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Development Perspectives of German Language Teaching for Special Purposes: Exemplary Teaching Practices in Academic Lessons in Greece

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Abstract: The development of German language teaching for special purposes has seen several advancements in recent years, with the incorporation of innovative teaching practices to enhance the learning experience for students. Here are a few exemplary teaching practices in this field. The aim of the paper was to present basic aspects of teaching German language for special purposes. The methodology of the paper was a case-study in undergraduate courses for German, technical terminology at the University of Ioannina, (Greece), as well as in National and Kapodistrian University of Athens (Greece) that resulted in that though the empirical approach of teaching German, the understanding of technical terminology in academic undergraduate courses arose. The findings could suggest that a better understanding of technical terminology can improve students' language proficiency and communication skills, making them more competitive in their academic and professional pursuits. This can lead to improved academic performance, better job opportunities, and increased success in their chosen fields. The necessity to enrich and redesign the curriculum to meet new professional and academic requirements indicates that the current curriculum is lacking in terms of addressing the needs of students in the modern world. This point could be expanded upon by discussing specific ways in which the curriculum can be updated, such as the inclusion of more technology-related content, project-based assignments, and collaboration with industry professionals. Changes in the curriculum and teaching practices can impact the future of education by better preparing students for the evolving demands of their respective fields. By integrating innovative teaching practices, educators can create more engaging

and dynamic learning environments, which can foster creativity, critical thinking, and problem-solving skills in students. This can ultimately lead to a more skilled and adaptable workforce that is better equipped to succeed in a rapidly changing world.

Keywords: German for specific purposes, teaching practices in higher education, curriculum design, pedagogical approaches, specialised vocabulary, student motivation, teacher training.

Introduction

Recently, German language courses for special, scientific and professional purposes have been offered by many University departments in Greece. The increasing interest of students in specialised language training and gaining technical knowledge of terminology in different scientific fields, such as the health assessment, requires the enrichment of the contents of the academic German language courses offered, as also the redefinition of their goals. Overall, the development of German language teaching for special purposes relies on embracing innovative teaching practices that cater to the unique needs and goals of students. By incorporating task-based learning, authentic materials, technology integration, industry expert involvement, and project-based learning, educators can create a dynamic and effective learning environment for students aiming to excel in their specific field. The novelty of the study consists in underlining the prospects for development of teaching technical terminologies in the German language as well as highlighting the necessity of enriching and redesigning the curriculum of Teaching German language for special, scientific purposes with innovative teaching applications, adapted to the new professional and academic requirements, so as to make the courses in question more up-to-date, attractive and effective for the future workers/scientist.

According to the "Model of workplace discourse and its contextual frames" by Gunnarsson (2009, p. 20–27), the multilingual person/professional has language and communication skills, a rich professional language repertoire and is also able to effectively utilise language practices in a specific social context. Based on the above theory, the updated curricula for learning a foreign language for professional purposes deal with each communicative event at a linguistic level (Mavridou, 2022, p. 23).

The increasing challenges in the professional and academic arena require an upgrading of specialised language courses with the aim of acquiring/mastering the technical, foreign language terminology and the required communication, intercultural skills by young learners and professionals, throughout more scientific fields (González-Pérez & Ramírez-Montoya, 2022). The aim of this paper was to highlight the perspectives for the development of teaching German language for special purposes through the presentation of examples of teaching practices, which are empirically applied in teaching, in undergraduate courses for German, technical terminology at the University of Ioannina, Greece.

Exemplary Teaching Practices in Academic Lessons in Greece seems interesting, and it is important to identify any potential gaps or areas that require further research. Here are some possible lacks and purposes for future research in this area: there is a lack of research on the effectiveness of specific German language teaching methodologies for special purposes; there are limited exploration of learner-centered approaches in German language teaching for special purposes; insufficient research on the use of technology in German language teaching for special purposes; limited empirical research on the role of cultural competence in German language teaching for special purposes; a lack of research on the effectiveness of assessment techniques in German language teaching for special purposes. By addressing these research gaps, future studies can contribute to enhancing the quality of German

language teaching for special purposes, as well as provide valuable insights for educators, curriculum designers, and policymakers in Greece.

