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THE ROLE OF AUTHENTIC TEXTS IN LSP

Introduction

Trends such as globalisation and internationalisation have led to increased need for knowing more languages, especially for communicative and professional purposes. Multilingualism promotes openness and tolerance but it also opens the way to new markets and new business opportunities.¹ Current COVID-19 crisis has intensified the need for even faster exchange of information and communication on a global level, and has put health systems and their employees in the spotlight. However, regardless of the current situation, the importance of knowing foreign languages (L2), English particularly, in the field of medicine is essential for maintaining the quality of the work and keeping up with medicinal progress since the majority of medicinal literature is written in English which is also the official language of most conferences in the field of medicine.²

Medical English presents somewhat of a challenge to those who teach it precisely because of the accelerating development of science and technology, which results in the constant growth of medical terminology.³ However, the vocabulary itself, i.e. isolated terms and their meanings are not sufficient for communication and fluency in L2.⁴

Teaching LSP is not based only on the specific terminology of a particular profession, but aims to develop communication competence, i.e. its three components: linguistic, sociolinguistic and pragmatic competence⁵. The starting point in teaching LSP and developing communicative competence is a text, i.e. an authentic text that introduces real-life situations into teaching. This paper analyses the texts in selected textbooks for learning English and German in the medical profession used in the study of Nursing at Karlovac University of Applied Sciences to examine what types of authentic texts are used for learning L2 in the medical profession and how these texts encourage and develop communication competencies.

¹ Ariana VIOLIĆ-KOPRIVEC–Martina HRNIĆ: *Teaching the Language for Specific Purposes in the Context of Sailing and the Need to Create a Specialized Multilingual Dictionary*, Naše more 2014/60(5–6). 132–137. (Hereinafter: VIOLIĆ-KOPRIVEC–HRNIĆ, 2014.)

² Sonja KOREN–Jasmina ROGULJ: *Kolokacijska kompetencija neizvornih korisnika engleskog jezika medicinske struke*, Zbornik radova Veleučilišta u Šibeniku, 2017/3–4. 19–31. (Hereinafter: KOREN–ROGULJ, 2017.)

³ Božena DŽUGANOVÁ: *Medical Language – A Unique Linguistic Phenomenon*, Jahr, 2019/10(1). 129–145.

⁴ KOREN–ROGULJ, 2017.

⁵ COUNCIL OF EUROPE: *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. U.K.: Press Syndicate of the University of Cambridge, Cambridge, 2001, 10. (Hereinafter: CEFR, 2001.)

Languages for Specific Purposes

Languages are learned for many different purposes and this particular purpose is one of the main differences between Languages for General Purposes (LGP) and Languages for Specific Purposes (LSP). LSP has developed through the years and it comprises two types of knowledge – language knowledge and specific purpose background knowledge.⁶ LSP courses are usually taught at later stages of language learning, predominantly at higher education institutions and to adult learners who usually have some knowledge or experience with English, however, LSP can be taught at various levels, even with beginners,⁷ LSP courses can be defined as those in which “the methodology, the content, the objectives, the materials, the teaching, and the assessment practices all stem from specific, target language uses based on an identified set of specialized needs”.⁸ Since students in LSP courses wish to learn English for their occupational setting or academic needs, the teaching processes should be learner-oriented, so very commonly the context is very specific or only focused on developing certain skills or performing particular tasks. In other words, both linguistics and content area knowledge that is specific to a particular context (based on learners’ needs) is incorporated in LSP teaching.⁹

One of the goals of LSP courses is to provide students with authentic materials which help to make the content of the instruction relevant in various contexts. Professional and scientific terminology distinguishes LSP from LGP since specific technical terminology is used by a group of people belonging to a particular profession. Although learners might be fluent in English they might still have a lack of knowledge of specific vocabulary and syntax used in LSP so professional texts might become obstacles.¹⁰

Due to various areas of LSP, finding the appropriate “ready-made” materials often poses problems. The Majority of LSP teachers prepare teaching materials themselves by trying to adapt original texts which can be very time-consuming. In teaching, LSP texts and tasks play an important role in developing various competences. The following paragraphs will provide a short overview of the main concepts connected to texts and authentic materials.

Text

Most authors describe it as unit of language or unit of communication. Any text is a form of communication, and there is no act of communication through language without a text. The text can be defined as any spoken and/or written

⁶ DOUGLAS Dan: *Assessing Language for Specific Purposes*, Cambridge University Press, Cambridge, 2000, 39. (Hereinafter: DOUGLAS, 2000.)

