0. Table of contents

1. Teaching English as a Foreign Language
   1.1 The historical perspective
   1.2 The international perspective
   1.3 The national perspective

2. Current educational standards and curricula
   2.1 The Common European Framework of Reference for Languages
   2.2 Germany: new educational standards and more testing

3. Teacher education in Germany

4. Recommended reading

5. Acknowledgments
Discuss:

Have a look at the cartoon. On the basis of your own experience, think about central aims, problems, and methods of teaching and learning English. Which of these do you consider to be fundamental at any time, and for which reasons?
1.1 The historical perspective

- Foreign language (FL) teaching is dependent upon social, economic, political, cultural, and academic interests
  - have varied across history
  - no linear story of progress in language teaching and learning

- Pertinent topics
  1. the principles of language acquisition and teaching a FL
  2. the political decision whether to train practical language skills only or pursue further educational objectives
1.1 The historical perspective

Roman Empire
- Latin as *lingua franca*
  - a common language used among speakers not sharing a native language

Middle Ages
- Latin: political and legal documents, formal education, central medium of religious service (*Bible*)
1.1 The historical perspective

Renaissance (15th/16th century)

- Renaissance Humanists favored Greek over Latin
  - fundamental literary, political, and philosophical texts to provide a rounded education for a rather small elite
1.1 The historical perspective

Early modern period (15\textsuperscript{th}-17\textsuperscript{th} centuries)

- Two models of FL teaching and learning
  1. FL as a system
  2. FL for communicative purposes

- Early methods:
  - Grammar-Translation Method
  - Comenius: holistic style of learning
  - Locke: extensive monolingual input and practice in the FL
1.1 The historical perspective

Spread of English

- English as a world language
  - British Empire (18th/19th centuries)
  - global dominance of the USA (20th century)

- A blessing and a curse
  - key to empowerment
  - killer language
  - linguistic and cultural imperialism
What are the most important historical models of language teaching and learning, and what are their major features? Can you identify tasks you used to learn or teach a FL that fit these models? How effective were these?
1.2 The international perspective

Today

- **English as lingua franca**
  - dominates popular culture, the Internet, trade, finance, politics, academia

- **Which Englishes are used/taught around the world?**
  - Hybrid / heterogeneous world Englishes
  - Kachru’s model: Inner, Outer, Expanding Circle
  - Standard British English (BE,RP) + standard American English (SAE, GA) enjoy prestige
    - mastering standard English forms = cultural, social and economic capital
    - English = valuable commodity
World English & Global English?

- Local appropriation of English by non-native speakers
  - problem: how to define common structural, sociolinguistic, and historical-political characteristics in the face of numerous varieties and differences
- Intelligibility most important purpose of *lingua franca*-English
  - features of standard English often disregarded
    - pronunciation of the phoneme / th/: */dis/
    - inflection of verb in 3rd person singular: *he talk
    - ‘would’ in if-clauses: *If she would come, I would be there
Imagine you are participating in a meeting of the Standing Commission of Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz or KMK) and are involved in a discussion on FL teaching. Find pros and cons of why English as a first FL should be complemented or even replaced with Spanish, Russian, or Chinese. In a group of four, one group member defends English against others who advocate one other language each. What are the most important reasons for/against English as the first FL in schools?
1.3 The national perspective

18\textsuperscript{th} century
- English gained some ground in German schools
  - education of urban middle class
  - reading literature and works of philosophy or
  - practicing oral communication

19\textsuperscript{th} century
- Three-tiered and class-based system
  - \textit{Volksschule} for common people (grades 1-8)
  - \textit{Realschule} (grades 5-10)
  - \textit{Gymnasium} (grades 5-13) for middle and upper classes
  - majority of population was not taught any FL
1.3 The national perspective

19th century

- Gradually, English became second modern FL
  - next to French in Realschule
  - third or fourth option next to Latin and Greek in Gymnasium
- Grammar-Translation Method
  - explicitly teaches vocabulary and grammar
  - enable students to read literary and philosophical ‘classics’
  - support their general education
1.3 The national perspective

Reform movement of late 19\textsuperscript{th} century

- Vietor: *Der Sprachunterricht muss umkehren!* (1882/1905)

“Kommen wir aber zu den fremden Sprachen, so soll nach allgemeiner Ansicht dieselbe Schulgrammatik, dieselbe grundverkehrte Schriftlehre, das Wunder wirken, dem Schüler die Sprache zu übermitteln. Nein, und abermals nein! Und wenn es auch gelänge, ihm die beste Grammatik und das umfassendste Wörterbuch in den Kopf zu schaffen, so hätte er noch immer keine Sprache gelernt.”

