



PROJECT BULLETIN

Masaryk University Language Centre

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EDITORIAL

The bulletin you are holding in your hands is the seventh issue of an informative newsletter which, since the beginning of 2013, has been keeping readers up-to-date about the activities and outcomes of the IMPACT project, which is focused on improving language education in higher education. This special English language issue has been specially prepared for guests of the Language Centres in Higher Education international conference. Thus, it gives you, the guests, a chance to discover more about what the IMPACT project covers, what its aims are, and what we have been able to successfully accomplish over more than two and a half years. This three-year project is already nearing the finish line, and this conference, which Masaryk University Language Centre (LC MU) is organizing as part of the project, is in a certain way a culminating moment. The many years that the implementing team has intensely invested in working, researching, and networking will be capitalized on during this conference. Language education innovation at Masaryk University did not start with the IMPACT project, but rather, can be said that it has now reached its peak. IMPACT is built on the foundation of many earlier projects. Thus, it further develops academic and educational topics that the MU Language Centre team and its partner institutions have long focused on.

Peeking into the internal workings of the project, we find it has a strict structure: project work is divided into "key activities," monitoring reports are written on a regular basis, and whether we are on budget, have met required monitoring indicators, and fulfilled the obligations of the project grant application are all monitored. We would like to present to

you in brief a succinct representative sample of what the three-year IMPACT project is all about. Let us leave the implementing academic and administrative team aside for now as well as information about the main implementer and the conference's host, Masaryk University Language Centre (you can read more about the Language Centre in the conference brochure). We will present the project to you in brief through its three partner institutions. You will learn more about two interesting courses, which, thanks to the IMPACT project, have introduced new learning methods to Czech higher language education: collaborative and autonomous learning. We also mention four large events preceding this international conference, which occurred under the banner of the project. Here you will also find a list of all of the seminars held with foreign and domestic experts, who have shared their original know-how with Czech language teachers and academic staff using foreign languages as a teaching medium. For the project's key activities, we highlight an interesting expert from the ranks of the lecturers and course leaders that have been involved in the project and in brief present his or her profile and the seminar he or she led.

The final page of this bulletin is devoted to the IMPACT project's direct input into the conference programme and events, namely the six pre-conference workshops. The project team has carefully selected and addressed eight specialists, who will lead six workshops focused on their area of academic interest, ranging from the application of modern technology for teaching classical languages, to effective methods for coaching language centre teams, through experience with implementing the Common European Framework of Reference for Languages in testing language competencies. I hope that this short excursion

into the life of the IMPACT project will give you a clear picture of what the MU LC and its partner institutions have accomplished over the last few years and what the basis for potential future collaboration with the project team might be.

I wish you not only pleasant reading, but above all may you enjoy all of the inspiring opportunities that our rich conference programme has to offer. I am sure that in the warm atmosphere of our conference, you will both make new contacts and catch up with old colleagues.

David Kosina
Project Manager



LANGUAGE EDUCATION AT CZECH INSTITUTIONS OF HIGHER EDUCATION IMPROVED BY THE IMPACT PROJECT

Forty experts from abroad, more than eighty seminars focusing on methods and practical workshops, three international conferences, a summer school of academic skills in English, ten online courses for teachers, and numerous innovative courses and educational materials for students: these are the current outputs of the Impact project, which, under the guidance of the Language Centre of Masaryk

University, thrives to transform the approach to developing language skills at institutions of higher education throughout the Czech Republic.

"The language competencies of higher education graduates must respond to developments on the labour market and ensure international competitiveness. Teaching methods as well as testing and evaluation tools also need to be customized," says Hana Reichová, Language Centre director and the main implementer of the project, when highlighting the aims of the Impact project.

Nearly three years ago, the Impact project acquired 66 million Czech crowns from the Education for Competitiveness Operational Programme. Two other universities are also involved in the project along with the Czech and Slovak Association of Language Centre Teachers at Universities. The outcome of this project should be an overall transformation of the quality not only of language education, but also of the approach institutions of higher education take towards teaching their students and academic staff languages in general.

PROJECT PARTNERS

MASARYK UNIVERSITY LANGUAGE CENTRE



The IMPACT project is implemented by the Language Centre of Masaryk University alongside partners from the Technical University in Liberec, the Charles University Faculty of Medicine in Hradec Králové, and the Czech and Slovak Association of Language Centre Teachers at Universities.

