

Training of Academic Discourse Practises for Exchange Students with E-Material

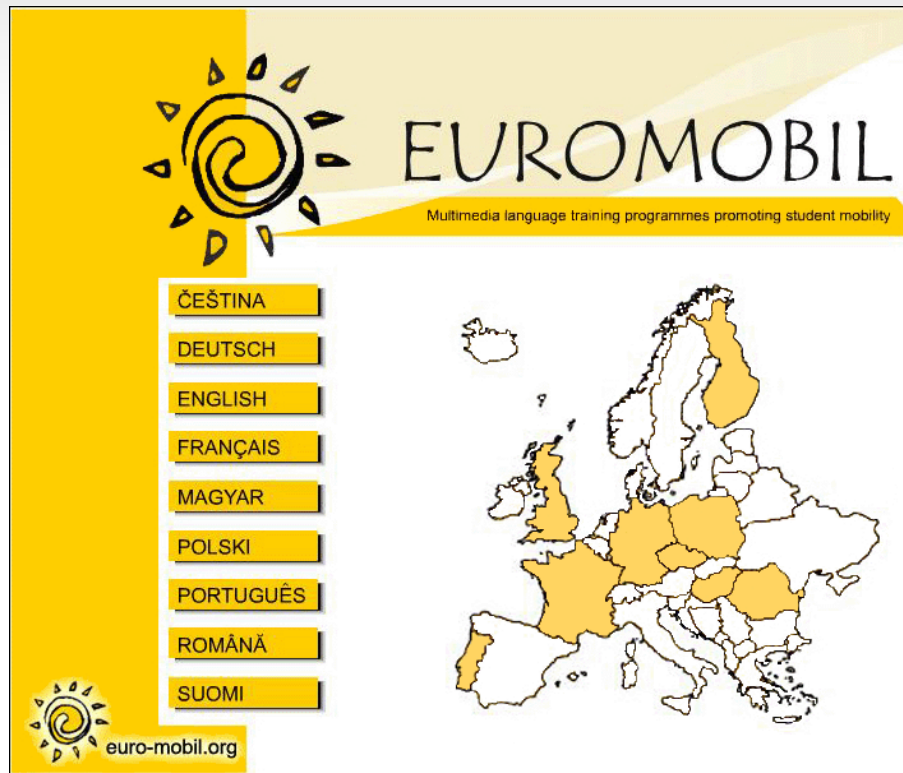
Training of Academic Discourse Practises for Exchange Students with E-Material

1. EUROMOBIL
2. Example: German EUROMOBIL programme
 1. Which academic discourse practices?
 2. Which genre features?
 3. What kind of tasks and exercises?
(→ focus on a German lecture)
3. Summary