⁷ Vesna CIGAN–Ljubica KORDIĆ: *The Role of ESP Courses in General English Proficiency*, *Linguistica* 2013/53(2). 153–173. (Hereinafter: CIGAN–KORDIĆ, 2013.)

⁸ TRACE, Jonathan–HUDSON, Thom–BROWN, James Dean: *An Overview of Language for Specific Purposes*, In TRACE Jonathan, HUDSON Thom, BROWN James Dean (eds.): *Developing Courses in Languages for Specific Purposes* 2015/2. 1–23.

⁹ Ibid.

¹⁰ CIGAN–KORDIĆ, 2013; VIOLIĆ–KOPRIVEC–HRNIĆ, 2014.

sequence or discourse which is related to a specific domain. In the course of carrying out a task, text is used for conducting a language activity, whether as a support or as a goal, as product or process.¹¹ Information in any text needs to be systematically organized at all levels of communication in order to exchange the information.¹² On the other hand, Schrodtt¹³ emphasizes the communicative role of text and defines it as the sum of communicative signals within communicative interaction.

Texts are carried by different media, usually by sound waves or written artefacts (e.g. voice, television, videoconferences, radio broadcasts, print, manuscript etc.) and are used for performing many functions in social life. This can be seen in the corresponding differences in form and content, but also in their organization and presentation. Consequently, they can be classified in different genres.

There are various factors or text characteristics which should be considered when evaluating the appropriateness of texts for a particular group of students. These factors can make texts easier or more difficult for reading. Text characteristics include linguistic complexity, text type, discourse structure, organisation and text cohesion, visual appearance, topic and content, length of the text, readability and its relevance for the learner(s) which can make reading easier or more difficult.¹⁴ In LSP attention should also be given to continuous and non-continuous texts. Continuous texts are the ones where sentences are linked in paragraphs, then into chapters, essays and books; while non-continuous texts are visual documents without continuous organisation, such as lists, tables, graphs, charts etc.

Text types include *spoken texts* (e.g. public announcements; instructions; public speeches, lectures, presentations, sermons; rituals; entertainment; sports commentaries; news broadcasts; public debates and discussion; interpersonal dialogues and conversations; telephone conversations; job interviews) and *written texts* (e.g.: books, fiction and non-fiction, including literary journals; magazines; newspapers; instruction manuals; textbooks; comic strips; brochures, prospectuses; leaflets; advertising material; public signs and notices; supermarket, shop, market stall signs; packaging and labelling on goods; tickets, etc.; forms and questionnaires; dictionaries, thesauri; business and professional letters, faxes; personal letters; essays and exercises; memoranda, reports and papers; notes and messages; databases).¹⁵ Most of the mentioned text types can be used in their authentic forms in the classroom.

¹¹ CEFR, 2001.

¹² Branka PAVLOVIĆ–Antonija ŠARIĆ: *Tekstualna komunikacija*, Život i škola, 2012/58(28), 32–44.

¹³ SCHRODT Richard: *Tekstna lingvistika*, In GLOVACKI BERNARDI Zrinjka (ed.): *Uvod u lingvistiku*, Školska knjiga, Zagreb, 2001, 235.

¹⁴ CEFR, 2001, 165–166.; Sanja BRANGAN: *Kvantitativna procjena težine teksta na hrvatskom jeziku*, Rasprave 2014/40(1). 35–58.

¹⁵ CEFR, 2001, 95.

Authentic materials

Authenticity is an important concept in LSP teaching and it can be seen as a property not of texts themselves, but of uses the people put them to.¹⁶ Authentic materials are any texts written by native speakers for native speakers of a particular language.¹⁷ They are selected by a reader or a teacher and fulfil his/her need for information, entertainment, aesthetic satisfaction or instruction, and enable aspects and patterns of language to be learned within a meaningful context.¹⁸ Normally such texts are produced for non-teaching purposes and convey a real message by reflecting real-world language use by containing authentic language (vocabulary, syntax, grammatical structures).

