

## **Abstracts of Talks**

### **Anja Bernhardt (Chemnitz): English Trade Marks in Germany**

#### **Lucie Betáková (České Budějovice): Teaching Practice in Basic Schools**

The author will provide information on the system of the teaching practice at the University of South Bohemia. At the same time she believes that teaching practice represents a very important stimulus for both further learning and teaching of the trainees. Having completed the first stage of their teaching practice, the trainees begin to take their own learning much more seriously. They realise they need to improve their language proficiency, language awareness and teaching skills. They also seem to be motivated to use every opportunity for teaching. Their level of empathy with both learners and teachers increases. Whether teaching practice really functions as a motivational factor for both learning and teaching is shown on data gained from a survey carried out with about 15 trainees after their teaching practice.

#### **Stanislava Čapková (Brno): Language Learning Strategies**

These are the characteristics we want to stimulate in students to enable them to become more proficient language learners, to improve and control their own learning.

LLS are keys to greater autonomy and more meaningful learning. Although LLS are used by students themselves, teachers play an important role in helping students develop and use strategies in more effective ways. Appropriate LLS result in improved proficiency and greater self-confidence.

Unfortunately, even the best Teacher's Books underestimate their importance and scarcely offer their use.

#### **Siobhan Dalrymple (Dresden): Get Them Talking: Role Plays, Debates, Games, Tasks and Other Teaching Strategies for the Interactive Classroom.**

Today, nearly every modern TESOL teacher training program stresses the importance of communicative, interactive teaching, particularly for advanced and intermediate students. But how does a teacher encourage students to participate while maintaining classroom control and "pushing students to the next level?"

This presentation will offer a number of strategies which have proven effective with lower-intermediate to advanced learners to meet a variety of teaching objectives.

#### **Marie Ernestová (České Budějovice): Additional Language English Needs to Be Contemporary: a Message for Saxons and Czechs**

All aspects of language structure and use are subject to change. However, the least noticeable and least frequent changes affect grammar. It is sometimes difficult even for a native speaker to discern if a particular form is an undoubted error or just an instance of changing usage.

The aim of this paper is to raise teachers' and students' awareness of some trends in English language usage over the past few decades. The focus will be on gradual grammar changes that seem to be gaining ground in present-day English. Examples will be drawn from verbal tense simplification, irregular verb forms, split infinitive, gerund/infinitive competition, detached participles, some adjectival/adverbial forms, the apostrophe, word order and varying prepositions.

English teachers must be aware of how language is really used, rather than just how we are told it should be used. Often, academic debates of „right“ and „wrong“ are simply not appropriate. There are many grey, fudgey areas where teachers need to be given the flexibility to deal with, and to keep pace with, contemporary usage.

It is important to learn any language well if we wish to communicate unambiguously and achieve mutual understanding. Most people seem to think that grammar changes are slow and of relatively minor importance to understanding, but this is not always true. Changes have been gaining in pace during the past two decades.

In a united Europe, we are going to be judged, whether we like it or not, on the precision of our English as much as by the nature of our opinions. For that reason we should strive to learn it well.

**Christoph Haase (Chemnitz): Good *manners* in East African English verbs? Corpus evidence for a semantic problem**

A current addition to the growing toolbox of computational linguistics applications at the REAL Centre (Chemnitz University of Technology), the new and improved search engine for the ICE-East Africa (a 1,2 million word corpus compiled and hosted at the REAL Centre) is used to investigate particular phenomena from the field of lexical semantics. The phenomena concern the aspectual structure of verbs from the vantage point of compatibility with adverbial complements (usually PPs) that carry information on semantic components like motion, manner, path and goal of the verbal event. The undertaken comparative study of BrE and East African varieties tries to systematize these components via quantitative analysis of large quantities of text.

**Mary Hawker (Praha): The Rise and Fall of ELT**

That radical changes have taken place in the perception of foreign language teaching in the Czech Republic since 1989 does not bear repeating. It is essential, however, that we name the main forces which brought about these changes and examine frankly, free of wishful thinking, the reaction of different social groups to the new circumstances. Those groups, whose attitudes influence the way languages are taught, deserve special attention. The intervention of the people in power, the interests of parents, teachers and students are not always uniform nor uniformly helpful. Our Department of English is not an Island, entire of itself. So the description of the challenges it faces will afford a fair picture of the general situation in education. This could serve as a good basis for drawing comparisons between our two countries.

