

DIRECTED COMMUNICATIVE MODELING AS AN ESP TEACHING STRATEGY AT TERTIARY LEVEL: RECONTEXTUALIZATION AND OTHER ISSUES

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Abstract

The paper presents an innovative “text-and-context” teaching methodology applied to develop multiple language and professional competencies in the LSP university classroom. We take the established principles of Directed Communicative Modeling (Dressen-Hammouda, 2003) and implement them into an LSP course for Optometrists which is a three-year Bachelor program of applied (vocational) studies offered by the Physics Department at the Faculty of Sciences in Novi Sad. The presented LSP course for optometrists constitutes the following language segments: medical English, occupational English, technical English and English for academic purposes, with a complex range of contextual specifications attached. Consequently, the present approach relies as much on building contextual knowledge as it does on building language (linguistics) and textual competencies. Having a specialized language competence is therefore principally about learning how to manipulate and creatively and inventively recreate language structure within a proper context attached to its use. The power of the proposed teaching methodology lies in its potential for constructing the wide range of specialized knowledge structures involved in professional language communicative situations. We conclude that, as a principled and defined teaching strategy, Directed Communicative Modeling integrates assumptions about linguistic and social conditions for specialized discourses aimed at using language as an effective and powerful textual and contextual tool.

Key words: Directed Communicative Modeling, language for specific purposes, academic literacy, textual competence, recontextualization

1. Introduction

The aim of the present paper is to introduce an innovative teaching methodology applied to develop multiple language and professional competencies in the LSP university classroom. The study is based on the methodological frame proposed by Dressen-Hammouda (2003) called Directed Communicative Modeling (henceforth DCM) which promotes *text* as a central teaching/learning language format *along with text-and-context integration*. Dressen-Hammouda (2002, 2003) makes a central claim according to which ‘specialized Englishes’ such as Language for Specific Purposes (LSP), English as a Second Language (ESL), Academic English (AE), and the like, should be treated as *genres*, i.e. textual, rhetorical and language genres. Furthermore, understanding how text and context are interrelated is important for determining how to best develop professional linguistic competence of the students in the university classroom.

“By incorporating relevant aspects of socio-cognitive theories, rhetorical genre allows us to more concretely theorize about the nature of context – and in consequence, about its reciprocal association with text. Increasingly complex accounts of context allow us to view genre as the linguistically and cognitively structured relationship existing between individuals, which binds them to their various social groups. Genre’s stabilized textual properties help individuals translate the realities inherent in working, acting and being together.” (Dressen-Hammouda, 2003, p. 80)

What is more, in contrast with socially oriented approaches to writing, there are also those which can be characterised as adopting an ‘academic literacies’ approach, claiming that *practice is actually privileged above text*, therefore shifting the emphasis away from texts, towards practices, but in turn also leading to *text-and-context integration* (Lillis & Scott, 2008, p. 12)

(There is...) an emphasis on practice signals that specific instances of language use – spoken and written *texts* – do not exist in isolation but are bound up with what people do – *practices* – in the material, social world. Secondly, ... ways of doing things with texts, become part of everyday, implicit life routines both of the individual, and of social institutions. Specific instances of language use involve drawing on available – and in institutional contexts – legitimised *representational resources*. Here, language might best be understood as *practice-resource*. For, by engaging in an existing practice we are maintaining a particular type of representational resource; by drawing on a particular type of representational resource, we are maintaining a particular type of social practice. (Lillis & Scott, 2008, pp. 12-13)

We conclude that the notion of *practice* offers a powerful way of conceptualising the link between the activities of speaking, listening, reading and writing and the social structures in which they are embedded and which they help shape into *contexts*.

Bearing in mind the relevance of the text-and-(situational!)-context integration, the central LSP issue discussed in this paper is: how do we make our students 'professional'? What kinds of competencies are crucial, what are the tools for professional language enhancement and which strategies should be put to use in order for the students to successfully acquire a full set of necessary language skills for the intended profession?

