

# Education

IN ENGLISH

AT POZNAN UNIVERSITY OF TECHNOLOGY



## ENGLISH MEDIUM INSTRUCTION AT EUROPEAN UNIVERSITIES

14-16 MAY 2020

The final task of NAWA-DEMIS Project, realized by Center of Languages and Communication at Poznan University of Technology (CLC PUT) from 2019 to 2020, will be the EMI International Conference. The conference is scheduled on May 14-16, 2020 at the premises of PUT.

- the application of new technologies,
- students' and academic teachers' evaluation process,
- the issues of interpersonal and intercultural communication at higher education institutions;
- the role and challenges of Polish universities in providing studies in EMI.

CLC has invited prominent specialists from University of Cambridge, European University Viadrina Frankfurt (Oder) and University of Valencia to come and share their knowledge and experience with the conference participants. 100 persons – academic teachers, recognized lecturers – will discuss the issues of EMI (English-medium instruction) in teaching. The main topics include:

- the evaluation of didactic materials,

The conference will be abundant in plenary sessions, workshops and lectures. Consequently, the conference will result in a publication as well as preparation of didactic materials and further projects with LLL. It should be extremely helpful in the process of syllabi and study curriculum preparation as well as in enhancing teaching methods in English.

Welcome to PUT! Save the date!

## Seminar New technologies in foreign language teaching for CLC teachers

All the employees of Centre of Languages and Communication of Poznan University of Technology (CLC PUT) are aware of the importance of learning and teaching methodology. The 2019/2020 academic year started with a seminar on New technologies in foreign language teaching.

On October 11th CLC academics discussed the opportunities and challenges connected with the application of the e-Learning platform Moodle in everyday work. Karol Kamiński, M.Sc.Eng., gave a presentation "Introduction to

the Moodle". The second speaker was professor Krystyna Drożdżał-Szelest, who presented invaluable insight into the methods and requirements of preparing language courses. The final speaker was Krzysztof Olszewski, M.A., who conducted a workshop on creating Moodle courses.

Teaching foreign languages in modern world cannot be limited to grammatical drills and learning vocabulary lists. CLC academics have been introducing blended courses of English, German and Spanish for years making the learning process much more interesting and beneficial for students.

# WELCOME TO POLAND

## - STUDY VISIT IN CAMBRIDGE

WIZYTA STUDYJNA W CAMBRIDGE ACADEMIC TEACHERS WELCOME TO POLAND (Rozwijanie umiejętności komunikacyjnych i językowych w języku angielskim w środowisku akademickim Politechniki Poznańskiej – DEMIS)

The aim of the study visit is the exchange of knowledge, communication and language training, meetings with persons responsible for foreign students' education, meetings with foreign students, meetings with academic staff. A study visit is also an opportunity to learn about the city, its inhabitants, customs, cuisine - a great lesson of interculturalism.

A group of academic teachers from Centre for Languages and Communication at Poznan University of Technology (CLC PUT) participated in a NAWA programme "Welcome to Poland" Study Visit at the University of Cambridge on 15-20 September 2019. Thanks to the visit academic teachers were able to improve their competences related to didactics and expand international scientific contacts.

University of Cambridge, a home to most notable alumni, academics and Nobel prize winners, is the second-oldest university in the English-speaking world. The university comprises 31 autonomous Colleges, one of which became a home for our stay. Christ's College was founded by William Byngham in 1437 as God's House. The college is renowned for educating some of Cambridge's most famous alumni, including Charles Darwin and John Milton.

Every day academics from CLC would meet at Cambridge University Engineering Department to participate in trainings. Thanks to Mrs Nicola Cavaleri and Mr David Tual the first day academic teachers got familiarized with the organization and line of work at Cambridge University at the Centre for Language & Inter-Communication. The following day academics were welcomed with a presentation from the Director of the University Language Centre, Mrs Jocelyn Wyburd. Also Mrs Nicola Cavaleri and Mr Rupert Brown run a discussion on challenges of teaching EMI (English-medium Instruction system that uses English as the primary medium of instruction). Further trainings invo-

lved discussions on Understanding the Millennials and the future generation students (Mr David Tual), Intercultural Communication (Ms Katarzyna Lanucha). It was all concluded by NAWA group meeting on the issues of EMI and ESP.

No visit to Cambridge would be complete without a city tour. And since Cambridge is rich in history, academic teachers spent time walking in Cambridge's narrow streets and market squares. Cambridge's most important landmarks are:

- King's College Chapel,
- Fitzwilliam Museum,
- The Eagle Pub,
- Trinity College Wren Library and many others.

Cambridge is also synonymous with its beautiful green spaces and parks and punting. It is a nice way to see a little more of the city, find out more about its history and pass through its most renowned bridges e.g. The Bridge of Sighs at St John's College or the Mathematical Bridge at Queen's College.

