

Editors: Michał ADAMCZAK / Roman DOMAŃSKI / Piotr CYPLIK

MODERN FOREIGN LANGUAGE LEARNING IN LOGISTICS AREA



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Michał Adamczak (Ed.)

Roman Domański (Ed.)

Piotr Cyplik (Ed.)

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Editors: Michał Adamczak, Roman Domański, Piotr Cyplik

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TABLE OF CONTENT

Preface.....	7
1. LOGISTICS LANGUAGE OPEN TRAINING PROJECT. <i>(Michał Adameczak, Roman Domański, Piotr Cyplik)</i>	11
2. GAMIFICATION IN THE VET SECTOR – THE LOGISTICS LANGUAGE OPEN TRAINING PROJECT RESULTS. <i>(Roman Domański, Michał Adameczak, Piotr Cyplik)</i>	23
3. WHY GAMIFICATION OF THE LEARNING PROCESS? <i>(Monika Nowakowska-Twaróg)</i>	48
4. USING A TASK BASED APPROACH FOR AN ENGLISH FOR LOGISTICS COURSE. <i>(Rhodri Jamieson-Ball)</i>	56
5. THE CHALLENGE OF MAKING QUALITY ASSURANCE SUPPORTIVE THE EUROPEAN INNOVATION AGENDA: THE CASES OF VET AND ADULT LEARNING. <i>(Rossella Brindani)</i>	68
6. TEACHING INDUSTRY-SPECIFIC GERMAN. <i>(Karoline Schirmer, Yvonne Töpfer)</i>	80
7. BETWEEN LINGUISTIC DIVERSITY AND THE DOMINANCE OF ENGLISH – LANGUAGES IN EUROPE FROM THE POLITICAL, CULTURAL AND EDUCATIONAL PERSPECTIVES. <i>(Dobrochna Hildebrandt-Wypych, Celina Czech-Włodarczyk)</i>	92
8. LOGISTICS EDUCATION IN POLAND - STUDY OF LEGAL, ORGANIZATIONAL AND FUNCTIONAL CONDITIONS. <i>(Ireneusz Fechner)</i>	107
9. LOGISTICS EDUCATION SYSTEM IN POLAND AND RUSSIAN FEDERATION - COMPARATIVE STUDY. <i>(Ryszard Świekatowski, Vladimir Tkač, Julita Żmich-Mezreb)</i>	127
10. MODERN DIDACTIC METHODS USING IN EDUCATIONAL PROCESSES OF THE TRAINING OF LOGISTIC SPECIALIZATION. <i>(Iwona Chomiak-Orsa, Katarzyna Golusińska)</i>	138

Modern foreign language learning in logistics area

11. "VIRTUAL LABORATORIES" A TOOL FOR PRACTICAL VOCATIONAL TRAINING IN HIGH SCHOOL.

(Paweł Fajfer, Ireneusz Wrociński).....152

Conclusions163

List of figures165

List of tables166

PREFACE

Logistics is an interdisciplinary field of academic knowledge and economic practice. Logistics is where achievements of numerous science and technology fields overlap. The multidisciplinary nature of logistic knowledge and skills caused by the progressive civilisation development results in the necessity to keep improving, updating and raising one's competences.

Very large emphasis is put by the contemporary market requirements on employees' professional qualifications that are adequate for employers' requirements. Apart from obvious professional competences, much attention is paid by the labour market to the employees' ability to learn, their command in foreign languages and their ICT (Information Computer Technology) technology operation level.

This monograph is devoted to a very broad topic which is logistic education. This elaboration is a collection of articles that were presented at the "Education in logistics. Perfection of professional and linguistic competencies" conference. The conference took place on 25 May 2018 in Poznan School of Logistics.

The focus of the first monograph part is put on presenting the results of „Logistics Language Open Training” (LLOT) project executed between 2015 and 2018 and coordinated by Poznan School of Logistics in Poznań. The project aimed at improving the logistic industry employees' knowledge of foreign languages – Polish, English, German and Italian courses correlated with raising their professional competences – logistic courses in inventory, warehousing and transport.

