

**POSITIONING ENGLISH  
FOR SPECIFIC PURPOSES  
IN AN ENGLISH LANGUAGE  
TEACHING CONTEXT**

Edited by

**Nadežda Stojković**  
University of Niš, Serbia

Series in Education



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# FOREWORD

Since the early 1960s, English for Specific Purposes has grown to become one of the most prominent areas of English language teaching.

Today, English for Specific Purposes (ESP) courses at post-secondary level focus on developing English communication skills in a specific discipline, such as medicine, nursing, economics, marketing, engineering, etc. Emphasis is given to language and communication requirements in a particular professional field. This field-specific language communication training enables participants to master relevant communication, professional skills and, thus, meet the needs of local and international industry.

Knowledge and technical know-how are important, but these must be presented with an excellent standard of communication skills as success is not only based on what you know but also on how you can communicate it. For this reason, communication skills are considered one of the best career enhancers and an important competence that recruiters look for in a candidate.

Bearing this in mind, this volume brought together twenty scholars from around the world who share an interest in discussing and approaching the constant challenges and changes to the varied field of ESP in new and diverse ways.

Comprehensible in nature, the book focuses on the need to address diverse issues in ESP and highlights the need for a comprehensive account of current trends in higher education. Therefore, the emphasis in this book is on promoting an understanding of and appreciation for the rich and varied contemporary theoretical and practical assumptions surrounding the trendy field of ESP.

This book comprises of twenty articles that represent rigor and relevance in the discussion of numerous and always varying aspects of ESP discourse and lexis. Each chapter presents a stimulating topic in the field such as using technology and Moodle in class, teaching Business English courses, case studies, Medical English, teacher training, etc.

Shedding new light on ESP, this book will be a valuable contribution to the field of ESP and higher education. Due to its diverse range of topics, it will be a valuable asset to teachers and students alike. Furthermore, this book aspires to serve as a guide for the further development major fields within ESP.

In conclusion, the variety and complexity of these articles offer fresh perspectives on the topic postulated in the title of this book. Therefore, they will not only stimulate intellectual curiosity and research but will further develop new ideas within the field of English for Specific Purposes and English language teaching in general.

Dr. Nataša Bakić-Mirić,  
University of Priština, Serbia

## PREFACE

English for Specific Purposes (ESP) is mostly present among the adult population of learners, starting with secondary schools, its peak being in academia, then various pre- and in-service trainings, life-long formats of education. English language now having for long obtained and retained the position of a bridge language, training in it begins at an early childhood age, and by the time of adulthood, General English has been mastered. Then, as the preparations for professional engagement begin, ESP becomes crucially needed form of language instruction. ESP is the most responsive form of English language teaching (ELT) in the sense of adhering to the notion of job situation precise, effective, fast, linguistic preparation. This kind of an approach to ELT is of utmost pragmatic orientation to teaching be they, for example, English for Occupational Purposes, or English for Academic Purposes. This is an approach that is sensitive to the target linguistic interactional practices.

ESP courses are conceived of after minute investigations into the real professional environment for which they are tailored. The teaching material and methodology are designed for that specific situation and for the actual learners involved, taking all the care of their age, motives, needs, psychological learning profiles. ESP courses thus designed and performed are inherently situation specific and the teaching material, experience regarding the execution of the course, methodology, assessment, are useful for some other course only partially. However, this makes ESP a profoundly professional and humanistic approach to course design and implementation.

This book with its chapters covering diverse aspects to ESP shows it is in its essence a plurality and diversity of ELT theoretical approaches, teaching practices, research insights. ESP is proven to conflate the needs of the students with the domain discourse, successfully engaging them in the disciplinary culture, those socially authorized way of professional and scientific communication.