The materials have to be methodologically processed to be applicable in the teaching process, so real authentic material is contrasted with artificially simplified material. Thus, we can distinguish *genuine texts* as the ones originally created for a non-pedagogic purpose but which have been 'borrowed' by a textbook writer, and *simulated texts* as those created for a pedagogical purpose that may vary considerably in the degree to which they attempt to replicate certain features of genuine texts.¹⁹ CEFR similarly distinguishes between authentic texts and specially composed texts. Authentic texts are further divided to untreated authentic texts and authentic texts which are selected, graded and/or edited to fit experience, interests and characteristics of specific groups of learners.²⁰ The main issue with simulated text is the degree to which they give the impression of being genuine. The more changes are made the less authentic the text becomes.²¹

Benefits of using authentic/methodologically adapted materials in LSP classes are that they provide cultural information connected to target language as well as the exposure to real (contemporary) language by covering current issues and topics; they relate more closely to learners' needs and might have motivational aspect for learners and can also enable teachers to be more creative in their teaching.²² Basically, authenticity gives learners a taste of the real world, an opportunity to practice in a safe environment, hence the less authentic materials we use the less prepared learners will be for the real world.²³

Rösler²⁴ highlights the problem of introducing authentic texts to beginner L2 learners who should be exposed to real texts in order to get in touch

¹⁶ DOUGLAS, 2000.

¹⁷ David HEITLER: *Teaching with Authentic Materials*, Pearson Longman, London, 2005.; RÖSLER Dietmar: *Deutsch als Fremdsprache: Eine Einführung*, Metzler, Stuttgart/Weimar, 2012.

¹⁸ DAVIES Florence: *Introducing Reading*, Penguin English, London, 1995, 4.

¹⁹ NEWBY, David: *Authenticity*, In: FENNER Anne-Brit, NEWBY David (eds.): *Approaches to Materials Design in European Textbooks: Implementing Principles of Authenticity, Learner Autonomy, Cultural Awareness*, European Centre for Modern Languages, Graz, 2000, 16–75.

²⁰ CEFR, 2001, 145–146.

²¹ MCGRATH Ian: *Materials Evaluation and Design for Language Teaching*, Edinburgh University Press Ltd, Edinburgh, 2002, 105. (Hereinafter: MCGRATH, 2002.)

²² Jana BERESOVA: *Authentic Materials – Enhancing Language Acquisition and Cultural Awareness*, *Procedia–Social and Behavioral Sciences* 2015/192. 195–204.

²³ MCGRATH, 2002.

²⁴ RÖSLER, 2012.

with real-life communication as soon as possible, but on the other hand they should not work on too demanding content so they could adopt language content gradually.

Using authentic materials might impose constraints on communication in the classroom but also offers opportunities for facilitating and accelerating learning despite the fact that classroom setting is different from the outside world where language is used authentically.

Language competence

In foreign language teaching texts play an important role in developing various skills and particularly in developing communicative language competences. CEFR²⁵ defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions”. It distinguishes general competences as the ones which are not language specific but are necessary for performing different activities, including language activities, from communicative language competences which enable a person to act using linguistic means. Communicative language competence empowers an individual to function in all aspects of life, i.e. it enables a person to functionally use a language in various communicative situations. It encompasses all those things (language itself, pragmatic, general encyclopaedic and specific cultural knowledge) that the language user should know to be able to communicate appropriately within a language community.²⁶

Similarly, CEFR²⁷ states that linguistic, sociolinguistic and pragmatic component make up communicative language competence and thus each will be shortly described.

Linguistic competence comprises orthographic, orthoepic, phonological, lexical, semantical and syntactical knowledge and skills together with the ability to cognitively organise, store this knowledge and access it. Lexical competence, described as knowledge of, and ability to use the vocabulary of a language, consists of lexical and grammatical elements. Lexical elements are *fixed expressions* (e.g. greetings, proverbs, phrasal idioms, fixed frames, phrasal verbs, compound prepositions, fixed collocations) and *single word forms*. Grammatical competence is the knowledge and ability to use the grammatical resources of a language with specific emphasis on elements, categories, classes, structures, processes and relations. Semantic competence focuses on learner’s awareness and control of the organisation of meaning.

Sociolinguistic competence is the second aspect of communicative language competence which refers to the knowledge and skills of language use in sociocultural conditions. It is mostly observed in communication between language users of different cultures and thus will vary according to the language. It includes: linguistic markers of social relations; politeness conventions;

²⁵ CEFR, 2001, 9.

²⁶ MEDVED-KRAJNOVIĆ Marta: *Od jednojezičnosti do višejezičnosti*, Leykam International d.o.o., Zagreb, 2010.