Literature Review

Recently, the teaching of modern foreign languages in compulsory schools was inspired by the tradition of teaching the classical languages, Latin and Greek, dating back to the 16th century. The grammatical-translation method served as the standard model: students memorised the vocabulary, conjugated verbs, learned grammatical rules, and then applied this knowledge to translate passages from one language into another (Weißenfels et al., 2022). The traditional approach seemed adequate for developing a clear knowledge of the second language and its functioning. However, due to the need to focus on foreign languages for special purpose, especially on the oral communication and the acquisition of terminology, the goals of teaching have shifted from a clear knowledge of the language to the use of new techniques (Lim & Aryadoust, 2022). Many attempts have been made to incorporate the findings of research in the field of foreign language teaching in vocational schools (Cutrim Schmid, 2022). Research in foreign language teaching has been inspired particularly by the cognitive psychology. Although researchers have accepted the idea that the language proficiency requires the development of implicit competence in the language - explicit knowledge of vocabulary, verb forms and grammatical rules - there is a need for techniques for learning professional vocabulary (Trojan et al., 2022). The development of the ability to memorise such vocabulary has thus been conceptualised as a process similar to that used in teaching other school subjects (Gabriel et al., 2022). The generally accepted reference models of the foreign language learning process were those of Anderson (1990) and De Keyser (1998). De Keyser, as cited by Killman (2023), suggests that learning takes place in three stages in three stages: acquisition of language knowledge, consolidation through exercises, and through the transfer of knowledge to professional activities.

However, many of the new approaches that emerged in the last ten years in the context of new official guidelines did not sufficiently address the professional language (Sanusi et al., 2022).

In order to fill this gap, four skills should be identified: oral comprehension, written comprehension, oral speaking and written expression. Tenieshvili (2023) notes in this regard that the emphasis is on the principle of sequential progression in learning, which goes from simple to complex, from general to specific and from general to specific (Fitria, 2023). There is also a fifth, so-called methodological skill, which is usually referred to as interdisciplinary.

This is in line with the idea of autonomy and the learner centred approach. Students are encouraged to acquire strategies for professional interaction, self-assessment and reflection on their learning. Grammar (then) returns in this specific subject as part of the stage of reflection in context and induction of syntactic rules (Ruggiero, 2022). New pedagogical and didactic developments called the multi-prism approach of the scientific subject emerged in order to complement the above-mentioned approaches and to achieve better results in teaching and learning foreign languages for special purpose (Haddadi & Sadri, 2021).

The main features of this approach are that it is active, physical, participatory and proactive. It aims to bring the language to life, to activate the learner.

Problem Statement

There is a lack of perspectives comprehensive development in German language teaching for special purposes, which hinders the effective acquisition and application of the language for specific

domains such as business, law, medicine, and engineering. Currently, most German language courses focus on general proficiency without addressing the specific language needs and goals of learners in specialised fields. As a result, professionals seeking to enhance their German language skills for specific purposes face significant challenges in finding suitable resources and learning opportunities. This gap in the development of German language teaching for special purposes limits the potential for improved communication and collaboration between German-speaking professionals and their international counterparts. Therefore, there is a need for the establishment of comprehensive development perspectives that cater to the specific language needs of professionals in various specialised domains, facilitating their effective acquisition and application of German language skills in their respective fields.

Research Aim and Research Questions

As the aim of the paper was to present basic aspects of teaching German language for special purposes, the next research questions were developed:

1. Are the empirical approaches to the teaching of the German language for special, scientific purposes useful and approved?
2. What is the main conceptualization of teaching German Medical Terminology?
3. What are the new perspectives in teaching German Terminology in the Field of Psychology?