Today, we know that linguistic competence – and professionalization – occur only when the learner has acquired a wide range of overlapping competencies: terminological and grammatical, of course, but also discursual, rhetorical, strategic, situational, sociological, and ideological. As noted by genre theorist David Russell “experts don’t merely know and apply rules, [...] they constantly recreate and reinterpret them in dynamic social-historical conditions.” In this sense, being linguistically competent goes well beyond knowing the “mere structure” of language and includes mastering a wide range of knowledge(s) that allow individuals to actively and efficiently participate in the specific social structures around them. (Dressen-Hammouda, 2003, p. 77)

Consequently, the present approach relies as much on building contextual knowledge as it does on building language and textual competencies. The relevance of contextualized language, and consequently professional context in ESP/LSP has so far been the focus of a number of studies: Askehave & Swales, 2001; Dressen-Hammouda, 2002, 2003; Horner, 1999; Linell, 1998; Lillis & Scott 2008; Linell, 1998; Martin, 1993; Milivojević & Radojičić, 2015a, 2015b, 2016; Milivojević 2019; Russel, 1997; Swales, 1990, 1992, 2004, among others. Also, in line with the relevance of the context, Milivojević & Radojičić (2016) claim that text and textuality are just as important for building a comprehensive and professional language competence:

We believe that integrating the necessary elements of textual linguistics and textuality into language teaching for university students ensures course outcomes which offer not only a high degree of adequate language competence to the students, but also a deeper understanding of the ways in which language as a complex system functions within longer textual structures. (Milivojević & Radojičić, 2016, p. 116)

The approach applied in the present study, i.e. DCM (Dressen-Hammouda, 2003), adopts rhetorical genre theory’s view of embedding context into the dynamics of the classroom. As a consequence, the approach relies as much on building contextual as it does on building textual knowledge.

Indeed, learners’ future success in the professional world depends as much on their capacity to manipulate the content, form and structure of their communication as on their knowledge of when and how to place it — or not — within a more or less normalized stream of communication; they must also know how to fit their

communication within the expectations of the discourse community. Learning a community's expectations and developing professional competence is a process of ongoing socialization, through continued contact with the community's cultural and linguistic patterns and schemata. (Dressen-Hammouda, 2003, p. 81)

Having a specialized language competence is therefore principally about *learning to manipulate and creatively and inventively recreate language structure within a proper context attached to its use*. The power of the proposed DCM teaching methodology lies in its potential of constructing the wide range of specialized knowledge structures involved in professional language communicative situations.

2. Aims and scope

In the present study, we take the central postulates of the DCM model and apply the proposed methodology for teaching the courses English for Optometrists 1 and 2 which are currently part of the curriculum for a three-year Bachelor program of applied (vocational) studies offered by the Physics Department at the Faculty of Sciences in Novi Sad. The courses English for Optometrists 1 and 2 were offered for the first time in the academic year 2007/2008. The first round of DCM implementation into the course programs took place in the period 2018-2021. The aim of the present study is twofold: first, to explicate a localized and recontextualized version of DCM at the university level in Serbia. Secondly, the research reports on the defined practical outcomes of DCM approach for the course where the main learning objectives for the students include (among the rest) the full capacity for independent professional work in the field of optics and optometry, and where this work is further aided by additional academic competencies such as reading the relevant literature in English, conducting academic and professional research in the field, advancing a professional career, etc.

3. English for optometrists 1 and 2 - preparation phases and the teaching process

The first step to initializing the DCM model in teaching English for Optometrists 1 and 2 at the university level was rigid and selective course planning. This was conducted in three successive phases:

Phase 1: Needs analysis

Phase 2: Textual analysis

Phase 3: Contextual analysis

During Phase 1 an analysis of the optometry students' motivation, expectations and needs in terms of the course was conducted. This was done via a paper-based questionnaire (cf. Appendix 1) which was administered to the students at the beginning of the winter semester, at the opening of the course English for Optometrists 1 over the academic period 2018-2021. The process included 15 students during each academic year with a total of 45 students. The Questionnaire included 8 multiple choice questions, addressing prior education and experience in the field, the current level of English (fluency) of the students, various aspects of motivation for attending the courses and finally, their potential future professional and career plans. As the result of the questionnaire, general student profile was assessed as well as their level of proficiency in English. It is also important to note at this point, that a relatively small number of students in a group (15 students) made it possible for the teachers to focus on individual students' needs through additional exercises, group and project work and individual homework.