Academic teachers finished their visit with a Pub dinner with our fellow teachers from Cambridge. Here are some of their opinions on the stay:

*"I loved Cambridge atmosphere because it took me back to times where the city was soaked with science and search for the purpose of life"* – Dorota Żarnowska, M.A.

*"Meetings with Cambridge staff academic teachers were inspiring and fruitful"* – Izabela Cichocka, M.A.

*"I liked Cambridge because I could see how history grew into very innovative and inspirational environment for young minds"* – Kinga Komorowska, M.A.

*"Meeting Cambridge staff was motivational; it confirmed the right direction of teaching profile at CLC PUT and gave us a chance to expand our teaching experience"* – Katarzyna Matuszak, PhD.

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# How can you master a language quickly?

Learning a foreign language provides great exercise for our brains. Some people approach it as a daunting task, but some approach it as a project with a deadline. But whatever the approach, experts say it is possible to learn a language relatively quickly. It might sound far-fetched – we all know how complex languages are and how many skills we need to learn. But first we need to focus on basic communication skills and build up vocabulary to ensure a certain degree of fluency. Then you can focus on developing out skills.

**T**he most difficult part is the beginning. Where to turn for help in the initial stages of language acquisition? The best option would be working with a competent teacher. However, if you cannot afford the luxury of having one-on-one classes, you need all the help you can get. There are numerous reliable websites and online tutorials that might help you develop your basic vocabulary. All the inputs you might receive – your teacher, online resources, reading and watching programs in a foreign language – are just the first step to having basic conversations and that means overcoming the largest obstacle – fear of taking risks and making mistakes. The need to speak and communicate is also connected with the topic of how much contact you have with a language you are learning.

Many researchers believe that immersing yourself in a foreign language environment is the way to go. The more contact you have with language – through reading, listening to podcasts, watching videos, talking to native speakers – the faster your progress is going to be. This approach is applied in a number of higher education facilities, for instance in Foreign Service Institute in Washington, DC, which is responsible for language training of US diplomats and US foreign affairs

personnel. Many teachers of the Institute believe that immersion can be ensured by contacts with native speakers and actively encourage their students to open up and start conversations with native speakers around them.

Conversations with language teachers and native speakers have a significant advantage. You can get feedback, comments on your grammar or pronunciation or corrections – and this requires a huge amount of courage and willingness to make mistakes. But in the long run you need to remember that you will benefit from such feedback and become more and more fluent with time.

Whatever your motivation for learning is, be sure to take advantage of all the resources available to you, whether online or in real life. And have the courage to make mistakes and speak – we all know that practice makes perfect.

Based on:  
<https://www.bbc.com/worklife/article/20150302-secrets-to-learning-a-language>

# Christmas Quiz

**1. Which of these companies was the first to use Santa Clause in an advertisement?**

- a) Pepsi
- b) Coca-Cola
- c) Nestle
- d) Cadbury

**2. In December 1897, what did over a million women ask Queen Victoria to shut on Sundays, over the festive season?**

- a) Pubs
- b) Factories
- c) Sweet shops
- d) Churches

**3. What Hollywood macho man played the lead in the 1996 film 'Jingle All the Way'?**

- a) Bruce Willis
- b) Mel Gibson
- c) Arnold Schwarzenegger
- d) Chuck Norris

**4. Before our modern Father Christmas was appropriated for an advertising campaign, what colour robes did he wear?**

- a) Brown
- b) Green
- c) Black
- d) White

**5. Why was December 25th chosen as Christmas Day?**

- a) Other dates were taken
- b) To compete with a pagan celebration
- c) There was a popular vote
- d) To annoy the protestants

**6. How did the tradition of kissing under the mistletoe develop?**

- a) It was associated with the Scandinavian love goddess
- b) By accident
- c) The Vikings liked it
- d) It was commercialized by the Americans

**7. What country did the 'Christmas Eve Flowers' – poinsettias originally come from?**

- a) Spain
- b) Peru
- c) Argentina
- d) Mexico

**8. Which Country gives a Christmas tree to Britain every year**

- a) Norway
- b) Sweden
- c) Finland
- d) Russia

**9. In which country were Christmas trees banned from the early 1920s until 1935?**

- a) France
- b) China
- c) Soviet Union
- d) Japan

**10. In North America, which organisation is always the first to spot that Santa is underway?**

- a) NORAD
- b) DARPA
- c) NATO
- d) FAA

**11. Which Christmas carol was sung by soldiers on both sides of the trenches during the Christmas Eve ceasefire of 1914?**

- a) Jingle bells
- b) Oh come, all ye faithful
- c) Silent Night
- d) Good King Wenceslas



KEY: 1b, 2a, 3c, 4b, 5b, 6a, 7d, 8a, 9c, 10b, 11c.