

Programme for the GELS 2023 training event

Wednesday 6th September-Friday 8th September 2023
KTH Royal Institute of Technology, Sweden

Wednesday

- 16:00 Meet and mingle on KTH campus
- 19:00 Dinner in the city centre

Thursday

- 09.00-09.15 Registration
- 09.15-09.45 Introduction to today's theme: *collaboration*
- 09.45-10.30 Group activity
- 10.30-10.45 Break
- 10.45-11.45 20-minute presentations + 10 minutes for Q&A
- Maria Freddi & Jolana Tlukova
Needs analysis in LSP: benefits and challenges
- John Speller
From content user to content creator
- 11.45-13.00 Lunch
- 13.00-14.00 A walk (either through the local woods or around campus)
- 14.00-15.30 20-minute presentations + 10 minutes for Q&A
- Julie McDonald & David Tual
Synchronous telecollaboration: teachers' reflections and students' insights
- Vassilia Kazamia & Kasia Lanucha
Building bridges among GELS students: enhancing collaboration skills
- Katja Auffret & Saulè Petronienè
Intercultural micro-modules and challenges in the ECIU alliance
- 15.30-15.45 Break
- 15.45-16.30 Group activity

Friday

Please see the programme for the LSPHE 2023 event: <https://lsphe.wordpress.com/events/2023-2/>

Languages for Specific Purposes in Higher Education 2023

KTH Royal Institute of Technology
KTH library, Osquars backe 31, 114 28, Stockholm

FRIDAY 8TH SEPTEMBER 2023

8.45 : 9.15	Arrival and registrations, tea & coffee	
9:15 - 9:30	Welcome and introduction LSPHE organising committee	
9.30 - 10.30	Paper session 1A	Paper session 1B
	<i>Embedding ChatGPT in reflective portfolios to promote autonomous language learning</i> Jan Bogdanovic & David Tual, University of Cambridge, United Kingdom	<i>ESPP in language modules for STEM: new paradigms for competent and competitive communication</i> Annalisa Zanola, Università degli Studi di Brescia, Italy
10.30 - 11.00	<i>English C-1: Terms and Concepts of Space – opportunities and challenges of co-teaching a transnational online course</i> Anna Krukiewicz-Gacek, AGH University of Science and Technology, Poland	<i>Using Artificial Intelligence Tools in an Action-Oriented Approach to Teaching English for Purposes of International Communication (EPIC) to Future Engineers</i> Daniel Portman, Azrieli College of Engineering, Israel
10.30 - 11.00	Tea & coffee	
11:00 - 12:00	Paper session 2A	Paper session 2B
	<i>"Attempting the impossible"? On creating a guide to scientific writing in English.</i> Jane Bottomley, Jamie Rinder & Susanna Zeitler Lyne, KTH Royal Institute of Technology	<i>Solving (new) problems with problem-based learning in ESP: insights from a Business English / Technical English module for civil engineers</i> Aleksandra Sudhershnan, Berliner Hochschule für Technik (BHT), Germany
11:00 - 12:00	<i>Teaching English for Tourism by Employing Travel Writing</i> Jasna Potočnik Topler, University of Maribor, Slovenia, & Charlie Mansfield, Independent researcher	<i>Exploring Algerian Pharmacists' Communicative Language Needs</i> Bouchra Brahimi, Blida 2 University, Algeria
12:00 - 13:30	Lunch - including online CercleS session 1.00 - 1.30	

13:30 - 14:30	Paper session 3A	Paper session 3B
	<i>Collaborative online international activities in language courses for engineers</i> Nathalie Kirchmeyer & Kristina Knauff, KTH Royal Institute of Technology	<i>"It's Not Rocket Science!": Introducing EFL learners to scientific English</i> Natassia Schutz & Aude Hansel, Université de Namur ASBL, Belgium
	<i>English for Medical Practitioners: reflections from LSP research and pedagogy</i> Maria Freddi, San Raffaele University, Italy	<i>Promoting critical and ethical use of writing tools through dialogue and reflection</i> Jane Bottomley, KTH Royal Institute of Technology & Brigita Dimavičienė, Kaunas University of Technology, Lithuania
14:30 - 15:00	Tea & coffee	
15:00 - 16:00	Paper session 4A	Paper session 4B
	<i>Assessment Validity in Computer-Assisted High Stakes Tests: The English for Aviation Language Testing System EALTS</i> Tarek Assassi, Biskra University of Mohamed Kheider, Algeria	<i>From A1 to Medical German in three semesters</i> Leonie Van Lierop and Liesbeth Van Vossel, KU Leuven, Belgium
	<i>Can We Transform Our English Communication Syllabus into an Engineering Project?</i> Ismael Arinas Pellón, Universidad Politécnica de Madrid, Spain	<i>Accompagnamento Linguistico : LSP² in a multilingual academic setting</i> Cristina Boscolo, University of Bolzano, Italy
16:00 - 16:30	Closing remarks	

