

1 (7.11.05) – Sina Alferts, Katharina Albrecht, Claudia Albert

“Language Teacher Education: Defining the Knowledge Base”
(Chapter 1)

Gruppe 1: Claudia Albert, Katharina Albrecht, Sina Alferts

Quelle: Andreas Müller-Hartmann und Marita Schocker - von Dittfurth:

“Introduction to English Language Teaching”, Ernst Klett Verlag, Stuttgart 2004

part 1 (Sina Alferts)

- two basic questions:
 1. What is it that foreign language teachers need to know?
 2. How do people learn to teach?
- being equipped with _____ is important for future language teachers, but not sufficient
- knowledge base must focus on _____ itself
- situations of practice (= in the classroom) are characterized by:
 1. _____, 2. _____, 3. _____, 4. _____ and 5. _____
- two disciplines in the German context of foreign language teaching:
 1. _____ -> term dates back to the end of the 19th century; was important in establishing a distinct discipline for the teaching of “modern languages”
 2. _____ -> used since the beginning of the 1970s; term for the study of teaching and learning of foreign languages; independent of related disciplines
- teaching of English as a foreign language is a _____ discipline -> those professionally concerned in this field cannot base their work on research standards or clearly defined subject matters
- language teachers: seen as _____ of theories based on a reflection of their own language learning experiences, not as consumers of ideas that have been developed outside language classrooms
- in order to accept this discipline as academically autonomous, “related sciences” such as _____ and _____ need to be understood
- changes in the way language teaching and learning is considered in the last five decades -> focus on its complexity

- related disciplines: _____, applied linguistics, second language acquisition, Philosophy of Education, Learning Theory and _____, Literary studies and cultural studies

part 2 (Katharina Albrecht)

There are 3 models of teacher education: the _____ **model**, the _____ **model** and the _____ **model**.

In the _____ **model** the student teacher imitates the _____ of his “master teacher” who is an experienced professional practitioner. By following the _____ and _____ of the practitioner the student teacher will acquire professional _____.

Study with “master” practitioner: _____ / _____





problem: These imprints are resistant to change unless the student teacher discovers alternative practices by watching another teacher in a specific situation which functions as a _____.

In the _____ model the student teacher achieves practical knowledge by developing the application of scientific knowledge in a relevant area which is transmitted by experts in lectures. This model is also known as _____ **(RDD) model**.



transmitted by _____ (lectures, relevant readings)



APPLICATION OF KNOWLEDGE IN



-2-
-2-

The applied science model illustrates that there are general solutions to practical problems which may be developed outside practical situations (e.g. at _____) which are taken over into teachers' actions.

problem: Teachers are reduced to applying what has been developed elsewhere.

Student teachers need to develop a _____ knowledge in order to act smoothly, routinely and adequately in a classroom.

_____ and _____ go together without being planned or prepared - they are not separate activities.

Frequent _____ lead to _____ which are unconsciously executed. They are important for interacting in a classroom. A problem for student teachers might be to plan their actions _____ beforehand while they are actually teaching.

They are only able to improve their " _____ " and competences through action and reflection in order to develop an experiential knowledge.

This model is called the _____ **model**.

_____ **previous** _____



part 3 (Claudia Albert)

Consequences for organizing teacher learning:

Offering a multiperspective view on EFL classrooms:

- It is argued that _____ often fail to provide the relevant knowledge base that would enable student teachers to cope with the complex demands of the school setting and to become part of the social change process.
But today very little is known about the effectiveness of these programmes.
- Teaching formats at universities are transmission-oriented and a coherent curriculum framework is missing.
- There is only _____, but it often remains an alien element among university courses.

Integrating relevant perspectives into language learning:

- relevant published knowledge
 - student teachers' own perspectives on language learning
 - the perspective of practice as represented by the experiences of teachers and their students.
- " _____ of each classroom setting implies that any proposal [...] needs _____ and adapted by each teacher in his classroom "

Experimental learning:

- Seminars are organized in a way which allows student teachers to experience for themselves the learning processes.
- work on projects (for example)
- work in teams
- use English as their language of communication
- evaluate selected aspects of the process and the product

The result is that they integrate the experiences of students into classrooms and the experiences of student teachers at university

New teacher role:

- Teacher's role may no longer be adequately defined as a _____ of knowledge to passive recipients.
- teachers need to offer expert guidance and support for students to enable them to cope with the multiple skills this learning environment involves.

The traditional separation of the different institutions, school and university, have to be overcome.

- In order to justice to the complexity of factors involved in language learning, we need to foster a _____ view on teacher education

- We also need to think of ways of individualizing learning in teacher education
→ students document their learning process and promote learner reflection (portfolio)

Consequences for organizing teacher learning:

Offering a multiperspective view on EFL classrooms:

- It is argued that _____ often fail to provide the relevant knowledge base that would enable student teachers to cope with the complex demands of the school setting and to become part of the social change process.
But today very little is known about the effectiveness of these programmes.
- Teaching formats at universities are transmission-oriented and a coherent curriculum framework is missing.
- There is only _____, but it often remains an alien element among university courses.

Integrating relevant perspectives on language learning:

- relevant published knowledge
 - student teachers' own perspectives on language learning
 - the perspective of practice as represented by the experiences of teachers and their students.
- " _____ of each classroom setting implies that any proposal [...] needs _____ and adapted by each teacher in his classroom "

Experimental learning:

- Seminars are organized in a way which allow student teachers to experience themselves the learning processes.
- work on projects (for example)
- work in teams
- use English of their language of communication
- evaluate selected aspects of the process and the product

The result is that they integrate the experiences of students in classrooms and the experiences of student teachers at university

New teacher role:

- Teacher's role may no longer be adequately defined as a _____ of knowledge to passive recipients.
- teachers need to offer expert guidance and support for students to be able to cope with the multiple skills this learning environment involves.

The traditional separation of the different institutions school and university has to be overcome.

- In order to justice to the complexity of factors involved in language learning, we need to foster a _____ view on teacher education
- We also need to think of ways of individualizing learning in teacher education
→ students document their learning process and promote learner reflection (portfolio)

2 (14.11.05) - Mirja Backhaus, Jonas Bahrenberg und Julia Behlen

Universität Paderborn, WS 2005/ 2006, Seminar: Introduction to Didactics

Dozent: Dr. Ulrich Nehm

Referenten: Mirja Backhaus, Jonas Bahrenberg und Julia Behlen

Presenter: Julia Behlen

14.11.05

Chapter 2 Language Teaching and Learning in the Classroom: Discussing purposes, Participants, practices

Part 1: Julia Behlen

► Developing Intercultural Communicative Competence

ICC is the main goal of a..... learning.

When someone is learning a second or a foreign language he is already in his mother tongue and the associated culture. In the process the learner does not lose this competence but becomes and develops interculturality.

The linguistic and intercultural competence enable the individual to develop an enriched, more complex personality and an capacity for further language learning and greater openness to new

► Language learning contexts

- Languages are learned in as well as contexts.

- institutional context:

→ foreign language classroom

This brings a lot of advantages and disadvantages.

- advantage: There is a structured and intensive language work with a group of learners, communicating in English.
- problems: The teacher has to simulate a, has to handle a restrictive time frame of usually 45 minute periods and must give grades.

- natural context:

→ meeting native speakers or other English learners outside the classroom

- function of a teacher:

He/ she has to set meaningful tasks and try to create a rich learning The learners communicate by using the foreign language, negotiating the tasks.

► Development of language learning methods

- grammar-translation method of the late 19th century:

- presented the instructed language through the learner`s L1 and then practiced these rules by sentences.
- . Did not teach how to use the language but rather how to translate the classics.

- audio-lingual method:

- This method was developed during the second World War.

- Language was not seen as a process.
- Communication in a foreign language was seen as learning the four skills of,,,
- Communicative language teaching (CLT):
 - stressed the nature of communication
 - focuses on the meaning potential of language, for example on language use and it stresses the of that context.
- Intercultural Communicative Competence (ICC):
 - Since 1970s there is a focus on ICC by giving greater to the socio-linguistic and pragmatic factors governing effective language use. As a consequence

the Council of Europe developed inventories for language teaching that listed and described the speech acts learners needed to perform in a language for example to show the learner how to express the of an utterance or such as giving

► **The four competences of ICC**

Grammatical competence: comprises the sentence level grammar forms, such as,, or features of language.

Discourse competence: concerns the ability to connect a number of utterances to form a meaningful and oral or written text

Sociocultural competence: deals with the of language use, for example cultural meaning of language and cultural such as turn-taking, appropriate content,-conventions or nonverbal features of language use.

Strategic competence: deals with coping strategies

„Language Teaching and Learning in the Classroom: Discussing Purposes, Participants, Practices“ (Chapter 2)

14.11.05

Gruppe 2: Julia Behlen, Jonas Bahrenberg, Mirja Backhaus

Quelle: Andreas Müller-Hartmann und Marita Schocker – von Ditfurth: “Introduction to English Language Teaching”, Ernst Klett Verlag, Stuttgart 2004

Part 2: Mirja Backhaus

A model of teaching ICC

- creation of openness and curiosity in relation to the other culture
- cultural _____, not _____ need to be in the forefront
- need creative tasks
- project forms or simulations
- games
- development of a _____ on one's own culture

The Process: The Task-based Approach

Introduction: Task-based language learning (TBLL)

- interaction among teacher and learners
- task-based approach organizes “activities in which language is used for carrying out _____ to promote learning”
- teacher selects and sequences activities in the social context of the classroom
- example: Airport Project
- 6th grade class go to airport in Frankfurt to interview people
- valuable for developing ICC (_____)

Characteristics of TBLL

- NUNAN (1989) defines task as “a piece of classroom work which involves learners in _____, manipulating, _____ or interacting in the target language while their attention is principally focused on _____ rather than on form.”
- difference between (1) “ _____ ” and (2) “ _____ ”
 - (1) - require learners to approximate, in class, the sorts of behaviours required of them in the world beyond the classroom
 - take sociocultural background and contexts into consideration
 - linguistic skills are developed in the process of doing tasks
 - (2) - answering true or false statements about a text
 - just occurs in the classroom
 - geared towards practising linguistic skills
- two different approaches to learning language:
 - the “presentation”, “practice”, and “production” approach (**PPP**): presentation of linguistic material is followed by practice activities and focuses on the production of discrete linguistic items → will probably not lead to fluency
 - **TBLL**: focuses on _____
- goals: knowledge of the world, sociocultural knowledge, mediating skills, learning skills and basic practical skills
- activities: use of material, practising language skills in an _____

14.11.05

Jonas Bahrenberg

Part 3: How to design tasks and how to work with tasks

Designing tasks:

- 1) _____: content area (chosen by the teacher) has to be linked to the target culture (airport → all kinds of English)
- 2) _____ on the part of the learners (airport: learners find out, how far they can function in an authentic situation)
- 3) Learners` _____ has to be taken into account (knowledge about the airport and about the diversity of language encounters)
- 4) _____ of the learners (choosing, which parts of the interviews are most interesting to present)
- 5) Learners` _____: - to learn about themselves
- to open up to others in public
→ atmosphere of _____ in the classroom is decisive
- 6) Learners` _____: - signs of the airport
- different accents, personalities
- 7) _____ of tasks: What does the teacher want to achieve?

