

**International Conference
on CALL & CLIL
in Foreign Language Education 2019**



11 - 13 June 2019, Trnava, Slovakia

BOOK OF ABSTRACTS



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Edited by: Silvia Pokrivcakova (University of Trnava, Slovakia)

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CALL & CLIL 2019 was organised as part of the project
**KEGA 001TTU-4/2019 "Vysokoškolská príprava nenatívnych učiteľov
cudzích jazykov v národnom a medzinárodnom kontexte"** funded by the
Ministry of Education, Science, Research and Sport of the Slovak Republic.

ISBN: 978-80-89864-18-8

EAN: 9788089864188

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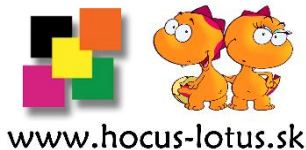


TABLE OF CONTENTS

INTRODUCTION	7
LIST OF AUTHORS	
Avan Kamal Aziz, Czech Republic	9
Khaleel Bataineh, Jordan	10
Ana Đorđević, Serbia	11
Jiří Dostál, Czech Republic	9
Ilina Doykova, Bulgaria	12
Jana Javorčíková, Slovakia	13, 23
Eeshani Kochhar, India	14
Carlos Mario Cardenas Parra, Colombia	15
Anton Pokrivčák, Slovakia	15
Silvia Pokrivčáková, Slovakia	16
Neda Radosavlevikj, Macedonia	17
Francesca Ripamonti, Italy	18
Nizamuddin Sadiq, United Kingdom	19
Stella Spanou, Greece	20
Martina Šipošová, Slovakia	13
Anthony Tassa	21
Xiaojun Wang, Czech Republic	9
James Wilson, United Kingdom	22
Amrutha Bellur Yathish, India	14
Makrina-Nina Zafiri	20
Anna Zelenková, Slovakia	23

INTRODUCTION

Observing contemporary situation in foreign language education in many European countries, including Slovakia, one can realise that there is a frequently occurring paradox: despite the growing availability of foreign language learning and its prolongation supported by local governments, schools and parents, the resulting competence level of learners continues to be below expectations. Several international analyses showed that the problem lies in the quality of language teaching and the resulting lower efficiency and effectiveness of foreign language education in schools.

While searching for best methods and teaching tools, a growing number of teachers and schools are also reaching for content language integrated learning (CLIL) and computer assisted language learning (CALL).

CLIL, as a method integrating content learning with a foreign language competence development, increases the opportunities for natural-like language learning and practice without increasing curriculum time. In Slovakia, the method has been tested through two longitudinal experiments conducted in 2009 – 2014 and 2014 – 2018 under supervision of the National Institute of Education (ŠPÚ) with results clearly favouring the method (especially in the areas of receptive skills and vocabulary). The positive results were supported by results of numerous research projects managed by researchers at both the University of Trnava (Bodorík, Hitková, Pokrivčáková) and University of Prešov (Cimermanová, Sepešiová, Straková).

Computer assisted language learning (CALL) refers to any process in which learners use computers and other means of modern digital technology (smart phones, tablets, MP3 players, consoles) to improve their foreign language competence. CALL includes a wide range of techniques, such as using authentic foreign language digital materials (content of websites, podcasts, video clips, flash-animations, etc.), text-based computer-mediated communication (synchronous and asynchronous), social media, or voice/video conferencing, language-learning online apps or software which include interactive and guided exercises, virtual learning environments, game-based learning tools, etc.

Recent research studies have pointed to the fact that CALL has generally positive impact on learners' language competences. CALL tools can support traditional foreign language teaching in the classroom, as well as provide an effective environment for self-study. As a special benefit, CALL has a potential to reduce learner anxiety by providing individually paced, non-judgmental, and student-centred learning. In Slovakia, the government supports introducing more sophisticated means of CALL into education, however, with questionable results,

mostly due to teachers' resistance and lack of trust. In addition, a complex, nationwide research observation of the existing situation in the application of CALL at Slovak schools is yet to be conducted.

The participants at CALL&CLIL2019 conference came to the historic city of Trnava and shared their experience and knowledge as well as raised problems associated with the use of both teaching methods.

This e-Book of Abstracts consists of the abstracts of papers/posters/presentations which have been submitted for the conference CALL&CLIL2019, later evaluated through a double-blind reviewing process and consequently recommended for publishing.

