

Fremdsprachenlernen in der Schule:

Was wir von der
Spracherwerbsforschung lernen können.

Petra Burmeister, CAU Kiel

IQSH Veranstaltung

17 / 09 / 2007

Outline

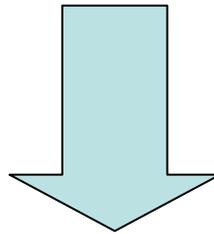
- Lernpsychologische Grundlagen
 - Spracherwerb
 - Alter

- Webquests

Kategorie	Behaviorismus	Kognitivismus	Konstruktivismus
Hirn ist ein	passiver Behälter	informations verarbeitendes "Gerät"	informationell geschlossenes System
Wissen wird	abgelagert	verarbeitet	konstruiert
Wissen ist	eine korrekte Input- Outputrelation	ein adäquater interaktiver Verarbeitungsprozeß	mit einer Situation operieren können
Lernziel	richtige Antworten	richtige Methoden zur Antwortfindung	komplexe Situationen bewältigen
Paradigma	Stimulus-Response	Problemlösung	Konstruktion
Strategie	lehren	beobachten und helfen	kooperieren
Lehrer ist	Autorität	Tutor	Coach, (Spieler)Trainer
Feedback	extern vorgegeben	extern modelliert	intern modelliert

Lerntheoretische Annahmen

- > Lernen ist ein Konstruktionsprozess, der vom Lerner **selbst** ausgeht.
- > Das Gedächtnis konstruiert Wissen in Relation zu den jeweiligen Vorerfahrungen, zum Vorwissen.



