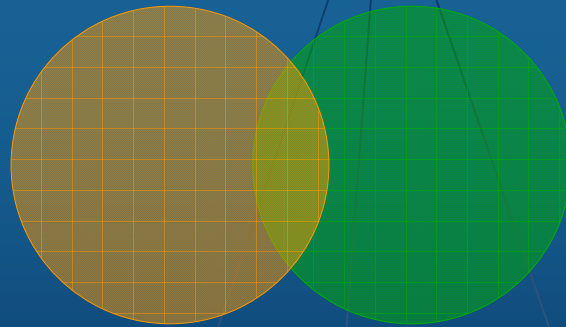
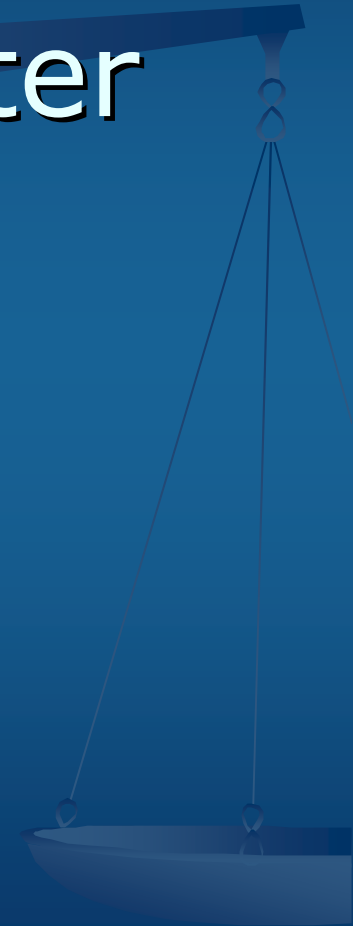


