

Preface

This volume bridges the gap between theoretical approaches to foreign language teaching and the needs of lecturers, students, teacher trainees, and those teaching at the grassroots level. This book should help readers to profit from their own learning and teaching of English through reflected practice. Using English as a target language and language of communication, we apply Content and Language Integrated Learning to Teaching English as a Foreign Language (TEFL). Technical terms will also be presented in German (unless the translation is evident) in order to facilitate the transfer to *Studienseminare*.

Teaching English covers – and reflects on – major issues and current trends in language learning and teaching, such as the turns towards constructivism, differentiation, empiricism, output-orientation, inter-/transcultural learning, and multimedia. The balance of practice and reflection in each chapter enables a flexible use of this volume in various teaching approaches. The sequence of the topics is structured for systematic introductions over the course of a semester. The first four chapters provide the historical background, the political framework, and the conceptual basis of TEFL in Educational Studies, Psychology, and Linguistics. All of the major topics of TEFL presented in the subsequent parts rely on this groundwork. In addition, individual readers can study the chapters in any order because core concepts are clearly defined at their first occurrence in the book and referenced in later chapters. The highlighting of *key terms* and *important phrases*, frequent cross-references, as well as the recapitulation and differentiation of core principles are designed to facilitate learning in the shape of a spiral curriculum.

Each chapter comes with a thought-provoking cartoon, an overview of the learning objectives, key concepts, study questions, rewarding examples of classroom activities, and recommended reading. Additional material in the form of PowerPoint-presentations for teaching TEFL and pdf-files for learners is provided online. Additional examples of classroom activities are also available online at www.bachelor-wissen.de/9783823368311.

Nancy Grimm deserves special recognition: in addition to writing ‘her parts’ of the book and competently commenting on the others, she masterminded the organization of the project with enormous zeal and great efficiency. Ultimately, each chapter gradually developed in a long and truly collaborative process. Many thanks are due to everyone who gave us plenty of helpful feedback on various chapters: the colleagues Melanie Green, Constanze Juchem-Grund-

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Jena and Koblenz, Spring 2015

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The framework: history and politics

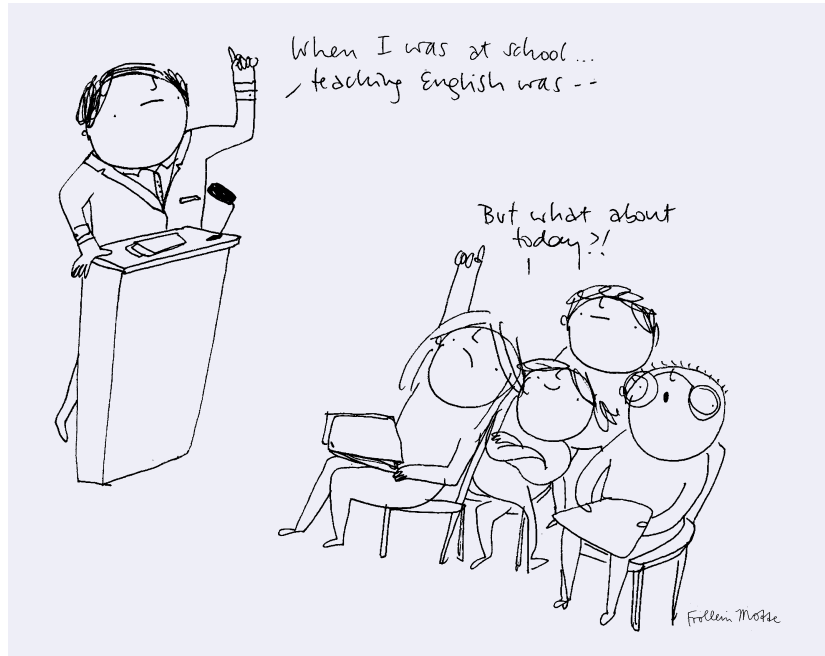
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This chapter provides the historical background and current framework of Teaching English as a Foreign Language (TEFL). The overview of the historical development of basic issues in teaching and learning foreign languages helps to understand and evaluate contemporary discussions of language education and the development of TEFL in Germany within the *Common European Framework of Reference for Languages* (CEF, *Gemeinsamer Europäischer Referenzrahmen für Sprachen*). This chapter ends with a glance at the education and practical training of English teachers in Germany.