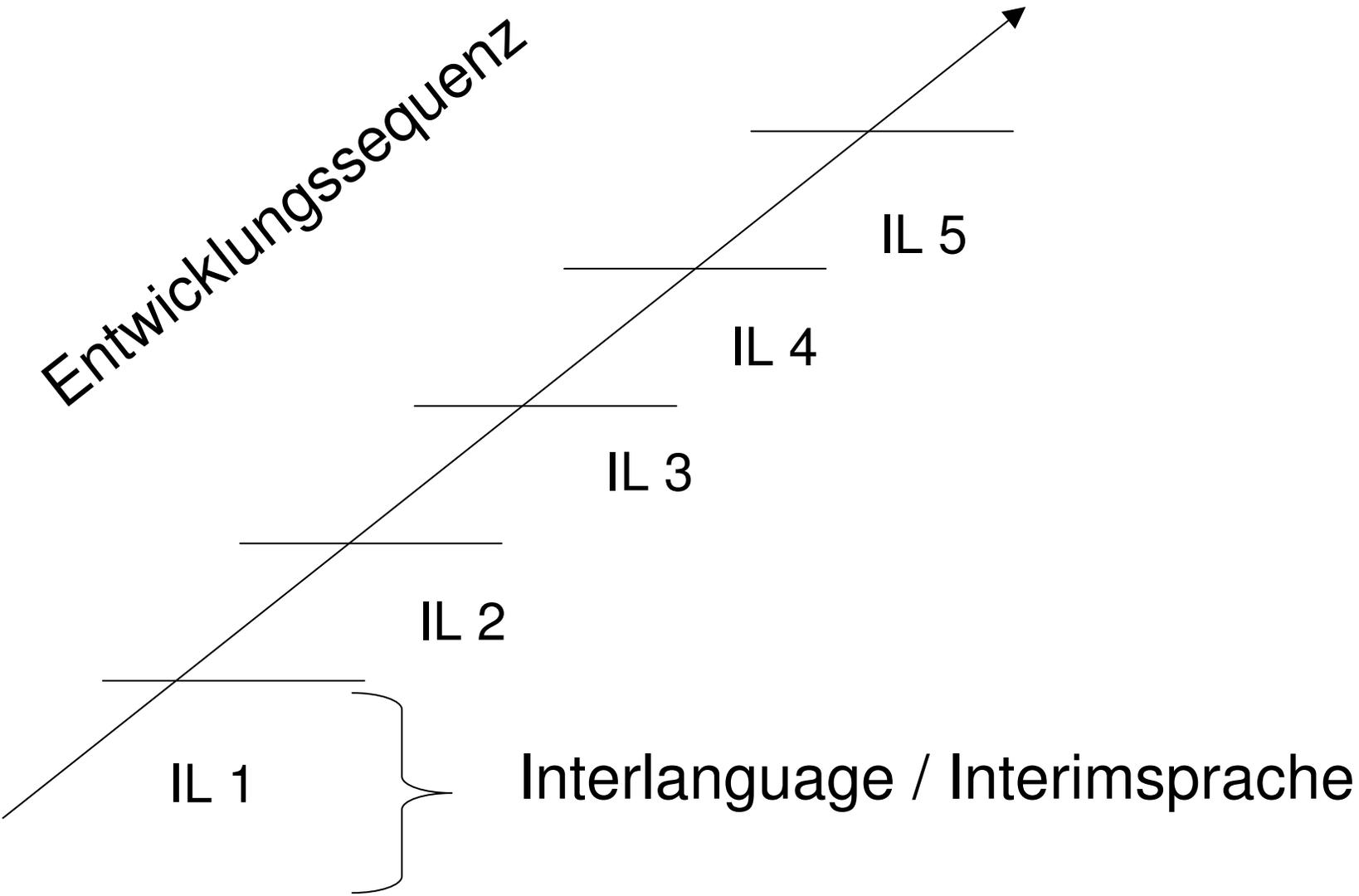
aktiver Lerner

Lehrkraft als Trainer

nach: Baumgartner, P. & Payr, S. (1999)

Spracherwerb

Zielsprache



Sprachenlernen als kreativer Konstruktionsprozess

Dekomposition

Konstruktion

Reintegration

L1 und L2-Erwerb jeglichen Alters
sind durch weitgehend
identische Entwicklungsmuster
gekennzeichnet!

Charakteristika von Lernersprache:

basiert: auf Wode 1988/1993

- Alle Lerner durchlaufen dieselben Stadien.
- Alle Stadien sind aufeinander aufgebaut.