Research Methodology

General Background

The aim of this paper was to highlight the perspectives for the development of teaching German language for special purposes through the presentation of examples of teaching practices, which were empirically applied in teaching, in undergraduate courses for German, technical terminology at the University of Ioannina, Greece. To answer the question, a case-study was accomplished and then the results were used at the University of Ioannina, Greece in learning practice.

Sample

The case-study was accomplished in order to make more effective the learning of German with the help of three parameters of language acquisition: a) the terminological, systemic-linguistic acquisition, b) the pragmatic-linguistic acquisition and c) the cognitive-linguistic acquisition. For this purpose 41 scientific articles from Greek and worldwide authors were examined. Based on the above multi-prism approach of the scientific subject in question was attempted, in the academic, undergraduate courses "German for Academic Purposes" and "German for Medical Purposes" offered by the University of Ioannina.

Instrument Procedures

The goal of the introduction of such new approaches of language acquisition should prove the hypothesis of the paper that the development perspectives of German language teaching for special purposes in the field of medical psychology can provide significant benefits to students pursuing careers in this field, namely: Enhanced Communication Skills; Cultural Competence; Professional Development; Research and Academic Collaboration; Study Abroad Opportunities; Patient Care and Outcomes. The case-study presented in this paper aimed to demonstrate how integrating German language acquisition into the curriculum of medical psychology students can lead to the realisation of these benefits. The first

benefit, enhanced communication skills, referred to the ability of students to effectively communicate with German-speaking patients and colleagues. By learning the German language, students will be able to understand and respond to the specific needs and concerns of German-speaking patients, thereby improving patient care and outcomes. Cultural competence is another important skill that can be developed through German language acquisition. Understanding the customs, beliefs, and values of German-speaking patients can help medical psychology students provide culturally sensitive care and establish strong therapeutic relationships. Furthermore, integrating German language learning into the curriculum can contribute to the professional development of students. In an increasingly globalized world, being bilingual or multilingual is seen as a valuable asset in many professions, including medical psychology. By acquiring German language skills, students can enhance their employment prospects and gain a competitive edge in the job market. Research and academic collaboration is another potential benefit of learning German in the field of medical psychology. By being proficient in the German language, students can access and contribute to German-language research literature, collaborate with German-speaking researchers, and potentially participate in international conferences and exchange programs. Moreover, the introduction of German language acquisition can open up study abroad opportunities for medical psychology students. Studying and immersing themselves in a German-speaking country can provide students with firsthand experience of the German healthcare system and enhance their understanding of medical psychology in a global context. Lastly, learning German can contribute to the improvement of patient care and outcomes. By being able to communicate directly with German-speaking patients and understand their needs, medical psychology students can tailor their interventions and treatment plans, leading to better patient satisfaction and treatment success. Overall, the case-study presented in this paper aimed to demonstrate how incorporating German language acquisition into the curriculum of medical psychology students can provide significant benefits, including enhanced communication skills, cultural competence, professional development, research and academic collaboration, study abroad opportunities, and improved patient care and outcomes. By realising these benefits, students pursuing careers in medical psychology can better meet the challenges of a diverse and globalized healthcare system.

Research Results

Clarification of the Term "German for Special Purposes"

According to the bibliography, the most referred and applied found term is the term: "German for specific purposes" (GSP) (Byrnes, 2012). The concept of "specific purpose" refers to the targeting of language courses in order to achieve learning outcomes related to the respective professional/scientific field. The terms, that are also found in the bibliography are: "German for special purposes" (Grosseck, 2010), "German for Academic Purposes" (LAP), "Deutsch für akademische/spezifische Zwecke" and "Deutsch als Wissenschaftssprache" (DaW) (Jaworska, 2015) in specific scientific fields.

