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I KNJIZEVNOSTI SRBIJE
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STRANOG JEZIKA STRUKE

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DES LETTRES DE SERBIE
SECTION DES PROFESSEURS UNIVERSITAIRES
DE LANGUES ÉTRANGÈRES DE SPÉCIALITÉ



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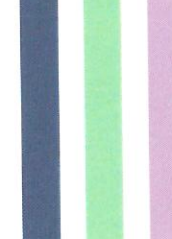
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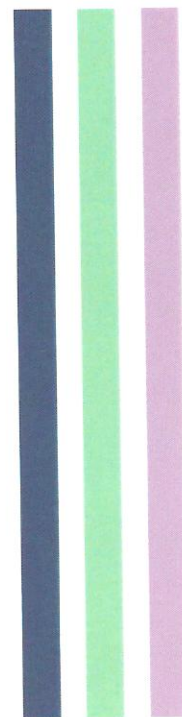
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TROISIÈME
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Olivera DURBABA, Ljiljana GLIŠOVIĆ – Jezičke kompetencije na studijama političkih nauka i postignuća studenata na testovima nemačkog jezika.....	181
Milena DŽEVERDANOVIĆ-PEJOVIĆ – Globalizacija pomorskog engleskog jezika kao jezika struke	182
Marina ĐUKIĆ MIRZAJANC – Elektronsko testiranje pomoću DIALANG-a	178
Tatjana ĐUROVIĆ, Nadežda SILAŠKI – ESP in tourism: the case of directives	185
Ljiljana GLIŠOVIĆ – Didaktisierung der politikwissenschaftlichen Pflichtliteratur im DaF-Unterricht	180
Nataša IKODINOVIĆ – Retorička funkcija pojmovnih metafora u francuskom ekonomskom diskursu – slučaj <i>Alstom</i>	201
Zhivka ILIEVA, Ilhan IBRYAM – ESP and the new technologies in teacher training	200
Jelena JAČOVIĆ – Bezlični glagolski oblici u francuskom i srpskom jeziku ekonomije – izazovi nastavne prakse	217
Ivona JOVANOVIĆ, Marko NIKOLIĆ – Élaboration d'un glossaire bilingue d'architecture et de termes religieux destiné aux guides francophones au Monténégro	207
Marina KATIĆ, Jelisaveta ŠAFRANJ – Problem-based learning in ESP classroom: Impact on language for engineers	216
Selma KEŠETOVIĆ – Attitudes towards ESP learning and testing: A case study.....	246
Ljiljana KNEŽEVIĆ, Sabina HALUPKA REŠETAR – Who is more willing to communicate – students of sciences or humanities?	257
Ksenija KONČAREVIĆ, Ivana KNEŽEVIĆ – Kurikularne inovacije u nastavi ruskog i engleskog jezika u visokom teološkom obrazovanju	261
Jelena KOSTIĆ-TOMOVIĆ, Nenad TOMOVIĆ – Informaciona pismenost i prevođenje u društveno-humanističkim naukama	275
Katarina KRŽELJ – Uključivanje studentata u kreiranje instrumenata za evaluaciju multimedijalnih prezentacija	280
Branislava LIČEN, Ivana MIROVIĆ – Significant oral presentation factors and presentation quality.....	281
Hélène MANIAKIS – Apprendre le français à la légion étrangère : la méthode képi blanc, analyse et perspectives	286
Nina MANOJLOVIĆ – Odnos studenata prema autentičnim tekstovima iz oblasti prava korišćenim u nastavi engleskog jezika	307
Kristina MARKOVIĆ, Danijela ĐORĐEVIĆ, Sandra ILIĆ-ĐORĐEVIĆ – Motivacija studenata nefilološkog fakulteta za učenje stranog jezika struke	315
Jelena MILOŠEVIĆ – Kontrastivni pristup u nastavi francuskog jezika u Visokoj turističkoj školi	329
Olja MILOŠEVIĆ – Developing language skills in an EAP Course	335
Stefan MILOŠEVIĆ – Internacionalizmi u terminologiji političkih nauka u ruskom i srpskom jeziku (pravopisne, fonetske i morfološke osobine)	341
Радослав МИНКОВ – О формах языковой игры в современном медиатексте	349
Ivana MIROVIĆ, Dragana VUKOVIĆ VOJNOVIĆ – The use of hedging devices in English and Serbian scientific articles	355
Zoran NIKOLOVSKI – Emprunts lexicaux anglais en français dans <i>l'aéronautique</i> et <i>l'astronautique</i>	360
Vera OŠMJANSKI, Lidija BEKO – Uloga Job Shadowing-a na početnoj godini akademskih studija	375
Marijana PAPRIĆ – Problemi nastave prevođenja u radu sa studentima Učiteljskog fakulteta	380
Nataša PAVLOVIĆ – Realia and real-life situations	391
Elena PETREA – Un exemple de partenariat international pour le renforcement du français sur objectif spécifique	399

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Wirela-Cristina	
Silvana POPOV	
Sladana M. PRI	voj
Stanka RADO	čla
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REALIA AND REAL-LIFE SITUATIONS

Abstract: *ESP students should constantly be aware of the real world outside the classroom and feel prepared to plunge into it after graduation. This paper deals with the importance of realia and real-life situations in ESP teaching. The author's experiences with realia brought to classes and a new activity – touring the faculty laboratories with students are presented in three examples. The aim of the paper is to show that in the teaching profession there is always a niche which can be filled with new ideas.*

Key words: *ESP, realia, real-life situations, integration*

INTRODUCTION

ESP students at the tertiary level are adults who may be aware of their needs, wants and lacks, but they are still learners who are almost always without any practical knowledge of their future profession. In other words, "[...] students are learning the language for professional communication while having little or no access to professional environment where English is used as a medium of such communication (Tarnopolsky, 2013: 2)".

Those who might bring them closer to reality are their ESP teachers.

The knowledge of General English that ESP teachers possess should constantly be added by at least the basic knowledge of their students' specific field of study. Some crumbs of ESP teachers' experiences possibly gained by working among the professionals in the respective field would ideally season the mixture with a touch of reality. Then it is up to the creativity of ESP teachers to transfer such integrated skills to their students.

The aim of this paper is to show how realia and real-life situations can help ESP teachers to create a positive learning environment and introduce their students to the challenges of future jobs. The main purpose of the activities proposed in the paper is to complete a communicative task. Therefore, the communicative approach is used because the language "[...] becomes an instrument of communication rather than being an end in itself (Harmer, 1991: 40)".

On Multi-Layered Integration

If we understand the word "integration" as the process of uniting two or more parts in order to make a harmonious or interrelated whole, we might contemplate its meaning in an ESP context from different sides.

Teaching ESP at the tertiary level implies that ESP teachers should be able to transfer their theoretical knowledge which is interwoven with the knowledge of a specific field of study. In engineering terms, General English (GE) may thus seem a stable platform which supports a dynamic or rotating superstructure, i.e. the language of the specialist field. The word "dynamic" here does not mean that GE does not change, but GE is the ground where we feel safer and more self-confident. The language of a non-linguistic profession covers so many branches which ESP

