

Subject-specific applications

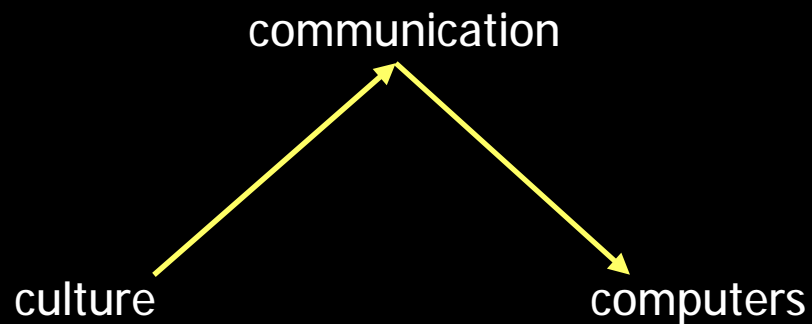
Information & the Internet: challenges for a modern Department of English (Language & Linguistics)

Josef Schmied

Chair English Language & Linguistics
Chemnitz University of Technology
www.tu-chemnitz.de/phil/english/linguistics

information : language = university : internet *applications* Josef Schmied 2

language: the modern 3C triangle



English: world-wide culture communication

- n historical: British Empire – American dominance
- n cultural: first – second – international language
- n academic: world-wide *lingua franca*
- n technology: internet, www

English as an academic subject: developments of text-based communication

- n historical: philology > cognitive science
- n methods: hermeneutics > statistics
- n tools: manuscripts > computers
- n theoretical + practical:
 - n culture learning
 - n language learning
 - n language analysis/usage

language problems – internet solutions?

- n word explanations for culture-specific words and phrases are often inadequate
e.g. explain *matatu* to the “non-initiated” *msungu*
- n learning grammar rules is boring,
i-grammar is a conception in the head, not in the book;
but how do I get it in?
e.g. use expanded form for progressive meaning in English
- n my dictionary is too small to give me good examples of how words are used in context by specific language communities; how can I find out what are more usual usages than others?
e.g. do you say *different from* or *different to* or does it depend on the meaning?

1. learning culture through text collections

- n International Corpus of English (ICE):
 - n comparing English world-wide (ENL + ESL)
 - n 1 million words in 500 compatible texts in various text-types with 2000+ words each
- n ICE-East Africa: Kenya + Tanzania
 - n available free for academic purposes on the internet and MoiU intranet
 - n for sociolinguistic and cultural studies

ICE-EA culture: Parliament style + *matatu*

S1B058HK

<I> <#/>MOTIONS

<h> <#/>REVISION OF WAGE GUIDELINES </h>

<#/>Mr. Anyona: <#/>Mr. Speaker, Sir, I beg to move the following Motion:-

<#/>THAT, in view of the recent economic changes which have affected prices of basic consumer goods, services and rents, and in view of the effects of liberalization process of the economy, this House resolves that:-

....

<#/>Mr. Speaker, Sir, the liberalization of the economy has set in motion a very high rate of inflation. <#/>The prices of all basic commodities like sugar, maize, meal, bread, and milk have soared. <#/>The house rents and transportation charges have also soared. <#/>If you look around town in the morning and afternoon, you would find that almost the entire population of this town walk to and from their places of work. <#/>This is because they are not able to afford the cost of transportation. <#/>They cannot afford the <ea/>Matatu and Bus fares, so they can only walk to work.

