Dietmar Rösler (Gießen)

Content and form. Friends, not foes.

Symposium Cultuur in de mvt-les:
Uitdagend mvt-onderwijs door cultuur
Nijmegen, October 7th, 2016

Content-based language teaching is

- one of ten principles guiding foreign language teaching today; it is characterized as
- „bedeutungsvoller (aus Lernersicht authentischer) Input, Inhaltsverarbeitung vor Form-Fokussierung" (ibd., 943).
- „meaningful (from the point of view of the learner authentic) input, content processing before focussing on form"

- Funk, Hermann (2010): Methodische Konzepte für den Deutsch als Fremdsprache-Unterricht. In: Krumm, Hans-Jürgen u.a. (Hrsg.): Deutsch als Fremd- und Zweitsprache. Ein internationales Handbuch. - Berlin/New York: de Gruyter, S. 943

Content-based language teaching is a

- „bewährtes fremdsprachendidaktisches Prinzip. Es geht darum, verstärkt die persönlichen Erfahrungen (Erfahrungsorientierung) und Interessen der Jugendlichen zu berücksichtigen [...] I. kann durch die Auswahl motivierender und relevanter Inhalte umgesetzt werden".
- "proven foreign language didactic principle. The idea is to take greater account of the personal experience (experience orientation) and interests of young people [...] I. can be implemented by selecting motivating and relevant content."

- Nieweler, Andreas (2010): Inhaltsorientierung. In: Surkamp, Carola (Hrsg.): Metzler Lexikon Fremdsprachendidaktik. Ansätze - Methoden - Grundbegriffe. - Stuttgart: Metzler, 114

TABLE 2.1
The Three Stages of CALL

Stage	1970s–1980s: Structural CALL	1980s–1990s: Communicative CALL	21st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English teaching paradigm	Grammar translation and audio-lingual	Communicate language teaching	Content based, English for Specific Purposes/English for Academic Purposes

Warschauer, Mark (2004): Technological Change and the Future of CALL. In: Fotos, Sandra/ M. Browne, Charles (Eds): New Perspectives on CALL for Second Language Classrooms, New Jersey London: Lawrence Erlbaum, p.22

Stage:	70s-80s:	80s-90s:	21st Century:
Technology	Mainframe	PCs	Multimedia and Internet
English teaching paradigm	Grammar translation /audio lingual	Communicative language teaching	Content-based, ESP, EAP
View of language	Structural	Cognitive	Sociocognitive
Principal use of computers	Drill & practice	Communicative exercises	Authentic discourse
Principal objective	Accuracy	Fluency	(Accuray plus Fluency plus) Agency

Abbildung 1: The three stages of CALL (aus: Warschauer 2004: 22, reduziert)

Möllering, Martina/ Ritter, Markus (2008): „To niche or not to niche" oder: zum Stellenwert digitaler Medien im fremdsprachlichen Klassenzimmer. In: Müller-Hartmann, Andreas/Schocker v. Ditfurth, Marita (Hrsg.): Aufgabenorientiertes Lernen und Lehren mit Medien. Frankfurt: Peter Lang, S.88

