTAG I i II

Zajednički je cilj svih nastavnika osposobiti studente za samostalno učenje, naučiti ih da propituju, razumiju i analiziraju ideje te svoje znanje koriste kako bi riješili određeni problem (Dobler 2015: 482). Cilj je elektroničkih udžbenika *Deutsch im Geschäftsalltag I i Deutsch im Geschäftsalltag II* razvijati kod studenata što veću samostalnost u savladavanju gradiva, kako bi se na nastavi gradivo uz pomoć nastavnika dodatno uvježbavalo i proširivalo, s naglaskom na razvoj svih jezičnih vještina, a pogotovo govora.

Elektronički priručnici *Deutsch im Geschäftsalltag1 für Anfänger* (Petanjek, Mirna; *Švob*, Ankica) i *Deutsch im Geschäftsalltag 2 für Anfänger* (Pernjek, Jasminka; Petanjek, Mirna; *Švob*, Ankica) nastali su iz želje nastavnica da osuvremene udžbenik koji se tada koristio u nastavi, Deutsch im Beruf – Wirtschaft (Kelz, Heinrich P.; Neuf, Ga-

briele). Nastavnice su izrađivale dodatne materijale koji prate i upotpunjuju navedeni udžbenik te ujedno odgovaraju potrebama studenata na njihovim budućim radnim mjestima. Pandemija bolesti COVID-19 ubrzala je proces implementacije priručnika te se prvi elektronički priručnik *Deutsch im Geschäftsalltag 1* počeo koristiti na nastavi u pandemijskoj akademskoj online godini 2019./2020., a drugi priručnik *Deutsch im Geschäftsalltag 2* u zimskome semestru akademske godine 2020./2021. Iako je prvobitna zamisao bila studentima ponuditi elektroničke priručnike kao dodatni izvor materijala za samostalno učenje i ponavljanje, zbog prelaska nastave u online okruženje koje je na Ekonomskome fakultetu u Zagrebu trajalo do travnja akademske godine 2021./2022., na nastavi su se koristili samo elektronički priručnici.

Koncept je u oba elektronička priručnika jednak: svaki se priručnik sastoji od četiri cjeline s obzirom na to da se nastava na kolegijima Početni njemački u poslovanju I i Početni njemački u poslovanju II održava u četiri termina po šest školskih sati. Na početku svake cjeline navedeni su ishodi učenja. Novi jezični sadržaji vizualno su odvojeni u zasebnim okvirima te su dodatno naglašeni masnim slovima. S obzirom da su elektronički priručnici prvotno bili predviđeni za samostalan rad te su namijenjeni potpunim početnicima, sav jezični materijal je preveden na hrvatski jezik. Ponekad su to cjeloviti prijevodi njemačke verzije teksta, a ponekad su navedeni prijevodi pojedinih riječi ukoliko su ostale riječi već prije uvedene i prevedene. Nakon razrade novoga jezičnog materijala slijede zadaci za uvježbavanje s rješenjima. Na kraju svake cjeline studenti mogu uvježbati obrađeno gradivo u obliku pisanoga kolokvija koji simulira zadatke kolokvija koji studenti pišu na nastavi, nakon čega svoje odgovore mogu provjeriti u rješenjima.

U elektroničke su priručnike uključene i poveznice na digitalne sadržaje, što je dodatak koji nije moguće uvrstiti u tiskanu verziju priručnika. Svi tekstovi iz priručnika mogu se rabiti i u snimljenoj inačici kao vježbe slušanja i izgovora ukoliko studenti kliknu na internetsku poveznicu koja ih vodi na službeni YouTube kanal elektroničkoga priručnika. U elektroničke su priručnike također ugrađene poveznice na različite YouTube sadržaje koji jezične sadržaje obrađene u priručnicima dodatno pojašnjavaju ili proširuju. U elektroničkome se priručniku *Deutsch im Geschäftsalltag 2* nalaze i poveznice na već obrađene sadržaje iz prvoga priručnika, kako bi se studenti lakše prisjetili gradiva koje su učili u prethodnome semestru. Na kraju svakoga priručnika nalaze se dodaci, kao što su pravila izgovora s primjerima, popisi riječi s prijevodima na hrvatski jezik, popisi dodatnih materijala i rječnika za učenje kao i popisi besplatnih mobilnih aplikacija za učenje njemačkoga jezika. U drugome se priručniku nalaze i poglavlja za ponavljanje određenih jezičnih sadržaja iz prvoga priručnika koji studentima olakšavaju praćenje novoga gradiva.

Elektronički su priručnici studentima Ekonomskoga Fakulteta – Zagreb dostupni u fakultetskoj e-biblioteci te ih je moguće pohraniti u PDF formatu i ispisati.

4. ISTRAŽIVANJE I METODOLOGIJA

Istraživanje o učinkovitosti elektroničkih priručnika *Deutsch im Geschäftsalltag 1* i *Deutsch im Geschäftsalltag 2* provedeno je u dvije faze. U zimskome semestru akademske godine 2020./2021. proveden je prvi dio istraživanja o učinkovitosti elektroničkoga priručnika *Deutsch im Geschäftsalltag 1* nakon njegove upotrebe u online nastavi. Drugi je dio istraživanja proveden u zimskome semestru akademske godine 2022./2023. nakon korištenja elektroničkoga priručnika *Deutsch im Geschäftsalltag 2* u kontaktnoj nastavi.

U prvome su dijelu istraživanja o učinkovitosti elektroničkoga priručnika *Deutsch im Geschäftsalltag 1* sudjelovala 263 studenta prve godine stručnoga studija unutar kolegija Početni njemački u poslovanju I, a u drugoj je fazi upitnik o elektroničkome priručniku *Deutsch im Geschäftsalltag 2* ispunilo 177 studenata druge godine stručnoga studija unutar kolegija Početni njemački u poslovanju II. Ispunjavanje online upitnika bilo je dobrovoljno, a upitnik je postavljen tako da su ispitanici mogli preskočiti pitanje na koje nisu željeli odgovoriti. U grafičkim je prikazima rezultata zato uvijek naveden broj ispitanika (N) koji je odgovorio na to pitanje.

Podaci potrebni za istraživanje prikupljeni su metodom strukturiranoga pisanog intervjua uz pomoć online upitnika u obliku Google obrasca koji se sastojao od 16 deskriptivnih pitanja i dva pitanja otvorenoga tipa. U ovome su radu predstavljeni rezultati dobiveni kvantitativnom i kvalitativnom analizom studentskih odgovora. Kvantitativnom analizom obuhvaćeni su odgovori na četiri od navedenih 16 pitanja s Likertovom ljestvicom odgovora od 1 do 5 (vrijednost 1 značila je da se s navedenom tvrdnjom ispitanici slažu u najmanjoj mjeri, odnosno da navedena značajka nikada nije bila prisutna, a vrijednost 5 je značila da se ispitanici s navedenom tvrdnjom slažu u najvećoj mjeri, odnosno da je navedena značajka uvijek bila prisutna) (slika 1. do slika 8.). Kvalitativna analiza provedena je na odgovorima na pitanja otvorenoga tipa pri čemu su identificirani elementi koji grupiraju studentske odgovore prema sličnosti sadržaja (tablica 1. i tablica 2.).

Cilj istraživanja bio je utvrditi učinkovitost elektroničkih priručnika *Deutsch im Geschäftsalltag 1* i *Deutsch im Geschäftsalltag 2* u online i kontaktnoj nastavi, a rezultati istraživanja olakšali su nastavnicima odabir primarnoga udžbenika na kolegijima Početni njemački u poslovanju I i Početni njemački u poslovanju II te dali smjernice za poboljšanje elektroničkih priručnika, odnosno za izradu elektroničkoga priručnika *Deutsch im Geschäftsalltag 3* koji bi bio primarni udžbenik na kolegiju Početni njemački u poslovanju III.

5. REZULTATI

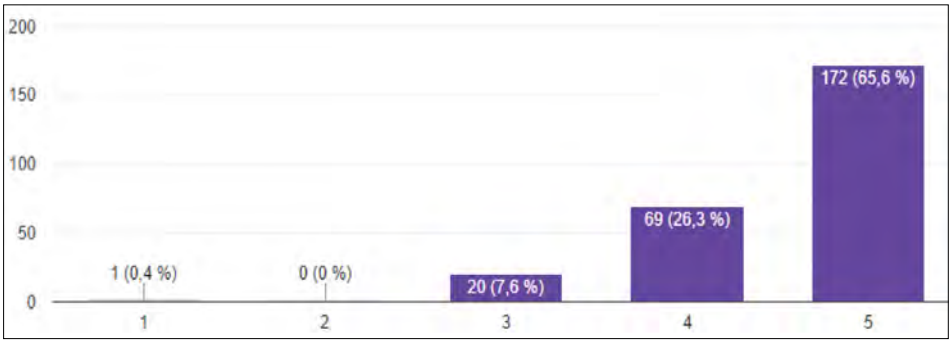
Za ovaj prikaz rezultata dobivenih analizom podatka iz provedenoga upitnika odabrane su četiri ispitivane značajke elektroničkoga priručnika kao i rezultati analize stu-

dentskih odgovora na dva pitanja otvorenoga tipa. Odabrane ispitivane značajke su: razina jasnoće prikaza gradiva u elektroničkome priručniku, jednostavnost upotrebe elektroničkoga priručnika, prilagođenost elektroničkoga priručnika profesionalnim potrebama studenata te mogućnost samostalnoga rada s elektroničkim priručnikom. U odgovoru na prvo pitanje otvorenoga tipa ispitanici su naveli sadržaje priručnika koji su im bili najkorisniji u učenju gradiva te pripremanju za polaganje kolokvija ili ispita. Drugo se pitanje otvorenoga tipa odnosilo na sadržaje koji su ispitanicima nedostajali dok su učili uz pomoć priručnika i pripremali se za polaganje ispita. Radi preglednosti rezultati su za oba elektronička priručnika prikazani sukcesivno.

5.1. Jasnoća prikaza gradiva u elektroničkome priručniku

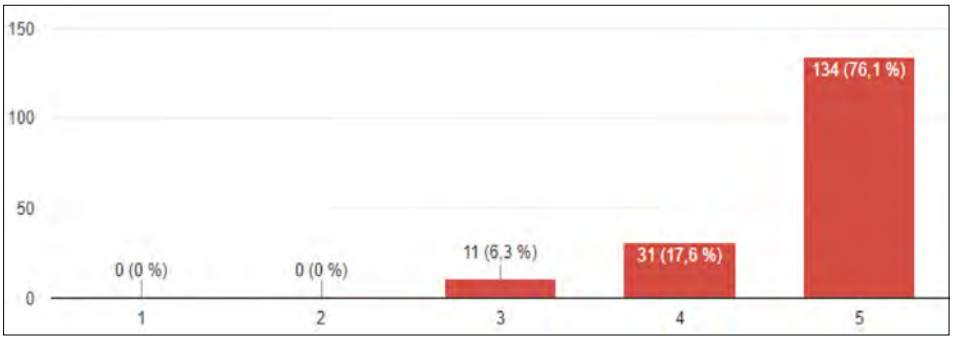
Budući da su elektronički priručnici izvorno bili predviđeni za samostalan rad studenata i kao pomoćna literatura uz primarni tiskani udžbenik, bilo je iznimno bitno istražiti koliko je jezično gradivo jasno prikazano.

Kao što se vidi iz grafičkoga prikaza (slika 1.), jedan je ispitanik (0,4 %) procijenio da gradivo u elektroničkome priručniku *Deutsch im Geschäftsalltag 1* uopće nije jasno prezentirano, 20 ispitanika (7,6 %) je procijenilo da je prikaz gradiva jasan (vrijednost 3), 69 ispitanika (26,3 %) smatra da je gradivo u većini slučajeva jasno prikazano (vrijednost 4), a 172 ispitanika (65,6 %) smatra da je gradivo u elektroničkome priručniku u potpunosti jasno prezentirano.



Slika 1. Jasnoća prikaza gradiva u e-priručniku *Deutsch im Geschäftsalltag 1* (N = 262)

Jasnoću prikaza gradiva u elektroničkome priručniku *Deutsch im Geschäftsalltag 2* nakon korištenja u kontaktnoj nastavi procijenilo je 176 ispitanika (slika 2.). Ovdje je 134 studenata (76,1 %) ocijenilo da je gradivo u elektroničkome priručniku u potpunosti jasno prikazano. Da je gradivo u većini slučajeva jasno prikazano procijenio je 31 ispitanik (17,6 %), a da je ono jasno prikazano (vrijednost 3) ocijenilo je 11 ispitanika (6,3 %). Nijedan ispitanik nije procijenio da gradivo u većini slučajeva nije jasno prikazano, odnosno da uopće nije jasno prikazano.

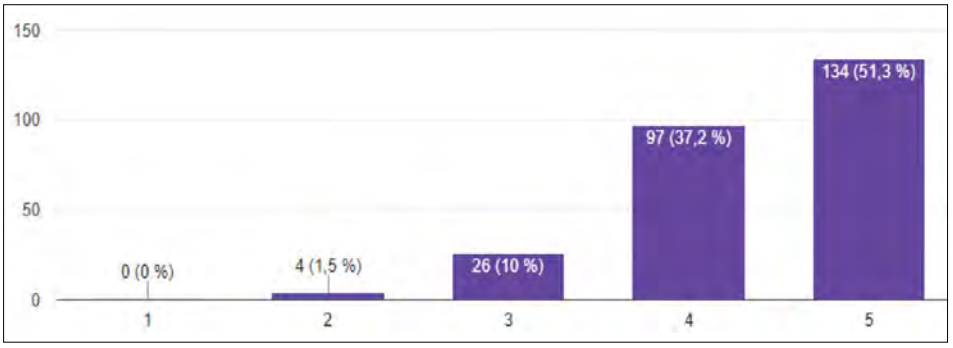


Slika 2. Jasnoća prikaza gradiva u e-priručniku *Deutsch im Geschäftsalltag 2* (N = 176)

5.2. Jednostavnost upotrebe elektroničkoga priručnika

Način upotrebe nastavnoga materijala studentima je vrlo bitan, a kada se nastavni materijal u nastavu uvodi u novome mediju, onda je još važnije da je njegova upotreba što jednostavnija i jasnija. Stoga smo istražili koliko su elektronički priručnici studentima bili jednostavni za upotrebu.

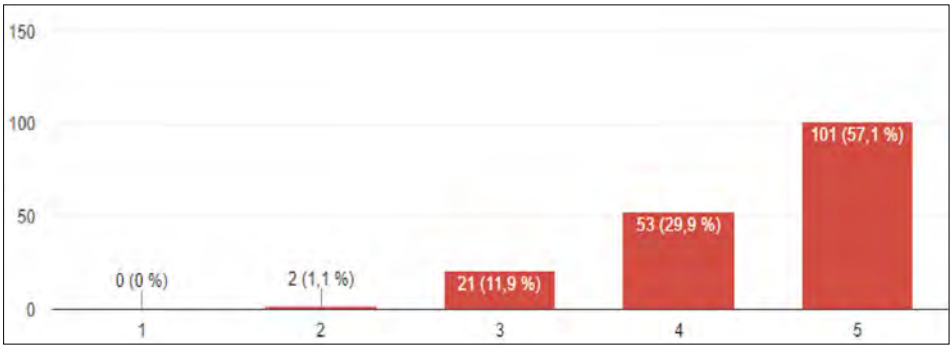
Grafički prikaz (slika 3.) pokazuje da više od polovine ispitanika (51,3 %), odnosno njih 134, upotrebu elektroničkoga priručnika *Deutsch im Geschäftsalltag 1* procjenjuje uvijek jednostavnom, 97 ispitanika (37,2 %) upotrebu elektroničkoga priručnika smatra jednostavnom u većini slučajeva (vrijednost 4), a 26 ispitanika (10%) ju smatra jednostavnom (vrijednost 3). Nijedan ispitanik nije rekao da upotreba priručnika uopće nije jednostavna, a četiri ispitanika (1,5 %) smatraju da u većini slučajeva upotreba elektroničkoga priručnika nije jednostavna (vrijednost 2).



