

utb.

Inez De Florio-Hansen

Teaching and Learning English in the Digital Age

A hand is shown from the bottom, pointing upwards with the index finger towards a glowing rectangular button. The button contains the word 'ENGLISH' in bold, dark blue capital letters. The background is a blurred blue and white bokeh effect, suggesting a digital interface or a screen.

ENGLISH

utb 4954



Eine Arbeitsgemeinschaft der Verlage

W. Bertelsmann Verlag · Bielefeld

Böhlau Verlag · Wien · Köln · Weimar

Verlag Barbara Budrich · Opladen · Toronto

facultas · Wien

Wilhelm Fink · Paderborn

A. Francke Verlag · Tübingen

Haupt Verlag · Bern

Verlag Julius Klinkhardt · Bad Heilbrunn

Mohr Siebeck · Tübingen

Ernst Reinhardt Verlag · München

Ferdinand Schöningh · Paderborn

Eugen Ulmer Verlag · Stuttgart

UVK Verlagsgesellschaft · Konstanz, mit UVK/Lucius · München

Vandenhoeck & Ruprecht · Göttingen

Waxmann · Münster · New York



After her initial teacher training and a PhD Inez De Florio worked as a language teacher in different secondary schools for many years. Having earned the postdoctoral degree of habilitation she gathered considerable experience of scientific approaches to teaching and learning foreign languages as a university professor at different German universities.

Inez De Florio-Hansen

Teaching and Learning English in the Digital Age

Waxmann

Münster • New York

Online-Angebote oder elektronische Ausgaben sind erhältlich
unter www.utb-shop.de

Bibliografische Informationen der Deutschen Nationalbibliothek

Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über <http://dnb.d-nb.de> abrufbar.

utb 4954

ISBN 978-3-8252-4954-0

© Waxmann Verlag GmbH, 2018

www.waxmann.com

info@waxmann.com

Einbandgestaltung: Atelier Reichert, Stuttgart

Einbandmotiv: © TierneyMJ – Shutterstock.com

Satz: Stoddart Satz- und Layoutservice, Münster

Druck: Friedrich Pustet GmbH & Co. KG, Regensburg

Gedruckt auf alterungsbeständigem Papier,
säurefrei gemäß ISO 9706

Printed in Germany

Alle Rechte vorbehalten. Nachdruck, auch auszugsweise, verboten.

Kein Teil dieses Werkes darf ohne schriftliche Genehmigung des

Verlages in irgendeiner Form reproduziert oder unter Verwendung

elektronischer Systeme verarbeitet, vervielfältigt oder verbreitet werden.

Contents

Introductory remarks	9
----------------------------	---

Part 1: Basic issues of TEFL

1.	Introduction:	
	<i>Fremdsprachendidaktik</i> and Foreign Language Pedagogy	11
1.1	The aims of <i>Fremdsprachendidaktik</i>	12
1.2	The contributions of <i>Sprachlehrforschung</i> to Foreign Language Teaching	16
2	Scientific disciplines related to Foreign Language Teaching (<i>Bezugswissenschaften</i>)	20
2.1	General remarks: <i>Allgemeine Didaktik</i>	21
2.2	Processes of learning EFL	23
2.3	Processes of teaching EFL.....	27
2.4	Contributions to content aspects of TEFL	32
3.	Research methods	42
3.1	Research design and research methodology	43
3.2	A conventional differentiation: qualitative and quantitative research methods	45
3.3	Further approaches: descriptive and explanatory research	48
3.4	Evidence-based research and meta-analyses.....	53
4	Communicative Competence and Communicative Language Teaching (CLT)	61
4.1	The occurrence of CLT	62
4.2	The development of CLT in Germany.....	62
4.3	The development of CLT in the English-speaking countries	64
4.4	Further influences of CLT	66
4.5	Trivializations and misunderstandings	67
5	Implementing CLT: issues of methodology	73
5.1	Approach, strategy/method and technique	74
5.2	Implementing CLT in TEFL classrooms.....	77

6	Official recommendations: Council of Europe and European Centre for Modern Languages	98
6.1	Relevant aims of the Council of Europe (CoE) and the European Centre for Modern Languages (ECML)	99
6.2	Threshold Level, Common European Framework of Reference and the Companion Volume with New Descriptors.....	101
6.3	The European Language Portfolio	109
7	Official studies and guidelines: Standing Conference (KMK) and affiliated institutions.....	118
7.1	From PISA to DESI.....	119
7.2	KMK-Standards and the Institute for Quality Development in Education (IQB)	126
7.3	KMK Strategy-Paper: Education in the digital world.....	137

Part 2: Learners and teachers in the context of digitization

8	Successful learners	143
8.1	Learning styles.....	144
8.2	Learning models.....	147
8.3	Motivation and interest	153
8.4	Digital natives and computer competence	157
9	Being a better teacher	163
9.1	Teaching styles and subjective theories	164
9.2	Fundamental preconditions: classroom management and classroom climate	170
9.3	A major challenge: inclusion and heterogeneity	175
10	Teacher education in the digital age.....	180
10.1	Digital immigrants	181
10.2	Pre- and in-service training	187
10.3	KMK requirements for teaching in the digital world	193

