

Effective teaching methods meeting students' preferences in the acquisition of business English at non-philological universities

Anna Klimentova¹

Katarina Klimentova²

Constantine the Philosopher University in Nitra

RESUMO

De ano para ano, as demandas para dominar línguas estrangeiras estão aumentando não apenas na Eslováquia, mas também noutros países europeus e no resto do mundo. Isto tem que ver especialmente com a aquisição de vocabulário específico de uma dada área. A necessidade do seu domínio é comprovada pelo desenvolvimento contínuo em quase todos os campos da atividade humana. Portanto, é necessária uma atenção especial à aquisição de vocabulário específico de disciplinas na educação em universidades não filológicas, que preparam especialistas em diferentes campos da ciência, tecnologia e indústria. O artigo trata da importância e dos métodos de ensino e aprendizagem de línguas estrangeiras na universidade, com foco no vocabulário específico da matéria. A principal ferramenta de investigação é um questionário, que foi distribuído entre os alunos do 2º ano da Faculdade de Economia e Gestão da Universidade Eslovaca de Agricultura em Nitra, Eslováquia. As perguntas do questionário visavam determinar as preferências dos alunos em relação à aprendizagem do inglês para negócios. Com base nos resultados do questionário, escolhemos os métodos de ensino que motivariam os alunos e facilitariam a aquisição do inglês para negócios (por exemplo, ensino comunicativo de línguas, abordagem lexical, ensino de línguas baseado em tarefas, apresentações orais, etc.).

Palavras-chave: Ensino e aprendizagem de línguas estrangeiras; Métodos de ensino; Vocabulário específico; Universidades não filológicas.

ABSTRACT

From year to year, the demands to master foreign languages are increasing not only in Slovakia but also in other European countries and the rest of the world. This relates especially to the acquisition of subject-specific vocabulary. The need for its acquisition is proved by the continuous development in almost all the fields of human activity. Therefore, special attention to the acquisition of subject-specific vocabulary is required in education at non-philological universities, which prepare specialists in different fields of science, technology and industry. The paper deals with the importance and methods of foreign language teaching and learning at university with the focus on subject-specific vocabulary. The main research tool is a questionnaire, which was distributed among 2nd year students studying at the Faculty of Economics and Management of the Slovak University of Agriculture in Nitra, Slovakia. The questions in the questionnaire were aimed at determining students' preferences concerning the acquisition of Business English. Based on the results of the questionnaire we chose the teaching methods which would motivate students and facilitate the acquisition of Business English (e.g. Communicative language teaching, Lexical approach, Task-based language teaching, Oral presentations etc.).

Keywords: Foreign language teaching and learning; teaching methods; Subject-specific vocabulary; Non-philological universities.

¹ E-mail contact: aklimentova@ukf.sk

² E-mail contact: katarina.klimentova@uniag.sk

1. Introduction

One of the policies of the European Union (EU) is the language policy which is based on respect for linguistic diversity in all Member States and on the creation of an intercultural dialogue throughout the EU. In order to put mutual respect into practice, the EU promotes the teaching and learning of foreign languages and the mobility of every citizen through dedicated programs for education and vocational training. Foreign language competence is regarded as one of the basic skills that all EU citizens need to acquire in order to improve their educational and employment opportunities (European Parliament, 2017). Therefore, promoting foreign language learning is considered to be a must.

In the last decades foreign language teaching and learning has reached greater importance. This is the result of socio-economic development marked by the needs of international communication and cooperation, the mutual exchange of information among professionals and specialists from different fields of science and technology as well as by the demands of labour market. The professionals, who are able to communicate and process the information in their mother tongue and foreign languages, are highly required by companies. As a consequence of this situation, the interest in the study of foreign languages for specific purposes increases significantly and the activity of teachers in its teaching is becoming more complex and specialized.