Slika 3. Jednostavnost upotrebe e-priručnika *Deutsch im Geschäftsalltag 1* (N = 261)

Koliko je upotreba elektroničkoga priručnika *Deutsch im Geschäftsalltag 2* jednostavna procijenilo je 177 ispitanika (slika 4.), od kojih 101 ispitanik (57,1 %) upotrebu elektroničkoga priručnika smatra uvijek jednostavnom. Dva ispitanika (1,1 %) pro-

cjenjuju da upotreba priručnika u većini slučajeva nije jednostavna (vrijednost 2), a 53 ispitanika (29,9 %) procjenjuje da je u većini slučajeva upotreba priručnika jednostavna (vrijednost 4).

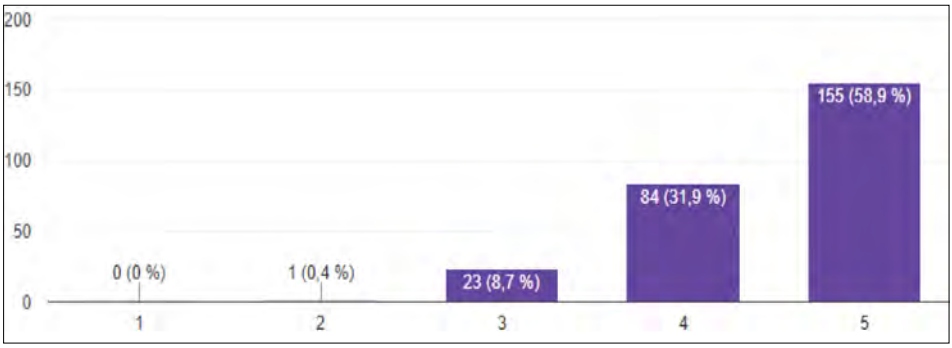


Slika 4. Jednostavnost upotrebe e-priručnika *Deutsch im Geschäftsalltag 2* (N = 177)

5.3. Prilagođenost elektroničkoga priručnika profesionalnim potrebama studenata

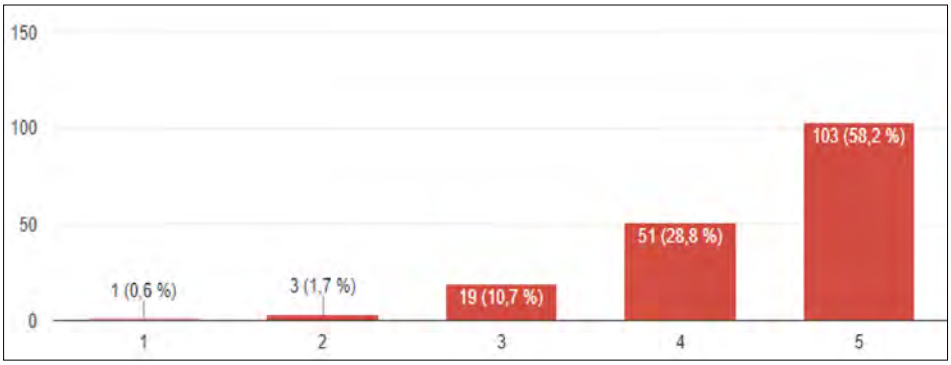
Odabrati ili izraditi nastavni materijal koji će odgovarati trenutnim i budućim profesionalnim potrebama studenata vrlo je teško. Nastavniku je u tome smislu važna povratna informacija studenata, pa su ispitanici trebali procijeniti koliko je odabir tema, sadržaja, vrsta zadataka i primjera u priručniku *Deutsch im Geschäftsalltag 1* bio uspješan.

Iz grafičkoga prikaza (slika 5.) se vidi da 155 (58,9 %) ispitanika smatra da je elektronički priručnik u potpunosti prilagođen profesionalnim potrebama studenata, dok 84 ispitanika (31,9 %) kriteriju prilagođenosti priručnika profesionalnim potrebama pridodaju vrijednost 4 na skali gdje je vrijednost 5 najviša. Vrijednost 3 pridružila su elektroničkome udžbeniku 23 ispitanika (8,7 %), a samo jedan ispitanik (0,4 %) smatra da elektronički priručnik u većini slučajeva nije prilagođen profesionalnim potrebama studenata.



Slika 5. Prilagođenost e-priručnika *Deutsch im Geschäftsalltag 1* profesionalnim potrebama studenata (N = 263)

Isti aspekt, ali u elektroničkome priručniku *Deutsch im Geschäftsalltag 2* najvišom su vrijednošću (vrijednost 5) ocijenila 103 ispitanika (58,2 %) (slika 6.). Nadalje, 51 ispitanik (28,8 %) smatra da je elektronički priručnik u velikoj mjeri prilagođen njihovim profesionalnim potrebama, 19 ispitanika (10,7 %) smatra da je priručnik donekle prilagođen profesionalnim potrebama, dok troje ispitanika (1,7 %) smatraju da je priručnik u maloj mjeri prilagođen profesionalnim potrebama.



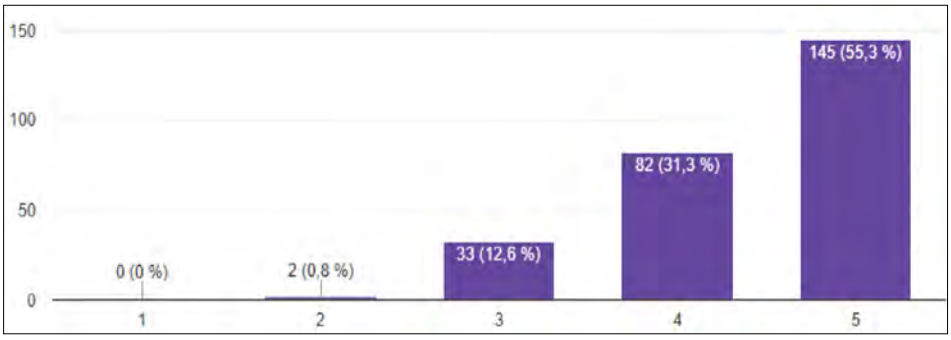
Slika 6. Prilagođenost e-priručnika *Deutsch im Geschäftsalltag 2* profesionalnim potrebama studenata (N = 176)

5.4. Mogućnost samostalnoga rada s elektroničkim priručnikom

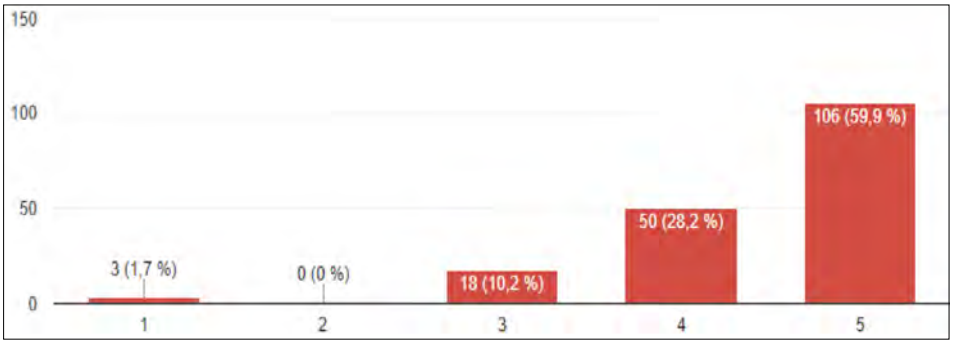
Kao što smo već rekli, prvi elektronički priručnik *Deutsch im Geschäftsalltag 1* prvi je puta korišten u nastavi u ljetnome semestru akademske godine 2019./2020. S obzirom da je to bila godina u kojoj je počela pandemija bolesti COVID-19 i da na Ekonomskome fakultetu – Zagreb tada nije postojala obveza održavanja online nastave, nego su nastavnici studentima objavljivali nastavne materijale, bilo je vrlo bitno da nastavni materijal na kolegiju Početni njemački u poslovanju I omogućuje samosta-

lan rad i samostalno učenje. Zato su rezultati ovoga pitanja dobiveni iz analize podataka iz provedenoga upitnika bili vrlo bitni za odluku o daljnjoj upotrebi elektroničkoga priručnika i u kontaktnoj nastavi, posebno i zbog činjenice što na stručnome studiju mnogi izvanredni studenti rade i ne dolaze redovito na nastavu te samostalno pripremaju gradivo za kolokvije i ispit (Petanjek i Švob 2020: 250).

Grafički prikaz na slici 7. pokazuje da je 145 ispitanika (55,3 %) procijenilo da elektronički priručnik *Deutsch im Geschäftsalltag 1* u potpunosti omogućuje samostalan rad (vrijednost 5), a 82 ispitanika (31,3 %) smatraju da priručnik u velikoj mjeri (vrijednost 4) omogućuje samostalan rad, dok 33 ispitanika (12,6 %) misle da je s priručnikom moguće raditi samostalno (vrijednost 3). Dva ispitanika (0,8 %) smatraju da samostalan rad s priručnikom u većini slučajeva nije moguć (vrijednost 2).



Slika 7. Mogućnost samostalnog rada s e-priručnikom *Deutsch im Geschäftsalltag 1* (N = 262)



Slika 8. Mogućnost samostalnog rada s e-priručnikom *Deutsch im Geschäftsalltag 2* (N = 177)

Isti kriterij je ispitivan nakon provedene nastave kolegija Početni njemački u poslovanju II u kojoj je primarni udžbenik bio elektronički priručnik *Deutsch im Geschäftsalltag 2*, vidi sliku 8. Da priručnik u potpunosti (vrijednost 5) omogućuje samostalan rad procijenilo je 106 ispitanika (59, 9 %), a da je samostalan rad s priručnikom moguć u većini slučajeva (vrijednost 4) smatra 50 ispitanika (28,8 %). Da je s elektroničkim

priručnikom moguće samostalno raditi (vrijednost 3) izjavilo je 18 ispitanika (10,2 %), a da s elektroničkim priručnikom nije moguće samostalno raditi (vrijednost 1) reklo je troje studenata (1,7 %).

5.5. Najkorisniji sadržaji

U prvome od dva pitanja otvorenoga tipa u provedenome upitniku ispitanici su trebali navesti najkorisnije sadržaje, odnosno, najkorisnije dijelove elektroničkoga priručnika. Ovo pitanje nije bilo obavezno niti su ispitanici imali ograničen broj odgovora, pa neki ispitanici nisu uopće odgovorili na njega, dok su neki naveli i više od jednoga korisnog sadržaja. Analizom sadržaja studentskih odgovora prema kriteriju sličnosti identificirani su elementi navedeni u tablici 1. Na ovo je pitanje za elektronički priručnik *Deutsch im Geschäftsalltag 1* odgovorilo 169 ispitanika, dok je 97 ispitanika odgovorilo na to pitanje za elektronički priručnik *Deutsch im Geschäftsalltag 2*.

Najviše ispitanika, njih 43, od onih koji su ispunjavali upitnik za elektronički priručnik *Deutsch im Geschäftsalltag 1* navelo je da su im primjeri pisanih kolokvija najkorisniji dijelovi elektroničkoga priručnika. Da je sve bilo korisno napisalo je 36 ispitanika. Objašnjenja izgovora pojedinih riječi korisnim smatra 26 ispitanika. Zadatke za uvježbavanje gradiva 21 ispitanik navodi kao korisne sadržaje, a 20 ispitanika korisnim smatra objašnjenja gramatike u crvenim pravokutnicima. Osim tih sadržaja korisnim su se pokazale prevedene riječi i rječnik na kraju udžbenika (9 ispitanika), objavljene poveznice za video i audio sadržaje na internetu (8 ispitanika), rješenja zadataka (7 ispitanika), primjeri (7 ispitanika), prijevodi čitavih tekstova i gramatičkih objašnjenja (5 ispitanika), te jednostavnost elektroničkoga priručnika (4 ispitanika).

Tablica 1. Korisni sadržaji u e-priručnicima *Deutsch im Geschäftsalltag 1* i *Deutsch im Geschäftsalltag 2*

Navedeni korisni sadržaj	Broj ispitanika	
	e-priručnik *Deutsch im Geschäftsalltag 1*	e-priručnik *Deutsch im Geschäftsalltag 2*
Primjeri pisanog kolokvija	43	35
Sve je korisno	36	22
Objašnjenja izgovora	26	6
Zadaci za uvježbavanje gradiva	21	12
Objašnjenja u pravokutnicima	20	4
Prevedene riječi i rječnik na kraju priručnika	9	7
Audio i video materijali	8	1
Primjeri gramatičkih i jezičnih struktura	7	1
Rješenja zadataka	7	7
Prijevodi tekstova i gramatičkih objašnjenja	5	1
Jednostavnost	4	1

Kao što se vidi iz tablice 1. ispitanici koji su ocjenjivali elektronički priručnik *Deutsch im Geschäftsalltag 2* nakon njegove upotrebe u kontaktnoj nastavu naveli su iste korisne sadržaje kao i ispitanici koji su ocjenjivali prvi elektronički priručnik. Tako i oni najkorisnijima smatraju primjere pisanoga kolokvija i zadatke za uvježbavanje gradiva, dok objašnjenja izgovora navode kao korisne, ali ne toliko učestalo kao ispitanici koji su procjenjivali prvi elektronički priručnik. Prevedene riječi i rječnik na kraju priručnika, objašnjenja u pravokutnicima i rješenja zadataka također su neki od navedenih korisnih sadržaja, dok se audio i videomaterijali, primjeri, prijevodi tekstova i gramatičkih objašnjenja te jednostavnost priručnika u odgovorima u upitniku za drugi elektronički priručnik spominju samo jednom.

5.6. Željeni dodatni sadržaji

Drugo pitanje otvorenoga tipa tražilo je informaciju o sadržajima koji ispitanicima u elektroničkome priručniku nedostaju ili nisu zastupljeni u dovoljnoj mjeri. Na ovo pitanje o željenim dodatnim sadržajima u elektroničkome priručniku *Deutsch im Geschäftsalltag 1* odgovorilo je 24 ispitanika, a na isto pitanje o elektroničkome priručniku *Deutsch im Geschäftsalltag 2* odgovorilo je 12 ispitanika. Identificirani elementi analize sadržaja odgovora navedeni su u tablici 2.

Tablica 2. Željeni dodatni sadržaji u elektroničkim priručnicima *Deutsch im Geschäftsalltag 1* i *Deutsch im Geschäftsalltag 2*

Navedeni željeni dodatni sadržaj	Broj ispitanika	
	e-priručnik Deutsch im Geschäftsalltag 1	*e-priručnik Deutsch im Geschäftsalltag 2*
Više objašnjenja gramatičkih pojmova	4	3
Više objašnjenja izgovora pojedinih riječi	4	2
Više zadataka	4	3
Više prijevoda pojedinih riječi	2	2
Više primjera gramatičkih i jezičnih struktura	2	2

Iz tablice 2. vidljivo je da je znatno manji broj ukupnih odgovora na ovo otvoreno pitanje o željenim sadržajima nego na prijašnje pitanje o korisnim sadržajima u priručnicima. U odgovorima na ovo pitanje ispitanici ne navode da im u priručniku nedostaju neki sadržaji kojih uopće nema, nego žele više nekih postojećih sadržaja poput objašnjenja gramatičkih pojmova i izgovora pojedinih riječi, te više zadataka, prijevoda pojedinih riječi i primjera gramatičkih i jezičnih struktura.

