

IN ENGLISH Education

AT POZNAN UNIVERSITY OF TECHNOLOGY



CLC at PUT - circle of sustainable development

The mission of the Centre of Languages and Communication (CLC) at Poznan University of Technology is to provide future engineers with an ambitious and rigorous programme wherein they not only develop their language proficiency, but also perfect their abilities to communicate in the languages they study. Having such a demanding and modern challenge our Centre focuses not only on the students but also on the staff; it organizes numerous conferences, runs a lot of innovating projects, co-operates with experts, prepares and trains academic teachers and develops continuously.

As CLC, we dedicate ourselves to fostering students' progress in the four skill areas - reading, writing, speaking, listening - and developing cultural awareness as they cultivate productive community connections in and outside the University. Through a series of our courses which include general language, LSP, e-learning, soft skills and culture, we prepare students for lifelong enrichment, graduate studies, and entrance into the global work force.

The ways of gaining such innovative and modern goals are worked out and developed during training days, workshops and professional conferences.

Between 6-8 September, 2018, Poznan University of Technology played host to the XV International CercleS Conference titled Broad Perspectives on Language Education in the Globalized World. The conference was organized by the Centre of Languages and Communication at Poznan University of Technology. The plenary talks and main event was attended by representatives of 23 countries from around the world and the conference itself was preceded by a series of pre-conference workshops.

The conference topics revolved around the following areas: adaptation of curricula to the needs of digital natives, the changing role of the teacher (LSP, CLIL), assessment, self-assessment and certification, European projects in higher education, the role of non-governmental organizations in building intercultural awareness, supporting intercultural interactions in students, building communication skills in students, contemporary trends in

language education, preparing students to participate in international programmes, management of language centres, promoting self-awareness and self-discipline in acquiring a foreign language, discovering new paths in glottodidactics, the role of e-learning and new media in language acquisition. A noticeable interest was also given to the idea of the role of language teaching at Universities in a multilingual world. The challenges which academic teachers are currently facing and the effects of globalization and migration were discussed.

The continuously developing world seems to be strictly connected with the idea of creating an engineer of future who will be globally educated, aware of critical thinking abilities, able to identify and analyze problems, construct and evaluate arguments and solutions, communicate with others and begin his/her professional career. Such a model of teaching is promoted by Global Engineers Language Skills (GELS) project which CLC is engaged in. The objective of this project is to enhance our future engineers' language skills in order to prepare them for the in-

creasingly challenging demands of a globalized market.

Staff development day dedicated to GELS took place at Poznan University of Technology on Friday 7th April 2017. The international workshop was organized by the Centre of Languages and Communication in cooperation with the Language Unit at the University of Cambridge. The representatives from 5 countries (Poland, the

United Kingdom, Sweden, Germany and the Czech Republic) gathered in Poznan to analyze the crucial issues of teaching LSP to future engineers.

As described above, CLC through innovative and substantive methods of staff development seeks to promote student understanding of the linguistic, professional, cultural and international subject matters it teaches. Investigating how the

engineers communicate, producing a teaching and learning framework and scenarios and developing user-friendly teaching resources makes CLC a modern and innovative Language Department. It serves as a bridge connecting professional knowledge, language competence, communication abilities and intercultural concerns of a future engineer.

Fulbright scholar

at Centre of Languages and Communication

This year we are privileged to host another Fulbright scholar at CLC. Caroline Ryan, BSc, teaches several classes and helps students develop their speaking skills at Discussion Club meetings.

was also part of an improv comedy group. I'm a big dog lover (my family has a dog named Saffron), and I like to read in my free time. I also enjoy baking, knitting, and of course traveling!

Is it difficult to receive a Fulbright scholarship? What are the advantages of the scholarship?

It is difficult, because it's a fairly well-known fellowship and there are so many great applicants for only a few spots. The scholarship is wonderful, because it allows you the chance to live in another country and engage with their culture and education system with the support of the U.S. government and that country's government. There is a large supporting network of Fulbright grantees, both current and alumni, across the world. The Polish-U.S. Fulbright commission organized an orientation for the grantees in Poland, as well as other meetings that will take place over the year, and provides us the opportunity to attend conferences in other places as well. As a Fulbright grantee, there are a lot of resources and encouragement available to you.

**Can you tell us something about yourself?
What do you like doing apart from teaching?**

I grew up in Connecticut and went to college in Massachusetts, where I studied Chemistry and English. I also had the chance to study abroad at Oxford University in England, which was a dream come true for me since it's the setting of one of my favorite books, Philip Pullman's *The Golden Compass*. In college, I played water polo and

Why Poland?

