

# English Projects in Teaching and Research in Central Europe



Workshop of the Sächsisch-Tschechisches Hochschulkolleg (STHK)  
and  
REAL Centre  
English Language and Linguistics  
Chemnitz University of Technology



Freiberg, May 04 – 06, 2007

<http://www.tu-chemnitz.de/phil/english/ece2/>

Friday, May 4<sup>th</sup>

---

- |             |  |
|-------------|--|
| 12.00-13.00 | lunch and group leader discussion  |
| 13.00-13.30 | welcome and introduction   |
| 13.30-15.00 | internal group discussion  |
| 15.00-16.00 | <b>student projects A</b><br><br><b>1. Teaching concepts and conceptualization</b><br>convener: Christoph Haase, Christian Döhler, Ye Wang, Tina Marusch<br><br><b>2. Writing for the media: an academic student journal</b><br>convener: Frizzi Seltmann, Caroline Dumais-Turpin, Daniela Steinborn |
| 16.00-16.30 | coffee break   |
| 16.30-17.30 | introduction to start-ups<br>Andreas Töpfer, Solarisförderzentrum gGmbH Chemnitz<br>Sandra Vonderlind  |
| 17.30-18.30 | start-ups and language services reports<br>Sylvia Voigt, Sylva Sternkopf, Katrin Höppner, Gunnar Lahr, Sandro Miritz   |
| 18.30-19.30 | dinner   |
| 19.30-21.00 | <b>group work A</b><br>start-up advice and business plans discussion<br>Andreas Töpfer, Kerstin May, Tina Blanke, Claudia Frenzel, Robert Leppin   |

## Saturday, May 5<sup>th</sup>

---

- 08.00-09.00** breakfast
- 09.00-10.30** **student projects B**
- 3. Ústí nad Labem student project 1: The Modern Man – Making a Film**  
convener: Dana Sedlmajerová, Michaela Kourková, Martina Menglerová
- 4. Plzeň project: Quantities in Translation**  
convener: Andrew Tollet, Ana Ruxandra Iliescu, Hana Coufalova
- 5. Brno student project 1: Course design**  
convener: Svetlana Hanusová, Kateřina Chudová, Jana Zerkova, Hana Cujkova
- 10.30-11.00** coffee break
- 11.00-12.30** **group work B**
- text discussion *Complexity and coherence*
1. Complexity in linguistics research (Christoph Haase)
  2. Coherence in spoken and written language (Renata Povolná)
  3. Complexity in language teaching (Martin Weisser)
- 12.30-14.00** lunch break
- 14.00-15.00** reports on group work
- 15.00-16.00** **student projects C**
- 6. Analysing language and culture on the WWW**  
convener: Janine Weinhold, Ines Huber
- 7. Teaching and technology**  
convener: Martin Weisser, Conrad Bautze, Marco Henkel
- 16.00-16.30** coffee break
- 16.30-18.00** **student projects D**
- 8. České Budějovice student project: Structure of Classroom Discourse**  
convener: Lucie Betaková, Jana Málková, Katerina Martincová
- 9. Translation & Culture**  
Kathleen Schmidt, Suzanne Dietrich, Anja Flint
- 10. Ústí nad Labem student project 2: New Ways of Creativity in English Language Learning**  
convener: Anna Kinovičová, Petra Teslerová, Lucie Vacková
- 18.00-19.00** dinner, city tour

## Sunday, May 6<sup>th</sup>

---

- 08.00-09.00** breakfast
- 09.00-10.30** **student projects E**
- 11. Teaching platforms: LMS Moodle Support for Teaching Stylistics**  
convener: Olga Dontcheva-Navratilova. Ivana Galetová, Ondrej Padalík, Christine Krause, Ellen Wießner, Stefanie Kirste
- 12. Brno student project 2: Video Study of Foreign Languages**  
convener: Svetlana Hanusová. Petr Najvar
- 10.30-11.00** coffee break
- 11.00-11.30** **student projects F**
- 13. English for Academic Purposes: Comparing specialist and popular journal articles**  
convener: Christoph Haase. Daniel Nkemeleke, Cornelia Neubert
- 11.30-12.30** **Concluding discussion + study tour planning:  
Language services in the Czech Republic in 2008**
- 12.30** lunch