- > Der Erwerb von Stadium 4 setzt den Erwerb der Stadien 1, 2 und 3 voraus.
- Jedes Stadium ist gekennzeichnet durch
 - > entwicklungsspezifische Lernerstrukturen
 - > entwicklungsspezifische Fehler
 - > individuelle Variation

Im Spracherwerb lösen die Lerner Entwicklungsprobleme.

Für jedes Problem gibt es eine begrenzte Anzahl unterschiedlicher Varianten.

The Processing Challenge

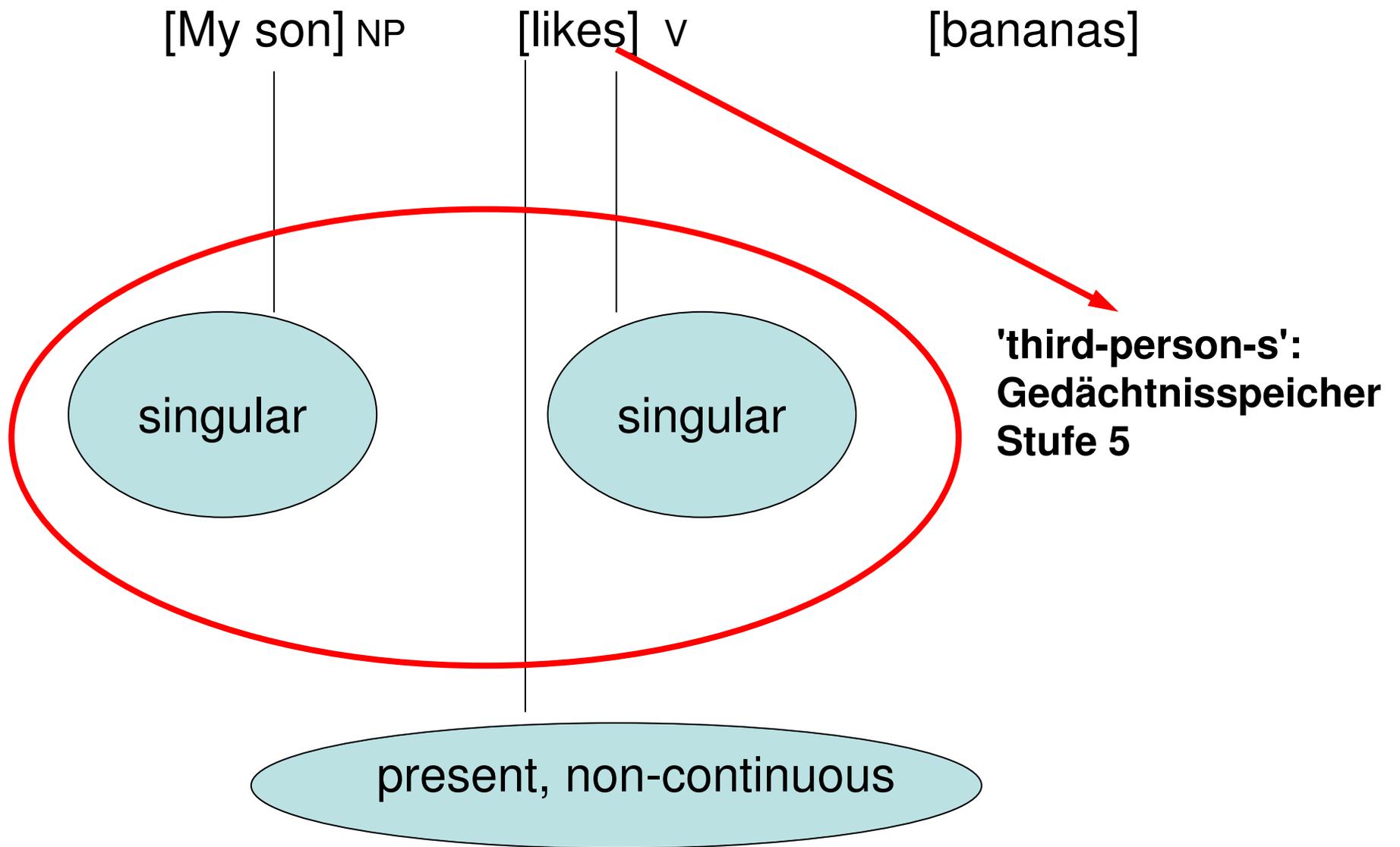
> Learners must learn to exchange grammatical information across elements of a sentence (Lexical Functional Grammar: feature unification).