THE DEPARTMENT OF FOREIGN LANGUAGES OF THE TECHNICAL UNIVERSITY IN LIBEREC



TECHNICAL UNIVERSITY OF LIBEREC
www.tul.cz

The Department of Foreign Languages is one of the founding departments of today's Technical University in Liberec (TUL); it was established in 1953 under the Faculty of Mechanical Engineering. Since it was first created, this language institute has, on several occasions, shifted from one faculty to another. When the Faculty of Economics was established in 1992, the Department of Foreign Languages found a permanent home there. Today it significantly contributes to improving the profile of the faculty's graduates. Over the course of many years, the Department of Foreign Languages has become the largest department at TUL; a total of 28 teachers provide foreign language education, including six lecturers from abroad. The large size of the Department of Foreign Languages of the TUL and the broad repertoire of its experts ensures students receive professional education in six world languages (English, German, Spanish, Russian, French, and Italian). Its courses are intended not only for bachelor's and master's students at the Faculty of Economics of TUL, but also for students at other faculties, including: the Faculty of Mechanical Engineering, the Faculty of Textile Engineering, the Faculty of Mechatronics and Interdisciplinary Engineering Studies, and the Faculty of Education. Besides students enrolled in full-time and combined study programmes, the Department of Foreign Languages

provides foreign language education in blended learning programmes based at TUL's consultation centres in Jičín and Česká Lípa.

In addition to language courses improving language competencies in the fields of economics and international trade, the department offers specialized courses preparing students to take internationally recognized German exams focused on professional language skills (ZdF, ZWD). Outside the classroom, staff members of the Department of Foreign Languages of TUL are also involved in research and publishing, especially in the fields of linguistics, foreign language didactics, and the impact of language education on the success of graduates on the job market. Furthermore, the department collaborates with the language institute of the Dresden University of Technology and also contributes to teaching TUL employees languages.

THE DEPARTMENT OF LANGUAGES OF THE CHARLES UNIVERSITY FACULTY OF MEDICINE IN HRADEC KRÁLOVÉ



The Charles University Faculty of Medicine in Hradec Králové was founded in 1945 when its specialized language institute was also created. The institute providing language education to future doctors was known as the Department of Foreign Languages until 1999, when the Department of Languages was established. Today, the Department of Languages is an independent establishment, ensuring language education for students studying all fields of medicine at the Charles University Faculty of Medicine in Hradec Králové. Traditionally, Latin courses have been stressed, as this language is the only means through which highly specific medical information can be expressed. In today's modern world, Latin has maintained its importance. When study programmes were opened up to students from around the world, teaching Czech as a foreign language became an important responsibility of the department. The quality of language education at the Department of Languages of the Charles University Faculty of Medicine in Hradec Králové is the result of close collaboration between experts from the Faculty of Medicine and the University Hospital in Hradec Králové. One of the outputs

of this collaboration is a model of practical language education, whether it concerns foreign language terminology – which from the perspective of specialists is essential for practice – or the creation of modern teaching materials for preparing graduates for day-to-day communication with medical professionals and patients.

The department's involvement in the project is focused on improving the quality of foreign language education, including Latin, and making testing methods more objective, especially those used in teaching language for specific (professionally oriented) purposes.

THE CZECH AND SLOVAK ASSOCIATION OF LANGUAGE CENTRE TEACHERS AT UNIVERSITIES (CASALC)



The CASALC is one of several national associations cooperating within the European Confederation of Language Centres in Higher Education, also known as CercleS (Confédération Européenne des Centres de Langues dans l'Enseignement Supérieur), and has been a full member since January 2001. The main aim of CercleS is to support language centres at European establishments of higher education, including universities, and to provide them with appropriate technical and pedagogical resources. Another important task it focuses on is supporting research in language education at the international level.

It is the aim of CASALC to cooperate with all language centres and departments at institutions of higher learning in the Czech and Slovak Republics and to coordinate efforts in the field of teaching foreign languages for specific purposes. The association focuses on informing its members, i.e., language centres and institutes at institutions of higher education, about opportunities for professional education and stipends and for participating in conferences, professional meetings, exchanges, and fora. Since 2011, it has published CASALC Review, a peer-reviewed, biannual journal that provides readers with information about language education and language teaching didactics in higher education.



