

Critical Thinking Strategies as the Influential Tool in Growing Disciplinary Literacy

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The ongoing development of modern technologies requires high-level skills and abilities in getting graduate students prepared for specific situations in life. The educational system needs to use more efficient approaches in increasing essential skills for modern life and work situations. The main aim of the study is to define the appropriate system of teaching deeper thinking skills for the development of specific work activities with students. The academic importance of the study is its revelation of new connections between critical thinking skills and disciplinary literacy in the ESP sphere and its use in preparing future professionals. The contextual framework of the structure of disciplinary literacy was synthesized from the relevant literature. The influence of critical thinking skills was proved experimentally in the students' group. The results provided support for the conceptual framework with critical thinking as an important component of disciplinary literacy for future professionals. Except for the main skills, such as reading, listening, writing, which is used for developing specific knowledge within a discipline, the essential component for professional realization is critical thinking skills implemented in a professional culture.

Keywords: critical thinking, disciplinary literacy, professional competency, university students, ESP

Apprenticing Students into Host Leadership in Global Virtual Teams

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Many teachers of business management would agree that the best way to learn about leadership is through experience of leading as well as following. Ongoing reflection on that experience may, in turn, inform future leadership practice. My paper considers how language teachers working in this field can contribute to the development of leadership skills by creating learning spaces in which the communication behaviours of leaders might be fostered. Specifically, the paper reports on an inter-university inter-disciplinary virtual exchange project that aims to help students acquire the experience and develop the competences needed for working in what are widely referred to as global virtual teams – culturally diverse, geographically dispersed, electronically communicating work teams. By applying the concept of Host Leadership, I first consider the roles of the project facilitators as host leaders in running the project. I then shift the focus to the students, who may assume the roles of host leaders in their project teams. Finally, I consider how Host Leadership might be better integrated into this and similar projects, so that students gain more awareness of the role of communication behaviours in leadership and a better understanding of their own leadership potential.

Keywords: LSP teacher roles, Host Leadership, global virtual teams, business management, virtual exchange project