Editor

IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGY ON DEVELOPING QUALITY OF TEACHING

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Abstract:

Information and Communication Technology (ICT) brings about magnificent improvement in the field of education. It also provides opportunities for making innovations in the process of teaching and learning for the sake of achieving the desired learning in students. The approaches of teaching mainly transformed from the teacher-centered class into the student-centered one, with students actively engaging in learning. The teachers who use ICT are expected to effectively make use of ICT in teaching and learning processes to formulate not only the student's learning performance but also their teaching proficiency. This study aims at, first, demonstrating the effects of ICT on teaching quality development that could enable teachers to improve their pedagogical beliefs and practices. Second, it suggests the factors that result in progressing ICT teacher's teaching quality in educational settings. Qualitative methodology is adopted in this study, the adopted analysis procedure includes a description of Information and Communication Technology, ICT and quality of teaching, the impacts of ICT to improve teaching quality (Benefits of ICT in Teaching Context), factors that result in progressing ICT teaching quality in the educational settings, and conclusions.

Key words: ICT, developing, quality of teaching

**JORDANIAN EFL STUDENTS' OBSTACLES
OF UTILIZING ONLINE LEARNING:
A SURVEY STUDY**

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Abstract:

This study aims at finding out the main barriers preventing students in Jordan from using online learning from their perspective. To achieve this objective, a questionnaire was developed and the validity and reliability of the questionnaire were checked. A simple random sampling was used forming a sample of (400) students. The results indicate that the online learning infrastructure is an immense barrier that obstructs the utilization of online learning at Jerash University. Also, there are statistically significant differences in the barriers that faced students while they are using online learning based on gender and studying year variables in favor of female and students of first year respectively. Moreover, the results of the study revealed that there is an interaction between gender and teaching year variables. Finally, in light of the results, the study recommended that additional efforts from decision makers and teachers should be taken into consideration for the sake of online learning process improvement.

Key words: barriers, online learning, higher education, ICT, Jordan

**THE DIFFERENCES IN THE MUSIC TEST CONDUCTED
IN THE GERMAN LANGUAGE BETWEEN STUDENTS OF
BILINGUAL, PHILOLOGICAL AND SOCIAL SCIENCE – LANGUAGE
STREAMS IN THE FIRST GRAMMAR SCHOOL OF NIŠ “STEVAN
SREMAC”**

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Abstract:

In this paper, the results of testing students of the First Grammar School of Niš “Stevan Sremac” are presented. At the time of the research (school year 2016/17), the fourth year did not have a bilingual class, so the students of the first three years of the bilingual, philological and social-language streams were tested. The paper presents the analysis of the results of testing the students’ knowledge with regard to receptive language skills (reading comprehension) and thematic knowledge in the field of music. The results are presented by year and stream. The results of individual streams are first presented by year, and then they are compared to one another.

The students of all three years were tested with tests which were made for the requirements of conducting this testing based on the curriculum of a given class in the Music course. The testing was not anonymous. The students were asked to state their name, surname, class, GPA, grade in the German course, grade in the Music course, because it is assumed that the success on the tests is correlated with the grade in the German language course, grade in the music course, and the GPA at school.

Key words: bilingual teaching, First Grammar School of Niš “Stevan Sremac”, CLILiG, language competence, music

TEST BANKING IN ENGLISH FOR MEDICAL PURPOSES (ESP)

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Abstract:

Activities and questions to assess knowledge in English for medical purposes were designed to incorporate specific terminology, core vocabulary and grammar items in a computer-based test for bachelor students at Medical University - Varna. During the two-semester study course identification of key lexical patterns, collocations and emphasis on their frequency were the selected strategies for improving student retention and learning outcomes. Medical terms as single-word lexical units with straightforward definitions are easy to learn compared to multi-word terms including a polysemous adjective. In the present paper we concentrate on the process of formation of structures containing attributive adjectives which can be quite a problematic and error-generating area for second language learners. The aim of the present study is to establish a list of terminological units and to incorporate them into testing materials that build up specialized test banks for assessment of language proficiency in English for medical purposes.

Besides specific nouns and verbs, adjectives used in medical texts are not arbitrary. By implementing corpus linguistic tools into test design, the teacher aims at providing an authentic learning environment based on the idea of key words in context, medical collocations and clusters. The analysis highlights some strategic facts about creating teaching resources in ESP such as the adherence to a set of linguistic patterns.

