



Bilingual Teaching

Bad Berka

April 2010



Programme

- Monday, 19 April 2010
 - What is good bilingual teaching?
 - Vocabulary
- Tuesday, 20 April 2010
 - Improved communicative competence
 - Listening



What are the elements of effective bilingual teaching?

- Role of mother tongue (MT)
- Motivation
- Job specific priorities
 - Receptive skills
 - Productive skills
- Redundancy



Role of Mother Tongue

- Butzkamm: Our biggest cognitive asset.
- The issue is: how can learners learn the L2 if they only hear and speak L1?
- Methods and Approach:
 - Role of the teacher
 - Attitude of the teacher
- How important is the L2 competence of the teacher?

Job specific priorities



- How do we treat the receptive and productive skills in bilingual education?

Productive:

- Speaking
- Writing

Receptive:

- Listening
- Reading



Motivation

- What do you do to motivate your learners for bilingual education?
- How important is motivation?
- What role does enjoyment play?
→ Hutchinson and Waters

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Redundancy

- “Two for one p. 56”
Redundanz ist eine der wichtigsten Prinzipien des zweisprachigen Sachunterrichts!
- Redundancy does not mean repeating but recycling




Vocabulary



Vocabulary

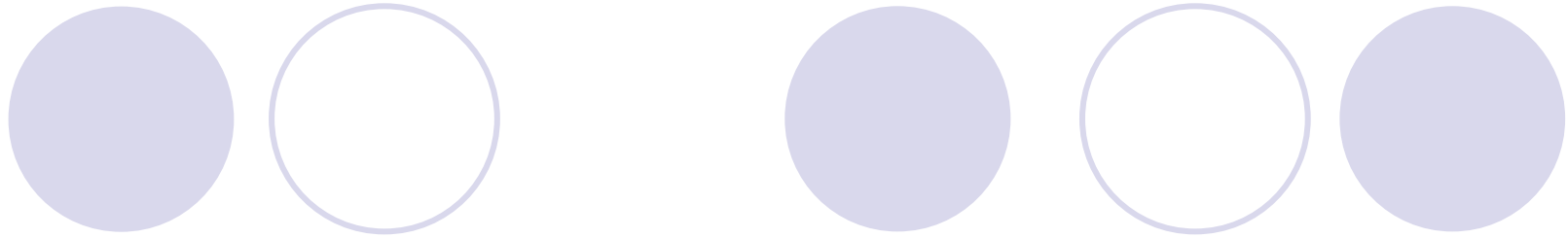
- How important do you consider L2 vocabulary in the subject that you teach?

1	2	3	4	5	6	7	8	9	10
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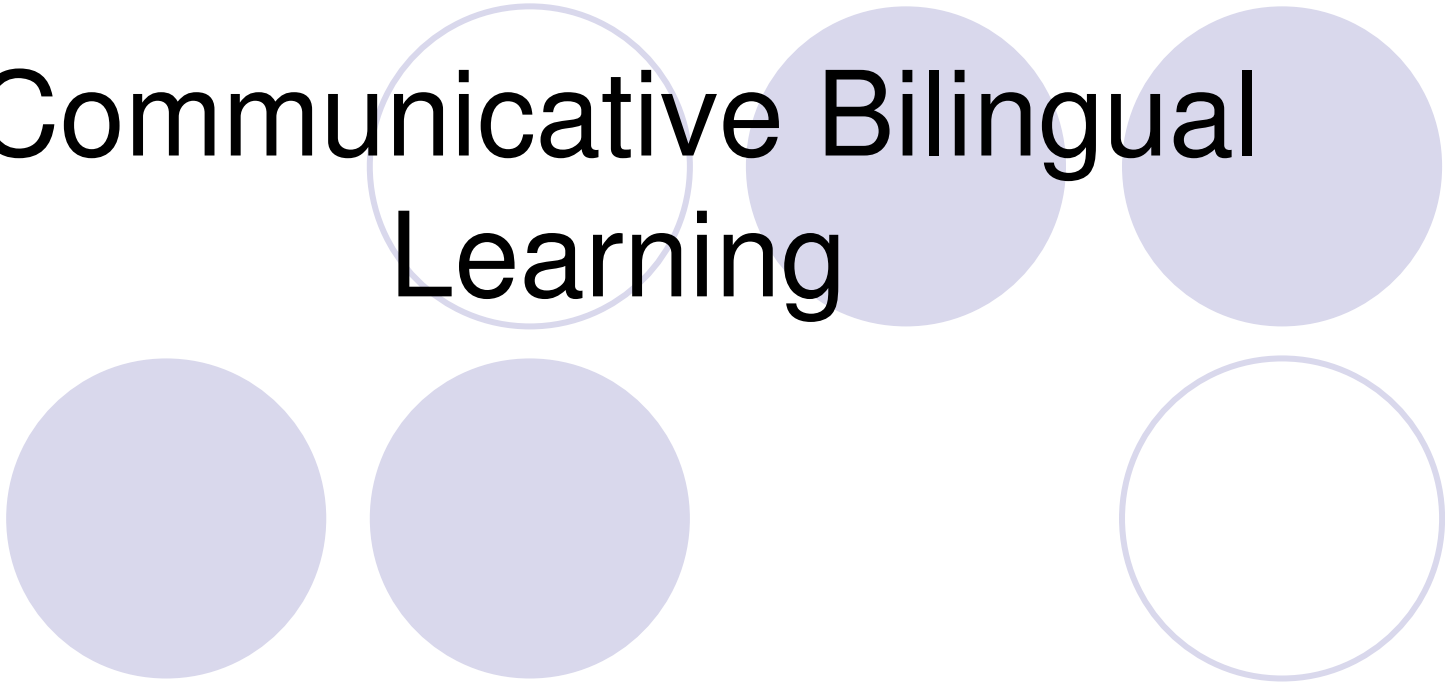
How many words do our learners need to know?

