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So, how's your English?

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INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ





Contents

- ❖ **Introduction** (*CEFR, DIALANG*)
- ❖ **What we've experienced** ("*Dunglish*") **and what you've experienced** ("*Czechlish*")
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- ❖ **Peer-feedback: introduction**
- ❖ **... and now it's your turn!** ("*pop-topics*")
- ❖ **So where do we go from here?**



Section 1

- ❖ **Introduction** (*CEFR, DIALANG*)
- ❖ **What we've experienced** ("*Dunglish*") **and**
what you've experienced ("*Czechlish*")



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- ❖ By 2020, 20% graduates should have been mobile
- ❖ University of Groningen, Strategic Plan 2010-2015
- ❖ Internationalisation = English-medium programmes
- ❖ Use of English as *lingua franca*
- ❖ “Passing from B2 to the C level should enable the learner to access higher education, professional fields of employment and the literary culture associated with a language.” (Green 2008)
- ❖ But what does this mean for lecturers?



English in Int'l University

- ❖ Results:
 - ❖ lecturers' difficulty presenting content in EN
 - ❖ frustration; however...
- ❖ *native speaker?*
- ❖ ability to compensate for language deficiencies with excellent didactic and presentation skills, as well as intercultural competences
- ❖ D level: "well-educated non-native speakers" (North 2010)



A Good Lecturer

- ❖ Confident speaker of English
- ❖ Good fluency
- ❖ Excellent range of vocabulary (jargon) and good use of idiom
- ❖ Minor errors show that lecturer is not first language speaker but do not cause misunderstanding



A Good Lecturer 2

- ❖ May have a slight accent but does not detract from understanding except in exceptional circumstances, such as difficult combinations of sounds which a first language speaker might also trip over
- ❖ Self-corrects
- ❖ Makes good use of intonation, notably when giving examples
- ❖ Has combination of language, intercultural and pedagogical skills
- ❖ Is enthusiastic



CEFR

- ❖ The Common European Framework of Reference for Languages (Council of Europe)
- ❖ A European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability (2001)
- ❖ Framework of reference
- ❖ It describes language ability from A1 (basic user) up to C2 (proficient user)
- ❖ Can do statements: focusing on what a learner is able to do, not what a learner does wrong



CEFR

- ❖ Encourages reflection
- ❖ Language Portfolio:
 - ❖ Language passport
 - ❖ Language biography
 - ❖ Language dossier



DIALANG

- ❖ It is a language diagnosis system
- ❖ It reports level of skill against the CEFR
- ❖ It is not an exam
- ❖ Five skills: reading, writing, listening, grammar and vocabulary
- ❖ Fourteen languages



DIALANG: First Screen

The screenshot shows a window titled "Dialang" with a yellow header bar. The main content area has a blue background with a large yellow "DIALANG" logo. Below the logo is a grid of 14 yellow buttons, each containing text in a different language. At the bottom of the window, there is a "Close Program" button and a small text block.

Instruktioner på dansk	Hinweise in Deutsch
Οδηγίες σε Ελληνικά	Instructions in English
Instrucciones en Español	Tehtävähjeet suomeksi
Consignes en français	Treoracha i nGaeilge
Leiðbeiningar á íslensku	Istruzioni in italiano
Instructies in het Nederlands	Instruksjoner på norsk
Instruções em Português	Instruktioner på svenska

The DIALANG Project is being carried out with the support of the Commission of the European Communities within the framework of the SOCRATES programme, LINGUA 2

Close Program



DIALANG

❖ Feedback menu:

- ❖ Test results
- ❖ Check your answers
- ❖ Advice, e.g. **B2>C1/C2**



DIALANG: Reflection

- ❖ What levels do you have in Reading/Writing English according to DIALANG?
- ❖ What are your linguistic strengths and limitations according to DIALANG?
- ❖ To what extent does the feedback provided by DIALANG fit in with your image of your English language ability?
- ❖ What learning objectives do you set yourself in order to improve your reading, writing and listening?
- ❖ How will you achieve these objectives?



WHAT WE'VE EXPERIENCED

- The issue of “**Dunglish**”*
- First Language Interference – FLI*
- Circumlocution – “Why use 5 words when 1 would do?”*
- MTV English v Formal English: range and coherence*

HOW DO YOU DO AND HOW DO
YOU DO YOUR WIFE?

**How are you and how is your
wife?**

When was the removal of Mr.
Jansen to London?

When did Mr. Jansen move to
London?

How well, having that said, the meeting is not for nothing

- **Although, having said that, the meeting was not a waste of time.**

I am the first woman state secretary
for the inside and I am having my
first period.

**I am the first female State Secretary for
Internal Affairs and I'm in my first term of
office.**

HE HAD IT NOT
STANDING IN HIS
DIARRHOEA

It wasn't written in his diary.