The overall student's profile analysis for the courses English for Optometrists 1 and 2 revealed the general classification according to which the students, in terms of their prior professional experience in the field of optometry, were divided into three groups. The first group included those with some professional experience in the field of optometry (practice in either private or public ophthalmology or optic shops, contacts with clients during glasses or lenses selection, contact with distribution officers of professional optometry equipment and measuring devices, etc.). The second group consisted of the students who were newcomers to the field of optometry as a scientific discipline, and the third group included students who, prior to university, attended vocational secondary schools that educate pupils for various profiles in the field of optics, which is a discipline closely related to optometry. Part of the needs analysis also included consultations with the lecturers of core subjects at the Optometry vocational studies program, concerning specific needs of the future profession in optometry. The needs analysis was conducted according to the adapted version of The Canadian English Language Assessment for Optometrists).¹

Phase 2, following the assessment of the students' needs and motivation, consisted of course material preparation. This was mainly a text compiling and filtering phase focused on a rigid preselection of adequate teaching course materials which consisted dominantly of authentic and/or adapted academic and scientific texts in the field of Optometry², in (written) textual and (spoken) audio format.

¹ Instrument for testing optometrists who received their education outside North America to assess their professional knowledge.

² We consulted textbooks, journals and research articles in English.

Finally, what followed in phase 3 was the preparation of the teaching process according to the relevant segments of the ESP and EFL. The previous analysis of text-and-context was at this point transformed into the *situational contexts* which were to be rehearsed in the classroom. These included academic and professional settings referring to communicative situations and formalized structures within authentic communicative contexts, resulting in successive modeling of communicative practices based on 'contextualized' text. In other words, complex textual relations and communicative intentions were transferred into the context of the classroom with the focus on projected oral communication in the working environment of the profession (e.g., conversation with patients during eye examination) which in the end of the summer semester course English for Optometrists 2 was further transformed into the visually formatted Examination Record Card (ERC), as the final outcome of the course.

Such modified and adapted DCM framework enabled the promotion of the link between written and spoken classroom activities to be organized into communicative chains in the oral, written, and electronic format. Table 1 is the summary of the three phases of the preparatory teaching process:

Table 1. Directed Communicative Modeling

| Needs Analysis | Textual Analysis | Contextual Analysis |
|--|--|---|
| Educational profile of students (three groups) | Text types (scientifically popular article) | General features of context |
| Students' background (professional knowledge or/and experience) | Grammatical patterns in the text | General features of situational context |
| Accurate estimation of student's needs | Register specific features (medical, technical, business and academic) | Specific features of discourse |
| Motivation | Specific style features of text and discourse (dialogue, electronic communication, filling in forms, etc.) | Professional context |
| Individual approach to teaching | | Short written text |
| Anticipated professional experience (type of social environment) | | Longer written text |
| | | Register |
| | | Terminological system |
| | | Visual and functional format of text |

Moreover, the courses English for Optometrists 1 and 2 included the necessary ESP language segments (terminology, phraseology, syntax, discourse conventions, genre elements, etc.) intended for professional use in the field of optometry, i.e. Medical, Technical, Business and Academic English in optometry. They are summarized and listed in Table 2 below:

Table 2. Segment specification

| <i>Language segment</i> | <i>Segment specification</i> |
|---|---|
| Medical English | Language of the profession (anatomy of the eye and eye diseases vocabulary) |
| English for Occupational Purposes | Language skills for specific business activities within various professional contexts |
| Technical English | Language knowledge related to instruments, devices and equipment used for diagnostic procedures in optometry |
| English for Academic Purposes | Language competence for attending lectures of visiting professors, reading scientific and professional literature, participating in workshops, seminars and conferences |
| The Eye Clinic: Examination Record Card | Visually formatted examination record card that sums up the language of the profession |