Teachers` requirements for designing tasks:

- ability to select tasks for supplementary activities
- competence to organize pre- and post-task activities
- willingness to adapt task-difficulty during the actual task phase
- a sensitivity to individual differences and the capacity to adapt tasks to take account of differences in learner orientation

Time to plan a task:

A longer _____ for the learners and a _____ by the teacher lead to a longer and richer discourse.

Tasks produce more _____ if there is an information exchange between the partners.

Unfamiliarity with the task and a presentation in a more narrative way facilitate negotiation of meaning.

If learners construct a task _____ through _____, then they are able to produce certain linguistic features.

How to work with tasks

Six types of tasks:

- 1) _____ (mindmaps etc.)
- 2) _____ and _____ (chronological; value; categorising in groups; etc.)
- 3) _____ (similarities and differences)
- 4) _____
- 5) Sharing _____
- 6) _____ (more complex tasks, that could involve task forms 1-5)

Project work: → combines theory and practice (learners must decide, how they will do the project, who does, what, which questions they will ask, etc. → then they do it)

Different types of projects:

- _____ projects: library or internet research
- _____ projects: learners encounter various text genres
- _____ projects: communication with other people (email, letter...)
- _____ projects: collecting and analyzing information from people
- _____ projects: face-to-face with other people

→ Which kind of project fits for the airport example?

Storyline approach:

Developed in Scottish primary schools, adapted to the foreign language classroom.

- narrative structure (example: detective story)
- reading and writing of various text genres; language production through communication with other learners, or native speakers; presentation of results.

Szenariendidaktik:

Learners work on a number of text impulses (different text genres on a specific topic)

- offers the opportunity to receive feedback in terms of content and language.

⇒ All these concepts of language learning were produced under lab-like conditions, so a classroom-based research is needed for the future.

3 (21.11.05) – Constantin Berndt, Jennifer Berger

“Introduction to English Language Teaching”
Andreas Müller-Hartmann, Maria Schocker-von-Ditfurth

2) The Teacher, The Learner, The Context
A presentation of Jennifer Berger and Constantin, Group 3

Constantin
The Teacher

The quality of language learning depends on the multiplicity of different identities,, relations and purposes of its members. This approach discusses language acquisition on the teacher’s role. Therefore we take four aspects into consideration:

- 1) Teacher as language teacher
- 2) Teacher as
- 3) Teacher as classroom manager
- 4) Teacher as

The teacher as language teacher needs to be the instructor and the learner’s partner at the same time. It is the teacher who holds the role and controls the topic of discussion. In this coherence the IRE (initiation,, evaluation) pattern happens to occur, which restricts the quality of language input and impedes the learner’s opportunities for language production. The usual pattern: teacher asks a question – learner answers the question – teacher evaluates on the answer.

The teacher as an expert in learning needs to create a social relationship between the learner and himself. Hereby we distinguish between and learning.

Furthermore he has to see that there are authentic purposes on the tasks he makes.

2.3 The Learner

(Jenni, pp.33-39)

1. 1 The Learner as social agent

Users and Learners of language are “members of society who have tasks to accomplish in a given set of circumstances, in a specific environment, and within a particular field of action”

In the classroom

Teachers and learners constitute such a specific socio-cultural _____.

Learners...

bring > various _____ and skills
> different _____
> varied personalities
> different _____ for language learning
> own cultural identity _____ to the classroom.

⇒ different learner needs

Also certain beliefs and subjective theories of what learning and teaching should be like are represented, influenced by the instructional tradition in their culture. This leads to frustration if the beliefs are not met.

⇒ **The learner “as a person with social and emotional resources”**

Imperative: Support in developing strategies that help in the process of becoming good and _____
_____ language learners, considering the different learner types.

Opposition: some view

Learners as passive language processing devices who do not control their own learning process. Whereas

Learners as active agents contribute “to the process of making meaning” and are problem-solvers, testing hypotheses about how language works and using strategies, having learner differences.

1. 2 The good language learner

Self-directed learning or learner autonomy

The learner takes responsibility for his/ her own learning:

- “an ability to define one’s own objectives;
- awareness of how to use language materials effectively;
- careful organisation of time for learning,
- active development of learning strategies”

Learners’ different capacities (depending on their age)

Role of:

1. _____

IQ score related to certain language learning abilities?

2. _____

Some have special aptitudes, they learn very quickly and efficiently. **MLAT** Modern Language Aptitude Test, relating to grammar translation and audio-lingual teaching

3. _____

Extraversion might favour language production, inhibition discourages risk-taking

4. _____

(often decisive for success, influenced by social standing of a language)

- integrative motivation: personal growth, cultural enrichment
- instrumental motivation: immediate and practical goals (e.g. preparing for a job)

5. _____

One specific style or a combination of styles, being the “natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills.” (Reid)

Learners' perceptual differences

<u>visual learners</u>	<u>aural learners</u>	<u>kinaesthetic learners</u>
need new words written down	learn by listening	need combination of new language with some physical action (miming the meaning or writing words down)

Classifying Learner Types (Nunan)

Learners who tend to like games, pictures, films, talking in pairs and “outdoor-practice” are _____ learners.

The _____ learner likes studying grammar and English books, reading newspapers, studying alone and working on problems set by the teacher.

Watching and listening to native speakers, talking English to friends, watching English TV, talking out of class and learning new words by hearing and conversation is typical for the _____ learner.

The _____ learner prefers the teacher to explain everything, having an own textbook and using a notebook, studying grammar, reading and learning new words by seeing them.

2.2 How to become a good language learner

Using strategies: influenced by learner preferences!

Learning strategies (Rabin):

“Any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information [...] that is what learners _____ and _____ their learning.”

1. Affective Strategies

reduce inhibition and anxiety when using a new language e.g. positive self-talk, praising oneself for a performance, writing emotions down

2. Social Strategies

are especially important for developing _____
_____ (ICC)
to understand the other culture and language and communicate.

3. Cognitive Strategies

involve thought processes that help > establish connections between new and already existing knowledge > deal with tasks and materials, include memorising (help of visual clues), taking notes and structuring them, analysing, guessing words from the context

4. Metacognitive Strategies

involve organising tasks, learning by finding resources (e.g. readers suitable for one's language level), establishing a time schedule, establishing general goals for language learning
include: ways of finding out about one's own interests, needs, learning styles.

5. Compensatory/ Communication Strategies:

- guessing the meaning of unfamiliar words from the context when listening or reading
- use of circumlocation when speaking and writing (e.g. paraphrasing)
- use of gestures and mime to support communication

The success in language learning depends on how learners use strategies!

2.5 The Context

Constantin

The Context: Language Policy, Curriculum, Classroom

- state and national governments supervise and influence what is taught and learned in schools by defining standards, , procedures and forms of
- textbooks and other working material needs to be approved by the Ministry of Education
- (dis)advantage: on the one hand it guarantees and stability, on the other hand it narrows down the teacher's and the school's opinion

The Classroom:

- apart from the political decisions teachers have to consider the of classrooms during interaction
- there were identified several features which describe good language learning pedagogy
- metaphors for the classroom: workshop,..... , studio, observatory
the classroom is not merely restricted to physical space

Jenni, 52 - 55

1. Globalisation

Its influence on language teaching

Issue: English as linguistic _____ threatening linguistic and _____ diversity?

The _____ and its answer (1996): Every European Citizen should learn ____ more European Languages.

_____ promotes a trilingual language profile which regards the fact that the establishment of a _____ alone does not promote understanding and communication.

English as an International Language

A fact: The number of Second Language Speakers of English will surpass the number of native speakers.

The argument: EIL (_____) is becoming de-nationalised.

The consequences: Teaching English – need learners of EIL still learn the culture of native speakers?
There is no necessity for L2 (_____) speakers to internalise the cultural norms of native speakers of that language, so the purpose of teaching an international language is to _____
_____ in
an English medium.

The Common European Framework of Reference for Languages from the _____ 2001, Council of Europe:

some general purposes > improving “the quality of communication among Europeans of different languages and cultural backgrounds” > supporting methods that help learners “to become more independent in thought and action”
> “more responsible and co-operative in relation to other people.

“In this way the work contributes to the promotion of democratic citizenship.”

2. Foreign Language Teaching – National regulations
apart from above global and European considerations:

Guidelines

(Rahmen-)Richtlinien contain detailed subject-specific regulations, e.g. about the purposes of teaching English, topics, skills etc.

Curriculum and *Lehrplan* (syllabus) are plans of what is to be achieved through teaching and learning. It defines the aims, content, methodology and evaluation.

Lehrplan refers particularly to the time frames in which contents have to be taught.

Development of syllabuses

- - 1970s _____ development of linguistic knowledge
- 1971 (Council of Europe) functional teaching fixes communicative situations
- Development of task-based and _____ syllabus types. Realisation is still slowed down by sequencing language learning in textbooks following the traditional grammatical/ structural progression

4 (28.11.05) - Stefanie Blanke, Ksenia Boldt, Lina Kessemeier

Presentation of Group IV Stefanie Blanke, Ksenia Boldt & Lina Kessemeier November 28th, 2005

Second Language Learning and Language Teaching

1.Short term memory processes

Introduction

Anything that is stored in the mind for any length of time involves some form of memory. It is involved in all aspects of the processing of the sentence.

STM: Short term memory

processing of information for periods of time up to a few seconds (used for remembering a phone number while dialling it)

Information is stored in STM briefly and is then usually forgotten.

In a second language memory of span is reduced. Glucksberg (1963) found that L2 learners` span in English improved from 6.4 digits at the beginning of an eight week course up to 6.7 at the end.

Working memory and the articulatory loop

Working memory is used for processing information while the mind works on various tasks.

The constant repetition makes up the articulatory loop. Memory span is restricted by speed of articulation. Not only the number of words restricted but also their length.

Teaching and working memory

STM involvement in classroom activities

Working memory is involved in everyday performance in second language use and in the classroom.

The restrictions on the learner`s ability to speak the language are caused as much by memory limits as by the difficulty of the syntax, vocabulary and so on.

Ubiquitousness of working memory

The consequence for teaching is the realisation that everything the student does or says in the L2 is related in some way to STM.

Cognitive deficit in L2 use

Cognitive processes work less efficiently through the second language. In general: the mind is less efficient in an L2 whatever it is doing. There is a “cognitive deficit”.

2. Reading and longer term memory process

1.) Schema theory:

schema: the background knowledge on which the interpretation of a text depends

- If the topic of a text is known, the comprehension level is much higher, especially if ‘vague words’ are used.
The sentences are the same but the interpretation in the mind of the reader changes.
- This kind of background knowledge is important for native speakers and second language learners

2.) ‘Scripts’

script: ‘a predetermined stereotyped sequence of actions that defines a well-known situation’
(Schank and Abelson)

If you are in a foreign country with cultural or religious differences to your home country you are in a different conventional situation (script).