²⁷ CEFR, 2001, 111–118.

expressions of folk-wisdom; register differences; and dialect and accent. Linguistic markers (use and choice of greetings, address forms, turn-taking conventions etc.) will vary in connection to factors such as relative status, closeness of relation, register of discourse, etc. while the ways of expressing politeness (expressing admiration, gratitude or regret, apologizing, sharing concerns, using “please”, bluntness etc.) may cause misunderstanding due to literal interpretation of culturally different expressions.

Different types of pragmatic competences deal with the functional use of linguistic resources (e. g. production of language functions, speech acts), i.e. interactional exchanges which are influenced with cultural background and environment and interactions. It also includes the mastery of discourse, cohesion and coherence, recognizing text types and forms, irony, and parody. They can be divided into: a) discourse competence which deals with the organisation, structure and arrangement of messages, b) functional competence which deals with messages that perform communicative functions, c) design competence which deals with sequencing messages in accordance with interactional and transactional schemata.

Since language systems are very complex and in continuous evolution in response to the exigencies of their use in communication, language users have to use their general capacities together with communicative competences which are more specifically language related in order to be able to accomplish their communicative intentions.

Methodology

The aim of the research is to compare the types of authentic texts in textbooks for learning English and German in the field of nursing and medicine and their analyses in terms of promoting communicative competence. Texts in German textbooks at levels A2 and B2 / C1 and English textbooks at levels A2 / B1 and B2 / C1 used in the study of Nursing at Karlovac University of Applied Sciences were analysed. The goal is not to evaluate individual textbooks or promote certain authors or publishers, but to perform qualitative analyses of the content or texts, in order to exchange experiences among teachers and collect useful data which should ultimately enable raising the quality of teaching and its adaptation to the needs of LSP.

Text analyses provided answers to the following research questions:

- 1) Are there any differences in authentic texts usage in English and German textbooks in the field of nursing and medicine?
- 2) Are there any differences in types of authentic texts according to language proficiency level?

Results and discussion

The textbook for learning German *Menschen im Beruf – Pflege A2*²⁸ contains a total of 24 lessons divided into eight modules. One special feature of this textbook is that it has a picture dictionary at the beginning of each lesson – photos and pictures with the relating names of the items, body parts, medical tools and equipment – which helps introduce and acquire new vocabulary. There are tasks relating to each lesson. However, there are tasks unrelated to the text stating which knowledge and skills they refer to – grammatical structure, communication, vocabulary, and writing. There is a list of words and phrases at the end of each lesson, but there are also sentences or parts of sentences distributed according to the situations they are used in. Each lesson contains written and audio texts, and the last lesson in the module contains an article on a specific subject-matter. The written texts are mainly shorter general texts with content similar to the texts in a lexicon (i.e. description of an organ or illness), flyers (i.e. description of an examination or patient instruction, description of a medicine and how to take it), and magazines (i.e. text on illnesses present in German hospitals or on working in ER). The remainder of the texts include interviews, graphs, organisational chart, and protocol for falls (patient information form), e-mail, forum texts, checklist and a crossword puzzle.

The textbook for learning English *English for Nursing2 A2 / B1*²⁹ contains a total of eight units. The dialogues and texts are shorter and there are images (realistic photos and symbols) which make the entire content visually attractive. The textbook is versatile and user friendly, and the texts are not long, giving way to the development of communicative skills. Each unit contains a total of eight audio tasks.

Considering the texts' type and content of both textbooks, we can say the texts are authentic or they are adapted authentic texts with themes relating to the working environment the textbook aims at. Since the sources are not cited, it is difficult to prove which text is completely authentic. It is definitely certain that some texts (dialogues and mails) are adapted. However, forms, diagrams, release forms and charts should be authentic since the whole point of the textbook is to prepare the students for a working environment.

The text analysis of both textbooks has shown which texts are present, and since the written texts differ based on content organisation, they are divided in the following table into continuous and non-continuous texts. The types of texts and the number of audio tasks for both of the textbooks are listed in Table 1. The quantity of audio tasks is noted without any further clarification, however, it should be highlighted that they are mainly dialogues in both of the textbooks.

²⁸ HAGNER Valeska: *Menschen im Beruf Pflege*, Hueber, München, 2015.

²⁹ WRIGHT Ros–SYMONDS Maria Spada: *English for Nursing 2*, Pearson Education Limited, Harlow, 2017.