Characteristics of Foreign Language for special purpose courses include: the importance of using authentic material, emphasising the aim and purpose of the course through the use of simulated, interactive exercises, and promoting self-direction (Giannarou, 2021) of the learner, in to become an autonomous user of the language himself. Based on the bibliographic review, few research and empirical studies are found regarding the teaching of the German language for special purposes in Greek universities.

For example, Palasaki (2018, p. 127) presented, indicatively, different listening comprehension and note-taking techniques that can be used in German language classes for academic purposes. Daffa

(2003) presented exemplary applications of the use of German, medical and legal terminology using Greek-German and German-Greek dictionaries.

Empirical Approaches to the Teaching of the German Language for Special, Scientific Purposes

This article presented a case-study in teaching German language for special purposes in the context of undergraduate courses offered by the University of Ioannina, which concerned applied teaching practices in technical terminology courses in the scientific fields of medicine and psychology. The study included an additional case from the Greek university – National and Kapodistrian University of Athens (Greece). The School of Philosophy offers courses in German for specific purposes, including German for medical professionals, legal German, and German for tourism in order to indeed strengthen the overall argument. These two cases from the Greek universities enhanced the validity and strength of the arguments, provided a broader perspective, and enabled more meaningful comparisons.

Teaching of German, Medical Terminology. According to the conceptualisation of the term "medical, technical terminology" (Fachsprache Medizin) by Schön and Schrimpf (2010, p. 50), teaching and learning of technical terminology in the field of Medicine is related to the composition of three parameters of language acquisition: a) the terminological, systemic-linguistic acquisition (terminologischer, systemlinguistischer Zugriff), b) the pragmatic-linguistic acquisition (pragmalinguistischer Zugriff) and c) the cognitive-linguistic acquisition (kognitionslinguistischer Zugriff).

Based on the above holistic view on teaching German medical terminology, the multi-prism approach of the scientific subject in question is attempted, in the academic, undergraduate courses "German for Academic Purposes" and "German for Medical Purposes" offered by the University of Ioannina. In particular, the teaching goals are:

- the processing and consolidation of specialised vocabulary at different levels (linguistisches Inventar, soziolinguistische Kompetenz, Diskurskompetenz, Strategische Kompetenz) (Borowski et al., 2016).
- The acquisition of communication and intercultural skills (kommunikative-interkulturelle Kompetenzen) in a specialised, social context (work-academic).

During teaching, a variety of teaching tools/media are used and collective actions are carried, such as (tab.1):

Table 1

Teaching Tools for Learning German for Special Purpose

Authentic material	(Authentische Texte) with information on medical studies in Germany as well as updates on current medical issues (use of slides, diagrams, images, blogs, websites).
Language exercises	(Arbeitsblätter) to understand and consolidate technical terminology (termini/Fachsprache) by analyzing terms into parts, matching terms (lemmas) in German and Greek (ancient Greek), interpretation of abbreviations (Abkürzungen)