Part 3: Practical issues of TEFL

11	The interplay between reliable methods and digital media.....	197
11.1	Computer, Internet, and digitization: a brief overview.....	198
11.2	The integration of digital tools into TEFL classrooms	201
11.3	The interdependence between analogical and digital knowledge, skills and attitudes.....	228

12	From language to literature: Intercultural Discourse Competence	230
12.1	Plea for an integrated view.....	231
12.2	From Communicative Competence to Intercultural Discourse Competence	232
12.3	ICD: the power of language.....	241
12.4	ICD: the power of cultures.....	243
12.5	ICD: the power of literature.....	245
13	A teaching model as starting point.....	250
13.1	The MET – a science-oriented teaching model	251
13.2	Planning and starting the lesson	255
13.3	Presenting knowledge and skills – assertive questioning	259
13.4	Guided and independent practice	262
13.5	Cooperative and project-based learning.....	268
14	Feedback: formative assessment	275
14.1	Newer research into feedback	276
14.2	Formative feedback given by teachers to students.....	282
14.3	Formative peer feedback	288
14.4	Feedback given by students to teachers	290
15	Feedback: summative assessment	296
15.1	Formative and summative assessment: common features of feedback	297
15.2	Summative assessment: general traits	298
15.3	Guidelines, regulations and laws	299
15.4	Suggestions for meaningful summative assessment.....	304
	Conclusion: simple, unexpected, concrete, credible, emotional and narrative	310
	References.....	311
	Glossary	329

Introductory remarks

The overall aim of this science-oriented introduction to Teaching and Learning English as a Foreign Language (TEFL) is to inform all practitioners and other education professionals about newer research findings in the field of Foreign Language Teaching (FLT). Even though guiding positions are emphasized, teachers always have to decide for themselves on the basis of their personality and experience, the needs and interests of their students and the particular teaching and learning context.

Reading the fifteen chapters of this book, having an attentive look at the *Conclusions* and following the tasks and activities of the section *Review, Reflect, Practice* – at best in small groups of students or colleagues – will help teachers gain further insights in their (future) profession. Where possible, the tasks and activities proposed in *Review, Reflect, Practice* are differentiated from easier, text-based questions to more demanding practice-oriented tasks and activities.

At the end of single paragraphs or at least every chapter, the section *Review, Reflect, Practice* is followed by *Recommended Reading*. The proposals for further reading are briefly commented. In general, they refer to short contributions of educational psychologist, foreign language teaching experts and practitioners. More detailed bibliographic information is to be found in the reference list at the end of the book.

This introduction to TEFL considers the main aspects and features which are relevant for effective teaching and successful learning in today's classrooms, i.e. multiliteracy, multimedia and multimodality with particular reference to digital media.

The book is divided into three main parts:

Part 1: Basic issues of TEFL (chap. 1 to 7)

Part 2: Learners and teachers in the context of digitization (chap. 8 to 10)

Part 3: Practical issues of TEFL (chap. 11 to 15)

This book is intended as a coherent text in which the most important aspects and features are reconsidered several times from different perspectives and thus in different chapters. Therefore, it is advisable to follow the order of the chapters. Only the chapters 2 and 3 can be dealt with at an earlier or a later stage.

In the text most technical terms of didactics and educational psychology are translated into German. At the end of the book you find an ample Glossary: *Important terms related to digitization*.

Many chapters are enriched by concrete examples for TEFL classrooms. These examples are conceived in a way that pre-service teachers can profit from the basic ideas. Experienced teachers may adapt or transform the proposals on the basis of their knowledge, skills and attitudes.

1 Introduction: *Fremdsprachendidaktik* and Foreign Language Pedagogy

- 1.1 The aims of *Fremdsprachendidaktik* 12
- 1.2 The contributions of *Sprachlehrforschung* to
Foreign Language Teaching 16

In this introductory chapter important aims of *Fremdsprachendidaktik* (Foreign Language Pedagogy) are briefly described referring to historical approaches (such as Grammar-Translation-Method and Audiolingual and Audiovisual Methods) (1.1). Subsequently, the contributions of *Sprachlehr- und -lernforschung* to theory and practice of teaching and learning English as a foreign language are outlined (1.2).

1 *Fremdsprachendidaktik* and Foreign Language Pedagogy

1.1 The aims of *Fremdsprachendidaktik*

Most pre- and in-service teachers have more or less the same questions:

1. How can we, my students and myself, reach the general goals and specific objectives of the curriculum?
2. In what ways should I teach in order to yield the best results for every individual learner?
3. How can I motivate my students to persist in their learning efforts?
4. What topics should we deal with in order to attain communicative competence? What literary texts might we read?
5. What are appropriate strategies to combine reliable methods with digital tools?
6. How can I promote the ability of my students to use digital media for their learning and help them develop a critical attitude toward digitization?
7. How can I engage my students to participate in the choice of teaching content and methodology?
8. What are appropriate methods of classroom management to deal with challenges like behavioral issues and off-task behavior during class time?
9. How can I build a rapport with students that balances friendliness with professional distance?
10. What are the best forms of feedback and assessment including self-evaluation of the learners?