6. RAZRADBA I ZAKLJUČCI

Nakon ove analize dobivenih podataka o odabranim značajkama elektroničkih priručnika *Deutsch im Geschäftsalltag 1* i *Deutsch im Geschäftsalltag 2* javila se potreba

dodatne razradbe podataka kako bi se mogli donijeti određeni zaključci i odlučiti o načinu daljnje upotrebe elektroničkih priručnika u nastavi kolegija Početni njemački u poslovanju I i Početni njemački u poslovanju II. Tako je svaka odabrana značajka svedena na prosječnu vrijednost (moguće vrijednosti u upitniku bile su od 1 do 5, gdje je vrijednost 1 najniža, a vrijednost 5 najviša). U tablici 3. mogu su vidjeti prosječne vrijednosti zaokružene na dvije decimale, kojima su ispitanici ocijenili jasnoću prikaza gradiva u elektroničkome priručniku, jednostavnost upotrebe elektroničkoga priručnika, prilagođenost elektroničkoga priručnika profesionalnim potrebama studenata te mogućnost samostalnoga rada s elektroničkim priručnikom. Osim tih značajki, ispitanici su ocjenjivali i svaki priručnik pojedinačno te je u tablici prikazana i prosječna vrijednost elektroničkoga priručnika *Deutsch im Geschäftsalltag 1* i prosječna vrijednost elektroničkoga priručnika *Deutsch im Geschäftsalltag 2* te broj ispitanika (N) koji su odgovorili na ovo pitanje.

Tablica 3. Prosječne vrijednosti ispitivanih značajki elektroničkih priručnika *Deutsch im Geschäftsalltag 1* i *Deutsch im Geschäftsalltag 2*

ISPITIVANA KATEGORIJA	PROSJEČNA VRIJEDNOST	
	e-priručnik *Deutsch im Geschäftsalltag 1*	e-priručnik *Deutsch im Geschäftsalltag 2*
Jasnoća prikaza gradiva u e-priručniku	4,57 (N = 263)	4,70 (N = 177)
Jednostavnost upotrebe e-priručnika	4,39 (N = 261)	4,43 (N = 177)
Prilagođenost e-priručnika profesionalnim potrebama studenata	4,49 (N = 263)	4,42 (N = 177)
Mogućnost samostalnog rada s e-priručnikom	4,41 (N = 262)	4,45 (N = 177)
Prosječna ocjena e-priručnika	4,53 (N = 261)	4,50 (N = 176)

Analizom dobivenih podataka, koji su u radu prikazani grafičkim i tabelarnim prikazima, jasno je da su ispitanici sve promatrane značajke oba priručnika procijenili iznadprosječno te su ti rezultati nastavnicama potvrdili da se elektronički priručnici mogu odabrati kao primarni udžbenici na kolegijima Početni njemački u poslovanju I i Početni njemački u poslovanju II.

Iako su promatrane značajke priručnika u tablici 3. predstavljene usporedno, nije moguće napraviti objektivnu i valjanu usporedbu dvaju elektroničkih priručnika *Deutsch im Geschäftsalltag 1* i *Deutsch im Geschäftsalltag 2*. Unatoč jednakim ispitivanim značajkama, istome konceptu elektroničkih priručnika te upitniku s jednakim pitanjima, priručnici ne obrađuju jednake sadržaje, a ispitanici koji su sudjelovali u prvome dijelu istraživanja i procjenjivali učinkovitost elektroničkoga priručnika *Deutsch im Geschäftsalltag 1* nisu isti koji su sudjelovali u drugome dijelu istraživanja i procjenjivali elektronički priručnik *Deutsch im Geschäftsalltag 2*. Osim različitih ciljanih skupina,

ispitanici prvoga dijela istraživanja ispunjavali su upitnik o priručniku nakon njegova korištenja u online nastavi, dok su ispitanici drugoga dijela istraživanja taj isti upitnik ispunjavali nakon kontaktne nastave i nakon što su već imali iskustvo korištenja prvoga elektroničkog priručnika. Ove nejednake preduvjete potrebno je ujednačiti kako bi se stvorili uvjeti za novo istraživanje čijom analizom dobivenih podataka bismo mogli usporediti neke od značajki elektroničkih priručnika. Zanimljivo bi također bilo ispitati povezanost pojedinih ispitivanih varijabli, te primjerice vidjeti da li i u kojoj mjeri jasnoća prikaza gradiva utječe na mogućnost samostalnoga rada s elektroničkim priručnikom kao i ispitati postoji li povezanost između procjene učinkovitosti priručnika i uspjeha studenata na navedenim kolegijima.

Konkretne smjernice za daljnji rad na priručnicima ispitanici su dali u svojim odgovorima na dva pitanja otvorenoga tipa. Sadržaje koje su smatrali korisnim (primjeri pisanoga kolokvija, objašnjenja izgovora, zadaci za uvježbavanje gradiva, objašnjenja u pravokutnicima, prevedene riječi i rječnik na kraju priručnika, audio i video materijali, primjeri gramatičkih i jezičnih struktura, rješenja zadataka, prijevodi tekstova i gramatičkih objašnjenja) svakako treba zadržati, te ih po potrebi ažurirati i proširivati. Sadržaje koje su ispitanici naveli da im nedostaju ili da nisu dovoljno zastupljeni u priručnicima treba posebno razmotriti. S obzirom na to da je riječ o digitalnome priručniku, navesti više primjera gramatičkih i jezičnih struktura, zadataka, objašnjenja i slično, ne predstavlja veliki financijski niti vremenski izazov i autorice će u tome smislu redovito ažurirati priručnike. Iako studenti nisu predložili nove elemente i sadržaje koje bi se mogli uključiti u priručnike, autorice trebaju pratiti suvremene zahtjeve struke te odabirati i dodavati nove aktualne sadržaje.

Elektronički format priručnika nudi, dakle, mogućnost objave češćih dopunjenih ili promijenjenih izdanja. Zato je bitno da u elektroničkim priručnicima budu prikazani aktualni sadržaji, relevantne informacije i korisne vježbe koje će poticati razvoj svih jezičnih vještina i podupirati rad nastavnika u kontaktnoj nastavi. S obzirom na brzi razvoj tehnologije, moguća je i dodatna tehnička nadogradnja priručnika, te njegovo interaktivno i multimedijsko širenje. Korisna je činjenica da je ovaj digitalni priručnik moguće otisnuti tako da svi ključni sadržaji mogu biti dostupni i u tiskanome obliku. Kako bi se elektronički priručnici što duže upotrebljavali na nastavi stranoga jezika struke te ostali relevantna i korisna ispitna i stručna literatura, bitno je redovito provoditi slična istraživanja, prilagođavati priručnike studentskim potrebama i tržištu rada te u priručnike uključivati nove interaktivne digitalne tehnologije. Pozitivni rezultati provedenoga istraživanja mogu biti poticaj za izradu elektroničkih nastavnih materijala za druge struke i na različitim stranim jezicima .

Literatura

Al-Ali, Sebah; Ahmed, Azim. 2015. E-textbooks in ESL classrooms: are learners on board? *Learning and Teaching in Higher Education: Gulf Perspectives* 12/2. 3-22. https://www.emerald.com/insight/content/ doi/10.18538/lthe.v12.n2.222/full/pdf (pristupljeno 09. rujna 2023.)

Bouck, Emily C.; Weng, Pei-Lin; Satsangi, Rajiv. 2016. Digital versus Traditional: Secondary Students with Visual Impairments' Perceptions of a Digital Algebra Textbook. *Journal of Visual Impairment and Blindness* 110 /1. 41-52. https://files.eric.ed.gov/fulltext/EJ1114762.pdf (pristupljeno 15. travnja 2023.)

Brown, James Dean. 1995. *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Heinle & Heinle. Boston, MA.

Choppin, Jeffrey; Carson, Cynthia; Borys, Zenon; Cerosaletti, Cathleen; Rob Gillis. 2014. A Typology for Analyzing Digital Curricula in Mathematics Education. *International Journal of Education in Mathematics, Science and Technology* 2/1. 11-25. https://files.eric.ed.gov/fulltext/EJ1066359.pdf (pristupljeno 10. rujna 2023.)

Dobler, Elizabeth. 2015. E-textbooks: A Personalized Learning Experience or a Digital Distraction? *Journal of Adolescent & Adult Literacy* 58/6. 482-491. https://www.academia.edu/10842403/e_Textbooks_ A_Personalized_Learning_Experience_or_a_Digital_Distraction (pristupljeno 15. travnja 2023.)

Engbrecht, Jamie R. 2018. Digital Textbooks Versus Print Textbooks. *Culminating Projects in Teacher Development*.35. https://repository.stcloudstate.edu/cgi/viewcontent.cgi?article=1037&context=ed_etds (pristupljeno 14. travnja 2023.)

Lee, HeeJeong Jasmine;Messom, Chris; Yau, Kok-Lim Alvin. 2013. Can an electronic textbook be partof K-12 education? Challenges, technological solutions and open issues. *Turkish Online Journal of Educational Technology – TOJET* 12/1. 32-44. http://www.tojet.net/articles/v12i1/1214.pdf (pristupljeno 14. travnja 2023.)

Müller, Mirela; Aleksa Varga, Melita. 2019. Digital Competences of Teachers and Associates at Higher Educational Institutions in the Republic of Croatia. *Informatologia* 52/1-2. 28-44. https://doi.org/10.32914/i.52.1-2.4 (pristupljeno 12. svibnja 2023.)

Nelson, Mark. 2008. E-Books in Higher Education: Nearing the End of the Era of Hype? *EDUCAUSE Review* 43/2. 40-54. https://er.educause.edu/articles/2008/3/ebooks-in-higher-education-nearing-the-end-of-the-era-of-hype (pristupljeno 10. rujna 2023.)

Petanjek, Mirna; Švob, Ankica. 2020. E-PRIRUČNIK U NASTAVI STRANOGA JEZIKA STRUKE. *Strani jezici* 49/2. 247-261. https://doi.org/10.22210/strjez/49-2/6 (pristupljeno 14. travnja 2023.)

Raible, John; Denoyelles, Aimee. *Exploring the Use of E-Textbooks in Higher Education: A Multiyear Study*. EDUCAUSE Review. https://er.educause.edu/articles/2017/10/exploring-the-use-of-e-textbooks-in-higher-education-a-multiyear-study (pristupljeno 10. rujna 2023.)

Strevens, Peter. 1988. ESP after twenty years: A re-appraisal. *ESP: State of the Art*. Ur. Tickoo, M. L. White Lotus Press. Singapur.

Trace, Johnathan; Hudson, Thom; Brown, James Dean. 2015. An overview of language for specific purposes. *Developing Courses in Languages for Specific Purposes*. Honolulu. 1-23. https://nflrc.hawaii.edu/media/docs/NW69-01.pdf (pristupljeno 15. travnja 2023.)

STUDENT EVALUATION OF EFFECTIVENESS OF E-HANDBOOK *DEUTSCH IM GESCHÄFTSALLTAG* IN TEACHING BUSINESS GERMAN AT FACULTY OF ECONOMICS & BUSINESS IN ZAGREB

E-handbooks *Deutsch im Geschäftsalltag 1* (Petanjek, M., Švob A.) and *Deutsch im Geschäftsalltag 2* (Pernjek, J., Petanjek, M., Švob, A.) have been developed as supplementary materials to be used in addition to the coursebook used in the courses Business German for Beginners I and Business German for Beginners II. First- and second-year undergraduate students of Business Economics, the professional study programme provided by the Zagreb Faculty of Economics & Business, are expected to use these e-handbooks as self-learning materials, whose aim is to facilitate the learning process and prepare students for tests and exams. After the implementation of the first e-handbook *Deutsch im Geschäftsalltag 1* during the COVID-19 pandemic in the online summer semester of the 2019-2020 academic year and then after the implementation of the second e-handbook *Deutsch im Geschäftsalltag 2* in the winter semester of the 2022-2023 academic year, a survey on the effectiveness of the e-handbooks regarding the learning outcomes and objectives of the course was carried out. The paper briefly presents the structure of the e-handbooks and focuses on the results of the survey. Research data was gathered through a written structured interview and a qualitative and a quantitative analysis were conducted. The survey results refer to the student evaluation of how clearly the material is presented in the e-handbooks, the perceived ease of use, to what degree the e-handbooks are tailored to students' needs and to what degree they facilitate learning. The paper looks at the effectiveness of the two e-handbooks based on user feedback and the useful and positively evaluated content items are presented. Disadvantages of such e-handbooks for teaching LSP are also identified and feasible solutions are suggested.

Keywords: effectiveness, e-handbook, usefulness, self-learning, student evaluation

THE DIFFERENCES IN THE FIRST-YEAR UNIVERSITY STUDENTS' BELIEFS ABOUT THEIR FLL MOTIVATION

IZVORNI ZNANSTVENI RAD / ORGINAL RESEARCH PAPER

Ivana Rubić
ivana.rubic@vvg.hr
University of Applied Sciences Velika Gorica, Velika Gorica, Croatia

Abstract

This paper draws on the European Union's (EU's) multilingualism language policy which highlights the importance of learning foreign languages. Considering the importance of motivation in foreign language learning (FLL) the differences in university students' beliefs about their motivation based on sociodemographic characteristics and foreign language competence factors were investigated. Self-reported data were collected from 631 first-year undergraduate university students attending different academic study programs at three universities in Croatia. The survey asked students to report if they were or were not motivated to learn foreign languages. Students' sincere answers about their motivation are important information that should not be disregarded but observed, understood, and used to find ways to support FLL. It was found that nearly one-third of participants reported they were not motivated to learn foreign languages. This result revealed a greater number of students who described themselves as unmotivated for FLL than expected. Overall, with the exception of gender, no statistically significant differences in student beliefs about their motivation for FLL were found based on socio-demographic factors. However, differences in motivational beliefs were found according to variables related to students' foreign language competence.

Keywords: beliefs, motivation, first-year university students, FLL

1. INTRODUCTION

It has been argued students' beliefs, attitudes, and motivation for learning foreign languages may be affected by a broader socio-cultural context (Dörnyei and Ushioda, 2011; Gardner and Lambert 1972; Lanvers, 2017). The learners are inevitably exposed to socio-cultural, economic, and other environmental factors which may shape their language-learning attitudes to a certain extent (Gardner, 1985). In view of the EU's policy promoting multilingualism, this study investigated the differences in beliefs toward FLL among first-year undergraduate university students in Croatia. The purpose of the study was to investigate how students' beliefs about their motivation for FLL might vary depending on their contextual (socio-demographic) and inter-

nal (language competence) characteristics. According to Horwitz beliefs are "student opinions on a variety of issues and controversies related to language learning" (1988). For the purpose of this study, students were asked to report on whether they were or were not motivated to learn foreign languages. It was expected that a great majority of students would consider themselves motivated for FLL. This was assumed firstly because the participants in this study were young people at the beginning of their professional journey attending different high-quality academic programs usually chosen by high-achieving students. However, language learning is a complex process and various factors play a role in developing and sustaining interest. Many students when they enter university, even after many years of learning languages in a school context still feel insecure and anxious when it comes to speaking and learning foreign languages and tend to avoid it. In that context, it is of great importance to find ways to identify factors which may be related to language learning motivation and better meet students' needs and interests.

2. REVIEW OF LITERATURE

A number of studies have been conducted around the world to explore the relationship between contextual (socio-demographic, economic, cultural) as well as internal factors with different factors related to motivation to learn foreign languages, however, somewhat different results were obtained.

