The 11th International language conference - The importance of learning professional foreign languages for communication between cultures

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The conference was held on the 16th and 17th of September 2022 at the Faculty of Technical Sciences, University of Novi Sad in Serbia. This was the 11th meeting on this topic and the first one to be organized in Serbia, as the conference, which had originated at the Faculty of Logistics in Celje, Slovenia was previously held in Slovenia and Croatia. After a two-year delay due to the COVID-19 pandemic, it was organized in person. The regular attendees from the region were delighted to meet again in the pleasant surroundings of the rectorate building at the University of Novi Sad campus. In addition to presenters from Slovenia, Croatia and Serbia, the conference also attracted participation from Spain and Turkey.

The conference brought together language professionals and researchers who work in the area of teaching languages for specific purposes at the tertiary level. The conference invitation brought up topics such as the role of LSP in the 21st century, the analysis of digital genres and the use of digital tools in LSP classes, the preparation of materials for an LSP course and teacher development as well as the intercultural dimension of LSP teaching. As these topics were presented, it was clear that the participants' research interests and the theoretical and practical issues that were discussed represented numerous common interests and shared ideas. The topics spanned diverse areas of LSP teaching ranging from aviation and forensic science to medicine and technology, provided interesting examples of classroom practice and included talks on various individual and group research projects.

The first-day plenary talk by Agnes Pisnski Peterlin from the University of Ljubljana, Slovenia, discussed academic discourse in cross-cultural contexts and focused on the synergies between LSP and translation. Although translation-related activities are typically avoided in LSP classes which tend to promote a monolingual classroom environment, Pisanski Peterlin argued that LSP students frequently find themselves in situations that demand translation skills. For that reason, this plenary talk discussed how basic translation skills can be incorporated into an LSP curriculum. The presenter illustrated how this can be achieved taking into consideration the translation-related needs of LSP students. In addition, she stressed the role of analyzing the corpus of translated academic discourse and its application in developing relevant teaching materials which should aid in addressing cross-cultural rhetorical differences in the translation of academic texts.

The second-day plenary by Bojana Petric from Birkbeck, University of London, focused on developing research-based teaching materials for LSP. It addressed the gap between the common practice in the area of LSP of developing in-house teaching materials tailored to meet the specific students' needs and the lack of guidance for LSP practitioners on how to approach this task. It discussed the key issues in developing research-based LSP materials, their benefits and limitations. The talk particularly focused on the issues in communication in academic settings related to students' awareness of communicative practices as well as on some non-linguistic issues surrounding language use in an academic context.

As for the group sessions, 26 papers were presented in eight blocks, in two days. A total of four blocks were scheduled for the first day of the conference. Some interesting and relevant ideas were raised in the authors' talks. In the first session, the authors discussed using digital resources as gamified procedures in higher education. This was followed by a presentation on course evaluation at the tertiary

level. Finally, the third talk presented a language teacher's perspective on problems related to professional language teaching. In addition, in the second session, the authors discussed the use of legal English at the tertiary level and the use of audio and video lectures in LSP courses.

After lunch, there were two more blocks with six papers. Several talks focused on more practical classroom-based topics such as developing transversal competencies, structure and language of presentations, the correlation between EFL teachers' motivational behaviour and students' motivation, and finally teaching English nominal compositions in ESP courses. Other talks dealt with more theoretical issues such as postmodernism, globalization and the Internet generation and as well as mechanisms of rhetorical judgment.

The second day of the conference saw 14 papers, presented in four sessions. Two blocks, each with three papers were scheduled for the morning session. The first presentation focused on the function of reading in learning languages for specific purposes stressing its crucial role in developing professional language competency. In addition, the second talk of the first session examined the assessment criteria for ESP translation projects. This session concluded with a presentation on the benefits and drawbacks of undergraduate academic writing courses. The second session which discussed topics such as the verb aspect errors in aviation English, discourse markers in oral presentations and graduate students' use of transition markers also generated some interesting ideas.

Following a brief break, participants had the opportunity to attend the poster session, where five papers were presented. These covered diverse topics: the use of discourse markers in scientific papers, the development of engineering students' presentation skills, phrasal verbs, the role of the translation stage in communicating engineering discipline knowledge, and the analysis of engineering students' translation errors.

Eight papers were presented in the last two sessions. The first session's presenters concentrated on the use of technology in education, debating the advantages and disadvantages of using Grammarly software in students' writing, virtual international collaboration, Powtoon as a formative assessment tool, and, finally, the new normal in the ESP classroom. Finally, the authors in the last session discussed topics related to medical English, the acquisition of phrasal verbs, collocations in bilingual ESP dictionaries and code glosses in students' writing.

In conclusion, it can be said that this conference was a great success with plenty of opportunities to network and disseminate ideas. Above all, it ensured the continuity of a conference which always provided a positive and stimulating atmosphere for open discussion.