Key words: academic discourse, second language assessment, medical terminology, computer-based tests

STUDENT WIKIPEDIAS: NEW INFORMATION PARADIGMS FOR TRADITIONAL DISCIPLINES

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Abstract:

Teaching “classic” disciplines such as literature and humanities (e.g. cultural studies) in the new millennium inevitably requires new forms and methods since the role and value of information dramatically changed in the last 30 years. Among many, computer assisted learning plays a vital role as students, in the new globalized times of information era, except for contents of learning also need new skills, i.e. metaliteracy and information literacy.

The aim of this study is to describe the case study of Wikipedia-inspired collaborative learning used in cultural studies classes at university level in Slovakia. Wikipedia (introduced by Ward Cunningham in mid 1990s) is a modern “encyclopedia of all human knowledge“. It represents a project engaging global learning community in a unique learning experience integrating the writer(s) of encyclopedia entries and the complex process of gaining, evaluating and presenting information.

Inspired by the collaborative writing-centered philosophy of Wikipedia, a similar project was developed and carried out at a university level. In 2018, 24 B2 bachelor students majoring in English (translation and teaching programs) were co-writing dictionary entries on selected cultural studies phenomena, such as Human rights in the USA, Historical roots for the Affirmative Action, Republican vs. Democratic platforms, Differences in migration waves in the USA, The American Dream in selected literary works, etc. Via university supported web-page (allowing co-editing), 6 groups of pre-instructed students in the course of 3 months created a fully functional and reliable course-materials getting them ready for the final exam. Their product (well-evidenced entries) were no more teacher-centered but had a real-life impact. Moreover, it cultivated students’ information literacy and presenting skills.

The study analyses the role of new media in teaching traditional disciplines in humanities, such as literature and culture. The research analyses productivity, effectivity and hurdles to the effective use of wiki-inspired activities.

Key words: CALL, collaborative learning, group work, information literacy, metaliteracy, Wikipedia

ICT IN CLIL IN INDIA: BUILDING A CASE FOR NATIVIZATION

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Abstract:

In the field of foreign language acquisition, technology has reshaped the processes of knowledge production and transfer, resulting in Information and Communications Technology (ICT)-based teaching and learning in classrooms. The Content and Language Integrated learning (CLIL) approach tried and tested in different countries is seen to use a multitude of ICT tools for successful outputs. CLIL@India is a three-year EU funded project piloting the CLIL approach in India, which being a developing nation is often characterized by insufficient access to and uneven distribution of technology-based infrastructure. During its tenure the project has carried out interventions in four states with four different Indian languages. By exploring the adaptation of the CLIL approach reliant on ICT tools to the Indian education space, the authors highlight the need for nativizing foreign approaches to host contexts. Furthermore, challenges that emerged through the course of the project are discussed with insights and recommendations for the development of a context-specific approach, tailored to suit native requirements bearing in mind the availability of technological resources and capabilities.

Key words: ICT, CLIL, foreign language acquisition, nativization, education, India

CALL AND THE STUDY OF LITERATURE

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Abstract:

The paper is an attempt to theoretically grasp the problems, as well as necessity, of combining the theory and practice of teaching literature at higher education institutions with new trends occurring in digital humanities. The author implies that contemporary information-communication technologies provide almost innumerable possibilities for the studying as well as teaching of literature. The author's main interest is to concentrate on the ontological aspects of the literary - through the concept of electronic being.

Key words: literature, CALL, ontology, electronic being, literary theory, criticism, the literariness

ARTIFICIAL INTELLIGENCE AND CROWDSOURCING IN FOREIGN LANGUAGE EDUCATION

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Abstract:

Linguists and teachers may find artificial intelligence (AI) interesting from several points of view. In linguistics, the use of AI and *natural language processing* (NLP) does not lead only to improved descriptions of natural languages and creation of better corpuses, but also to a deeper understanding of processes operating in human brain during verbal communication, etc. This knowledge is used especially in computer linguistics, for example, in the creation of computer languages, in computer translation as well as in the improvement of communication between a human being and computer (*speech recognition, speech synthesis, etc.*). This paper, however, is concerned with the potential of the application of AI and NLP for the teaching of foreign languages, either within *computer-assisted language learning* (CALL) or outside of it. Attention is first paid to concrete examples of AI use, which provide users with individualised, permanently adaptable in time, support based on the modelling of personal learning curve, functionality of gradual steps, and immediate feedback. Such software/applications may become the effective supporting devices for teachers in their teaching, since they unburden them from time/energy consuming repeated activities (drill) in the classroom. The second part of the paper is an analysis of the software/applications that through their essence, based on intelligent text generation, subvert traditional teaching of languages and point to the need of a deeper change in the philosophy of foreign language education.