Previous studies have mostly concentrated on investigating the differences in motivational variables according to gender, educational background, parental education and occupation, urban vs rural educational setting, family income, and the like. Several studies conducted worldwide that addressed gender differences have shown that female students were more motivated to learn foreign languages than male students (Bacon and Finnemann, 1992; Dörnyei and Csizér, 2002; Csizér and Dörnyei, 2005a; Gardner and Lambert, 1972), although not necessarily in all aspects of language learning motivation. However, some studies found no gender differences in students' attitudes and motivation for foreign language learning. Iwaniec (2014) conducted a study on Polish teenage students and found statistically significant differences based on gender. Females scored higher than males on scales of international orientation, ideal L2 self, and self-regulation. Didović Baranac et al. (2016) investigated the beliefs and attitudes of Croatian secondary school students towards learning three foreign languages English, German, and Spanish. In their study, they found no significant differences in attitudes towards learning English according to gender. However, motivation for learning German was more evident in male students while girls showed more positive attitudes toward certain aspects of learning Spanish. Vidak and Sindik (2018) conducted a study on demotivation for foreign language learning among students enrolled in the 3rd year of two undergraduate study programs at the University of

Dubrovnik in Croatia. They found no statistically significant differences in the level of demotivation regarding gender, study program, and year of study. Kissau (2006), prompted by the question of whether male students were losing interest in studying French as a second language, conducted a study in Canada to determine gender differences. The results revealed higher motivation in female students than in male learners. Drawing on self-determination theory, Cigan (2014) examined the relationship between students' intrinsic and extrinsic motivation to learn English, and their socio-demographic characteristics. Secondary education GPA and year of study were found to be significant factors whereas the type of secondary education, and parents' education, were not found to be statistically related to student motivation. Also, some gender differences were found. Madrone P. (2017) investigated motivational orientations in learning English as a foreign language of Greek and Italian high-school learners focusing on the differences between students from urban and rural communities. The study revealed the difference between urban and rural students indicating that rural students had lower self-beliefs about their ability to speak English and lower beliefs about using English in the future.

A review of relevant literature that addressed the relationship between socio-demographic characteristics and students' motivational variables showed different findings. However, taking into account different social, cultural, and educational contexts contributes to existing research and helps observe existing trends.

3. METHOD

3.1. The aim of the study

The purpose of this study was to investigate the possible relationships between different socio-demographic and factors related to students' foreign language competence, and students' beliefs about their motivation. To be more exact, the differences in students' beliefs about their motivation were investigated based on the following socio-demographic characteristics; gender, parental education, urban-rural context, field of study, and secondary school type. In addition, to investigate the differences in variables relating to students' foreign language competence the number of foreign languages students spoke and their preparedness to use foreign languages were taken into consideration.

The following research questions were formed to guide the study:

RQ1. Are there any significant differences in students' beliefs about their motivation for FLL according to socio-demographic factors?

RQ2. Are there any significant differences in students' beliefs about their motivation for FLL according to factors related to their FL competence?

3.2. Participants

Data were collected from 631 randomly chosen first-year undergraduate university students attending academic study programs in natural sciences, engineering, social sciences and humanities at three universities in Croatia: the University of Zagreb, the University of Zadar, and the University of Rijeka. The main reason for selecting different faculties was to encompass students in different fields of study and of both genders. 54% of the participants were males and 46% were females. Regarding age, students ranged from 18 to 32 and the majority (61,92 %) were 19 years old. Data collection took place in May and June 2019.

3.3. Instrument and procedure

The questionnaire was written in Croatian and divided into two sections. The first section of the questionnaire included questions about students' demographic and other background characteristics. Next, to examine their beliefs about their motivation students were asked to answer the following question 'Are you motivated to learn foreign languages?'. To measure FL competence variables, students were asked to report on how many foreign languages they already spoke and to rate how well prepared and ready they were to use foreign languages on a scale of 1 – 5 (*Strongly disagree* to *Strongly agree*). To inspect statistical differences in students' beliefs a Chi-square test was conducted. Additional statistical parameters Point-biserial coefficient, Eta coefficient, the Phi Coefficient, and Cramér's V were used to examine the relationships between the variables. SPSS 25.0 software was used for the statistical analysis of the data. Regarding the limitations of the present study, when using self-reported data more socially acceptable responding may occur. Also, the results should not be generalized beyond the study population.

4. RESULTS

To answer the first research question, motivational differences with respect to the socio-demographic variables were examined. First, gender differences were tested. The results revealed that female students gave positive answers about their motivation more frequently than their male peers. The result of the Chi-square test ($\chi^2(1)=24,81$, $p<0,01$) indicated the existence of a statistically significant difference (Table 2). 290 of 373 female students (77,7%) responded that they were motivated for FLL whereas 153 of 258 male students (59,3%) did so (Table 1). Also, the Phi Coefficient indicated a weak negative degree of association between male gender and positive beliefs (ϕ=-.198) (Table 2).

Table 1. Cross-tabulation of students' reports about their motivation by gender

			Gender		Total
			Male	Female	
Are you motivated to learn foreign languages?	Yes	n	153	290	443
		%	59%	78%	
	No	n	105	83	188
		%	41%	22%	
Total		n	258	373	631
		%	100%	100%	

Table 2. The relationship between students' reports about their motivation and gender: Chi-square test and Phi Coefficient

N = 631	Chi-square (χ^2)	df	p	Phi Coefficient (φ)
Value	24,808[a]	1	0,000	-0,198

Further, the differences based on parental education were examined. Students were asked to report their mothers' and fathers' levels of education and were compared based on the first-generation status. In the literature, first-generation college students are those where neither parent completed tertiary education (Pascarella et al., 2004). Non-first-generation students have one or both parents with completed tertiary education. A Chi-square test revealed no significant difference in students' answers between first-generation students and students that had at least one parent with completed tertiary education ($\chi^2(1)=2,478$, $p>0,05$) (Table 4). Both groups of students had similar responses. Among students who responded that they were motivated to learn foreign languages, there were 67,3% of first-generation students and 73,0% of non-first-generation students (Table 3).

Table 3. Cross-tabulation of students' reports about their motivation by first-generation status

			First-generation status		Total
			First generation	Other	
Are you motivated to learn foreign languages?	Yes	n	210	233	443
		%	67%	73%	
	No	n	102	86	188
		%	33%	27%	
Total		n	312	319	631
		%	100%	100%	

Table 4. Chi-square test for students' reports about their motivation and first-generation status

N = 631	Chi-square (χ^2)	df	p
Value	2,478[a]	1	0,115

Next, students' answers were compared according to the place of pre-university residence (village, small town, big city). No statistically significant difference was found between students that came from rural areas and those from more urban and larger areas (χ^2 (2) = 1.28 with p> 0.05) (Table 6). It can be observed that the majority of students in each group regardless of the original place of residence responded they were motivated to learn foreign languages (Table 5).

Table 5. Cross-tabulation of students' reports about their motivation by pre-university residence

			Pre-university residence			
			Big city	Smaller town	Village	Total
Are you motivated to learn foreign languages?	Yes	n	184	153	106	443
		%	71,3%	71,5%	66,7%	
	No	n	74	61	53	188
		%	28,7%	28,5%	33,3%	
Total		n	258	214	159	631
		%	100,0%	100,0%	100,0%	

Table 6. Chi-square test for students' reports about their motivation and pre-university residence

N = 631	Chi-square (χ^2)	df	p
Value	1,275 [a]	2	0,529

Further, the differences based on the secondary school students completed were investigated. The results of the Chi-square test revealed there was no significant difference in students' beliefs about their motivation for FLL based on completed secondary school type ($\chi^2(1)=0,201$, $p>0,05$) (Table 8). It is interesting to see how very similar student responses were in terms of the percentage of each group. 70,8% of students from grammar schools and 68,9% of students from vocational schools expressed positive beliefs toward learning foreign languages (Table 7).

Table 7. Cross-tabulation of students' reports about their motivation by secondary school type

			Secondary school type		Total
			Grammar school	Vocational school	
Are you motivated for learning foreign languages?	Yes	n	330	111	441
		%	71%	69%	
	No	n	136	50	186
		%	29%	31%	
Total		n	466	161	627
		%	100%	100%	

Table 8. Chi-square test for students' reports about their motivation and secondary school type

N = 627	Chi-square (χ^2)	df	p
Value	0,201a	1	0,654

In the next step, possible differences in students' beliefs according to the field of study were examined. When comparing the proportion of "yes" and "no" answers for students in all three groups it can be observed that students in the social sciences and humanities group gave a positive answer most frequently whereas those in the engineering field gave a positive answer least frequently (Table 9). This difference was statistically significant (χ^2 (1) = 10.617 with p <0.01) (Table 8). Also, Cramér's V was φc = .13 which indicated a slight association between the two distributions (Table 10). Possibly, this difference is related to gender rather than to the field of study because of the high percentage of female students in the social sciences and humanities group which was 85,91 % while the percentage of female students in the engineering group was only 38.04 %. Other possible reasons need to be further investigated.

Table 9. Cross-tabulation of students' reports about their motivation by field of study

			Field of study			Total
			Soc. sciences and hum.	Engineering	Natural sciences	
Are you motivated to learn foreign languages?	Yes	n	168	178	98	444
		%	77,8%	64,3%	70,5%	
	No	n	48	99	41	188
		%	22,2%	35,7%	29,5%	
Total		n	216	277	139	632
		%	100,0%	100,0%	100,0%	

Table 10. The relationship between students' reports about their motivation and field of study: Chi-square test and Cramér's V

N = 632	Chi-square (χ^2)	df	p	Cramér's V(φc)
Value	10,617a	2	0,005	0,130
a. 0 cells (0,0%) have expected n less than 5. The minimum expected n is 41,35.				

To answer the second research question, the differences in students' reports about their motivation on variables related to students' foreign language competence were investigated. First, the number of foreign languages spoken was taken into consideration. Students were asked to choose between four categories: I can speak *(1) none, (2) one, (3) two, and (4) three or more foreign languages*. Since the value of the cell should be 5 or more and only three students responded with 'none' thus saying they did not speak any foreign language, the categories none and one were merged. Further inspection of the proportion of "yes" and "no" answers for students in all three

groups revealed that students who spoke three or more languages gave positive answers about their motivation more frequently than those who spoke one or no foreign languages (Table 11). This difference was statistically significant (χ^2 (1) = 56.007, p <0.01) (Table 10). Also, the correlation with Cramér's V was φc = .298 and indicated a mild to moderate positive correlation between beliefs about motivation and the number of languages that students already spoke (Table 12).

Table 11. Cross-tabulation of students' reports about their motivation by the number of foreign languages spoken

			Number of foreign languages spoken			Total
			none or one	two	three or more	
Are you motivated to learn foreign languages?	Yes	n	139	226	79	444
		%	54,5%	77,9%	90,8%	
	No	n	116	64	8	188
		%	45,5%	22,1%	9,2%	
Total		n	255	290	87	632
		%	100,0%	100,0%	100,0%	

Table 12. The relationship between students' reports about their motivation and the number of foreign languages spoken: Chi-square test and Cramér's V

N = 632	Chi-square (χ^2)	df	p	Cramér's V (φc)
Value	56,007a	2	0,000	0,298
a. 0 cells (0,0%) have expected n less than 5. The minimum expected n is 25,88.				

Next, students were asked to rate how well prepared and ready they were to use foreign languages on a scale of 1 – 5 where 1 was *Strongly disagree*, while 5 was *Strongly agree*. Looking at the proportion of respondents who answered 'yes' versus 'no' (to being motivated to learn foreign languages) an increase in the proportion of 'yes' responses can be observed as the level of agreement with the statement on preparedness grows (Table 13).

Table 13. Cross-tabulation of students' reports compared by the level of preparedness to use foreign languages.

			I am prepared and ready to use a foreign language/languages in daily life					Total
			1	2	3	4	5	
Are you motivated to learn foreign languages?	Yes	n	6	9	50	139	237	441
		%	50,0%	37,5%	58,1%	69,5%	77,7%	
	No	n	6	15	36	61	68	186
		%	50,0%	62,5%	41,9%	30,5%	22,3%	
Total		n	12	24	86	200	305	627
		%	100,0%	100,0%	100,0%	100,0%	100,0%	

The results in Table 14 show that the difference was statistically significant (χ^2 (1) = 28.916 with p <0.01). Also, this difference was confirmed by an additional statistical parameter the Eta coefficient (Eta = 0, 215) which indicated a slight positive correlation between reported motivation to learn foreign languages and the level of agreement with the statement on preparedness for using foreign languages (Table 14). The more students felt prepared to use the more likely they were to have positive beliefs about FLL.

Table 14. The relationship between students' reports about their motivation and preparedness to use foreign languages: Chi-square test and Eta coefficient

N = 627	Chi-square value (χ^2)	df	p	Eta (η)
Value	28,916	4	0,000	0,215

5. DISCUSSION AND CONCLUSION

This paper reports on the results of a survey on first-year university students' beliefs regarding their motivation to learn foreign languages. Firstly, the results showed that students' responses regarding their motivation differed significantly based on gender with more females agreeing with the statement that they were motivated to learn foreign languages than their male peers. It is widely accepted that gender differences in language learning are a result of a combination of biological and environmental factors (Carr & Pauwels, 2006; Pearson, 2017). These findings are in line with several other studies which have found stronger motivation among female than male students. According to the studies revised, one of the possible explanations for gender differences in FLL may be that in many communities language learning is still perceived as more of a female domain (Csizér & Dörnyei, 2005a; Kissau, 2006). Some studies on gender differences found that female and male learners have different learning styles (Green & Oxford, 1995; Ehrman & Oxford, 1989), different preferences regarding classroom management, and that boys requested teachers to integrate more male interests into the FL classroom (Kissau, et al., 2010). Also, it was reported that integrative motives such as interest in communicating with foreign language speakers and their culture tend to be more evident in female students whereas male learners are more likely to learn a foreign language for practical reasons (Henry, 2009; Williams et al., 2002; Oxford et al., 1988). In view of the foregoing, male students seem to have different interests and motives when it comes to FLL which may to a certain extent cause a gender gap. According to Ushioda (2008), motivation for learning needs to be driven by the student's own needs, interests, and goals. Therefore, by promoting student voice in the classroom important information can be obtained which may help create more gender-balanced content, activities, and environments, and activate engagement, interest, and curiosity in boys as well as girls. It is important to observe and give attention to

gender differences and not only to similarities in the aspects of language learning. Also, the perceived value of learning plays a vital role in building and sustaining motivation. Through different ways of promoting FLL and covering a wider range of benefits, students need to be reminded that language learning is something worth doing not only to connect to other cultures but also because it is a doorway to new opportunities, expanding one's career, and learning many useful and valuable things. Languages give access to multiple cultures but also to multiple knowledge areas and resources.

Further, several researchers have observed that students of lower social status, from rural areas, or with low-educated parents can have limited access to social and cultural capital, less parental encouragement, and educational opportunities (Iwaniec, 2014b; Iwaniec & Ullakonoja, 2016; Lanvers, 2017). It has been noted that the family context is important because parents with their own attitudes, expectations, knowledge, and degree of support may affect children's attitudes and motivation toward language learning (Gardner, 1985). However, in the current study, first-generation students and other students (with at least one parent who completed tertiary education) did not differ significantly in their beliefs about their motivation for FLL. These results are in line with the findings previously reported by Cigan (2008) who found that parental education did not relate with students' motivation for FLL.

Life in rural areas often implies poorer conditions for language education due to fewer opportunities for learning and less exposure to foreign languages than in urban areas which may have an effect on student beliefs about FLL. Some previous studies on the rural/urban divide reported that students from rural areas tend to be less motivated for FLL than those who live in urban areas (Iwaniec, 2020; Marrone, 2017). In the current study, even though students that came from small towns and big cities responded more frequently they were motivated to learn foreign languages than those from rural areas that difference was not statistically significant. The results obtained deny the existence of significant rural/urban differences in this research context which is encouraging.