The communicative approach from its best side

- content based, fosters learners' creativity and integrates focus on form, project work, concentration on every day life, authenticity, role play, simulations, cooperative learning, games …,
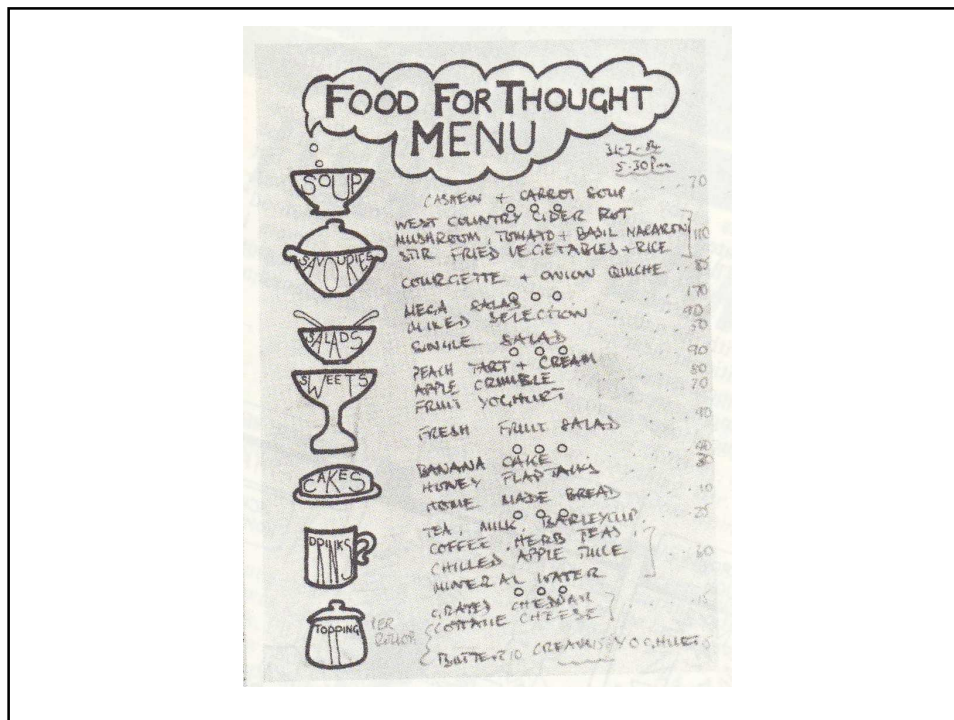
What tasks have to accomplish

- Five criteria that must be met if tasks are to support learning: "they motivate learners to get involved (1), they are complex (2), they support the learning process by an integrated focus on form (3), they provide individual and co-operative problem-solving in interactive scenarios (4), and they sequence the task process and balance task demand and task support (5)"

- Müller-Hartmann, Andreas / Schocker-von Ditfurth, Marita (2013): Task-based teaching and assessment. In: Byram, Michael (Ed.): Routledge encyclopedia of language teaching and learning. London: Routledge, 688
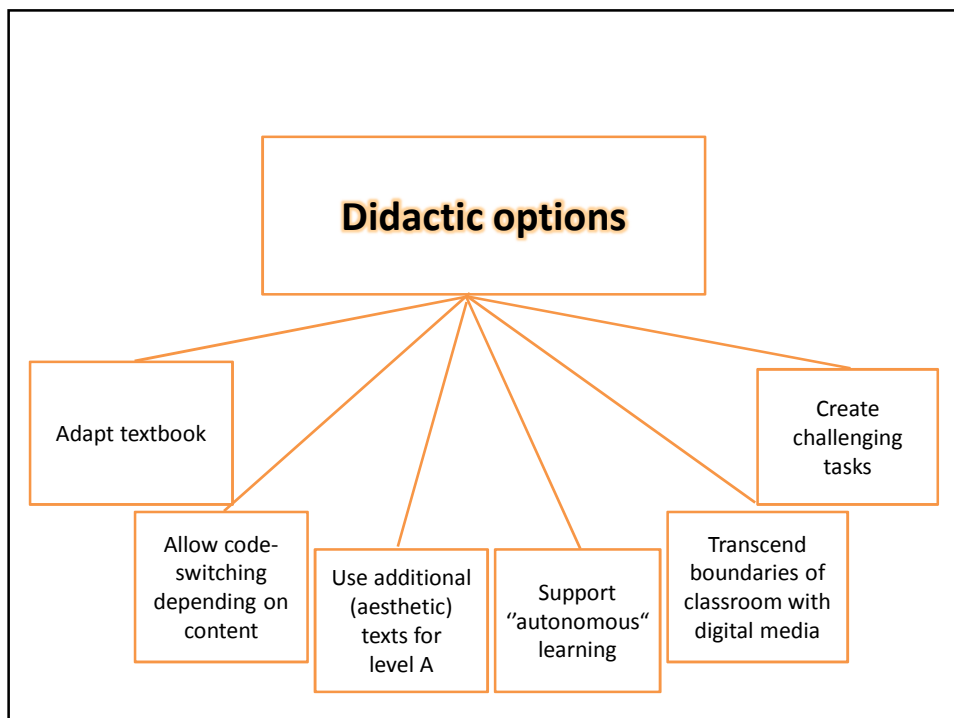
Focus on form at the end of the task cycle