Wherever there are differences between two scripts, the L2 learners will be at a loss.

3.) Scripts and schema theory in teaching

If you teach a L2 you have to consider that:

- L2 learners read their second language much more slowly than they read their first, even if they are advanced learners.
- The problem with reading is not just the language but the whole process of getting meaning from texts.
- L2 learners need to get background information natives do read automatically into it.
- The L2 learners will also have problems if they can not read in their own language or when the writing system of their L1 is very different.
- Vocabulary should be integrated and emphasized in the teaching of text

3. Processes in listening

Elements of listening:

1. Access to vocabulary:

using a second language means accessing a more complicated mental dictionary
(vocabulary, word schemes)

2.Parsing: working out the grammatical structure and meaning of sentence

a). Bottom-up: (many words - one sentence)

b). Top-down: (one sentence –many words)

→effective students: - top-down for intonation ->ineffective students: - bottom-up
- bottom up for words - translation

3.Teaching of listening

- Three stages of listening
1. pre-listening
2. while-listening
3. post-listening
tasks: - maps
- diagrams
- check a route
- correct mistakes
- very important to activate student's background and vocabulary in their minds
- showing the students the importance of learning - then more motivation to learn

4.Listening-based methods of teaching

Decoding – work out the “message” from the sentence

Codebreaking – work out the language code from the “message”

Total Physical Response Method (TPR)

- Teacher shows the students signs
- Students follow the direction the teacher give

4. Codeswitching

codeswitching: going from one language to the other when both speakers know the same two languages

Codeswitching is found all over the world where bilingual speakers talk to each other.

By codeswitching the speaker does

- report what someone has said
- discuss particular topics
- emphasize a particular social role

Codeswitching consists of 84% single word switches, 10% phrases, 6% clauses.

Teachers should remember that the classroom is often a natural codeswitching situation.

5. Communication strategies

Socially-motivated strategies for solving mutual lack of understanding

- paraphrase (approximation: horse-animal,
word-coinage: balloon-airball
circumlocution: pottery-when you make a container)
- falling back on L1 translation, appeal for assistance (What's this?), mime
- avoidance

Psychologically motivated strategies for solving the individual's L2 problems of expression

1. Achievement strategies:

- codeswitching
- foreignerisation
- interlanguage strategies (substitution: *wether or whether? – if
generalisation: rabbit – animal
description: kettle – the thing to cook water in
exemplification: transport – e.g. cars
restructuring: I have two (siblings) – one sister and brother.

2. Avoidance strategies:

- formal: (phonological, morphological, grammatical)
- functional: (actional, propositional, modal) avoidance of different types of functions

1.

_____ to most people means a store that is used for remembering information for long periods, but it plays a much wider role in language use. _____: processing of information for periods of time up to a few seconds (used for remembering a phone number while dialling it) Information is stored in STM briefly and is then usually forgotten. _____ is used for processing information while the mind works on various tasks. Its capacity is restricted by the _____. A constant repetition (remembering sth.) makes up the _____. Working memory is involved in everyday performance in _____ and in the classroom. _____ work less efficiently through the second language. In general: the mind is less efficient in an L2 whatever it is doing. There is a “cognitive deficit”.

cognitive processes; working memory; memory; second language use; short term memory; “articulatory loop”
(2x)

2.

The background knowledge on which the interpretation of a text depends is called _____. In Texts like “Doing the laundry” by Bransford and Johnson where lots of _____ are used, the reader is unable to comprehend the text without knowing the _____. Not only for _____, but also for native speakers this kind of _____ is very important to understand what such a text is about.

L2 learners need to get _____ natives do read automatically into a text, because there are differences between their _____, their scripts. In _____ the learners will be lost if they do not know about the _____ in culture, religion and the way of living.

In the _____ of a second language it is necessary to give the students not only vocabulary, but also _____ about the country where the language is spoken. _____ often have problems with getting meaning from text, not only with the language itself.

differences; teaching; background knowledge; foreign countrys; second language learners (2x); ‘vague words’; topic; schema; background information; conventional situations; knowledge

3.

To be able to listen and to understand foreign language first the students must know the basic _____ and have built up _____ in their mind. Furthermore it is important for understanding a new language to get to know the processes of _____ that consists of two methods: _____ (many words – one sentence), _____ (one sentence – many words). The effective students can use two methods because they use the first method for _____ and the second method for _____. Ineffective students concentrate only on _____ strategies or use ineffective strategies (e.g. _____). It is very important to activate student’s background and vocabulary in their minds and to motivate them to learn with showing the students the importance of learning . You can do it with the three stages of listening (_____, _____, _____)

with tasks (_____, _____, _____, _____).

innotation; diagramms; parsing; while-listening; maps; bottom-up (2x); correcting the mistakes; vocabulary; post-listening; word schemes; top-down; words; pre-listening; checking the route;

4.

Going from one language to the other when both speakers know the same two languages is called _____. It is used when the speaker reports what someone has said, discusses _____ or emphasizes a particular social role. 84% of codeswitching consists of _____.

codeswitching; single word switches; particular topics

5.

There are three listening-based methods of teaching: 1. _____ (working out the message of the sentence), 2. _____ (working out the language code from the message), 3. _____ (the teacher shows the students signs and the students follow the direction the teacher gives).

If people start to learn a new language communication strategies will be developed automatically. On the one hand there are strategies called _____ that try to solve the lack of understanding and on the other hand there are strategies called _____ that try to solve individuals L2 problems of expression.

decoding; psychologically motivated strategies; TPR; codebreaking; socially-motivated strategies

5 (5.12.05) – Helene Bonin, Nicole Bonte, Manuela Boguschewski, Simone Brandkamp

Remark: The part of Simone Brandkamp is missing.

Language skills and subskills - Speaking

1. Speaking elements

Speech production is a very complex process.

It is _____ and not _____. There is often time pressure to produce language with no time to plan it.

Speech production involves the following major elements:

_____, _____, _____ and _____

2. Speaking in the classroom

Classrooms are _____ contexts and this affects the quality of teaching and learning.

3. How to encourage and support speaking

Teachers have to create a _____ and _____ atmosphere.

Teachers are role models because they use the language _____ and _____.

They offer pair- and groupwork activities to practise speech production. The students don't have to

worry about errors and become more _____.

They offer _____ topics and tasks to encourage student participation and response.

There are 3 different aspects of speech: _____, _____ and _____ of speech.

We can distinguish between accuracy-based and fluency-based speaking activities.

a.) Fluency-based activities are _____, _____ and so-called

‘gap’-activities.

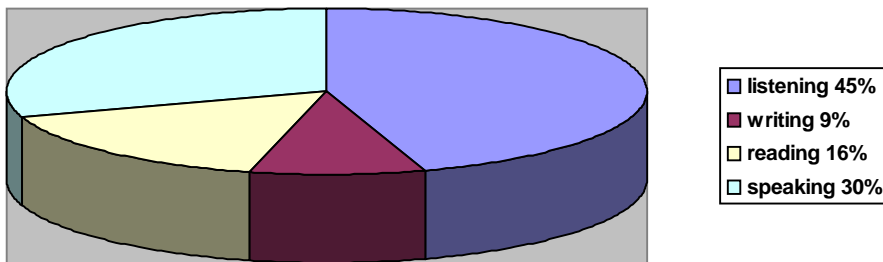
b.) Accuracy-based activities focus on the development of one aspect of language, i.e. on a _____ structure, a _____ function or the time sequencers.

3.1.3. Listening- as an interactive process

I. Introduction

1. Dimensions of listening

- Listening is a primary vehicle for language learning because understanding input triggers language acquisition
- it is not only a *receptive* skill but also an *integral* part of an individual's communicative competence
- listening is the most widely used language skill in everyday life: of the time an individual is engaged in communication...



2. the current situation

- listening is a very *complex* process that is why teachers should know how to support learners to become good listeners

II. What do we know about the listening process?

1. Different types of knowledge: *bottom- up* and *top- down* skills

- on a very general level listening can be described as an active process of constructing meaning which is carried out by applying knowledge to the incoming sound (Buck 2001: 31)
- there are two views that refer to the order in which the different types of knowledge are applied during the comprehension process:
 - **bottom- up view**
 - **top- down view**
- **bottom- up view:**

- in this part of the listening process we use our knowledge of the language to make sense of the sounds we hear
 - the information we use is contained in the speech itself
- the sounds we hear are often indistinct because speakers modify the sounds, but there are several clues with which we infer meaning
 - the different types of knowledge we use when we try to understand spoken language are:
 1. *prosodic features* : include stress and *intonation*, they carry several communicative information and are closely related to meaning
 2. sub- skills involved in bottom- up listening(White1998:8):
 - **perception skills**
 - **language skills**
 3. integration of lexical and *syntactical* knowledge

→ bottom- up comprehension strategies use the information which is available within the text

- **top- down view**: using world knowledge
 - refer to the knowledge a listener brings to the text(`inside the head` information)
 - understanding a text requires not only linguistic knowledge but also knowledge about the world we live in
 - Buck(2001: 18) divides this knowledge into two categories
 1. *knowledge of the context* which may support or restrict understanding and
 2. *knowledge of specific facts* or of how things usually happen, this knowledge can be used to fill in details that are not explicitly stated in the text
 - our world knowledge is stored in memory and is used when comprehension of texts is asked for
 - the two most commonly used ways of how knowledge is stored are *script theory* and *schemata*

→ the two models of language comprehension(bottom- up and top- down) do not oppose each other. “[...] both function simultaneously and are mutually dependent. The current model of listening is therefore an *interactive* one in which linguistic information, contextual clues, and prior knowledge interact to enable comprehension.” (Hedge 2000:234-5)

2. Script theory and schemata

- the idea of script theory is(Schank/Abelson 1977 in Buck 2001: 20) “that an utterance sets up expectations, in the form of a script, about what normally happens in that context. The script is a *mental structure* which describes stylised, everyday situations.”

- an often experienced situation or a familiar sequence of events makes many listening situations quite predictable
 - scripts tend to be culture bound as they may vary from one culture to the next
- the structure which explains the organization of a text or discourse is called schemata

III. Purposes for listening

- there is a range of listening activities: listening to media, listening to public announcements, listening as a member of a live audience
- and in each case the listener listens for different reasons: for gist, for implications, for specific information
- texts can be scripted, unscripted or *semi- authentic*

IV. What makes listening easy or difficult?

1. Purpose

- learners should not reproduce a message word-by-word they should learn how to use and interpret the information so that they can complete a particular task
- as a teacher you should give your learners clear tasks so that they can focus their listening on the content which is relevant for their task

2. Activating context and prior knowledge

- tasks which were given to students become easier when teachers support the listeners to use their own knowledge; when listeners are asked to think about expectations before hearing a text (*pre- listening task*); when listeners are asked to do a task while listening so that they can focus on the most important issues (*while listening task*)

3. Features of texts and tasks

- the degree of difficulty depends on various aspects:
 - the number of speakers in the text
 - the pace of delivery
 - the speaker`s accent
- the teacher should use listening texts of different types so that the learners get used to it and they can build up confidence
- there are different types of tasks in listening:
 - *listening for general understanding*
 - *listening for details*

4. Interactive strategies

- listening is a *reciprocal* skill (an opportunity for speaker and listener to exchange roles)

V. An effective methodology for the teaching of listening

1. pre- listening

- explain why the learners have to listen to a text, what their task is (*listening purpose*) so that they can focus on the most important things
- ask what they already know about this topic, what do they predict?