COURSE INNOVATIONS WITHIN THE IMPACT PROJECT

ENGLISH AUTONOMOUSLY (AUTONOMOUS LEARNING)

This course presents an interesting opportunity for students of Masaryk University to take part in a new educational experiment – one of the outcomes of the IMPACT project. When students enrol in the English Autonomously course, they will learn English in a different way. Learning autonomously does not mean learning on your own or in solitude. It means that each student has the right to create the course according to his or her needs, requirements, and interests. Furthermore, the experience of students shows that the course can have an impact on their learning in general, on their soft skills, on their time management, etc. English Autonomously at Masaryk University is based on a course Autonomous Learning Modules (ALMS) developed and run by Helsinki University Language Centre and initiated by Leena Karlsson and Felicity Kjisik.

Two compulsory introductory sessions are held at the beginning of the semester, during which students learn about themselves and about autonomous learning through

some of theory and a plethora of practical activities. Then, they choose two "modules" (support groups) that they would like to participate in. Modules include, for example, *Working Abroad*, *Emotional Intelligence*, *Film Adaptations of Spanish/Latin American and English Literature*, *Cross-cultural Awareness*, *Gastronomy*, *Academic Writing or Presentation Skills*. Each module consists of two to four meetings, out of which only the first one is planned by the teacher. The first meeting of every module is crucial both for students and teachers, as they decide together when, how, and what exactly they are going to do. Apart from the two introductory sessions and two modules, students have three individual sessions with their counsellors, who help them manage and coordinate the course throughout the whole semester. Participants can also take various types of "showers" (one-off events), organize their own clubs and modules, and do many other English activities. Throughout the course, they are obligated to keep a learning journal that will help them with self-reflection, motivation, setting new goals, monitoring, and evaluation.

Autonomy in learning is a crucial component of education if the learning process is to be successful. Formal education, however, does not give much space and support to learner autonomy. It is limited by large numbers of learners (pupils or students) and by the extensive knowledge that has to be covered as part of the curriculum, which is true at all levels of the educational system. In foreign language learning, students are usually taught in groups of approximately fifteen, which is a low number compared to other subjects. However, as language learning is aimed at communicating in a particular language, a greater amount of time should ideally be devoted to each student. Since there are tight schedules and other subjects in school have their own requirements, both teaching and learning become even more challenging.

ENGLISH FOR SCIENCE (COLLABORATIVE LEARNING)

For the past three semesters, students of the Faculty of Science have had an interesting opportunity to try out the collaborative learning method in the course English for Science, prepared by LC teachers at the Faculty of Science together with the academic staff of this faculty. During the course, students switch between working in single-discipline and mixed-discipline teams, depending upon the assignment. With the active assistance of language

teachers and academic staff, the students discuss and work out assignments together in English. The objective of collaborating in this way is to search out an ideal solution to the academic questions at hand; at the same time, students naturally improve their English skills and other language competencies. Modern teaching methods also require modern technology and e-learning; this holds true for the elective course English for Science, too. The e-learning platform of the MU's information system is a regular part of this course and is used by students to prepare for seminars. Students also had a unique opportunity to try out videoconferencing with their Finnish peers and at the end of the course, where they hold an academic conference at which they present their findings.

After completing this course, students are able to work and communicate in intradisciplinary and interdisciplinary scientific teams; understand interdisciplinary relations in science and use English as a communication tool for argumentation, interpretation and clarification of data. During the course, they explore an authentic regional problem (the Brno reservoir and its environmental issues). They write and edit abstracts using a corpus query system, organize and chair a conference in a professional, effective, and efficient manner and are trained to use an advanced presentation skills to present the results of their research.



CONFERENCES, SYMPOSIA, & SUMMER SCHOOL



Technical University of Liberec: PROMOTING LANGUAGE LEARNING AND STANDARDIZATION AT UNIVERSITIES IN THE CZECH REPUBLIC (conference)

On 21 and 22 November 2013, the "Promoting Language Learning and Standardization at Universities in the Czech Republic" conference was held in Liberec. It was the aim of the organizers to hold a conference in the Czech Republic where the latest international trends in foreign language education in tertiary education would be presented. A total of 49 presenters from four countries contributed to achieving this goal. This conference was organized by one of the IMPACT project partners, the Department of Foreign Languages of the Technical University in Liberec.