	and symbols of medical content: to update the patients' medical files (Documentation).
Real scenarios from everyday medical life in order to transfer the student to the medical context (Szenario using Podcasts, videos/youtube)	For example, the techniques of taking notes and summarising medical cases using video (youtube): to obtain medical history of patients (Anamnesegegespräch), to inform patients regarding diagnosis and/or treatment (e.g. Patientenaufklärung, Diagnose mitteilen, Behandlungsplan), to complete referrals and medical reports (Konsilschein, Struktur des Arztbriefes).
Real scenarios from everyday medical life in order to transfer the student to the medical context (Szenario using Podcasts, videos/youtube)	For example, the techniques of taking notes and summarizing medical cases using video (youtube): to obtain medical history of patients (Anamnesegegespräch), - nform patients regarding diagnosis and/or treatment (e.g. Patientenaufklärung, Diagnose mitteilen, Behandlungsplan), to complete referrals and medical reports (Konsilschein, Struktur des Arztbriefes), to update the patients' medical files (Documentation).
Role-playing games to practice the use of medical-technical terms	(e.g. die Körperliche Untersuchung, die Patientenvorstellung) with simulation of real working conditions (e.g. Handlungsfelder: 1. Arzt-Patient/Angehörige, 2. Arzt-Arzt, 3. Arzt-Pflegepersonal/Verwaltung).
Digital resources with medical content	such as websites and social media platforms (e.g. the platform for intercultural medical communication in Europe "www.imed-komm.eu", the informative profiles: quarks.de, pflege_medizin_deutsch, #medizin on Instagram).
Digital applications and teaching tools (smart Devices und medizinische Apps)	(Iberika Sprachschulen, 2023), which are connected to the so-called digital literacy "data literacy" (Kuhn et al., 2018), such as: a. interactive quizzes (e.g. Kenhub, Speed Anatomy, Smart Histology), b) digital presentations (e.g. Organs 3d Anatomy, Essential Anatomy 5, Die Prometheus-app).
Conducting and presenting group assignments by the students on current medical topics/issues, e.g.	"die Ärztekammern in Deutschland (the medical associations in Germany), "medizinische Fachrichtungen (medical specialties), das deutsche Gesundheitssystem (the health system in Germany)".
The use of specialised teaching manuals	(i-book) and German-Greek/Greek-German dictionaries, medical terms, paper and digital (e.g. Doccheck Flexikon), as auxiliary means/materials

	to consolidate the technical terminology to be processed
Participation of students in training seminars	by teachers of German, medical terminology from the University of Pécs - in the context of Erasmus mobility - on the practices of teaching German for Medical Purposes at the University of Pécs (Hungary) as well as the development prospects of foreign language medical terminology.

Source: the authors' own design.

In the context of investigating language learning strategies applied by the students for special purposes, a questionnaire survey was conducted during the academic year 2022–2023, which highlighted important aspects regarding the relationship between the most frequently applied learning strategies (cognitive strategies - SILL of Oxford) and their willingness to communicate (WTC/FLS/ by Baghaei) during teaching. The results of the research were presented at the international conference "Impact of Sociocultural Factors on Health, Semmelweis Medical Linguistics Conference 2023" (Tseligka et al., 2023).

Teaching German Terminology in the Field of Psychology. As part of the teaching of German language and terminology courses in the Psychology department, it is taught in the A and B semesters in addition to the content of general linguistics (level B1) and technical terminology (Fachsprache) in the field of Psychology. Specifically, it aims to:

- ✓ The recognition of language structures and terminology "Fachsprache" from the scientific field of Psychology,
- ✓ The understanding and interpretation of scientific texts with themes matter corresponding to the subject,
- ✓ The development of language skills for specific, academic purposes
- ✓ the production of written and speaking academic discourse, through the writing of assignments and the creation of individual/group presentations to promote critical thinking and collaborative reasoning.

Next, teaching techniques and practices for the processing, analysis and consolidation of technical terminology in the field of Psychology are presented.

- ✓ Utilization of authentic texts from German-language literature and articles (e.g. www.journal-für-psychologie.de) with topics such as: "The relationship between Philosophy and Psychology. The philosophical basis of Psychological terms. Theoretical schools of Psychology (e.g. Allgemeine Psychologie vs Wissenschaftliche Psychologie, Entwicklungspsychologie, Sozialpsychologie). Scientific Examples (e.g. Gestaltpsychologie, Behaviorismus, Tiefenpsychologie, kognitive Wende, moderne Psychologie). Great personalities of Psychology/Psychiatry from the German-speaking area".
- ✓ Practical applications of comparing/matching the psychological terms (Terminologie und Fachbegriffe) from the ancient Greek language and the German language:

-using surnames/Eponyms (e.g. Alzheimer, Münchhausen-Syndrom), acronyms (Akronyme, e.g. PsychTh/Psychotherapeut), synonyms (Synonyme, e.g. Psychologie/Seelenheilkunde).