Viëtor 1882: 5
1.3 The national perspective

Reform movement of late 19\textsuperscript{th} century

- Vietor: *Der Sprachunterricht muss umkehren!* (1882/1905)
  - against elitist form of higher education
  - FL teaching should concentrate on
    - functional skills of oral communication
    - knowledge about the target country (‘*Realienkunde*’)
  - advocates Direct or Natural Method
    - FL as medium of instruction
    - oral skills besides studying authentic texts
- Berlitz schools implemented monolingual, direct method of immersion
1.3 The national perspective

*Volks- und Rassenkunde* (1920s/1930s)

- Target culture taught in comparison to one’s own culture
  - enhancing awareness of national culture
  - construction of stereotypes
- Fascists elected English as first FL
  - learning about culture in order to prove superiority of German national culture
  - traditional class discrimination in education
    - majority of learners in *Volksschule* had no FL classes
1.3 The national perspective – after World War II

- English as first FL in all secondary schools
- Russian as first FL

1. Teaching English as a Foreign Language
1.3 The national perspective – after World War II

CLT
- shifted priority from teaching knowledge about language (grammar and syntax) to performance in language (e.g. listening comprehension and speaking)

Communicative Language Teaching (CLT, Kommunikativer Fremdsprachenunterricht (1970s))
- Piepho: Kommunikative Kompetenz als übergeordnetes Lernziel im Englischunterricht (1974)

"Kommunikative Kompetenz bedeutet [...] die Fähigkeit, sich ohne Ängste und Komplexe mit sprachlichen Mitteln, die man durchschaut und in ihren Wirkungen abschätzen gelernt hat, zu verständigen und kommunikative Absichten auch dann zu durchschauen, wenn sie in einem Code gesprochen werden, den man selbst nicht beherrscht und der nur partiell im eigenen Idiolekt vorhanden ist."

Piepho 1974: 9-10, emphasis added
1.3 The national perspective – 21st century

Multiple challenges

- CEF has changed educational standards from focus on content to testable output
- Native-speaker standard replaced by plurilingual speaker-norm
- Early foreign language teaching and learning (*Fremdsprachenfrühbeginn*)
- Bilingual or Content and Language Integrated Learning (*bilingualer Unterricht*)
- Digital revolution
- Policy of inclusion
2. Current educational standards and curricula


CEF (2001)

Revision of language teaching and learning for the 21st century
2.1 The Common European Framework of Reference for Languages

Objectives

- Communicative skills in foreign languages
- Intercultural communicative competence
- Individual education and emancipation
- Social skills and values
- Economic empowerment and mobility
- Political participation in a democratic and multicultural Europe
- Learner-centered methods of teaching
“Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished.”

Council of Europe 2001: 9, emphasis added
### 2.1 The Common European Framework of Reference for Languages

#### General competences

- **Declarative knowledge (savoir):** knowing what, including socio- and intercultural knowledge
- **Know-how and skills (savoir-faire):** including socio- and intercultural know-how
- **Existential competences (savoir-être):** personality traits, points of view, attitudes
- **The ability to learn (savoir apprendre):** learner strategies, metacognitive awareness, media literacy

#### Communicative language competences

- **Linguistic competence about language structures and how to use these:** vocabulary, grammar, pronunciation and intonation, spelling
- **Reception:** listening and reading
- **Production:** speaking and writing
- **Interaction**
- **Mediation**
### 2.1 The Common European Framework of Reference for Languages

**Common reference levels:**
- from A1 (basic user) to B2 (independent user)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic User</strong></td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td>A2</td>
</tr>
<tr>
<td></td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td>B2</td>
</tr>
</tbody>
</table>

Council of Europe 2001: 24
Read through the descriptors for the different levels and rate your own language competence. In your opinion, which levels of language proficiency are expected of FL learners in, for example, grades four and ten? Check your predictions against the reference levels postulated in the curriculum for the level and type of school you are teaching at or want to teach at.
2.1 The Common European Framework of Reference for Languages

Impact

- Has shifted attention from input of teaching to output of learning and testing of functional competences

- Enormous impact:
  - on educational policy making (curricula)
  - on test design (DESI, VERA)
  - on teaching (educational objectives)
  - on academic debates (teacher education)