Circumlocution

- *An electronical cupboard with a series of drawers to put your food in to make it cold*
- **Refrigerator**
- *The end of the night-time, just before the sun comes up*
- **Dawn**
- *The people who have come to watch the performance*
- **Audience**



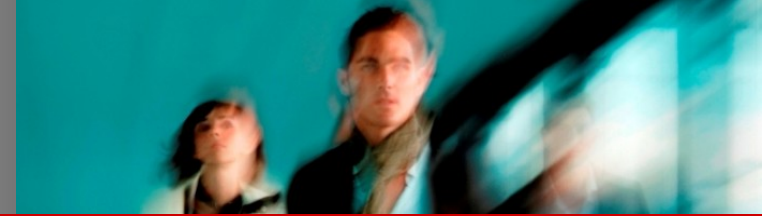
“MTV” v Formal English

- > **language Culture**
- > **TEXT-SPEAK**
- > **English as **the** International Language of Communication**
- > Applied English



CEFR Criteria 1 - Range

- › **B1** Has enough language **to get by**, with sufficient vocabulary to express him/herself with **some circumlocutions** on topics such as family, hobbies and interests, work, travel, and current events.
- › **B2** Has a **sufficient range of lan-guage** to be able to give clear descriptions, express viewpoints on most general topics, using some complex sentence forms to do so. Language lacks, however, expressiveness and idiomaticity, and use of **more complex forms is still stereo-typic**.
- › **C1** Has **a good command of a broad range of language** allowing him/her to select a formulation to express him-/ herself clearly in an **appropriate style** on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. **The flexibility in style and tone is somewhat limited**.



Informal to formal

- > *about*
- **regarding / concerning**
- > *find out*
- **discover / ascertain**
- > *Lots of people think ...*
- **It is widely believed / It is generally accepted**



CEFR Criteria 2 - Coherence

- > **B1** Can link a series of shorter discrete elements into a **con-nected, linear sequence of points.**
- > **B2** Can use a **limited number of cohesive devices** to link his/her utterances into **clear, coherent discourse**, though there may be **some "jumpiness"** in a longer contribution.
- > **C1** Can produce **clear, smoothly flowing, well-structured speech**, showing controlled use of organizational patterns, con-nectors and cohesive devices.



Transition language

- but
- ***nevertheless***
- I'm going to start with
- ***I would like to begin with the following***
- To finish with, I want to say again
- ***In conclusion, I wish to reiterate***



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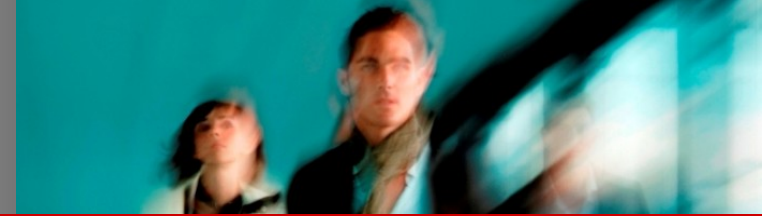
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“Czechlish” and its solution!



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“Czechlish” and its solution!

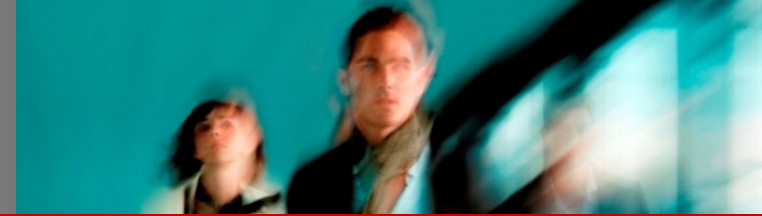
- ❖ Pronunciation, e.g. *bad/bed, thing/think, then/den*
- ❖ Grammar, e.g. *articles, pres simple vs. pres cont*
- ❖ Vocabulary, e.g. *meeting/appointment, factory/fabric*
- ❖ Word order, e.g. *I went by train to Prague*
- ❖ Intonation, e.g. *too flat*
- ❖ Missing words, e.g. *no subject*

SOLUTION: self-check error list (?)



Self-check Error List

Editing symbol		Error Type
AWK		Awkward structure – rewrite more simply
Gr	(pres simp/pres cont)	Present simple or present continuous tense?
Gr	(past simp/pres perf)	Past simple or present perfect tense?
Gr	(cond)	Conditional - When/If?
Gr	(apost)	Apostrophe use
Gr	(count?)	Countable or uncountable?
Gr	(prep)	Preposition problem
Gr	(s/v agr)	Make subject(s) agree with verb(s)
Gr	(gerund)	-ing word form required
Gr	(art)	Article problem – a(n), the
Gr	(adv)	Adverb not adjective required
Gr	(T)	Make verb tenses consistent
Inf		Informal style inappropriate
P	(intro)	Comma after introductory word or phrase
Sp		Misspelling
W.O.		Review word order
W.W.		Wrong word
á		Missing word
?		Meaning unclear



Section 2

- ❖ **A self-assessment activity**
- ❖ **Teaching: a real-life situation**

The weather was terrible ever since we arrived last Friday.

The weather has been terrible ever since we arrived last Friday.