- "At the end of the task cycle there is a focus on form. This is different from a focus on language. Focus on form occurs when a teacher isolates particular forms for study and begins to work on those forms outside the context of a communicative activity".
- WILLIS, Dave / WILLIS, Jane (2007): *Doing Task-Based Teaching*. Oxford: Oxford University Press, 114.
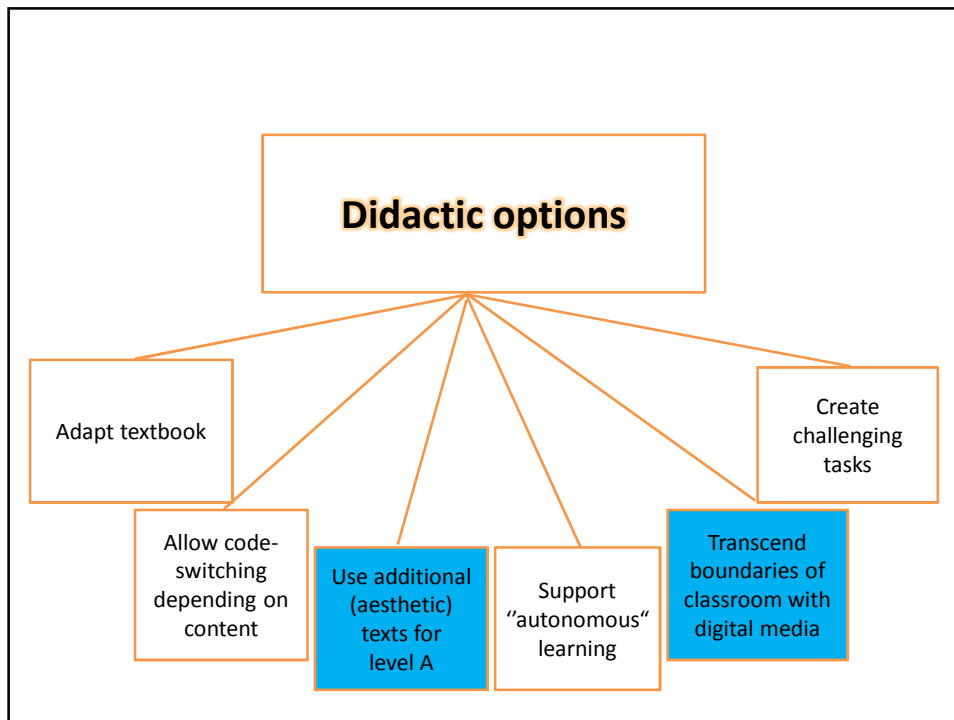
Linguistic desaster area A

- Level A (1,2): great difference between expression in the target language and in the mother tongue(s) and possibly also in other learned languages.
- Learners can engage with complicated matters and talk about them.
- But not in the new foreign language!
- Leads to intellectual underchallenging over a longer period of time.

Didactic options

- Honesty: acknowledge the problem and address the issue of ‚stockpiling' knowledge.
- To what extent is focus on form possible as 'compensation' for underchallenging content?
- 'Going to the limit' - working with controlled overstretching?

Didactic options

- Adapt textbook
- Allow code-switching depending on content
- Use additional (aesthetic) texts for level A
- Support "autonomous" learning
- Transcend boundaries of classroom with digital media
- Create challenging tasks

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Autonomous learning

- Learners will not develop their capacity for autonomous learning within formal contexts by simply being told that they are independent: they must be helped to achieve autonomy.