The students want to take advantage of the teaching and learning processes to develop activities related to their professional future and are willing to learn new terms in their area of expertise. To acquire new terminology effectively, it is necessary to meet students' needs and to design a syllabus aimed at developing and improving different language skills in a specific context. At the same time, the knowledge of students' preferences and techniques they use in foreign language learning and communication makes it easier for a teacher to select appropriate methods when teaching subject-specific vocabulary.

The paper presents the results of the questionnaire, whose objective was to determine students' preferences in the acquisition of Business English in order to select the most appropriate teaching methods, which would meet students' needs as well as the objectives of the teaching and learning process of the language for specific purposes at non-philological universities.

2. Teaching and Learning Process of the Language for Specific Purposes

Vidal and Cabre (2004, p. 897) state that the objective of the teaching and learning process of the language for specific purposes is that a particular individual or a group acquires a certain knowledge of the functioning of specific aspects of the languages related to different areas of expertise. Moreover, they learn to act and express themselves appropriately in specific situations and improve their knowledge of a particular field of science and technology.

In the teaching and learning process of the language for specific purposes, teachers must correctly define what lexical content should be the subject of teaching, since general communication should be facilitated while achieving a specific communicative competence that improves the productive and receptive skills necessary to perform in a specific professional field (Alcazar, 2000, pp. 42-44).

Subject-specific vocabulary is one of the essential components of any course on language for specific purposes. It is used to provide oral or written communication within a particular field of science and technology, and is always accompanied by accuracy and precision, which are characteristics of the scientific, technical and professional fields it refers to (Gomez Molina, 2003, p. 86). To acquire it effectively, it is necessary to use several teaching methods and be familiar with students' preferences and needs.

3. Teaching Methods

The effectivity of the teaching and learning process depends on the correct setting of objectives and syllabus as well as on the ways used to achieve these objectives, i.e. an appropriate choice of teaching methods, organizational form and material means available to the teacher. The *teaching method* is a kind of "tool" that "guides the teacher" on how to proceed in the teaching and learning process so that previously set educational goals are met (Petlak, 1997, p. 108).

There are several definitions of the teaching method in the academic literature. Skalkova (1999, p. 166) understands the teaching method as: "[...] ways of intentionally organized activities of teachers and students towards set goals." In terms of the main factors and conditions of the teaching process, the teaching method

can be defined as an organized system of teaching activities provided by teachers and learning activities of students aiming at achieving set educational goals (Manak & Svec, 2003, p. 23).

In the real teaching process, different teaching methods are applied simultaneously and are mutually interconnected, i.e. they are not separated from each other. Teaching methods can be changed and replaced several times during the lesson. It is important that their choice is thoughtful and not accidental.

Students' preferences influence a lot of teaching methods used in lectures. Therefore, firstly, we should be familiar with their preferences and only then it is possible to choose and use an appropriate teaching method to meet the objectives of the foreign language teaching and learning process.

4. Data Methodology

In December 2018, a survey was conducted at the Faculty of Economics and Management of the Slovak University of Agriculture in Nitra (FEM SUA in Nitra) by the authors of the paper. The main tool used for collecting information about students' preferences for learning Business English was an anonymous questionnaire. The questionnaire was distributed among 114 second year students in Nitra from December 2018 to February 2019. All students participating in the survey studied English at the Department of Languages of the FEM SUA in Nitra. The objective of the questionnaire was to determine and analyse students' preferences in the acquisition of Business English. It consisted of six parts (A-F) containing different activities related to the development of basic learning skills. Students could choose only one answer in each part of the questionnaire, i.e. they could indicate the most common activities they do when acquiring new vocabulary.

5. Results and discussion

Based on the collected and processed data, we obtained the following results related to individual parts of the questionnaire.

The items presented in Table 1 are related to the activities that facilitate the process of remembering new words in the most effective way. It can be observed that common activities when learning new subject-specific vocabulary are preferred: 26.32% of students create associations between a new word with those they already know and 21.05% of them often repeat new words. Other students (15.79%) can remember without any problems the page where a new word is mentioned or where they saw it or heard it for the first time. We can assume they have a visual memory and that is why they learn better and faster what they can see or read. The same number of students prefers to group a new word together with words, which are somehow similar to each other. On the other hand, none of the students uses rhyme to remember a new word. It is not surprising because this activity is almost not used in the teaching and learning process of subject-specific vocabulary neither in the mother tongue nor in a particular foreign language at non-philological universities.