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	English	German
	Unit 1	Module 1
Continuous texts	- interview with a medical nurse - information leaflet from the Central Hospital in Phoenix - admission form from the Birmingham General Hospital	- description of task assignments - excerpt from a worker manual - factual text on appendicitis - informational text about the department staff
Non-continuous texts	- hospital floor plan - symbols – signs	- organisational chart
Audio texts	8	4
	Unit 2	Module 2
Continuous texts	- article from a health website – pain assessment	-factual text on kidneys - text on incontinence - task description and audio - text on the care of elderly and sick - interview - flyer
Non-continuous texts	-body map - facial expressions - images	
Audio texts	8	5
	Unit 3	Module 3
Continuous texts	- description of abbreviations used on hospital charts, - text on smoking – leaflet	- advisory text on blood pressure - text on temperature increase and decrease - article – Monika Krohwinkel und die ABEDL
Non-continuous texts	-chart (heart/weight) - three more charts - diagram of the heart	-Care planning - graph about body temperature
Audio texts	12	2
	Unit 4	Module 4
Continuous texts	- patient record (medTrust Hospital) - text on asthma (Source: NHS), - explanation of medical abbreviations	- text on feeding - article on reasons for hospitalization - interview - pain assessment - sentences containing instructions on how to communicate with patients <u>when changing their beds</u> - image of the human body
Non-continuous texts	- SOAP notes (Subjective, Objective, Assessment and Plan) – 2 SOAP notes for two patients - image of the Emergency Room	
Audio texts	4	4
	Unit 5	Module 5
Continuous texts	- text on diabetes, on food allergies and its causes as well as symptoms	- report on chronic lung disease - instructions for taking medications - article on how to convince patients to take medications - medication insert
Non-continuous texts	- food pyramid (authentic) - leaflet on food allergies - food journal (table)	- table containing data on the frequency of side-effects
Audio texts	7	2

	Unit 6	Module 6
Continuous texts	dialogue between a nurse and patients - complaint form from University Hospital – Patient Relations Department	- information on gastroscopy - instruction on how to take urine and stool samples - text – doctors respond to children’s questions on blood, blood work and how to take a blood sample
Non-continuous texts	-ADL assessment - ADL checklist - Wound Assessment and Treatment Chart	- image of the abdomen - flyers – medical examinations (short info)
Audio texts	7	5
	Unit 7	Module 7
Continuous texts	-nursing assessment - article on diarrhoea - nursing assessment	- text on the ER department - e-mail - protocol (form for taking patient information)
Non-continuous texts	-images of people, their age and profession	- image of a skeleton and names of its parts - thrombosis risk assessment
Audio texts	7	4
	Unit 8	Module 8
Continuous texts	- directions on how to use medicine - medTrust hospital – Discharge plan	- text from a forum - text – nurse job description - description of a working experience - interview
Non-continuous texts	-independence assessment	- checklist (how to wash a patient) - crossword puzzle
Audio texts	7	3

Text types in textbooks for English (A2/B1 level) and German (A2 level) (Table 1.)

The analysis of the text provided an answer to the first research question. Therefore, we can confirm there is a difference in the quantity of written and audio texts. The English textbook contains significantly more audio texts (58) as opposed to the German textbook with a total of 29 audio texts. This is important to highlight since the German language is not present in our daily lives and audio materials play an important part in language acquisition. Students who learn German in Croatia should definitely be more exposed to various audio materials. However, as pointed out in the preface of the textbook, this German language textbook is designed for use in combination with LGP which makes up for the shortage of audio material.

The second difference refers to the types of texts in both textbooks. There are more non-continuous texts (e.g. charts, diagrams or tables) in the English textbook. This is what makes this textbook more interesting in terms of appearance and content, and the texts and images open a vast array of new possibilities for teaching and learning. The German textbook contains more shorter written texts and articles. Classroom experience has shown that more comprehensive (longer or shorter) continuous texts are used in teaching. In their research on student attitude on the importance of English for specific purposes

Šarić and Budić³⁰ state that the majority of the surveyed students have the opinion that working with professional texts is the most important aspect of LSP teaching.

