Abstracts

Markéta Dudová	**Book hunting: Reducing library anxiety through gamification** Navigating a university library for the first time can be a confusing and stressful experience for many students. This session will show how using a game can help reduce that anxiety, turning a potentially overwhelming task into a fun and interactive learning activity. The presentation will introduce a game developed for an English for Specific Purposes course (ESP) at the Faculty of Science, where students are tasked with locating specific books within the university library. Through this game, students not only familiarize themselves with the layout and resources of the library, but also enhance their vocabulary related to their scientific disciplines. Additionally, the game encourages active class discussions and helps students to engage with the material in a meaningful and collaborative way.
Zuzana Kolaříková, Viktória Mária Slovenská	**Teaching English with Purpose: Integrating E-Learning into ESAP for Science Students** The paper examines the provision of English for Specific and Academic Purposes (ESAP) instruction to students at the Faculty of Science, Pavol Jozef Šafárik University in Košice. It outlines the structure and implementation of the ESAP courses, with particular emphasis on an online e-learning component developed to support and enhance students' English language proficiency. The paper aims to share pedagogical insights and reflect on strategies for improving the effectiveness of ESAP instruction.
Laura Zinoni	**Task-Based and Dialogic: Teaching Scientific Writing** Developing a syllabus to teach scientific writing in one semester can be quite challenging due to the amount of information that needs to be covered. This information includes the specific grammar and vocabulary used in academic writing, as well as the numerous conventions that students need to become aware of. Here, I present the syllabus of a semester-long course on how to write in the sciences. It requires students to gradually write a short review article, with extensive scaffolding provided. The methodology is task-based and dialogic. The feedback the students receive is aimed at highlighting their strengths and weaknesses. In the end, the students should have acquired the knowledge and confidence to become independent academic writers.
Asieh Amjadi, Anna Bízková Doleželová, Jana Kubrická	**Cross-Border Collaboration in ESP** How can international student teams use English as a working language to explore scientific challenges from interdisciplinary perspectives? This presentation introduces a cross-border ESP collaboration between students from

	Masaryk University and Paderborn University, who engaged in a series of virtual sessions aimed at fostering authentic communication, collaborative problem-solving, presentation skills, interdisciplinary learning, and intercultural competence. In this innovative project, science students from Brno conducted in-depth research and presented their findings through posters, which served as a starting point for further exploration. They then joined small international teams with German engineering students to discuss the challenges and co-develop potential solutions. The project culminated in final presentations by the engineering students, offering applied perspectives on the original scientific problems. We will outline the structure of the three virtual exchange sessions, share key takeaways, offer practical tips for designing similar projects, and present insights from student feedback—highlighting how international and intercultural collaboration enriched the overall learning experience.
Barbara Kordíková, Tatiana Slováková	**ESP lesson on vitamins** In this workshop we present a selection of sample activities used in English for Specific Purposes (ESP) lessons on vitamins, designed for biology and biochemistry students at the Faculty of Natural Sciences, Comenius University Bratislava (FNS CU). The focus is on varied and engaging tasks that activate students and support the development of their scientific vocabulary, reading comprehension and communication skills related to the topic of vitamins. Interactive activities include using the Mentimeter to brainstorm ideas, word clouds to introduce and reinforce key terminology, and a specialized listening task in which pairs of students discuss the information they have gathered. Students then move on to a reading assignment, working in pairs or small groups to focus on specific sections of an article about pellagra. Each group completes their part of a handout and mediates the knowledge they have gained to their peers. Finally, the Alphabet Box activity encourages students to practise analytical and synthetic thinking, to use the language of argumentation and to consolidate new scientific terms. Overall, the workshop demonstrates how interactive and collaborative tasks can effectively support the development of language and scientific literacy in the context of ESP.
Joseph Lennon	**Unleashing students' "revising imagination" with AI** More and more students and researchers are using AI LLMs to generate text for papers, posters, and presentations – but to produce high-quality, professional work that will appeal to a human audience, they need to be able to revise the often generic content AI gives them to make it more concise,

	accurate and impactful. In this workshop, I'll share a few activities I've done with PhD students in the sciences to boost their "revising imagination" – their ability to find weak spots in AI-generated text (and in their own first drafts) and make them stronger. I'll show you a few simple principles that empower students to critique and revise common genres such as abstracts and bulleted lists. And I'll show you how to set up short lessons that get students working closely with their own writing and re-envisioning it as dynamic, changeable, and improvable.
Lenka Jeleňová, Karin Rózsová Wolfová	**Developing Communicative Skills through Scientific Topics** This interactive workshop is designed for foreign language teachers working with university-level natural science programs. It presents a flexible approach to designing communicative activities that develop students' speaking, listening, and reading skills through engaging, content-based tasks. Using one central scientific topic as an example, the workshop will demonstrate how such activities can be modified to accommodate a variety of topics, group sizes (pair work, small groups, whole class), language proficiency levels, and time frames. Participants will also be introduced to a selection of digital tools that support collaborative language learning, alongside low-tech to no-tech alternatives for different teaching environments. The workshop combines hands-on experience with opportunities for reflection. The emphasis will be on promoting active language use and learner interaction in a way that meets the needs of diverse learners. By the end of the workshop, participants will leave with a variety of communicative activities and their variations, adaptable to any scientific content and learning environment.
Kateřina Klementová	**Teaching science students to pitch their research: language tools, genre training, and the ESP teacher's role** Preparing science students for international competitions and research pitch presentations poses a unique challenge for ESP teachers, especially those trained in philology. This talk presents a seminar designed to help students craft effective short pitches through genre analysis and a focus on spoken academic English. Through test-like activities and continuous observation during the seminar, it became evident that around 70% of the 20 participants struggled with pronouncing professional terminology, false cognates, and overly complex sentence structures. However, helping students distil the key message of their research for a pitch format proved even more complex, as the teacher could not rely on her own content knowledge. Instead, the seminar

	promoted students' subject expertise as a key resource, creating structured opportunities for them to supply and refine the content while receiving support in language framing, clarity, and audience engagement. A participant's later success in the Falling Walls Lab contest illustrates the effectiveness of the approach. The talk will invite discussion on how ESP instruction can empower science students to present their research persuasively and how detailed needs analysis, genre-based methods, and openness to unfamiliar subject areas can support teachers' professional growth.