The preference for commonly used activities can be also seen in the part B of the questionnaire (Table 2). 26.32% of students read a story more times until they clearly understand it and 21.05% of the respondents use a dictionary when they read English texts. Students often pick up new vocabulary by watching TV or listening to the radio (21.05%). It is very positive that students try to think in English (10.53%). Nevertheless, only 5.26% of the students take notes in English. This activity should be applied more often on English lessons as it contributes to the practice of thinking in English.

Table 1. The most effective ways to remember new subject-specific vocabulary

Part A (group similar words, create word associations, make visual and mental associations, revise new words etc.)	Number of respondents	%
1. I create associations between a new word and those I already know.	30	26.32%
2. I often repeat new words.	24	21.05%
3. I group a new word together with words, which are somehow similar to each other (e.g. clothes, colours etc.).	18	15.79%
4. I use a rhyme to remember a new word.	0	0.00%
5. I remember a new word by creating a mental image of it or by drawing it down.	6	5.26%
6. I visualise mentally how to write a new word.	12	10.53%
7. I remember the page where a new word is mentioned or where I saw it or heard it for the first time.	18	15.79%
8. I use flashcards in which I write a new word on one side and its definition or any additional information about it on the other one	6	5.26%

Source: Authors' own results (2019)

Table 2. The use of mental processes

Part B (repeat new words, use familiar words in new sentences, take notes, summarize and make comparisons etc.)	Number of respondents	%
1. I try to imitate the way native speakers express themselves.	9	7.89%
2. I read a story or a dialogue more times until I clearly understand it.	30	26.32%
3. I use familiar words in new sentences.	9	7.89%
4. I watch TV, listen to the radio etc.	24	21.05%
5. I try to think in English.	12	10.53%
6. I use a dictionary while reading English texts in order to understand them.	24	21.05%
7. I take notes in English during English lessons.	6	5.26%

Source: Authors' own results (2019)

The results presented in Table 3 show that students try to express themselves in all possible ways to keep communicating in English. They use synonyms or rephrase what they want to say (42.10%). Other students make use of gestures and mimics to facilitate the comprehension of what they want to say (15.79%) or ask directly a person they are talking to how they could express themselves correctly without knowing a particular word (13.16%). As to the reading comprehension, they try to deduce the meaning of the word from the context (13.16%) and do not translate every word into Slovak when reading English texts (10.53%). This is a very positive finding because, in general, Slovak students are not willing to communicate on English lessons. We suppose this could be the consequence of the way in which the foreign language teaching and learning process is managed at secondary schools as a lot of students confess that the emphasis is put mainly on grammar exercises and speaking is a marginal means of foreign language acquisition. Therefore, at the beginning of the semester the students are usually forced to talk by being asked direct questions. This issue is continuously improving by implementing effective teaching methods aimed at developing communicative skills, and after few lessons the students start the conversation with the English teacher on their own.

Table 3. The ways to compensate the mistakes while acquiring new subject-specific vocabulary

Part C	Number of respondents	%
(make use of all possibilities that may help understand what a student reads or hears, use synonyms or gestures and mimics to be understood etc.)		
1. I try to understand the text without translating word by word into Slovak.	12	10.53%
2. If the word does not come to my mind while talking, I use gestures and mimics to explain what I want to say.	18	15.79%
3. If I do not know the word, which I need to express myself, I as the person I am talking to how I can express what I want to	15	13.16%
4. When reading English texts, I do not consult every word, which is not familiar to me.	15	13.16%
5. When talking to somebody, I try to foresee/predict what the other person is going to say.	6	5.26%
6. If I cannot think of an appropriate expression, I use similar words, or I describe what I want to say.	48	42.10%