The analysed texts present a base for promoting and developing communicative competence, i.e. its three components – linguistic, sociolinguistic and pragmatic. The usefulness of different text types is reflected through various tasks which, besides the receptive skills of reading and listening (reading and listening comprehension tasks), promote productive skills of writing and speaking (creating personal written or spoken text). The students are required to use specific vocabulary (words, phrases or sentences) and grammatical structures in a certain situation taken from everyday life, that is, the working environment, which means the functional use of language is required. Role-play tasks should be highlighted since they are particularly important for promoting communicative competences.

Besides lexical competency (specific vocabulary and grammatical structure), the students, participating in a doctor-patient dialogue also develop sociolinguistic competency since they need to use linguistic tools to express an appropriate reaction, e.g. interest, concern or empathy. The pragmatic competence refers to the organisation and structure of speech, its coherence and cohesion (discourse competence) and to the understanding of the speech process where the participants provoke each other's reactions and arrive at conclusions (functional competence). Writing of one's flyer, based on textbook model or filling out a form on patient info, in addition to the lexical component, also requires pragmatic, i.e. discourse competence – the ultimate goal is to produce a text which is appropriately organised and structured in the context of the situation and communicative purpose.

The textbook for learning German *Menschen im Beruf – Medizin B2/C1*³¹ contains 20 lessons and an appendix containing: admission note, list of abbreviations (general and important terminology in laboratory examinations), images of body parts with their names and the names of illnesses specific to a certain body part or organ, and case history. After every four lessons there is an *Intermezzo* which covers business and intercultural themes through texts and tasks.

As mentioned in the introduction of the textbook, the themes and communication situations are selected from doctor's working environment. The stress is on communicative competence and on situations which include different people whom we do not address the same way – patients, colleagues and hospital staff. The textbook offers many audio texts which are based on authentic dialogues, discussions and presentation. Each lesson focuses on a specific dialogue, that is, audio content. The required specific structures are first processed in related tasks, and then in unrelated tasks (independent of the main texts) which are based on authentic mundane situations. The special feature of this textbook is the great number of audio texts that each lesson is based upon. There is a total of 139 audio texts, compared with only 29 audio texts in the A2 textbook.

³⁰ ŠARIĆ, Antonija–BUDIĆ, Lahorka: *Stavovi studenata prehrambene tehnologije o važnosti engleskog jezika struke*, In: CIGAN Vesna, KRAKIĆ Ana-Marija, OMRČEN Darija (eds.): *IV. International Conference From Theory to Practice in Language for Specific Purposes*, Association of LSP Teachers at Higher Education Institutions, Zagreb, 2019, 336–347.

³¹ THOMES Dorothee–SCHMIDT Alfred: *Menschen im Beruf Medizin*, Hueber, München, 2016.

*Medicine 2*³² is a textbook which consists of 12 units. Each lesson has equally distributed types of tasks and texts, i.e. each lesson contains authentic photographs (people, black and white ultrasound photo, X-ray) as well as shorter articles on the related professionals (doctors, medical nurses, carers and paramedics, etc.). Each lesson contains four audio tasks. Compared with the lower level English textbook, this is half as much.

We can conclude that language is learned more intensively through audio tasks on a lower level. However, in the textbooks of higher level, this intensity decreases and the number of reading-comprehension exercises increases. As opposed to the textbook of lower level, and of a different publisher, after lesson 6 there is a separate unit entitled *Reading Bank*. This unit is exclusively dedicated to reading, hence the longer and more comprehensive texts. The themes are related to medical profession and it is evident that they have been taken from newspapers, medical journals or similar sources, a fact which makes them authentic (Triage, Preventing injuries when working with hydraulic excavators and backhoe loaders, Brain pattern associated with genetic risk of OCD, etc.). The text types of both B2 / C1 textbooks are listed in Table 2.

	English	German
Continuous texts	<ul style="list-style-type: none"> -job application post - Guidelines on Continuing Professional Development - medical texts - articles 	<ul style="list-style-type: none"> - consultation form (Konsilschein) - admittance report (Aufnahmebericht) <ul style="list-style-type: none"> - forum text - blog text - brochure - advertisement - definitions <ul style="list-style-type: none"> - SMS - E-mail - case study data - quote from a literary piece - written presentation <ul style="list-style-type: none"> - dialogue - shorter medical texts <ul style="list-style-type: none"> - articles - case study
Discontinuous texts	<ul style="list-style-type: none"> - X-ray photos -realistic photographs - ultrasound photo <ul style="list-style-type: none"> - charts - graphs - diagram 	<ul style="list-style-type: none"> - cartoon - Verbal Rating Scale - Visual Analogue Scale - Smiley Analogue Scale <ul style="list-style-type: none"> - screenshot - photos of drugs and description <ul style="list-style-type: none"> - map of Germany - iceberg model - organisational chart <ul style="list-style-type: none"> - signs - list of abbreviations - images of body parts with their names and the names of the related diseases
Audio texts	48	139

Text types in textbooks for English and German at B2/C1 level (Table 2.)