ADDITIONAL INFORMATION AND ABSTRACTS

LSPHE 2023 ORGANISATION COMMITTEE

Jamie Rinder, KTH Royal Institute of Technology
David Tual, University of Cambridge, United Kingdom
Jan-Moritz Bogdanovic, University of Cambridge, United Kingdom
Benoît Guilbaud, University of Sussex, United Kingdom

PARALLEL SESSIONS

Paper session 1A

Embedding ChatGPT in reflective portfolios to promote autonomous language learning

Jan Bogdanovic & David Tual, University of Cambridge, United Kingdom

The advent of artificial intelligence (AI) tools like ChatGPT has introduced a disruptive force in the realm of language learning. While these tools provide unprecedented opportunities for personalized and autonomous language acquisition, they also present challenges, such as unguided and unfocused learning, which can hinder student progress.

Recognizing the potential of ChatGPT, we propose a strategy to capitalize on its capabilities while addressing its drawbacks. By integrating ChatGPT into reflective portfolios, we provide a structured framework that enables students to engage with the AI tool effectively.

The portfolio approach allows students to review materials, receive real-time feedback, and reflect on their learning process, thereby enhancing their language learning autonomy. In this presentation, we will explore the practicalities of implementing this approach, using examples from our practice at the University of Cambridge, and discuss its implications for the future of autonomous language learning.

English C-1: Terms and Concepts of Space – opportunities and challenges of co-teaching a transnational online course

Anna Krukiewicz-Gacek, AGH University of Science and Technology, Poland

European Universities are transnational alliances of universities aiming at promoting interdisciplinary cooperation of academics, stakeholders, and students in the European Education Area. There are now more than 40 alliances. Since 2020, Heinrich Heine University Düsseldorf (Germany), Université Fédérale Toulouse Midi Pyrénées (France), University of Luxembourg (Luxembourg), Luleå University of Technology (Sweden), and AGH University of Krakow (Poland) have been involved in this European initiative and together form the first pan-European space university under the name "UNIVERSEH" ("European Space University for Earth and Humanity").

English C-1: Terms and Concepts of Space is a multidisciplinary UNIVERSEH course developed in cooperation between HHU and AGH and accepted by the UNIVERSEH Academic Council. Students from diverse fields of study from partner universities explore the world of space while improving their professional English for their future studies and employment opportunities. Participants also learn terminology and concepts for fields relevant to the space sector as part of the UNIVERSEH programme (e.g. "space, earth, natural sciences, medicine, humanities") and contribute to the development of an illustrated Dictionary of Space Concepts. As part of the theoretical, introductory framework, students gain some specialised knowledge of linguistics, lexicography, morphology, and the fundamentals of translation, which provides the necessary toolkit for selecting and adding terms to the Dictionary of Space Concepts. Students are given numerous opportunities to practise different text styles, such as interviewing, biographical notes, reports, academic publication styles, and reflection writing. As it is an online course, digital media are endemic in the classroom environment. Synchronous online meetings

are supplemented with asynchronous tasks that help students prepare for class and apply their newly acquired knowledge and skills.

This presentation will first briefly introduce the course and the context in which it was developed. However, the speaker will focus on the reflections of the co-organizer and co-teacher of the course and the lessons learnt from the development and teaching of this innovative international course.

Anna Krukiewicz-Gacek is a senior instructor in English and Director of the Department of Foreign Languages at the AGH University of Kraków, Poland. She completed her Master's degree in English Philology at the Jagiellonian University in Krakow, Poland. She has been developing syllabuses for ESP courses, Academic English courses, and conducting EMI skills workshops for students and academics for more than twenty years. Anna is an author of publications on language teaching and linguistics. Her research focuses on the applications of cognitive linguistics in language teaching and intercultural communication.