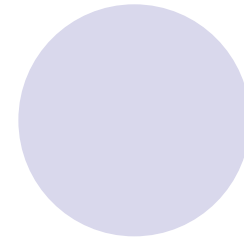
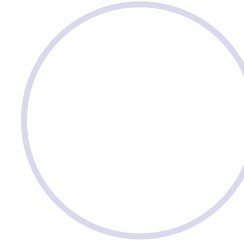
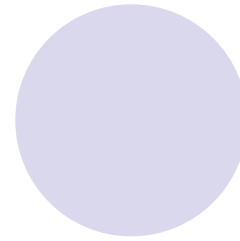
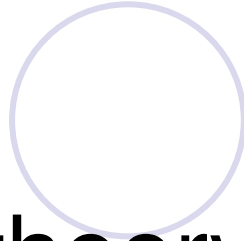
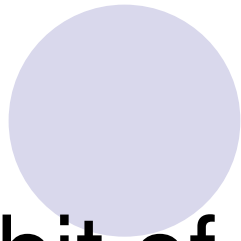
- How many words are there in English?
- How many words do native speakers know?
- How many words are needed to do the things that a language user needs to do?



- Francis and Kucera studied texts totalling one million words and found that if one knows the words with the highest frequency, you will quickly know most of the words in a text:
- According to Stahl and Shiel (1990) 300-400 new word meanings can be taught per year through direct instruction.

Communicative Bilingual Learning

The title is centered and overlaid on a decorative arrangement of circles. There are five solid light-purple circles and one hollow light-purple circle. The circles are arranged in two rows: the top row has three circles (one hollow, two solid) and the bottom row has three circles (two solid, one hollow).



A bit of theory 1

- Language is more than learning grammar and learners have to train their ability to use language in a social context.
- Communicative teaching enables learners to interact and transact in the L2.

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A bit of theory 2

- The focus in teaching is on the appropriate and meaningful use of the L2.
- Communicative teaching involves real communicative activities, the use of meaningful language to do meaningful tasks.



A task may be defined as:

- an activity
 - in which meaning is of primal importance
 - in which the learners have a communication problem to solve
 - bearing a relation to the real-world
 - whose completion is of some importance to the learners
 - that makes use of language as a medium of communication instead of the object of study
 - that involves cognitive processes

Method

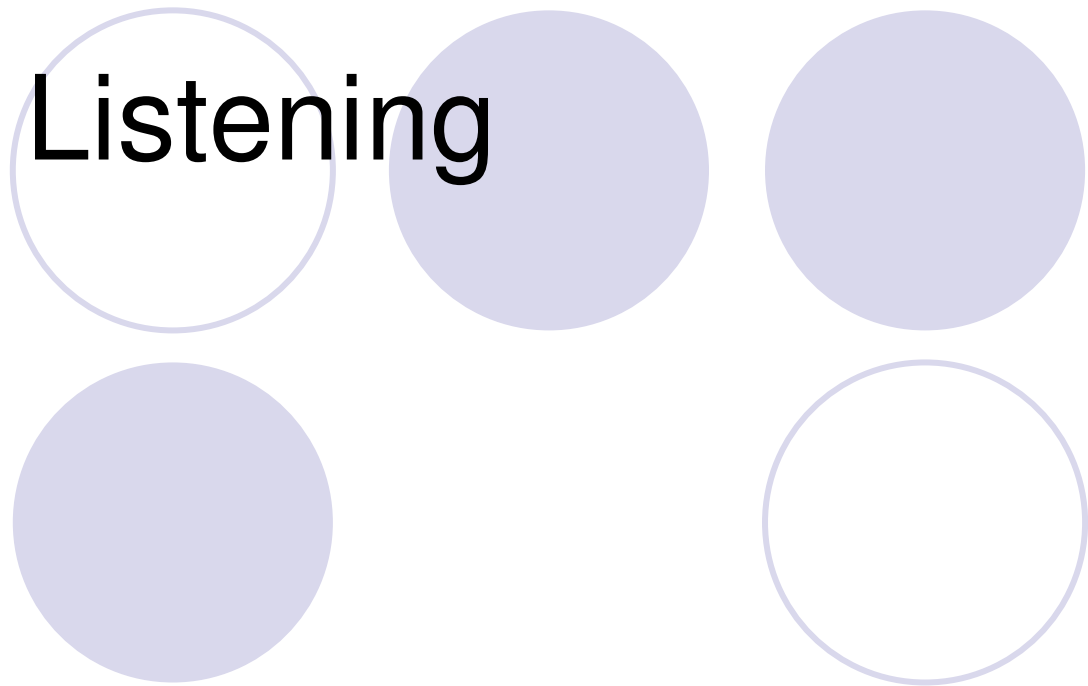


- Tasks, of which learners do not know the answers, are used instead of questions that enable them to display their knowledge.
- Tasks often comprise group activities and enable learners to perform a range of communicative functions



Workshop and evaluation

- Can you implement communicative teaching principles into your teaching?
- Do you foresee any problems in this regard?
- How can they be overcome?





Our own experiences

- Listen to the CD
- Context:

Where are the people?

How many people are there?

What is the situation?



When do your students need their listening skills in Germany?

- In the classroom?
- At their training companies?
- Holidays?
- Music and films?

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Methods

- What helps us understand the spoken language?
- What helps your learners?
- How can these elements be integrated into a lesson?

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Workshop

- Use as much as the theory of the past two days.
- Design a useful listening task for your subject.
- Present your tasks



Discussion and conclusion

- What makes a listening activity interesting?
- How can we help our learners understand?
- What role does context play?