- Little, David: Learner autonomy: A theoretical construct and its practical application. In: Die Neueren Sprachen 93, 5, 1994, 435
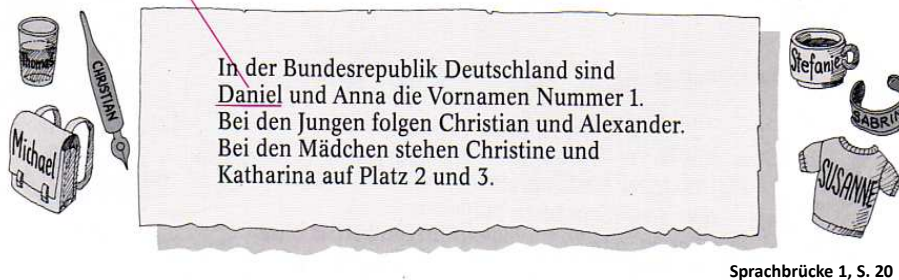
Support autonomous learning

- Strengthening of cognitive and metacognitive strategies.

- Encourage learners to go beyond the classroom as soon as possible.

Vornamen in Deutschland

Lesen Sie bitte! Ergänzen Sie bitte die Tabelle!

Vornamen für Jungen	Vornamen für Mädchen
1. Daniel	1.
2.	2.
3.	3.

In der Bundesrepublik Deutschland sind Daniel und Anna die Vornamen Nummer 1. Bei den Jungen folgen Christian und Alexander. Bei den Mädchen stehen Christine und Katharina auf Platz 2 und 3.

Sprachbrücke 1, S. 20

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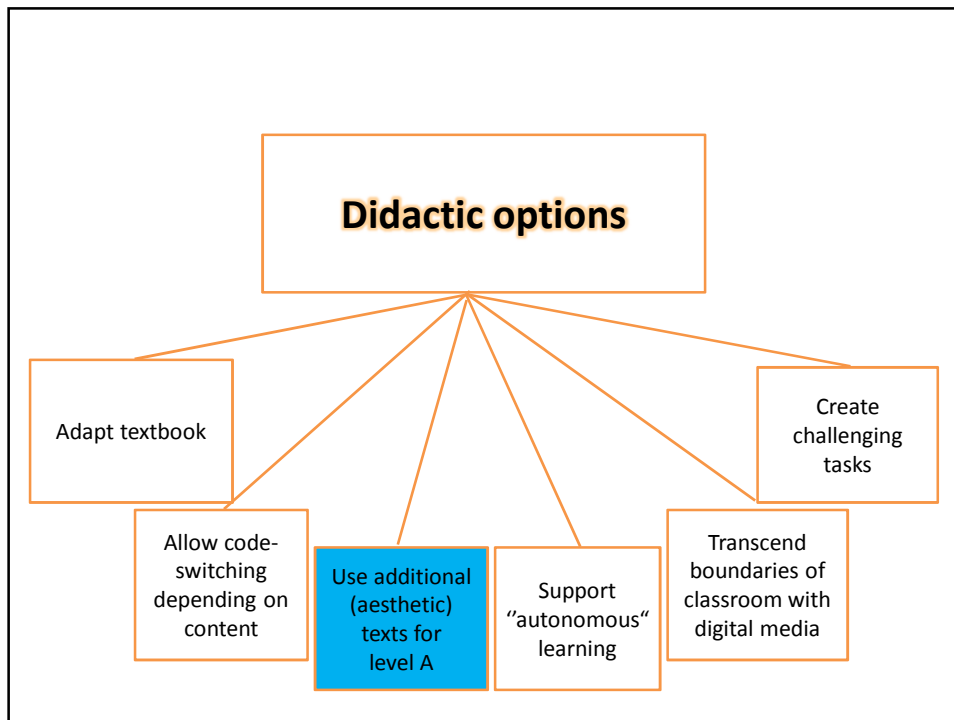
17 SCHREIBTRAINING

7 Kreatives Schreiben: Gedichte mit 11 Wörtern

a Lesen Sie die „Elfchen"-Gedichte und die Anleitung.

Laufen
am Mittwoch
im Park
nie ohne meine Freundin
fit sein

Putzen
am Samstag
die Wohnung
immer mit dem iPod®
wie langweilig!

Fernsehen
am Sonntag
bei Silvia
immer mit den Nachbarn
so gemütlich!