Nadežda Stojković



CHAPTER ONE

# **TECHNOLOGY INTEGRATION IN ENGLISH LANGUAGE TEACHING AND LEARNING**

Selim Gunuc, Nuri Babacan

## **1. Introduction**

Technology that has entered into every area of our life day by day has also affected the field of education. Thus, traditional education methods have become unable to meet expectations. Especially when it is thought that digital native students prefer to learn in the technology environment, it is necessary to use the technology in education environments (Kurt, Gunuc and Ersoy 2013). In addition, through the use of information and communication technologies (ICTs) such as interactive boards, tablet PCs, smartphones, the Internet, and computers in education, it is possible that the class engagement increases, the lessons become more productive and fun, the learning becomes more effective and the students become more motivated (Gunuc 2016). Besides, the use of ICT in education can increase the learning speed of the students, reduce the cost of education and appeal to different learning styles. In addition to all these, it is necessary to integrate technology in order to be able to benefit from the use of ICT for teaching and learning purposes.

The concepts of technology integration and technology use in education are separated in some ways. However, although it is sometimes seen in the literature that these concepts are used interchangeably, it cannot be said that this is a correct use. The use of ICT in teaching and learning is limited to some extent, along with being a general concept. In other words, the use of every ICT for teaching and learning does not mean technology integration or does not make significant contributions to the teaching-learning process (Gunuc 2016). Technology integration is a process that requires a systematic approach. One of the main reasons why ICT use cannot always make significant contributions to education is that ICT use is unplanned and unintentional, but also not routinely done. ICT can provide great contributions to the learning and teaching process when it is planned and integrated into the course for a specific purpose. However, the use of ICT in the class is generally used as

a teaching tool which is temporary, spontaneous, non-focused learning. For this reason, in particular, the process of integrating ICT has been considered in this study. Integration of ICT in education is used in foreign language discipline as well as in many areas and provides some contributions. Through the integration of technology in foreign language education, students can learn by practicing and being entertained without memorization. Students can develop their language skills (i.e., reading, listening, writing and speaking) via various software in the classroom as well as easily accessible tools and technology-based materials through the Internet outside the classroom.

Recently the use of ICT in English language teaching and learning has had a considerable impact. The strong link between technology and English language teaching and learning motivates many English teachers and students. In this context, the ICT for foreign language teaching and learning provides a very favorable environment and facilities. It is difficult to say this for each discipline of teaching and learning. In order to integrate ICT tools into the field of English Language Teaching (ELT), there is a need for all education stakeholders to support the integration process in order to make effective planning and cooperation. In this context, teachers and decision-makers have a great responsibility (Al-Mohammadi and Derbel 2014). Although all training stakeholders are responsible for the integration process, as the main actor, the teacher must be the entire process, and the student should be in the center. Teachers have the most important task in this process. It is necessary for English teachers to be aware of the importance of effective technology integration when it is thought that the integration of ICT in ELT would increase the motivation and academic performance of English as Second Language (ESL) students (Al-Mohammadi and Derbel 2014).

The purpose of this study is; to address the importance of ICT tools in the teaching-learning process of basic English language skills (reading, writing, listening and speaking) and to introduce the technology integration process for English language teaching and learning.

## **2. Technology Integration and English Language Teaching**

The integration of technology in education has been handled by some researchers as the use of technology in teaching environments while some researchers handled as technology use sufficiency. Pierson (1999) considered technology integration as an effective transfer of teachers' technological, pedagogical and content knowledge to their students. Woodbridge (2003) defined technology integration as a teaching strategy. Technology integration is more than just using a strategy, method or technology (Gunuc 2016). The concept of integration is the bringing together of two separate products, systems or tools developed for different purposes, to realize another purpose.

However, the more appropriate and systematic this integration is, the more effective and successful the integration will be. The concept of technology integration is basically the effective use of technology in the education system and the benefit of technology in teaching and learning process.

In English teaching and learning, ICT tools are considered to be the most important components of teaching-learning environments due to their important contributions to structuring the teaching process in a way that appeals to many sensory organs, helps students meet their individual needs, draws attention to them, facilitates remembrance, saves time, embodies abstract concepts. Barron, Orwig, Ivers, and Lilavois (2001) define the benefits of technology integration as following:

- Encourages students to learn actively, cooperatively based on learning and critical thinking.
- Supports various learning styles of students.
- Provides individual development and motivation.
- Increases teacher-student interaction.
- Improves communication skills.
- Helps students build cultural bridges.