Masaryk University, Brno: LATINITAS MEDICA (symposium)

Following up on experiences gained from the pilot implementation of new educational materials, Latin experts decided to organize an academic conference that was not originally planned. The two-day LATINITAS MEDICA symposium took place in the conference hall of the office of the Public Defender of Rights in Brno on 30 – 31 January 2014. Representatives from nearly every medical faculty language institute in the Czech and Slovak Republics were in attendance.



Masaryk University, Brno: ACADEMIC SKILLS IN ENGLISH (summer school)

The Academic Skills in English Summer School took place in a beautiful location of Brno Open Garden in the last week of June 2014. A group of international experts (Marcus Grollman, Ruben Comadina Granson, Maxine Gillway, Janice deHaaff, Joanne Eastlake, and Tony Corballis) offered stimulating seminars and interactive, highly practical workshops which served as an opportunity to develop an understanding of ways to approach teaching in university programmes delivered through the medium of English. Those five days helped forty participating academics gain practical insight into how to use specific tools and techniques inside



the classroom, how to develop and adjust materials, how to make students consciously aware of the English language in their fields or how to be effective in communication in the international academic environment.

Charles University Faculty of Medicine in Hradec Králové: TESTING THE LANGUAGE COMPETENCIES OF TERTIARY EDUCATION STUDENTS IN LSP EDUCATION (conference)

At the end of June 2014, foreign language teachers and specialists in teaching methods from Czech and Slovak institutions of higher education came together in Hradec Králové. This conference was organized by the Department of Languages of the Charles University Faculty of Medicine in Hradec Králové, one of the IMPACT project partners. A total of 16 presentations were given in two parallel sessions in the modern facilities of the Educational Centre of the Charles University Faculty of Medicine. Conference participants could attend four main topical sessions: Testing Students' Language Competencies in Tertiary Education, Experience with Implementing Standardized Testing, Language for Specific Purposes and Testing (in Comparison with General Language Testing), and Testing as Part of Curriculum. Selected papers were published in the conference proceedings.



SEMINARS, WORKSHOPS, & ONLINE COURSES

During this project, more than 80 specialized courses, seminars, and workshops have been held for language teachers and for academic staff delivering programmes through the medium of foreign language. Here you will find a complete list of these activities, including the name of the course lecturer, date and the city where the event took place. For illustrative purposes, we have selected few representative trainers, whose professional summary we present in brief here. By just looking at the list of key activities, the focus of the project becomes quite apparent: ● Methodological support for LAP and LSP teachers; ● Innovation of specific LAP and LSP courses; ● Development of the collaborative learning method; ● Standardization of the evaluation of students' language competencies; and ● Support for teaching academic courses in foreign languages / the internationalization of tertiary education. An overview of the composition and contents of training activities can be gained by exploring the set of open online courses in methods developed as part of key activities 1 and 5, which can be found at www.online.cjv.muni.cz.

- **Beinhauer Rupert: Diversity Management in Education**, 8 June 2013, Brno
- **Boy İşil: Using ICT in the Classroom**, 5 – 7 February 2013, Brno
- **Bruno-Lindner Amy: Legal English Teacher Training Workshop: Teaching Writing**, 6 – 7 February 2014, Brno
- **Butt Sophia: Introduction to EAP and ESP**, 26 – 27 September 2012, Brno and 1 October 2012, Liberec
- **Bytheway Julie: Autonomous Learning**, 14 November 2014, Brno
- **Cardoso Willy: Creativity in the Classroom**, 11 – 12 February 2014, Brno
- **Conti Norbert: Besonderheiten des Sprachunterrichts an Hochschulen**, 31 January, 1 February and 28 May 2013, Brno;



JAMES THOMAS

James heads the teacher training department at Department of English and American Studies Masaryk University. In addition to standard teacher training courses, he is active in e-learning, corpus work and ICT for ELT. He regularly conducts extended teacher training courses in the UK, China and Austria. His research investigates the potential for applying language acquisition findings to the pedagogical use of corpora, and training future language teachers to incorporate corpus work and e-learning into their professional lives. He is currently exploiting corpus data to extend the work of British linguists that has focussed on collocation and multi-word units.