## Student Project and Discussion Group Abstracts (alphabetical)

---

### **Brno & Chemnitz E/11: LMS Moodle Support for Teaching Stylistics, TWiki**

time: Sunday 6/5/2007 09.00

The presentation reports the results of a project focused on supporting in-class teaching by an e-learning course using LMS Moodle. Students will comment on their experience of working with the LMS Moodle course in Stylistics and will discuss the advantages and drawbacks of the interactive modules 'journal', 'assignments' and 'wikis'. The module 'journal' is intended to help students prepare for in-class learning, the module 'assignments' is used to develop the skills and expertise of students in creating texts representing different genres, and the module 'wiki' provides students with the possibility to reflect on in-class teaching by editing presentations made during contact sessions.

### **Brno B/5: Course design**

time: Saturday 5/5/2007 10.00

In their final semester students in English teacher education study programmes work on a project of a one-year course of English for upper-primary or secondary learners at state schools. The projects are aimed at preparing students for their role of curriculum designers, which has been emphasized in the curriculum reform in the Czech Republic.

As a synthetic topic, the course design reflects the complexity of the teaching and learning process. The projects address the following issues: teacher beliefs, aims and objectives as set by current educational documents, needs analysis, content specification, materials specification, modes of delivery, class management, assessment plan, dealing with learners with special needs, course evaluation. Students work individually, consult their results in the seminars with the teacher and peers. An online support is available in VLE Moodle.

### **Brno E/12: Video Study of Foreign Languages**

time: Sunday 6/5/2007 09.45

*CPV Video Study of Foreign Languages* is a project that follows the *CPV Video Study of Physics* and *CPV Video Study of Geography* projects. The project is aimed at teaching English in Czech lower-secondary schools. Using the Video Study methodology, different aspects of English Teaching in 7th and 8th grades are analysed, including opportunities to learn, opportunities to talk, classroom management, use of the mother tongue, etc.

### **České Budějovice D/8: Structure of Classroom Discourse**

time: Saturday 5/5/2007 16.30

In our project we would like to look at classroom interaction, i.e. interaction between the teacher and the learners, specifically in English language teaching. We have found out that typical classroom interaction has a fixed structure, consisting of teacher initiation, student response and teacher evaluation, nowadays rather called follow up. We have videoed four English classes, taught by both native and non-native speaker teachers, we have transcribed them and analyzed the interaction. We would like to show that the learner output is very much dependent on the types of questions the teacher asks. The questions also influence the type of interaction, whether it is more classroom-like or whether it resembles more everyday conversation.

### **Chemnitz A/1: Teaching concepts and conceptualization**

time: Friday 4/5/2007 15.00

This presentation intends to familiarize with the influence of cultural parameters on language teaching in several different cultures. We will introduce a cross-cultural analysis using key terms as a template and the natural semantic metalanguage (NSM) as a tertium comparationis.

**Chemnitz A/2: Writing for the media: an academic student journal**

time: Friday 4/5/2007 15.30

**Chemnitz group work A: Start-Up Advice and Business Plans Discussion**

time: Friday 4/5/2007 19.30

This evening workshop gives space for questions and discussions concerning problems as well as opportunities of language service provider start-ups. Participants can possibly meet some entrepreneurs and get to know their experience and tips in face-to-face conversation. If there is time left, you will be introduced to the topic of Business Plans, especially to the creation of such for language service providers.

**Chemnitz start-ups and language services reports**

time: Friday 4/5/2007 17.30

Focus in this discussion group is (1) the early second language acquisition of English at kindergarten age and (2) the language service demands of adult learners of English. MILA Sprachdienste, a small-sized language service provider, was founded 2 years ago. The presentation aims at describing the steps from the idea to the first language course with involved obstacles from a practical point of view. Apart from outlining necessary changes regarding our range of offers against the background of the necessity for foreign language skills often being underestimated in Eastern Germany, new business sectors as well as cross-border activities shall be explored. Moreover future cooperation with Chemnitz University of Technology, including the Department of English will be examined.