Do you mind telling me how old
are you

Do you mind telling me how old you
are

or

Do you mind telling me, how old are
you?

Im very fond for cats, but
unfortunately Im allergic for them.

I'm very fond of cats, but
unfortunately I'm allergic to them.

Simon Brown a specialist in contemporary music was interviewed on the radio recently.

Simon Brown, a specialist in contemporary music, was interviewed on the radio recently.

When your on a plane, its important not to drink to much coffee.

When you're on a plane, it's important not to drink too much coffee.

I've had a cold for three weeks now
and I can't get rid of it.

THE SENTENCE IS CORRECT

As a child I would have a good memory but as I'm getting older it's getting worse.

As a child I had a good memory but as I'm getting older it's getting worse.

I'll never forget to see the eclipse
of the sun last year.

*I'll never forget seeing the eclipse
of the sun last year.*

I don't have time to meet you
today, but tomorrow is fine.

THE SENTENCE IS CORRECT

I've watched television since I've
come home from work this evening.

*I've been watching television
since I came home from work this
evening.*

Try to be more careful! That's the third time you've broken a cup.

Try to be more careful! That's the third time you've broken a cup.

I was wondering why was he
always late for work.

*I was wondering why he was
always late for work.*

or

*I was wondering, why is he
always late for work?*

If you aren't very good at running, why don't you concentrate on cycling instead?

THE SENTENCE IS CORRECT

All I want in life is a good health
the happiness and a little money.

All I want in life is good health,
happiness and a little money.

(first two articles are not needed)

If I were you, go to the doctor immediately – that cut looks very deep.

THE SENTENCE IS CORRECT

But it could also be:

If I were you, I would (or should) go to the doctor immediately – that cut looks very deep.

If she hadn't slept in she wouldn't
have missed her flight

*If she hadn't slept in, she wouldn't
have missed her flight.*

Centuries ago, people would think the world was flat.

Centuries ago, people thought the world was flat.

My parents wouldn't let me go to piano lessons, so I taught myself

My parents wouldn't let me go to piano lessons so I taught myself.

(comma is optional)

Why are you returning the milk to the shop? Do you think it's off?

THE SENTENCE IS CORRECT

He's been trying to break the world record four times but he's always failing.

He's tried to break the world record four times but he's always failed.



What do lecturers think is a good lesson?

Clearly expressed instructional goals/objectives

Well planned, paced and organized

Clearly communicates to the students the desired outcomes

Utilizes appropriate teaching and learning strategies

Accommodates for different student learning styles

Utilizes technology in a meaningful and competent manner

Motivates and actively engages students to learn

Periodically checks for student understanding

Monitors and evaluates student performance

Provides timely feedback to students

Provides a summary of the lesson



What do students think is a good lesson?

Knows what the lecturer is trying to accomplish in the lesson

Understands what criteria the lecturer will use to assess them

Knows how they are doing throughout the course

Lecturers express their ideas clearly

Content is easy to understand, or appropriate guidance is provided for complex and difficult tasks

Course is well paced

Lessons provide new and supportive content

Content can be integrated with previously learned concepts

Knowledge learned can help the students with future careers

Is interesting, stimulating, challenging and motivating



A “real life” situation

- ❖ Watch this video fragment
- ❖ What examples of appropriate language did you notice – from the teacher or the students?
- ❖ How should the lecturer have dealt with students’ errors? What would you have done?



Section 3

- ❖ **Peer-feedback: introduction**
- ❖ **... and now it's your turn!** ("pop-topics")
- ❖ **So where do we go from here?**



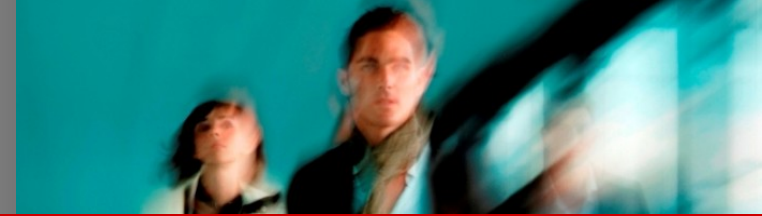
Peer feedback: an introduction

- ❖ Why peer feedback? *Isn't the teacher good enough?*
- ❖ Categories
- ❖ Dare to be honest!
- ❖ Examples more than theories!



Objectives for peer feedback

- REMEMBER:** peer feedback-giver is not a teacher or assessor.
- The feedback-giver is the audience: 2nd pair of eyes.
- Positive and constructive
- Understandable for student and teacher



... and now, it's your turn!

➤ *In small groups, you will give a "presentation" (maximum 5 mins.), based on your "pop topic". You have 20 minutes to prepare.*

➤ Each member of the group **must** participate.

➤ You will receive peer feedback.

➤ **HODNĚ STĚSTÍ!**



Where do you go from here?

- ✓ Blackboard [Nestor] site
- ✓ AWL and Phrasebank
- ✓ Group “language buddies”
- ✓ Self-reflection



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