Jim Maloney Language Training Center

Culture

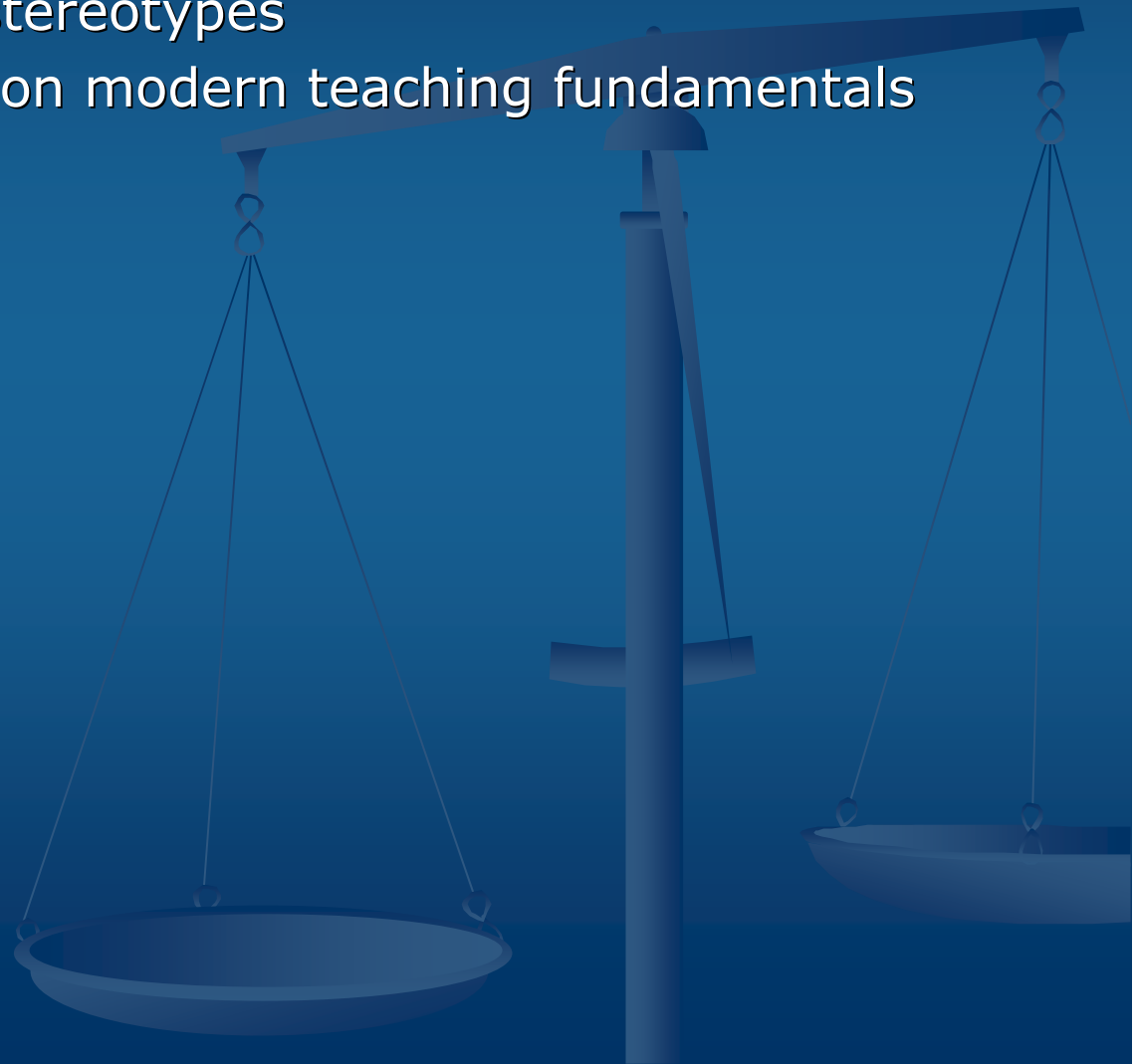


Teaching



What to expect

- German cultural stereotypes
- Pedagogical view on modern teaching fundamentals
- Questionnaire
- Results
- Interpretation
- What we can do?
- Discussion



Hypothesis



'The comfort zone of the German language learner is entrenched in the explicit'.

(This leads to the question of how this interacts with the tendency of modern implicit style teaching approaches)

OR why learners say 'Just gimme the bloody rules....grrrrrr!!'

We all love a stereotype, don't we?

Intercultural experts have a country specific view on Germany

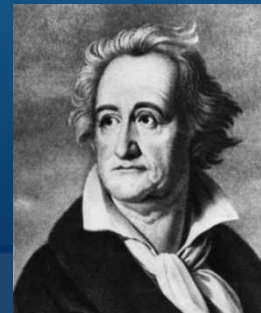
German delegates will be coming to the conference in order to obtain **KLARHEIT**, then I would expect to hear lots of earnest requests for clarification prefaced by: *'Wenn ich Sie richtig VERSTANDEN HABE'*



In line with the philosophical heritage of **KANT, HEGEL, FICHTE** there is a strong preference for inductive rather than deductive approaches...

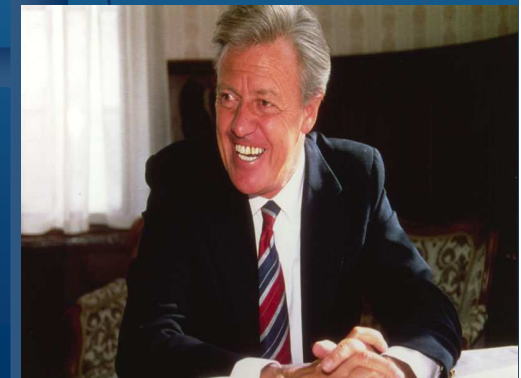


Our senses don't deceive us: our **JUDGEMENT** does.



Germans enjoy lengthy **EXPLANATIONS** going right back to the start of the matter

Germans when developing ideas, make things too **COMPLEX**





We have a rule.....and we
work with that rule!

Sandra Meiser LTC 12.11.2012



Modern Thinking?

Many leading pedagogical experts have a specific view on teaching

The instructive method has little over **INFLUENCE** acquisition



Murphy!!!
Where's the **TRASH BIN** and the **MATCHES!!!**
grrrrr



Teaching - like talk - should centre on the local and relevant concerns of the people in the room, not the **CONTRIVED** world of grammatical structures

Language **ACQUISITION** does not require **EXTENSIVE** use of conscious grammatical rules, and does not require tedious drill



Questionnaire

My aim was 200 responses

I received 146 responses

Target level B1-B2

71 responses I.T. developers mainly involved in project delivery (in their first month of language training)

75 responses from participants who have just completed a two week B.U. course

Please could you kindly answer the following questions in terms of expectation and preferences as a learner of English. Put a 'X' on the scale of 1 to 6 to represent your strength of opinion.