Many definitions of technology integration have been made in the literature. These definitions are quite different from each other. For this reason, the process of effective technology integration needs to be understood in order to understand exactly what technology integration is and what is not. Thus, this process and stages will enable us to better understand the concept of technology integration in English Language Teaching.

### **3. Process and Steps of Effective Technology Integration**

The technology integration process can be defined as 'learning the technology', 'using technology in the teaching process', and 'integrating the technology to enhance student learning' (Dockstader 1999). In this context, firstly, the teachers need to acquire their own technology competence, and they are expected to integrate this achievement into the teaching process and deliver it to the students (Gorder 2008). Technology integration should be done by focusing on student learning, and student component should be taken as a basis in all integration processes (Gunuc 2016).

Gunuc (2016) stated that for the successful and effective technology integration process in English and other disciplines, the following suggestions should be taken into account, especially by teachers:

- The teacher should know the students' ownership, accessibility and readiness of ICT and should work on the technology considering the individual differences of the students.
- Student-centered approach should be focused while using technology.
- The technology use should be planned in such a way that it can provide a flow of English learning of students.
- The achievements that students are required to reach in listening, reading, speaking and writing skills, should be identified and technology should be used based on these achievements.
- Technology should be used in such a way that students can use the English language creatively and develop basic English skills.
- Students should be encouraged to use technology for learning purposes.
- Technology should provide an environment for using high-level thinking skills such as critical thinking and creative thinking.
- Technology should facilitate students' cooperative learning both inside and outside the classroom.
- Technology should facilitate the acquisition of English language skills.
- Technology is a must in the activities related to English language skills.
- The technology environment should be adapted to English teaching, and learning and the technology infrastructure should be organized in this direction.
- The teacher should evaluate and improve himself/herself on his / her technological competence.
- The teacher should follow up-to-date technologies that can be used in the discipline of English and should carry out the appropriate ones in the class/curriculum.
- Technology should be used regularly throughout the term in the English language curriculum, and ICT tools should be selected for each subject or activity.
- Learning environments should be based on problem-solving, collaborative, active and constructive technology.
- Social interaction design should be developed in the digital environment for basic language skills such as listening, reading, speaking and writing.
- The teacher should integrate the technology in a planned and purposeful manner at the point of acquiring English language skills.

These steps and stages in the integration process are crucial to the success of technology integration in English language discipline. Apart from these steps and stages, the use of unplanned, haphazard technology is far from the

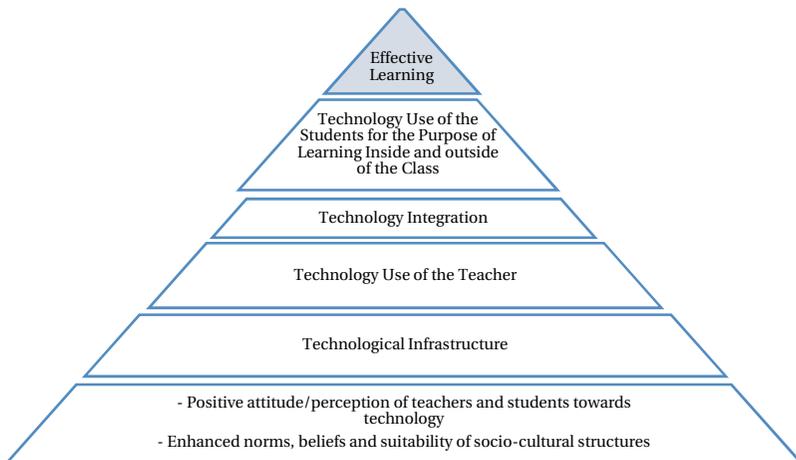
integration process and can damage rather than contribute to the benefit of technology in learning outcomes.

#### 4. Gunuc's Pyramid of Technology Integration (Guide Model)

Technology is of the greatest importance at the point of increasing the engagement of today's Z-generation students. In this context, Gunuc (2017) developed a pyramid that modelled the relationship between technology integration and effective learning and learner engagement (Figure 1). The realization of each layer of this pyramid provides important contributions to effective learning and engagement.

