English 21: from language teacher to language service provider?
"Challenges" Usti 23/11/07

Josef Schmied
Chair English Language & Linguistics
Chemnitz University of Technology
www.tu-chemnitz.de/phil/english/schmied
josef.schmied@phil.tu-chemnitz.de

0. Adapting language teaching to the 21st century
Features of 21st century
Def. Language Service Provider (LSP)
applied language teaching - job perspectives
Norms?
Technology support

Introduction
Features of the 21st Century
globalisation --> English as lingua franca (e.g. China)
technology --> Web 2.0
Challenges of new technologies
e-learning
web translation
web publication

1. New users
- in the European Union, esp. CEE
  - multilingualism
  - early learning: kindergarten + primary school
- in China
  - good English
  - standard norms, e.g. lexical choices

Defining the Language Service Provider
- new teaching philosophy: the teacher as facilitator
  - esp. e-learning
- translating, esp. EAP/ESP
- editing
- academic writing
2. New Functions: lingua franca

A lingua franca (Italian literally meaning Frankish language, see etymology below) is any language widely used beyond the population of its native speakers. The de facto status of lingua franca is usually "awarded" by the masses to the language of the most influential nation(s) of the time. Any given language normally becomes a lingua franca primarily by being used for international commerce, but can be accepted in other cultural exchanges, especially diplomacy.

A synonym for lingua franca is "vehicular language." Whereas a vernacular language is used as a native language in a single speaker community, a vehicular language goes beyond the boundaries of its original community, and is used as a second language for communication between communities.

The term lingua franca is also applied to international auxiliary languages meant specifically for communication between speakers of different native languages. Examples include Esperanto, etc.

http://en.wikipedia.org/wiki/Lingua_franca

2.1. Lingua Franca in the European Union

English is the current lingua franca of international business, science, technology and aviation, and has displaced French as the lingua franca of diplomacy since World War I. The modern trend to use English outside of English-speaking countries has a number of sources. Ultimately, the use of English in a variety of locations across the globe is a consequence of the reach of the British Empire. But the establishment of English as an international lingua franca after World War II was mostly a result of the spread of English via cultural and technological exports from the United States as well as its embedding in international institutions; for instance, the seating and roll-call order in sessions of the United Nations and its organs is determined by English alphabetical order, and, while there are six official languages of the United Nations, only two (English and French) are working languages, and, in practice, English is the sole working language of most UN bodies.

A landmark recognition of the dominance of English in Europe came in 1995 when, on the accession of Austria, Finland and Sweden, English joined French and German as one of the working languages of the European Commission.

http://en.wikipedia.org/wiki/Lingua_franca

2.2. Academic Writing

- teaching EAP/ESP in other faculties
- teaching ERASMUS courses
- teaching specialised classes

2.3. Issue: native-speaker norms?

The role of the native speaker
- the WWW as "corpus"?
represents polycentric standards?
3. New Tools

3.1. Collocate Finder
3.2. Translation Memory Systems
3.3. Web Phrase Count
3.4. Multilingual Translation Corpus

3.2. Translation Memory Systems

A translation memory, or TM, is a type of database that is used in software programs designed to aid human translators. Translation memories are typically used in conjunction with a dedicated computer assisted translation (CAT) tool, word processing program, terminology management systems, multilingual dictionary, or even raw machine translation output. A translation memory consists of text segments in a source language and their translations into one or more target languages. These segments can be blocks, paragraphs, sentences, or phrases. Individual words are handled by terminology bases and are not within the domain of TM. Research indicates that many companies producing multilingual documentation are using translation memory systems. http://en.wikipedia.org/wiki/Translation_memory

3.3. Word Phrase Count: interface

3.3. Word Phrase Count: results

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4. New learning

The teacher as facilitator—someone who skillfully helps a group of people understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion. The facilitator will try to assist the group in achieving a consensus on any disagreements that preexist or emerge in the meeting so that it has a strong basis for future action. The role has been likened to that of a midwife who assists in the process of creation but is not the producer of the end result. Particularly important in e-learning...