Source: Authors' own results (2019)

The statements in the part D of the questionnaire (Table 4) are related to the organization and evaluation of the acquisition of new vocabulary. It can be seen that the students are aware of the mistakes they make, and they try to avoid them (36.84%). Based on our teaching experience, self-assessment and self-evaluation are very important: if you know what you want to achieve, how you want to do it and you set your goals, you feel more motivated and learning is more effective. However, only 5.26% of the students try to improve their level of Business English and very few of them (2.63%) spend the majority of their free time on learning subject-specific vocabulary. Whatever the reason for their attitude, they should take into account the importance of mastering foreign language for specific purposes and spend more time studying Business English. Moreover, we think that the teacher should motivate their students by using various teaching methods and in this way facilitate the acquisition of new words. On the other hand, it may be observed that many students pay attention to someone speaking English (34.22%) and they are willing to speak in English and look for people to practice it (18.42%). Both findings may be considered as a natural motivation for practicing English.

Table 4. Organize and evaluate the acquisition of new subject-specific vocabulary

Part D	Number of respondents	%
(set objectives, identify one's own learning needs, revise new vocabulary, practise English on and outside the lectures, evaluate the progress in learning etc.)		
1. I am concerned of my own mistakes and I try to avoid them.	42	36.84%
2. I am always attentive when somebody speaks English.	39	34.22%
3. I try to improve my way of acquiring new vocabulary: I read books, I discuss my opinions on learning with other classmates.	6	5.26%
4. I spend all my free time on learning English.	3	2.63%
5. I look for people to speak and practise English with.	21	18.42%
6. I often think about my improvement in learning Business English: I try to find out what I know and what I do not.	3	2.63%

Source: Authors' own results (2019)

The items in the part E of the questionnaire (Table 5) are related to the emotions, which are revealed when studying Business English. Concerning obtained results, it can be stated that the students are nervous and do not feel comfortable when speaking English (23.69%) but only 2.63% of them share their moods with other students. It is natural that they feel this way since English is not their mother tongue and that is why they are insecure when they want or have to use it. However, as it is generally known, the communication is one of the best ways to learn a foreign language, so it is important to overcome these feelings and speak as 31.58% of students do. According to the results, another factor that plays an important role in the acquisition of new subject-specific vocabulary is the study environment (28.95%). An appropriate study environment contributes to better concentration of students and in this way facilitates the acquisition of new subject-specific vocabulary. In the last part of the questionnaire (Table 6), the statements about cooperation with classmates are presented. We can observe that students want to communicate effectively: they ask if they do not understand what the other person is saying (52.63%) and want to be corrected if they say something wrong (26.32%). It is interesting that students prefer to work in small groups in the English lesson (15.79%), but outside the class they prefer to study individually: very few students revise gained knowledge (2.63%) or study for the exam with their classmates (2.63%). According to the results presented in Table 6, none of the students speak English with their classmates. This finding refers to the communication among classmates outside the English class, as the main objective of teaching of the language for specific purposes is to develop communication in order to contribute to an effective acquisition of the subject-specific vocabulary. Communication is one of the main tools implemented in lectures on Business English (e.g. role-play, case study, dialogues etc.).

To sum up the obtained results, it can be stated that students prefer the following activities when acquiring Business English:

- creating associations between a new word and those they already know (26.32%);
- reading story or a dialogue more times to understand it (26.32%);
- using similar words or descriptions if they cannot think of an appropriate expression while talking to somebody (42.1%);
- trying to avoid mistakes they are concerned about (36.84%);
- doing their best to speak English even if they are afraid of making mistakes (31.58%);
- asking the person, they are talking to speak slowly or to repeat what they have just said in case they do not understand (52.63%).