Fremdsprachendidaktik is the major scientific discipline that offers research-based answers to the above questions. In the newest edition of the *Routledge Encyclopedia of Language Teaching and Learning* Günter Nold describes the field of Foreign Language Teaching (FLT) as follows:

Fremdsprachendidaktik (FD) is a term traditionally used in universities and in-service training in German-speaking countries to refer to the scientific discipline that deals with foreign language learning and teaching in the context of schooling. As foreign language (FL) learning is not exclusively restricted to this educational context, FD is additionally concerned with informal ways of FL learning, such as a stay abroad in a country where the FL is spoken and in content and language integrated learning

(CLIL) courses where the FL is used as the medium of communication in non-language related school subjects. (Nold 2017, 253)

Today, the context of schooling reaches from elementary to secondary and vocational level and comprises institutions of adult education. Recent developments in the German-speaking and most European countries focus, under the term of *multilingualism*, on the relationship between different foreign languages as well as on migrant languages. Another important field of research is teaching and learning modern foreign languages with the help of digital media on the basis of a critical stance toward digitization, i.e. developing purposeful media competence.

Since the shift from an approach based on structural linguistics to an interactive view of communicative language teaching more than three decades ago (see chap. 4), research projects of FLT are mainly concerned with the foreign language learner: language aptitude and predispositions, learner needs and interests, learning processes, and the participation of the students in decisions regarding content and methodology. This overall student-centered approach led in some way to a neglect of the perspectives of foreign language teachers. It is time to deal with the multiple challenges teachers are confronted with in an age of increased language learning, especially of studying English as a foreign language (see chap. 9 and 10).

Nowadays, *Fremdsprachendidaktik* is a firmly established scientific discipline that, beside the above mentioned fields, is responsible for foreign language teacher education. When initial teacher education was first introduced in German colleges of education and universities after World War II, FLT was more or less an appendix of literary science and linguistics, even though, since ancient times, there was no lack of approaches to foreign language teaching and learning. Best known and frequently mentioned is the so-called Grammar-Translation-Method.

The Grammar-Translation-Method is an approach to teaching and learning foreign languages derived from the classical methods applied to the study of Latin and Greek. Even though this approach is not based on any theory or research, it was widely adopted during the past centuries to prepare students for the extensive reading of ancient texts in the original language. The main teaching strategies consisted of learning rules of grammar with the aim of translating Latin or Greek sentences as well as entire texts into the students' native language.

When modern languages were integrated into the curriculum of public schools in the 19th century, the new challenge found most teachers unprepared. They tried to transfer the Grammar-Translation-Method to the teaching and learning of modern foreign languages thus neglecting not only listening and speaking but also excluding any use of English or French from classroom discourse.

Quite soon eminent scholars gathered arguments against this inappropriate methodology. Toward the end of the 19th century, when modern languages were regularly taught and learned in German grammar schools (*Gymnasium*), the leader of the reform movement (*Neusprachliche Reformbewegung*), Wilhem Viëtor (1850–1918), criticized the methodology of teaching modern languages in the tradition of Latin and Greek. In his polemic pamphlet entitled *Der Fremdsprachenunterricht muß umkehren*, first published in 1882 under the pseudonym Quousque Tandem (literally: *Wie lange noch*), he opted for two major changes: Instead of focusing on reading and writing he underscored the necessity of teaching oral competence (including phonetics). In connection to this claim, he publicized the exclusive use of English in the classroom opting for a direct method of FLT.

Thus, the two main features of the so-called Direct Method (*Direkte Methode*) were the focus on listening and speaking as well as on the use of the target language for classroom discourse. As professor of English at Marburg University from 1884 until his death in 1918, Viëtor tried to influence teacher training by transmitting his convictions about FLT to his students so that the Direct Method, little by little, came into use at the end of the 19th century (De Florio-Hansen 1996).

In the 1950s and 1960s the teaching and learning of at least one foreign language, mostly English, was expanded to all school types due to societal developments which caused major shifts in education policy (see e.g. *Hamburger Abkommen* of 1964). The new challenges called for new approaches,

which were mostly inspired by behaviorism, a systematic approach to human (and animal) behavior. Behaviorists consider all behavior as a response to certain stimuli. Even in the context of schooling, the desired outcomes are supposed to be caused by reinforcement, mostly praise, or punishment. Behaviorist psychology, advocated most notably in the 1930s by Burrhus Frederic Skinner, underscores the importance of context factors like repetition and drill neglecting the personality of the individual student. Two quite similar methods that follow the behaviorist perspective are the Audiolingual Method created in the USA and the Audiovisual Method that dominated in Europe.