4.3. Issue: evaluating sources

4.3.1. Angle of Vision

The way that a piece of writing gets shaped by the underlying values, assumptions, and beliefs of the author so that the text reflects a certain perspective, worldview, or belief system. The angle of vision is revealed by internal factors such as the author's word choice (especially notice the connotations of words), selection and omission of details, overt statements, figurative language, and grammatical emphasis; and by external factors such as the politics of the publisher, and so forth. (Ramage, John D./John C. Bean/june) Johnson 6th ed. 2004. Writing Arguments: A Rhetoric with Readings. New York: Longman, 376).
4.3.4. Credibility

“Credibility” is similar to “reliability” but is based on internal rather than external factors. It refers to the reader’s trust in the writer’s honesty, goodwill, and trustworthiness and is apparent in the writer’s tone, reasonableness, fairness in summarizing opposing views, and respect for different perspectives (what we have called “ethos”). Audiences differ in how much credibility they will grant to certain authors. Nevertheless, a writer can achieve a reputation for credibility, even among bitter political opponents, by applying to issues a sense of moral courage, integrity, and consistency of principle.

(ibid, 378)

4.4. Evaluating a Web Site II

Criterion 3: Coverage
- Are the topics covered by the site clear?
- Does the site exhibit suitable depth and comprehensiveness for its purpose?
- Is sufficient evidence provided to support the ideas and opinions presented?

Criterion 4: Accuracy
- Are the sources of information stated? Can you tell whether this information is original or taken from somewhere else?
- Does the information appear to be accurate? Can you verify this information by comparing this source with other sources in the field?

Criterion 5: Currency
- Are dates included in the Web site?
- Do the dates apply to the material itself or to its placement on the Web? Is the site regularly revised and updated?
- Is the information current, or at least still relevant, for the site’s purpose?

(ibid, 380)

5. New teaching: curricula

TUC
- BA new modules: professional skills
- MA Advanced English: media module
- MA ELIC (=English as a Language of International Communication)
Qualifikationsziele:

1. In IT lernen die Studierenden den Unterschied zwischen den klassischen, gedruckten und modernen, elektronischen Informationsträgern kennen:
   - Wörterbücher/CD-ROMs sowie Online-Ressourcen,
   - Internet-Suchmaschinen und die kritische Bewertung ihrer Ergebnisse je nach spezifischer Relevanz,
   - CD-ROM- und Internet-basierter CALL-Software im weitesten Sinne.

2. Im Berufsalltag geht es sehr häufig um den Umgang mit Fachtexten in der Fremdsprache, sowohl rezeptiv als auch produktiv.

Die Studenten lernen:

- Besonderheiten der Struktur und Terminologie von wissenschaftlichen Texten, v.a. Unterschiede in Vokabular, Grammatik und Stil in versch. Textsorten,
- Unterschiede zwischen muttersprachlichen und nicht-muttersprachlichen und geistes- und naturwissenschaftlichen Texten im Englischen.

5.1. Teaching Writing

The cognitive process of deriving meaning from written or printed text (including Braille).

It is the reading, speaking, and writing in hypertext formats.

Reading is the cognitive process of deriving meaning from written or printed text (including Braille).

It is a means of language acquisition, of communication, and of sharing information and ideas.

Effective readers use decoding skills to translate printed text into the sounds of language, use morphemes, semantics, syntax, and context cues to identify the meaning of unknown words, activate prior knowledge (schema theory), use comprehension, and demonstrate fluency during reading.

Although reading print text is now an important way for the general population to access information, this has not necessarily been the case historically around the world. With some exceptions, only a small percentage of the population in many countries was considered literate before the Industrial Revolution.

Conclusion

backing up skills with research:
- culture-specific usage of hedges
- culture-specific usage of cohesive devices
- culture-specific use of precision and clarity numbers, charts vs. photographs, maps, illustrations

Collaboration and exchange of university departments with Language Service Providers