2. while- listening

- “needs to link in relevant ways to the pre- listening work”(Hedge 2000: 252), comparison of thoughts and ideas which were developed in pre- listening
- progress from easy to more difficult tasks

3. post- listening

- there are basically two purposes
 - *consolidation of language*
 - *extension of context*

VI. Issues and perspectives

- most vital element in listening is *confidence* which can be developed by practice only
- the teacher should be a *positive role model* that means that the teacher should be able to manage classroom discourse

→ listeners are not passive overhearers, it is not the teacher`s part to take the responsibility for building up an understanding, the student him-/ herself should develop individual responsibility

Part4: Reading

Types of knowledge

- _____ knowledge
- _____ knowledge

- _____ knowledge/ knowledge of ___- _____
- Knowledge of _____ inferred from L1
- General world or _____ knowledge

Models of reading comprehension

- _____ - ___ model: focus on text
- _____ - _____ model: focus on reader
- _____ model: focus on integration

Levels of involvement: Purposes and styles of reading

- "for gist(_____)": readers wish to get a global impression of what the text is about
- "for specific information(_____)": readers search rapidly through a text to find a specific point of information
- "for detailed understanding(_____ reading)": readers study a text carefully for all of the information it provides
- "for general understanding(_____ reading)": readers are reading consistently over time on a frequent and regular basis, primarily for pleasure or interest, during class time but also engaging in individual independent reading at home
- _____ reading: readers are encouraged to consider the underlying cultural contexts and purposes of texts and are guided to pay greater attention to social and ideological factors which mediate in readers' access to text

The teaching of reading: focus on strategy training

- _____
=> learners need to be familiar with _____ for identifying the meaning of unknown words, such as deriving _____ meaning from _____, applying knowledge of word _____, or looking up the meaning of unfamiliar words in the dictionaries
- _____ - _____ skills are about reading for various purposes

6 (12.12.05) – Mareen Lohmann, Pinar Akgündüz, Stefanie Bredenhagen, Bianca Bremerich

Mareen Lohmann

Chapter 3: Lexicogrammar or the lexical approach

Lexicogrammar:

The mental lexicon creates a cohesion among words, like a spiderweb of grammatical and semantic relationship between a large number of words.

There are 3 fields of teaching purposes:

1. _____ (e.g. how to communicate in a restaurant)
2. _____ (e.g. talking about food)
3. _____ (e.g. avoiding repetition)

Chunks of language :

Students often learn vocabulary only by learning just one discrete item. But instead they should learn them in _____. So they are able to use them in a meaningful context. (e.g. learning the discrete item “dog” but also _____ to describe them and _____ as to what pets can do: “barking dog”, “dogs wag their tail”)

This leads to a _____.

The lexical approach:

Word and sounds form the _____.

Combining them in meaningful ways and learning them in chunks, allows the learner to communicate without _____.

Lexical and grammatical knowledge are interrelated in a kind of _____.

The lexical system can be divided into “grammatical words” such as prepositions, articles, adverbs, and so on, which form the majority of the words.

There also exists the word _____. That means, that _____ are attached to the beginning and end of each of words in order to form new words

e.g. help: _____

Research into language corpora:

Corpus linguistic has shown that the term “handsome” mainly appears in combination with male and “beautiful” with female persons.

This _____ (words that typically go together like “galloping horse”, “singing bird”, “barking dog”) play an important role between _____

Most words can be described in terms of pattern in which they occur. If they share patterns they also share meanings (“handsome man”, beautiful women”)

Cultural meaning:

The interrelatedness of vocabulary and grammar lays in it's cultural meaning and the _____.

Example: native speaker: See you later
 Non-native speaker: What time?
 Native speaker: What do you mean?

Our knowledge of the world decides how we understand specific discourse features. _____ often does not take place at the level of grammar or vocabulary, but at the _____.

The meanings, which we attach to words are culturally specific.

Example: word "bachelor"

1. definition: +human, +male, +adult, -married
2. definition: young, date women, have exciting lifestyle

word "clique"

1. definition: group, circle of friends
2. definition: gang

In a _____ communicative situation where different discourses play an important role, the cultural defined schemata (meanings are organized in schemata to help us make sense of the discourse, e.g. ordering a meal in a restaurant: 1 . asking for the menu, 2. ordering drinks, 3. then meal) might help us in interpreting the discourse of our interlocutor (partner) and use appropriate language use.

Chapter 6: Current trends and development

More research on grammar is needed:

A lot of advances have been made in the field of _____. But there are a few complications in the field of _____, because there are a lot of various approaches to grammar teaching.

The role of _____ to analyse written and spoken corpora is beginning to produce important results which might lead to the writing of different grammars, that contain spoken and written language. There will be an even stronger emphasis on discourse and the relationship between vocabulary and grammar will be strengthened.

Cultural meaning

Here is a list of English phrases, which also can cause miscommunication:

- | | | |
|-----|------------------------------|---------------------------------------|
| 1) | “Don’t mention it” | - “keine Ursache“ |
| 2) | “according to her lights“ | - “so gut sie es eben versteht” |
| 3) | “to be back number“ | - “von gestern sein” |
| 4) | “bad hair day” | - “Tag, an dem alles schief geht” |
| 5) | “banana ploblem“ | - “ein nicht enden wollendes Problem“ |
| 6) | “to bark up the wrong trees“ | - “auf dem Holzweg sein” |
| 7) | “Uncle Sam” | - “die US Regierung” |
| 8) | “half-assed“ | - “halbherzig“ |
| 9) | “to be up a gum tree” | - “in der Klemme sitzen” |
| 10) | “he has got design for you” | - “er hat etwas mit dir vor” |

Gruppe 6:Pinar Akgündüz

5.Punkt:Teaching vocabulary and grammar

1.Introduction

-three major phases in the teaching of discourse:

- 1)present the different language properties
- 2)support learners in _____ the language material
- 3)design communicative situations that allow intensive language practice

2.Distinction between direct and indirect approaches

direct approach:

- _____ approach
- studying vocabulary in context

indirect approach:

- _____ to stories
- group work

3.Teaching vocabulary

- using different _____ to present new words
- developing strategies for learning new words
- developing vocabulary through _____ and _____ lexical inferencing (finding out words through the context)
- effective use of dictionaries

-teaching learners _____ of demonstrating word meaning

4. Grammar teaching

Traditionally grammar teaching has been pursued on the basis of the PPP approach (_____, _____ and _____)

In this approach:

-the new grammatical feature is presented via texts in textbooks
-grammatical feature is analyzed
-_____ are formulated and
-signal terms are designated
by way of a _____ (the teacher explains) or an _____ (the learners discover the phenomenon) approach.

disadvantage:

-learners need to have _____ language concepts
-rules aren't formulated according to the learners' language level

=> _____ ist divided into
-form-oriented drill and practice exercises
- _____ excises and communicative exercises

BUT there are also disadvantages in the Language production approach:

-no clear communicative intentions
-no clear social relations of that situation
-difficult for a teacher to control the learners' _____

->CONCLUSION:

learners need to become "active _____ of language" and the "information

will be more deeply _____ and _____ if learners are given an opportunity to work things out for themselves"

(Nunan,1999:138-39)

_____ approach:

This approach is based on a focus on form by way of the activities of (re)noticing, (re)structuring and proceduralizing.

Sequencing activities:

-classroom language _____ a meaningful discourse
-> learners build their own _____ grammars
-teacher can start out with simple management phrases and then gradually

_____ language use to support grammar development
-> helps children to notice language use

-suggesting more accurate forms of language use
 -teachers can construct _____ activities
 => teachers have to help the learners "shift gradually from _____ to _____" (Batstone,1994:104-10)

4. The process of learning discourse

There are two types for the process of learning discourse learner- centeredness and _____learning-centeredness_____.

- In the ___learner -centered_____ type of learning vocabulary and grammar the learners' language needs are taken into account, and not necessarily progression in the textbook

1. Comprehensible Input

- Learning takes place, when a learner is provided with 'comprehensible' _language input_____ either by a teacher or a student
- In the beginning when learners produce language according to semantic and pragmatic decisions, they are based on pre- fabricated chunks or _____lexical phrases_____
- Learners start with an elliptical approach to language use, which means they leave out grammatical structures, which they don't know yet
- Learners of language see words not in terms of functional grammar but only as lexical items_____

2. Creative Construction process

- In the second step the learner formulates ' hypotheses' and produces the form to test its correctness.
- This often leads to ___'overgeneralization'_____ when a student produces a form based on a general rule (e. g. 'speaked').
- Learner needs to 'notice' the correct form and incorporate it into his ___interlanguage_____, which is the language level a learner can perform at that point of time
- Learners only 'notice' new forms if they are significant for comprehension in a communicative situation
- New features can always be ignored because of lack of motivation (no interest in the topic) and negative emotions (bored or tired)
- *"vocabulary knowledge is as a scale running from recognition of a word at one end to _____automatic production_____at the other, [...]"(Hedge 2000: 12)*

3. Comprehensible Output

- Learners practice by producing language to test their 'hypotheses'
- Feedback from teachers helps to restructure their interlanguage
- The more they develop __communicative needs____, the more complex language and grammatical structure will get
- Vocabulary knowledge forms the basis
→ once they know the vocabulary, grammatical patterns become more transparent

Process of language use

- Children's first structures are lexical and thematic in nature and they do not acquire functional categories
- Having developed a large mental lexicon and restructured their interknowledge through language use and corrective feedback , they have a procedural knowledge of language in question
- This leads to understanding the ____social____ and _cultural____ dimension of discourse in relation to one's own background knowledge
- This ability is necessary in real-world communicative situations

Focus on form

- Research has shown that learners focus on meaning of words for potential communication
- this asks for __teacher____ __guidance____ to improve language awareness and language accuracy
- Cognitive psychologists found out that learners have limited amount of _attentional capacity____ for getting a task achieved
- They need to know chunks or words well for communication, before their attention is focused on grammar
→ It is a process of moving from lexis to grammar
- Social factors make up a need to use grammar to communicate
- The teacher has to support learners in noticing language features like overgeneralization (e.g. 'speaked') and use of grammar in _social____ contexts____ for example in a role play situation or in a revision process with learner-produced texts for certain grammatical structures
→ then there is a functional motivation for language production created

among the learners

- When learners actively work on the words meaning an _in-depth processing__ of processing vocabulary and grammar takes place.