ROS WRIGHT

Ros Wright has taught English in France and Japan. Having gained an MA in Applied Linguistics and EFL Materials Design, Ros now works as a freelance editor and materials writer, specialising in English for Medical Purposes. She is now Vice President of TESOL France. Ros is co-author of Cambridge University Press' Good Practice: Communication Skills in English for the Medical Practitioner (2008).



SOPHIA BUTT

Sophia, who is now an Education Consultant, began her career in education at the University of Birmingham (UoB) in the UK in 1997, when she was appointed as an MA course writer. Since 2002, she has worked as a Personal Tutor & Examiner at the UoB, where she was also Director of the highly-acclaimed BME Preessional Programme from 2008 to 2014. Additionally, Sophia has been affiliated to Aalto University in Finland since 2006, as a Professor in Academic Writing. She is an External Examiner for Kings College London; a member of the Editorial Board for the English Studies Journal in Kazakhstan; and a regular publisher, plus presenter at UK and international EAP/ESP conferences.



EMMA LAY

Emma has been teaching English for 12 years, 9 years post-DELTA. She has worked on various teacher education programmes and has delivered staff development sessions and workshops at national conferences on areas including student writing feedback, contrastive rhetoric, using corpora, using authentic materials and most recently, Dogme in EAP. She is based at the University of Leicester in the UK, where she works on EAP and CELTA programmes. Her pedagogical interests include teacher education, critical pedagogy, authenticity and Dogme ELT, all of which inform her blog www.keepitrealemma.wordpress.com.



Lernfortschritt sichtbar machen, 21 June 2013, Brno

- **Corballis Tony: Academic Skills in English Summer School 2014**, 23 – 27 June 2014, Brno; **Speaking Skills for Academic Purposes**, 11 October 2014, Brno
- **Cudel Francois: Creative Processes in Building an Intercultural Team**, 11 April 2014, Liberec
- **de Chazal Edward: English for Academic Purposes: Working with Texts**, 19 March 2014, Brno
- **de Haaff Janice: Intercultural Teaching**, 30 September 2013, Brno
- **Academic Skills in English Summer School 2014**, 23 – 27 June 2014, Brno
- **Doskočilová Marie: Assessing Reading**, 5 June 2014, Brno
- **Eastlake Joanne: Speaking Skills in the Academic Context**, 9 April 2013, Brno; **Writing Skills in the Academic Context**, 10 – 11 April 2013, Brno; **Academic Skills in English Summer School 2014**, 23 – 27 June 2014, Brno
- **Firth Matthew: Material Design for Legal English**, 22 January 2013, Brno
- **Forward Bernadette: Autonomous Learning**, 14 November 2014, Brno
- **Fořtová Nikkí: Use of Modern Technologies (ICT) out of the Classroom**, 27 – 28 January 2014, Brno; **ICT outside the Classroom**, 21 March 2014, Liberec
- **Gillway Maxine: Academic Skills in English Summer School 2014**, 23 – 27 June 2014, Brno; **Effective Communication in English: Teaching, Learning and Assessment Strategies**, 5 – 6 December 2014, Brno
- **Granson Ruben Comadina: Self-assessment of English for Academic Purposes**, 26 March 2013, Brno; **Academic Skills in English Summer School 2014**, 23 – 27 June 2014, Brno
- **Green Rita: Statistics for Language Testing; Item Analysis; Standard Setting; Training for Interlocutors**, 27 – 31 May 2013, Brno
- **Grollman Marcus: Self-assessment of English for Academic Purposes**, 26 March 2013, Brno; **Academic Skills in English Summer School 2014**, 23 – 27 June 2014, Brno
- **Hulešová Martina: Assessing Listening**, 9 June 2014, Brno
- **Ikonomova Ivana: To Test or Not? – Testing Medical Latin and the Cognitive Benefits of Testing**, 7 May 2014, Brno
- **King Helen: Naming New Parts: What Makes a "Good" Anatomical Label?**, 12 May 2014, Brno; **Hysteria, Chlorosis and Love-sickness: Using the Classical Past to Give Authority to**
- **New Diseases**, 13 May 2014, Brno
- **Lay Emma: Speaking Skills for Academic Purposes**, 30 November 2013, Brno
- **Mader Judith: Assessing Productive Skills – Speaking – from B1 to C1 of the CEFR in an Academic Context**, 27 June 2014, Brno; **Assessing Productive Skills – Writing – from B1 to C1 of the CEFR in an Academic Context**, 26 June 2014, Brno
- **Mansfield Katie: Writing Skills for Academic Purposes**, 12 September 2013, Brno; **Academic Writing Workshop for EAP Tutors**, 4 April 2014, Brno; **Writing Skills for Academic Purposes**, 3 April 2014, Brno
- **McCullagh Marie: Teacher Training in English for Medical Purposes**, 10 February 2014, Brno
- **Morgan John: Assessment of Students in English**, 24 – 25 May 2013
- **Sbertoli Graciela: Methodological Workshop on Collaborative Learning**, 11 September 2014, Brno
- **Složilová Eva: Item Writing and Moderation**, 14 September 2012, Brno and 12 October 2012, Liberec; **CEFR Familiarization: Reading**, 23 June 2012, Brno; **Language Test Development and Test Specifications**, 13 June Brno; 22 – 23 June 2012, Liberec; **Assessing Writing**, 5 June 2013, Brno; **Pre-testing and its Analysis**, 19 April 2013, Brno; **Coherency and Cohesion in a Written and Spoken Discourse**, 15 – 26 February and 8 March 2013, Brno; 1 November 2013, Liberec
- **Assessing Speaking**, 10 February 2014, Brno
- **Smith Kristina: Using ICT in the Classroom**, 5 – 7 February 2013, Brno
- **Thomas James: Corpora in Language Teaching**, 3 June 2013 and 2 June 2014, Brno; **A Corpus Day for Researchers**, 10 June 2013 and 3 June 2014, Brno
- **Vanmaercke Anne: Creative Processes in Building an Intercultural team**, 11 April 2014, Liberec
- **Vodičková Kateřina: Assessing Grammar**, 11 September 2014, Brno
- **Wilden Shaun: Use of Modern Technologies (ICT) out of the Classroom**, 27 – 28 January 2014, Brno; **ICT outside the Classroom**, 21 March 2014, Liberec
- **Wright Ros: Teacher Training in English for Medical Purposes**, 10 February 2014, Brno

