

BUSINESS GERMAN ONLINE

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Abstract

The paper deals with the role of e-learning in foreign language teaching. For the use of the Internet in online teaching it is necessary that teachers had certain media competences that are becoming an integral and important part of the teacher's qualification. In order to produce electronic teaching materials, the teacher is forced to use the computer unlike a common user does. Further professional training towards media competences has been offered to teachers of foreign languages within two projects financed from the European funds (ESF). In years 2006-2008 there was realized the project called "Electronic Media in Teaching" which was supported from the ESF money and the budget of the Czech Republic. The teachers orientate in the use of so called social networks in their teaching and learn the concepts: forum, blog, wiki, podcast, web quest and others.

Introduction

Teachers are more and more confronted with the e-learning teaching method. Therefore, media competences are becoming an important part of the teacher's qualification because the teacher is forced to use a computer for producing electronic teaching materials in a way different from a common user.

There are two projects at TUL dealing with professional educating teachers towards media competences. The aim is increasing expert skills, supporting the individualization and differentiation of the study and raising the effectiveness of the teaching process.

The project called "The Electronic Media in Teaching" (2006-2008), which was supported by the finances from the ESF and the state budget of the Czech Republic, was to educate teachers in computer skills so that they were able to use the MS Office program, graphical programs and some others from the obtainable author programs for the production of electronic teaching materials.

The project called "The Joint Production of Multimedia Teaching and Study Materials" is in progress at present (2009-2012). This project is co-financed by the European Fund for the Regional Development, the state budget of the Czech Republic and TUL. The partner's institution that promised to provide the electronic teaching know-how is the Technical University in Dresden. The objective of this project is also professional education of foreign language teachers, but this time the emphasis has shifted to the use of the potential of so called web2, which means social networks. In the first phase of this project the teachers had an opportunity to participate in six educational courses that were established to mediate possibilities of the social networks use in their teaching. In the second phase of the project the Czech teachers are preparing online materials for e-learning teaching in co-operation with their German colleagues. In the last, third, phase of the project these materials are tested in teaching (Vlčková, 2008)

1 Contents of the Contribution

The virtual learning environment (VLE) is a system that enables e-learning teaching (Wikipedia).

“A VLE will normally work over the Internet and provide a collection of tools such as those for assessment (particularly of types that can be marked automatically, such as multiple choice), communication, uploading of content, return of students' work, peer assessment, administration of student groups, collecting and organizing student grades, questionnaires, tracking tools, etc. New features in these systems include wikis, blogs, RSS and 3D virtual learning spaces. VLEs are often used in schools and other educational establishments in order to make the learning experience more interactive.” (Wikipedia)

The VLE supports these teaching and learning activities:

- It facilitates publication of an online course
- It disposes teaching materials
- It enables teachers to assess and mark in the online environment
- It enables students to collect materials for given topics
- It connects parts of the courses or the whole courses
- It enables synchronous communication
- It gives an overview on work and achievements of individual students in the online environment
- It keeps a contact of students with teachers and vice versa
- It gives students an overview on current materials that the teacher has put in the online environment etc.

We differentiate the VLE according to:

- the time structure (synchronous versus asynchronous – Chat, E-mail)
- the function (communication or information)
- the use (in teaching, at conferences, at presentations)

The following social network tools are mainly used in foreign language teaching: forums, blogs, wiki, podcasts, web-quests, VoIP, videoconferences etc.

1.1 Forums

Under the concept of ‘forum’ we understand a communication means that controls the communication among an unlimited amount of users. The use of the forum in teaching can vary.

Students and teachers or students among themselves together:

- discuss contents
- exchange opinions
- think over a preparation of a common action
- discuss the accomplishment of objectives

1.2 Blogs

A blog (or Web log) is an online collection of personal findings, conclusions, and contacts which are ordered chronologically. The topical item is always at the top of the web page. At first, blogs were used as diaries that a user wanted to share with the public. In a short time their popularity increased very quickly, and nowadays they are used successfully in politics, culture, and economics. A lot of users have found out that blogs are a very cheap and advantageous possibility to publicize in the internet environment. The content of the blog is

edited and checked only by the blog author and is not under the control of experts, which has led to the origin of an informal and frequently very personal style.