7 (19.12.05) – Matthias Schwiddessen, Laura Woznitza, Claudia Gerhard

Gruppe 7 Claudia Gerhard, Matthias Schwiddessen, Laura Woznitza

Part 3 Issues: Keeping the reader at the centre

The most important thing of teaching is to have the pupils interest. That is why literature is so often used in the classroom.

The basis of teaching literature is _____ . (intertextuality)

There is an _____ (increasing)use of multi- modal texts, where we have to decide between _____ (literary) and _____ - _____ (non-literary) texts.

These texts differ in _____ (degree) but not in _____. (kind)

1. Where do you find yourself more involved? When reading literary or non-literary texts?
2. Which sorts of texts would you say are literary and which non-literary? Short story, novel, newspaper article, diary, receipt, instruction manual, advertisements

Working with the own texts of the students is an interesting _____ (alternation) because it helps them to represent themselves and make experiences by using the second language in _____ (negotiated) texts such as songs, postcards, letters

3. Do you like writing? Did you ever write a poem or a story?

As we all know there are millions of texts to choose from But for many years there have always been _____ (taught) the same books in class.

Although the teachers are not _____ (restricted) by curricula.

4. What do you think most of the teachers read with their pupils?
5. There are 5 top novels. Which could that be?
6. Did you either read none, one or more of them?
7. Can you find similarities concerning these 5 novels?
8. Which kind of stories are missing completely?
9. What was the book you enjoyed reading the most at school?

Since the 60's there is an increasing use of texts for young adults or _____ (adolescents). These books deal with _____ (issues) teenage readers are concerned with.

10. What could these issues be?
11. Do you rather read about things you experience yourself like problems of puberty or science- fiction books?

With the _____ (extension) of learning english in primary school, _____ (literary) texts have been used from the very beginning. To make it easier for the young learners texts with strong _____ (repetitive) elements or texts they know from their mother language are used . This _____ (facilitates) the understanding and supports the learning of language _____ (chunks).

12. What kinds of texts would you study with 6-10 year – olds?

The story-telling approach covers most of the language _____. (curriculum)

Interactive storytelling creates communicative situations for all _____ language functions.
(basic)

Teaching Literature and Other Texts

1. Introduction: The purpose of teaching literature

- foreign language teaching of literature has experienced an enormous rise during last 20 years
- several factors are the reason for this development
 - literary texts provide materials
 - interesting and motivating content
- oral and written activities for improving language skills are given
- intercultural learning is supported by contents about
 - ways of
 - value systems
 - differences between cultures and ethnic groups

CONCLUSION: it facilitates the formation of complex language learner identities

- the growing awareness of the importance of the readers role in teaching texts went hand in hand with the increased focus on learner-centered teaching
 - firm establishment of literature in EFL- classroom because of the task-based approach simplifies the interaction between and of all age groups
- This has been not always been the case.

Development in teaching literary texts:

From close reading to the resistant reader

- in the past author and text were the focus of attention and how literature was taught was defined by the Basis “triangle” of relationship between, and
- the historical development is characterized by a movement from integrating classical texts (e.g. Shakespeare) to an increasingly open approach in terms of text selection and reading
- when the grammar- translation method dominated the EFL- classroom this sort of text were considered as the “highest form of expression in the target language”
- in the late 20th century *Rosenblatt* focused on the relationship between reader and text
- two types of reading:
 - “.....” reading: “when the attention is primarily focused on selecting out and analytically abstracting the information and ideas”
 - “.....” approach to reading a text: that focuses on “the personal associations, feeling, and ideal being live through during the reading”
- this approach was only really taken up when the era of the “New Criticism” was over
- in this time it was dealt with texts from a purely linguistic point of reading.
- teaching literature was a matter of that considered the text only itself without contextual influences
- this changed with the advent of reception theory and reader- response- criticism
- the objective and rather closed view of literary reading converted into a subjective and more

open view which focuses on the relation between reader and text

- a reader deals with a text by making constantly, processing, and adjusting his point of view according to his/ her

- teacher- centered > learner- centered

- the variety of texts to make the reader understand the full potential of literary is increased (including literary texts for adult, young, comics, etc.)

- “creative tasks” opened the way for a clearly structured process- oriented approach to teaching literary on the basis of- ,- and-reading

- new tasks and products support the opportunity to relate the text on a personal level and reflect the general phases of reception:

1. “feel like reading”: the text interests the reader

2. “getting into the story”: a relationship is developed

3. “getting lost in the book”: they enter the world of the text distancing from real world but also reflect on what they are about

4. develop a ”sense of ending”: supported or related by the text

-supporting the reader’s experience means also a change of the teacher’s role.

- New role: a facilitator, providing rich learning through a wide selection of authentic texts and the design of learner- centered tasks.

- the potential of literature for intercultural learning became clear.

- teaching foreign language literature is ideal because it allows learners to experience other cultures and values systems.

- the dialogue between reader and text can be supported through and that facilitate negotiation between the culture represented in the text and the reader’s own culture

- relation to cultural studies: “Literary text depict, für example, what it means to be a child, a woman, or a member of a minority, and what it means to be in love or to experience death in the foreign culture. Such an understanding of literary texts opens a new perspective for the relationship between literary texts and cultural studies or Landeskunde.”

- to support the reader in understanding the text sometimes “background reading” is necessary

- prior knowledge must be activated, but also the opportunity to make new experiences and gain new knowledge must be given

- learners can acquire the skills to see things from different

- this also demands a critical reading, especially since learners are wanted to develop a critical intercultural as well

- the addition of other texts and the way texts relate to each other leads to the concept of intertextuality

- out of the intertextuality and the constant circulation of different meanings and discussions develop a cultural relevance

- this understanding of texts has led to a list of tasks that support the interactive plan with literary texts.

Introduction to Didactics

Presentation No. 7 of December 19th, 2005

Part 3 - Claudia Gerhard

Andreas Müller-Hartmann und Marita Schocker von Ditfurth:

„Introduction to English Language Teaching“ , Ernst Klett Verlag, Stuttgart 2004

Text (materials) and English learning/teaching

How to work with literary and other texts

1. - approach

- The text is seen as an object of
- Learners have to acquire various analytic techniques to interpret the text as an object of

.....

The text is in the centre of the attention.

This method usually does not support the

..... very

much, because it normally does not take the reader's personal feelings, emotions, views and

opinions into account.

2. - approach

- Different can be used in order to work with the text, e.g. role plays, prediction

- The text can be, e.g. it can be cut into pieces and then be

puzzled together again, it can be rewritten in a different genre

- Many different ways of interpreting the text are possible, e.g. in pairs, in groups

The reader is the centre of the attention.

This method helps the learners to work more individually with the text and to assume a greater

autonomy in voicing their views. With the help of learner-centred activities they can exchange their

opinions and at the same time practise their language skills.

In the following we will deal with the process-oriented approach and work with three different kind

of tasks: pre-reading tasks, while-reading tasks, and post-reading tasks.

Additionally our book concentrates on one particular kind of literary task design which is becoming

more and more important in developing

.....

..... by reading literary texts. Caspari (2001)

describes four

phases which generally correspond to the concept of pre-, while-, and post-reading tasks. He adds

one phase to the classical subdivision of the three tasks in order to avoid an abrupt break. Instead,

there should be created a seamless transition from one task to the other.

1. First phase: phase

In this phase the learner has to be to occupy with the text and to accept its

otherness (e.g.. different language, unusual structure, topics etc.).

The reader should become aware of the various possibilities and perspectives a text can offer.

Pre-reading tasks in this phase are designed :

- to make the reader about the literary text
- to build up expectations and awake the reader's interest

- to motivate the learner to read the text carefully

Examples:

- working with the title
- working with chapter-headings
- working with pictures on the title page
- working with possible character lists

2. Second phase: Transition from pre-reading phase to while-reading phase

This phase makes the readers aware of their own cultural background, their own views and expectations in relation to the world created by the text.

Tasks in this phase are designed:

- to enable the reader to develop a to the story
- to go deeper into the topic
- to progress from easy to more difficult tasks

Examples:

- listening to music that corresponds to the text
- looking at pictures that match with the text
- filling gaps that the text offers
- writing a reading journal in which all ideas, opinions, and questions are written down

3. Third phase:phase

In this phase the reader is required to with the views and opinions of the

characters in the text - this way a change of perspective can be facilitated. This means a close

reading and the of the text. Discussions in class should be initiated

which ensure that not only the teacher's but also the learners' views are brought out into the open.

In this phase the teacher can supply

.....

background knowledge in order to help the learners to change their perspectives and extent their views.

While-reading-tasks in this phase are designed:

- to help the readers to enter the world of the story and to on what they read
- to facilitate the reading process by means of close interpretation, discussion, changing perspectives, comparing/contrasting etc. This can be done with the help of :
- guiding questions
- charts that observe the development of the characters and plots
- entries that help to organize the discussion of longer texts

Examples:

- working with interpretation tasks that deal more in detail with the topic, e.g.
- the narrator's perspective
- the setting
- the narrating and acting time
- the plot
- the characters
- the stylistic and linguistic means

- writing a in which individual impressions, thoughts and questions are collected as a basis for discussion in class
- working with (text puzzles, gaps etc.) and this way allowing the readers to compare their solutions to those of the text
- working with role plays in order to defend one's own view or to speak from a different perspective

4. Fourth phase:phase

In this phase the learners need to their own views and perspectives to those of the characters by comparing views, by contradicting, by reading and speaking against the grain of the text, by accepting differences to their own views and opinions.

