Introduction

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Language for Specific Purposes (LSP) has become a crucial area of linguistic research and education, as globalisation and professional specialization demand increasingly tailored approaches to language teaching and learning. In educational settings worldwide, LSP students are often required to acquire not only general language competence but also the ability to communicate effectively within their specific fields of study or professional domains. LSP is therefore instrumental in bridging the gap between language learning and practical, real-world applications in areas such as business, law, healthcare, tourism, international relations, etc.

LSP Teaching: Practices, Innovations, Technology explores current trends, challenges, and technological advancements shaping the LSP field today. It brings together a collection of research-driven studies and practical insights from scholars and practitioners who are actively engaged in LSP education. These chapters offer a comprehensive look at the different ways in which educators are developing and adapting their teaching methods to meet the specific needs of their learners, while also embracing new technologies that are transforming both the practice and theory of LSP.

The book examines diverse aspects of LSP and takes a multidisciplinary approach, covering a wide array of professional fields and educational contexts. It delves into the potential of AI-powered tools, used for different purposes such as generating tailored materials and translating specific texts. The volume also explores innovative and motivating pedagogical techniques, such as incorporating global issues into LSP syllabi and using literature to enrich learning. Additionally, it sheds light on the specific needs of LSP teachers in secondary education and the challenges faced by post-

graduate students in academic writing. Through these varied perspectives, the book provides valuable insights for both researchers and practitioners in this field. From the use of Large Language Models (LLMs) in the creation of tailored learning materials for management students, to exploring how Italian culinary culture is reflected in English and Polish, the contributions in this volume underscore the richness and diversity of LSP applications.

By compiling these diverse perspectives, *LSP Teaching: Practices, Innovations, Technology* seeks to provide a roadmap for educators and researchers who are working in this evolving field. It not only sheds light on the practical strategies that can be implemented in LSP classrooms but also engages with broader theoretical discussions on how to balance technological integration with traditional language teaching methods. The goal is to offer readers an informed and comprehensive understanding of how LSP can be taught effectively in various contexts, and how new approaches can address the specific linguistic, cognitive, and cultural needs of students.

The chapters presented in this book reflect the challenges educators face when developing materials for niche areas that go beyond the general curriculum. Whether it is addressing student motivation, incorporating AI tools into the translation process, or investigating the causes of writer's block in postgraduate students, each chapter provides valuable insights into how LSP teaching can be both innovative and effective.

In the opening chapter, Agnieszka Błażek (Adam Mickiewicz University, Poland) examines the teaching of specialised communication in Poland, drawing on Kalverkämper's (2023) call to redefine the field as both research-oriented and socially responsible. This discussion is framed within the context of multilingual education, with a seminar model from the MA Applied Linguistics programme at Adam Mickiewicz University serving as a practical example of implementation.

In the second chapter, Peter Gee (Lazarski University, Poland) offers a critical assessment of how LLMs such as ChatGPT can be leveraged to produce tailored English for Specific Academic Purposes materials for undergraduate management students. The chapter underscores the need for suitable course materials and examines how LLMs can rapidly generate texts while addressing both opportunities and challenges of AI-driven content creation.

Anna Godzich and Szymon Machowski (Adam Mickiewicz University, Poland) adopt a glottodidactic approach to Italian culinary terms in English and Polish. By analyzing the adaptation of regional Italian culinary language in the U. S. and Poland, they explore linguistic and cultural borrowing. This study sheds light on how culinary terms from Italy reflect the cultural identity of its cuisine in different linguistic environments.

In her chapter, Beata Grzeszczakowska-Pawlikowska (University of Lodz, Poland) conducts a comparative analysis of professional communication as addressed

in the CEFR (2001/2020) and *Profile deutsch* (2017). The analysis reveals that while the CEFR treats this domain inconsistently, *Profile deutsch* adopts a more systematic approach, underscoring the necessity for comprehensive competence models and structured curricula.

María Victoria Guadamillas Gómez (University of Castilla-La Mancha, Spain) addresses syllabus design for English in International Relations (IR), focusing on global issues like climate change, migration, and gender equality. This chapter emphasizes the integration of Sustainable Development Goals (SDGs) and task-based learning within the syllabus, designed to enhance both linguistic competence and students' awareness of pressing international topics.

Joanna Kic-Drgas and Aleksandra Matulewska (both from Adam Mickiewicz University, Poland) critically analyse the Polish Act of 29 October 2021, colloquially referred to as the 'New Order,' through the lens of the Jasnopis tool. Their findings underscore the incoherence and complexity of the law, which complicates comprehension during the vacatio legis period, violating the legal principle *Impossibilium nulla obligatio est*. Additionally, an experiment conducted with applied linguistics students measured the time required to read and understand the text.

Sławomira Kołsut (Silesian University of Technology, Poland) investigates the role of cooperative learning in engaging German language learners in business communication courses. The study evaluates how cooperative learning techniques foster interaction and dialogue, thereby enhancing engagement and communication skills, while also assessing the components that contribute to learner engagement.

Joanna Kubaszczyk (Adam Mickiewicz University, Poland) examines the role of various types of knowledge, including semantic and factual, in teaching specialised language to translators. Utilizing Fillmore's theory of interpretative frames, she highlights the importance of activating conceptual structures to enhance comprehension and ensure translation accuracy.

In the digital age, the role of AI in translation is crucial. Aleksandra Matulewska (Adam Mickiewicz University, Poland) explores how AI tools such as Google Translate and DeepL impact LSP translation. She discusses both the benefits and risks of incorporating AI into translation studies and proposes tasks to guide students in responsible AI use, ensuring human verification remains central in the process.

Ayşe Yildiz (Burdur Mehmet Akif Ersoy University, Turkey) advocates for the inclusion of literature in LSP teaching, presenting it as a tool to enrich language learning through critical thinking and cultural awareness. Using William Wordsworth's poem, "I Wandered Lonely as a Cloud", Yildiz illustrates how literature can be applied within LSP courses to enhance both language skills and cultural engagement.

Magdalena Sowa (Maria Skłodowska-Curie University, Poland) shifts the focus to secondary education in Poland, exploring the needs of LSP teachers in vocational and technical secondary schools. Through surveys and classroom observations,