Abstract

Have a look at the cartoon on the next page: 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 | Teaching English as a Foreign Language

1.1.1 | The historical perspective



Fig. 1.1 |

William Hogarth:
Scholars at a Lecture
(1736)

Latin and Greek

The significance of (foreign) language teaching and learning is dependent upon a framework of social, economic, political, cultural, and academic interests, which have varied across history. It would be tempting – but wrong – to tell a linear story of progress in language teaching and learning. Many of the issues debated today have been part and parcel of teaching and learning languages since time immemorial. Pertinent topics include (1) principles of language acquisition and teaching a foreign language (FL), and (2) the political decision whether to train practical language skills only or pursue further educational objectives.

English is not the first and only global language. In the Roman Empire, Latin served as a *lingua franca*, a common language used among speakers not sharing a native language (cf. James 2008: 134, Musumeci 2011: 43). In the Middle Ages, the alliance of the church and the state in Europe was firmly based on Christianity. Many political and legal documents employed Latin, as did formal education and the central medium of religious service, the Bible. Renaissance Humanists of the 15th and 16th centuries favored Greek over Latin in order to be able to read fundamental literary, political, and philosophical texts to provide a rounded education (*Allgemeinbildung*) for a rather small elite.

The early modern period from the 15th to the 17th century was dominated by two models of teaching and learning a FL: (1) the instruction in *FL as a system* and (2) learning a modern *FL for communicative purposes* – often in the form of pattern drills to habitualize formulaic expressions: (1) using the *Grammar-Translation Method*, the Jesuits gave students Latin sample sentences and explained the words and the rules of grammar in detail and in the students' native language (cf. Musumeci 2011: 51–53). (2) However, international tradersmen acquired oral skills in the modern languages of their customers in order to negotiate business deals. The Czech scholar Comenius (see fig. 1.2), who was frustrated with the slow progress of language learners, found fault with the Grammar-Translation Method and the instructional material used. He considered efficient learning as a motivating process that should move from simple to complex issues and from content to form. He argued for a *holistic style of learning* (*ganzheitliches Lernen*), for which he developed multilingual textbooks with pictures and stories (e. g., Latin/English; see ch. 9.3). His objectives for foreign language learning were both practical communication and knowledge of the language system. In addition to learning their own language and Latin in vernacular schools at home, students should study modern languages abroad – an approach to FL learning which today is called '*immersion*' (cf. Musumeci 2011: 54–58; see ch. 4.4).

The English philosopher and teacher John Locke (1693) considered the Grammar-Translation Method as an apt way of teaching the reading of classical Latin texts, but recommended early beginning in modern foreign languages according to what is now called the *Direct or Natural Method*. Based on mechanisms of learning the mother tongue, and on the observation that learning grammar rules at school is far less efficient than practicing communication with a native speaker, he advocated extensive monolingual input and practice in the foreign language. The teacher should form the model to be emulated, using playful exercises rather than painful drills. Practice should take the form of playful habit formation through imitating good examples, being more effective than rules children forget, and mistakes should be avoided and immediately corrected. Locke's ideas apprehended those of the German reform movement and also Behaviorism (see ch. 3.2.1).

From the 17th to the late 19th century, the German upper class admired the French aristocracy both for their lifestyle and the philosophy of Enlightenment. French was considered the language of diplomacy and refined culture. It is often argued that French followed Latin as a lingua franca of international relations in Europe, but one must not forget that many members of the lower classes did not have the opportunity to attend schools regularly and were barely able to read – let alone speak – any foreign language before the end of the 18th century.

