

## FROM THE EDITORS

The articles assembled in this edition of the Jagiellonian University's *Zeszyty Glotodydaktyczne Jagiellońskiego Centrum Językowego* are the fruit of two conferences. The first part is devoted to the international didactic conference *Cracow Language Teaching Staff Training Week* organised by the Jagiellonian University's Language Centre and held from the 2<sup>nd</sup> to the 6<sup>th</sup> of July 2018. The conference was attended by thirty academic language teachers from thirteen European countries. The aim of the meeting was the exchange of practical foreign-language teaching experience, and in particular it focused on matters concerning the use of new technologies in language teaching, the teaching of academic language as well as specialist variants. Discussed equally was the question of the so-called learning autonomy. In total 14 papers were given, of which five we have the pleasure to present here in the form of articles.

The difficulties involved in devising a good language course at an academic level are examined by Agnieszka Suchomelová-Połomska and Daniela Dlabolová (*Designing an ESP course*). The authors share their experience of designing a teaching programme and selecting appropriate materials based on the practical experience of devising preparatory courses for students of Biology, Geography and Physics at the Faculty of Pure Sciences of the Masaryk University in Brno, the Czech Republic. Maria-Victoria Ruiz Lozano Haenni (*A case study on Spanish for medical doctors*) in turn writes about preparing a Spanish-language course for the needs of doctors. Specialist medical language is also the focus of Libor Švanda's text (*Latin medical terminology in practice*), where he concentrates on the practical aspects of teaching medical terminology in Latin. A most interesting form of cooperation between the students of three European universities utilising e-learning platforms is presented by Izabela Bakota, David Albert Best and Barbora Chovancová in the article '*Virtual Erasmus*' and *task-based English for legal purposes (ELP): triangular collaboration on case studies via an e-learning platform (Brno–Brussels–Krakow)*. Besides the language benefits such as increased vocabulary acquisition through contact with authentic materials, the project has enabled future lawyers to develop teamwork skills within a multicultural and international environment as well as promoting student learning autonomy – for students had to organise a large

proportion of the work themselves. In the last of the included pieces Monika Sobejko (*Developing academic literacy by writing for Wikipedia*) describes a means to prepare students to write academic texts through writing short accounts that could be included with Wikipedia articles and which would reflect the problem areas selected by the students themselves.

The conference *Cracow Language Teaching Staff Training Week* was a useful platform for academic teachers to exchange views on, and academic experience in, foreign language teaching. The Jagiellonian University's Language Centre will make every effort to ensure this becomes a permanent fixture in the University's academic calendar.

The second part of this edition of *Zeszyty Glottodydaktyczne* is composed of texts based on papers given at the Jagiellonian University's conference on the teaching of Latin and entitled „Polacy nie gęsi, też łacinę znają” [Poles are not geese, they also know Latin!], which took place on the 14<sup>th</sup> of September 2018. Anna Mleczek (*Technika przekładu i wartości etyczne polskich średniowiecznych żywotów świętych* [Translation and ethical values of Polish medieval hagiography]) presents a set of most interesting exercises to hone Latin-Polish translation techniques and enable a thorough reading of content as well as the interpretation of the translated text. Medieval poetry is the subject of the article by Monika Bieniek (*Analiza pieśni średniowiecznej o wójcie Albercie na lektoracie języka łacińskiego* [Analysis of a medieval song about Alderman Albert in a Latin language course]). Here attention is not only drawn to the artistic worth of the piece but also those aspects that enrich one's knowledge of the epoch. Inga Grześczak in turn (*Sarbiewski – zapomniany poeta zmysłów* [Sarbiewski – forgotten poet of the senses]) undertakes an interpretation of two epigrams by the Polish Baroque poet Maciej Kazimierz Sarbiewski, whose works constitute a most excellent example of synesthesia. The final text to be included is devoted to three historians and theoreticians of the music of the Renaissance. Krzysztof Pawłowski (*Lektura polskich starodruków muzycznych z XVI wieku* [Reading Polish old music prints from the 16<sup>th</sup> century]) presents the works of Jerzy Libanus of Legnica, Sebastian of Felsztyn and Marcin Kromer, and elaborates on scribal abbreviations or sigla as used in music on the basis of their example, which undoubtedly will aid students of Music to interpret difficult texts in Latin.

The articles incorporated into this edition of *Zeszyty Glottodydaktyczne* show an array of innovative ways to teach foreign languages and may constitute a source of much valuable advice on language teaching practicalities for university lecturers.

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