Post-reading tasks are designed:

- to improve the learners' communication skills (consolidation of language)
- to speak or write more freely and spontaneously about the text
- to give an
- to bring issues to an end and/or extend the content
- to co-ordinate perspectives

Examples:

- working with role plays
- doing round table discussions
- writing in different genres
- working playfully with linguistic or literary elements
- changing the action or the characters

8 (9.1.06) – Stefanie Diekmann, Mareike Tüllmann, Dennis Dörbaum

Introduction to English Didactics

Prof. Dr. Nehm

WS 05/06

09/01/06

Group 8

Part 1: Teaching cultural studies and intercultural learning (Stefanie Diekmann)

Part 2: Teaching Cultural Studies and Intercultural Learning (Mareike Tüllmann)

Part 3: Content and Language Integrated Learning – CLIL (Dennis Dörbaum)

Teaching cultural studies and intercultural learning

1. Introduction: The purpose of intercultural learning

- hardly any field of foreign language teaching and learning has such a comprehensive _____ as that of teaching culture during the last 15 years
- for developing _____ (short **ICC**) intercultural learning is necessary
- the teacher has to mediate between different cultures
- the traditional concept of *Landeskunde* does not ensure the development of ICC
- the teacher has to _____ the conflict that some of the American students are wrong in what they tell us although they are native speakers and supposedly cultural experts

2. Developments in teaching culture

- in the 1880s and 1890s there was the modern language reform movement, and realia and culture (in German: *Realienkunde*) were seen as part and parcel of _____.
- the war renewed the interest in cultural and _____ aspects
- cultural knowledge was a part of foreign language teaching (*Kulturkunde*), but in the 1920s culture was seen as “a people’s soul and character as expressed in their philosophy, arts and literature. Any cultural expression was to be reduced to certain national traits of character”
- after the Second World War developments in Great Britain and the United States laid the basis for a _____.
- in 1958 Raymond Williams developed a more comprehensive concept of culture: it includes the part of culture which deals with “the art and learning” and also incorporates all forms of popular culture like dress and youth language
- this leads to an interdisciplinary approach which includes for example social science, and linguistics
- while in 1960s the role of class was an important issue in _____, from the 1970s onwards, gender and ethnicity came to the fore since they had been invisible in earlier cultural studies analysis

- thus culture was no longer seen as a static concept, but as a _____ one which changes over time and which is looking at issues from multiple perspectives including a historical one

- in the 1970s and 80s researchers began to deal with pragmatic issues of misunderstanding American diplomats, Peace Corps activists, and businessmen encountered abroad

- understanding the partner in a communicative situation is a _____ which involves empathy, tolerance, cultural specific knowledge and appropriate learning strategies to establish common meaning through competent language use → aim: ICC of the intercultural speaker

3. Issues in cultural studies

- the aim of turning language students into intercultural speakers is often pursued in business communication through specific forms of training, one of them being the discussion of critical incidents

- on the other hand, language teaching has focused on work with literary and other texts. Since they represent different aspects of a culture they form the basis for the of meaning.

- intercultural learning goes beyond the written text, it also includes for example _____, oral texts that students have produced outside the classroom and written characteristics like e-mails or chats

- the students get the opportunity to deal with auto- and hetero-stereotypes and they are able to come to a _____ of the culture involved

- the teacher helped the students by setting sensible tasks (e.g. analysis of e-mail texts) to realize their intercultural differences and to develop a new point of view, which integrates the former position into a new critical cultural awareness.

4.1 Teaching Cultural Studies and Intercultural Learning

(Mareike Tüllmann; 09.01.2006)

How to work with cultural studies texts

_____ culture plays an important role in a concept of culture for learners (i.e. learners are influenced by texts like soap operas, MTV films, cartoons and comics).

Popular culture texts in English language classroom → _____ approach

We need a _____ approach! Teachers have to guide the learners' _____.

Example: Disney film _____ (1988) as a centrepiece of a teaching unit (*here: a unit on the image of _____ in 20th century America*)

The Film

Mix between film noir and _____.

Plot: Judge Doom wants to destroy toontown to make way for a new freeway and its economic opportunities.

→mirrors a development in American cities after World War II

The Question of Race

Focus on differences between the _____ (toons) and the human characters.

Term 'Toons': Recalls one of the most pervasive _____ in American history used for African-Americans –'coon', a derivative of the term 'goon.'

Characters: Roger Rabbit – stereotype of _____.

Tradition of minstrels → The toons in the film play the same harmless role (making people laugh).

Intertextuality and ICC

Different approaches:

- focus on _____ innovations
- compare different genres of film noir and cartoon
- concentrate on allusions made to other films in American film history
- *focus on* _____.

Creation of a _____ that facilitates different perspectives on the authentic film text and which allows learners to engage with the different levels of ICC (i.e. the affective level, the cognitive level, the skills level and critical cultural awareness).

Pre-viewing tasks

Create a field of awareness and curiosity as to the authentic film text

- make students aware of _____ that existed and still exist (e.g. Ward's poem *Don't be Fourteen (In Mississippi)* or song from the 1950s)
- make students emotionally aware of various _____ that are portrayed in the poem and establish links to racist terms in their surroundings (e.g. they have to match photos or pictures that show racist images with the different stanzas)
- compare and discuss different products in terms of how far these images still exist in today's society (e.g. advertisements)
- help students understand the pervasiveness of these _____ in American history (e.g. non-fictional text)

While-viewing tasks

1. Comparing Roger Rabbit's behaviour with the racist _____ in the poem and the song

- How is the cartoon protagonist Roger Rabbit portrayed in the film? Collect examples.
- Compare your findings with the characters portrayed in the poem and the song.

In terms of ICC, they will develop the skill of _____ and _____.

2. Focus on the night club scene (Roger Rabbit's wife, Jessica Rabbit, sings). She is a mixture of a cartoon and a human character and merges all white fears and desires.

- What role do human actors and cartoon characters play in this scene?
- What is Jessica's role?

Discussion on racial and sexual _____.

Post-viewing tasks

Comparing Judge Doom's plan to a non-fictional text on the construction of freeways

- Make a rough sketch of Hollywood and toontown as represented in the film.
- Go back to the film to find out how Judge Doom wants to change Hollywood and toontown and draw a new map that represents his plan.
- Compare this plan to the development that is described in the non-fictional text (e.g. *Changing neighbourhoods: Ethnic and Racial Succession in the Urban North and South*)

Critical Cultural Awareness

The text universe allows learners to see the imagery of race _____, also in their own culture, as well as their own engagement with popular culture products.

Content and Language Integrated Learning – CLIL (Chapter 4.5)

1) Introduction

CLIL:

- the teaching of different _____ (such as geography, biology or art) in a _____ in order to develop intercultural communicative _____ and promote multilingualism in the European framework
- encourages a _____ and task-based approach to language learning
- concept and the term itself grew out of the debate surrounding bilingual education

Forms of bilingualism:

1. *parallel bilingualism*: languages are used _____ (e.g. Luxemburg)
2. *territorial bilingualism*: in a country certain languages are used _____ (e.g. Canada or Belgium)
3. *functional bilingualism*: in countries which only have one official language, but which want the population to have some _____ of a foreign language (i.e. foreign language learning in Germany)

Bilingual education:

_____ of a second language (L2) into a monolingual or bilingual culture

Content-based language learning:

focus on the learning of the **foreign language** _____ content matter, whereas **CLIL** stresses the fact that content matter is taught in a foreign language and that competence in the **content matter** _____ **in the foreign language** are goals of the learning process

2) Developments and Forms of CLIL

The majority of programmes in Germany in the 1970s and 1980s were _____, but the situation began to change in the 1980s so that by today the majority of programmes in Germany are _____-ones. CLIL is also being established in primary schools.

Mostly CLIL starts in the year seven and lasts until year ten. Depending on the school, students can continue CLIL in the _____-level courses by taking a CLIL _____ which has to be continued until year 13 and then forms part of the _____.

Learners are prepared for CLIL by taking two _____ hours of English classes in years five and six before CLIL starts in the year seven, usually with geography. It is then followed by history and/or political science.

3) Purposes of CLIL

The purpose of CLIL is clearly to promote _____ and –culturalism in European context by finding new ways of teaching foreign languages.

CLIL tries to reach that goal by improving learners' _____ and flexibility in the target language under conditions imposed by the subject area.

Learners need to negotiate the different _____ of their own and the foreign culture that are represented in the materials and are thus learning to become _____ mediators.

4) Major principles of CLIL

In CLIL, language is used in an _____ way as the medium to solve subject- and thus task-based problems.

Texts, topics and materials are selected to establish a rich learning _____ in which learners can pursue questions that are relevant for them. The increased use of multimedia materials and the access learners have to the _____ increase the pool of materials.

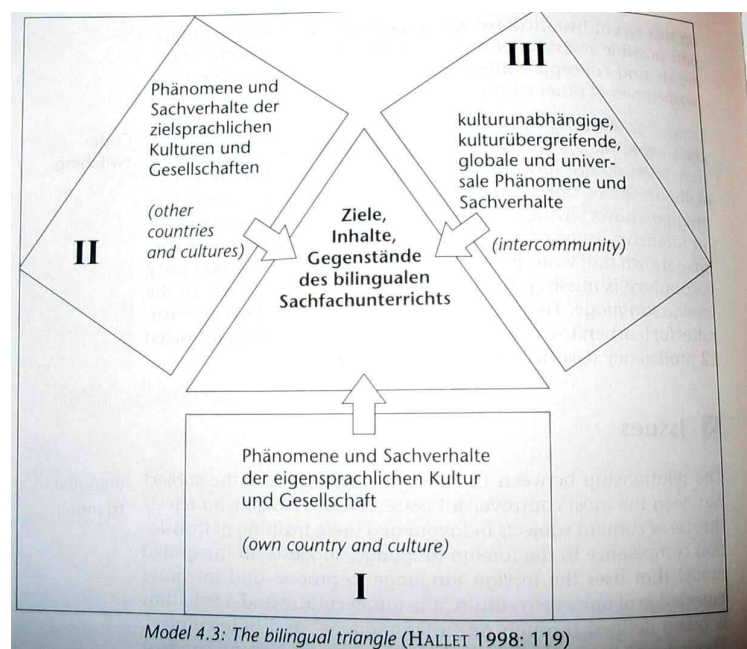
Language learning in CLIL in the beginning is characterized by _____, since learners want to get a message across but they often do not have the language knowledge. Thus receptive skills are more important at first and _____ of mistakes is another characteristic of early CLIL.

5) Issues

Bilingual triangle:

1. Phenomena and facts of the _____ country and culture
2. Phenomena and facts of _____ countries and cultures
3. _____ - and general, global and universal phenomena and facts

→ Goals, contents and subjects of bilingual _____ -



6) Features of good practice

- use of _____

- learners should be allowed to take advantage of a _____ period
- tasks should be designed that allow learners to _____ themselves in a non-verbal way
- to support more extensive _____, learners can prepare oral presentations individually in written form or orally with fellow learners

The first lessons should be _____ and _____ structured. Apart from providing spontaneous language support, the teacher could work with word lists, explain key words and use pre-reading strategies to help learners understand texts.

Intensive work with texts necessitates receptive and productive skills.

receptive skills:

1. grasping the _____ information
2. understanding the _____
3. checking, revising, and supplementing the information

productive skills:

- labelling diagrams or maps
- making collages and wall newspapers
- producing summaries of information
- explaining maps, diagrams or statistics
- preparing statements, reports or references
- newspaper articles
- etc.

9 (16.1.06) Verena Fakesch, Janina Fricke, Dominique Fellner

Gruppe 9 am 16.01.06: Verena Fakesch, Janina Fricke, Dominique Fellner

Chapter 4, Media in the English Language Classroom

Verena Fakesch

Introduction (1)

Media helps the **teacher** to create an **authentic** atmosphere.

personal media: teacher and learner

non-personal media: textbook, board or map

visual: photos, worksheets oder overhead projectors

auditory: audio- cassettes or CDs

audiovisual: films, videos, DVDs

By watching for example **TV** the kids can hear a native speaker, this is harder to **listen**

to as to a teacher.