Key words: foreign language education, teaching English as a foreign language, CALL, AI, NLP, crowdsourcing

ENHANCING LEARNING AUTONOMY IN AN ESP CLASS BY USING LMS GOOGLE CLASSROOM

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Abstract:

Software management systems are very important technological resources that support learning in Higher Educational institutions. It's very important to find the balance between teaching, learning and management. At South East European University different digital systems were being implemented for over 10 years.

Introducing Learner Management Systems (LMS) helps students improve learning and it makes possible for the teachers to create and deliver course resources and activities so that students can have an access to the course and participate in the online environment using the computer at any time or place. This paper describes the implementation of online teaching resources in two different English for Specific Purposes courses (Public administration and International Communication) by using the software management system Google classroom. The study was conducted with 30 students studying in an ESP course and the aim was to help students develop critical thinking skills, use online resources for class debates, discussions in and outside the classroom by using the (LMS)-Google classroom.

Keywords: E-learning, ESP courses, (LMS) - Google classroom, learner autonomy, flipped classroom, online learners.

WHEN LEARNERS BECOME TEACHERS: A VERTICAL CLIL PROJECT BASED ON PEER TEACHING

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Abstract:

Recent language curriculum reforms in the Italian education policy have focused on CLIL methodology. However, the shortage of qualified subject-area teachers with CLIL prerequisites has frequently impeded the innovation required by the Ministry. Determined to overcome the obstacle we thus oriented towards a CLIL project of peer teaching with students involved in giving lectures on assigned topics and providing support in the form of tutoring.

This study aims at presenting a two years' vertical project where senior students of a scientific high school became content-instructors of junior mentees who, in turn, taught last-year students from nearby middle schools after some disciplinary topics (Art, History, Science, Technology, Social Studies) had been vertically agreed with the students who played the role of novice educators. Constant monitoring and supervision were assured in the different phases of the project by both language and content teachers who cooperated as facilitators, too. Technology played a complementary role, serving as an additional resource for teachers and students. By swapping roles our objectives were both linguistic and pedagogical since we wanted to investigate how students' attitudes towards English communication could improve in this new and reversed CLIL environment. Quantitative analyses and questionnaires all valued the vertical implementation as a powerful way of promoting interaction and motivation.

Key words: CLIL, technology, peer teaching, communication

ARE YOU A MULTILINGUAL SPEAKER WITH MONOLINGUAL OR MULTILINGUAL MINDEDNESS?

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Abstract:

As multilingualism of ELF is contesting monolingual ideology, it is fundamental to look at its role in the multi-linguacultural education setting. Particularly to investigate the stakeholders' orientation of being multilingual speakers who are proponent of monolingual or multilingual mindedness. In other words, are they multilingual with EFL speaker or ELF user perspectives?

The study takes place in the English-Medium Instruction settings in Indonesian Higher Education contexts. Thirty-three teachers from four universities are involved in the study. This research is using ethnographic tools to generate data. Therefore, I am using participant observation, interview, and field-notes as tools.

The preliminary data analysis shows that teachers are mostly influenced by EFL in which monolingual ideology is very hegemonic. They view English as a dominant language and apply for English only policy strictly in their classrooms. This fact clarifies their orientation as multilingual speakers with a monolingual mindedness. However, few teachers view multilingual practices very positively and even, without being aware, they practice translanguaging in their classrooms essentially and naturally.

Key words: English-medium instruction, language ideology, multilingual practices

**USING BLOGS TO ENHANCE THE LITERACY SKILLS OF ENGLISH
FOREIGN LANGUAGE LEARNERS OF A B1 LEVEL:
A CASE STUDY**

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Abstract:

This study focused on the development of writing and reading skills of B1 level learners of English in a private language institute in Athens, Greece with the aid of blogs (a web tool), since Computer Assisted Language Learning (CALL) enhances foreign language learning. To this end, two groups of young learners were formed; the control group which was taught through the traditional coursebook whereas the experimental group was taught through a differentiated approach to language teaching. The differentiated instruction which was applied involved eight teaching sessions in the private language institute. Pre-tests and post-test were administered to both groups in order to evaluate the use of CALL in the improvement of literacy skills. Pre- and post- semi-structured interviews were also conducted with the students of the experimental group to evaluate their attitudes and feelings before and after the instruction. The aim of using blogs, as a web tool, was to enhance collaborative learning and social interaction, since a blogosphere was created. For the purposes of this research, students were involved in process writing by making drafts and writing their posts and in active reading when they read other posts and texts from other web sites.