For the contribution of technology to effective learning and student success, the Pyramid of Gunuc's Technology Integration in Figure 1 can be considered as a guide (Gunuc, 2017). This pyramid approaches the integration at a micro level. The realization of each layer and arrangement of technology use and integration can increase or facilitate effective learning inside and outside the classroom.

**Figure 1.1. Gunuc's Pyramid of Technology Integration**



As it is clear from the pyramid structure, technology integration has been dealt with at a micro level. On the first layer of the pyramid, the psychological and emotional characteristics of teachers and students (and related stakeholders in society) are included. Psychological and emotional factors can be said to be important *a priori* in showing the behaviours of the individual. In the second layer, technological infrastructure is located. Both the classes and the technology infrastructure of the school should be provided; because the realization of all the other layers depends on this layer. At this point, the

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## CONTRIBUTORS

**Amalia Sturza** is a university assistant professor teaching English for Specific Purposes at the Faculty of Civil Engineering and Architecture, University of Oradea, Romania for 16 years. Amalia received her doctorate in Stylistics of the English language with the PhD titled “Edgar Allan Poe’s Prose Style” from Al. I. Cuza University of Iasi, Romania. She is the coauthor of books and articles on stylistics and also on ESP amongst them *A Stylistic Approach to The Fall of The House of Usher*, *The Metaphor of Death in Edgar Allan Poe’s Short Stories*, *Language and Style in the Pit and the Pendulum*, *The Cask of Amontillado*, *The Tell-Tale Heart*, *Motivation to Learn English: A Case Study on Engineering Students at the University of Oradea*.

**Anna Stefanowicz-Kocoł** (M.A. in English Philology, University of Adam Mickiewicz in Poznan, Poland) is an EFL academic teacher with over 20 years of experience in teaching General and ESP courses, currently pursuing doctoral research in the field of motivation to learn ESP in a blended learning environment. A college lecturer, she is also an author and co-author of several academic publications in the field of Applied Linguistics and Distance Learning and Teaching, as well as practical teaching materials such as *English in Chemistry* or *Practical Grammar Exercises Part 1 and 2*. She has also been developing b-learning courses for both General English and English for Specific Purposes.

**Danica Milošević**, MA, is a teaching assistant at the College of Applied Technical Sciences, Niš, Serbia. She has been teaching ESP for seven years at the study programs of Industrial Engineering, Civil Engineering, Road Traffic, Environmental Protection, Communication Technologies and Modern Computer Technologies. Her research is focused on ESP methodology, teaching, and learning. She is a PhD student of Philology at the Faculty of Philology and Arts in Serbia, specializing in literature. Currently, she is preparing her doctoral thesis on ecofeminism.

**Danica Piršl**, PhD, assistant professor, received her B.A. and M.A. degrees in Philology from the Faculty of Philosophy in Niš and her PhD from the University of Novi Pazar, Serbia. She has been teaching ESP for over 20 years and has

published more than 100 papers in applied linguistics, rhetoric, ESP and other arts and humanities areas. She currently teaches at the Faculty of Sport, University of Niš, Serbia.

**Daniela Kirovska-Simjanoska** is an English language lecturer at the Language Center, South East European University (SEEU) in Macedonia. She has been working and teaching Basic Skills English courses and English for Specific Purposes at the SEEU for 15 years. She has edited and co-edited various supplementary ESP course packs for the University, participated in and presented at numerous international conferences. She has also published articles in various journals and conference proceedings. Her research interests include teaching English for Specific Purposes (English for Information Technology), digital literacy, digital learning environments and blended learning.

**Dušica Milosavljević** is a co-founder of PRO-MENS, education and development center, based in Niš, Serbia. She has over 10 years of experience in teaching English as a second language, and over 15 years of translation experience. Her research interests include the measurable impact of techniques and methods used for enhancing memory, focus and attention, improvement of learning skills and integrating psychological tools into methodologies for both educational and developmental achievements. Together with Milica Vukotić Yildirim, she is the founder of several methods in this area of work, applied through SuanPan Mental Arithmetic programme and FastForward, fast reading programme, both combining methodological and psychological tools in their application. Currently, she is involved in designing a multilingual platform for the existing courses, as well as introducing digitalization to the teaching and learning processes.