1. Zeile: Was? Nennen Sie die Aktivität. (1 Wort)
2. Zeile: Wann? Nennen Sie den Zeitpunkt. (2 Wörter)
3. Zeile: Wo oder was? Nennen Sie den Ort oder den Gegenstand. (2 Wörter)
4. Zeile: Wie machen Sie das? Schreiben Sie mit oder ohne. (4 Wörter)
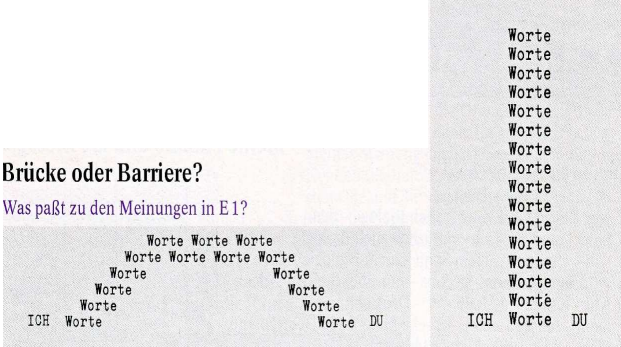5. Zeile: Schreiben Sie zwei Wörter zum Abschluss. (2 Wörter)

b Schreiben Sie nun selbst ein Gedicht wie in **a** und lesen Sie es dann vor.

Evans, S., Pude, A., Specht, F., Menschen A1.2 Kursbuch- Deutsch als Fremdsprache (2012, S.32): Hueber: Ismaning

Brücke oder Barriere?
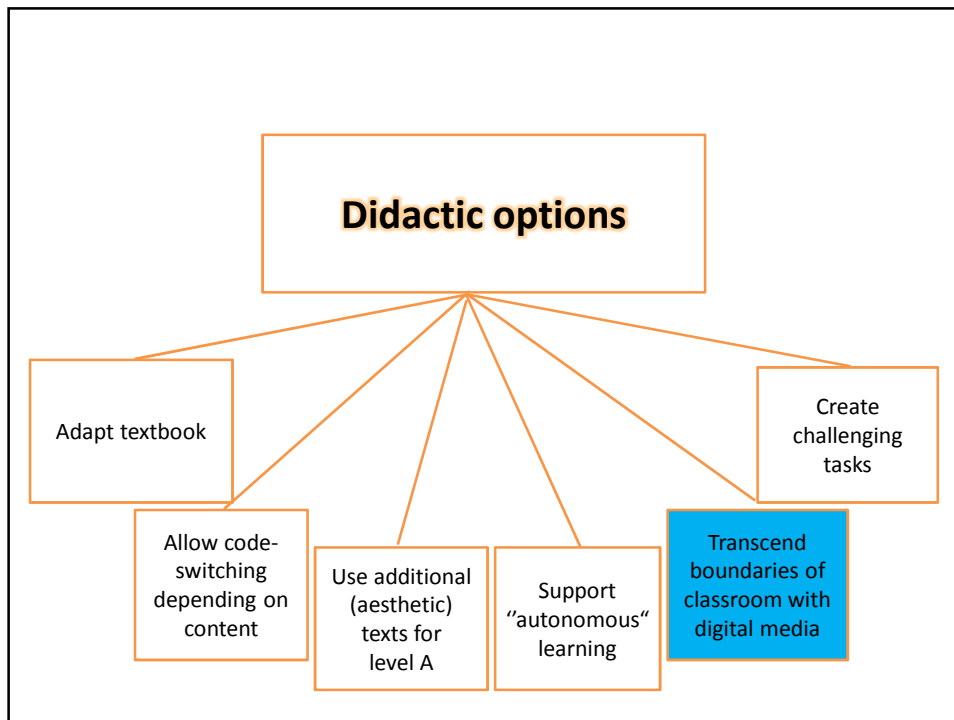
Was paßt zu den Meinungen in E1?