matatu pl ~s N 'collective taxi' in EAfr., esp. Kenya

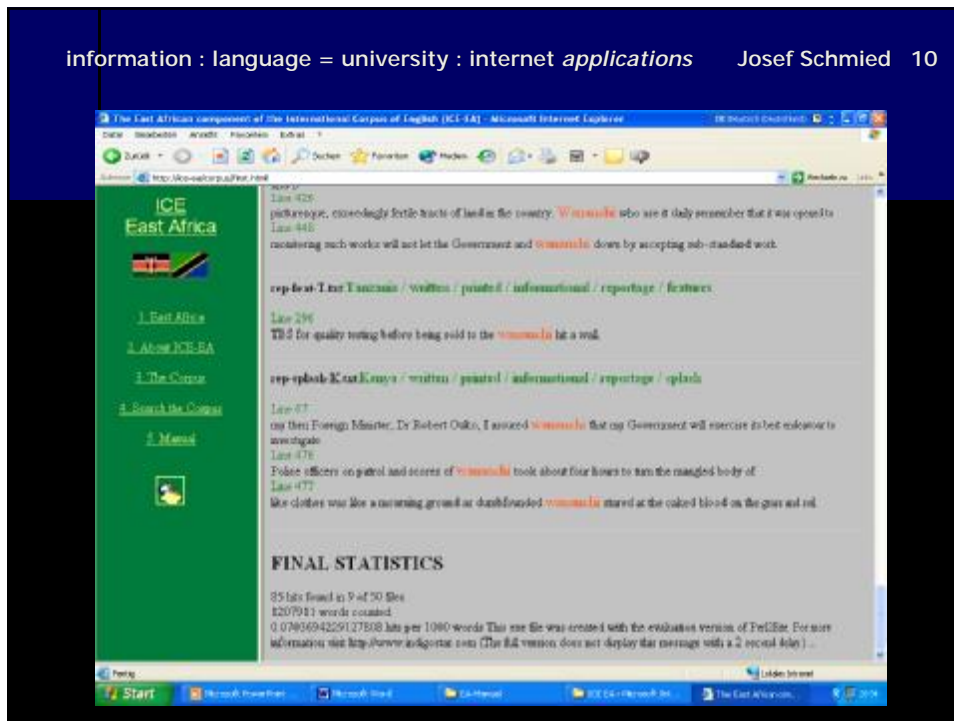
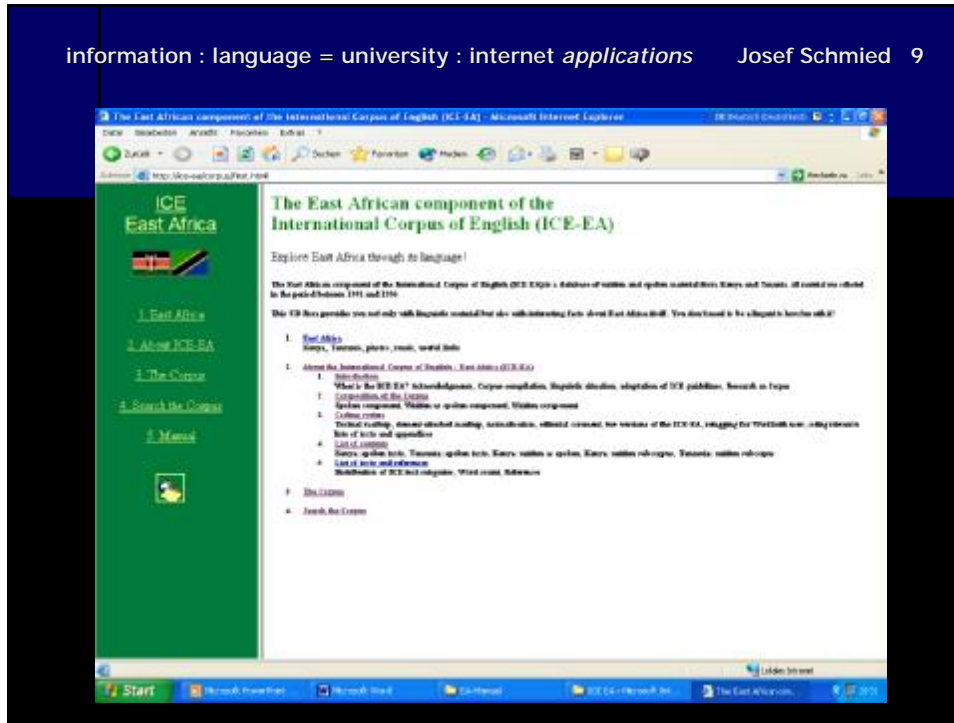
usu. licensed for fixed routes of public transport, but flexible, they leave when 'full'; infamous for reckless driving and overcrowding;

etym. <Sw. three, orig. 3 Shs fare; coll.: agent driver, tout, operator, passenger; loc. park, stand, stage, stop P in, on board a ~; V enter, board



ICE-EA codes for speech acts, East Africanisms, etc.