Key words: Computer Assisted Language Learning, blogs, literacy skills, differentiated instruction, action research, foreign language teaching

STORY-CIRCLE PROCESSES: MINING PERSONAL STORIES FOR DEvised PRODUCTIONS

Anthony Tassa

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Abstract:

This paper introduces participants to techniques originally developed by actor-artist John Oneal of the Junebug Theatre in New Orleans that are utilized in creating devised theatre productions concerning selected themes. It explores story collection processes and exploration of detailed personal stories utilized in developing two theatrical presentations. The student-actors who participated in the implementation of these techniques were a blend of local and expatriate communities in the United Arab Emirates. Discovering one's self, one's history, one's past, as well as one's connection to a viable future were at the forefront of the project. The first theatre piece discussed was presented at the American University of Sharjah in the United Arab Emirates from November 8 through 15, 2016. The piece continued its development until it reopened at the American University of Sharjah First International Theatre Festival on February 2, 2017. The second theatre piece discussed was presented at the American University of Sharjah from November 7-13, 2018, and was remounted for the AUS Second International Theatre Festival on February 4, 2019. The Story-Circle processes are suitable for educators interested in exploring story-collection techniques and translating those techniques into artistic production.

Key words: theatre, culture, story-circle, devising, devised theatre

THE USE OF CORPORA IN SLAVONIC LANGUAGE PEDAGOGY: SOME EXAMPLES FROM TEACHING CZECH AND RUSSIAN TO NATIVE SPEAKERS OF ENGLISH

Dr James Wilson

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Abstract:

Despite advances in technology and the rise in popularity of CALL and innovative resources in EFL teaching, the teaching of the Slavonic languages, especially grammar teaching, at UK Higher Education institutions is grounded in “traditional” approaches. Tutors formally introduce grammar points and support their explanations with drill exercises often bereft of context. In this paper, I highlight the benefits of using corpora and Data-Driven Learning (DDL) in Slavonic language teaching to improve students’ grammatical accuracy and awareness, to augment their vocabulary and to develop their independent linguistic skills. I discuss the application of a blended learning approach, which combines tradition with technology, to help learners assimilate complex grammar points and grasp subtle lexical differences and nuances. Several examples from both Czech and Russian are presented. My focus is on grammar teaching and the use of corpora to support and enhance traditional drill and tutor-centred activities, but I also highlight the benefits of data-driven learning in vocabulary acquisition, with a focus on collocations with which learners struggle due to the influence of their L1.

Key words: corpus, data-driven learning (DDL), Slavonic language pedagogy, blended learning, Russian, Czech

CLIL: CONCEPTUAL DIFFERENCES IN TEACHING “REALIA” TO PHILOLOGICAL AND NON-PHILOLOGICAL STUDENTS

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Abstract:

In Slovakia, modern Cultural Studies of English-speaking countries have been integrated into university curricula since the 1990s. However, there is a fundamental difference in teaching “realia” (i. e. cultural studies, country studies) for philological students via CLIL method and teaching realia for students of business at non-philological (e.g. economic) faculties. While philological students study realia with primary linguistic and cultural goals (i.e. to learn new words, terminology and its context and comparative cultural aspects), business students' goals are market-oriented (that is, they allow successful graduates to function effectively in a culturally-new business environment). This study analyses the theoretical framework and practical implications stemming from differences between the role of the cultural studies phenomenon and its effect upon methodology of all three disciplines in debate – general English for Specific Purposes (ESP), Business English (BE) and Cultural Studies for philological students.

Key words: Business English (BE), cultural studies, culture-wise level, English for Specific Purposes (ESP), language-wise level





Title: **CALL&CLIL2019: Book of Abstracts**

Edited by: Silvia Pokrivcakova (University of Trnava, Slovakia)

1st edition

Published in 2019 by OZ SlovakEdu, Nitra

Available online: <https://www.slovakedu.com/publications/>

ISBN: 978-80-89864-18-8

EAN: 9788089864188