With the rise of the British Empire in the 18th and 19th centuries, followed by the global dominance of the USA in the 20th century, English became a

Early methods



| Fig. 1.2

Johan-AMOS

Comenius

French

The spread
of English

world language. Some consider this a blessing, others a curse: in British colonies such as India or South Africa, educating the elite in English existed parallel to educating the rest of the population in their native tongues. However, British imperialists only trained the local elites to enlist their collaboration in running – and exploiting – their countries. In other British colonies, such as in Ireland, Canada, and New Zealand, the native cultures were repressed. Indigenous children were compelled to attend colonial schools, were forbidden to speak their native tongues, and were alienated from their own cultures with the aim to control them and form them into British subjects (cf. Phillipson 1992, 2010). The decline of the British Empire after World War II did not diminish the role of English in the world. Many former colonies did not completely turn their backs on Great Britain but rather joined the Commonwealth and formed their political and educational institutions along British lines, many of them pragmatically choosing English as one of their national languages. One can regard English as the *key to empowerment* or reject it as a *killer language* (cf. Schneider 2011: 213–15). Brutt-Griffler (2008: 30–31) argues that the major problem of the underprivileged is less the loss of their indigenous languages and cultures than the limited access to English as a skill required for economic participation and social rise. She regards this restriction as a colonial legacy of maintaining a manual labor force that served the imperial economy and now sustains class differences. In South Africa and in India, where English is one of several national languages, many middle-class families send their children to secondary schools in which English is the medium of instruction (see fig. 1.3). Since many of these schools charge fees the poor cannot afford, they are effectively excluded from advanced English deemed essential for white-collar jobs in, for example, the fields of IT, finance, or administration (cf. Brutt-Griffler 2008: 32–33; Verma 2008: 42–44, 47–49).

Language as threat

Some consider the global US-American influence a great progressive force as politicians and the film industry have disseminated values and vistas of a democratic and capitalist culture as a potentially liberating alternative to authoritarian and repressive traditions. Others have criticized the rise of ‘American cultural imperialism’ as the ‘McDonaldization’ of the world (cf. Bryman 2004, Ritzer 2011). Linguists advocating language rights, such as Phillipson and Skutnabb-Kangas (cf. 2011: 28–30), consider the domination and teaching of English in close connection to US-American neoliberal ideology and economy as *linguistic imperialism* that continues colonial practices even today. Education in the medium of English deprives indigenous and minority children of their languages and the “intergenerational transfer” of culture and identity: English ‘kills’ other languages and cultures if it is not added as an L2 to education in the mother tongue (ibid.: 33–34). Whichever perspective is taken, Great Britain and the USA have been major forces in driving globalization and making English a global language.



Fig. 1.3 |

Rural English school
in Zimbabwe (1992)

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?

The international perspective

| 1.1.2

Today, English has become the lingua franca of the world and dominates popular culture, the Internet, trade, finance, politics, and academia. However, which Englishes are used around the world and which are taught and learned? In the 'non-native-English peripheries' across the world, English has been appropriated and adapted to serve local purposes, establishing *hybrid and heterogeneous world Englishes*. According to Kachru (cf. 1996: n. p.), the Inner Circle of English consists of countries in which English is a native language (e. g., USA, UK, Australia), the Outer Circle of countries in which English serves as an official second language (L2; e. g., India, Nigeria, Singapore), and the Expanding Circle of countries in which English is studied as a FL (e. g., South America, Japan, China). Kachru's model raises the question of who is the more competent speaker in which situation. In some cases, the non-native, plurilingual (*mehrsprachig*) speaker of English may have an advantage over the native monolingual one (cf. Harmer 2007: 18).

Standard British English (BE, RP) and standard American English (SAE or GA) enjoy a great deal of prestige, which pays off for many learners and institutions alike. Mastering standard English forms cultural capital (knowledge and education), social capital (esteem and status), and economic capital (job opportunities): thus, English has become a valuable commodity (cf. Verma 2008: 44). Schools and universities in Great Britain, Canada, Australia, and the USA attract students from around the world and charge considerable fees. Native speaker teachers from these countries are in great demand in the language programs at many schools and universities in non-Anglophone countries.

Without a doubt, the local appropriation of English by non-native speakers has resulted in the development of numerous varieties of English with differences in vocabulary, grammar, and syntax (cf. Mair 2003: xviii-xix; Schneider 2011: 54–59, 189–205). As an alternative to the Anglo-American standards and to diverse global varieties of the language, linguists are discussing the development of *Global English* or *World Standard English*. However the problem is how to define its structural, sociolinguistic, and historical-political characteristics (cf. Gnutzmann 2008: 109, 113–14; James 2008). The most important purpose of English as a lingua franca is intelligibility, and features of standard English not relevant to understanding are often disregarded, such as the pronunciation of the phoneme / th/ (* /dis/), the inflection of the verb in the third

World English

person (*he talk), or 'would' in if-clauses (*If she would come, I would be there; cf. James 2008: 135–40; Jenkins 2008: 146–49).