1.3 Wikis

Wikis are visited on the web similarly as other web pages. The wiki itself consists of a lot of pages that often refer to each other. The user can create these pages without any knowledge of web pages designing. After its creation the wiki is available to other Internet users.

The wiki concept is based on two essential ideas:

- every visitor can change every wiki page
- the change of pages and the production of wiki pages is very simple
(Richardson, 2006)

1.4 Podcasts

This is a combination of two technologies: the database of audio records which are publicized on the net and RSS channels. RSS enables its users to be informed about the current content of a relevant web page. The user simply subscribes for the page and downloads topical references. RSS sends automatically news from all pages that the user puts into their RSS reader right at the moment of their publication.

The assets of podcasts in foreign language teaching lie in the use of topical and authentic audio and video databases that the Internet offers. These texts are always of immediate use to advanced language users. The one who wants to learn a foreign language also outside the classroom can store topical news in their computer or MP3 player and use it as listening exercises every day. Beginners can use this possibility as well. On the Internet they find adapted interviews, news, read poetry, fairy tales, and stories. At the same time podcasts offer text transcripts of audio recordings.

A teacher can also use podcasts for their teaching preparation. With the help of audio and video texts and their transcripts the teacher can prepare tasks relevant to current topics. Here the teacher finds more examples for practicing listening comprehension than in the classical textbook.

Besides listening, this system can be used for the practice of speaking skills. A good example of language tasks using podcasts is essays or grammar exercises. Students who do not have enough opportunities for speaking in traditional classes have a possibility to communicate with their teacher online, they get feedback from them, they set their own pace and they listen to audio texts in their environment repeatedly. They can, at the same time, assess their own oral performance and they can, eventually, correct it before sending it to the teacher.

1.5 Web Quests

Web Quest is a kind of teaching that is based on research while the student draws essential information on the Internet sources (Dodge, 1995). Everything reminds of project work in traditional teaching.

The important parts of Web Quest are:

- an introduction
- a task
- a procedure - this usually means setting sources and references
- assessment
- feedback / result

2 Examples of electronic study materials at the Department of Foreign Languages at the Technical University of Liberec (KCJ TUL) University of Liberec (KCJ TUL)

The selected examples are taken from the electronic course that is designed for the TUL students. This course prepares them for the international Goethe-Institute examinations in the area of Business German at levels B2 and C1 of the Common European Framework of Reference for Languages. Students can practice grammar, vocabulary and all four language skills (reading and listening comprehension, speaking and writing) in the electronic environment.

Some demonstrations from the course:

The screenshot shows a Moodle course interface. On the left, there is a navigation menu with options like 'Prohledat fóra', 'Správa', 'Vypnout režim úprav', 'Nastavení', 'Přidat roli', 'Známky', 'Skupiny', 'Záloha', and 'Obnovit'. The main content area displays a list of resources: 'Slovník pojmů a Důležité vazby a spojení - je v podstatě Č-N a N-Č slovníček výrazů a vazeb, které se vyskytují v textech lekcí 1-13.', 'Ostatní soubory neslouží k procvičování. Jsou to soubory, které zálohují obsahy lekcí 1-13.', 'Novinky/ Neuigkeiten', 'Slovník pojmů / Wörterbuch der Begriffe', 'Důležité vazby a spojení / Wichtige Reaktionen und Verbindungen', 'Testy z gramatiky/ Grammatikteste', 'Písemný projev / Schriftlicher Ausdruck', 'Odkazy na lekce 1 - 13 / Hinweise zu den Lektionen 1 - 13', and 'Soubor textů/Textordner'. The right sidebar contains information about the course, including 'zkoušky Zertifikat Deutsch für den Beruf', '3. proz., 17.3f', 'Vlčková Irena', 'Wirtschaftsdeutsch für Anfänger', and 'Nadcházející události'.