The Audiolingual Method and the Audiovisual Method are similar approaches based on the so-called Direct Method invented and applied by Viëtor. The Audiolingual Method is also denominated Army Method, because it was widely used in the USA in the 1940s in order to prepare soldiers for service all over the world. The Audiolingual Method focuses on orality with an emphasis on listening and, in the case of the Audiovisual Method, by adding a visual stimulus as starting point. Excluding the native language (German) from classroom discourse, communication takes exclusively place in the target language, e.g. English or French. The main strategies and techniques of both methods consist of memorization and pattern drills such as in the following example:

Teacher: There is a pencil on the table. Repeat.

Students: There is a pencil on the table.

Teacher: Sheet of paper

Students: There is a sheet of paper on the table.

Teacher: Book

Students: There is a book on the table.

Teacher: On the shelf

Students: There is a book on the shelf.

Like already mentioned before, the approach is based on behaviorist theory claiming that language features, especially grammar, could be trained by reinforcement. Due to new technical devices such as tape recorders, the training was often transferred to the language lab(oratory). These audio-based approaches were in direct opposition to *Communicative Language Teaching* (CLT). They neglected the skills of reading and writing, did not focus on meaning and were teacher-dominated. They fell from popularity in the late 1950s and 1960s. In opposition to the main representative of behavioral psychology, B. F. Skinner, linguists and cognitive scientists such as Noam Chomsky (1959) questioned the theoretical underpinnings of behaviorist approaches.

1.2 The contributions of *Sprachlehrforschung* to Foreign Language Teaching

That *Fremdsprachendidaktik* has reached its present status regarding theory and practice of foreign language teaching and learning with clearly defined research interests and improved research methods is due to *Sprachlehrforschung* that came to the fore in the 1970s. Frank G. Königs introduces this discipline in the *Routledge Encyclopedia of Foreign Language Teaching and Learning* in the following way:

The term *Sprachlehrforschung* (literally language teaching research) refers, within the German context, to the scientific investigation of foreign language learning within institutional contexts. More correctly, the term should be *Sprachlehr- und -lernforschung* ('language teaching and learning research'; see Koordinierungsgremium, 1983), as this scientific discipline covers both learning and teaching processes. The term and the discipline have developed for multiple reasons, and furthermore, the establishment of this discipline has also had structural consequences for language teacher training at universities. If one were looking for equivalents in different languages, then 'applied linguistics' and 'classroom research' or 'educational linguistics' would come to mind in English. (Königs 2017, 655)

The most important aims of *Sprachlehrforschung* which had a great impact on *Fremdsprachendidaktik* are:

- The focus on the individual learners is emphasized: their interlanguage, e.g. the proficiency they have reached in the foreign language in comparison to the mother tongue or first language as well as the interplay between the different languages of the learning individuals and their subjective theories (including those of teachers; De Florio-Hansen 1998).
- Multiple factors (denominated *Faktorenkomplexion*) influencing in various ways and to different degrees the teaching and learning contexts are seriously analyzed and taken into account.
- In strong contrast to the system-oriented models of structural linguistics, the proponents of *Sprachlehrforschung* advocated pedagogical grammars (*didaktische Grammatik*) for learner use including linguistic pragmatics, i.e. the ways in which the situational context contributes to meaning.
- Whereas *Fremdsprachendidaktik* deals exclusively with teaching and learning in institutional contexts, *Sprachlehrforschung* also focuses on similarities and differences between naturalistic and institutional language learning and age-dependent learning biographies.
- At a time when *Fremdsprachendidaktik* quite exclusively followed expert opinions, scientists of *Sprachlehrforschung* like Karl-Richard Bausch et al. (1981, 1984) introduced and applied empirical research methodology, especially adapted to the different contexts, the multiple influences and, above all, the characteristics of individual learners and their teachers.

Conclusion

As a scientific discipline *Fremdsprachendidaktik* deals with the theory and practice of teaching and learning modern foreign languages in the context of schooling including institutions of adult education. Furthermore, FLT is responsible for teacher education, be it initial teacher education (mostly) in universities or the second phase in institutions of teacher training.

- In order to provide coherent reality models for classroom practice the theories are verified by empirical research.
- Under the influence of *Sprachlehr- und -lernforschung* FLT has developed a set of valuable research methods yielding considerable results.
- In the aftermath of societal changes, the most important focus today is on communication leading to a major consideration of all aspects of language learning in different contexts (*Faktorenkomplexion*).

- Multilingualism in the sense of the relationship between the languages learnt and language knowledge and skills in general, such as migrant languages, is one of the main research topics.
- In the context of global communication, theory and practice of intercultural learning have become more important than ever.
- Since the beginning of the 21st century scholars have made great efforts to provide practitioners with reliable approaches to digitization.