PRE-CONFERENCE EVENTS

A programme of optional workshops and seminars will take place on **Thursday 9:00 – 12:30** before the Language Centres in Higher Education international conference. The pre-conference events provide in-depth insights into particular topics and approaches in language education and will

engage participants in the exploration of practical solutions based on real issues from a variety of specialised fields. All pre-conference events are organized within the IMPACT project framework.



TOOLS THAT CAN MAKE THE TEACHING AND LEARNING MORE ENGAGING

LECTURER: **RUSSELL STANNARD**
(freelance trainer and conference speaker, UK)
ROOM: **25**

SEMINAR CONTENT:

This workshop will focus on some key technology tools that are easy to use, free and can immediately impact on our teaching and learning. Russell will focus on ideas such as collaboration, sharing and working in groups but will also look at ways of encouraging students to develop their speaking skills and do more speaking activities. A highly practical talk, using easy tools that all teachers can learn and use immediately.

LECTURER'S BIO:

Russell Stannard is the founder of www.teachertrainingvideos.com. A website that offers free step-by-step videos to help teachers incorporate technology into their teaching & learning. It is visited by more than 300,000 teachers a year and won the British Council 'Technology' award and the Times Higher 'Outstanding Initiative' award. Russell currently lectures part-time at the University of Warwick on the MA in ELT and is also a NILE (Norwich Institute of Language Learning) associate trainer. The rest of the time he works freelance and presents all over the world. He is especially known for his work on feedback and developing student's fluency.