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?

Discuss reasons for/against learning standard British or American English according to the native-speaker norm.

1.1.3 | The national perspective

Beginnings

How has the German educational system responded to the global rise of English? In the 18th century, English gained some ground in schools that focused on the education of the urban middle class, which included reading English literature and works of philosophy or practicing oral communication (cf. Hüllen 2005: 66). In the three-tiered and class-based 19th century system of the *Volkschule* for the common people (grades 1–8), the *Realschule* (grades 5–10) and the *Gymnasium* for the middle and upper classes (grades 5–13), the majority of the population was not taught any FL at all. Gradually, English became the second modern FL next to French in the *Realschule*, and a third or fourth option next to Latin and Greek in the *Gymnasium*. In the *Gymnasium*, teaching English in the classroom was often modeled on the Grammar-Translation Method used for Latin. The explicit teaching of vocabulary and grammar should enable students to ultimately read literary and philosophical 'classics' in order to support their general education.

Reform movement



Fig. 1.4 |

Wilhelm Viëtor

In the late 19th century, Viëtor (see fig. 1.4) called for a reform of language education with a pamphlet entitled *Der Sprachunterricht muss umkehren* (1882/1905). Instead of focusing on an elitist form of higher education, FL instruction should concentrate on functional skills of oral communication and knowledge about the target country ('*Realienkunde*,' today known as *Landeskunde*; see ch. 7.1.2). Viëtor advocated the so-called **Direct or Natural Method**, employing the FL as the medium of instruction in order to promote oral skills besides studying authentic texts. At the same time, the Berlitz schools were among the first institutions which implemented the monolingual, direct method of immersion in order to offer a fast track form of FL education (cf. Christ 2010: 18). It took about forty years to adopt the reformers'

demands for something like *Landeskunde* as a classroom topic, and about one hundred years to implement communicative and intercultural competences on a broad scale.

In the 1920s, the target culture was taught in comparison to one's own culture, enhancing the awareness of national culture, which in fact supported the construction of stereotypes. In the 1930s, the fascists elected English as the first FL and fostered learning about culture in order to prove the superiority of German national culture (cf. Hüllen 2005: 126). Despite all their rhetoric about the *Volk*, the fascists maintained traditional class discrimination in education: the majority of learners – in the *Volksschule* – had no FL classes at all.

Due to the separation of spheres of political influence among the USA, France, Great Britain, and Russia after 1945, the Federal Republic of Germany introduced English as a first FL in all secondary schools, and the German Democratic Republic Russian as the first FL. In the 1970s, *Communicative Language Teaching* (CLT) shifted the priority from teaching knowledge about language (grammar and syntax) to performance in language (e.g., listening comprehension and speaking; see chs. 4.3.1, 6).

Today, teachers of English face multiple challenges:

- ▶ The pragmatic communicative approach to teaching and learning foreign languages put forward in the CEF has changed educational standards from a focus on content to *testable output* (see ch. 12.1).
- ▶ The learning objective of the native-speaker standard has been replaced by the norm of the *plurilingual speaker*, who connects his or her competences in diverse languages and cultures in order to communicate effectively with different interlocutors (cf. Council of Europe 2001: 4–5, Byram 1997, Schneider 2011: 226; see ch. 7).
- ▶ *Early foreign language teaching and learning* (*Fremdsprachenfrühbeginn*) has been widely proclaimed as the best solution for promoting excellent language competences (see ch. 4.5).
- ▶ *Bilingual or Content and Language Integrated Learning* has gained ground in Germany and is increasingly implemented in primary and secondary schools (*bilingualer Unterricht*; see ch. 4.4).
- ▶ The *digital revolution* and the transformation of the Internet into a mass medium has increased the media repertoire for schools in general and for the FL classroom in particular (see chs. 2.1.4, 9.4).
- ▶ The policy of *inclusion* increases heterogeneity among learners and demands more differentiation (see ch. 6.3).

*Volks- und
Rassenkunde*

After World War II

21st century