Paper session 1B

ESPP in language modules for STEM: new paradigms for competent and competitive communication

Annalisa Zanola, Università degli Studi di Brescia, Italy

EFL (English as a Foreign Language) teaching and training is too often focused on general disciplinary skills rather than the specific professional needs required by the STEM disciplines: therefore, ESPP (English for Special and Professional Purposes, Zanola 2023) is adopted for this area as an innovative theoretical and applied framework. The challenge is to define STEM's specific communicative needs, which are shaped by the constraints of each discipline and influenced by specific methodological approaches and intercultural ways of thinking.

The Author proposes Engineering as an area of application with peculiar academic and professional features. The history of the problem, analysis of specific lexical and syntactic issues, and description of audio and visual aids, together with practical cases and insight into users and contexts are supported by data derived from delivering and assessing EFL at an Italian Department of Engineering. In view of the growing collaboration between universities and the professional world, the data will be analysed to highlight strengths and weaknesses of current EFL activities affected by and adapting to the instability and forced changes that have been implemented due to the Covid pandemic.

Miller, L. (2014). English for science and technology. The Routledge Handbook of Language and Professional Communication, 332-468.

Zanola, A. (2023). La lingua inglese per la comunicazione scientifica e professionale. Carocci.

Using Artificial Intelligence Tools in an Action-Oriented Approach to Teaching English for Purposes of International Communication (EPIC) to Future Engineers

Daniel Portman, Azrieli College of Engineering, Israel

With the recent Council of Higher Education Reform in Israel, tertiary institutes have been charged with moving from English for Academic Purposes (EAP), often limited to reading comprehension to a CEFR-oriented English for Purposes of International Communication (EPIC) approach, emphasising all four modes of communication. To this end, the Azrieli College of Engineering Jerusalem EPIC unit has implemented a scenario-based curriculum, in which students, assuming varying (semi)-professional roles, progress through a series of 'real-life' scenarios with increasing complexity throughout the semester and up four levels. These scenarios are aligned with the genres focused on at each of the levels. Recently, AI tools have been integrated into the curriculum to facilitate spoken interaction and written production. In this talk, I will provide an overview of the action-oriented scenarios in the courses. I will then describe how students prepare for a live interaction simulation by assigning an AI

tool the role of a supportive mentor. Next, I will present a process for the co-generation of texts by students and AI. Throughout, I will highlight the opportunity AI affords both in refocusing emphasis from product to process as well as in providing opportunities for increased practice of 21st-century skills.

Paper session 2A

“Attempting the impossible”? On creating a guide to scientific writing in English.

Jane Bottomley, Jamie Rinder & Susanna Zeitler Lyne, KTH Royal Institute of Technology

LSP teachers working at KTH Royal Institute of Technology have created a guide to scientific writing in English. This is an online resource that aims to raise awareness of what constitutes effective scientific writing.

The guide emerged from interactions between LSP teachers and their students and faculty colleagues on the nature of effective scientific writing in English. As a result, and in contrast to many other university writing guides, the KTH guide is rooted in the typical writing genres and conventions of a technical university, and draws on examples of these to explore sentence structure, punctuation, text flow, and scientific style.

Since its launch, the guide has become an integral part of classroom practice, and it has drawn a number of comments from students and faculty colleagues in anonymized surveys and course evaluations. Our analysis of these comments suggests that users appreciate the focus on scientific writing (as opposed to more general academic writing), but that some struggle to find answers to specific questions.

In this paper, we introduce the guide, present a thematic analysis of the evaluations, and discuss the impact of these on the development of not only the guide, but also on scientific writing practices at KTH.

Teaching English for Tourism by Employing Travel Writing

Jasna Potočnik Topler, University of Maribor, Slovenia, & Charlie Mansfield, Independent researcher

Writing skills are among the four essential linguistic skills in ESP, significant for successful tourism businesses, branding and positioning of destinations, companies, attractions and products - for communicating with various audiences. Teaching these skills is one of the challenges that university teachers of English for Tourism have to perform. One possibility is by employing travel writing techniques. At the University of Maribor travel writing has been used for encouraging and teaching writing skills, research steps and encouraging creativity. In the introductory lessons, students were acquainted with the concept of travel writing, various narration techniques for tourism (i. e. first-person narration, sensory details, languaging, inclusion of small talks with the locals, humour, etc.), and a group within MS TEAMS with supporting materials had been created by the teacher. During the process, students combined research work in the libraries, field work and more specifically, dialogue journaling on the topic of heritage in their MS TEAMS and MS OneNote files. Evaluation of this teaching confirmed that students' writing skills were further developed, and that travel writing can be used as a tool for encouraging research, innovation, creativity, reflection, and identity development whilst simultaneously gaining practical familiarity with ICT, in the form of digital platforms.