**Isabel Heller, Katrin Voigt (Chemnitz): The Chemnitz InternetGrammar**

The Chemnitz InternetGrammar is a web-based self-instruction tool, catering for learners of English from various backgrounds. Its inductive as well as deductive approaches make it the ideal self-learning tool for different learner-types with upper-intermediate knowledge of English. The uses of the InternetGrammar are manifold, ranging from exam/course preparation, grammar practice and revision to a reference tool for teachers as well as students.

**Anna Kinovičová (Ústí nad Labem): Encouraging Teachers to Use Authentic Problem-Based Learning Strategies."**

The recent radical and massive introduction of new "powerful" learning/teaching strategies abroad should provoke our teachers to apply a problem-based teaching methodology of the sort predominantly used in technical subjects in the past. The workshop will introduce and try to solve at least a section of a more complex sample problem - **Development of Tourism between Saxony and Bohemian Border Regions**. This will be achieved by showing the individual steps taken, most important principles involved and positive results gained in terms of the development of students' thinking processes, imagination, skills and creativity. Using worksheets it will suggest how to apply some efficient learning strategies (e.g. brainstorming, SWOT analysis, the "snowball" model). The attached list of proposed problems will inspire teachers in the creation of their own selection of

problem tasks. In the final section the participants will be reminded of a wide range of evaluation tools often neglected in our schools.

**Christopher E. Koy (Plzeň): Teaching Risky Business Through Fiction: "A Deal in Wheat" by Frank Norris**

This paper wishes to tackle the issue of approaching literature (or fiction) especially for ESP. The aim is to demonstrate a practical exploitation of fiction for business English language learners who need to learn business English vocabulary at a high language level in authentic contexts. In reading fiction for ESP, business English teachers can present in an innovative way a concrete area of business generally unfamiliar to most Czech learners of business English: the futures and options exchange.

**Magdalena Kubiková (Plzeň): Screen Adaptations of E.M. Forster's Novels in the 80's**

The talk summarizes the experience of using screen adaptations of novels by E. M. Forster (the phenomenon of "heritage films" in 1980s) in the English/Cultural Studies syllabus. It will focus on a) the distinction between the textual and the visual form of the given story and b) on different aspects of the British society as portrayed in the films.

**Magdalena Kubiková + student (Plzeň): The infiltration of English into Czech**

The topic deals with the influence of English on the Czech language, particularly on its lexicon after the year 1990. Examples will demonstrate the process of infiltration of an English word into the Czech vocabulary from the phonological, morphological and semantical point of view. A special attention will be paid on the lexical items that are already part of the Czech lexicon but have not been codified.

**Gunnar Lahr (Chemnitz): The Erzgebirge – not the Lake District**

Linguistic analysis of tourist brochures about the Erzgebirge: content, language and culture.

Im Mittelpunkt des Vortrags steht eine Analyse der gegenwärtig auf dem Markt befindlichen englischsprachigen Tourismusbroschüren über das Erzgebirge. Ausgehend von der Tatsache, dass die Herstellung von Tourismusbroschüren, insbesondere in einer fremden Sprache, mehr erfordert als bloße Übersetzungsarbeit, wird der Frage nachgegangen, ob dieses Material sein Hauptziel erreicht, nämlich den Leser und potentiellen Touristen zunächst zu interessieren und schließlich von einem Besuch in der umworbenen Region zu überzeugen. Dabei wird sowohl die inhaltliche wie auch die sprachliche Ebene betrachtet. Besonderes Augenmerk kommt den kulturellen Variationen zu. Es gilt also zu klären, wie kulturspezifische Termini, deren Bedeutung meist nur den Angehörigen der Ausgangskultur bewusst ist, in die Zielsprache übertragen werden können und, wenn eine bloße Übersetzung nicht ausreicht, auf welche Strategien der Bedeutungsklä rung zurückgegriffen werden kann.

Des Weiteren werden auch textuelle und rhetorische Verfahren zur Sprache kommen, da diese ebenfalls von hoher Bedeutung für die Überzeugung des Lesers sind.

Vor diesem Hintergrund soll dann schließlich versucht werden, die betrachteten Kriterien in einigen modellhaften Texten anzuwenden.