**Elena Spirovska Tevdovska**, PhD, is an Assistant Professor of English at the Faculty of Languages, Cultures and Communication and Language Centre of South East European University in Macedonia. She teaches courses at undergraduate and graduate level, including English for Specific and Academic Purposes, English Literature and Literature in English Language Teaching at the Department of English Language and Literature. She has delivered scholarly presentations at several international and national academic conferences and published research articles in international and national journals on various topics in the field of ELT.

**Gabriela Chmelíková** is a senior assistant at STU MTF in Trnava and Head of the Department of Languages and Humanities. She graduated in the Slovak language – English language teaching from the University of Comenius in 1985. In 2008 she accomplished her PhD in linguistics. Gabriela Chmelíková is

a member of Slovak Council of CASAJC (Czech-Slovak Association of Language Teachers at Universities), now acting as Vice-president. She cooperated on the accreditation file elaboration for UNICert® II and III levels in English for engineering study branches in the UNICert® examination system. In cooperation with colleagues from other departments, she annually organizes Student Research Conference. She has also been involved in several national and international projects, e.g. “Student on-line conferences of STU MTF (Slovakia) and University of Niš, Faculty of Electronic Engineering (Serbia) for the purposes of specific English language and other skills development” or Transnational exchange of good CLIL practice among European Educational Institutions”, etc. Her professional interests include ESP, academic skills, pedagogical competences, and the use of multimedia in teaching, as well as reading and presentation techniques.

**Gabriela Nedelkoska**, MA, a senior lecturer at FON University, Macedonia. She has been pursuing her academic interests in the field of teaching methodology, focusing on multilingualism, contrastive analysis, language learning strategies and English for specific and academic purposes. She is the author/co-author of several papers in these areas. Parallel to her research engagements she possesses vast experience of working in diverse academic settings and of developing lessons for a wide range of students which include customized handouts, glossaries, as well as translation in both English and Macedonian.

**Handan Çelik**, PhD, is an EFL instructor at Trakya University Rectorate Foreign Languages Department, Turkey. Her current research interests include issues such as teaching commitment, teaching competencies, teaching-efficacy, and personality, related to pre-service English language teachers' preparedness to teach. Besides, she also teaches and researches ESP. She also works on issues related to in-service English language teachers' education and development as well as English language teaching course and program evaluation.

**Ivana Nešić** is a lecturer of English language at the Business School of Applied Studies in Blace, Serbia. She is currently a PhD student at the Faculty of Philology and Arts, University of Kragujevac, Serbia. Her research interests include English for Specific Purposes, teaching English as a foreign language, Business English. She is the author of several scientific articles and a grammar textbook intended for Business English students.

**Jelena Basta** is a Senior English Language Lecturer at the Faculty of Economics, University of Niš, Serbia, where she teaches English for Economic Purpos-

es at the study programmes of General Economics, Accounting, Auditing and Financial Management, Finance, Banking and Insurance and Business Management. She has been teaching English for Business and Economic Purposes since 2004, when she graduated from the Faculty of Philosophy, University of Niš, Serbia. Her primary interests include ESP methodology, cognitive and social linguistics, cultural studies and intercultural communication. She is a student of doctoral studies at the Faculty of Philology, University of Belgrade, Serbia, and is currently doing research for her PhD dissertation on ESP methodology.

**Kutay Uzun** is a lecturer of English in Trakya University, Turkey, and a PhD candidate in the English Language Teaching department of Çanakkale Onsekiz Mart University. His research interests fall within the domain of English for Academic Purposes with the particular focal points of learning, teaching and the psychology of writing. Currently, he is working on his dissertation project in which he investigates the effectiveness of Genre-Based Instruction and Genre-Focused Written Corrective Feedback.