Paper session 2B

Solving (new) problems with problem-based learning in ESP: insights from a Business English / Technical English module for civil engineers

Aleksandra Sudhershnan, Berliner Hochschule für Technik (BHT), Germany

Most language educators would agree that the purpose of ESP courses at the tertiary level should be to foster meaningful and authentic communication as well as critical thinking to prepare students for future professional and academic challenges. However, designing tasks that not only meet those criteria but also foster students' intrinsic motivation remains a challenge. In addition, the arrival of AI-based tools such as ChatGPT has complicated matters further, with questions concerning academic integrity and plagiarism taking centre stage and higher education institutions scrambling to respond to this development. In view of this, the use of many traditional tasks used for assessment purposes – from writing summaries and reports to more comprehensive research assignments – is increasingly being called into question. The purpose of this presentation is to outline the potential of problem-based learning, in combination with the use of e-portfolios, to address those challenges, using an ESP module taught to students of civil engineering as an example.

Bio: Prof. Dr. Aleksandra Sudhershnan is Head of the Language Competence Centre at the Berliner Hochschule für Technik (BHT), where she also teaches Business English and Technical English. Her research interests include project- and problem-based learning, learner autonomy, electronic portfolios and flipped learning. She was involved in two EU-funded projects aimed at promoting learner autonomy at the tertiary level (Coaching-oriented Online Resources for the Autonomous Learning of Languages for Specific Purposes and the Language On-Line Portfolio Project). The current project she is involved in concerns the use of electronic portfolios in higher education for assessment purposes and was awarded a "Prüfung hoch III Drei" Fellowship sponsored by Stifterverband für die Deutsche Wissenschaft e.V. (see <https://pruefunghochdrei.de/fellowship/fellows-1-generation/> for more information).

Exploring Algerian Pharmacists' Communicative Language Needs

Bouchra Brahimi, Blida 2 University, Algeria

Communication and foreign language learning have become increasingly necessary to serve learners' and professionals' specific needs within predefined target situations. Teaching English to pharmacists does not receive high priority in the Algerian context. This article reports on Algerian Pharmacists' work-related English language needs. It is an exploratory study that highlights the pharmacists' views towards English language learning and the communicative aspects of the language that should be developed. A questionnaire was administered to 120 Algerian pharmacists enrolled in different workplace contexts (industrial pharmacy, medical sales representation, clinical pharmacy). The findings show that all pharmacists emphasize on the necessity of using the language in various professional settings. Also, most of them experience difficulty in communicating in English. Additionally, written communication skills were assigned first position in language learning. Therefore, it is highly recommended that ESP teachers should consider using the results of the present study to develop course contents that would help pharmacists improve their communication abilities and the language skills required in their professional settings. It is also recommended to provide materials that cover a wide array of language functions related to different pharmaceutical fields.

Paper session 3A

Collaborative online international activities in language courses for engineers

Nathalie Kirchmeyer & Kristina Knauff, KTH Royal Institute of Technology

We want to present an example of how to integrate language for specific purposes (LSP) in language courses for engineers through collaborative online international activities (COIL). These activities are implemented in a flipped classroom (FC) and blended learning format (BL) which gives flexibility and enables online projects. COIL activities are particularly well suited for LSP as it offers a student-owned, authentic and engaging way to practice language skills.

COIL activities can be defined as project-based learning where the context defines the learning tasks. In that way, students develop deep content knowledge: collaboration, communication skills including e-communication, intercultural competence, which prepare them for professional situations. We will share examples based on COIL activities developed in courses of French and German for engineering students, from A2 to B2 levels. By sharing these practices, we hope to inspire other teachers and develop more COIL projects.

English for Medical Practitioners: reflections from LSP research and pedagogy

Maria Freddi, San Raffaele University, Italy

LSP pedagogy needs to be informed by research, e.g. by analysis of course output and feedback, in order to meet the students' language and communications needs (Gollin-Kies et al. 2015). The paper reports on a recent teaching experience with medical practitioners from 29 different specialties, all taking an English language module for scientific communications with an emphasis on Writing in Health & Medicine. It presents the design of the syllabus, some of the genre-based writing tasks done in class and discusses module outputs and students' feedback received at the end of the module, by addressing a number of questions concerning the development of writing skills. Specifically, it tries to answer the following questions: how can e-tools such as specialised corpora be used to promote writing development? How can genre principles be implemented in the LSP classroom and what works best for the medical practitioner? The different sources of data, namely the teacher-designed syllabus, the students' output and feedback are all used to reflect on pedagogy and make suggestions for future improvements to the design of the course and classroom activities.