Review, Reflect, Practice

1. Why is *Fremdsprachendidaktik* a scientific approach?
2. Which are the two main differences between the Direct Method propagated by Viëtor and previous methods of foreign language teaching?
3. Why was the learning of at least one foreign language expanded to the students of all school types?
4. What are the main features of behaviorism?
5. Is automatization of language features as required by behaviorism a legitimate demand? Why? Why not?
6. Give concrete examples of pattern drill.
7. What does Interlanguage mean?
8. What contributions did *Sprachlehrforschung* make to *Fremdsprachendidaktik*?

Recommended Reading

In order to get more detailed information about important terms and gain further insights into the relationships and links between fields and subfields of FLT it is advisable to consult manuals such as:

Byram, Michael & Hu, Adelheid (eds.) (2017). *Routledge Encyclopedia of Language Teaching and Learning*. New York: Routledge.

This handbook, first published in 2000, is very useful because it offers entries written by the best-known experts of the Western world, including terms like *Fremdsprachendidaktik* and *Sprachlehrforschung*, *Handlungsorientierter Unterricht* or Task-Based Language Teaching by German scholars. Furthermore, the encyclopedia contains, beside an alphabetical list, a thematic list of entries which allows for targeted consultation.

Surkamp, Carola (Hrsg.) (2017). *Metzler Lexikon Fremdsprachendidaktik. Ansätze – Methoden – Grundbegriffe*. Stuttgart & Weimar: Metzler.

In contrast to other German manuals the entries are in alphabetical order what makes consultation easier than content-oriented indices. Furthermore, there is coherence between thematic entries as they are often written by the same German scientists, e.g. *Blended Learning*, *Computer-Assisted Language Learning*, *E-Learning* and *Lernsoftware* by Andreas Grünewald. This manual, too, features a systematic list of entries subdivided in: *Bezugswissenschaften und Teilbereiche*, *Ansätze und Konzepte*, *Fähigkeiten*, *Fertigkeiten und Kompetenzen*, *Methoden*, *Materialien und Medien*, *Bildungspolitische und institutionelle Rahmenbedingungen* as well as *Grundbegriffe* (347–349).

For short historical overviews see:

Christ, Herbert (2010). Geschichte des Fremdsprachenunterrichts. In: Hallet, Wolfgang & Königs, Frank, G. (Hrsg.). *Handbuch Fremdsprachendidaktik*. Seelze-Verlber: Klett Kallmeyer, 17–22.

Cillia, Rudolf de & Klippel, Friederike (2016). Geschichte des Fremdsprachenunterrichts in den deutschsprachigen Ländern seit 1945. In: Burwitz-Melzer, Eva et al. (Hrsg.). *Handbuch Fremdsprachenunterricht*. Tübingen: Francke (utb), 625–631.

For a detailed overview see:

Hüllen, Werner (2005). *Kleine Geschichte des Fremdsprachenlernens*. Berlin: Erich Schmidt Verlag.

2 Scientific disciplines related to Foreign Language Teaching (*Bezugswissenschaften*)

2.1	General remarks: <i>Allgemeine Didaktik</i>	21
2.2	Processes of learning EFL.....	23
2.3	Processes of teaching EFL	27
2.4	Contributions to content aspects of TEFL.....	32

In this chapter closely related to the introduction (chap. 1) the scientific disciplines connected with FLT (*Bezugswissenschaften*) such as linguistics, literary science and cultural studies – to mention the best known – are explained, mostly those which, with multiple adaptations, have a notable impact on teaching and learning English in today’s classrooms. As a starting point the contributions of *Allgemeine Didaktik* are underscored as this subfield of pedagogy reaches beyond mere communicative language teaching and learning (2.1). Even though the most important scientific disciplines are inextricably entwined in practice (see part 2 and part 3 of this book), for a better understanding of their influence they are subdivided into three blocs: disciplines that focus mostly on the processes of learning English as a foreign language (2.2), those that contribute to the improvement of teaching (2.3) and disciplines related to the content of TEFL (2.4): Linguistics and Communication sciences, Literary Theory, Interculturalism and Multiliteracy-Studies.

2 Scientific disciplines related to Foreign Language Teaching (*Bezugswissenschaften*)

2.1 General remarks: *Allgemeine Didaktik*

As described in the introductory chapter, *Fremdsprachendidaktik* covers all important subfields of teaching and learning foreign languages in institutional contexts. Furthermore, this main scientific discipline of FLT is responsible for pre- and in-service teacher training. It claims to deal with all existing as well as surging questions and problems of teaching and learning foreign languages in an exclusive way. Applied Linguistics (AL) (*Angewandte Linguistik*), on the contrary, contributes to FLT, but it is a multidisciplinary field related not only to education, but also to psychology, communication research, anthropology, and sociology. Whereas *Fremdsprachendidaktik* identifies, investigates, and offers solutions to problems of teaching and learning foreign languages, AL deals with all language-related real-life situations (see 2.4).