Step 1: Identification of grammatical information in the lexical entry.

Step 2: Temporary storage of that information.

Step 3: Application of a grammatical information at another point in the constituent structure.

**Peter walk a dogs.*



Pienemann (2006)

© Dr. Petra Burmeister, CAU Kiel

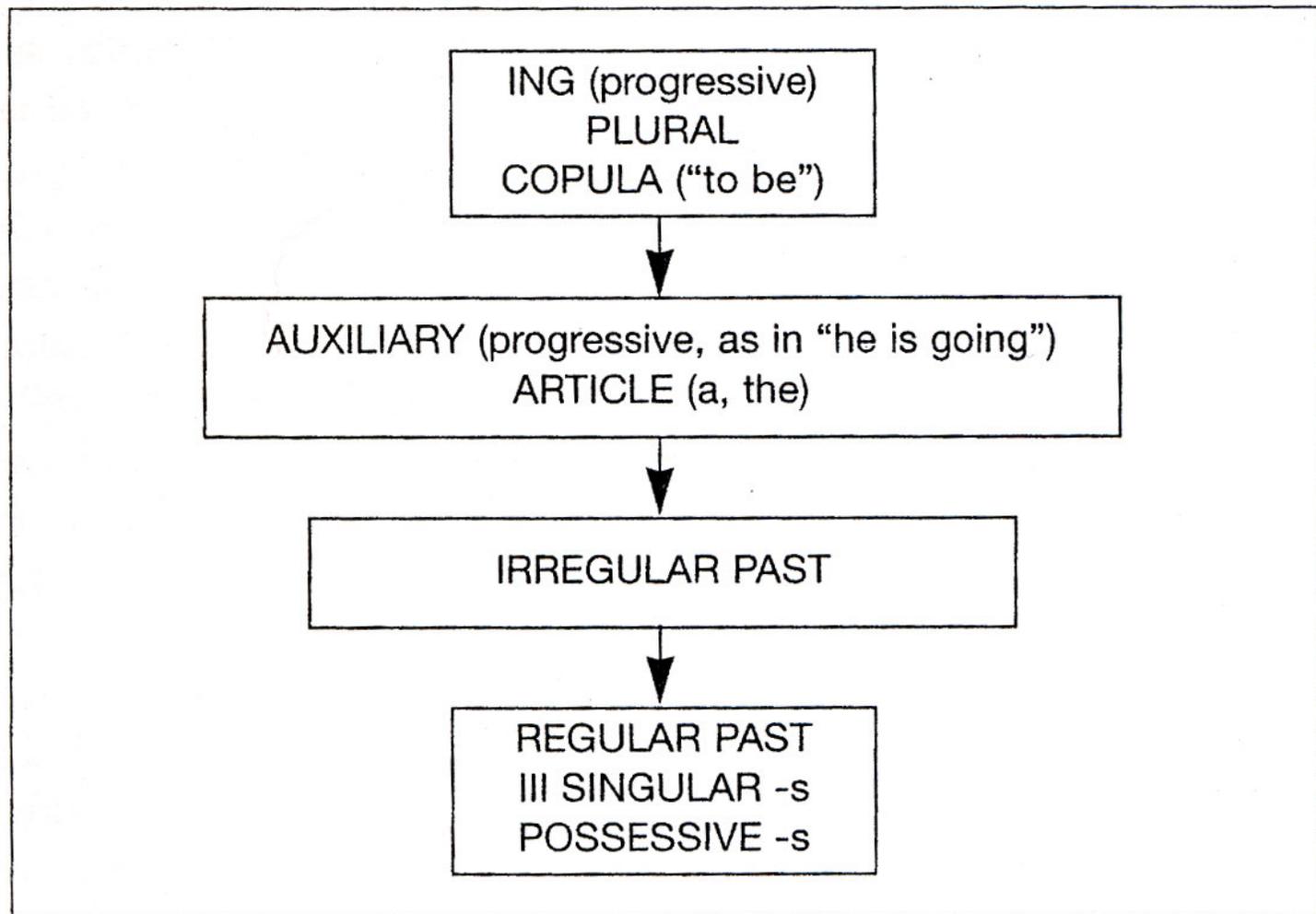


Abbildung 2: Reihenfolge des Erwerbs von grammatischen Morphemen

Developmental features for L2 English (Pienemann in press: 57)

Stage	Structures	Examples
1	Words Formulae	Hello, Five Dock, Central How are you? Where is X?
2	S (neg) V (O) SVO-Questions -ed Plural –s (Noun)	Me no live here. I don't live here. You live here? John played. I like cats.
3	Do/Wh/Aux-SV (O)-? Adverb –First Poss (pronoun)	Do he live here? Today he stay here. I show you my garden.
4	Copula S (x) V-Particle	Is she at home? Turn it off!
5	Neg/Aux-2nd-? Aux-2nd-? 3sg-s-	Why can't she come? Why did she eat that? Peter likes bananas.
6	Cancel Aux-2nd	I wonder what he wants.

- Sprachenlernen ist ein kreativer Konstruktionsprozess.
- Lerner können nur das (kreativ) produzieren, was sie verarbeiten können.
- Spracherwerbsstadien können nicht übersprungen werden.
- Die Lehrbarkeit von Sprachen ist deutlich eingeschränkt.

Teachability Hypothesis (Pienemann 1998)

- „stages of acquisition cannot be skipped through formal instruction.
- instruction will be most beneficial if it focuses on structures from ‚the next stage‘.“
(Pienemann 1998, p. 250)

> Die Lerner müssen sich die Sprache **selbst** aneignen.

Alter und Fremdsprachenlernen:

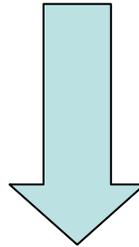
- ‚**Früher = Besser**‘ (Immigranten-Forschung, natürlicher Erwerb)
 - > Akzent, Syntax (AoA spätestens mit 6 Jahren).
- ‚**Älter = Besser**‘ (schulischer Erwerb, quasi-experimentelle Studien)
 - > Frühbeginner haben einen ca. zweijährigen Vorsprung im Hören und Sprechen, nach vier Jahren nur noch im Hören (Burstall et al. 1974, Cenoz 2003)
 - > Ältere Kinder sind schneller, kommen besser mit Sprach-‘Unterricht‘ zurecht: Bessere Lernstrategien, Training-Effekte? (mentale Fähigkeiten machen nur ca. 20% der Varianz aus)
 - > Auch muttersprachenähnlicher Akzent bei erwachsenen Anfängern: hohe Motivation spielt eine große Rolle!

**!!! Für beide Positionen gilt:
Keine eindeutige Evidenz !!!**

Alter und Fremdsprachenlernen

„Früher = Besser in einigen Bereichen“

Klare Vorteil im Bereich der Aussprache, aber auch Gegenbeispiele



Je jünger, desto besser im Bereich „BICS“
(basic interpersonal communicative skills) ?

Je älter, desto besser im Bereich „CALP“
(cognitive/academic language proficiency) ?