Table 5. Controlling of emotions

Part E	Number of respondents	%
(overcome the anxiety, motivate oneself not to give up, pay attention to feelings a student has while studying and talk about them with other students etc.)		
1. I feel anxious when I speak English, but I try to be relaxed.	27	23.69%
2. Although I am afraid of making mistakes, I do my best to speak English.	36	31.58%
3. If I achieve good results, I reward myself in some way.	9	7.89%
4. I often observe if I feel anxious or stressed when studying English.	6	5.26%
5. I share with my classmates our feelings when studying English.	3	2.63%
6. I look for the best conditions for studying English: a silent place etc.	33	28.95%

Source: Authors' own results (2019)

On the other hand, some activities presented in the questionnaire were selected by very few students or none of them showed their preference for that particular way of acquiring subject-specific vocabulary:

- using a rhyme to remember a new word (0%);

- taking notes in English during English lessons (5.26%);
- trying to predict what the other person is going to say when talking to somebody (5.26%);
- spending all their free time learning English (2.63%);
- sharing feelings about studying English with classmates (2.63%);
- speaking English with classmates (0%).

Based on the results of the questionnaire we suggest the following teaching methods that can help students in the acquisition of subject-specific vocabulary, particularly in Business English:

1. *Communicative language teaching (CLT)* is explained by Richards (2006, p. 2) as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching sets as its goal the teaching of communicative competence that includes the following aspects of language knowledge:

- how to use language for a range of different purposes and functions;
- how to vary the use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication);
- how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations);
- how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies) (Richard, 2006, p. 3).

The type of classroom activities proposed in CLT also implies new roles in the classroom for teachers and learners. Learners have to participate in classroom activities that are based on a cooperative learning rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks. They are expected to take on a greater degree of responsibility for their own learning. Teachers have to assume the role of a facilitator and monitor rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher has to develop a different view of learners' errors and of her/his own role in facilitating language learning (Richard, 2006, p. 5).

2. *Task-based learning (TBL) or Task-based language teaching (TBLT)* "offers an alternative for language teachers, in which the teacher does not pre-determine what language will be studied. The lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it" (British Council, n.d.).

Willis and Willis (2007) state that TBL or TBLT is an approach in which learning revolves around the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication.

In a task-based approach, learners learn by doing. Task activities are usually rich in language, involving a wide variety of language areas, as well as all the skills: reading, writing, listening and speaking. By definition, a task must involve the processing of information, and some kind of communication or interaction. Moreover, a task can be something that you do alone, or that you do with someone else or in a group (Net languages, 2017).

3. *Making oral presentations* is one of the important components of an English course as it develops students' oral presentation and public speaking skills. Concerning the findings presented in the *PIMLICO project* (European Commission, 2011), asking students to give presentations gives the following benefits: it gives the presenting student a good opportunity to practice unaided speaking; it gives the other students good listening practice; it increases the presenting student's confidence when using English language; it can be a good diagnostic and assessment device; it can be good practice for the real situation when students may actually need to give presentations in English in their professional lives and it is an excellent generator of spontaneous discussion and/or essay topics.

University students will need the skills of presenting information and conducting briefings in their future work. Therefore, they should be taught to give instructive and demonstration speeches and presentations followed by discussions. Moreover, these are the basic types of presentations to teach to students at non-philological universities, since they are simple and their more immediate structures lend themselves for use even to the students with the language knowledge of pre-intermediate or intermediate levels (EU Commission, 2011).

4. *Project-based approach* is an instructional approach designed to give students the opportunity to develop knowledge and skills through projects set around challenges and problems they may face in the real world. It refers to a set of teaching strategies that enable teachers to guide students through in-depth studies of real-world topics. The study may be carried out with an entire class or with small groups of students. Projects typically do not constitute the whole educational program; instead, teachers use them alongside systematic instruction and as a means of achieving curricular goals. They have a complex but flexible framework within which teaching, and learning are seen as interactive processes. When teachers implement the approach successfully, students feel highly motivated and actively involved in their own learning, leading them to produce high-quality work and to grow as individuals and collaborators (The Project Approach, n.d.).