The **computer** turns the classroom more learner- centered. The

pupils are able to chat with other kids all around the **world** or

they are able to surf in the **internet**.

In this **classroom** the role of the **teacher** is only the advisor.

Intro. to didactics, Prof. Nehm, WS 05/ 06

16.01.2006

Referentin: Janina Fricke

Historical development: from tutor to tool

- use of media in computer assisted language learning (CALL) has been determined by :
 - various approaches to language learning
 - technical development

- **drill and practicing programs:**
 - used in the 1950s and 1960s
 - computer as a mechanical tutor which provided repeated drills and direct right or wrong feedback without any further comment
 - programs copied structuralist approach to teaching
 - did not fully exploit the interactive potential of the computer
 - language labs were set up in the 1960s and 70s
 - interactive /communicative computer programs has been developed

- **communicative language teaching:**
 - the communicative approach is learner-centered
 - media should provide opportunities for using the foreign language as a means of communication
 - combination of various media in the teaching situation to support language learning
 - work with different text genres which generated a real-world situation that needed little simulation

- the development of the personal computer combined the different types of media
- in the late 1990s computers were set up in sufficient numbers in German schools through the program “Schulen ans Netz”
- computer programs are not yet truly interactive since they only provide an effective illusion of communicative interaction
- learners still act in a closed system which guides them in terms of interaction by what the designers of the program have chosen to provide

- **sociocultural language development:**

- development of the personal computer into a complex multimedia machine supported a sociocultural approach to language learning
- “reading and writing came to be viewed as processes embedded in particular sociocultural contexts”
- this “helped learners to become part of literate communities through extensive discussion of readings and the linking of reading and writing”
(KERN&WARSCHAUER 2000: 5-6)
- due to the development of a number of telecommunication technologies, the computer facilitated interaction and negotiation of meaning with other learners
- this new technology enabled learners to contact other language learners and to access authentic material world wide
- it offered the possibility to:
 - exchange information about each others lives, with other learners
 - discuss similarities and differences of the cultures the learners belong to
- ▶ to negotiate sociocultural meaning

- **network-based language teaching (NBLT):**

- in NBLT environments learners work together with others on topic-based projects:
 - can do internet researches on the topic

- can be done as an e-mail project
- the learners can ask specialists via e-mail about the topic

Intro. to didactics, Prof. Nehm, WS 05/ 06

16.01.2006

Referentin: Janina Fricke

Historical development: from tutor to tool

- use of media in _____ (CALL) has been determined by :
 - various approaches to language learning
 - _____development
- **drill and practicing programs:**
 - used in the 1950s and 1960s
 - computer as a _____ which provided repeated drills and direct right or wrong _____ without any further comment
 - programs copied the structuralist approach to teaching
 - did not fully exploit the _____ potential of the computer
 - language labs were set up in the 1960s and 70s
- **communicative language teaching:**
 - The communicative approach is _____.
 - media should provide opportunities for using the foreign language as a means of communication
 - combination of various types of media in the teaching situation to support language learning
 - work with different text genres which generated a _____ that needed little simulation

- the development of the personal computer combined the different types of media
- in the late 1990s computers were set up in sufficient numbers in German schools through the program “Schulen ans Netz”
- computer programs are not yet truly _____ since they only provide an effective illusion of communicative interaction
- learners still act in a closed system which guides them in terms of interaction by what the designers of the program have chosen to provide

- **sociocultural language development:**

- development of the personal computer into a complex multimedia machine supported a sociocultural approach to language learning
- “reading and writing came to be viewed as processes embedded in particular _____”
- this “helped learners to become part of literate communities through extensive discussion of readings and the linking of reading and writing”
(KERN&WARSCHAUER 2000: 5-6)
- due to the development of a number of telecommunication technologies, the computer facilitated _____ and _____ with other learners
- this new technology enabled learners to contact other language learners and to access _____ material world wide
- it offered the possibility to:
 - exchange information about each others lives, with other learners
 - discuss similarities and differences of the cultures the learners belong to
- ▶ to negotiate sociocultural meaning

- _____ **(NBLT):**

- in NBLT environments learners work together with others on topic-based projects:

- can do internet researches on the topic
- can be done as an e-mail project
- the learners can ask specialists via e-mail about the topic

Principles of network-based language learning environments (3)

There are three different **types** of communication:

Asynchronous: e-mail or forums

Synchronous: chat or videoconference

Many- to- many **communication**: e-mails lists or chatrooms

The **learners** can communicate round the clock and also **outside**

the classroom, so they learn even in other **environments**.

By **chatting**, the kids can use their oral and written **competences**.

The teacher keeps in the back, but answers **questions**.

Internet is a good media type, because there are authentic **texts** and **material** for every age.

On every **page** there are different links, where the pupils can **learn** a lot about the **culture** of a country or some more **information** and **details**.

A **textbook** is often out of date and not really authentic. On a **computer** the learners can also work in pairs or groups. A **problem** could be that the groups have got **different** learn - speeds or that computer can **crash** or the kids cannot find material in the **internet**.

When the **kids** works with language learning **software** they have got their own learning process. But the teacher has to design this **complex learning process** with material, atmosphere and the

right questions, so that the kids are able to work alone in their own speed.

Introduction to English Didactics
Group 9
Referee: Dominique Fellner

16.01.06

Integrating media into the English language classroom

Media can be used in many different ways in the foreign language classroom.

- specific forms of integration, such as tasks that have a specific language focus, e.g.:
 - the watching of films
 - the presentation of group work results
 - the communication with other learners

┌ can be combined in more complex projects

Watching films

- offers approaches, e.g.:
 - the manipulation of sound and image by turning off the sound and having learners find a text for the sequence being presented
 - by freezing important scenes to have learners speculate on characters' actions and the continuation of the story-line
 - to study non-verbal communication

┌ allow a detailed study and a comparison of crosscultural differences and similarities

Analysing and practicing

- language learners may analyse:
 - texts on the WWW
 - texts they receive from other learners, e.g. e-mail texts
- ⇒ analysing the texts according to the language functions and compare them to their own language use

┌ concordance software allows learners to analyse not only the different styles of e-mails written by themselves and their native project partners, but also intercultural differences and similarities can be detected.

Presenting results

blackboard:

- quick presentation
- structuring of important aspects of instruction and results
- can be put to flexible use by writing or drawing on it
- can be combined with other media

transparencies:

- can be prepared beforehand
- allow a wider range of representations

┌ both media facilitate learner-centred teaching

┌ intensifying interaction among students

power point presentation:

- a modern option
- to represent results of a larger classroom project
- demanding a certain degree of computer literacy

- demanding the ability to combine oral presentation and visual support so that neither redundancy nor information overload result

posters:

- cannot be changed
- remain in place over a larger period of time, e.g. grammar posters
- support language production in the classroom

Conclusion: Current trends and developments

The new media and English

- electronic literacies are important in many languages
- approximate 85 per cent of the electronically-stored information in the world is in the English language
- on-line communication has been increasingly used to teach foreign languages
- is likely to affect the development of TESOL (Teaching English to Speakers of Other Languages)

Digital divide

- in terms of computer access between technology-rich and technology-poor countries
- same problem exists within many countries between poor and rich people
- schools are often the only places that provide online access for students

Qualification of teachers

- teachers' resistance to the new media (computer), often due to institutional and curricular hindrances
- a pressing need is the qualification of teachers in pre- and in-service teacher training in combination with school development
- the need for a pedagogy of network-based language training remains an important issue
- the need for more qualitative research to find out how electronic media are actually integrated into the foreign language classroom

Introduction to English Didactics
 Group 9
 Referee: Dominique Fellner

16.01.06

Integrating media into the English language classroom

Media can be used in many different ways in the foreign language classroom.

- specific forms of integration, such as tasks that have a specific language focus, e.g.:
 - the watching of films
 - the presentation of _____
 - the _____ with other learners

┌ can be combined in more _____

Watching films

- offers approaches, e.g.:
 - the _____ of sound and image by turning off the sound and having learners find a text for the sequence being presented
 - by _____ important scenes to have learners speculate on characters' actions and the continuation of the story-line
 - to study _____

┌ allow a detailed study and a comparison of crosscultural differences and similarities

Analysing and practicing

- language learners may analyse:
 - texts on the WWW
 - texts they receive from other learners, e.g. e-mail texts
- ⇒ analysing the texts according to the _____ and compare them to their own _____

┌ concordance software allows learners to analyse not only the different styles of e-mails written by themselves and their native project partners, but also _____ and _____ can be detected.

Presenting results

blackboard:

- quick presentation

transparencies:

- can be prepared beforehand

- _____ of important aspects of instruction and results
- allow a wider range of representations
- can be put to _____ by writing or drawing on it
- can be _____ with other media

┌ both media facilitate _____
┌ intensifying _____ among students

power point presentation:

- a modern option
- to represent results of a larger classroom project
- demanding a certain _____ of computer literacy
- demanding the ability to combine _____ and _____ so that neither redundancy nor information _____ result

posters:

- cannot be changed
- remain in place over a larger _____, e.g. grammar posters
- support _____ in the classroom

Conclusion: Current trends and developments

The new media and English

- electronic literacies are important in many languages

- approximate 85 per cent of the electronically-stored information in the world is in the English language
- on-line communication has been _____ used to teach foreign languages
- is likely to affect the _____ of TESOL (Teaching English to Speakers of Others Languages)

Digital divide

- in terms of computer access between _____ and _____ countries
- same problem exists within many countries between poor and rich people
- schools are often the only places that provide online access for students

Qualification of teachers

- teachers' _____ to the new media (computer), often due to institutional and curricular hindrances
- a pressing need is the qualification of teachers in _____ and _____ _____ in combination with school development
- the need for a pedagogy of network-based language training remains an important issue
- the need for more qualitative _____ to find out how electronic media are actually integrated into the foreign language classroom

Annika Schirrow

How to plan a lesson

1. What is a lesson plan?
2. Why is planning important?
3. Do you need to plan if you have a course book?
4. What should go into an English language lesson?

1) What is a lesson plan?

- _____ for a lesson
- start, finish and how to get there

- sets out what the teacher hopes to _____
- how he or she hopes to achieve _____
- usually in _____ form
- _____ when the teacher is inexperienced

2) Why is planning important?

- teacher needs to know what the students should learn
- see possible _____ and solve them
- gives teacher _____
- planning is _____

3) Do you need to plan if you have a course book?

- Yes,
because _____

- No,
because _____

4) What should go into an English language lesson?

3 Elements

- _____: getting the students _____
- Study: focus on any _____ of the language (grammar, vocabulary, pronunciation)
- _____: produce the language within _____

Lesson Goals

- most usefully stated in terms of what _____ will have done or accomplished
- allows both - teacher and learners - to know when the _____ have been reached

- identify a topic for your lesson (*no goal !*)
- determined largely by your curriculum and textbook
- _____ in choice of topic → consider pupils' interests and the availability of authentic materials at the appropriate level
- identify specific linguistic content, such as vocabulary and points of grammar or language use, to be introduced or reviewed

- usually prescribed by the _____ or course curriculum

- identify specific communication tasks to be completed by students
- the focus of the tasks should be topical, not grammatical

- it may be possible for some students to complete the task without using either the _____ or the strategy presented in the first part of the lesson

First of all you should think about a _____ :

Will you focus on...