<\$?> <#/>I am done <#/>See you people
<\$B> <#/><ea/>Baadaye <&_>Kiswahili: later <&/>
<\$D> <#/>See you
<\$B> <#/>What do you say
<\$C> <#/>That it's <-/>it's <O/>
<\$B> <#/>I think it is this <-/>chut <-/>chut stuff
<\$A> <#/><&/>Kiswahili <&/>overlap they are going for ten bob
<#/>Some very nice things
<\$D> <#/>Yeah <&/>overlap
<\$A> <#/>You wonder why they are so cheap you know
<\$D> <#/><O/> why I never trust them
<\$A> <#/>So guys go like <ea/>hapana <&_>Kiswahili: no <&/> <O/>
<\$C> <#/><O/> in fact it was just this weekend <O/>
<\$B> <#/><ea/>Akamba
<\$C> <#/>Uh recklessly <O/> listen we're not in a hurry
<\$A> <#/>And you <./>kn and <ea/>Akambas usually they they're slow uh





2. learning language on the internet

Chemnitz Internet Grammar of English

n data-based (translation corpus)

n learner-specific: student - teacher

n complex:

n deductive: rule > example

n inductive: example > rule

n interactive:

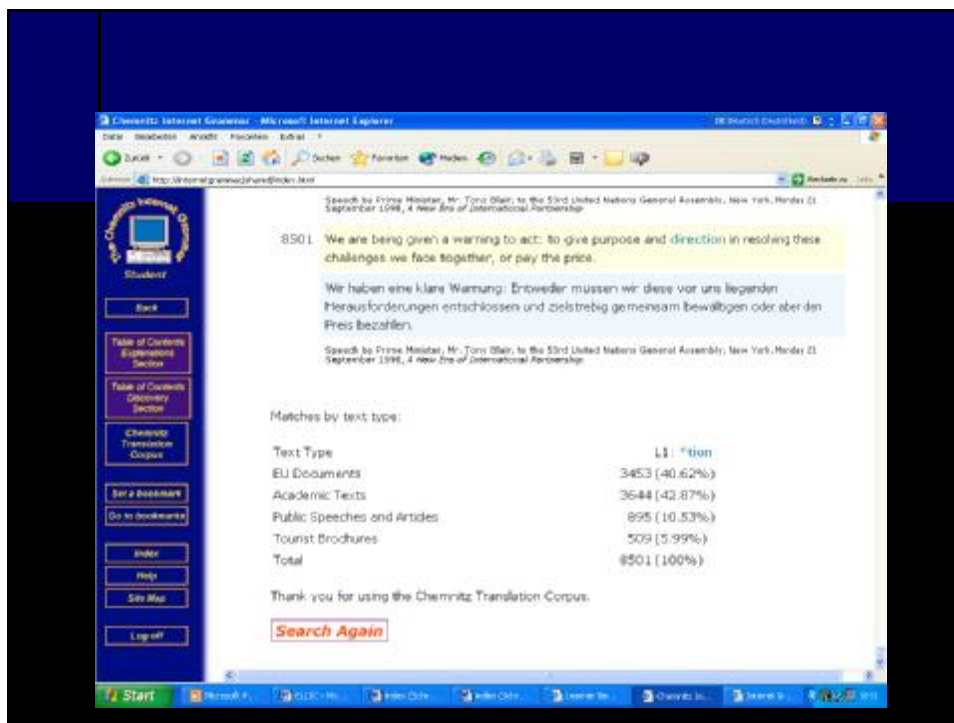
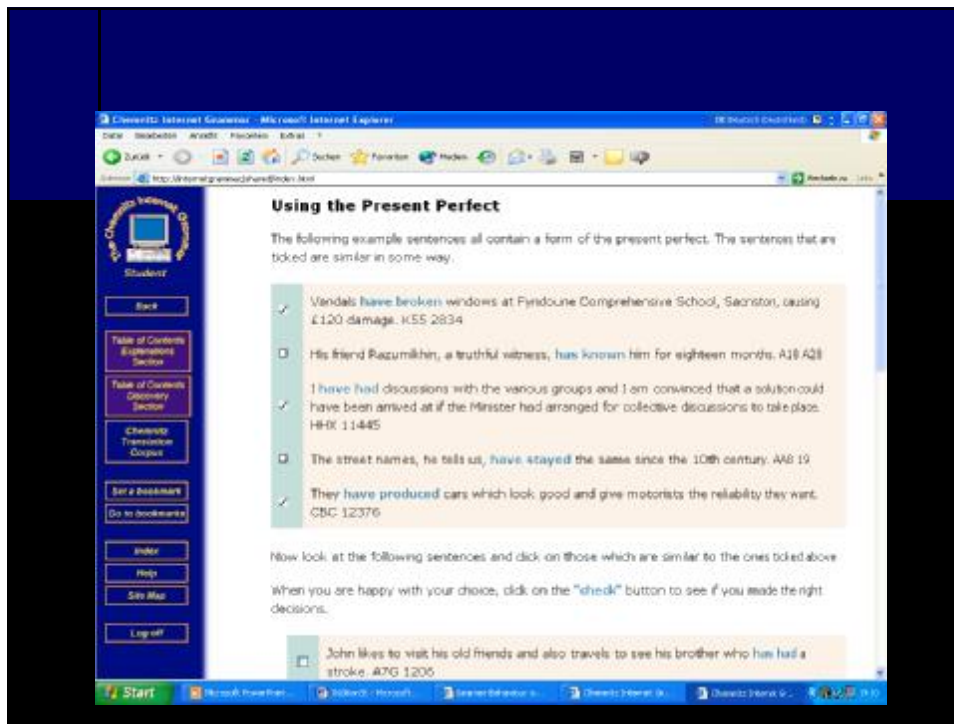
n hypertext choices