Next, no association between students' motivational beliefs and the secondary school type was found. It might be assumed that students from grammar schools, regarded as the highest-quality schools that often select successful high-achieving students but also offer a more diverse range of language courses, would more likely be motivated for FLL. On the other hand, in vocational schools, language programs are designed for specific professions and disciplines so as to enhance professional and communicative skills in a particular field and career. The explanation for a high percentage of students from vocational schools showing interest in FLL might be that vocational students find learning languages both interesting and useful for work and studies. Students' personal interest in a specific field may boost intrinsic motivation and the focus on practical reasons for learning and achieving professional goals often develops instrumental motivation.

With respect to the first research question, with the exception of gender and the field of study, no significant association was found between students' beliefs about their motivation for foreign language learning and their socio-demographic characteristics. These findings may imply that the awareness of the importance of language and genuine interest in language learning is equally widespread in many different social and educational settings.

With respect to the second research question, significant relationships were found between students' reports about their motivation and both FL competence variables. It was found that the more languages students already spoke the more likely they were to have positive beliefs toward FLL. Further, the more students felt prepared and ready for real-world foreign language use the more frequently they answered they were motivated for FLL. It is interesting that significant differences in students' answers about their motivation were found on both competence variables in favor of students who become more proficient in foreign languages prior to coming to university. This shows that positive beliefs toward FLL were better sustained in students with better foreign language skills. These students seem to be more interested and enthusiastic to further deepen and improve their language knowledge. However, students who saw themselves as less competent in foreign languages showed less interest in further pursuing language learning beyond the compulsory phase. Even though specific skill or knowledge deficiency may sometimes stimulate one's learning spirit, on the other hand, for some individuals the feeling of incompetence may cause avoiding behavior. In terms of implications for further promotion of foreign language learning, it is important to find new ways of supporting learners and foreign language learning and thus reach those reluctant learners as early as possible. Also, it is important to recognize and consider gender differences. In addition, a variety of learning approaches, contexts, and materials is required for building student language competencies, providing adequate support, and sustaining student persistence in foreign language learning.

According to the European Union's multilingualism policy, language competencies are a vital part of building the European Education Area. In the age of globalization, communication technology, and the promotion of values such as lifelong learning, intercultural dialogue, and innovation knowing foreign languages is crucial to students' mobility, competitiveness, and employability. On that account, universities should promote the value and benefits of foreign language learning taking into consideration both internal and external motivating factors. Further research should include students from different years of study so that the results can be compared and analyzed in terms of differences in motivational beliefs between the groups. It would be interesting to examine the possible changes as students progress through the years as well as find out what students are most and least motivated by when it comes to learning foreign languages. This study sheds light on factors associated with

differences in students' beliefs regarding their motivation to learn foreign languages and points to the need to further investigate possible reasons for such differences so that new ways to promote and support FLL can be found.

References

Bacon, S. M. C., & Finnemann, M.D. (1992). Sex differences in self-reported beliefs about language learning and authentic oral and written input. *Language Learning, 42*(4), 471-495.

Bourdieu, P. (1977). Cultural Reproduction and Social Reproduction. In J. Karabel & A. H. Halsey (Eds.), *Power and ideology in education* (pp. 487–511). New York: Oxford University Press.

Carr, J. & Pauwels A. (2006). *Boys And Foreign Language Learning: Real Boys Don't Do Languages*. Basingstoke: Palgrave Macmillan.

Cigan, V. (2014). Relationship between students' motivation and their socio-demographic characteristics. *Linguistica*, *54*(1), 11–30. https://doi.org/10.4312/linguistica.54.1.11-30

Csizér, K., & Dörnyei, Z. (2005). Language learners' motivational profiles and their motivated learning behaviour. *Language Learning, 55*(4), 613-659.

Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Companion volume. Strasbourg: Council of Europe. https://rm.coe.int/common-european-framework-of-reference-for-languages-learningteaching/16809ea0d4

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Didović Baranac, S., Falkoni-Mjehović, D., & Vidak, N. (2016). Ispitivanje stavova prema učenju engleskoga, njemačkoga i španjolskog kao stranog jezika i jezika struke. In: V. Vrtiprah (Ed..), *3. Zbornik Sveučilišta u Dubrovniku*, (pp. 11–31). Dubrovnik: Sveučilište u Dubrovniku.

Dörnyei, Z., & Csizér, K. (2002). Motivational dynamics in second language acquisition: Results of a longitudinal nationwide survey. *Applied Linguistics*, *23*(4), 421–462.

Dörnyei, Z. & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Longman/Pearson Education.

Ehrman, M., & Oxford, R. (1989). Effects of sex differences, career choice and psychological type on adult language learning strategies. *The Modern Language Journal, 73*(1), 1-13. https://doi.org/10.2307/327261

European Commission, Directorate-General for Education, Youth, Sport, and Culture (2020). *Compendium of 2019 European language label projects*, Publications Office. https://data.europa.eu/doi/10.2766/764557

Council of Europe (2008) Council Resolution of 21 November 2008 on a European Strategy for Multilingualism. *Official Journal of the European Union* (2008/C 320/01). https://bit.ly/2kNtk19.

European Parliament (2010). European Parliament resolution of 24 March 2009 on Multilingualism: an asset for Europe and a shared commitment (2008/2225(INI)). *Official Journal*, C *117*, 59-64. CELEX: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52009IP0162

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, Mass: Newbury House Publishers.

Gardner, R. C., Lalonde, R. N., & Pierson, R. (1983). The socio-educational model of SLA: An investigation using LISREL causal modeling. *Journal of Language and Social Psychology*, *2*(1), 1–15. https://doi.org/10.1177/0261927X8300200101

Gayton, A. (2010). Socioeconomic Status and Language-Learning Motivation: to what extent does the former influence the latter? *Scottish Languages Review*, *22*(Autumn), 17–28.

Green, J. M., & Oxford, R. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly*, *29*(2), 261-297.

Henderson, L., & Carruthers, J. (2022). Socio-Economic Factors, School Type and the Uptake of Languages.

Northern Ireland in the Wider UK Context. *Language Learning Journal*, *50*(6), 712-731. https://doi.org/10.1080/09571736.2021.1888151

Henry, A. (2009). Gender differences in compulsory school pupils' L2 self-concepts: A longitudinal study. *System*, *37*(2), 177-193.

Horwitz, E.K. (1988). The beliefs about language learning of beginning foreign language students. *Modern Language Journal*, *72*(3), 283-294.

Iwaniec, J. (2014). Motivation of pupils from southern Poland to learn English. *System*, *45*(1), 67–78. https://doi.org/10.1016/j.system.2014.05.003

Iwaniec, J. (2020). The effects of parental education level and school location on language learning motivation, *The Language Learning Journal*, *48*(4), 427-441. DOI: 10.1080/09571736.2017.1422137

Iwaniec, J., & Ullakonoja, R. (2016). Polish and Finnish teenagers' motivation to learn English : the role of context. *European Journal of Applied Linguistics*, *4*(2), 277-300. https://doi.org/10.1515/eujal-2015-0034

Kissau, S.P. (2006). Gender differences in motivation to learn French. *Canadian Modern Language Review*, *62*(3), 401-422.

Kissau, S.P., Kolano, L.Q, & Wang, C. (2010). Perceptions of gender differences in high school

students' motivation to learn Spanish. *Foreign Language Annals, 43*(4), 703-721.

Lanvers, U. (2017). Contradictory others and the habitus of languages: Surveying the L2 motivation landscape in the United Kingdom. *The Modern Language Journal, 101*(3), 517–532. https://doi.org/10.1111/modl.12410

Marrone, M. P. (2017). Motivational Factors of Greek and Italian High-School Learners of English: A Comparative Study. In K. Dimopoulos, et al. (Eds.), *Proceedings of the 11th Annual South-East European Doctoral Student Conference: Infusing Research and Knowledge in South-East Europe* (pp. 246-270). SEERC.

Oxford, R., Nyikos M., & Ehrman, M. (1988). Vive la Différence? Reflections on Sex Differences in Use of Language Learning Strategies. *Foreign Language Annuals, 21*(4), 321-329.

Pascarella, E. T., Pierson, C. T., Wolniak, G. C. & Terenzini, P. T. (2004). First-generation college students: additional evidence on college experiences and outcomes. *The Journal of Higher Education, 75*(3), 249–284. DOI.org/10.1080/00221546.2004.11772256

Pearson, C. M. (2017). Real boys don't do language and literacy - or do they? *MITESOL Journal: An Online Publication of MITESOL*. *1*(1), Article 3.

Ushioda, E. (2006). Language motivation in a reconfigured Europe: Access, identity, autonomy. *Journal of Multilingual and Multicultural Development*, 27(2), 148–161. DOI: 10.1080/01434630608668545

Ushioda, E. (2008). Motivation and good language learners. In C. Griffiths (Ed.), *Lessons from Good Language Learners* (pp. 19-34). Cambridge: Cambridge University Press.

Ushioda, E. (2009). 11. A Person-in-Context Relational View of Emergent Motivation, Self and Identity. In Z. Dörnyei & E. Ushioda (Ed.), *Motivation, Language Identity and the L2 Self* (pp. 215-228). Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/9781847691293-012

Vidak, N., & Sindik, J. (2018). English Language Learning Demotivation of University Students, *Collegium Antropologicum, 42*(2), 111–116.

Williams, M., Burden, R., & Lanvers, U. (2002). French is the Language of Love and Stuff: Student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal, 28*(4), 503-528. https://doi.org/10.1080/0141192022000005805

RAZLIKE U UVJERENJIMA O MOTIVACIJI ZA UČENJE STRANIH JEZIKA U STUDENATA PRVE GODINE PREDDIPLOMSKIH STUDIJA

Ovaj se rad oslanja na višejezičnu politiku Europske unije (EU) koja naglašava važnost učenja stranih jezika. S obzirom na važnost motivacije u učenju stranih jezika, ispitane su razlike u uvjerenjima studenata sveučilišnih studija o njihovoj motivaciji s obzirom na sociodemografske značajke i one povezane s poznavanjem stranih jezika. Ispitano je 631 studenta prve godine različitih sveučilišnih preddiplomskih studija na tri sveučilišta u Hrvatskoj, a podaci su prikupljeni putem upitnika te samoprocjena studenata. Iskreni odgovori studenata o vlastitoj motivaciji za učenje jezika važne su informacije koje ne treba zanemariti, već promatrati, razumjeti i koristiti za pronalaženje načina za podršku učenja i poučavanja stranih jezika. Prema rezultatima, gotovo jedan trećina sudionika izjavila je da nisu motivirani za učenje stranih jezika što je veći broj od očekivanog. Nadalje, nisu nađene statistički značajne razlike u uvjerenjima studenata o vlastitoj motivaciji za učenje stranih jezika s obzirom na sociodemografske značajke, osim s obzirom na spol. Međutim, utvrđene su razlike u motivacijskim uvjerenjima studenata s obzirom na značajke povezane s postojećim poznavanjem stranih jezika.

Ključne riječi: motivacija, učenje stranih jezika, uvjerenja, studenti prve godine

EFFECTIVENESS OF TECHNICAL ENGLISH ACQUISITION AMONG ENGINEERING STUDENTS

IZVORNI ZNANSTVENI RAD / ORIGINAL SCIENTIFIC PAPER

Silvana Tokić
skosanov@oss.unist.hr
University Department of Professional Studies, University of Split, Split, Croatia

Petra Grgičević Bakarić
petra.grgicevic@oss.unist.hr
University Department of Professional Studies, University of Split, Split, Croatia

Abstract

This study primarily aims to assess the efficacy of Technical English courses delivered to Mechanical, Electronics, and Power Engineering undergraduate students at the University Department of Professional Studies of the University of Split. It focuses on the comparative analysis of the effect of Technical English teaching on the linguistic achievement of the above-mentioned cohorts and thus their rate of Technical English acquisition. To this end, 22 first-year undergraduate students of Mechanical Engineering, 28 third-year undergraduate students of Mechanical Engineering, and 76 first-year students of Electronics and Power Engineering were taught using the same methods of teaching, provided with the same textbook, and required to take the same tests. The main tools for data collection were a pre-test and post-tests. The pre-test included a present situation analysis (PSA) obtained through a questionnaire, while the post-tests included four practical continuous assessment tests and two progress tests that met the criteria of the courses' learning outcomes. The obtained data were analyzed with SPSS to measure the respective students' linguistic achievement across the tested areas and throughout the tested groups. Thus, students' state matura exam results were used as an independent variable and compared to their achievement in all the assessment tests, as well as the branch of study and year-of-study differences in their linguistic scores. The results indicated students' better performance in the tested presentation skills and two sets of statistically significant differences in respective students' linguistic achievement in regard to their year of study and acquired state matura exam level. The findings that were in favor of the presentations, the 3-year students and A-level state matura exam students corroborated our hypotheses regarding the scope of our students' Technical English knowledge and performance. Our assumptions were based on the provision of the same formal elementary and secondary English language education pertaining to the cohorts, involving largely oral assignments, B-level state matura exams, and merely general English courses. The third-year students' and A-level state matura students' outperformance was predicted due to more exposure to English language study and field-specific contents at the tertiary education level

of the former and higher general English proficiency of the latter. However, the results imply that teaching complex language discourse to the first-year students of the above-mentioned engineering disciplines needs consolidation of some academic and/or general English contents in order to facilitate their acquisition of the specificities of the Technical English language.

Keywords: assessment tests, ESP teaching, learning achievement, Technical English acquisition

1. INTRODUCTION

The traditional model of ESP has been the prevalent approach to English language teaching and learning in tertiary education for decades. However, it has been recently challenged by the versatility of interdisciplinary demands and practices of a variety of higher education institutions and professions. These challenges have arisen from a widening gap between the world of business and that of the academy, the increasing interdisciplinary knowledge and skills taught and required by most university study programs, and the overwhelming mixing and blending of genres within and across disciplines.

Aimed at addressing these emerging issues relevant for the fruitful melding of ESP theory and application, recent research in ESP advocates a model of ESP based on the acquisition of professional expertise integrating discursive competence, disciplinary knowledge, and professional practice in a socio-pragmatic communicative event (Bhatia et al., 2011). Discursive competence revolves around constructing, interpreting, and exploiting sets of professional genres within professional contexts and can be regarded as the ability to integrate textual, generic, professional, and social competence. Cultivating the four inextricably linked aspects of discourse competence can pave the way for a successful transition from an academic to a work-related environment and the enhancement of career skills. Professional practice comprises non-discursive tasks and activities the professional performs in an attempt to attain a disciplinary goal. Both discursive and professional practices are incorporated in specific disciplinary, professional, and institutional contexts and are indispensable for successful ESP acquisition. Due to its sociocultural and socio-discoursal aspects, a shift in ESP teaching is argued in favor of the development of "systemic literacy" (Brown, 2008) which encompasses raising awareness of different genres, facilitating recognition of different genre features, their appropriate use and thus bridges the gap to future career skill requirements.

When it comes to engineering, Riemer (2002) emphasizes the importance of both written and oral communication skills and stresses that in their respective professions engineers are expected to be equipped with and display high foreign language proficiency and advanced communication skills (preferably in English).

Taking into account all the proposed guidelines and requirements set by a new model of teaching ESP and aiming for professional expertise in the Technical English context, the faculty at the Foreign Languages Unit have recently revised and updated their ESP courses' curricula and syllabi. In addition to modifying the learning goals and course contents of all the language courses currently offered, they also focused on the amendment of their respective learning outcomes. The evaluation of the effectiveness of their acquisition among engineering students was carried out through appropriate continuous assessment tests, aptly aligned with the corresponding learning outcomes to be attained through a carefully devised teaching process.

The learning outcomes and the assessment tests dealt with within our research will be further discussed and delineated in the methodology section of this paper. However, it seems appropriate to mention that the design of assessment tests was driven by the language teachers' attempt to not only monitor students' progress, but also their learning process throughout the language courses. Thus, it included devising summative tests, used for recording the students' achievement of the specific learning goals and grading their capability in the middle and at the end of the period of study (Harlen, 2005). The formative tests, which were also created, referred to the in-process interactive and continuous assessment of students' performance and promotion of students' learning by providing valuable feedback on their progress (Harlen, 2005; Brookhart, 2010).