The Project-based approach was introduced into English as a second language (ESL) education as one way to reflect the principles of student-centred teaching. Organizing projects is seen as an effective way to teach language and content simultaneously, in that the use of projects provides a direct link between language learning and its application. At the same time, it creates opportunities which allow students to develop their abilities in the target language by interacting and communicating with each other and with native English speakers (Becket & Slater, 2005).

5. *Lexical approach* is a way of analyzing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The units are words, chunks, formed by collocations, and fixed phrases (British Council, n.d.).

The term lexical approach was introduced by Michael Lewis in his work *The Lexical Approach*, who observed that “language consists of grammaticalized lexis, not lexicalized grammar” (1993, p. 25). In other words, the basic concept on which this approach rests is the idea that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks. Students are taught to be able to perceive patterns of language (grammar) as well as have meaningful set uses of words at their disposal when they are taught in this way.

In the lexical approach, instruction focuses on fixed expressions that occur frequently in dialogues, which Lewis (1993) claims make up a larger part of discourse than unique phrases and sentences. The effectivity of this approach lies in that the students would be able to learn, which words are connected in this way and are expected to learn the grammar of languages based on recognizing patterns in words. In other words, the teaching and learning process is not focused on sentence grammar (at least until post-intermediate levels) but the emphasis is put on the word grammar (collocation and cognates) and text grammar (suprasentential features) (Lewis, 1993).

6. *The use of mass media* to teach language in authentic context represents a double challenge for language teachers. Media give learners access to authentic language utilized in real life and can connect students to an authentic audience. If the students never get to actually use their language skills, they can quickly lose their motivation to learn. Language media like authentic videos or audio apps can open up an audience of native speakers with whom they can communicate (Clark, 2013). To sum up, this experience gives much more credibility to the value of language learning than when only somewhat artificial conversations take place in a classroom.

According to Oroujlou (2012, p. 24), media language “is true to life and is an important source of information about the society and culture of a target language. This can provide good opportunities for language teachers and learners and provide necessary input in language classes and enhance the linguistic and communicative competence of the learners”. Bell (1995) states that there are four practical and principled reasons for why media language has always attracted the attention of linguists, particularly applied linguists and sociolinguists. Firstly, the media provide an easily accessible source of language data for research and teaching purpose. Secondly, the media are important linguistic institutions. Their output makes up for a large proportion of the language that people hear and read every day. Their use reflects and shapes language use and also attitudes in a speech community. The next reason is the ways in which the media use language. These include how different dialects and languages are used in advertisements, or how radio personalities use language to construct their own images and their relationships to an unseen, unknown audience. Finally, the media are important social institutions. They are crucial presenters of culture, politics, and social life. They are very powerful in shaping public opinion and reflecting issues a particular community deal with.

Conclusions

Concerning the above presented findings, we can conclude that in the teaching and learning process of the subject-specific vocabulary it is necessary to consider the development of language skills related to the level of the speaker and to make integration of language content and communication skills. At the same time, it is necessary to take into account the real and specific needs of the student. This last aspect is one of the most significant in the planning of foreign language classes.

The teacher of a foreign language for specific purposes must provide students with the acquisition of lexical competence that allows them to improve their communicative expectations. This objective is fulfilled more easily when students' learning preferences and strategies are known: their knowledge contributes to an effective acquisition of subject-specific vocabulary by students and, at the same time, it facilitates the teacher's selection of appropriate methods for the teaching of subject-specific vocabulary. Using a variety of teaching methods, the teacher will make learning more enjoyable, interesting and entertaining both for students and themselves, and will significantly contribute to the improvement of the quality of foreign language teaching and learning.