- reading?
- writing?
- listening?
- speaking / pronunciation?
- a combination of these?

In what _____ ?

- begin with some kind of warm-up activity (_____ minutes)
- practice material the learners already know
- game-like atmosphere
- more effective than simply _____ the last lesson
- focus on one or two themes
- include pair or group work, silent reading / writing, games, or conversational discussion
- incorporate something outside of the textbook
- reviewing what was covered as well as what the learners already know

Factors for organizing a lesson

- at first you should not try to win the _____ of the pupils by using too much material, because with too much material you ignore the consolidation of the presentation

- you have to take many measures to guarantee the best _____ of the pupils:
 1. the way how you start the lesson is very decisive for the development of the lesson

 - you should begin the lesson with an exercise, so that all the pupils feel bound _____ to the lesson.

 2. the teacher should not mention the _____, because it may act as a deterrent to the pupils; the intention also may be meaningless

 3. the teacher should illustrate as often as possible, because with illustrations the teacher can often renounce on _____.
→ as a result, the lesson becomes more vivid and varied

Wolfgang Klafki: One of the most important educationists alive

Wolfgang Klafki layed down five _____:

1. Where is the _____ in what I want to teach?
2. What significance has the topic for the pupil's _____?
3. Can the pupils use the teached in their _____?
4. What is the _____ of the content?
5. Which example can I use in order to clarify the structure?

→ The teacher should not only give a lecture on the content but also try to get to the bottom of it.

Things that have to be kept at the back of one's mind:

- It is wrong to think that a lesson can be completely planned
- _____ may always occur

Exercise: Write down five of the most common unforeseeable events that may occur in a lesson.

- 1.
- 2.
- 3.
- 4.
- 5.

Attending one's behaviour

- many impulses at the same time
- have a conversation with only one pupil without including the class (one-on-one interviews)
- write unrecognizable words on blackboard
- talk towards the blackboard
- write too much learning matter on the blackboard
- _____ on blackboard does not fit
- not enough time to copy things from the blackboard
- checking of _____ is too superficial
- ex-cathedra teaching prevails
- no time and space for spontaneous announcements
- different activities at the same time (teacher _____ pupils!)
- work with pupils who push themselves forward
- disregard of the unequal speed of working
- no time for _____
- teacher cannot wait
- insufficient time for working exhaustive
- undercharge pupils / ask too much of them (_____)
- difficulties in being disciplined
- shouts at one special pupil too often
- teacher cannot await
- teacher tries to peak the class
- no use of facial expression, gestures
- overlooks pupils in the first and in the last row of the _____

Interviewing a teacher of a “secondary modern school”

1. How exactly do you plan a lesson? Do you improvise?
 - Before starting the lesson you should have the aim _____ approximately in mind
 - You should not _____ a lesson.
(Only if you have to stand in for a colleague who is ill which is not known until the morning)

2. Do you abide by the curriculum?
 - You actually abide by the curriculum, because the _____ goes into it
 - Possible exceptions:
 - a story for Christmas
 - a special _____ in class (e.g. an argument)
 - an upcoming school trip

3. Are there any differences in the way you plan a lesson for a fifth grade and for a tenth grade?
 - In fifth grade:
 - You antecede in smaller steps.
 - As an _____ you use an easy vocabulary.
 - You use a lot of illustrative material.

- You should often _____ your techniques.

- In tenth grade:

- You do not have to change the techniques as often as in a tenth grade.
- You can use “normal” _____.

4. How much time does it take to plan a lesson?

- You need 10 minutes to one hour to plan one lesson.
- It _____ how well you know the textbook of the class and how often you have taught this type of class.
- It also depends on if you have all the material or if you have _____ material in other books.

5. Do you arrange a timetable to see which section of the lesson takes how long?

- You should arrange a timetable, because then you have a better _____ over the lesson.

Interview with a primary school teacher

1. How do you exactly plan a lesson?

→I create a _____ list in noteform. That is the basis of preparing a lesson. Furthermore you have to know that _____ is very important. That means that more intelligent pupils get more challenging material than the less clever ones. A pupil gets a _____ in the beginning of the week, which contains the topics that have to be dealt with. So different lesson aims are given for every day of the week.

2. Do you abide by the curriculum?

→It is inescapable to deviate somewhat from the _____ nevertheless it is important to meet the given conditions. There are many factors which distract you from sticking completely to the curriculum like for example questions the pupils pose. Even questions that do not correspond with the curriculum have to be answered, you can't just ignore them. It is also recommendable that _____ are discussed from time to time.

3. Are there any differences in the way you plan a lesson for a first grade and for a fourth grade?

→Of course there are differences. First grade pupils have to learn all the different like working in groups or quietly for themselves. In addition to that, you have to keep in mind that they are situated in a _____ between kindergarten and school. Especially in that period it is very important to motivate them. They must develop the will to learn. Another thing is that very young pupils are not able to concentrate the whole time so you have to switch very often between the different techniques or methods of learning.

4. How much time does it take to plan a lesson?

→There are differences between the different subjects. _____ - based lessons need a lot more preparation than for example maths. The reason for that is that in maths the pupils work most of the time on their own and there is only one solution to an exercise. In general you start by creating a "to – do" list for a whole _____ which takes a lot of time. The advantage of that is that the preparation time for every single lesson is shortened a lot.

5. Do you arrange a timetable to see which section of the lesson takes how long?

→I do not really use a _____ because that puts you under pressure during the lesson. Topics that could not be finished in the lesson are picked up again in the next.

11 (30.1.06) – Vitali Penner, Anna Arasziewicz,

4.4 Acknowledging, Promoting and Assessing Achievement

4.4.1 The context

Different views on testing

Language learning occurs in because what is assessed and how it is assessed depends on

- the administrative requirements of the school as an institution
- of teachers preparing their pupils for a final exam
- culturally defined towards testing

The in assessment:

- central role
- determines the relationships in their classrooms
 - ⇒ aims: * a relaxed language learning
 - * a positive attitude to testing

4.4.2 General purposes of testing

a) aims of assessment

-: teachers use information on the attainment standards achieved by individual students which are specified in a curriculum (screening and placing students)
- monitoring of student progress in relation to learning goals specified e.g. a curriculum
- support learning: teachers develop an in the learner of what is being learned e.g. individual student portfolios, providing feedback in student – teacher conferences

b) point in time of assessment

- at the end of a teaching sequence, e.g. at the end of a : “sums up what a student has learned during that course (‘summative’ assessment)
- while doing the coursework: the aim is to get an ongoing feedback from the students on their development and progress (‘formative’ assessment), that means: Has your teaching a forming influence on learning?. If the results are not satisfactory, teachers may decide to give extra practice.

Developments in Language-Related Purpose of Assessing Modern Languages

1. The Common European Framework of Reference for Languages

- “Common European Framework of Reference for Languages: Learning, teaching, assessment” published by the Council of Europe in 2001
- bound to affect language _____ purposes and practices in Europe
- aims to provide a common _____ and to set common standards for the different assessment practices in Europe
- reason: to enable comparisons between the _____
- standards for all _____ languages
- six levels of language proficiency (A1 to C2)
- appropriate _____ for each of these levels (e.g.: asking for clarification, information exchange, reading for information etc...)
- can be used as a _____ for educational policy decisions
- and as a _____ for language teachers

2. Developments in Applied Linguistics

- many changes in the way language and language _____ are seen (e.g.: structural, social/functional, critical ...)
- → development of _____ test formats that take account of the complexity of language and language learning instead of testing discrete aspects of language

3. Developments in the Field of Educational Measurement

3.1 _____ Point Testing

- used in the 1960s
- _____ focuses on discrete aspects of language that have been taught
- each test measures only one _____ element, either one of the four skills (listening, speaking, reading, writing) or one of the subskills (pronunciation, vocabulary, grammar)
- based on the assumption that the sum of discrete, isolated elements gives feedback on _____

3.2 Skill-Based Testing

- used in the 1970s
- _____
- open-ended
- one or more levels of language (phonology, morphology, lexicon, syntax or discourse) and/or one or more language skills (listening, speaking, reading, writing)
- variety of _____ (e.g.: dictation, gap-texts, guided interviews...)

3.3 Communicative Testing

- 1980s
- task-based and _____ test formats
- shift from testing language knowledge to testing language _____
- focus on communicative, integrative _____ tasks

- criterion-referenced approach to testing: comparing a learner's _____ to a set of commonly accepted criteria
- two procedures to establish such criteria:
 1. description of the response that is expected from a task (_____), compare the learner's performance with it
 2. developing a scale with various descriptors, place the learners on the scale according to their performance

3.4 Complex-Competence Testing

- language learning seen as a _____ competence
- assessment of _____ related skills is involved
- in a classroom language competence develops as a result of social processes
- skills and techniques like using a _____ or illustrating posters for a talk are important and have to be considered
- list of these skills and _____ is endless and still has to be developed

4.4 part 4: Features of „good“ assessment practice

Validity and Reliability

- validity and _____ are important features of test quality
- validity questions if a test _____ assesses what it wanted to assess
- reliability considers if a test leads to consistent results

Problem: Validity and reliability can conflict with each other, because the most _____, (pencil and paper tests, which each focuses only on a single aspect of a skill and give numerical marks) disagree with the most valid assessments (which try to collect a lot of information about performance on several aspects of a skill).

So when validity increases, reliability decreases. (see CAMERON 2001: 225)

→ balance is _____ .

Objectivity

- there is no such thing that can be called objectivity when it comes to testing language skills
- performance has to be defined by the teachers so that their understanding of performance becomes more and more the same
- it has to be highlighted that _____ always is subjective to correct the view of many parents and students that the markings are objective

Feasibility

A few things making assessments even more complicated:

- time pressure
 - only a limited sample of performance is visible
 - definite limits to the type and number of categories for criteria
- selection is necessary and _____.

So teachers working in the same contexts should _____ about the criteria for an appropriate assessment.

4.4 part 5: Conclusion: trends and developments

Learner involvement

- teachers need to become more _____ in their learners' language development to adjust their teaching appropriate

Focus on testing language in use

- interaction and _____ skills have to attract more interest in choosing tasks for assessment
- assessments should be more about the cultural and _____ / _____ aspect of language use, than language use itself

Self- and peer assessment

- self- and peer assessment have to be _____ by the teacher
- possible for example by using portfolios

Tools for testing complex competences

- tools to assess _____, social competences and competences in related methods and _____ - _____ skills (competences you develop through autonomous and co-operative learning) have to be developed by the teachers

Testing ICC

- to assess _____ communicative competences (ICC), criteria have to be created which can be understood and used by learners to _____ their own process