Nevertheless, *Fremdsprachendidaktik* is not self-sufficient; it includes contributions from related scientific disciplines. However, scientific theories from other disciplines are not simply transferred to FLT, but adapted and elaborated in various ways. General models of grammar, for example, are transformed into concepts of pedagogical grammar in order to help learners to communicate in the foreign language. In a similar way literature for classroom reading is not selected only by their literary importance, but also by their relevance for today's students. In the following, the most important fields of scientific disciplines contributing to *Fremdsprachendidaktik* are described. Even though they are differently emphasized and interrelated in multiple ways, their contributions are presented in three separated paragraphs:

- disciplines that focus mostly on the processes of learning EFL
- disciplines that focus mostly on the processes of teaching EFL
- disciplines that focus mostly on the content of TEFL

Before describing the scientific disciplines related to FLT in the indicated order, it is indispensable to attract the attention to *Allgemeine Didaktik*, a subfield of pedagogy, which has been neglected by FLT in the past decades. It deals with theory and practice of teaching and learning in a comprehensive way. As it is not concerned with the problems of a particular subject matter, it draws on wider perspectives of teaching and learning phenomena.

Most general didactic models, such as constructivism (see below) and other forms of student-centered approaches have a great impact on TEFL, e.g. *Handlungsorientierter Unterricht*:

Holistic, action-oriented learning and teaching (in German: *Handlungsorientierter Unterricht*) are principles of schooling that take account of learners' undivided physical, psychological, emotional and spiritual pre-conditions in the learning process as well as their inherent human drive to be actively and wholeheartedly involved in relevant actions. (Finkbeiner ²2017, 292)

From this quotation we can deduce that language learning and use are not only regarded under cognitive and instrumental aspects as it is sometimes the case with *Communicative Language Teaching* (CLT, see chap. 4).

Beside other aims, *Allgemeine Didaktik* focuses on the transformation of subject matter knowledge and skills, i.e. applying knowledge in determined fields of reality, into general cultural knowledge. Education, not mere training, includes subject mastery as well as cultural and personal maturation aspects. In the sense of academic education and culture, learning a foreign language helps develop an identity related to that language and refocus the own self. Furthermore, it contributes to a better understanding of others, even in the mother tongue and in migrant languages. As all subject matters, it should contribute to critical thinking. Michael Byram (1997, 57ff.) combines this critical language awareness with political education and defines it with regards to foreign language teaching and learning as “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries”.

Conclusion

Undoubtedly the following subfields of scientific disciplines like linguistics, literary science and cultural studies laid the foundations of *Communicative Language Teaching* (see chap. 4). But teaching and learning foreign languages in school settings do not end with preparing learners for language use in real life. A substantial aim beyond mere communication consists in forming the personality of the individual student through contrasting and integrating cultural features of all learned languages.

Review, Reflect, Practice

1. What does Applied Linguistics deal with?
2. How does *Fremdsprachendidaktik* relate to other scientific fields?
3. What does *Allgemeine Didaktik* deal with?
4. In what way does this subfield of pedagogy contribute to FLT?
5. Describe some classroom activities that might involve students “actively and wholeheartedly” (Finkbeiner ²2017).
6. Which features beyond cognitive and instrumental aspects have to be incorporated into FLT?
7. What is the broad difference between knowledge and skills?
8. Describe *critical language awareness* with regards to foreign language teaching and learning in your own words (Byram 1997).

Recommended Reading

Further aspects of this essential approach to today’s practice of TEFL are dealt with by:

Finkbeiner, Claudia (²2017). Handlungsorientierter Unterricht (Holistic and action-oriented teaching and learning). In: Byram, Michael & Hu, Adelheid (eds.) (²2017). *Routledge Encyclopedia of Language Teaching and Learning*. New York: Routledge, 292–296.

For insights into teaching and learning foreign languages as a contribution to personal growth see:

De Florio-Hansen (2015). *Standards, Kompetenzen und fremdsprachliche Bildung. Beispiele für den Englisch- und Französischunterricht*. Tübingen: Narr, 85–99.

2.2 Processes of learning EFL

Up until now, a coherent theory of foreign language learning does not exist. Why not refer to Second Language Acquisition (SLA)? In the German-speaking countries as in Europe in general, learning a foreign language is not seen as a subfield of SLA, but as a distinct endeavor embracing other features than natural learning activities. In English-speaking contexts, especially in the USA, on the contrary, SLA is considered as a research base for the teaching and learning of foreign languages in educational settings. As to the particularities and restrictions of SLA Claire Kramsch argues for AL. In her view, AL is an interdisciplinary and overarching field that mediates

between the theory and practice of language acquisition and use (Kramersch 2000, 311; see below).

As described in section 1.1 (see also *Review, Reflect, Practice* at the end of chap. 1), it is clear that behaviorist approaches to learning, summarized under the term *black box model*, are no longer an option. The shift from behaviorism to cognitive and constructivist learning theories is mostly caused by research findings in a subfield of psychology, termed *Educational Psychology*.

Educational Psychology (*Pädagogische Psychologie*), a branch of Applied Psychology, is not only influenced by psychology itself, but also by medicine and biology as well as by neuroscience. Among other objectives, it aims at enhancing educational activities in classroom settings.