³² MCCARTER Sam: *Medicine 2*, Oxford University Press, Oxford, 2010.

The listed descriptions and data in Table 2 provide an answer to the first and the second research question. There are differences between the German and the English textbook on the higher level of learning. The differences are particularly evident in terms of the number of audio texts and types of texts. The German textbook contains much more audio texts, whereas the English textbook gives way to written texts, e.g. articles, which is excellent preparation for reading professional literature. The English textbook of lower level contains more short written texts and non-continuous texts compared to the English textbook of higher level. The German and English textbooks of B2/C1 differ according to the type of written texts. The German textbook contains several types of non-continuous and continuous texts. The comparison of the German textbooks has shown that the A2 level textbook highlights short written texts, whereas as B2/C1 textbook focuses on audio texts, mainly dialogues.

By performing audio and role-play tasks, reading professional articles or texts, filling in the blanks, students develop their language competence. This is extremely important for medical profession since hospital work requires a high level of responsibility and awareness where language plays an extremely important role. It has to be precise since people's lives depend on it. Lexical competence is developed through exercises in which students acquire and repeat expressions, collocations or greetings. They are mainly listening tasks to which the students listen to several times or role-play tasks or dialogues (reading or listening).

Textbooks for any foreign language inevitably develop sociolinguistic competence. In the case of medical textbooks examined in this paper, register competence, expressing politeness, dialects and accents (through listening skills), use and choice of greetings and address forms are crucial since there cannot be any misunderstanding when providing patient care. The used language cannot sound too harsh or awkward. Furthermore, the students fill out the missing parts of the texts, audio dialogues, forms, tables or diagrams, for example using appropriate medical abbreviations in English. The students thus develop pragmatic competence and learn how to express meaning beyond the framework of grammar rules. The students approach the textbook with their personal cultural background in their own environment, creating new interaction in another cultural background and environment.

Conclusion

Text analyses provided answers to research questions about the differences in the use of authentic texts in English and German textbooks at lower A2, A2/B1, and higher level B2/C1. The lower level English textbook contains more audio texts than the lower level German textbook. Also, in the English language textbook we find greater variety of texts (graphs, charts, images), while in the German language textbook we can say that it emphasizes shorter written continuous texts. In higher B2/C1 textbooks the situation is reversed. The German language textbook contains significantly more audio texts, while the English textbook contains more extensive written texts, i.e. articles. There is

greater variety of texts in the German textbook compared to the English one of the same level and the A2 level German textbook.

Authentic texts in textbooks for Medical English and German are important for the development of communicative competence and tasks which develop and improve receptive and productive skills. The content of written and audio texts refers to the working environment of doctors and medical staff. The use of various forms and medical documentation as well as dialogues involving different participants in specific situations should be emphasized, which is especially important for the development of sociolinguistic and pragmatic competence, since it is necessary to consider the register of the message together with the vocabulary and grammar patterns.

Qualitative text analyses presented in this paper were conducted with the aim of improving the quality of teaching, primarily in terms of the development of communicative competence. Further research could involve the comparison of texts from other professional fields and the analysis of tasks.

Literature

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Abstract

A munkaerőpiacot, különösen az egészségügyi munkaerőpiacot, amely általában rendkívül dinamikus, különösen felerősítette a Covid-19 világjárvány. Ilyen körülmények között a konkrét célokat szolgáló nyelv még nagyobb jelentőséggel bír nemzetközi szinten. A KER szerint, amely ösztönzi az autentikus szövegek tanításban való használatát, beleértve a speciális célú nyelvhasználatot is, a szöveg elengedhetetlen a kommunikációs kompetencia (nyelvi, szociolingvisztikai és pragmatikai) fejlesztésében. A dolgozat célja, hogy megvizsgálja a különböző szövegtípusok használatát az angol és német nyelvű ápoló- és orvostudományi diákkönyvekben, valamint a nyelvi kommunikációs kompetencia speciális célú fejlesztését.