Bitte bewerten Sie die folgenden Aussagen nach ihrer Wichtigkeit und den Anforderungen, die Sie als Lerner an einen Englisch- Sprachunterricht stellen. Bewerten Sie die Äußerungen mit einem „X“ auf einer Skala von 1 - 6.

In the classroom.....

Im Unterricht.....

1. Teacher explains <i>Der Lehrer erklärt</i>	1 2 3 4 5 6	I work things out <i>Ich erarbeite Dinge</i>
2. Teacher knows what I need <i>Der Lehrer weiß, was gut für mich ist</i>	1 2 3 4 5 6	I know what I need <i>Ich weiß, was gut für mich ist</i>
3. Things are right or wrong <i>Manches ist richtig oder falsch</i>	1 2 3 4 5 6	Debate is good <i>In Frage stellen ist gut</i>
4. Mistakes are bad <i>Fehler machen ist schlecht</i>	1 2 3 4 5 6	Mistakes are okay <i>Fehler machen ist in Ordnung</i>
5. I accept what the teacher says <i>Ich akzeptiere, was der Lehrer sagt</i>	1 2 3 4 5 6	I question the teacher <i>Ich befrage den Lehrer</i>
6. I like formulas in language <i>Ich mag Tabellen in der Fremdsprache</i>	1 2 3 4 5 6	I like to experiment with language <i>Ich experimentiere gern mit der Fremdsprache</i>
7. I need lesson & course structure <i>Ich brauche Lektionen und eine Kursstruktur</i>	1 2 3 4 5 6	Open plan – go where the course leads me <i>Offene Unterrichtsgestaltung – sich vom Kurs leiten lassen</i>

Results

Please could you kindly answer the following questions in terms of expectation and preferences as a learner of English. Put a 'X' on the scale of 1 to 6 to represent your strength of opinion.