We proceed to discuss these segments in more detail. The first ESP language segment is Medical English which offers the topics in optometry as a scientific discipline. It also includes a full description of the optometrist's occupation with important discipline-specific issues, the register of medicinal terminology used by optometrists, diagnostic procedures and documentation, professional communication with patients, etc. Subject topics in this language segment were dominantly introduced through *text*. The textual material consisted primarily of authentic articles from scientific-popular English magazines and/or adapted texts from scientific journals in English, such as the *Journal of Optometry*. Next, selected texts were combined with graphics or visuals (posters that illustrate either the anatomy of the eye or certain types of eyesight deficiencies), aiming at the sufficient acquisition of the specific and detailed vocabulary and language structures. The key implication of the proposed teaching instruction at this point implies that the students should be able to initially understand and analyze the text and to, later on, integrate the familiar textual knowledge with the attached situational contexts. The central implication of DCM modelling in the present approach is that written text is transformed into alive/vivid textual and situational content in the classroom setting via contextualized dialogue(s), student presentations and projects, or similar other forms of textual transformation. Listening, speaking and reading skills were also practiced via various textual coherence exercises aiming at the acquisition of specific technical/medical vocabulary for the optometry profession. This segment also includes writing skills practice and exercises in the form of contextualized electronic communication such as filling in diagnostic documents and test results, writing specialist reports, and so on. Speaking skills practice focused on direct oral communication with patients, for example through phone calls in which general communication skills were supported with specific professional dialogue phrases for successful professional

communication and through other similar contextualized speech situations. In this language segment, the speaking skills for professional use significantly overlap with the business English speaking skills set, especially in written segment (ordering supplies, electronic communication with producers and dealers of materials and professional equipment, etc.) and oral communication segment (phone calls, meetings, expressing/presenting opinions, situational dialogues).

The second relevant subsegment of LSP for optometrists is technical English which primarily refers to products and services in optics and optometry (this segment includes terminology that covers lexical units for instance for contact lenses, other optical devices, measuring devices and instruments, optical aids, technical equipment for work in optics, modern diagnostic apparatus in the field of optometry and so on). Authentic text materials in English were used and those included mainly pre-set texts such as instruction manuals for diagnostic apparatus or manuals for testing the visual abilities of patients.

Next, Academic English was introduced as the segment of specialized discourse in which the students received instructions on key characteristics of academic English (via abstracts and summaries of scientific articles, scientific article formats, etc.). The students were then directed towards a comprehensive understanding of textual mechanisms and discursive features of academic discourse; they analyzed original English articles taken from various scientific journals in the field of optometry. Additionally, in this way, the students were preparing for attending lectures of visiting professors from foreign universities, which invariably were to be delivered in English. The proposed active preparation language drills relied on the use of video materials from various professional workshops, lectures or conferences held in English. Within a typical drill frame, the students actively listened to the provided audio-textual material, which was followed by note taking and question and answer exercise strings. This was done in order for the proper textual understanding check-ups in terms of the presented drill framed text material.

The above-listed language segments all include specific and contextualized grammatical knowledge such as the immersed grammatical features, syntactic transformations, relational and referential structures and constructions (for example word-formation processes, phrasal verbs, compound adjectives, the use of prepositions, forming conditionals, active to passive transformations, etc.), terminological register which is intended for discipline-specific discourse needs and stylistic text features oriented towards the language of the profession, which all, within the proposed DCM methodological frame constitute LSP genre features. Using a conception of the genre that integrates text and context, the teacher can create situations whereby students are able to experience ways of thinking, acting, being and communicating that are emblematic of their communities. What is more, the integrated genre's power for

the LSP classroom lies in its potential for constructing the wide range of specialized knowledge structures involved in professional language use.

4. The course outcome: recontextualization based on text

According to Dressen-Hammouda (2003), due to its relationship to prior discourse, the recontextualized genre is subjected to textual changes, such as simplification, condensation, elaboration or refocusing; shifts in self-presentation, role-relationships or legitimization of authority; or reversals of figure-ground relations, where what is central in one text may become peripheral in another, and vice-versa. Because of its insistence on the micro-level linguistic changes in the text, recontextualization is a complementary component to an analysis of genre system, allowing us a closer view of the relationship between text and context.

In the light of the previous discussion, we can observe that all textual genres recontextualize prior texts and discourse from the genre system.³ Recontextualization is what happens when some part or aspect of a genre is taken out of its original context and fit into a new one, such as another text or discourse genre with its own particular use and environment (Linell 1998, p. 145).

The original context for the Examination Record Card (henceforth ERC) is the English language. As an outcome of the courses English for Optometrists 1 and 2 at the University of Novi Sad, ERC2 in Serbian was created *as an example of recontextualization of the content based on the original English ERC 1*. This recontextualization also included the adaptation of the related academic and discursive setting in Serbian.