-With the technique of analyzing lemmas in parts: e.g. a) Prefixes (Präfixe), such as pro- (pro) prophylaxis, syn- (sy) Synapse, Syndrom, b) Suffixes (Suffixe), such as -ose (Neurose), -ater (Psychiater) c) basic terms (Basiswort/ Merkhilfen), such as Anthropologie < anthrhopos + logos (Mensch+Lehre), Psychosomatik <psyche/soul + soma/body (Seele + Körper).

- ✓ Analysis of abbreviations (Abkürzungen), e.g. ADHS-Aufmerksamkeitsdefizit-Hyperaktivitätsstörung, APKS- Allgemeine Psychologie und kognitive Selbstregulation and investigation of possible corresponding Greek abbreviations.
- ✓ Utilisation of paper and digital dictionaries (e.g. www.spektrum.de, www.psylex.de).
- ✓ Use of websites and blogs for information on issues of the daily working life of professionals in Mental Health in the German-speaking area (e.g. <https://www.dgps.de>; <https://blog.neuronation.com>; <https://www.beltz.de>).
- ✓ Utilisation of German-speaking educational platforms and digital applications (Trainingsplattform) for Mental Health (e.g. www.etraining-kindertherapie.de, ApkOnline-Psychologie Dictionary Definitions Terms, www.psychologenverlag.de) for practicing and consolidating technical terminology.
- ✓ Writing and presentation of individual/group assignments of the students with research topics, concerning the scientific field of Psychology (e.g. “Berühmte deutsche Psychiater”, “die Neuroplasticizät”, “die Ausbildung für Psychotherapeuten”)

The aforementioned teaching practices are only a few examples of the multidimensional and complex content of German language courses for learning psychological terms. The science of Psychology constitutes a demanding, interdisciplinary scientific field, in which teachers and trainees should systematically update their knowledge and be updated on the developments of internationally applied, technical terminology.

The National and Kapodistrian University of Athens, specifically the School of Philosophy, offers specialised courses in German for specific purposes. These courses aim to provide students with the necessary language skills and knowledge in various professional fields. The German for Medical Professionals course focuses on teaching medical terminology, communication skills, and specific vocabulary relevant to the healthcare industry. It equips students with the ability to communicate effectively with German-speaking patients, colleagues, and medical professionals. The Legal German course focuses on teaching legal terminology and communication skills necessary for professionals working in the legal field. Students learn about German legal systems, contracts, court procedures, and related vocabulary. The German for Tourism course is designed for those interested in pursuing a career in the tourism industry. It covers topics such as customer service, cultural aspects, travel agencies, hotels, and tour guiding. Students develop language and communication skills necessary for handling German-speaking tourists and providing excellent service. These specialised courses in German for specific purposes aim to equip students with the necessary language skills and knowledge to succeed in their respective fields. They provide an opportunity for professionals, or future professionals, to develop their German language proficiency in a targeted and practical way.

These cases allowed for comparison and analysis. They enabled identifying patterns and similarities in two universities, broadening the scope of the article. This case-study provided a comprehensive understanding of the topic and allowed drawing more informed conclusions.

Discussion

This article focused on the teaching of German for special purposes in Greek universities, for which few research sources can be found in the literature. The aim of the article was to highlight the new challenges in foreign language academic education as well as the prospects for the development of the academic subject of German language teaching for special purposes.

The use of new, digital teaching tools (Reichert-Schlaß et al., 2023) in foreign language teaching for special purposes is deemed more necessary today than ever. Apprentices utilise alternative learning strategies (Arras & Widmann, 2018), consolidation and use of the foreign language, technical terminology as well as the required communication skills based on the emerging social contexts of scientific action and work.