The vast research activities of Educational Psychology comprise the scientific study of human learning dealing with individual differences in intelligence, cognitive development, affect, motivation, self-regulation as well as their influence on learning and teaching. As education is considered a social science, research in Educational Psychology today is mostly based on quantitative methods, i.e. testing and measurement.

In the past decades, Educational Psychology made major contributions to the learning sciences (*Lernpsychologie*). It is to be considered one of the most influential resources of FLT and especially TEFL. Due to findings in neuropsychology and cognitive science it became possible to distinguish between the sensory processor (*Sensorisches Gedächtnis/ Ultra-kurzzeitgedächtnis*), short-term (or working) memory (*Kurzzeitgedächtnis*) and long-term memory (*Langzeitgedächtnis*). This differentiation facilitates processes of encoding, storage and retrieval of foreign language related content.

As Educational Psychology builds on information processing, too, it has a great impact on educational technology in general and on digitization in particular.

Foreign language learning, as all learning, is to be seen as an individual process determined mostly by interest and motivation. It is an open question if a particular disposition for learning (foreign) languages exists. A well-known approach to language learning is that of Noam Chomsky propagated in the 1960s. Chomsky supposes that a particular Language Acquisition Device (LAD) enables all individuals to learn languages. The LAD is a hypothetical module of the mind that creates a predisposition for language acquisi-

tion and production. Chomsky's widely defused concept is part of the nativist theory of language acquisition and learning. In this perspective, the LAD consists of an innate instinct for acquiring language. The innate knowledge of grammar, denominated Universal Grammar, enables children and even older learners to understand and produce sentences they never heard before. It is often questioned if something like the LAD is responsible for language learning or if the faculty to learn (foreign) languages is part of a general ability to learn.

Current approaches to language learning are determined by cognitive, constructivist and connectionist concepts focusing on the individual acquisition in relation to the existing knowledge and skills.

Cognitive Science (*Kognitionswissenschaft*) in a broad sense relates to the mental processes of perception, memory, and reasoning in contrast to emotion and volition, i.e. willpower. Cognitive processes comprise acts of analyzing language phenomena, especially grammatical issues, by formulating and discussing hypotheses about the structure of the foreign language. It has nothing to do with former structural approaches as it aims at conscious language learning that offers new insights into language use and functions.

Constructivist approaches (*Konstruktivismus*) are based on insights into learning processes that vary from learner to learner. Humans do not experience reality in the same way, but it is constructed in the individual itself. Every language learner constructs knowledge – in every day experiences as well as in situations of intended learning – in a unique form. According to constructivist approaches, impressions are constructed and de-constructed continuously so that different learners arrive at highly individual results when learning the same content in the same classroom. An “objective reality” does not exist, and teachers rarely have access to the individual constructs of their students.

Connectionism (*Konnectionismus*) is a subfield of cognitive psychology that shows in the form of neuronal models what connections between information are plausible in order to allow for higher-order cognitions. Drawing on Artificial Intelligence (*Kunstliche Intelligenz*) it is an important field of computer-based information and communication processes. Under the denomination of Connectivism, a particular learning concept for the digital age, Siemens (2005) states that behaviorism, cognitivism, and constructivism are no longer sufficient to deal with the challenges of the (digitized) future.

Conclusion

The briefly described aspects of learning are nothing more than facets of the complex phenomena of human learning. Teachers will have to rely mostly on their own observations in particular classroom contexts in order to find out what works or even what works better with their students. Insights into the processes of teaching will help them master the challenges of a multifactorial field such as TEFL.

Review, Reflect, Practice

1. Why is FLT in the German context not assigned to Second Language Acquisition (SLA)?
2. For what reasons are behaviorist approaches to TEFL no longer acceptable?
3. Describe what Language Acquisition Device (LAD) and Universal Grammar mean?
4. Explain briefly in your own words what Cognitivism deals with.
5. Which learning theory does mostly focus on the individual views and results of the students?
6. Read the following general overview of learning theories. Explain them briefly in your own words and illustrate them with examples taken from TEFL classroom practice.

Staatsinstitut für Schulqualität und Bildungsforschung München (2007). *Theorien des Lernens – Folgerungen für das Lehren*
<https://www.isb.bayern.de/download/1542/flyer-lerntheorie-druckfassung.pdf> (last accessed July 2017)

Recommended Reading

Riley, Philipp & Duda, Richard (2017). Learning styles. In: Byram, Michael & Hu, Adelheid (eds.) (2017). *Routledge Encyclopedia of Language Teaching and Learning*. New York: Routledge, 404–409.

The article gives an overview of supposed individual learning styles. It is a starting point for one's own observations and verifications in TEFL classrooms.

2.3 Processes of teaching EFL

Many scholars doubt that teaching has a direct influence on learning. A prove of the individual intake of the learners is to be seen in the fact that learning results in the same classroom context differ a great deal from student to student.