Source: <http://turbo.cdv.tul.cz>

Fig. 1 Business German Online in the VLE (Moodle), TU of Liberec

The screenshot shows a Moodle page titled 'Listování'. Below the title, there is a section 'Výpis témat:' followed by a list of four exercises. Each exercise has a title, an author, a path, and a completion count. The exercises are: 1. 'Německý jazyk - Gramatika - Přídavná jména - Skloňování přídavných jmen po členu neurčitěm' (0/158), 2. 'Německý jazyk - Gramatika - Přídavná jména - Skloňování přídavných jmen po členu určitém' (0/130), 3. 'Německý jazyk - Gramatika - Přídavná jména - Skloňování přídavných jmen po zájmenu' (0/30), and 4. 'Německý jazyk - Gramatika - Přídavná jména - Stupňování přídavných jmen a příslovčí' (0/116). All authors are 'PaedDr. Irena Vlčková'.

Source: <http://turbo.cdv.tul.cz>

Fig. 2 Grammatical exercises

dieses beinhaltet die verschiedenen Zweige wie Kreditbanken, Sparkassen und Postbanken. Die Hauptposition in diesem System hat die Deutsche Bundesbank. Diese Bank wurde in 1957 als Notenbank errichtet. Die Deutsche Bundesbank hat den Sitz in Frankfurt am Main, wo rund 2.960 Mitarbeiter beschäftigt sind. Das oberste Organ der Bank ist der Vorstand, der aus dem Präsidenten und sechs weiteren Mitgliedern zusammen.

Die Bundesbank hat 11 Filialen im ganzen Land. Es sind etwa 66 und Sie finden sie in Berlin, Düsseldorf, Köln, München, Stuttgart. Alle Filialen sind dem Vorstand der Bundesbank unterstellt.

Die Bundesbank ist Notenbank, Bank der Banken, Bank des Staates und Verwalterin der öffentlichen Aufgaben. Die Aufgaben der Bundesbank gehören im Rahmen des Europäischen Systems der Zentralbanken zur Sicherung der Stabilität der Währung und der Wirtschaft mit Zahlungsmitteln. Die Bank der Bundesbank hat die Aufgabe der Aufsicht über die Kreditinstitute. Die Bundesbank hat die Aufgabe der Sicherung der Zahlungsmittel. Die Bundesbank hat die Aufgabe der Verwaltung der Staatsschuld. Die Bundesbank hat die Aufgabe der Verwaltung der Währungsreserven. Die Bundesbank hat die Aufgabe der Verwaltung des Geldverkehrs. Die Bundesbank hat die Aufgabe der Verwaltung des Geldverkehrs.

1. In wie vielen Städten hat die Deutsche Bundesbank Filialen?

- a. 9
- b. 66
- c. 10
- d. 58

Überprüfe Lösung

2. Hat die Deutsche Bundesbank ähnliche Aufgaben wie die anderen Zentralbanken?

- a. ja
- b. nicht mehr

Source: <http://turbo.cdv.tul.cz>

Fig. 3 Reading



Quelle: www.milka.de



1 / 8 =>

Die primäre Heimat des Kakaobaumes sind die Regenwälder in Zentral- und Westafrika.

- A. Ja
- B. Nein

Source: <http://turbo.cdv.tul.cz>

Fig. 4 Listening

1. Was ist neu für die Wagenbesetzung in dem neuen BMW X5?

- A. um 19cm längerer Schalthebel
- B. mehr Sitze
- C. ein Halter für Getränke
- D. beheizte Sitze



Source: <http://turbo.cdv.tul.cz>

Fig. 5 Listening with Video

Sie sind die kaufmännische Leiterin Inge Bauer bei der Firma Expert & Sohn. Diese Firma ist einer der größten Papierlieferanten in der Region. Sie möchten neue Kunden gewinnen. Entwerfen Sie einen Brief an Frau Klein vom Maklerbüro. Der Brief sollte mit einer angemessenen Formel beginnen und schließen Sie den Brief mit einer angemessenen Formel. Ihr Brief sollte alle Informationen enthalten und eine Länge von ca. 100 Wörtern haben.