One of the key issues [...] is: how far does the role of (academic/scientific) discourse affect the methodological choices teachers make in the classroom? Language practice should not be mere vocabulary and grammar drill—the students need to be aware of the specific features of academic discourse in a foreign language as well as in their mother tongue. English academic discourse is currently the dominant discourse (when compared to Serbian academic discourse) in the general academic and scientific setting. (Milivojević and Radojičić 2016, p. 119)

For all these reasons, one of our key assumptions is that elements of textual structure are crucial for the proper understanding and reconstructing of complex textual intentions in an academic environment. ERC was created for the needs of language (translation

³ This theoretical view is close to the idea of intertextuality as frame for every and any textual interaction with or without applied results in for example, teaching methodologies.

and recontextualization from English into Serbian in the present case) on one hand, but also for the requirements of the profession which were promoted in the course. ERC as a textual template/form the authentic (English) content was adapted to local (Serbian) health norms and regulations. Such process of recontextualization was aimed at preserving the visual format of the text but with the necessary adaptations for the optometry services in Serbia.

5. Examination record card (ERC)

The textual outcome of the course is the ERC form (Appendix 1 and 2). ERC is a medical textual and visual form which comprises the data on diagnostic procedures applied in optometry. It is a visually formatted text according to the predefined pattern within a situational context. The authentic English version of ERC served as the basis for formatting such conventionalized content in(to) Serbian language(-and-context) by means of recontextualization. Two textual forms used for diagnostic procedures were consulted during the process of creating the Serbian version of ERC and those are: Patient Information Leaflet from the University of Cardiff, School of Optometry and ERC 1 – the original medical card in English which contains information about the patient and eye examination. So, ERC 2 is the medical card which is the Serbian equivalent to the English ERC 1 and, as stated above, it was designed as the key practical task during the university courses English for Optometrists 1 and 2. The final version of ERC 2 is the result of textual transformation and it was also conducted in several phases:

Phase 1: the analysis of ERC 1,

Phase 2: adaptation and formatting to the Serbian language,

Phase 3: localization of the content, and

Phase 4: the final analysis of the recontextualized text.

6. Conclusion

The specific demands of the optometrist profession imply specific competencies of the students in the English language; listening, reading and writing language skills are highlighted within the courses English for Optometrists 1 and 2, which are designed for optometrists and oriented towards the outcome that is in line with professional needs of future optometrists (practical application of English language in professional, working and academic settings).

The presented innovative textual approach to language teaching - Directed Communicative Modeling (DCM) in teaching English for specific academic purposes is adapted to the individual needs of new generations because it combines traditional and modern instruction of English for ESP, LSP, EFL and occupational purposes. The proposed model enhances the practical application of language skills in a professional context and supports individual advancement in the profession by starting from the textual base which is transformed into a relevant, state-of-the-art situational and professional context. Finally, we believe that adopting a generally text-based and genre oriented dynamic methodology, such as DMC, which embraces various types of academic literacies, incorporates a wide range of future possibilities for ESP, LSP and EFL teaching at the university level. One important part of such future prospects certainly lies in informing various institutional pedagogical initiatives, thus offering an additional and contrastive perspective to the currently dominant influence of the traditionally oriented approaches in Serbian universities. Raising awareness of complex and non-linear textual features at the very core of the teaching process significantly contributes to the development of students' both general and 'specialized' language competencies, which in turn results in their largely improved and strengthened scientific and professional productivity.

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USMJERENA MODELIRANA KOMUNIKACIJA U NASTAVI ENGLESKOGA KAO STRANOGA JEZIKA STRUKE NA SVEUČILIČNOJ RAZINI: PRIKAZ REKONTEKSTUALIZACIJE

U radu se prikazuje suvremeni metodološki pristup nastavi engleskoga kao stranoga jezika struke na sveučilišnoj razini koji se osniva na integraciji teksta i konteksta te na rekontekstualizaciji teksta. Teorijski okvir rada je pedagoški model koji se naziva usmjerena modelirana komunikacija (Dressen-Hammouda, 2003). Ovakav model nastave usredotočuje se prije svega na praktično, funkcionalno i kontekstualizirano poznavanje jezika koje integrira učenje formaliziranih struktura i autentičnih komunikacijskih situacija sa sukcesivnim modeliranjem jezične komunikacije na osnovi teksta. Svakom tekstu koji se koristi u nastavnom procesu pristupa se ne samo s obzirom na površinsku interpretaciju, nego i sa ciljem sagledavanja žanra, komunikativne intencije i diskursno-retoričke vrijednosti (Dressen-Hammouda, 2002), što su sve relacije koje se nalaze „ispod površine“ teksta. Tekst se promatra kao nelinearna cjelina kojoj se može