**Chemnitz C/6: Analysing language and culture on the WWW**

time: Saturday 5/5/2007 15.00

This presentation summarizes the results of two MA thesis investigating hypertext usability and cultural communication on tourism websites on Kenya and Malaysia. Having become part of everyday life, computer and Internet are preferably used as tools to find and obtain information on almost everything. Shneiderman's golden rules of hypertext meet well with tourist guides by fulfilling a cultural tourist's demand for reading just a small part of the large body of information on a travel destination. Since the aim of every website is to communicate, this modern form of communication opens the door to information transmission and even cultural communication. Keeping in mind that prospective tourists may be unfamiliar with the "exotic", alien Kenyan culture, the question of how culture is communicated through hypertext application on tourist guides is to be answered.

**Chemnitz C/7: Teaching and technology**

time: Saturday 5/5/2007 15.30

The aim of this project is to explore how technology can be used efficiently and sensibly in the context of teaching. A potential basis for discussion, as well as criticism, are my course materials available from <http://www.tu-chemnitz.de/phil/english/chairs/linguist/pages/coursesMW.html>, especially for "Data Analysis and Presentation", "Introduction to English Linguistics" and "Essential Programming for Linguistics" (please note, though, that access to the latter two is restricted to Chemnitz University). No extensive knowledge of programming or web-development will be required for participation, although some familiarity with these topics will obviously be an advantage.

**Chemnitz D/9: Translation and Culture**

time: Saturday 5/5/2007 17.00

### **Chemnitz F/13: English for Academic Purposes: Comparing Specialist and Popular Journal Articles**

time: Sunday 6/5/2007 11.00

This contribution introduces a new parallel corpus to the study of English for Academic Purposes (EAP). It tries to connect linguistic approaches of a classification of point-of-view markers with normative aspects of teaching EAP. Furthermore, our study tries to assess the potential of the texts collected and the tools devised for developing a model of academic writing. For that end, a corpus with texts from diverse natural sciences (physics and biosciences) has been compiled. Data from a preliminary study of hedge expressions in academic and popular-academic texts is investigated and subjected to qualitative as well as quantitative analysis. We will define a quantifiable feature of hedge expressions – propensity- and a quantifiable feature for semantic complexity – semantic depth. Finally, the contribution makes suggestions how to incorporate this theoretical insight into academic writing course modules.

### **Plzeň B/4: Quantities in translation**

time: Saturday 5/5/2007 09.30

Using data gathered from students at secondary and tertiary level in Pilsen, this presentation will discuss the preliminary findings of research into vague language and approximations from a cross-linguistic (Czech - English) perspective.

### **Ústí nad Labem B/3: The Modern Man – Making a Film**

time: Saturday 5/5/2007 09.00

This presentation will focus on the making of the English language short film entitled The Modern Man made by students in a practical language seminar at UJEP in Ústí nad Labem. The presenters will discuss the language learning advantages of making a film in the English language. The film was written, filmed and acted in English by students under the guidance of a lecturer from the university. The presentation will cover the practical applications of language acquisition during the project. The presentation will consist of three parts. In the introduction the presenters will discuss the idea and the conception of the project. The realization of the project will be discussed in part two. The fifteen minute film will be screened at the end of the presentation.

### **Ústí nad Labem D/10: New Ways of Creativity in English Language Learning**

time: Saturday 5/5/2007 17.30

The presenters will discuss a current project underway at UJEP in Ústí nad Labem entitled Aussig. Aussig is a feature length film. The project is building on what was learned during the making of The Modern Man. It is a two semester practical language course that allows the language learner to acquire the English language in real life, hands on situations. Students are forced to work on every aspect of the film and thus create a network of English language relationships. The presentation will cover the genesis and conception of the project, comment on its current status and its long term goals. It will also cover its practical advantages to English language learners and the role of creativity in learners' lives. Apart from information about the underlying methodology, the project will also define the place of this project within a wider scope of project work carried out at the Department of English of the UJEP Pedagogical Faculty.