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2,9

3,1

3,5

4,2

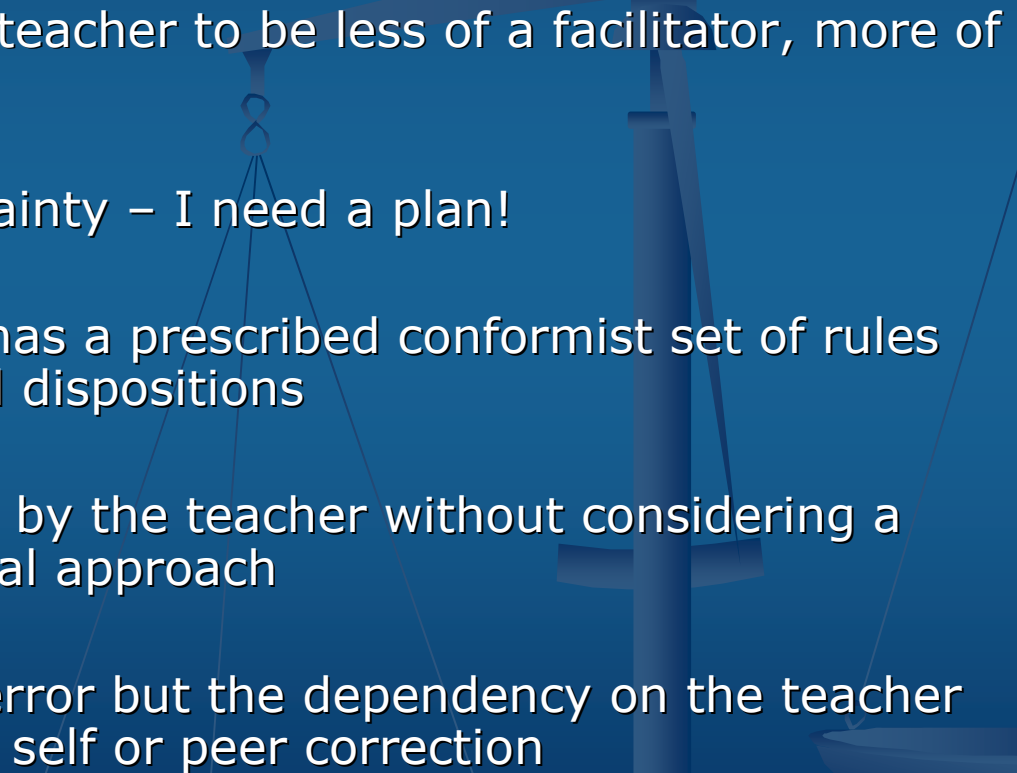
3,3

2,3

2,7

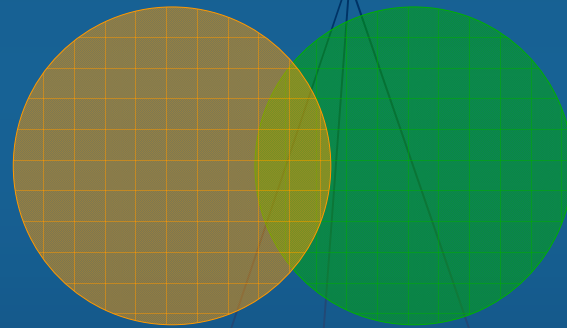
What do these results suggest? Five possible areas for further investigation

The German learner displays the following traits:

- A tendency to allow the teacher to be less of a facilitator, more of an instructor
 - The avoidance of uncertainty – I need a plan!
 - The idea that language has a prescribed conformist set of rules rather than patterns and dispositions
 - A tendency to be guided by the teacher without considering a more personalized or dual approach
 - A willingness to accept error but the dependency on the teacher to correct as opposed to self or peer correction
- 

How do we bring these theories together?

Culture

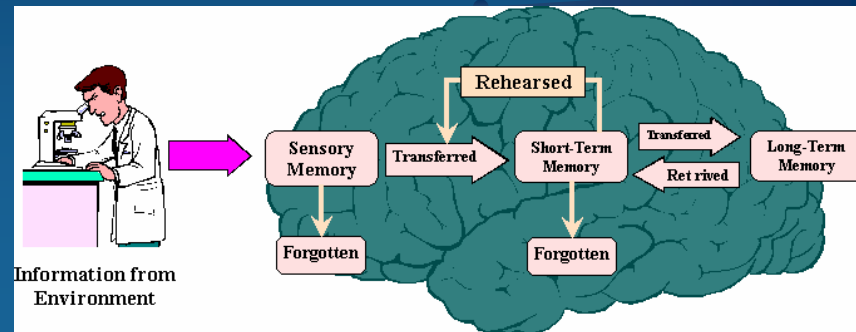


Teaching



What can we do? What we can do!

- As teachers we should remain constantly aware that we must not judge or assume based on our own values. Be culturally aware and sensitive.
- Learning to Learn
As teachers and teacher trainers we have a duty to encourage learning to learn programs.



1. Learning v Acquisition (receptive v productive/ passive v active)
2. How the memory works
3. Personal learning style
4. Experimentation

The screenshot shows the BGfL Multiple Intelligences website. The header includes the BGfL logo and the text 'Multiple Intelligences'. Below the header, there is a navigation bar with links: 'What are Multiple Intelligences?', 'Take a Test', 'Results', and 'Notes'. The main content area features a welcome message: 'Welcome to the Multiple Intelligences site. Here you can learn about how your own mind thinks and works. Try taking the test to see what elements of your intelligence are the strongest.' To the right of the text is a circular gauge with a scale from 0 to 20, representing a test result.