In Chapter 1, Michał Adamczak, Roman Domański and Piotr Cyplik make a theoretical „Logistics Language Open Training” (LLOT) project presentation in the project application structure form. Once the market gap is identified, the authors present a step-by-step outline of the project concept solidification, consortium formation, application submission, development and dissemination of project results. This chapter might be an inspiration and role model for other applicants in various competitions, particularly the ones funded by the European Social Fund.

In Chapter 2, Roman Domański, Michał Adamczak and Piotr Cyplik present practical results of executing the „Logistics Language Open Training” (LLOT) project within logistic courses (inventory, warehousing and transport) from the gamification mechanics viewpoint. Having adopted a number of criteria (among others, number of users, their activity, used equipment and software), the authors present the obtained results as tables and charts. The project results emphatically show that gamification is sensible and therefore, should be used in education.

In Chapter 3, Monika Nowakowska-Twaróg discusses the language course construction with the gamification method application. The language gamification is preceded by the discussion about human determination and motivation. A considerable chapter advantage is to pay attention to the course final recipient – their needs and expectations are what determines the selection of such a learning method (construction of courses in the LLOT project).

In Chapter 4, Rhodri Jamieson-Ball presents a Task Base Language Teaching (TBLT) technique to be used to teach a foreign professional language, also, among others, logistic language with a few example sentences. A considerable chapter advantage is an extensive discussion about problems that might appear during the TBLT technique implementation to the educational process, also with respect to e-learning.

In Chapter 5, Rossella Brindani raises the topic of educational quality. The author concludes by saying that there is no best educational way because there are different objectives of various groups of stakeholders who take part in the educational process. The valuable chapter aspects are: attention to further application of the best presently developed practices and the definition of basic criteria of assessing educational processes.

In Chapter 6, Karoline Schirmer and Yvonne Töpfer raise the topic of teaching German professional language (oriented to the terminology used in industry and logistics). In the chapter, one presented how complicated it is teach

professional language and what it differs from teaching vernacular language. The authors emphasise the differences between DaF (German as a Foreign Language) and DaZ (German as a Second Language). The authors also pay attention to the CLIL method that enables the connection of foreign language teaching and field-related contents.

The second monograph part is articles that are a direct aftermath of the “Education in logistics. Perfection of professional and linguistic competencies” conference.

In Chapter 7, Dobrochna Hildebrandt-Wypych and Celina Czech-Włodarczyk present arguments for and against using English with regard to the existence of other national languages. A considerable advantage of the discussion between universality and language variety is the adopted analysis prospect – not only the educational but also political, cultural and social layer. A language-related peculiarity of the chapter is EU regulations that seem to be a bit mutually contradictory.

In Chapter 8, Ireneusz Fechner discussed the system of professional logistics education in Poland ranging from the lowest to the highest educational levels. The Polish educational system analysis is performed in a broad prospect – legal, organisational and functional conditions are what is an undoubted chapter advantage. The text is profusely illustrated by the author’s own schemes, tables and charts which additionally raises the chapter value.

In Chapter 9, Ryszard Świątkowski, Vladimir Tkač and Julita Żmich-Mezreb also pay their attention to the system of educating logisticians in Poland and in Russia – a comparative study. As regards to Poland, the presentation of what Poznan School of Logistics offers against the Polish educational system is interesting. Another valuable chapter aspect is to mention the differences (above all) between the Polish and Russian educational system.

In Chapter 10, Iwona Chomiak-Orsa and Katarzyna Golusińska describe modern teaching methods used in the educational process of logisticians. The authors mention key competences that should be educated among prospective logisticians. In the chapter, educational models of educating such competences as entrepreneurship, communicativeness, creativity, teamwork are presented.

In Chapter 11, Paweł Fajfer and Ireneusz Wrociński present educational solutions oriented to educational students’ competences in operating on IT systems that are presently so common in logistics. This significant education aspect is to develop practical skills that enable quick acclimatization of students at professional

Modern foreign language learning in logistics area

work. Such education predominantly requires modern tools and methods that enable their effective application.

We keep learning all the time in each life aspect. The authors hope that this collection of articles is an interesting reading which is also an inspiration to make reflections and action within education both in the professional and private life.