CONTACT:

<http://russellstannard.com/contact-russell>



LATIN MEDICAL TERMINOLOGY

LECTURER: **HELEN KING** and **MAIR LLOYD**
(The Open University, Milton Keynes, UK)
ROOM: **32**

SEMINAR CONTENT:

Helen King: The Language of the „Plague of Athens“ (Thursday 9:00 – 10:30)

Perhaps the most famous disease in history is the 'plague of Athens', an epidemic and often fatal condition which hit Athens for the first time in 432/431 BC. It has attracted a wide range of retrospective diagnoses not only because of the continuing threat played by new diseases such as Ebola but also because of the high level of detail given by the sole surviving account, that of Thucydides. In this paper I shall indicate something of the influence of this account until the present day. In particular, I shall investigate the key words of the ancient Greek text on which different diagnoses have been based, and will address the question of whether these show a specialised medical terminology. Do they indicate Thucydides' knowledge of contemporary Hippocratic medicine, or the dependence of Hippocratic writers on the everyday vocabulary of health in the late fifth century BC? How far can the symptoms of the plague of Athens be mapped on to any disease currently known? And how does this disease help us in teaching the complexities of ancient language and issues of 'technical' vocabulary?

Mair Lloyd: Computer Assisted Language Learning: Modern Technologies for Ancient Languages (Thursday 11:00 – 12:30)

Computer Assisted Language Learning (CALL) is increasingly taken for granted in the teaching of Modern Foreign Languages. However, its application to Ancient Languages, particularly Latin and Greek, is still in its infancy and few evaluation projects have taken place in this area. This seminar describes some of the challenges to be met in teaching and learning a 'dead' language and looks towards modern languages and technology for inspiration in overcoming these. It reports on a research project undertaken at the Open University, UK, in which students used and described the efficacy of a variety of technologies including multimedia flashcards, video recordings and an interactive website. The emphasis will be on demonstrating some of the technologies investigated during this evaluation and reporting on student perceptions of their efficacy. Technologies and approaches covered in this paper will be selected for inclusion on the basis of their potential for applicability to learning Latin medical terminology.

LECTURERS' BIO:

Helen King is Professor of Classical Studies at The Open University, Milton Keynes, and for the past 6 years has also been a Visiting Professor at the Plymouth University Peninsula Schools of Medicine and Dental Surgery. Professor King published widely on the history of gynaecology and obstetrics from the ancient world to the nineteenth century, including hysteria, green-sickness (chlorosis) and man-midwifery. She is interested in the reception of ancient medicine in later periods, including the development of medical terminology and the place of human dissection in medical knowledge.

E-MAIL: helen.king@open.ac.uk

Mair Lloyd is a PhD student at The Open University, Milton Keynes, UK. She is researching the applicability of computer assisted language learning (CALL) and second modern language theories and approaches for ancient languages (Classical Latin and Ancient Greek). Mair has previously worked as an IT Manager and Data Analyst in various public sector organisations, including the National Health Service.

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21ST CENTURY SKILLS IN TERTIARY STUDIES

LECTURER: **GRACIELA SBERTOLI**
(language teaching expert and text book author)
ROOM: **34**

SEMINAR CONTENT:

Soft skills, tertiary studies and employability (Thursday 9:00 – 10:30)

The presentation will deal with why and how tertiary studies should include specific training in soft skills, including communication and presentation skills.

Collaborative learning, the new paradigm (Thursday 11:00 – 12:30)

It will deal with the concept of collaborative learning and explain how the new systems for Massive Open Online Courses (MOOC) make use of collaborative platforms, social media, webinars and blogs to create student communities that radically change the structure and dynamics of tertiary studies.

LECTURER'S BIO:

Graciela Sbertoli has been involved in adult education since 1980, first as a language teacher at high-school level (1980 to 1995) and subsequently as Director of Research and Development at the SRV (Norwegian State Center for Adult Education) (1995 – 2001). Since 2001, she has been responsible for international affairs at Vox. She has been involved in a number of international projects since 1993, both as partner

and as European coordinator. Her main professional interests are languages (both a job and a hobby) and the pedagogical use of ICT. She has authored several language textbooks and has also worked in multimedia productions involving the use of radio and TV. Her spare time activities include reading, at least one book per week, painting, travelling, and learning more about languages.

E-MAIL: gs@vox.no



GOOD PRACTICE: THE CEFR IN THE EXAMS AS FASHION?