- *Kultusministerkonferenz* (KMK) used CEF as framework of national educational standards
2.2 Germany: new educational standards and more testing

National educational standards

(Kultusministerkonferenz 2003: 8)
2.2 Germany: new educational standards and more testing

Criticism

- The Bildungsstandards ignore Bildung in the sense of personal growth, orientation, and reflection.
- The narrow focus on functional communicative competences and testing is detrimental to intercultural and methodological goals.
- Competence comes with little content as if content was less relevant.
- The descriptors and scales of language proficiency are not always clear and distinct.
- Average standards (Regelstandards) should be changed to minimum standards (Mindeststandards, for weaker learners) and maximum standards (Maximalstandards, encouraging best performance).
- Standardization jars with individualization and differentiation.
- Output orientation neglects standards of good teaching and the insight into processes of language acquisition and learning.
- Output standards encourage teaching to the test (backwash).
Compare the overview of competences postulated in the CEF and the KMK competence frameworks. List the major similarities and differences of the two and discuss the significance of what the KMK left out: see book, figs. 1.5 and 1.6 (pp. 10-11).
### 3. Teacher education in Germany

#### Standards and content
- **KMK: Educational Studies, Psychology, FL**
- **Deutscher Anglistenverband, Deutsche Gesellschaft für Amerikastudien:** English/American studies, TEFL

#### Teacher Education in Germany

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forms of Instruction</strong>&lt;br&gt;▷ Lecture&lt;br&gt;▷ Seminar&lt;br&gt;▷ Tutorial&lt;br&gt;▷ Practical language training&lt;br&gt;▷ Short-term practical training or student-teaching semester (Praxissemester)**</td>
<td><strong>Seminar: theoretically informed reflection of teaching and learning</strong>&lt;br&gt;<strong>Observation of teaching (Hospitation)</strong>&lt;br&gt;<strong>Guided and Independent teaching</strong></td>
</tr>
<tr>
<td><strong>Content &amp; competences</strong>&lt;br&gt;▷ English language&lt;br&gt;▷ Area &amp; Cultural Studies&lt;br&gt;▷ Linguistics&lt;br&gt;▷ Literary Studies&lt;br&gt;▷ TEFL&lt;br&gt;▷ Educational Studies (socialization, motivation, learner psychology, counseling, conflict management, etc.)</td>
<td><strong>Planning, Implementing, and reflecting processes of learning English (methods, learning processes, assessment, etc.)</strong>&lt;br&gt;<strong>Institutional education, functions of professional teachers</strong>&lt;br&gt;<strong>School development and educational research</strong></td>
</tr>
</tbody>
</table>

- B.A.: 3–4 years + M.A.: 1–2 years
- First State Examination: 4–5 years
- Traineeship & Second State Examination: 1–2 years
3. Teacher education in Germany

Differences and challenges

• The education of language teachers within the two stages varies across German federal states
  - subjects of academic education
  - link to practical teacher training
  - education of teachers at primary schools often separated from that of teachers at secondary schools

• In-service teacher training (Lehrerfortbildungen) less systematically structured and implemented than first two stages

• Need to bridge the gap between English/American Studies as an academic subject and its teaching at school
Obtain information on the particular requirements in TEFL at your university or your school and the links to studying English as a subject.
3. Teacher education in Germany

Improving the quality of FL education

- Quality of teaching
- Quality of schools
- Quantitative conditions
Recommended reading


Acknowledgments

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- **Slide 7**: Johan-Amos Comenius, https://de.wikipedia.org/wiki/Johann_Amos_Comenius
- **Slide 14**: Title page of *Shakespeare’s Sonnets* (1609), https://en.wikipedia.org/wiki/Shakespeare%27s_sonnets#/media/File:Sonnets1609titlepage.jpg
- **Slides 15/16**: Title page of *Der Sprachunterricht muss umkehren! Ein Beitrag zur Überbürdungsfrage* (1882/1905), https://openlibrary.org/books/OL14974947M/Der_Sprachunterricht_muss_umkehren!
- **Slide 19**: Hans-Eberhard Piepho, http://www.piepho-preis.de/
- **Slide 27**: KMK competences framework, Kultusministerkonferenz (2003)
- **Slide 34**: http://bilder.tibs.at/index.php?page_id=6&img=24249; http://bilder.tibs.at/index.php?page_id=6&img=25951; http://free-illustrations.gatag.net/tag/%E5%8B%89%E5%AD%A6%E7%BF%92