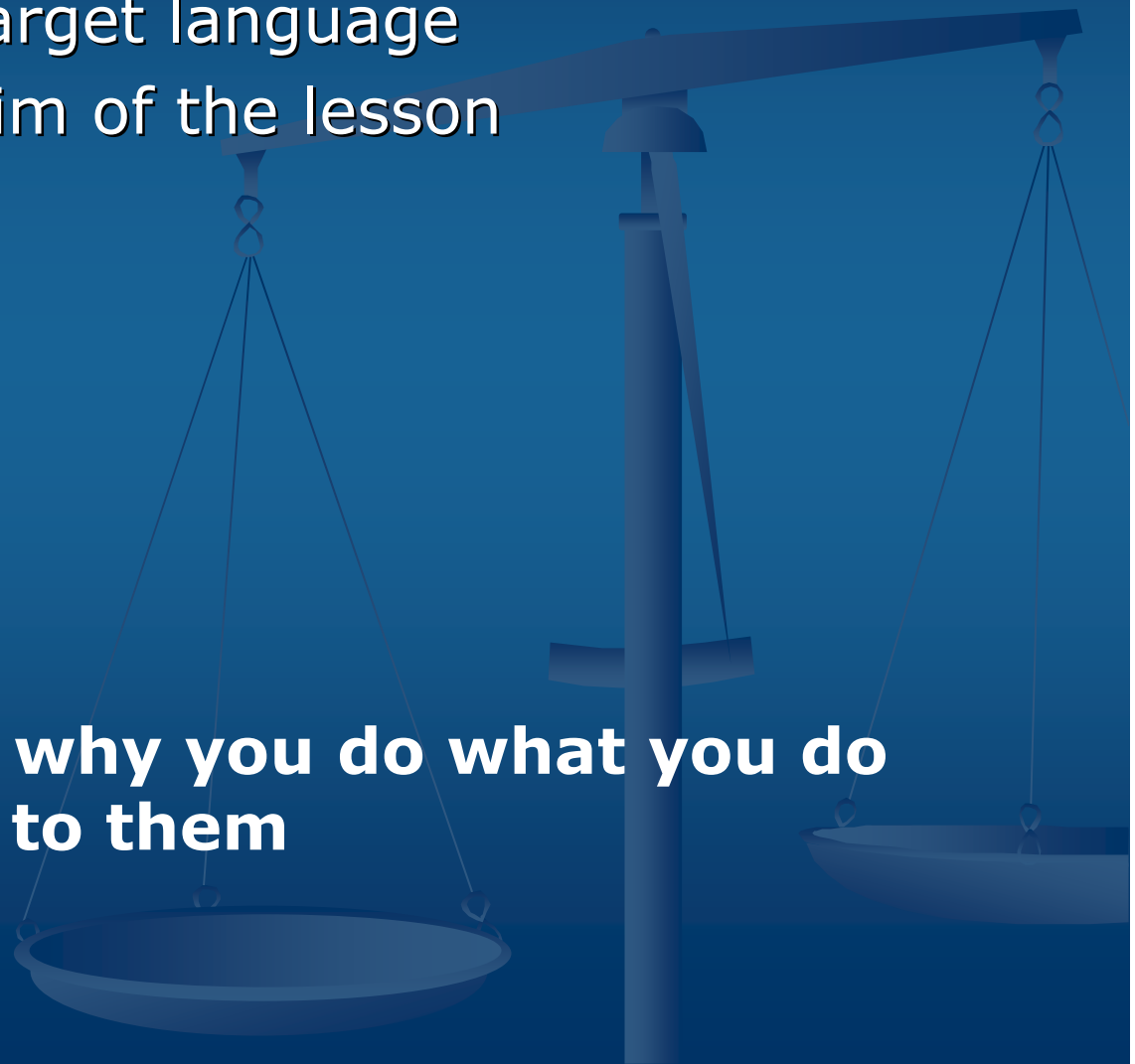
.....and to explain the possible benefits of deductive/ implicit approach.

I dare you....in the classroom

- Do not state the target language
- Do not state the aim of the lesson



- **Tell the learners why you do what you do and the benefits to them**

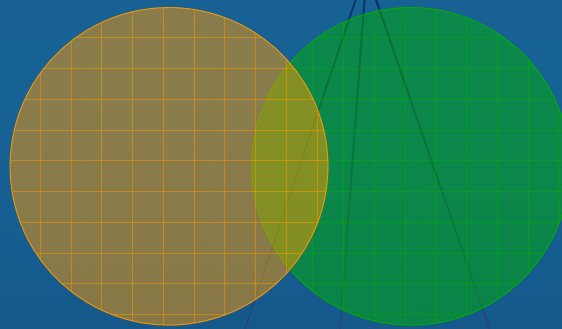


Further Reading – Spada & Lightbown Natural & Instructional Settings

Characteristics	Natural Acquisition	Structure-Based Instruction	Communicative Instruction	
			T-S	S-S
<i>Learning one thing at a time</i>		X		
<i>Frequent feedback on errors</i>		X		
<i>Ample time for learning</i>	X		X	
<i>High ratio of native speakers to learners</i>	X		X	
<i>Variety of language and discourse types</i>	X			
<i>Pressure to speak</i>		X		
<i>Access to modified input</i>	X		X	

Thank you!!

Culture



Teaching

Jim Maloney