1 EUROMOBIL:

Hybrid multimedia programme

CD-ROM with links to the web

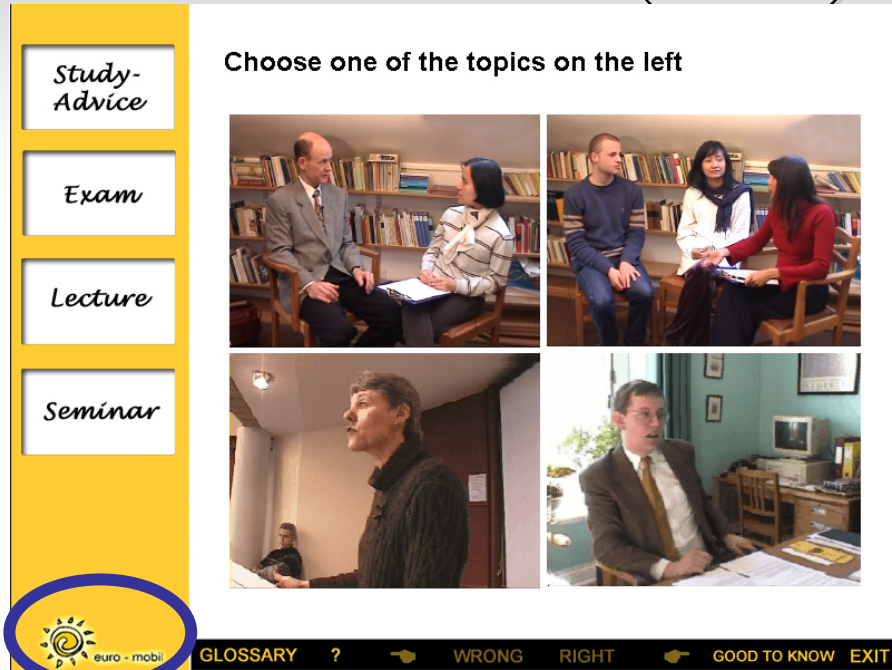


- **E-material** to support student mobility
- **Target group:** exchange students
- **Target languages:** DE, EN, FI, HU + 2007 FR, PT, CZ, PL, RO
- **Course organisation:** autonomous or blended learning
- **Needs analysis:** levels, contents, skills

Developed with the support of the European Commission

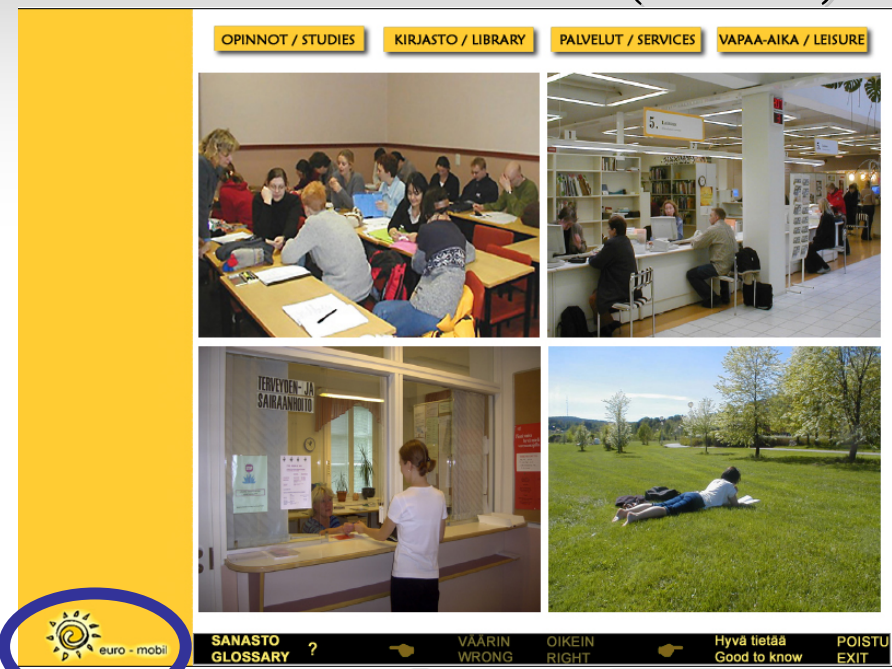
Levels and Contents

EUROMOBIL EN (& DE)