**Balbina Mesue Ebong (Chemnitz): Innovative Language Teaching for Secondary Schools in Cameroon**

The main challenges of teaching English as a Foreign language in the Cameroonian schools is how to make the teaching interesting enough to be able to raise the enthusiasm of the learners and how to make the learners use the language outside the classroom. English language teaching in Cameroon is in a lethargic state and lacks the lustre that should accompany the teaching/learning of a foreign language. This lack of lustre leads to lack of enthusiasm from the learners and a complete refusal to use the language. The lack of spark in the teaching stems from many variables but principally through the teaching techniques that are presently used by the Cameroonian teacher of English as a foreign language. The abundance of indigenous techniques of communication like role-play, songs, the telling of folktales, riddles and proverbs in the Cameroonian society gives one the idea that they could be used in the language classroom to help raise the enthusiasm of the learners and make them communicative. This paper intends to present the English as a foreign language teaching situation in Cameroon. It also proposes the use of indigenous techniques of communication as innovative techniques in the present language teaching in Cameroon to help raise the enthusiasm of the learner of English as a foreign language and render him/her communicative outside the classroom.

**Natalie Orlová (Ústí nad Labem): Prospective Teachers' Professional Development through E-mail Communication**

The internet and e-mail in particular, should become inseparable components of any EFL classroom. Since prospective teachers of English have to know how to incorporate the tools in question in their own teaching, the best way for them to acquire the appropriate skills is through a specially organized e-mail communication project. The presenter will share her experience, gained through the recent successful implementation of the E-Mail Dialogue project.

**Renata Povolná (Brno): Some linguistically oriented courses and their contribution to the preparation of future teachers of English**

The contribution discusses some linguistically oriented courses that belong among regularly offered courses of the university study of English, namely in the Department of the English Language and Literature at the Faculty of Education, Masaryk University in Brno.

While discussing the individual courses and their aims, for instance phonetics and phonology, grammar, syntax, stylistics, pragmatics, the author endeavours to emphasize the necessity to introduce not only the most important differences between English and Czech, but also at least some didactical aspects into every course under discussion. She maintains that without them the preparation of future teachers of English cannot be successful.

**Katrin Proft (Chemnitz): English as a Lingua Franca in the EU**

The European Union today is one of the most multi-national and thus multi-cultural federations of states. Conditioned by the great number of different nationalities in Europe, we are confronted with more than 230 languages. Even the number of the official languages in Europe amounts to 40.

For that reason, there is an urgent need to establish a common mean of communication which can be adequately used by every nation in an international context. Therefore, the debate about English as the European lingua franca arose.

**Cornelia Rehm (Chemnitz): Erzgebirge Folklore**

Hands-on presentation of Erzgebirge folk art.

**Josef Schmied, Christoph Haase + students (Chemnitz): Current Trends in "Web & English" at Chemnitz University of Technology**

This contribution demonstrates the modern language and technology interface. It shows how computers and the www can be used as new tools to analyse language, particularly the English language. Thus new methods help to answer old questions empirically, new methods allow us to compile relevant data quickly, new methods make us aware of new patterns, new methods allow qualitative and quantitative assessments of gradient phenomena.

**Using the www as a dictionary in EFL and ESL research: from Google to WebPhraseCount**

Whereas in the old days immersion and intuition played a key role in determining the usage of linguistic items, nowadays computer programmes using search engines like Google can help to verify or falsify hypothesis on usage in EFL and ESL. Thus, if we look for the prototypical preposition after a noun, verb or adjective the www gives us an answer in less than a minute. We will demonstrate that *from* is the usual preposition after *different*, *to* is only used in certain contexts and *than* in American contexts. We can speculate why the lexical field of cook is distributed differently in ENL and ESL countries. We will prove that *ugali* is only used in east African English or with reference to East Africa. A demonstration will illustrate possibilities and problems of using the www as a dictionary.

**Good manners in East African English verbs? Corpus evidence for a semantic problem**

A current addition to the growing toolbox of computational linguistics applications at the REAL Centre (Chemnitz University of Technology), the new and improved search engine for the ICE-East Africa (a 1,2 million word corpus compiled and hosted at the REAL Centre) is used to investigate particular phenomena from the field of lexical semantics. The phenomena concern the aspectual structure of verbs from the vantage point of compatibility with adverbial complements (usually PPs) that carry information on semantic components like motion, manner, path and goal of the verbal event. The undertaken comparative study of BrE and East African varieties tries to systematize these components via quantitative analysis of large quantities of text.

