

table universities denote similar units or describe certain procedures can be a reliable and practical solution. At times, a simple **Google search** for a given phrase, when found on a relevant site, can put one's mind at rest knowing that a given phrase exists in authentic academic usage.

Reliable resources include a range of dictionaries. To name but a few, one can try:

- **dictionary.cambridge.org**– where the English-Polish and Polish– English options can be selected,
- **diki.pl**– which offers examples of words used in meaningful sentences,
- **context.reverso.net** or **linguee.pl**– both of which provide diverse instances of words and phrases used in natural contexts.
- **proz.com**– a forum where translators discuss problematic terms and propose solutions based on professional experience. Online CAT (computer-assisted translation) tools which may assist in the translation process include
- **deepl.com**, **smartcat.com**, or **matecat.com**. They can be helpful, especially when working with longer or repetitive texts, although the suggested translations must always be critically verified.

When translating texts in academic contexts, one often needs to deal with *acronyms*. They deserve special attention. Acronyms, when translating into English, sometimes remain unchanged and sometimes not. Let us consider some common abbreviations used in the Polish academic context such as NCN or NCBR. Although the English translations of full names of these entities are the National Science Centre and the National Centre for Research and Development respectively, their acronyms, when used in English, are not NSC and NCRD, but they retain their Polish versions. It is not always the case, though. One need not look far. When used in English, Poznan University of Technology changes its acronym from PP into PUT, and Poznan University of Medical Sciences changes its acronym UMP into PUMS. Regarding institutional naming conventions, helpful guidance can be found in the **PAN Institution Naming Guidelines**– a PDF document available on **scribd.com**.

Finally, it is worth noting that academic English often allows for a fair dose of variation. This can be demonstrated, for instance, by words that collocate with “research”.

Research can be *pursued*, research can be *conducted*, research can be *carried out*. All these collocations are correct. The choice depends on the context and the translator's preference, not on strict rules.

Yet, when translating into English, there is no gainsaying the fact that uncertainty often sneaks in and persists. When this occurs, PUT staff are always encouraged to seek support from members of the **Translation and Proofreading Team at the Centre of Languages and Communication**, whose expertise ensures that English texts meet both linguistic and institutional standards.

The link to the online glossary terms at PUT:

- <https://bip.put.poznan.pl/attachments/10263/download>
- <https://bip.put.poznan.pl/attachments/10264/download>
- <https://put.poznan.pl/ckit-bsp/slownik>

Karol Matysiak, MA

BOOK REVIEW

Amy Bik May Tsui, Ernesto Macaro, *Language Issues in English Medium Instruction: Theoretical Orientations and Cases from Disciplinary Practitioners*, **London and New York: Routledge, 2025**.

The review discusses the book *Language Issues in English Medium Instruction* by Amy Bik May Tsui and Ernesto Macaro, which is a valuable contribution to EMI research and central issues by internationally recognised researchers and practitioners in EMI.

Comprising eleven chapters, the volume combines theoretical foundations with empirical case studies across a wide range of disciplines, including humanities, social sciences, engineering, and ethnomusicology. The introductory chap-

ter situates EMI within key theoretical frameworks such as language learner strategies, content learning and teaching technical vocabulary, establishing a foundation for looking at the role of L1/L2 in teaching content subjects through EMI. Next chapters include among others, critical issues such as first language use, disciplinary literacy, the role of semantics (the meaning construction) in acquiring knowledge teachers' language awareness, and the challenges posed by English-medium textbooks.

One of the book's major strengths is its interdisciplinary and collaborative approach. It draws from applied linguists and content teachers, often through emic (the insider's) perspective, which helps understand EMI practices in classroom realities. Methodologically, the chapters employ diverse approaches, including classroom discour-

se analysis, corpus studies, the use of modality and narrative discourse, applying mixed-methods research, enriching the study with context-based findings.

Overall, this volume is a valuable source of information for EMI academic teachers, researchers and administrative workers trying to understand the complex relationship between language and content in English-medium higher education.

References:

Amy Bik May Tsui, Ernesto Macaro (2025) *Language Issues in English Medium Instructions*. London: Routledge.
Marta Strukowska, PhD

EUNICE4U Academic Visit to VAASA



PUT Prof. Liliana Szczuka-Dorna, Rector's Proxy for Micro-credentials at PUT, visited the University of Vaasa (UV) in November 2025.

During her visit to the UV, she focused on the following activities:

- **drafting the Language Policy document** with prof. Nina Pilke, Director of the Language Centre. The document has been prepared within the Eunice activity in *Policy on Cultural Awareness and Dissemination of European Values (EU-CAD)*. The LPD will be discussed with members of EU-CAD and WP2.6. (Language Steering Committee).
- **meeting with UV staff**, and delivering a **presentation on Micro-credentials in Eunice4U**. The agenda was intense but highly productive, filled with insightful discussions, collaborative problem-solving, and strategic planning. The meetings created space for exchanging perspectives and aligning goals, while the presentation encouraged lively engagement and constructive feedback, turning a busy schedule into a thoroughly rewarding academic adventure.

Networking within Eunice4U is an important element of cooperation, supporting the development of new courses, documents and projects which contribute to further professional development.

PUT Prof. Liliana Szczuka-Dorna, PhD