Gollin-Kies, S., Hall, D. and S. Moore (2015) *Language for Specific Purposes*. London: Palgrave.

Paper session 3B

"It's Not Rocket Science!": Introducing EFL learners to scientific English

Natassia Schutz & Aude Hansel, Université de Namur ASBL, Belgium

The transition from general English to scientific English is not a smooth one for all students starting higher education. In French-speaking Belgium, most students are B1-level learners when they are faced with their first classes and research articles in English. The project "It's Not Rocket Science!" was initiated to help ease this transition. To do so, we devised a learning module focusing on popular science. Concretely, the students were asked to re-explain a concept or phenomenon learned in one of their content classes in a 3-minute video aimed at high school students. To instill motivation, we announced that the best videos would be presented at "Le Printemps des Sciences" (an annual event organized by Belgian universities to promote STEM) so that high school students could vote for the best video. Out of over 100 videos, 6 were selected to be reshot with the help of professionals before being posted online (<https://pds.unamur.be/rocketscience>). In this paper, we explain how this activity was integrated in the curriculum and describe the many learning opportunities such an activity can provide for both learners and ESP practitioners.

Promoting critical and ethical use of writing tools through dialogue and reflection

Jane Bottomley, KTH Royal Institute of Technology & Brigita Dimavičienė, Kaunas University of Technology, Lithuania

Since the launch of ChatGPT in November 2022, there has been intense debate about the impact of AI on teaching and learning in universities (Alkaissi and McFarlane, 2023, Curtis, 2023; Jurgen et al., 2023; Liebreinz et al., 2023; Lund and Wang, 2023). Reactions range from concern, particularly around written assessments and the risk of plagiarism, to acceptance of a new reality, and to excitement at the potential of AI to facilitate and enhance learning. In many ways, the issue is not a new one. There have long been tools available to students who seek help with their writing. Most students will at some

point use Grammarly, or tools in Word/Google Docs/Overleaf/LaTeX, to check grammar, word choice or spelling. This is in addition to more traditional dictionary and thesaurus use, as well as recourse to translation apps. One thing is clear: as teachers, we need to be talking openly with our students about the nature and role of these apps in education. Our project is a step in this direction. Our aim is to promote a critical and ethical approach to the use of all writing aids among students, including ChatGPT, through a process of dialogue and reflection. In this session, we outline this process and present our data analysis based on the work of students in two technical universities: KTH in Sweden and Kauno Technical University in Lithuania.

Alkaissi, H., McFarlane, S. (2023). "Artificial Hallucinations in ChatGPT: Implications in Scientific Writing". *Cureus* 15(2): e35179. DOI 10.7759/cureus.35179.

Curtis, N. (2023). "To ChatGPT or not to ChatGPT? The Impact of Artificial Intelligence on Academic Publishing". *The Paediatric Infectious Disease Journal*. 42(4): p 275. DOI: 10.1097/INF.0000000000003852.

Jurgen, R., Samson, T., Shannon, T. (2023). "ChatGPT: bullshit spewer or the end of traditional assessments in higher education?" *Journal of Applied Learning and Teaching*. Vol. 6 No.1. DOI: <https://doi.org/10.37074/jalt.2023.6.1.9>.

Liebreznz, M., Schleifer, R. Buadze, A. et al. (2023). "Generating scholarly content with ChatGPT: ethical challenges for medical publishing". Published Online February 6, 2023, [https://doi.org/10.1016/S2589-7500\(23\)00019-5](https://doi.org/10.1016/S2589-7500(23)00019-5).

Lund, B. D., Wang, T. (2023). "Chatting about ChatGPT: how may AI and GPT impact academia and libraries?", *Library Hi Tech News*, <https://doi.org/10.1108/LHTN-01-2023-0009>.