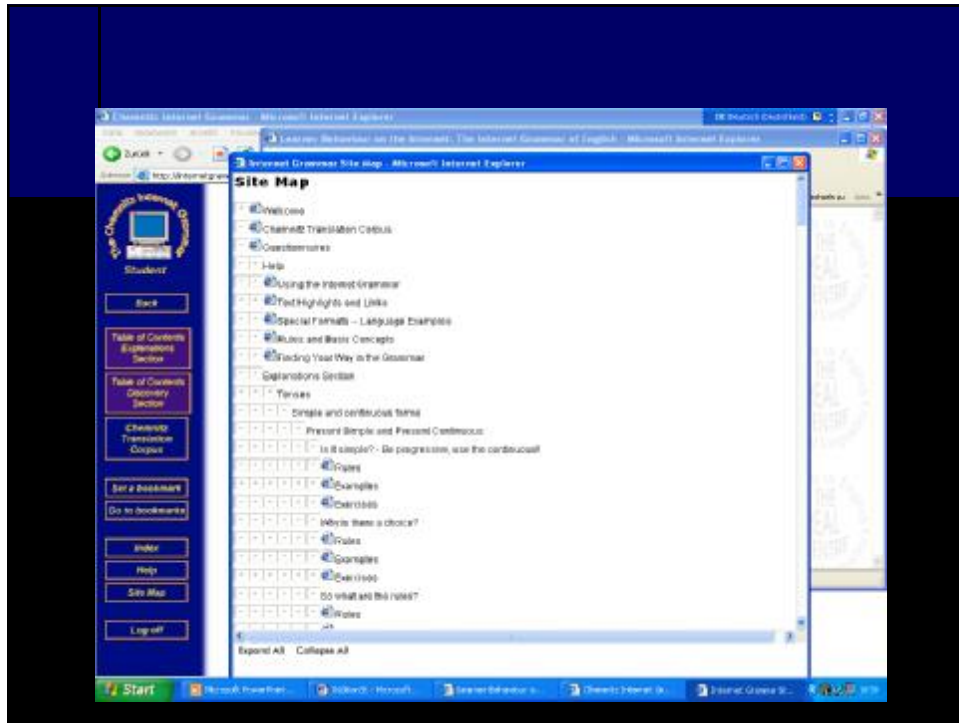
n exercises

n quiz

The screenshot shows a Microsoft Internet Explorer browser window displaying the 'Present Simple and Present Continuous' page of the Chemistry Internet Grammar. The page has a blue sidebar on the left with navigation buttons: 'Back', 'Table of Contents', 'Table of Contents', 'Challenge Translative Output', 'Set a bookmark', 'Go to bookmarks', 'Index', 'Help', 'Site Map', and 'Log off'. The main content area has a title 'Present Simple and Present Continuous' and a sub-header 'Is it simple? - Be progressive, use the continuous!'. Below this, it asks 'Why is there a choice?' and 'So what are the rules?'. It lists 'The consequences of your choice' and 'How short is 'short-term?'. It then asks 'Where NOT to use the present continuous' and lists three bullet points: 'Long-term situations', 'Verbs of state and mental states', and 'Verbs of bodily perception'. A fourth bullet point, 'A special case', is partially visible. On the right side of the page, there are several small, colorful icons. At the bottom, there is a copyright notice: '© (1998-2000) The Chemistry Internet Grammar. All rights reserved.' and a credit: 'Content: Tony Hulst, Bill Chazan, Edward.'

The screenshot shows a Microsoft Internet Explorer browser window displaying the 'So what are the rules?' page of the Chemistry Internet Grammar. The page has a blue sidebar on the left with navigation buttons: 'Back', 'Table of Contents', 'Table of Contents', 'Challenge Translative Output', 'Set a bookmark', 'Go to bookmarks', 'Index', 'Help', 'Site Map', and 'Log off'. The main content area has a title 'So what are the rules?' and a sub-header 'All sorts of factors, in the context or in the meaning of the verbs you choose, can affect whether you use the present continuous or not. But underlying all the apparent complications, there is a basic idea:'. Below this, there is a light blue box containing two bullet points: 'If you need to specify that an activity or a process is taking place at the reference time - which for the present tense means the time when you are speaking, you use the continuous form.' and 'Otherwise you use the simple form.'. Below the box, it asks 'Did you notice that it says "is taking place": a native speaker can't put it any other way - "takes place" is just WRONG in this context.' It then says 'You can also see that this rule doesn't just apply to the present continuous: if you click on the link, you can read about [different reference times](#).' It continues 'In general when the reference time is in the past you choose a past tense or a perfect, and when it's in the future you choose a future form.' and 'You can see [some examples](#) comparing the use of present continuous and present simple in the same verb.' At the bottom, there is a small cartoon character and the text 'You can try an exercise'.





information : language = university : internet *applications* Josef Schmieid 18

3. learning usage with the www as a dictionary

Phrasecount software

- n using Google internal output, but new screen presentation
 - n presenting KWIC + URL
 - n specified search using domain names (e.g. co.ke)
 - n rough statistics
- as a basis for user decisions,
 esp. for ESP and ESL speakers:
 e.g. *different from, to, than??*



old language questions – new internet solutions! new recognition for an old subject?

- n multimedia in culture teaching
- n web-enhanced language learning (WELL)
- n the www as an information resource

internet applications by, in and for the subject specialist, not the technician

language tools, a subject-based service to the academic community as a whole

new challenges for Departments of English (language), but also recognition of language and internet & language skills as core requirements for modern graduates in general

Thank you.

josef.schmied@phil.tu-chemnitz.de