I have never spent time in Central Europe before, and I was curious to experience life here and see the similarities to and differences from American culture. There were a few things about Polish culture that really resonated with me, like the importance that you place on family and education. My next-door neighbor at home actually grew up in Poland, and speaking to her was a big part of my decision to apply to come here. She spoke very fondly about her childhood, and how welcoming and kind Polish people are (as well as how much she missed the food!).

What do you hope to learn here?

There is so much I have already learned here, and so much I have left to learn - I think I will be constantly learning from my students this year about how to be a better teacher. I'm learning my way around Poznań, but I hope to get better at navigating my way around the city. I have been taking Polish classes at the Politechnika, and I want to learn as much of the language as I can before the end of the year. I also hope to learn more about Polish culture and traditions during my time here.

What did you find the most interesting when you first came to Poland?

I think the architecture, especially in the older parts of the cities I've been to - it's so beautiful and elaborate and totally different from anything I've seen in the U.S. I've also been interested to see some differences between the Polish and American education systems.

What shocked or surprised you the most?

I think the most surprising thing I've experienced so far is just what it feels like to live somewhere that you don't speak the language - of course, before I came here I knew

that not speaking Polish would be a challenge, but that's different from actually experiencing it and it can be a little disorienting. However, I've also been surprised by how helpful people have been to me, even total strangers, when I'm having trouble figuring something out because of the language or just disoriented by being in a new city. Just yesterday, I dropped my debit card without noticing and a stranger chased me down the street to give it back to me!

What is your experience of Poland so far?

So far, I have had a wonderful experience living in Poland. The people I've encountered have been really kind and welcoming, and the country has such a rich culture and history that I feel very lucky to get to experience. I've been able to travel to Gdańsk, Kraków, and Zakopane while I've been here, all three of which are so beautiful and unique, and I'm really enjoying being in Poznań and getting to know the city better.

How did you adapt? Have you had any help settling in?

I think I was able to adapt fairly easily - the Polish-U.S. Fulbright Commission provided us a lot of resources before we arrived in Poland, so I knew what to expect from my transition. They also brought all of the Fulbright grantees in Poland to Warsaw for an orientation. Everyone at the Politechnika has also helped me a lot in settling in here - a big thank you to Liliana Szczuka-Dorna, PhD, and Anna Raulinajtys, PhD, for giving me information and help on my teaching schedule, and to Ms. Karolina Calka for picking me up at the airport and helping me settle in to my dorm, as well as to all of my fellow teachers for being so helpful and welcoming!



Oxford Debate

Centre of Languages and Communication and Volkswagen Poznan Plant cooperation

Oxford Debate defined as a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote, is gaining in popularity not only at Universities but also in Plants and Corporations.

their speeches. The managers are supposed to debate in two teams (A and B) on a topic chosen by the HR Manager according to the rules derived from Oxford-style debating. Group A is going to defend the thesis - The success of a modern enterprise is determined by the focus on financial results and achieving goals, whereas group B will support the idea - The success of a modern enterprise is determined by the focus on people and the development of the company's culture.

The first Oxford Debate organized for Volkswagen Poznan Plant (Board Members and Managers of VW Commercial Vehicles) preceded by a few workshop meetings with academic teachers from CLC was conducted at PUT on November 13th, 2017.

This formal type of argumentation, the intelligent exchange of opinions between the affirmative and the negative sides, enfranchising minority opinions and enlivening communication have persuaded VW Board Members to ask for professional support of CLC academic teachers this year as well.

After the first organizational meeting and the second introductory one, we are now at the stage of workshop meetings with Debate participants, preparing them to

The professional support of CLC academic teachers, who are experts on effective communication, helps the participants to work and practice on logical consistency, factual accuracy, sharpening arguments, body language and some degree of emotional appeal to the audience.

The Debate will be conducted at PUT on December 12th, 2018. The diversity of opinions, experience and personal attitudes towards the same problem within the plant can be either constructive, which is desired, or destructive. The analysis of the arguments and their contradiction makes it possible for a listener to design the final statement based on the broad perspective. Considering the fact that both, the Board Members and the workers, are directly or indirectly involved in the matter of creating the VW enterprise, it is estimated that the Debate will receive a wide recognition.

Meet our **teachers**



Anna Martynow, M.A.

Although teaching has been my passion for the past 15 years, working with students at a university level is an amazing experience. Having lived, studied and taught in several countries, I've had ample opportunity to experience and compare various teaching and learning styles, however the creative energy shared by students who attend Poznan University of Technology is like none other. Our curriculum develops concurrently with the development of technology, so there is no chance for us, teachers, to remain stagnant when it comes to professional development.

Because I conducted laboratory research for several years, it's easier for me to relate to technical students and problems they face during their studies. As a language instructor, I try to look at the material from a

Here is the next instalment of the series presenting the CLC teachers. You may think you know them because you see them every day in classes, but there is always more to learn about the people who teach you.

practical perspective to meet the needs of these future professionals.