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                                          Worte
                                          Worte
                                          Worte
                                          Worte
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          Worte Worte Worte               Worte
        Worte Worte Worte Worte           Worte
          Worte           Worte           Worte
          Worte           Worte           Worte
          Worte           Worte           Worte
  ICH Worte               Worte DU    ICH Worte  DU
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Mebus, Gudula et al. (1987): Sprachbrücke 1. Deutsch als Fremdsprache. Stuttgart: Klett.

Creative Writing on level A?

- Title: *Das Land der Ecken* (Irene Ulitzka und Gerhard Gepp. Wien: Picus 1993)

- Picturebook in which a 'square' boy, who lives in a country in which everything is consistently square shaped, finds a round ball, shows it to the authorities, who then destroy it. In the end he sees a balloon in the sky, follows it and makes friends with a 'round' boy.
- The text is unexpected.
- Mini-projekt: remove text, learners write their own text

Didactic options

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- Increased opportunities for learners to communicate in environments they find thematically interesting.

- More material but less quality control. Increased danger of encountering the ‚wrong' type of material.

- Consequence: 'Autonomous' learners need more language, language learning and media awareness .

URL: https://www.facebook.com/beakretschmar/?fref=ts

Continuation of textbooks in social media

- 'Afterlife' of textbook characters.
- Only useful if continuously maintained.
- If successful: Focus point for learners who are at the same linguistic level and deal with the same topics.

START   LERNEN   FORUM   FREUNDE (1)   NACHRICHTEN   PROFIL   dietmargiessen

Start » Forum » Grammatik

ALLE BEITRÄGE   MEINE BEITRÄGE

Beitrag: Nominative, Akkusativ, Genitive, Dativ. Was ist das alles?   Zum letzten Kommentar

04.01.2016, 12:31 Uhr   ⚠ Gefällt mir 🖒 0

Nominative, Akkusativ, Genitive, Dativ. Was ist das alles?

Ich habe keinen plan oder idea was das alles soll. Und wenn ichs eintippe in Google werde ich auch nicht schlauer, die erklärungen sind alle so kompliziert.

Kann es jemmand hier erklären?

FirstName
Sucht Lernpartner

[Kommentar schreiben]   [Zitieren]

14 Kommentare

04.01.2016, 13:05 Uhr   ⚠ Gefällt mir 🖒 2

Es gibt 4 Formen für Nomen und Pronomen: Nominative, Dativ, Akkusativ und Genitiv.

Ich denke das dieser Link will verhelfen; es gibt erklaerung and Beispielsaetze:

http://www.deutschakademie.de/online-deutschkurs/dativ-akkusativ-erklaerung

sirius
Sucht Lernpartner

[Zitieren]

04.01.2016, 14:30 Uhr   ⚠ Gefällt mir 🖒 1

Diese Fälle zeigen an, welche Funktion ein Nomen in einem Satz hat.

In English you can see remnants of a case system in **pronouns**. "he" is the subject of a sentence; *he is coming over tonight*; you couldn't say *"him" is coming over tonight*. "him" can never be anything but an object, accusative oder dative.

You don't say " I see he", but "I see him". "his", genitive, indicates the owner. This is basically how we use our cases.

We don' t normally use prepositions, like French, or the word order, like English, to distinguish between the subject an the object, but we change the word endings : we use **declensions**. Instead of *I give the book "to him"* we say *"ihm"*, which is the dative of "er", the dative case normally giving the benefitter of an action, constructed with *à* in French and *to* or word order in English.

fromentum
Sucht Lernpartner

[Zitieren]   *Bearbeitet | 04.01.2016, 14:33 Uhr*

04.01.2016, 21:06 Uhr   💬 26 online

,Real' communication?

- Beyond didactic material and opportunities: 'real' communication like chats, blogs etc.
- How does it tally with traditional ideas of the importance of correctness in fll?

**Independent writing:
how relevant is correctness?**

http://huachengaussingapur.blog.de/2008/05/10/ersteintrag-4155058

Challenge

Transgressing the boundaries of traditional textbook progression e.g. by taking meaningful interaction by learners in social media etc. as a starting point WITHOUT destroying the didactic sanctuary of the classroom.

= Squaring the circle?