**Josef Schmied + students (Chemnitz): English as the Language of Tourism: Analyses and Solutions**

"(...) amazingly, no one has comprehensively analysed this language as a phenomenon in its own right. Certainly there have been some studies which have alluded to the linguistic features of tourism promotion, but none has so far brought them together and systematically examined tourism as a language per se... In every day speech, we often hear references to the 'language of dance', the 'language of architecture', the 'language of music', and so on. We know roughly what the expressions mean - that somehow these various facets of life have ways of communicating to us. They are structures. They follow certain grammatical rules and have specialized vocabularies. They are in many senses language-like in their properties. Analogically too, these languages convey messages, they have a heuristic or semantic content, they operate through a conventional system of symbols and codes. Many also include the equivalent of dialects and registers. (...) tourism operates along similar lines (...) tourism, in the act of promotion, as well as in the accounts of its practitioners and clients, has a discourse of its own. Seen in this light, the language of tourism is thus a great deal more than a metaphor. Via static and moving pictures, written texts and audio-visual offerings, the language of tourism attempts to persuade, lure, woo and seduce millions of human beings, and, in so doing, convert them from potential into actual clients. By addressing them in terms of their own culturally predicated needs and motivations, it hopes to push them out of the armchair and

to the plane - to turn them into tourists." Dann, Graham M.S. (1996). *The Language of Tourism. A Sociolinguistic Perspective*. Wallingford: CAB International (p.2).

**Dana Sedlmajerová (Ústí nad Labem): Cultural Anxieties in the Globalized World**

The presentation will suggest that teaching English to students does not mean just improving four skills within "empty" communication. English language teachers should pay attention to the content of classroom discussions and introduce thoughtprovoking topics which have come to the fore recently. Problems dealing with our culture, identity, meaning of life etc. disquiet people. By using ideas from the novel *Tuesdays with Morrie* by Mitch Albom /1997/ and its film version /1999/ I will try to incorporate a sociocultural component into a practical English workshop and present some activities concentrating on how we understand our culture and what we know about our typical patterns of behaviour.

**Joachim Seifert (Chemnitz): Teaching Practice at Saxon Universities: From "Begegnungssprache" to the "bilingual profile"**

FLT will start in the primary stage of education in Saxony from 2004 onwards. That means that ELT will be obligatory for almost all learners beginning in the third year of schooling. Of course, that is a remarkable step forwards in our goal to make ELT in Germany really effective.

But for that purpose we need trained teachers; in reality the best teachers would be necessary for such an early beginning of ELT. In the moment there are not enough teachers available and all the training done by now is not sufficient.

After ELT in the primary sector of our educational system new ways and methods of teaching have to be used to become more effective. The learner has to be in the centre of interest. That means we have to open our classes and courses as far as contents, methods, aims, and assessment are concerned.

One possibility is teaching special subjects in a foreign language. In the moment the subjects Geography and History dominate in that respect. That is a good start but not enough and only minorities of learners are involved. Therefore our demand is to include more subjects and more learners in that field.

And another point is, that it is not absolutely necessary that one subject is completely taught in the foreign language but only parts of it. We speak on so called 'modules' taught in English. And the learners can choose their modules according to their skills and interests.

ELT means a good introduction into the basic knowledge and skills of the language and the preparation for a lifelong learning. The learners need a good methodology of learning a foreign language, they need a good 'know-how' (how to learn vocabulary, how to work with a dictionary, how to read and analyse a text, how and where to find the does and don'ts of the foreign country and culture etc.).

**Sylva Sternkopf (Chemnitz): Teaching English for International Business Communication**

English is the most important language in international business, not only when dealing with English-speaking markets. Hence, there is a huge demand for corporate language training. This presentation, given by a professional business English trainer, focuses on the major areas of business communications, the challenges in corporate language training and possible solutions. A learner-oriented approach based on the daily needs of the participants should be the guideline for teaching a foreign language in a business environment. What is more, a new role of the teacher will be discussed, extending the traditional portfolio of teaching tasks and functioning as a "communications consultant" who is not only responsible for teaching English to the employees but at the same

time covers the entire range of international communications, including business correspondence, negotiations, translation tasks and PR work.

**Bernd Voss (Dresden): The European Language Portfolio and its Influence on Language Teaching at Schools and Universities**

**Kamila Vranková / Sylva Ferdinandová (České Budějovice): Teaching and Learning Anglo- American Children's Literature**

The paper is designed to provide a brief description of the Anglo-American children's literature courses at the English Department of the Pedagogical Faculty, University of South Bohemia. Children's literature will be discussed against the background of literary development, as an inseparable part of cultural heritage and educational sciences.

Sylva Ferdinandová's contribution will concentrate on her diploma thesis, drawing on the relations between R.M. Ballantyne's *Coral Island* and W. Golding's *Lord of the Flies*.