References

- Azevedo, A., & J. Azevedo (2018). *Handbook of research on e-assessment in higher education*. Porto: IPP. DOI: 10.4018/978-1-5225-5936-8.
- Decreto-lei n.º 74: *Graus e diplomas do ensino superior* (24 de março 2006). Republicado no anexo ao Decreto-Lei n.º 115/2013, 2006.
- Dias, G. et al. (2015). *Os estágios curriculares e o seu impacto na empregabilidade dos licenciados*. Aveiro: UA Editora. ISBN 978-972-789-443-7.
- Saltikoff, N. (2017). The positive implications of internships on early career outcomes. *NACE Center for Career Development and Talent Acquisition Journal*.
- Silva, P., Lopes, B., Costa, M., Melo, A., Paiva, D., Brito, E., & Seabra, D. (2018). The million-dollar question: can internships boost employment? *Studies in Higher Education*, 43(1), 2-21. DOI: 10.1080/03075079.2016.1144181.
- Squarzone, A, & Soeiro (2018). Guidelines and reference points for the design and delivery of degree programmes in civil engineering. *Tuning – CALOHEE*.
- Veja y de la Fuente, A, & Oliveira M. (2018). *Relatório de avaliação do processo ensino / aprendizagem: inquéritos aos novos estudantes*. Conselho Pedagógico do Instituto Superior de Engenharia do Porto.
- Alcazar, E. (2000). *El inglés profesional y académico*. Madrid: Alianza Editorial.
- Beckett, G. H., & Slater, T. (2005). The Project framework: a tool for language, content, and skills integration. *ELT Journal*, 59(2), 108-116. <https://doi:10.1093/eltj/ccj024>
- Bell, A. (1995). Language and the media. *Annual Review of Applied Linguistics*, 15, 23-41. <https://doi.org/10.1017/S0267190500002592>
- British Council (n.d.). *A task-based approach*. Retrieved from: <https://www.teachingenglish.org.uk/article/a-task-based-approach>
- British Council (n.d.). *Lexical approach*. Retrieved from: <https://www.teachingenglish.org.uk/article/lexical-approach>
- Clark, M. (2013). *The use of technology to support vocabulary development of English language learners*. Pittsford, N.Y.: St. J. Fischer College.
- European Commission (2011). *Report on language management strategies and best practice in European SMEs: The PIMLICO project*. Retrieved from: http://ec.europa.eu/dgs/education_culture/repository/languages/policy/strategicframework/documents/pimlico-full-report_en.pdf.
- European Parliament (2017). *Language policy*. Retrieved from: http://www.europarl.europa.eu/atyourservice/en/displayFtu.html?ftuld=FTU_5.13.6.html
- Gomez Molina, J. R. (2003). La competencia léxica en el currículo de español para fines específicos (EpFC). Proceedings from the *II Congreso Internacional de Español para Fines Específicos: Español para Fines Específicos*. Amsterdam: Estudi Copitrama.
- International Association for Task-Based Language Teaching (IATBLT) (n.d). *Task-based language teaching*. Retrieved from <http://www.tbtl.org/>

- Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Michigan: Language Teaching Publications.
- Manak, J., & Svec, V. (2003). *Výukové metody*. Brno: Paido. Net Languages. (2017, June 2). What is task-based language learning? [blog post]. Retrieved from: <https://www.netlanguages.com/blog/index.php/2017/06/02/what-is-task-based-language-learning/>
- Oroujlou, N. (2012). The importance of media in foreign language learning. *Procedia – Social and Behavioral Sciences*, 51, 24-28. [https://doi: 10.1016/j.sbspro.2012.08.113](https://doi.org/10.1016/j.sbspro.2012.08.113)
- Petlak, E. (1997). *Všeobecná didaktika*. Bratislava: IRIS.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Skalkova, J. (1999). *Obecná didaktika*. Praha: ISV.
- The Project Approach (n.d.). *What is the project approach?* Retrieved from <http://projectapproach.org/about/project-approach/>
- Vidal, V., & Cabré, M. T. (2004). La combinatoria léxica en la enseñanza y aprendizaje de lenguas para propósitos específicos. Proceedings from the *XV Congreso Internacional de ASELE: Las gramáticas y los diccionarios en la enseñanza del español como segunda lengua, deseo y realidad*. Sevilla: Universidad de Sevilla.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: OUP.