LECTURER: **KATEŘINA VODIČKOVÁ**
(Institute for Language and Preparatory Studies, Charles University, Czech Republic)
ROOM: **41**

SEMINAR CONTENT:

Since the publication of the Common European Framework of Reference for Languages (CEFR) in 2001, a number of curricula, syllabi, teaching materials, and examinations have been linked to this document, especially to the levels of communicative competence defined in the CEFR. However, even nowadays, almost 15 years after the publication of the CEFR, we have to face e.g. unprofessional assignment of examinations to levels. Good practice requires that the examination users can trust such a linkage: if the test developers claim that the examination is related to an external reference system, they have to prove this link. During the workshop, we will discuss how to prove that linking the language examination to the CEFR was done by standard procedures and it can be trusted. Examples of good and poor practice will be provided, commented and in a few cases the claimed link to the CEFR will be examined in detail.

LECTURER'S BIO:

Kateřina Vodičková graduated in Czech and English Studies at the Faculty of Arts, Palacký University Olomouc where she also completed her Ph.D. in Czech language in 2011. In 2012, she graduated in Language Testing at Lancaster University, UK. She has been teaching Czech for foreigners since 2000, and since 2002, she has worked at the Institute for Language and Preparatory Studies, Charles University in Prague, where she became a member of the Research and Test Centre in 2007. She gives lectures and is an author on language testing and teaching Czech as a foreign language/second language.

E-MAIL: katerina.vodickova@ujop.cuni.cz



WHY TEACHER AUTONOMY MATTERS FOR LEARNER AUTONOMY

LECTURERS: **LEENA KARLSSON** and **KENNETH KIDD**
(Helsinki University Language Centre, Finland)
ROOM: **42**

SEMINAR CONTENT:

The participants of this workshop will be invited on a reflective and self-reflexive journey into the

whys and hows of teacher autonomy. In the first part of the workshop, we will share personal and professional stories from the road to autonomy, told by both Leena and Kenneth and the participants. Using narrative and dialogue we will explore our memories, experiences, and visions of pedagogy for autonomy. In the second part of the workshop, the power and potential of collegial pedagogy, research and mentoring for developing teacher autonomy will be elucidated.

LECTURERS' BIO:

Leena Karlsson teaches English at the University of Helsinki Language Centre, Finland. She has worked as a Counsellor in ALMS (Autonomous Learning Module) since 1994 and English Language Advisor/Tutor at the Language Centre Self-Access since 1995. Her pedagogical/research interests are learner/teacher autonomy, narrative pedagogy, language counselling/advising, autobiographical and experiential writing in EFL, learner diversity, and lifewide and lifedep learning.

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Kenneth Kidd teaches English at the University of Helsinki Language Centre, Finland. He has worked as a Counsellor in ALMS (Autonomous Learning Module) since roughly 1996. Before moving to Finland, he taught English in the Czech Republic between the years 1993-1995. His current main pedagogical/research interests are learner/teacher autonomy and language counselling/advising.

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PEER COACHING AS A MEANS OF PEER LEARNING IN ORGANISATIONS

LECTURER: **SABINA SCHAFFNER**
(Sprachzentrum der Universität und der ETH Zürich, Switzerland)
ROOM: **33**

SEMINAR CONTENT:

Peer coaching as a means of peer learning in organisations (Thursday 9:00 – 10:30)

The participants will get to know the philosophy, the principles and possible formats of peer coaching. They will get an overview of different fields of application in staff development, teamwork, education and project management and will discuss possible transfer in their own institutional context.

Peer coaching applied (Thursday 11:00 – 12:30)

The participants will work on two cases using a peer coaching method and will reflect on the impact of this experience for their own work. The case bringers' input and the content of the coaching shall be treated as confidential by all participants.

LECTURER'S BIO:

Dr. Sabina Schaffner has been Director of the Language Center of the University of Zurich and ETH Zurich since October 2005 (www.sprachenzentrum.uzh.ch). She holds a PhD in Russian literature and a Master's degree in Slavonic and French studies, as well as a Master's degree in coaching. She is also a Swiss, BSO coach and consultant for organisational development (www.sabinaschaffner.ch). Her (research) interests include language policy and organisational development as well as staff and quality management.

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Charles University Faculty of Medicine in Hradec Králové
Czech and Slovak Association of Language Centre Teachers in Higher Education (CASAJC)



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