In comparison to the above, it is deemed necessary to enrich the Study Programs of the university schools with language courses with a clear orientation to the development of the social and scientific functionality of the students, which will aim at learning intercultural strategies and the application of modern teaching practices when teaching a foreign language technical terminology (Aulenkamp et al., 2021). The development perspectives of German language teaching for special purposes in the field of medical psychology can provide significant benefits to students pursuing careers in this field (Genç, 2020). In terms of the paper's experiment Fu (2020) underlines the enhanced Communication Skills. According to Illés (2020) a specific focus on medical psychology-related language ensures that students develop the necessary vocabulary, phrases, and expressions to effectively communicate with patients, colleagues, and other healthcare professionals. Indeed, this can minimise misunderstandings and facilitate more accurate information exchange. In terms of the cultural competence, Wang (2020) states that teaching German with a focus on medical psychology can also foster cultural competence among students. Understanding the cultural nuances and beliefs related to mental health and psychology in German-speaking countries can enable students providing more empathetic and culturally-sensitive care.

The results of the paper underlined the skill of professional Development. In this context Zhang and Zou (2022) accentuate, that by offering specialised German language classes, universities and language institutions can cater to the needs of students who are specifically interested in pursuing a career in medical psychology. This can provide a more targeted and tailored learning experience, which can be of high value for future job prospects (Onishchuk et al., 2020).

A very important moment is the research and Academic Collaboration. A focus on German language teaching for special purposes in medical psychology can facilitate academic collaboration and research opportunities between institutions and experts in both Germany and other German-speaking countries (Ying et al., 2018). This can contribute to knowledge exchange, comparative studies, and advancements in the field (Kazhan et al., 2020). In turn, it can give the opportunity to study abroad. It means integrating language teaching with medical psychology can further encourage students to participate in study abroad programs in German-speaking countries (Kamila et al., 2020). Of course, an immersive experience can provide invaluable exposure to different healthcare systems, clinical practices, and research methods specific to medical psychology, setting students apart in terms of

international experience and proficiency in the German language (Venzhynovych et al., 2021). As for the patient care outcomes, Muñoz-Restrepo et al. (2020) argue, that ultimately, the main benefit of German language teaching for special purposes in medical psychology is improving patient care and outcomes. Effective communication can lead to better patient-doctor relationships, accurate diagnosis, suitable treatment plans, and improved mental health outcomes. To evaluate the effectiveness of the language learning, Zhang et al. (2020) propose various assessment methods as exams, oral presentations, role-playing exercises, and case studies. But, there is a lack of research on the effectiveness of assessment techniques in German language teaching for special purposes. While assessment plays a crucial role in language education, there may be a lack of research specifically examining the effectiveness of assessment techniques in the context of German language teaching for special purposes in Greece. Future research could explore innovative and valid assessment methods that accurately measure learners' proficiency and progress in specialized German language domains.

Overall, the development of German language teaching for special purposes in the context of medical psychology holds much promise in providing students with the necessary language skills and cultural competencies to excel in this particular field. According to a similar European case-study, German is the most widely spoken native language in the European Union and is often required or recommended for academic programs in various fields such as engineering, science, and humanities. Learning a new language like German can broaden one's horizons, stimulate the mind, and boost cognitive abilities. It offers a unique opportunity to engage with a different linguistic and cultural system, expanding one's understanding of the world. Additionally, acquiring proficiency in German can foster intercultural connections and friendships with native speakers, promoting social and personal growth. Thus, the specific purpose for learning German in Europe is subjective and depends on the goals, interests, and circumstances of each individual (Seven, 2020).

Especially, as regards the teaching of the German language for special purposes, the need to expand and create more special language courses in different scientific fields in all the country's academic institutions is identified - based on European trends.

Conclusions and Implications

German language teaching for special purposes (LSP) gained a significant importance in recent years due to the globalisation of industries and the need for specialised language skills in various professional fields. The development of German LSP has been influenced by various factors such as the specific needs and requirements of target industries, advancements in technology, and changes in language and communication practices.