Advanced level
Oral study situations
Unilingual

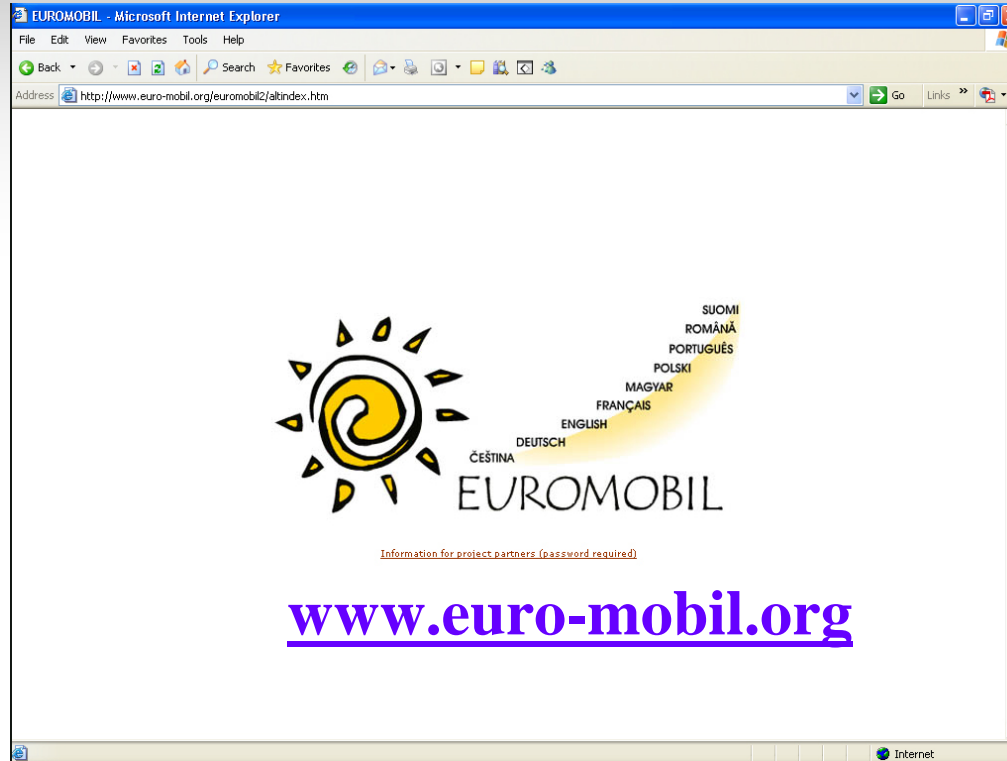
EUROMOBIL FI (& HU)



Beginner level
Study - & every day life situations
EN as supportive language

Links to the web

EUROMOBIL Website



- Information
- Demo
- Forum

Programme download free of charge:

<http://www.solki.jyu.fi/english/publications/euromobil>

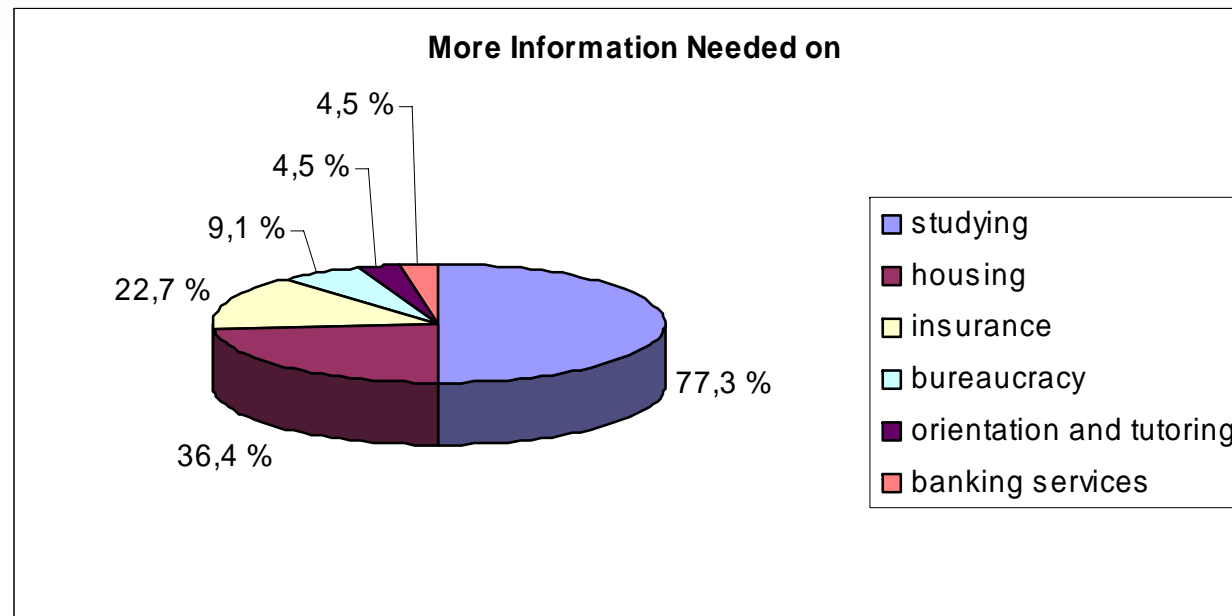


2 The German EUROMOBIL programme

**Developing e-material for academic
discourse training**

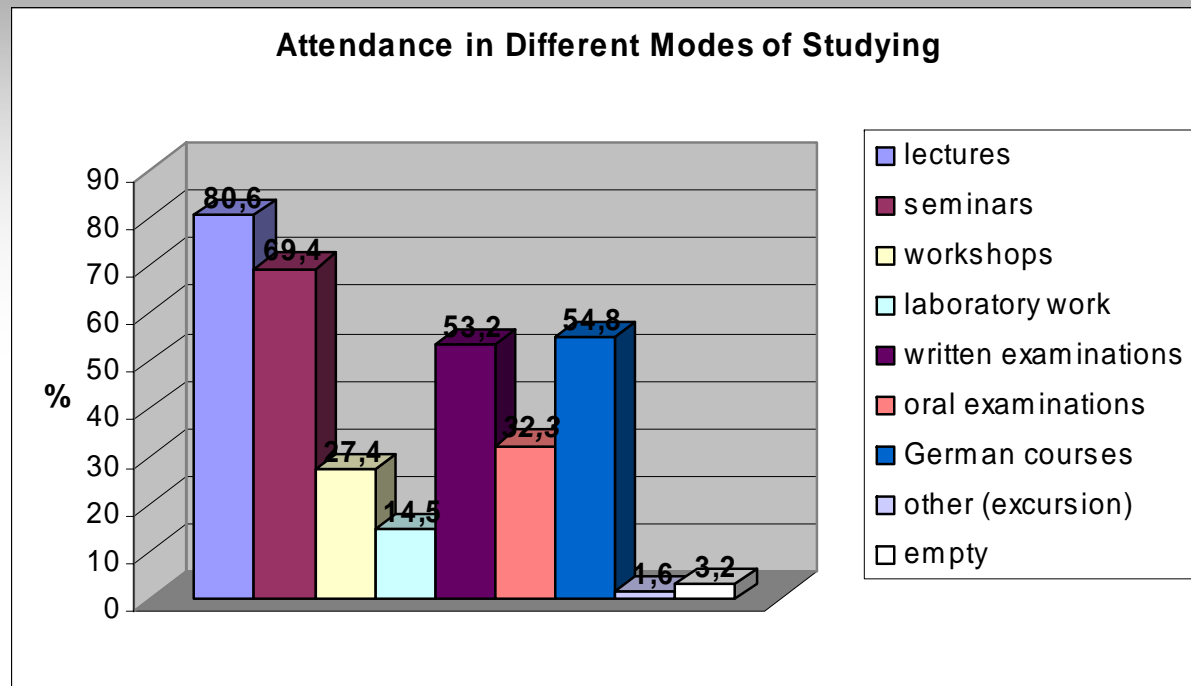
2.1 Which academic discourse practises are important for exchange students in Germany?

- Needs analysis survey 2000-01 & 2001-02: Jena, Dresden, Berlin
- 81 respondents



➡ Focus on academic discourse training

Modes of studying



- 74 %: different form of studying at their home university
- Same labels of academic practices \neq same practice
 - Student's paper in a seminar: DE "Referat" \rightarrow oral / FI "referaatti" \rightarrow written
 - Exams: DE often oral, FI: mainly written

Experiences as an exchange student in Germany

“Kirjoittaa ei tarte osata.”