The following comparison helps understand the impact of teaching on learning. Herzog (2013, 45) compares the influence of teaching on learning to the use of a coffee machine. When you fill in a certain amount of coffee and water, you determine the output of the machine. If you add some more coffee, the machine will put out a stronger coffee. What you cannot influence is the outcome. The same coffee will have a different effect on the individual coffee-drinker. Somehow, the output of the machine has some impact on the coffee-drinker, but you are not able to condition the exact outcome. Important in the context of Herzog's comparison is the distinction between 'output' – a more technical term – and 'outcome' – the overall effects. Unfortunately, 'output' is often used in didactic literature, suggesting a direct impact of strategies and techniques on individual learners.

So, what can we do to improve teaching (and learning) in our particular contexts? The publications of John Hattie (especially 2009, 2012) give important hints despite the criticism of many colleagues and education practitioners (including myself). It is obvious that the compilation of thousands of primary studies cannot lead to clear-cut results. First, there are the limitations of meta-analyses in general that even experienced statisticians cannot exclude. Second, the predilections of the researcher determine the choice of the studies to incorporate or to leave out. Hattie only includes scientific results that influence the cognitive results of student learning. He is interested in achievement, and particularly in achievement "amenable to quantitative measurement" (Snook et al. 2009, 95). In the preface, Hattie himself explains his intentions or rather the most salient omissions:

1. This is *not* a book about classroom life, and does not speak to the nuances and details of what happens within classrooms. [...] it is more concerned with main effects than interactions. [...]
2. This is *not* a book about what can't be influenced in schools – thus critical discussions about class, poverty, resources in families, health in families, and nutrition are not included – but this is NOT because they are unimportant, indeed they may be more important than many of the influences discussed in this book. It is just that I have not included these topics in my orbit. (Hattie 2009, VIII-IX; emphasis by the author)

Third, Hattie intentionally does not weigh the research results he includes in his study. Smaller samples with hundreds of participants have the same impact as large samples with thousands of study participants. With regards to the factors influencing achievement, Hattie makes no difference between the importance of 'pre-term birth weight' and a teaching strategy like 'worked examples'.

Furthermore, he and his team do not always analyze the single studies with due care. Hattie incorporates results that do not refer to the content he indicates; in other words: the findings of the respective studies refer to quite different factors (Arnold 2011, 220). Hattie is well aware of the fact that his study of 2009 and the resource book for teachers of 2012 are nothing more than snapshots. Therefore he continues collecting; at the beginning of 2017, he has arrived at 252 factors influencing achievement whereas the famous study of 2009 is based on 138. The new results (to be published in the near future) will lead to major shifts of factors having an impact on achievement (for more details see 2.4).

Despite the critiques Hattie presents a valuable teaching model which is comparable to the Model of Effective Teaching and Successful Learning (MET) described in detail in chapter 13. How can it be that, despite research shortcomings, Hattie's model of teaching and learning, denominated Direct Instruction (DI; *Direkte Instruktion*), is widely approved? DI is not only based on a series of precursors, but also on Hattie's experience as a (school) teacher. Moreover, he implicitly draws on a series of qualitative studies. In his review of Hattie's *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement* Ivo Arnold makes a convincing statement:

I find the visible learning story a convincing story. I believe most teachers will agree with the book's main message that effective instruction can't take place without proper feedback from student to teacher on the effectiveness of the instruction. Hattie also convincingly argues that the effectiveness of teaching increases when teachers act as activators instead of facilitators, a view which I find refreshing in a time when teaching approaches such as problem-based learning have the effect of sidelining the instructor. My problem with the book is, however, that I would have been convinced without the empirical analysis. (Arnold 2011, 219)

What Hattie, in accordance with Anglo-American studies, refers to as DI is not to be confounded with *Frontalunterricht* (Didactic Teaching). DI is better described as Interactive Whole-Class Teaching (*Interaktiver Klassenunterricht*; see Petty 2009).

Direct Instruction/Interactive Whole-Class Teaching dates back to the 1970s, exactly to the Lesson Plan Design of Madeline Cheek Hunter (1976). According to Hattie DI involves seven major steps that should be considered in today's TEFL classrooms (for further details see De Florio 2016, 95–100):

1. Before the lesson is prepared, the teacher should have a clear idea of what the learning intentions are. [...]
2. The teacher needs to know what the success criteria of performance are to be expected and when, and what students will be held accountable for from the lesson/activity. [...]
3. There is a need to build commitment and engagement in the learning task. [...]
4. There are guides to how the teacher should present the lesson – including notions such as input, modeling, and checking for understanding. [...]
5. There is the notion of guided practice.
6. There is a closure part of the lesson.
7. There is independent practice. (Hattie 2009, 205–206)

Whereas Hattie draws implicitly on Hunter's work, he explicitly mentions the study by G. L. Adams and Siegfried Engelmann (1996). Together with a colleague Engelmann who is considered the inventor of DI, developed this model in the 1970s in order to help disadvantaged students to improve cognitive achievement. The detailed program denominated DISTAR (**D**irect **I**n-