Paper session 4A

Assessment Validity in Computer-Assisted High Stakes Tests: The English for Aviation Language Testing System EALTS

Tarek Assassi, Biskra University of Mohamed Kheider, Algeria

The English for Aviation Language Testing System (EALTS) is an internationally recognized test in the aviation industry. It is a high-stakes test designed for the licensure of pilots and air traffic controllers so they can be operational on an international level. The test has been operational in Algeria since 2015. During our usual testing process with Algerian pilots, we have noticed several issues related to test performance that may affect test validity and reliability. The criticality of the issue is raised knowing that the test holds high stakes and is designed for licensure. Through a deep thematic analysis of the data collected from observation, pilots' perspectives, and test feedback, we revealed a number of issues. The computerized listening test seemed to be less user-friendly since some experienced pilots faced issues with the interface and tasks' interactiveness. The absence of dialects and accents posed a problem to pilots since the tasks did not mirror real-life situations in which accents play a major role in communicative issues onboard. These issues and more may jeopardize the authenticity of the test, which eventually leads to losing test validity and credibility in a sensitive field.

Can We Transform Our English Communication Syllabus into an Engineering Project?

Ismael Arinas Pellón, Universidad Politécnica de Madrid, Spain

As a result of language knowledge requirements for our students, English teaching at the Universidad Politécnica de Madrid had to shift its syllabus focus towards communicating in English for professional and academic purposes. More recently, the COVID pandemic has altered the study habits of our students and their attendance rates. Obviously, we must adapt and evolve. This presentation will discuss the design of a new in-class task-based syllabus. This new syllabus has to combine contents with the following six constraints: groups of around 70 students, 65-minute teaching units, progressive

assessment, a lack of permanent staff, course face value for students, and the irruption automated writing software. The evolution here considered could be from units centred on four communication areas (basic concepts, projects, academia, and job hunting) towards two parallel, co-dependent processes: communication strategy-teaching tasks and the application of those strategies to an engineering project. Those strategies range from selection of information sources and avoiding plagiarism to structuring persuasive texts or describing the problems solved in a project. Hopefully, those who have faced similar transformations may share their insights and comments at the end of the presentation.

Paper session 4B

From A1 to Medical German in three semesters

Leonie Van Lierop & Liesbeth Van Vossel, KU Leuven, Belgium

KU Leuven Language Institute (ILT) sets up language courses for students of the various university faculties, for staff members and externals. The challenge for teachers lies in designing course materials and lessons adapted to the field of study, the heterogeneity in terms of language level and the required professional skills of the target audience. The example case that Leonie Van Lierop and Liesbeth Van Vossel would like to present is Medical German for medical master students intending an internship and/or career in a German-speaking region. To prepare this group of students for their internship in surgery, gynaecology or internal medicine in three semesters, the teaching team developed a language course based on three pillars:

- 1) practice-oriented course materials and lessons, based on a needs analysis by the language teachers (interviews with doctors and in-hospital-observations in Eupen and Aachen).
- 2) blended learning with the digital platform PLADO (PLAttform Deutsch Online) that, on the one hand, is used across faculties for German to teach topics of basic grammar based on the flipped-classroom method and, on the other hand, has a zone per faculty for content-specific exercises and interaction.
- 3) tandem language learning between a German-speaking student and a Flemish medical student. This win-win enables exchange both linguistically and culturally.

Accompagnamento Linguistico : LSP² in a multilingual academic setting

Cristina Boscolo, University of Bolzano, Italy

What happens when the need to cater for the specificities of LSP teaching in the academic environment is situated in a trilingual setting? Is LSP then necessarily the sum of single and separate LSP teachings? Accompagnamento Linguistico (AL), and more precisely Accompagnamento Linguistico für Anatomie, Physiologie und Tiergenetik, is the denomination of a small scale bottom-up project meant to provide a bilingual realization of LSP teaching (Italian, German), while exploiting the course participants' linguistic potential.

The project (2019-2021), the specificities of its context and the choices that determined AL design, as well as its integration of study skills in the disciplinary course are the focus of the paper that presents how the project - fruit of the collaboration between a German animal scientist and Italian language instructor at the University of Bolzano-Bozen (Italy)- has attempted to provide an answer to the challenges of plurilingual teaching in a trilingual institution of higher learning.

Maria Cristina Boscolo (M.A. in Modern Languages and Literatures, University of Venice; PhD in African Philology, University of Mainz) is currently working for unibz, the University of Bolzano, as Italian language instructor. She has a long experience in teaching Italian L2/FL and Italian for specific purposes in numerous institutions of higher learning, particularly in Germany. Her areas of interest include multilingualism and language policy; motivation and foreign language learning; neurodidactics and brain-based language teaching; informal/non-formal foreign language acquisition.