**Ljubica Kardaleska**, PhD, Assistant Professor at the Faculty of Foreign Languages, FON University, Skopje. Her research interests include reading comprehension, grammatical and lexical analyses, as well as integrating language and content and field-specific terminology. Her career has been woven from a combination of experience as a senior lecturer, language consultant on varied projects covering politics, policy-making and law, member of research teams. To support the work on the university course envisioned as English for Political Studies she designed a handbook (for a content-based EAP course). She is an author/co-author of papers in peer-reviewed journals (including the ones on English for academic and occupational purposes), where she discusses creative approaches in educational settings aimed at strengthening reading comprehension in specific fields.

**Ludmila Hurajová** is a senior assistant at STU MTF in Trnava at the Department of Languages and Humanities. She graduated in Biochemistry from Comenius University in Bratislava, Faculty of Science in 1994 and in English and Literature from Constantine the Philosopher University in Nitra in 2006. In 2013 she accomplished her PhD in English didactics focused on CLIL teacher competences. Ludmila Hurajová is a member of Slovak Council of CASAJC (Czech-Slovak Association of Language Teachers at Universities). In cooperation with colleagues from other departments, she annually organizes Student Research Conference. Currently, she coordinates an ERASMUS+ project “*Transnational exchange of good CLIL practice among European Educational Institutions*” and participates in the international project “*Student on-*

line conferences of STU MTF (Slovakia) and University of Niš, Faculty of Electronic Engineering (Serbia) for the purposes of specific English language and other skills development". She coordinates an institutional project called *INTERMTF* that deals with teacher's attitudes and readiness for teaching their subject courses in English at the faculty of Materials Science and Technology in Slovakia. She participates in research projects KEGA and VEGA run by National Research Agency in Slovakia. Her areas of expertise are English didactics, CLIL methodology, language and pedagogical competences, use of multimedia in teaching, as well as presentation techniques.

**Marijana Marjanovikj-Apostolovski** has been actively involved in teaching a variety of general and ESP courses at the South East European University, R. Macedonia since 2003. She has participated and presented papers at many international conferences and has published a number of scholarly articles on the subject of Business English teaching and learning in Higher Education. Her main source of inspiration and motivation for the research and publishing is the day-to-day teaching of English to adults.

**Milica Spasić Stojković** is a lecturer of English language at the Business School of Applied Studies in Blace, Serbia. She is currently a PhD student at the Faculty of Philosophy, University of Priština. Her research interests include English for Specific Purposes, English for Computer Science and Informatics. She is the author of several scientific articles.

**Mirela Alhasani (Dubali)** graduated from the Foreign Languages Faculty at the state university "Aleksander Xhuvani" in Albania. As an undergraduate student of excellence, she participated and was trained in curriculum design, pedagogic training, and higher education management by Civic Education Project in South-Eastern Europe. She successfully graduated from the Central European University in Budapest where she was on a full scholarship of excellence by Open Society Institute to attend the Masters Program in International Relations and European Studies 2003-2004. Having noticed her talent and passion for academia, CEU granted her scholarship of participation at *Open Society Institute in the project on Higher Education Project for Returning Scholars known as Brain Gain project*. During this project 2004-2005, Mrs Alhasani was trained in theories and further course designing in the area of International Security Studies, which she taught at that time at the State University of Tirana. These workshops and forums of the project were held by lecturers from three outstanding institutions: Cambridge University, Florence University, and Bristol University. Currently, she is finalizing her doctoral thesis on *English for Academic and Specific Purposes* at the 'St. Kliment Ohrid' State University of Sofia in Bulgaria. She has been committed to doing re-

search and two projects so far in this field; in 2013 she conducted the project on *The Value of Four Language Skills at Graduate and Post-Graduate Level of Studies*, financed by British Council. She reformed and improved the English courses curriculum at Epoka University, placed an entry-test and followed up the linguistic, academic adjustments of Epoka University in Tirana for further academic accreditation of this international institution.

**Monika Pociask**, PhD in the field of Glottodidactics (Applied Linguistics) works as a teacher of English mainly at the Department of Nursing at the State Higher Vocational School in Tarnów, Poland. Her research interest include specialist languages, English for nurses, evaluation of English course for nurses, developing social competences of nursing students, language learning activities adjusted for the needs of labour market. She is also an author and co-author of several academic publications in the field of Applied Linguistics.