The latter tests were favored despite the prevalence of summative assessment at the tertiary level of education and their relevance for the retention of factual knowledge. Due to their frequency and variety, they provide greater fairness in the appraisal of students' overall linguistic performance. Within the course of the language study, varied formative assessment encompassing overall students' linguistic performance is normally performed at regular intervals providing continuous instructional feedback. According to several studies, it may cater to students' psychological needs, boost their intrinsic motivation, and finally foster high-quality learning. Upon conducting a study on formative assessment practices Koka et al. (2017) found that well-organized formative assessment and students' active involvement result in more effective learning and development of communication skills applicable in both academic and professional contexts. Consequently, the two progress tests used in our research as summative tests were outnumbered by the four continuous assessment tests that were designed to be primarily formative assessment instruments, although they also acted cumulatively by contributing to the students' overall grades.

Another aspect of the formative assessment design pertaining to our study that should be addressed is the dominance of continuous written tests (5) over the oral one (1) within the students' portfolio of required tests. The written tests constructed to boost and monitor the development of writing skills among students were preferred due to a variety of reasons. Proficiency in writing requires the acquisition of a high level of spelling accuracy, lexical and morphosyntactic accuracy, complexity and

fluency, and pragmatic and discursive fluency. It is also closely linked with highly developed critical and analytical skills. Due to its complexity, comprehensiveness, and constant effort that needs to be put into its mastering, it is not an easily acquirable skill. However, given the time constraints of busy language courses' curricula at all levels of education, it is often insufficiently practiced.

Therefore, writing has been generally considered as the least developed and the least favorite skill among learners of ESL and ESP in particular. Its underdevelopment among its learners has also been identified in recent theoretical research. Amoakohene's (2017) analysis of ESP students' scripts indicated a vast range of students' linguistic mistakes ranging from grammatical mistakes through punctuation errors to morphosyntactic mistakes. Khan and Akter (2011) concluded in their research that the most frequently encountered mistakes in students' papers were those related to spelling, numbers, wrong use of collocations, and capitalization. In line with the aforementioned theoretical findings related to a preferable new model of ESP, the benefits of formative assessment, and the necessity of a more frequent implementation of written tests in the teaching process a study was conducted among the Department's ESP students. This paper seeks to present the results of a comparative study on the effectiveness of teaching a tailor-made Technical English course to engineering students and their success in the respective Technical English acquisition. In the following methodology section the participants partaking in our study, the learning outcomes they were expected to achieve, the main instruments for collecting the data on our students' linguistic achievement, and the research questions we focused on will be elaborated. The results of the research will be analyzed and further expanded upon in the discussion and interpretation section. Finally, further implications based on our research conclusions will be provided in the last section of the paper.

2. METHODOLOGY

The participants were four cohorts of undergraduate students studying at the Split University Department who were taught using the same methods of teaching, provided with the same textbook, and required to take the same tests. Out of 126 undergraduate students 39 were first-year students of Electronics, 37 were first-year students of Power Engineering, 22 were first-year students of Mechanical Engineering, and lastly, 28 were third-year students of Mechanical Engineering. The third-year students of Mechanical Engineering were enrolled in the study program based on the curriculum which in the meantime was altered and this meant that they signed up for the Technical English Language I in their fifth semester of the study program, having already attended a variety of four English language classes, while the first-year students enrolled in the course in the first semester, following the new curriculum for Mechanical Engineering and having no English classes prior to this course.

The main tools for data collection were one pre-test and several post-tests. The pre-test included a present situation analysis (PSA) obtained through a classroom questionnaire and indicated that the median year of previous study of the English language was 12 years. The pre-test also showed that all of the students passed English at the state matura exam, which was a prerequisite for enrolling in the above-mentioned study programs. 31% of all students took an A-level state matura exam in English, while the prevalent majority of all students (69%) passed a B-level state matura exam. 86% of the surveyed students were never exposed to any type of English for Specific Purposes before.

In the fall of the academic year 2022-2023, the students from four cohorts attended a course entitled Technical English Language I where they were asked to partake in six assessment tests, which served as our post-test survey instruments. The tests were administered throughout the course and performed an educational function of collecting quantifiable evidence of students' knowledge and proficiency as well as assessing and evaluating the learning outcomes in the course's curriculum design.

The learning outcomes in the course Technical English Language I are in line with the specified goals in the students' textbooks and state that upon successful completion of the course students should be able to:

1. connect and apply complex cognitive language learning strategies through writing notes and summaries to reconstruct meaning,
2. demonstrate an understanding of the complex grammatical structures inherent in the language of the profession,
3. use grammatical, syntactic, and lexical structures (passive, abbreviations, compounds, prefixes, suffixes) and communication knowledge and skills specific to the language of the profession,
4. prepare a structured text of medium length using appropriate language structures,
5. present using the appropriate language,
6. use mathematical and algebraic expressions.

The administered tests that assessed the students' learning progress included a poster presentation (learning outcomes /l.o./ 1, 2, 3, 6), an oral presentation (l.o. 2, 3, 4, 5, 6), a short written test in mathematical, algebraic and geometric expressions (l.o. 6), a short summary of a technical text, and two progress tests which tested the technical vocabulary and grammar studied through the semester (l.o. 1, 2, 3, 4, 6). As can be inferred from the above, the continuous assessment tests cover a broad set of field-specific skills and practical applications in future real-life engineering profession and include oral and written testing. The testing itself was administered during our regular class sessions and the duration of each test varied from a minimum of ten minutes for the oral presentation per a pair of students to a maximum of a 45-minute duration of each progress test.

The data were collected and used for descriptive analysis in order to measure the central tendency of the distribution of the given data about the attainment of knowledge and skills across the tested areas and throughout the four cohorts of students. Furthermore, we uploaded the data in SPSS, where we added variables for the state matura exams and compared them to students' achievement in the assessment tests, as well as a branch of study and year-of-study differences in linguistic achievement. In cases where we found statistically significant differences, we ran multiple comparisons among the four cohorts of students. In addition to a descriptive statistics test, we conducted the ANOVA to compare the variances across the means of the four tested groups, the Tukey HSD test to find significant differences, and Levene's test for homogeneity of variances.

We focused on the following research questions and hypotheses:

1. Which continuous assessment tests will be completed more successfully and which less successfully?

2. Are there any statistically relevant branch differences in the linguistic achievement of the learning outcomes?

3. Are there any statistically relevant differences between the first-year students and the third-year students?

4. Are there any statistically relevant differences among the students based on their state matura exam results?

Hypothesis 1: Oral and poster presentations will produce the best results, while writing a summary will generate the poorest results.

Hypothesis 2: There will be no major statistical differences among the three branches of study.

Hypothesis 3: There will be statistically significant differences among the cohorts of students in favor of the third-year of Mechanical Engineering students.

Hypothesis 4: Those students who have completed the A-level of the state matura exam will score higher on our assessment tests.

3. FINDINGS AND DISCUSSION

The results of our study assessing the efficiency of our engineering students' linguistic progress are categorized into four groups and then further elaborated.

3.1. Success in continuous tests

In order to find out which continuous assessment tests were completed more successfully and which less successfully we used descriptive statistics to average all the

test scores amongst all the cohorts of students to provide a general understanding of the students' overall academic performance across the six tested areas.

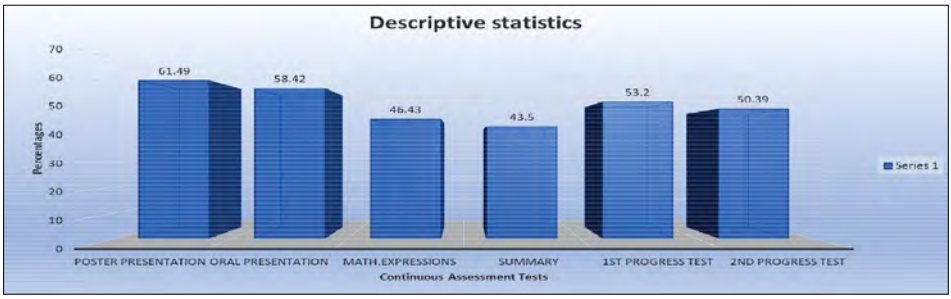


Figure 1. Student success in continuous assessment tests

Our first research hypothesis was corroborated. As can be seen from the graph in Figure 1 the tested students were the most successful in conducting the poster presentation (61.49%), followed by the oral presentation (58.42%). They performed the worst in writing a summary of a technical text, with only a 43.5% success rate. The results of the 1st progress test indicated that 53.2% completed the first progress test successfully, while 50.39% completed the second progress test successfully. The poor outcome of the mathematical expressions test, which was below the passing grade, at 46.43%, may not be reliable and can be explained by the fact that 27% of all Mechanical Engineering students did not partake in this test. Nevertheless, the results of the descriptive statistics indicate overall weak percentages across all the tested areas and across all the student groups, which demand the teachers' attention and possible adjustments of the course syllabus and the teaching process. The obtained results, which range between 61.49% to 43.5% across various tests, reveal generally poor students' mastering of the taught material, which might be due to the previous meager language knowledge (B-levels of the state matura exam) and almost no prior exposure to ESP through secondary education.

Furthermore, the results imply that the two tests in which the students' scores were below the passing threshold of 50% were written ones. Generally, of the four language skills, writing is the most difficult skill to attain as it requires the ability to apply complex cognitive language learning skills and aptitude to reconstruct meaning from a given technical text, using appropriate linguistic structures, sentence constructs as well as field-specific vocabulary, and as such requires more time to practice in order to progress.

3.2. Branch differences

Tables 1 and 2 clearly indicate that our second research hypothesis regarding differences in linguistic achievement across the four examined cohorts was confirmed. In

order to examine the statistically significant branch differences in students' linguistic achievement, we performed the Analysis of Variance (ANOVA) test whose results, as reported in Table 1 below, indicated significant differences in testing scores in mathematical expressions, while in the remaining five continuous assessment tests the results did not produce any statistically significant difference.

Table 1. Comparison of six continuous tests between groups

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
1. Progress test	Between Groups	989.561	2	494.780	1.234	.295
	Within Groups	49711.117	124	400.896		
	Total	50700.677	126			
2. Progress test	Between Groups	685.887	2	342.944	.411	.664
	Within Groups	103358.428	124	833.536		
	Total	104044.315	126			
Poster presentation	Between Groups	26.454	2	13.227	.013	.987
	Within Groups	124875.279	124	1007.059		
	Total	124901.732	126			
Oral presentation	Between Groups	1201.857	2	600.928	.501	.607
	Within Groups	148599.025	124	1198.379		
	Total	149800.882	126			
Mathematical expressions	Between Groups	13441.872	2	6720.936	8.917	.000
	Within Groups	93459.167	124	753.703		
	Total	106901.039	126			
Summary	Between Groups	1145.979	2	572.990	.507	.603
	Within Groups	140085.769	124	1129.724		
	Total	141231.748	126			

The worst-performing group of students in writing mathematical expressions was a cohort of Mechanical Engineering majors whose mean ranks were higher than those of the Electronics students (-22,663), as well as those of the Power Engineering students (-18,728), as reported in Table 2 and observed by conducting the Tukey HSD test. There were no mean differences among the Electronics and the Power Engineering groups. Such results, as already stated in the paragraph above, were rather expected as a low percentage of Mechanical Engineering students took the mathematical expressions test. Therefore, the results regarding the poor outcome of the mathematical expressions assessment in the Mechanical Engineering group of students might be misleading, and might not show sufficient evidence of validity of the obtained data due to the absences during the time slot allotted for this test, and even more so as we found no discrepancies across the groups in other tests.

Table 2. Group differences in writing mathematical expressions

Multiple Comparisons+A1:H40

Tukey HSD

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	Interval Lower Bound	Interval Upper Bound
Mathematical expressions	Mechanical Engineering	Electronics	[illegible]	5,784	,000	[illegible]	[illegible]
		Power Engineering	[illegible]	6,001	,006	[illegible]	[illegible]
	Electronics	Mechanical Engineering	[illegible]	5,784	,000	[illegible]	[illegible]
		Power Engineering	[illegible]	6,271	,805	[illegible]	[illegible]
	Power Engineering	Mechanical Engineering	[illegible]	6,001	,006	[illegible]	[illegible]
		Electronics	[illegible]	6,271	,805	[illegible]	[illegible]

3.3. Year-of-study differences

As can be seen from Table 3, regarding the differences in linguistic attainment based on the year of study, our research hypothesis for this question was corroborated. The third-year students of Mechanical Engineering scored better than their younger counterparts in the three tested areas out of six: the two progress tests (1st progress test, 2nd progress test) and in summary writing.

Table 3. Linguistic attainment between groups based on the year of study

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
1. progress test	Between Groups	1855.918	1	1855.918	4.750	,031
	Within Groups	48844.759	125	390.758		
	Total	50700.677	126			
2. progress test	Between Groups	4261.308	1	4261.308	5.338	,023
	Within Groups	99783.007	125	798.264		
	Total	104044.315	126			
Poster presentation	Between Groups	1457.011	1	1457.011	1.475	,227
	Within Groups	123444.722	125	987.558		
	Total	124901.732	126			
Oral presentation	Between Groups	357.338	1	357.338	,299	,586
	Within Groups	149443.544	125	1195.548		
	Total	149800.882	126			
Mathematical expressions	Between Groups	1186.185	1	1186.185	1.403	,239
	Within Groups	105714.855	125	845.719		
	Total	106901.039	126			
Summary	Between Groups	12681.306	1	12681.306	12.331	,001
	Within Groups	128550.442	125	1028.404		
	Total	141231.748	126			

The expected results of the senior students are basically due to the fact that they had more years of English language study at the tertiary education level including a much higher number of teaching hours. Prior to taking the course in Technical English Language I, the third-year students had taken two semesters of Business English courses, as well as two semesters of Communication Skills courses, in duration of 30 hours per semester each.

Furthermore, being in their third year of professional undergraduate study, these students had much more professional exposure to the field-specific content in other

courses than the junior students. Thus, they are better acquainted with their profession and, having reached their senior year of professional study, probably show more intrinsic motivation to study in comparison with their junior counterparts who have not yet reached this level of enthusiasm for the profession. Also, the higher scores in writing indicate that senior students show more ability to structure complex texts, organize important information and generally have a more comprehensive view of the engineering domain.

3.4. State matura exam and the assessment tests

The fourth research hypothesis was also in line with the obtained data. As confirmed in Table 4, the students who passed the state matura A-levels scored significantly better in the two progress tests (1st progress test, 2nd progress test), in writing the summary of a technical text and in the oral presentation when compared to the students who took and passed the B-levels of the state matura exam.

Table 4. Comparison of the state level Matura exam and success in continuous tests

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
1st Progress test	2.136	.146	5.457	124	.000	18.865	3.457
			6.024	97.960	.000	18.865	3.132
2nd Progress test	3.529	.063	3.911	124	.000	20.232	5.173
			3.990	80.030	.000	20.232	5.071
Summary	.998	.320	5.099	124	.000	29.599	5.805
			5.042	74.091	.000	29.599	5.871
Mathematical expressions	.446	.506	1.654	124	.101	9.178	5.550
			1.578	68.097	.119	9.178	5.817
Oral presentation	.004	.948	2.145	124	.034	14.005	6.530
			2.080	70.736	.041	14.005	6.733
Poster presentation	.182	.670	.452	124	.652	2.738	6.065
			.442	77.401	.660	2.738	6.192

These results prove that the students who took A-levels of the state exam tests in English generally possess better knowledge and skills and are better equipped to apply complex cognitive language learning strategies through writing professional summaries. They also demonstrate an understanding and better use of complex grammatical and lexical structures and appropriate language, and, lastly, are better able to use speaking skills even if they have previously not been exposed to the specific language of the profession.