pristupiti dinamično, kritički i analitički, te kao cjelina koja se putem rekontekstualizacije može transformirati u različite „formate“. Nastavni model usmjerene modelirane komunikacije primijenjen je na akademski kolegij Engleski jezik za optometriste 1 i 2, koji je dio akreditiranoga nastavnog programa na stručnim studijima Odsjeka za fiziku Prirodno-matematičkoga fakulteta Univerziteta u Novom Sadu. Pokazano je da razumijevanje kompleksnosti i nelinearnosti teksta, tj. podizanje razine tekstualne kompetencije aktivno doprinosi razvijanju ne samo jezične, nego i ukupne stručne kompetencije studenata.

Ključne riječi: akademske vještine, jezik struke, rekontekstualizacija, strani jezik struke, tekstualna kompetencija, usmjerena modelirana komunikacija

Appendix 1

Questionnaire for the starting semester of the course English for Optometrists 1

Please answer the questions below (if necessary, you can choose multiple answers):

1. Please state your prior education in the field of optometry:
A: None
B: Some (practice in either private or public ophthalmology or optic shops, contacts with clients during glasses or lenses selection, contact with distribution officers of professional optometry equipment and measuring devices, etc.)
C: I attended vocational secondary school in the field of optics
D: Other _____
2. What is your current level of fluency in English (CEFR)?
A: A1 B: A2 C: B D: B2 E: C1 F: C2
3. Have you up to this point attended any of the accredited university courses in English?
A: Yes B: No
4. Which ESP (English for Specific Purposes) skills are in your opinion crucial for a professional in the field of optometry?
A: Speaking and listening
B: Reading and writing
5. Please evaluate your reading skills in English.
A: I understand the full language content in the text written in English.
B: I understand the full language content in the text written in English with the help of a dictionary.
C: I am a competent critical reader in English (I can evaluate register, situational context, etc.)
6. Which of the four language skills (speaking, reading, writing, listening) would you like to improve during this course?
A: Speaking
B: Writing
C: All of them
7. Define (as precisely as you can) the desired outcome of this course for you.
A: I would like to have better English language ability for successful spoken interaction with clients in a professional environment.

- B: I would like to improve my writing skills: writing emails, orders, patient examination charts, etc.
 - C: I would like to be able to confidently and successfully evaluate patients' needs via professional spoken and written communication.
 - D: I would like to expand my knowledge of professional English terminology in the field of optometry.
 - C: I would like to be able to participate in professional training, workshops and seminars in the field of optometry in English.
 - D: Other _____
8. Do you intend to pursue a professional career as an optometrist upon your graduation?
- A: Yes B: No C: Maybe

| | | | | | | | | | | |
|-----------------------------|--|-------|-------|-------|-------------------------|---|--|---|--|--|
| Ocular health | Tonometry: Time: 10:30 R) 15 L) 16 Instrument: Goldmann | | | | | Anterior angle: R) IV T L) IV T Technique: Van Herick | | | | |
| | Pupils: D&C 3+ R+L -ve RAPD | | | | | Sensitivity to diagnostic drugs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Mydriatic used: Tropicamide 0.5% Post-dilation IOP $_{16}T_{16}$ | | | | |
| Supplementary | R L (S-lamp) Direct ? Anterior eye (lids, conjunctive, sclera, iris) NAD R + L, small pingueculae nasal R+L Media (cornea, lens, vitreous) Clear R + L Disc CD 0.40 H + V Healthy NRR, obeys ISNT rule. CD 0.40 H 0.35 V Healthy NRR, obeys ISNT rule. Vessels AV 60% AV 60% No AV crossing changes R + L Periphery NAD R + L Macula — NAD R + L Direct (Volk) BIO ? | | | | | | | | | |
| | (e.g. Visual fields, cycloplegic refraction, colour vision, contrast sensitivity) SITA - Fast: WNL R + L | | | | | | | | | |
| SUMMARY | PROBLEM (i.e. diagnosis) | | | | | PLAN (i.e. action to be taken) | | | | |
| | 1. Presbyopia | | | | | 1. PALS | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Final Rx | sph | cyl | axis | prism | ADD | Rx advice: Needed for NV tasks only. No need to use with PC. | | | | |
| | R | +0.50 | -0.25 | 105 | | | | | | |
| L | +0.25 | -0.25 | 70 | | +1.00 | | | | | |
| Student name and signature: | | | | | | | | | | |
| Student name and signature: | | | | | Supervisor's signature: | | | Suggested re-examination time: 24 months | | |