Thus, the results showed that the empirical approaches to the teaching of the German language for special, scientific purposes in Greece are useful and approved. The current state of German LSP shows a strong focus on vocational training programs and a growing demand for specialised language courses targeting specific professional sectors such as business, medicine, and engineering. The integration of digital technologies and online platforms has played a crucial role in the development of German LSP, allowing for greater flexibility in learning and providing access to a wider range of resources and materials.

The main conceptualisation of teaching German Medical Terminology in Greece was the use of three parameters of language acquisition: the terminological, systemic-linguistic acquisition, the pragmatic-linguistic acquisition, the cognitive-linguistic acquisition in order to achieve the teaching goals like the processing and consolidation of specialized vocabulary at different levels and the acquisition of communication and intercultural skills.

Concerning the new perspectives in teaching German Terminology in the Field of Psychology in Greece, the research question proved that the aforementioned teaching practices should be multidimensional and complex as the science of Psychology constitutes a demanding, interdisciplinary scientific field, in which teachers and trainees should systematically update their knowledge.

The study's findings paved the way for a transformation in language education methodologies. The need for more immersive and communicative language learning approaches was underlined. Thereby shifting from traditional grammar-focused instruction to more experiential and interactive methods could improve students' language proficiency and overall learning outcomes. The findings highlighted the necessity for updating language education curricula. Based on the study's results, educational authorities could consider revising the existing curriculum to integrate more skill-based activities, authentic materials, and real-life contexts. By doing so, students would be better equipped to apply their language skills in practical situations, making language learning more relevant and effective. The study's implications might include the creation of innovative learning environments to support German LSP education. These environments could involve the use of technology, such as language learning apps, online platforms, and virtual reality tools. By utilising these innovative resources, students' engagement and motivation could be increased, ultimately enhancing their language learning experience.

While the study is focused on the German LSP challenges faced in Greece, it is essential to consider its broader international relevance. The findings and recommendations could be valuable for other countries or educational contexts grappling with similar issues in German LSP education. By drawing parallels and comparing strategies, policymakers and educators worldwide could adapt and apply the study's insights to their respective situations.

However, there are still some challenges and limitations in the field of German LSP, such as the need for updated and relevant teaching materials, the effective utilization of digital technologies, and the development of pedagogical strategies that cater to the specific needs of learners in different professional domains. Collaboration between language teachers and professionals from different industries should be encouraged to ensure the relevance and effectiveness of German LSP programs.

As for the implications, policy changes and financial support should be provided to promote the development and implementation of German LSP programs, especially in areas where there is a high demand for specialised language skills.

Suggestions for Future Research

The research findings have significant implications for Greek language teachers, curriculum developers, and policymakers involved in the field of German language education. It is vital for them to consider the specific needs and requirements of learners in various professional domains when designing German language for Specific Purposes (LSP) courses and materials. Moreover, there is a need to further explore and expand the integration of digital technologies in German LSP to enhance the learning experience and provide learners with ample opportunities to practice and apply their language skills in authentic real-world contexts. Additionally, future research should investigate the effectiveness of different pedagogical approaches and methodologies in German LSP, with a particular focus on the development of communicative and task-based learning activities. It is also imperative to delve into the role of digital technologies in facilitating the learning and teaching of German LSP, including examining the effectiveness of online platforms, virtual reality, and mobile applications in supporting language acquisition and proficiency. Conducting needs analysis and assessments of learners in various professional domains is crucial for identifying specific areas of language proficiency that need to be

targeted in German LSP programs. Moreover, longitudinal studies can provide valuable insights into the language development and proficiency levels of learners in German LSP programs over an extended period, thus shedding light on the long-term impact of specialized language training. To gain a comprehensive understanding of the field, comparative studies can be undertaken to compare the development and implementation of German LSP programs in different countries. These studies can explore the similarities and differences in approaches, pedagogies, and outcomes, thereby contributing to the advancement of German LSP education across borders.

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