4. CONCLUSION

Finally, we are able to draw a number of conclusions and list a number of corresponding practical implications arising from the obtained and interpreted data.

Overall weak score percentages across all the tested areas and across all the student groups demand the teachers' attention and rethinking about the possible alterations in the syllabus design and instruction. The acquired results may be crucial feedback for the teachers in the future working on modifying the instructional process, amending the used textbooks, adjusting the syllabus, as well as the class time allotted for certain skills, and creating a motivating learning environment.

Furthermore, students' underperformance in the two written tests (mathematical expressions and summary) which account for the two least successfully completed tests points to writing being the least developed skill among our students. It underpins recent scientific studies on its inadequate development among ESP learners. Notwithstanding its linguistic and cognitive complexity, this finding definitely calls for a more comprehensive inclusion of writing skills in the language course syllabus and curriculum design and makes clear a need for a more frequent implementation of teaching writing skills within the academic setting. A shift towards reinforcing writing (writing summaries, reports, abstracts, paragraphs) should incorporate a careful analysis of students' needs related to desirable professional expertise and a thorough adjustment of the teaching process and teaching materials.

Senior students' linguistic outperformance in regard to the three written tests (progress tests and a summary) although accounted for by a longer period of English language study, a higher number of teaching hours and more exposure to disciplinary knowledge through field-specific instruction also raises a question concerning the repositioning of ESP at the very center of the language course curriculum. This may well imply considering moving across the ESP continuum and redesigning teaching materials and readjusting the teaching process in favor of teaching general academic skills such as listening, reading, taking notes, supporting opinions with evidence, representing abstract concepts using figures and tables, understanding common structures of argumentation to first-year students. Even periodic resorting to general English instruction might be worth examining at this point of period of study as consolidation of some general English contents might facilitate the respective students' acquisition of Technical English and might help them bridge the gap between the high-school English threshold level to senior university level. Consequently, more complex and narrowly-defined skills such as writing, technical reading, and presentation skills associated with a particular field as well as complex field-specific lexicon and morphosyntax could be more effectively taught within the traditional ESP to more fluent and competent senior students.

The repositioning of ESP, i.e., exploiting a mix of genres within the broader socio-pragmatic space of ESP scaffolded by periodic inclusion of general English and enhancing both academic and field-specific writing skills should embed frequent use of formative assessment and feedback. Their persistent implementation is likely to help students regulate their own learning, whereas it may certainly prove a valuable asset

to teachers designing a motivating learning environment in the academic setting. Nevertheless, it must be emphasized that effective and flexible use of ESP remains a considerable challenge requiring a great deal of further research.

References

Amoakohene, B. (2017). Error Analysis of Students' Essays: A Case of First Year Students of the University of Health and Allied Sciences, *International Journal of Higher Education*, *6*(4), 54-68. http://doi.org/10.5430/ijhe.v6n4p54

Bhatia, V., Anthony, L., & Noguchi, J. (2011). ESP in the 21st century: ESP Theory and Application Today. *Proceedings of the JACET 50th Commemorative International Convention*, 143-150. https://www.laurenceanthony.net/research/20110830_0902_jacet_national_pres/jacet50_bhatia_anthony_noguchi.pdf

Brookhart, S. M. (2010). *Formative Assessment Strategies for Every Classroom: An ASCD Action Tool*, 2nd edition, ASCD.

Brown, J. S. (2008). Foreword: Creating a culture of learning. In Iliyoshi, T. & Kumar, M.S.V. (Eds.) *Opening up education: The collective advancement of education through open technology, open content, and open knowledge*, (pp. xi-xvii), The MIT Press: Cambridge, Massachusetts and London, England.

Harlen, W. (2005). Teachers' summative practices and assessment for learning-tensions and synergies. *Curriculum Journal*, *16*(2), 207-223. https://doi.org/10.1080/09585170500136093

Khan, H.R., & Akter, M.Z. (2011). Students' mistakes and Errors in English Writing: Implications for pedagogy, *Research Report*, 1. http://dspace.ewubd.edu/handle/2525/411

Koka, R., Jurane-Bremane, A., & Koke, T. (2017). Formative assessment in higher education: From theory to practice. *European Journal of Social Sciences Education and Research*, *4*(1), 28-34. http://dx.doi.org/10.26417/ejser.v9i1.p28-34

Riemer, M. J. (2002). English and Communication Skills for the Global Engineer. *Global Journal of Engineering Education*, *6*(1), 91-100. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=09c0b654c303d5b78dcddbceb212972df475bc00

UČINKOVITOST USVAJANJA TEHNIČKOG ENGLESKOG JEZIKA KOD STUDENATA INŽENJERSKIH STUDIJA

Osnovni cilj ovog istraživanja odnosi se na procjenu učinkovitosti kolegija Tehničkog engleskog jezika koji se izvode na prijediplomskom stručnom studiju Konstrukcijskog strojarstva, Elektronike i Elektroenergetike na Sveučilišnom odjelu za stručne studije Sveučilišta u Splitu. Rad se posebice usredotočuje na komparativnu analizu učinka podučavanja tehničkog engleskog jezika na jezična postignuća gore navedenih skupina, te njihovu uspješnost u usvajanju tehničkog engleskog jezika. U studiji je sudjelovalo 22 studenta prve godine i 28 studenata treće godine prijediplomskog sveučilišnog stručnog studija Konstrukcijskog strojarstva, te 76 studenata prve godine prijediplomskog sveučilišnog stručnog studija Elektronike i Elektroenergetike. Studente se podučavalo istim metodama nastave, koristili su isti udžbenik, te su polagali iste testove. Kao glavni instrument prikupljanja podataka poslužila su ispitivanja prije i poslije podučavanja (*pre-test* i *post-test*). Ispitivanja prije podučavanja uključila su analizu trenutne situacije koju smo dobili putem upitnika, dok su ispitivanja nakon podučavanja uključila četiri praktična testa kontinuirane procjene i dva testa napretka koji su zadovoljili kriterije ishoda učenja navedenih kolegija. Dobiveni podaci analizirani su pomoću SPSS-a kako bi se izmjerila razina jezičnog postignuća studenata u testiranim područjima i skupinama. Prethodni uspjeh studenata na državnoj maturi poslužio je kao nezavisna varijabla, te je uspoređen sa studentskim postignućima na svim testovima ocjenjivanja. Uspoređena je i jezična uspješnost studenata u odnosu na njihove studijske programe i godine studija. Statistički značajna razlika pronađena je u kategoriji prezentacijskih vještina kod studenata treće godine, te kod onih koji su na državnoj maturi položili višu razinu mature iz engleskog jezika (A), čime su potvrđene naše hipoteze o opsegu znanja i uspješnosti usvajanja tehničkog engleskog jezika. Naše su pretpostavke bile da će uspješnost usvajanja tehničkog engleskog jezika biti bolja kod studenata s položenom višom razinom državne mature, te kod onih na trećoj godini studija primarno zbog veće izloženosti učenju engleskog jezika, te bolje usvojenosti sadržaja specifičnih za područje struke na razini tercijarnog obrazovanja. Ovi rezultati upućuju i na činjenicu da je za podučavanje složenog stručnog jezičnog diskursa studentima prve godine gore navedenih inženjerskih disciplina prethodno potrebno konsolidirati neke akademske i/ili opće sadržaje na engleskom jeziku kako bi im se olakšalo usvajanje specifičnosti tehničkog engleskog jezika.

Ključne riječi: podučavanje engleskog jezika struke, postignuća u učenju, testovi, usvajanje tehničkog engleskog jezika

PEER ASSESSMENT IN ESP CLASSES

IZVORNI ZNANSTVENI RAD / ORIGINAL SCIENTIFIC PAPER

Elisa Velčić Janjetić
elisa@riteh.hr
Faculty of Engineering, University of Rijeka, Rijeka, Croatia

Anita Badurina Filipin
abadurina@riteh.hr
Faculty of Engineering, University of Rijeka, Rijeka, Croatia

Abstract

The present paper focuses on ESP classes for first-year students of Computer Engineering which are held at the Faculty of Engineering in Rijeka, specifically preparing and giving PowerPoint presentations. In 2019, a paper was published by the same authors under the title *Implementing Alternative Assessment in ESP Classes* (2019), where the reasons for encompassing a type of alternative assessment such as preparing and giving PowerPoint presentations along with traditional types of testing students' knowledge of English in the course *English Language I* were extensively explained. Preparing and giving individual PowerPoint presentations has been successfully implemented throughout several years, offering the students who are highly proficient in English the opportunity to develop their communicative and critical thinking skills in the engineering field.

As of the 2022-2023 academic year, the task has been modified i.e. presentations are held in pairs. This change in the task execution is due to the fact that the number of students enrolled in the Computer Engineering programme has increased from 50 to 75 students. In the present paper, the authors want to shed light on two further aspects: pair work and peer assessment. The aims of this paper are to test the students' level of satisfaction with preparing and giving a presentation in pairs rather than individually as well as with being assessed and provided with immediate feedback by their peers rather than exclusively by their teacher. As for peer assessment and peer feedback, the students were familiarised with the assessment rubric, the elements of which had been explained and clearly defined in class. The data obtained from the assessment rubrics was analysed, in specific the objectivity in peer assessment as well as the quality of comments when assessing presentations and providing feedback.

Keywords: ESP classes, feedback, pair work, peer assessment, PowerPoint presentations

1. INTRODUCTION

Along with the integration of content and language knowledge in ESP classes, developing and improving students' presentation skills is highly important if we want to prepare students to function in the international labour market where solving problems, communicating important ideas, and working cooperatively with others will be part of their daily tasks. Including presentation skills can also contribute to an increase in motivation and active involvement in ESP classes. The students have been making PowerPoint presentations since elementary school; however, drawing students' attention to how to appropriately structure their presentation, how to present successfully in front of an audience and make use of non-verbal means of communication or how to face anxiety in public speech, is definitely a less familiar area for the majority of the students. Moreover, the fact that the development of presentation skills is implemented in the specific content of computer engineering offers students the opportunities to acquire or widen their knowledge of the topics pertaining to their field of study as well as to further develop their communicative and critical thinking skills. As stated by Murillo-Zamorano and Montanero (2018, p. 139) the formation of soft skills, specifically, presenting information publicly and clearly, needs to be integrated "in the specific content of the subject, in situations [which are] as contextualized as possible and with a real sense of communication." Discussing the topic and defending one's standpoint or offering examples both during the presentation and the question and answer section offer this "real sense of communication" where knowledge of the topic, preparation, ability to answer questions, and negotiation of meaning come to the surface.

Acknowledging the relevance of presentation skills, in a number of studies the use of peer assessment in ESP curricula has been shown to be a useful and efficient teaching strategy for the development of presentation competency (Topping, 2009; Murillo-Zamorano & Montanero, 2018). Peer assessment is an instrument that students use to determine the quality of their peers' performance, but also of their own learning (Topping, 2009). The students assess and are assessed by peers in numerous situations in class. Raising the awareness of peer assessment and offering such activities in ESP classes helps develop transferable skills that will be useful in life. Being engaged in peer assessment students become more actively involved in the learning process. It helps "students help each other, plan their learning, identify their own strengths and weaknesses (…)." (Topping, 2009, p. 24), which is the idea of formative assessment. Formative assessment focuses on the process and application of the acquired knowledge and skills emphasising the strong and weaker points of the performance. In this type of assessment, the grade is not as relevant as it is in summative assessment, which is on the other hand used in grading students and their content knowledge (Dubac Nemet, 2022).

To ensure the reliability and validity of peer assessment enough training should be provided and extra teacher's time needs to be devoted. First of all, an assessment rubric needs to be developed and discussed in detail with the students. Then, examples and practice should be offered, after which the task execution and peer assessment follow. The students are in the centre, while the teacher monitors the situation in class in the background, offering support when needed. Shifting the roles raises the motivation and interest in class (O'Malley & Valdez Pierce, 1996). Additionally, peer assessment may be as beneficial as the teacher's assessment because it is plentiful and not provided by a single assessor (Murillo-Zamorano & Montanero, 2018; Topping, 2009). An insight into the experience and practice will be given.

2. THE STUDY

The study was conducted with 72 first-year students of Computer Engineering at the Faculty of Engineering in Rijeka. The course *English Language I* is mandatory and the students, divided into two groups, have one hour lecture and two hours exercises per week. Along with covering topics pertaining to their field of study and grammar structures frequently used in technical and scientific texts, one hour of exercises is devoted to improving the students' presentation skills. Most of the students do have experience in preparing and holding presentations, but still, there is a need for further developing their skills, especially when it comes to speaking in front of an audience. They are also proficient in English since the majority have been learning English for twelve years and graduated from grammar schools.

2.1. Designing and implementing the task

Acknowledging the importance of implementing alternative assessments along with traditional ones in the ESP course, in the 2018-2019 academic year the teachers decided to make a change in the curriculum, specifically, they implemented a performance-based assessment (in which the students had to prepare and give PowerPoint presentations individually) along with traditional achievement tests (two mid-term tests and one final test). This has been successfully implemented for several years. However, in the 2022-2023 academic year, it was decided to further modify the curriculum. The reason for that was a growth in the number of students enrolled in the Computer Engineering programme, which meant that there was not enough time at their disposal for preparing and giving presentations individually. A way to cope with that problem was to adapt the task to the new circumstances, thus pair work was introduced. Another novelty that was implemented in class was peer assessment and peer feedback, which meant that the students were actively involved in the assessment and provided feedback on their peers' performance.

The first aim of this activity was to gain insight into the students' attitudes towards pair work and to explore whether pair work would reduce their anxiety level while delivering a PowerPoint presentation. The second aim was to find out whether they would be objective when assessing their peers while the final aim was to investigate their willingness to offer constructive feedback to their peers.

The data used in this study was collected using two instruments – the assessment rubric (Appendix 1) and the questionnaire (Appendix 2). The assessment rubric consists of seven criteria for assessing the presenter and their performance (language fluency and accuracy, non-verbal communication), content, design as well as organization of the presentation, and time management. The assessment rubric had been created and successfully implemented for several years; however, it was slightly changed to match the modification of the task (pair work) and space for the evaluators to make qualitative comments or suggestions for improvement was added for each criterion. The questionnaire, on the other hand, was created online using Google forms and consisted of open-ended and closed-ended questions, offering the students' opinions about the task and their performances. The data collected was then entered into Microsoft Excel in order to be further analysed and discussed.

Regarding the implementation of the task, in the first five weeks, the students were acquainted with it and they chose a topic and formed pairs, mainly on the basis of common interest for a certain topic, as they didn't know each other well at that point. Additionally, they were instructed on how to prepare and structure the presentation. Language structures were practised through a variety of exercises in order to encourage students to incorporate them while presenting. Emphasis was also laid on different features of non-verbal communication to raise the students' awareness of the importance of establishing eye contact with the audience and making use of body language. Another focus was laid on pair work, reflecting the strengths as well as the weaknesses of working with another colleague. Finally, each criterion of the assessment rubric was explained in detail and the concept of peer assessment and constructive feedback was introduced. As of the sixth week, the students started giving their presentations. In 30 minutes two pairs held their presentations. Each of them had ten minutes for presenting and five minutes for answering questions coming from the audience. The students who did not present that day, listened to the presenters and assessed each pair using the assessment rubric. The last 15 minutes were dedicated to providing feedback to the pairs on their presentations and performances. Afterwards (within a week's time) each student had to fill out the online questionnaire to express their opinion about this activity in general as well as their own performance and the experience of assessing and being assessed by their peers. During the entire activity, the task of the teacher was to distribute the assessment rubrics to all the students, to assess the presenters using the same assessment rubric, to monitor the situation in class and encourage students to ask questions as well as

to provide feedback and finally to analyse the data collected from the assessment rubrics and the online questionnaire. Additionally, the teacher gave general feedback in class after all presentations had been held.