Formulieren Sie den Brief mit folgendem Inhalt:

1. Bedanken Sie sich für die Anfrage vom 6. Mai 2008.
2. Erklären Sie, dass Sie die Bestellungen per E-Mail oder per Post entgegennehmen.
3. Teilen Sie mit, dass das aktuelle Angebot im Katalog in der Anlage dieses Briefes zu finden ist.
4. Machen Sie die Firma auf die 5 % Ermäßigung bei regelmäßiger Abnahme aufmerksam.

Source: <http://turbo.cdv.tul.cz>

Fig. 6 Writing

Conclusion

KCJ TUL has had longtime experience with the electronic course. The survey that the Department made for its needs shows that the exercises are popular mainly as preparation for international exams, but they serve in everyday practice in teaching or preparation for credit tests. The teachers use these exercises as a very good help that tests their students and they like referring to these pages as to additional teaching material. Electronic materials have become an indispensable supplement of traditional conventional teaching.

Literature

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HOSPODÁŘSKÁ NĚMČINA ONLINE

Příspěvek se zabývá úlohou e-learningu ve výuce cizích jazyků. K využívání internetu pro online výuku je třeba, aby pedagogové měli určité mediální kompetence, které se v současné době stávají nedílnou a důležitou součástí kvalifikace pedagoga. K produkci elektronických výukových materiálů je učitel nucen využívat počítače jinak, než jen jako běžný uživatel. Další profesní vzdělávání k mediálním kompetencím bylo učitelům cizích jazyků nabídnuto v rámci dvou projektů financovaných z evropských zdrojů. V letech 2006-2008 byl realizován projekt „Elektronická média ve výuce“, který byl podpořen z prostředků ESF a státního rozpočtu České republiky. Učitelé se orientují ve využívání tzv. sociálních sítí pro svou výuku a orientují se v pojmech: fórum, blog, wiki, podcasty, webquesty a další.

EKONOMICZNY JEZYK NIEMIECKI ON-LINE

Artykuł poświęcony jest roli e-learningu w nauczaniu języków obcych. W celu wykorzystywania internetu do nauczania on-line konieczne jest, aby dydaktycy posiadali określone kompetencje medialne, które w obecnych czasach stają się nieodłącznym i ważnym elementem kwalifikacji nauczyciela. Aby opracować elektroniczne materiały dydaktyczne, nauczyciel zmuszony jest do innego wykorzystywania komputera aniżeli zwykły użytkownik. W ramach dwóch projektów dofinansowanych ze środków unijnych dla nauczycieli języków obcych stworzono ofertę dotyczącą doskonalenia zawodowego w zakresie kompetencji medialnych. W latach 2006-2008 realizowano projekt pn. "Media elektroniczne w nauczaniu", który był dofinansowany ze środków EFS i budżetu państwa Republiki Czeskiej. Nauczyciele posiadają umiejętności dotyczące korzystania z tzw. sieci społecznych do celów nauczania, jak również znają pojęcia: forum, blog, wiki, podkasty, WebQuesty i inne.

WIRTSCHAFTSDEUTSCH ONLINE

Der Beitrag befasst sich mit der Aufgabe des E-Learnings im Fremdsprachenunterricht. Für die Nützung des Internets im Online-Unterricht ist es notwendig, dass die Pädagogen über eine gewisse Kompetenz im Umgang mit den Medien verfügen. Eine solche Kompetenz erweist sich heutzutage als unteilbarer Bestandteil der Qualifikation des Pädagogen. Zur Erstellung elektronischer Lehrmaterialien ist der Lehrer genötigt, den Computer auf andere Weise zu einzusetzen denn als gewöhnlicher Benutzer. Eine professionelle Weiterbildung zur medialen Kompetenz wurde Fremdsprachenlehrern im Rahmen zweier aus europäischen Quellen finanzierten Projekten angeboten. In den Jahren 2006 – 2008 wurde das Projekt „Elektronische Medien im Unterricht“ durchgeführt, das aus Mitteln des Europäischen Sozialfonds und des Staatsbudgets der Tschechischen Republik gefördert wurde. Die Lehrer werden dabei in der Einbindung so genannter sozialer Netzwerke in ihren Unterricht sowie im Hinblick auf Begriffe wie Forum, Blog, Wiki, Padcast, Webquest usw. geschult.