“You don’t need to know how to write”

Finnish exchange student
(Bonn, biology)

Content and Global Target Skills of the German EUROMOBIL programme

Study Advice:

- Differences between certain forms of university courses and exams

Wählen Sie einen Menüpunkt aus.

Studienberatung

Vorlesung

Seminar

Prüfung

GLOSSAR ? FALSCH RICHTIG Gut zu wissen EXIT

euro - mobil

Study Advice, Lecture, Seminar, Exam

Study Advice: Lecture

A lecture is actually the holiest event at the university because from all people only the professor has the right to give a lecture, in Germany. At the university, a lecture has the lowest status because, in art history, you sit in a dark room, and hear somebody lecturing in front, mostly with a hundred or more people, and often you catch up with your lacking night sleep. Usually you don't get credits for this. But you can, especially when you come from abroad and need such proof, also attend a small exam. But this is unusual.



0:46

■ Lecture: DE mass event → monologue, FI: less students → more interactive

2.2 What are the special genre features of academic discourse practises in Germany that are important for exchange students?

- Studies on lectures → **Difficulties** in comprehending:
 - global structure
 - topic or subtopic within the development of the whole lecture
 - main and additional information
 - explicative and repetitive sequences
 - special lexis
 - evaluations

(Wiemer et al. 1998, Schlabach 2000)



2.2 What are the special genre features of academic discourse practises in Germany that are important for exchange students?

- Authentic recordings
 - Analysis with view to language training purposes
 - Editing
 - "raisins in the cake"
 - "cake as a whole"
- } Sequences from:
Beginning – Middle – End

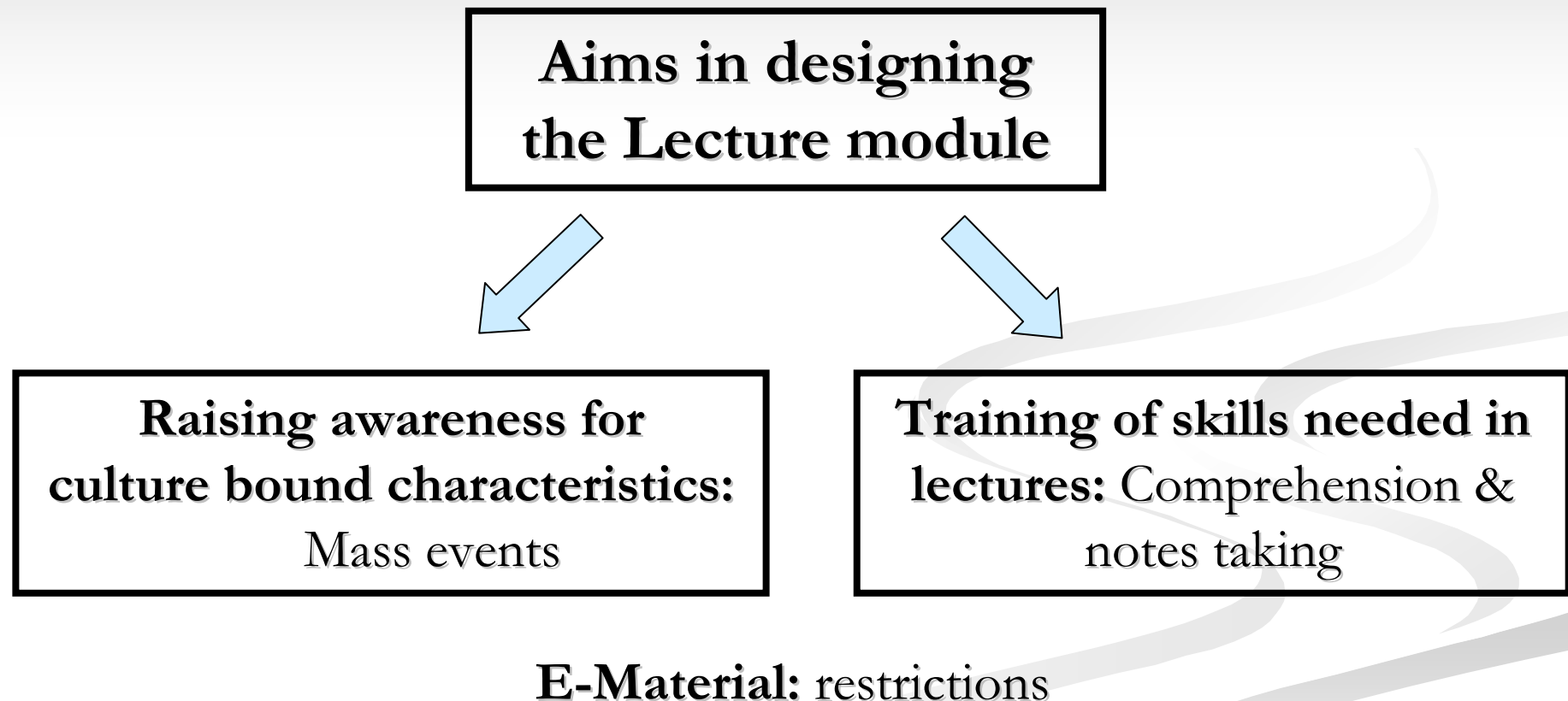
Edited lecture: “Marketing of consumer goods” (University of Bielefeld)