3. RESULTS AND DISCUSSION

In total, 67 out of 72 students completed the task. The students attended classes regularly, there were no delays and the task seemed to be well accepted. They showed enthusiasm and motivation for both presenting and assessing. Analysing the data from the online questionnaire, it can be concluded that about 80% of the students were experienced in presenting in front of their peers and a little less than 90% of them stated that presenting in pairs was a positive experience. Toth (2021) conducted a similar study investigating the participants' perceptions of delivering a presentation in pairs indicating that for 71% of the participants having a partner by their side affected them positively. Surprisingly, her participants felt more anxious when performing in pairs than individually. This finding is not in line with the results of the present study, whose respondents expressed that pair work significantly reduced the anxiety level as can be seen from this comment of a student: *"It is easier to feel more relaxed having in mind you are not alone and that you have support from your colleague*." They experienced mutual support when working together and could rely on one another. Moreover, they pointed out that pair work contributed to the value of collaborative work and the authenticity of the task. This can be seen from the following student's comment: *"Another strong point is that it taught us how to work together with another person and figure out our differences and come to an agreement which will definitely be useful in the future*." These results are similar to the findings in Toth's study where a large number of the participants (66%) recognised emotional support as the most positive effect of pair work. When working in pairs, they seemed to feel at ease, more confident and comfortable.

Although pair work has a lot of positive aspects, it also has some weak points. Specifically, in this study despite being satisfied with pair work almost half of the sample stated their preference for individual presentations. This might be due to certain difficulties while preparing the PowerPoint presentation. Some of the students said that their partners were not willing to work together or they did not get along. Additionally, they stated that they had some problems during their presentation because the partner e.g. finished earlier or talked longer than originally planned.

As for peer assessment, the students reacted positively towards its implementation in class. Almost three quarters of the students (72%) liked the fact that peer assessment was introduced in this activity, 18% of them were neutral, while 10% did not like it. Such a positive attitude can be seen in the following comments: *"I like the fact*

that peer assessment was implemented for this task because it forced everybody to pay attention to the presenters and it gave a lot of quality feedback to the presenters."; "*I think it's much easier for students to assess students since we understand what it's like to be in each other's place.*"; "*I liked it because it adds a new element to the whole experience.*" The students seemed to be well aware of the value of peer assessment and they welcomed innovations in class.

Being assessed by peers rather than by the teacher can contribute to the reduction in anxiety and nervousness, which was confirmed by 71% of the students. They stated that it was a positive experience since it helped to reduce their stage fright, which is also visible in the following students' comments: "*I felt comfortable not being alone while giving the presentation. I also liked the fact that my colleagues assessed me.*"; "*I was less anxious because my colleagues assessed me, because they know how I felt.*" Peer assessment is felt to be beneficial for both presenters and the audience assessing their peers. Using the assessment rubric and understanding its criteria as well as observing the presenter, the evaluators do not only evaluate another person's achievement but, primarily, they learn from the other person's performance. As observed in various studies, peer assessment is an important activity in higher education because it can contribute to the development of students' metacognitive competencies and improve their communicative, interpersonal professional and other important skills (Falchikov, 2007).

Analysing the scores that the students assigned to their peers, it was identified that objectivity was clearly an issue. The students' assessment was very high, never less than 9 points, even weaker performances were assessed with the maximum score. A large number of students themselves admitted that they were rather subjective when assessing their colleagues: "*I find that assessing others can be hard because many of us don't like the idea of rating someone with a low score so we're probably not as objective as we should be.*"; "*I also feel like there's a big chance that students will be very subjective - have better opinions on their friends and people they generally hang out with and in turn give them better "grades" than those they don't know/hang out with.*" These comments confirm that peer assessment has some disadvantages. It can be influenced by interpersonal relationships, reluctance to evaluate and grade, or by misunderstanding the criteria from the assessment rubric. Furthermore, expressing criticism can be uncomfortable for both the assessor and the assessee since it means stepping out of their comfort zone. Devoting more time to practising peer assessment, clarifying the assessment rubric with its criteria, and emphasizing the importance of peer assessment can diminish the disadvantages of peer assessment (Topping, 2009).

When asked whether it is the teacher's role to assess the students almost half of the students, i.e. 46% of them, agreed, while 18% of them disagreed. A significant percentage, i.e. 37% of the respondents, do not have an opinion about it. It appears that they have never thought about it or have never questioned the role of the teacher.

The following comments emphasize this finding: *"I hope that peer assessment won't have the biggest influence when it comes to grading of the presentation, because I think we colleagues are still too subjective."*; *"As long as there's the teacher's assessment present, as well, I'm not against it."*; *"No. I think that the teacher should decide whether the presentation was good and give us objective feedback."* Varga (2022) conducted a similar study about challenges and opportunities in peer assessment in an LSP course and came to very similar results concerning the role of the teacher in the assessment. About half of her students have the opinion that only the teacher is responsible for assessing students because of a lack of competency and objectivity. They felt it was difficult to be critical of their colleagues, but they stated they would perform better if the assessment was done anonymously.

As for feedback, it is an important part of alternative assessment. Hodgson and Pyle (2010) emphasise that feedback should be provided by comments and not only as points and should be discussed by the assessor and assessee after the performance. In their study, they found out that students get the greatest learning outcome when feedback is provided in the form of comments. Unfortunately, this was not accomplished in the present study. The students are well aware of the benefits of offering and getting feedback, which can be seen in some of the examples: *"I liked the fact that feedback was implemented for this task because that way we get to hear valuable feedback from our colleagues so we can improve."*; *"It is good that we are generally learning how to be more successful at presenting and are getting some feedback from our peers."* However, in class, where there is usually a pleasant classroom atmosphere and students are encouraged to express their opinions and ask questions, this part of the activity was an issue. Namely, the students assessing their peers were most of the time not really willing to talk. There was a sense of unease and lack of spontaneity on behalf of the audience. Presenters awaited comments on their performance, but only a few students (most of the time the same) provided feedback. Only when the teacher pinpointed certain elements, students agreed or gave their point of view. Others had to be encouraged, even called by name. Very often the feedback given was superficial and not constructive enough.

Despite the above-mentioned issues encountered during the activity almost 90% of the students recognised its usefulness and applicability in real life and future presentations. Additionally, the teacher's instructions and exercises concerning this topic were found to be helpful by 84% of the students.

4. CONCLUSION

Giving presentations in class offers students an opportunity to develop and improve their soft skills, especially with regard to their ability to articulate thoughts and ex-

press ideas effectively using verbal and non-verbal communication skills. Furthermore, implementing peer assessment along with the teacher's assessment using the assessment rubric encourages the students to be more attentive and involved since their task is to judge other students' products and performances. However, by assessing peers, they do not only evaluate their peers' work. Understanding how the assessment criteria from the rubric can be met and observing their peers, helps them to improve their own performance. They are actively involved in their own learning process. Providing immediate feedback on their peers' performance further contributes to the development of critical thinking skills but also deepens their relationships. The discomfort and unwillingness to criticise and offer peer feedback is a big issue, which needs to be taken into account by the teacher. It can be minimised through offering activities where peer feedback is implemented and practised. The students need to be familiarised with it and should always be reminded of the aim of offering and receiving constructive feedback: pointing out both the strengths and weaknesses of a performance, aiming at improving future performances and offering advice. The crucial element along with instruction on and practice in peer feedback is to ensure a positive working climate – a pleasant and supportive classroom atmosphere, where students will be motivated to attain their objectives.

The present paper evidently shows that the implementation of the whole activity was demanding, time-consuming, and complex. It consisted of different elements: introducing the task, students' giving presentations, peer and teacher assessment using the assessment rubric and peer feedback. However, it was definitely worth doing. The activity was useful because modifying the task from individual to pair work enabled the teacher to assess the oral language of a large number of students. The task contributed to raising the students' motivation for learning and the level of satisfaction with the activity, helping to decrease their anxiety level when speaking in public. Furthermore, it provided students with the chance to improve their skills and knowledge and raised awareness of the importance of soft skills. The whole activity was interesting and challenging for the students as they could integrate language skills and content knowledge across content areas. They were encouraged to collaborate and work in pairs. Additionally, they were familiarised with and had the opportunity to practise both peer assessment and feedback, which added a new element to their learning experience. It was also inspiring for the teacher since it offered insights into the weaknesses of the elements of the task, indicating where improvement is needed. As seen from the results of the study objectivity and peer feedback were major issues. Consequently, more practice in class concerning peer assessment is needed to ensure equal reliability and validity. The goal is to implement peer assessment as both formative and summative assessment without the teacher's involvement in the assessment. Additionally, providing constructive feedback needs to be practiced more in class in order to enable peers to give plentiful and richer feedback.

References

Dubac Nemet, L. (2022). The Importance of Assessment in Task-Based Medical English Courses for the Evolution of Students' Presentation Skills. In S. Kereković & B. Bošnjak Terzić (Eds.), V. International Conference Contemporary Challenges in LSP Teaching (pp. 65-77). Zagreb: Association of LSP Teachers at Higher Education Institutions.

Falchikov, N. (2007). The place of peers in learning and assessment. In D. Boud & N. Falchikov (Eds). Rethinking Assessment for Higher Education: Learning for the Longer Term. (pp. 138-153). Routledge: London.

Hodgson, C. & Pyle, K. (2010). A literature review of Assessment for Learning in science. Slough Berks: National Foundation for Educational Research.

Murillo-Zamorano, L. R. & Montanero, M. (2018). Oral presentations in higher education: a comparison of the impact of peer and teacher feedback. Assessment & Evaluation in Higher Education *43*(1), 138-150. https://doi.org/10.1080/02602938.2017.1303032

O'Malley, J. M. & Valdez Pierce, L. (1996). Authentic Assessment for English Language Learners: Practical Approaches for Teachers. The United States of America: Longman.

Topping, K. J. (2009). Peer Assessment. Theory into Practice *48*(1), 20-27.

Toth, Z. (2021). Two heads are better than one? Pair presentation in the EFL classroom – a panacea for anxiety? European Journal of Foreign Language Teaching 5(5), 103-128. http://dx.doi.org/10.46827/ejfl.v5i5.3921

Varga, M. (2022). Uvođenje vršnjačkog vrednovanja u nastavu jezika struke: izazovi i prilike. In S. Kereković & B. Bošnjak Terzić (Eds.), V. International Conference Contemporary Challenges in LSP Teaching (pp. 234-247). Zagreb: Association of LSP Teachers at Higher Education Institutions.

Velčić Janjetić, E. & Badurina, A. (2019). Implementing Alternative Assessment in ESP Classes. In V. Cigan., A. Krakić & D. Omrčen (Eds.), IV. International Conference From Theory to Practice in Language for Specific Purposes (pp. 348-358). Zagreb: Association of LSP Teachers at Higher Education Institutions.

VRŠNJAČKO VREDNOVANJE U NASTAVI ENGLESKOGA JEZIKA STRUKE

Ovaj rad usmjeren je na nastavu engleskog jezika struke za studente prve godine Računarstva koja se izvodi na Tehničkom fakultetu Sveučilišta u Rijeci, a posebno na pripremu i izvođenje PowerPoint prezentacija. Isti autori su 2019. godine objavili rad pod naslovom *Implementing Alternative Assessment in ESP Classes - Uvođenje alternativnog vrednovanja u nastavi engleskoga jezika struke* (2019.) u kojem su pomno objašnjeni razlozi zbog kojih je na kolegiju *Engleski jezik I* uz tradicionalnu vrstu provjere znanja studenata iz engleskog jezika uvedena vrsta alternativnog vrednovanja kao što je priprema i izvođenje individualnih PowerPoint prezentacija. Pripremanje i izvođenje individualnih PowerPoint prezentacija uspješno se provodi već nekoliko godina pružajući mogućnost studentima koji dobro vladaju engleskim jezikom da razvijaju svoje komunikacijske vještine i vještine kritičkog razmišljanja u polju inženjerstva.

Od akademske godine 2022./2023. zadatak je izmijenjen tj. prezentacije se izvode u paru. Ova promjena u obliku izvođenja zadatka je posljedica povećanja broja studenata upisanih na studij Računarstva s 50 na 75. Radom autori žele rasvijetliti još dva aspekta: rad u paru i vršnjačko vrednovanje. Ciljevi rada su ispitati razinu zadovoljstva studenata pripremom i izvođenjem prezentacije u paru, a ne individualno, kao i činjenicom da su vršnjaci ti koji ih vrednuju i pružaju im neposrednu povratnu informaciju, a ne isključivo njihov nastavnik. Što se tiče vršnjačkog vrednovanja i vršnjačke povratne informacije, studenti su upoznati s rubrikom ocjenjivanja čiji su elementi prethodno objašnjeni i jasno definirani na nastavi. Podaci dobiveni iz rubrika za ocjenjivanje su analizirani, posebice objektivnost vršnjačkog vrednovanja kao i kvaliteta komentara prilikom ocjenjivanja prezentacija i davanja povratnih informacija.

Ključne riječi: nastava engleskoga jezika struke, povratna informacija, PowerPoint prezentacije, rad u paru, vršnjačko vrednovanje

Appendix 1

Assessment rubric

Course: *English Language I*

Presenters' names: _____

Title of the presentation: _____

Date: _____

	Criterion	Number of grade points			Comments
1	The language used to give the presentation is fluent and accurate with appropriate lexical choices; the slides do not contain typos or language mistakes.	0	1	2	
		0	1	2	
2	The presentation does not exceed the time limit of 10 minutes.	0	0.5	1	
3	The content and the design of the presentation are appealing, interesting and the information provided is relevant to the assignment.	0	1	2	
4	The organisation includes: the table of contents, an introduction, a body organised around the information and a conclusion. Citation of resources is provided.	0	0.5	1	
5	Ideas are clear and presented in depth.	0	0.5	1	
6	The presenter looks at the audience, moves comfortably and speaks enthusiastically.	0	0.5	1	
		0	0.5	1	
7	The presenter can effectively respond to interlocutors` questions giving explanations, clarifications, etc.	0	1	2	
		0	1	2	

Evaluator: _____

Appenidx 2

Questionnaire

After giving the presentation, please take 10 minutes of your time to complete the following questionnaire.

Please write your name.

1 Answer the following questions

a) What difficulties did you encounter during the preparation of your PPT in pairs as well as during your performance?

b) What were the strong points of your presentation in pairs?

c) Did you like the fact that peer assessment was implemented for this task? Please explain your answer.

2 On a scale of 1 to 5, circle the extent to which the following statements apply to you:

1 *(it does not apply to me at all)* - 2 *(it does not apply to me)* – 3 *(I do not know)* – 4 *(it applies to me)* - 5 *(it applies to me completely)*

1 Presenting in front of my peers was a new experience for me.

1 2 3 4 5

2 Presenting in pairs was a positive experience.

1 2 3 4 5

3 I'd rather present individually than in pairs next time.

1 2 3 4 5

4 I liked the fact that peer assessment was implemented for this task.

1 2 3 4 5

5 Being assessed by my peers made me even more anxious than being assessed by my teacher.

1 2 3 4 5

6 In my opinion my colleagues are not as objective as the teacher when assessing me.

1 2 3 4 5

7 It is the teacher's role to assess the students.

1 2 3 4 5

8 The teachers' instruction on preparing and giving presentations provided during the first weeks helped me in doing this activity.

1 2 3 4 5

9 This activity will help me in preparing and giving future presentations.

1 2 3 4 5

Comments (if your comment relates to a specific question, please write down the question number):

_____

_____

_____

_____

_____

_____

Thank you for the time and effort invested in filling out the questionnaire.


UDRUGA
NASTAVNIKA
JEZIKA
STRUKOVNA
VISOKOŠKOLSKIM
USTANOVAMA