Appendix 2 ERC 2

OPTOMETRIJSKI KARTON

Generalitije

| | | | | |
|--------------|----------------|---------------|---------|----------------|
| identif. br. | datum pregleda | ime | prezime | adresa |
| pregled br. | datum rođenja | god. starosti | pol | poštanski broj |
| | | država | telefon | mobili |

zv. anje: _____ radi kao: _____ hobi: _____

kontrolni pregled
 priloženi na uvid raniji nalazi

Anamneza

daljina, slabije glavobolja haloi ambliopija AMD kont. soč. _____
 blizina, slabije očni napor slabije vidi noću strabizam katarakta vozač _____ s/Dn
 dupla slika bol u oku vidi "mušice" visoka ametropija hipertenzija čitanje _____ s/Dn
 izobličena slika fotofobija svetlosne munje glaukom dijabetes kompjuter _____ s/Dn
 naglo slabi vid suženje oko je suvo i svrbi suvo oko defekt kolornog v. sport: _____

SIMPTOMI:

Istorija očnih bolesti (IOB): _____
 Porođična IGS: _____
 Istorija opšteg zdrav. stanja: _____
 Porođična istorija OZS: _____

Preliminarni testovi

Eksterna inspekcija

| | DspH | Dcyl | Axis | prizma | baza prizme | visus cc | stenop. cc | Cover test | |
|---------------------|------|------|------|--------|-------------|----------|------------|------------|------------|
| | | | | | | | | visus sc | stenop. sc |
| Fokometrija daljina | D: | | | | | | | | |
| | L: | | | | | | | | |
| Fokometrija blizina | D: | | | | | | | | |
| | L: | | | | | | | | |

razmak optičkih centara dalj.: _____ bliz.: _____ Verteklena udalj.: _____ udaljenost testa dalj.: _____ bl.: _____

| | D | L | Cover test | | | | |
|-----------------|----|---|------------|----------|--------------|------------|------|
| | | | dijametar | direktno | konsenzualno | na blizinu | RAPD |
| Funkcija pupile | D: | | | | | | |
| L: | | | | | | | |

Motilitet

| | | |
|--|---|--|
| | * | |
|--|---|--|

Vidno polje konfrontacija

Stereopsija

Refrakcija i binokularni vid

Objektivna refrakcija **Skijaskopija**

| | DspH | Dcyl | Axis | visus cc | stenopeični visus cc | vertikalna distanca | PD | |
|----|------|------|------|----------|----------------------|---------------------|-------|-------|
| | | | | | | | dalj. | bliz. |
| D: | | | | | | | | |
| L: | | | | | | | | |

Autorefraktometrija

| | DspH | Dcyl | Axis | visus cc | stenopeični visus cc |
|----|------|------|------|----------|----------------------|
| | | | | | |
| L: | | | | | |

Subjektivna refrakcija **Daljina**

| | DspH | Dcyl | Axis | visus cc | stenopeični visus cc | vertikalna distanca | +1.00 test | binokularni balans |
|----|------|------|------|----------|----------------------|---------------------|------------|--------------------|
| | | | | | | | | |
| L: | | | | | | | | |

Snellen LogMAR E test Drugi testovi: _____

Cover test: _____

Amplituda akomo. **Blizina**

| | | | | | |
|------|--|----|--|----------|--|
| D: | | D: | | visus cc | opseg jasnog vida (cm) od - radna ud. - do |
| L: | | L: | | | |
| Bin: | | | | | |

intermedijalna adicija: _____

Cover test: _____ Stereopsija: _____

Mišićni balans
 Maddox cilindar Fiksacioni dispartit

Mišićni balans
 Maddox krilo Fiksacioni dispartit