Analysis and editing of a lecture: 90 min total → ≈ 5 min:

- Introduction
- Middle: presentation of “Wells’ model measuring the readiness to buy” (with explications and evaluations)
- End



2.3 How can tasks and exercises for e-material be designed to practise oral academic discourse skills?



Restrictions of e-material

- Productive skills
 - Individual feedback > demanding and expensive programming
- ⇒ Hybride programmes and blended learning

Tasks: Lecture

- Global comprehension (structure)
- Local comprehension (vocabulary)
- Specific genre features (comments and explications)
- Evaluation & discussion (e-forum)
- Writing (dictation → individual feedback)
- Speaking (voice recording)





Raising awareness for culture bound characteristics

E-forum discussion

"First I have to say that it was not easy to understand because the professor speaks so fast."

"I've done everything from sleeping to knitting 🧶. Maybe you should listen better but then it would be best to sit in front."

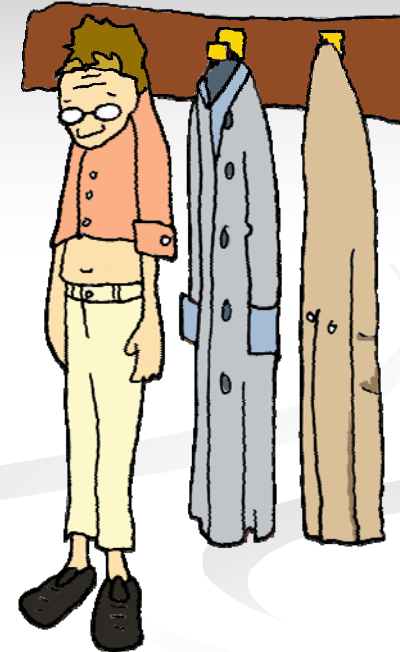


E-forum discussion

- *"I think that lectures in Germany are more formal than in Finland. Professors keep more distance to students. In Germany you have to address a professor with the formal you ("Sie") whereas in Finland it is quite normal to use an informal form of address. ... When we go to Germany we have to get to learn to understand the German way of life."*

Hierarchy at German Universities

On the wall of the lecture theatre, there are three wardrobe hooks and above them a sign "Only for professors." Next day, a note is taped beneath: "But you can hang up coats there too."



4 Summary

- EUROMOBIL programmes → support student mobility
- Needs analysis
- Advanced level: **oral academic discourse** training
- Authentic recordings → analysis → genre specific features of academic practises
- Example: Lecture in Germany
- Tasks: listening comprehension (structure, evaluations)
– writing – discussion
- E-material: receptive oral skills training (multimodality) & cultural competence