Any free time is spent with my two adopted dogs, traversing the countryside around Poznań. I also take active part in fighting for animal rights and in finding homes for abused dogs, which is a cause close to my heart. ■



Małgorzata Jakubowska, M.A.

I have been involved in the process of teaching English for years, most of the time here, at PUT.

However, there must be something that helps you not to get stale in a job,

not to discourage you from what you are doing. In my case it is my interest in art.

I teach English to students of architecture and I believe there is a lot of art in architecture.

One of the ways to broaden my horizons and develop my knowledge of art was attendance in summer short courses. I chose a famous Central St Martins College of Art and Design in London.

I took courses on the history of architecture, interior design, product design, oil painting, fashion styling... Some of them presented a real challenge to me – often to perform tasks I was completely unfamiliar with. I was a part of a creative groupwork, observed quite professional students work and our tutors teach.

I found all this extraordinarily educating for me – like seeing the process of teaching and creation in a different light, from a different angle....■



Język chiński na Politechnice Poznańskiej

Język chiński i kultura Chin cieszą się coraz większym zainteresowaniem wśród studentów i pracowników naszej Uczelni.

45-minutowe zajęcia odbywają się raz w tygodniu – zarówno przed południem, jak i po południu. Prowadzi je pani Tao Zhang z Tianjin University of Commerce, która wprowadza kursantów w skomplikowany system wymowy i pisowni języka chińskiego oraz przybliża tradycje i zwyczaje Chin starożytnych i współczesnych.

Politechnika Poznańska bierze udział w projekcie Nowy Jedwabny Szlak, współpracując z Chińskim Państwowym Biurem Międzynarodowej Promocji Języka Chińskiego HANBAN. Celem projektu jest promocja chińskiej kultury, tradycji i języka.

Centrum Języków i Komunikacji zorganizowało w semestrze zimowym 2018/2019 kurs języka chińskiego dla pracowników i studentów PP. Utworzonych zostało 12 grup;



W zdrowym ciele zdrowy duch!



Pani Tao Zhang z Tianjin University of Commerce, zatrudniona na Politechnice Poznańskiej jako nauczycielka języka chińskiego, prowadzi też dla pracowników Politechniki warsztaty z Tai Chi.

Tai Chi jest nieodzownym elementem kultury chińskiej; bardzo ważną częścią stylu życia Chińczyków. Są to ćwiczenia relaksująco-koncentrujące, które poprawiają funkcjonowanie całego organizmu, a uprawiać mogą je wszyscy – bez względu na wiek i płeć.

Pierwsza edycja warsztatów na PP miała miejsce w semestrze letnim 2017/2018, w czerwcu. Warsztaty są kontynuowane w semestrze zimowym 2018/2019; odbywają się raz w tygodniu, w czwartki, w Centrum Sportu Politechniki Poznańskiej.

Christmas Quiz

1. What is French name of Santa Clause?

- a. Père Noël
- b. Gerard Depardieu
- c. Nicolas Jean-Baptiste
- d. Babbo Natale

2. What name is given to small sausages wrapped in bacon, a staple at a British Christmas dinner?

- a. sticky fingers
- b. rolling toys
- c. dogs in pyjamas
- d. pigs in blankets

3. Who was the star of the Christmas movie Jingle All the Way?

- a. Nicolas Cage
- b. Tom Cruise
- c. Arnold Schwarzenegger
- d. Jackie Chan

4. Which country is the largest exporter of Christmas trees?

- a. Norway
- b. Russia

- c. Indonesia
- d. Canada

5. If you divide the sum of money spent in Ireland to celebrate Christmas by number of people (every single person) in the country, it is approximately

- a. €4,000
- b. €1,000
- c. £1,000
- d. too much

6. The first state in the United States to recognise Christmas as an official holiday was

- a. New York
- b. Alabama
- c. Ohio
- d. Utah

7. For Christmas Jamaicans paint their houses and

- a. throw away old furniture
- b. hang new curtains
- c. get rid of empty containers
- d. plant flowers

8. The Christmas Eve (December 24) is a fasting day; in some parts of Europe children are told if they hold fast until after dinner they'll see

- a. a dancing reindeer
- b. a flying dog
- c. a silver hamster
- d. a golden pig

9. In the UK at Christmas people buy about turkeys.

- a. 1 million
- b. 10 million
- c. 20 million
- d. 25 million

10. The first commercial Christmas card was produced in

- a. 1925 in Chicago
- b. 1875 in Berlin
- c. 1907 in Florence
- d. 1843 in London
- e. unknown place

KEY

- 1. a
- 2. d
- 3. c
- 4. d
- 5. a
- 6. b
- 7. b
- 8. d
- 9. b
- 10. d