

Dear readers,

The first 2014 issue of Education in English presents two major events which were organized in the previous year: the conference - Modern Approaches to LSP (the teaching of English to business people, scientists etc. whose first language is not English) and the Day of Foreign Languages. The former can undoubtedly be described as the main event at CLC in 2013 and the latter is an annual event which gathers PUT students to practice their knowledge of English and other foreign languages in a very informal way. I think it is interesting to read about this special day as it is described from both the organizers' and students' perspective.

You can also do one of the many quizzes prepared for students and check your knowledge of buzzwords, or become familiar with them.

Moreover, the issue provides a set of useful tips for academic teachers who face the challenge of teaching international students. The text is accompanied by international students' opinions concerning differences between PUT and their home universities.

Enjoy!
Dorota Kudła, Teacher of English
Editor

'FROM THE CONCEPT TO THE WORD - MODERN LANGUAGES IN 21ST CENTURY DIDACTICS AND SCIENCE' **CONFERENCE**

As a part of the 60th Anniversary of the foundation of the Centre of Languages and Communication at Poznan University of Technology, the conference 'From the concept to the word – modern languages in 21st century didactics and science' was held. The event took place from 24th to 25th May 2013 at Poznan University of Technology. The main theme of the conference was Languages For Specific Purposes (LSP) taught at technical universities. A series of lectures, seminars and round tables discussions covered advances in teaching ESP, focusing on existing and new challenges that researchers will face in the future.

The main discussions included the following eight sections:

1. E-learning in ESP teaching.
2. Preparation of educational programs for ESP.
3. Teaching academic English at different levels: first-cycle, second-cycle and doctoral studies.

4. Testing and evaluation.
5. Psychological aspects of teachers' work at the university level.
6. Intercultural differences: practice and theory.
7. Language Policy in Europe.
8. CLIL.

The main lectures were delivered by the following key speakers:

- Prof. Katarzyna Dziubalska-Kołaczyk, Dean of the Faculty of English, Adam Mickiewicz University, Poznan
- Prof. Teresa Siek-Piskozub, Department of Applied English Linguistics and Language Teaching, Adam Mickiewicz University, Poznan
- Prof. Krystyna Drożdżal-Szelest, Adam Mickiewicz University, Poznan
- Rob Dean, Pearson.

THE 12TH DAY OF FOREIGN LANGUAGES

Like every other year, CLC employees and students celebrated the Day of Foreign Languages at PUT. Our celebration was opened by the CLC Director, Liliana Szczuka-Dorna, Ph.D., and we heard a speech from the Prorector for Life-long Education, Professor Stefan Trzcielinski. Our guests this year were also the Deans of PUT faculties: Professor Janusz Wojtkowiak (Civil and Environmental Engineering Faculty), Professor Ryszard Czajka (Technical Physics Faculty) and Professor Franciszek Tomaszewski (Faculty of Machines and Transportation).

The event was organized for the 12th time and it should be mentioned that this was a record-breaking year, especially as far as the number of students in attendance was concerned. Let the numbers speak for themselves.

Over 1000 PUT students participated in the prepared competitions. They included students taking language courses, students who had already finished their courses, as well as international students learning Polish. There were moments when the conference hall was bursting at the seams. The Day was full of competitions and language games for our students. CLC employees prepared 48 competitions and quizzes testing technical, cultural and geographical knowledge. There were 9 technical competitions where students had an opportunity to, for example, recognize famous robots and building types, name the parts of an



engine, check their knowledge of technical symbols and famous scientists and inventors.

The cultural section offered 13 competitions, which constituted the largest part of the event. Cultural and geographical quizzes tested students on a wide range of topics, from cinema, through famous cities, dishes, knowledge of American slang, to the ability to recognize American landscapes.

There were also quizzes for international students, which checked how well they know Polish cities and dishes. Event participants who were interested in music could check their listening skills in competitions with English songs.

This year we awarded 18 books, 27 pendrives and numerous other gadgets. There were 56 winners and runners-up. The students consumed 7 kilos of sweets and chocolate bars.

Klara Kwiatkowska, Teacher of English
Organizer of the Day of Foreign Languages

STUDENTS' OPINIONS ABOUT THE DAY OF FOREIGN LANGUAGES

(students' original spelling)

It is a really interesting and fun day. It is plenty of fun. There are many interesting contests.
Marta, Engineering Management

I am very positively surprised of the number of competitions, today. Here is a lot of people, It's hard to take part anywhere but I did it. The most interesting contest for me was "My home is my castle" because I study civil engineering. I like the multiculturalism which we can observe today. I have an opportunity to meet and talk with people from different countries, for example from Turkey. And there are candies here!
Bartosz, Civil Engineering

This day was a very fun thing to do because of all the laughs and prizes. To be honest, the best thing about this is fun at-

mosphere and a lot of activities with other people. I took part in three contests. I don't like it is only one day at the year.
Alexander, Engineering Management

I think it is a truly magnificent event. I like that it gives the opportunity to meet some foreigners and the atmosphere is amazing. The most interesting contest was the pronunciation one. I think that the idea of such an event is wonderful. Maybe it might be little longer and with more sweets.
Piotr, Engineering Management

It's a great opportunity to see professors not teaching but playing with us and having fun. We also can improve our knowledge.
Ricardo, Engineering Management

SUCCESS IN TEACHING INTERNATIONAL STUDENTS

Generally speaking, whatever applies to teaching effectively and being a good teacher obviously applies to teaching international students. However, in the case of the latter, it is important to treat this challenge with a great deal of consideration. Here are some tips that you may find helpful.

