



## SPEECHES IN SECTIONS / SEKTIONSVORTRÄGE / WYKŁADY W SEKCJACH

### Incorporating Corpora in ESP classes: raising teachers' corpora awareness.

*Maria Ammari*  
*Adam Mickiewicz University Poznań, Poland*

In recent years, there has been a notable surge in the availability of specialised corpora and a growing acceptance of their value in language teaching, particularly in the context of ESP. To address a gap in understanding and using corpora among ESP teachers, this paper proposes incorporating corpora in ESP lessons through task-based exercises, even without specialised corpus linguistics training. The final aim is to help them develop a general proficiency in utilising corpora, gain valuable insights into applying corpora in ESP and foster a deeper language awareness that positively impacts their teaching practice.

### The (insurmountable) challenges of machine-generated writing in an EAP course

*Jelena Anđelković*  
*Marija Meršnik*  
*University of Belgrade, Serbia*

Teaching English for Academic Purposes (EAP) has recently become burdened with a very difficult and possibly insurmountable obstacle of using ChatGPT as a writing aid. This paper presents the challenges of this year's iteration of an undergraduate EAP course taught at a non-linguistic, technical faculty. The previously established and trialed procedure of writing and peer-reviewing student academic essays was hindered due to students' indiscriminate use of machine-generated writing. Instructors offer several possible directions for the academic essay writing assignment and the course as a whole.

### Postgraduate Students' Writer's Block in English as an Academic Language: Reasons and Remedies

*Arda Arıkan*  
*Mehmet Galip Zorba*  
*Akdeniz University, Turkey*

Research suggests that academic writing is a formidable task for many postgraduate students. Hence, this study aims to investigate the extent to which postgraduate students are hampered by writer's block and the factors that lead to this problem. Data were collected through the writer's block scale that was applied to 43 postgraduate students and through interviews with five of these participants. Findings revealed the reasons behind postgraduate students' experiences of writer's block and the remedial strategies they employed to cope with this problem.