**Nadežda Stojković**, PhD, Associate Professor, Lecturer of English Language, Faculty of Electronic Engineering, Faculty of Medicine, University of Niš, Serbia. Main areas of interest and research: English for Specific and Academic Purposes, academic writing, the relationship between language and identity, literature. Author of four ESP textbooks, eleven chapters in monographs with Peter Lang, Athens University, Cambridge Scholars Publishing. Editor of *Vistas of English Language for Specific Purposes*, Cambridge Scholars Publishing, UK, 2015, *Synergies of English for Specific Purposes and Language Learning Technologies*, Cambridge Scholars Publishing, UK, 2017, *Establishing Predominance of English for Specific Purposes within Adult English Language Teaching*, Cambridge Scholars Publishing, UK, 2018 (awaiting publication). Organizer of the conference on Teaching English for Specific Purposes, University of Niš, Serbia. Editor-in-Chief of *The Journal of Teaching English for Specific and Academic Purposes*, University of Niš, Serbia. Advisory Editor for Cambridge Scholars Publishing, UK, President of the Scientific Council of the Masters Program Theory of Foreign Language Learning and Intercultural Communication, St Petersburg State University, Russia

**Selim Gunuc** is an Assistant Professor at Yuzuncu Yil University, CiberPsychology - Computer Education and Instructional Technologies, Van, Turkey. He is currently involved in research in the use of technology in foreign language teaching. He has published extensively on the subject as well as presented at numerous international conferences.

**Simona Veronica Abrudan Caciora** is an assistant professor at the University of Oradea, Romania, where she teaches English for Specific Purposes at the

Faculty of Electrical Engineering and Information Technology. She was awarded the PhD title by “Lucian Blaga” University of Sibiu, in 2007, her thesis focusing on the image of the city in post-war British fiction. She is author and co-author of more than 50 studies and of the following books: *Technical English for Electrical Engineering*, *English for Computer Science Students*, *City Life Evinced in Post-World War Two British Fiction: London, Glasgow, Edinburgh, Belfast, The Eastern European, the Levantine, the Middle Eastern and the Oriental City in Post-World War Two British Fiction*, *English Practice. A Practical Course in English for Intermediary Students*.

**Solzica Popovska**, PhD, is a full professor at the Department of English Language, University of Skopje, Macedonia, where she has been teaching for more than 15 years ESP and culture and civilization. She has published widely on these topics. She has translated some of the most important Macedonian works in literature. Currently, she is coordinating an international project on Emotional Intelligence.

**Vesna Kovačević**, teacher of English; DOB – 02/04/1957; graduated from the Faculty of Philology, University of Belgrade, teaches ESP at Faculty of Technical Sciences in Čačak, University of Kragujevac, Serbia.

**Vesna Stanković** is an English language teacher with more than fifteen-year experience of teaching students of all levels (pre-school to Business English classes). She has worked in a private school “Oxford Centar” in Niš for ten years, and since August 2013 she has been working in the Foreign Language Institute “Andreja” in Niš as a teacher and a manager. Her interests are within the field of communication and language, so she holds Master’s Degree in Public Relations (FON, University of Belgrade), as well as LCCI certificate for Further Teaching Business English, which helps her in her current job. Neuro-linguistics and the importance of the words we use is the newest sphere she is researching.

**Žana Knežević**, PhD, is a lecturer at University “Mediterranean“ Podgorica, Montenegro, where she teaches General English, English for Information Technology, Applied Linguistics, and English Teaching Methods. Her research interests focus on Applied Linguistics, particularly on Computer-Assisted Language Learning, and English for Specific Purposes. She has participated and presented papers at many regional and international conferences, which are published in related conference proceedings and journals. She is a member of the Society of Applied Linguistics of Montenegro.

**Zorica Antić** is an Associate Professor at the Faculty of Medicine University of Nis, Serbia, where she teaches the English Language and English in Medicine. She publishes papers and participates in conferences dealing with the English Language and English for Specific and Medical Purposes. She has close cooperation with students, and she is a mentor in numerous students' papers and studies. She participates as a lecturer in official projects of continuous medical education granted by the Ministry of Education, Science and Technological Development of the Republic of Serbia.