Do's tips

- Keep group sizes as small as possible
- Arrive 5 minutes early and prepare to hang around after class too, allowing students to approach you
- Be up-front with your students from the first meeting
- Speak slowly and loudly, repeat yourself when necessary (give handouts)
- Discuss the aim (s) of the course
- Explain precisely what your expectations are
- Advertise regular consultancy hours so that your students feel encouraged to approach you for help
- Be friendly and approachable
- Learn their names
- Let them get to know you (name, qualifications, teaching experience etc.)
- Share with your students your experiences in your home country
- Allow students to discuss their ideas with you and to question your own
- Be willing to accept informal behavior, providing an encouraging space in class for casual conversation
- Use all resources possible to make your messages clear
- Show models-essays, reports, presentations which they can refer to
- Smile and enjoy the experience

Do's-cultural issues tips

- Be aware of important cultural differences among your students
- Mind cultural differences in relation to learning /teaching categorized in terms of :
 - Individualism versus collectivism
 - **Individualism** - each student acts on his/her own; interacts with the group to a limited extent
 - **Collectivism**- sees the group as the most important element.
 - Large versus small power distance
 - **Large power distance** - relationships between bosses (teachers) and subordinates (students) is one of dependence.
 - **Small power distance** - consultations preferred, students approach and contradict teachers freely.
 - High versus low uncertainty avoidance
 - **High uncertainty avoidance** - cultures like to employ rules to control ambiguity and uncertainty.
 - **Low uncertainty avoidance** - cultures tolerate various opinions and inconclusive or unsettled discussions. Change accepted easily.
 - Masculinity versus femininity
 - **Masculinity** - values competitiveness, assertiveness, ambition, dominance.
 - **Femininity** - values relationships, submissiveness.
 - Assure women that speaking up in front of the group is appreciated
 - Encourage students to talk about their countries
 - Familiarize yourself with their names, let them teach you how to pronounce them correctly
 - Recognize different types of acculturation to the classroom situation.

Beata Olszewska,
Teacher of English at CLC

DIFFERENCES BETWEEN PUT AND INTERNATIONAL STUDENTS' HOME UNIVERSITIES (students' original spelling)

In France, in my architecture school, all rooms are open all day long so we can go there to work (even informatics rooms) or enter in class to wait our next lesson and not to seat, like here, on the floor of the corridor in front of

the door. During corrections of projects in Poland it's vs the teacher, in France ,everybody can come and listen, give advice, take some notes. As for me ,in Poland studies are more like high school, very strict, in France it's more free.

Nevertheless in Poland most of teachers agree to speak English with Erasmus students, in France it's like 'speak French or don't speak' because nobody wants to do the effort to speak another language.**Martin, France**

At my Polish university we have a lot more tests and laboratories during the semester than at my home institution but there is less actual homework. Also at my home university most teachers are professors while here are almost only doctors. They mainly use presentations for their lectures and on-ly sometimes give further information on the board while my home institution professors use presentations very rarely and use the board a lot to explain equations and give examples. We also have to prepare a lot of homework in Germany and present it on the board during exercises. There is also a difference in the number of courses. In Germany I had a smaller amount of different courses but in general I had two lectures and one exercise for each course while here I only have one lecture and exercise per course and some of the exercises are only every second week. **Marie-Louise, Germany**

QUIZ

BUZZWORDS

Buzzwords are fashionable words or phrases, which often originate in jargon. Choose the right definition for each buzzword. The correct answers are given at the bottom of the page. GOOD LUCK !

1. **WONGA**

a. a fast loan, which is easy to obtain

b. money

c. debt

2. **SPLITSVILLE**

a. the end of a relationship

b. a road which splits a place in two making it difficult for pedestrians to move from one part to another

c. a little, boring town where nothing ever happens

3. **ONESIE**

a. a single person or someone who doesn't like other people's company

b. a one-piece item of clothing made of soft material and covering the arms, legs, feet and body, usually worn for sleeping or relaxing

c. a picture taken of yourself, very often with a smartphone with the intention of putting it on Facebook

4. **JAZZED**

a. very excited

b. confused and disoriented

c. drunk or stoned

5. **WAG**

a. an old, rusty car

b. to be nice to someone like a dog when it's wagging its tail

c. wives or girlfriends of famous footballers, especially from one team

6. **FACEPALM**

a. a person with many zits (acne) on their face

b. a slang expression for someone who goes too often to the solarium and is very suntanned

c. placing your hand flat across your face in order to show that you are frustrated or embarrassed about something

7. **VAPE**

a. a very attractive and seductive woman

b. to breathe into your lungs the vapour produced by an electronic cigarette

c. a young man wearing black leather clothes

8. **BABYLAG**

a. the fear of having a baby and ruining your career, social life, etc.

b. missing a baby in your life and looking for a potential father/mother of your baby

c. a feeling of being very tired because of the lack of sleep caused by looking after a very young baby

9. **FEMIVORE**

a. an elegant, sophisticated woman

b. a man who hates women

c. a woman who looks after her home and family, and grows her own vegetables

10. **FURKID**

a. a pet that a single professional buys to see what it would be like to have a child one day

b. an adjective meaning shy

c. a tailor who specializes in making fur coats

B	C	C	B	C	C	A	B	A	B
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

Dominika Łeska,

Teacher of English at CIC

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