Alter und Fremdsprachenlernen

„Früher = Besser auf lange Sicht“

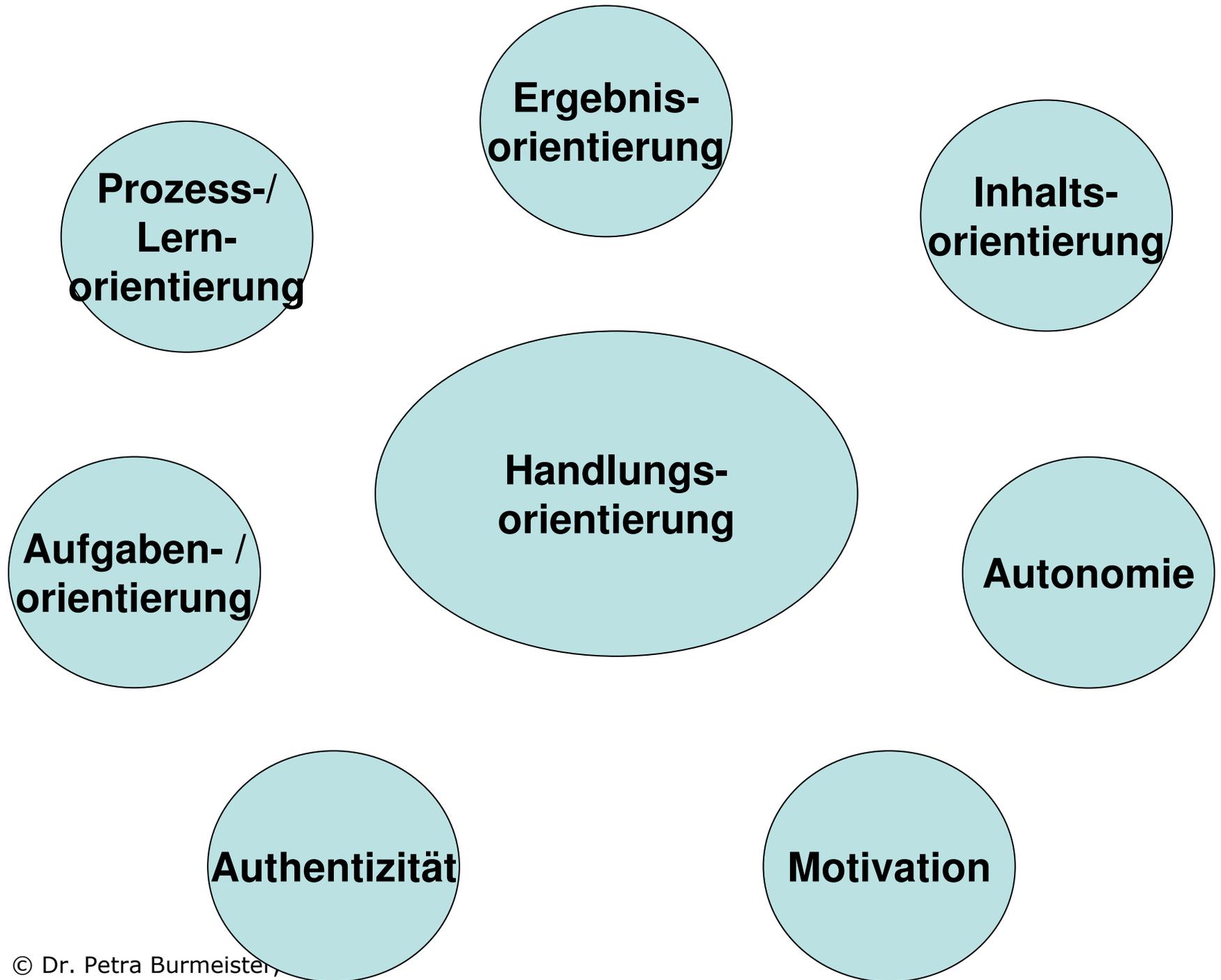
> bisher kein Gegenbeweis (natürlicher L2-Erwerb)

„Später = Mühevoller“

> keine Forschungsevidenz

Fremdsprachendidaktischer Exkurs

- Fremdsprachenunterricht als "künstliches Lernumfeld."
- Der Gebrauch der Fremdsprache ist "Mittel zum Zweck" und "dient nur ihrer eigenen Erlernung." (Bach & Timm 2003: 2)
- Forderung nach "Öffnung des Unterrichts für lebensnahe Kommunikations- und Lernprozesse in unmittelbar-realen oder als lebensecht akzeptierbaren Situationen und Aufgabenstellungen." (Bach & Timm 2003: 2)



webbasierte Projekte

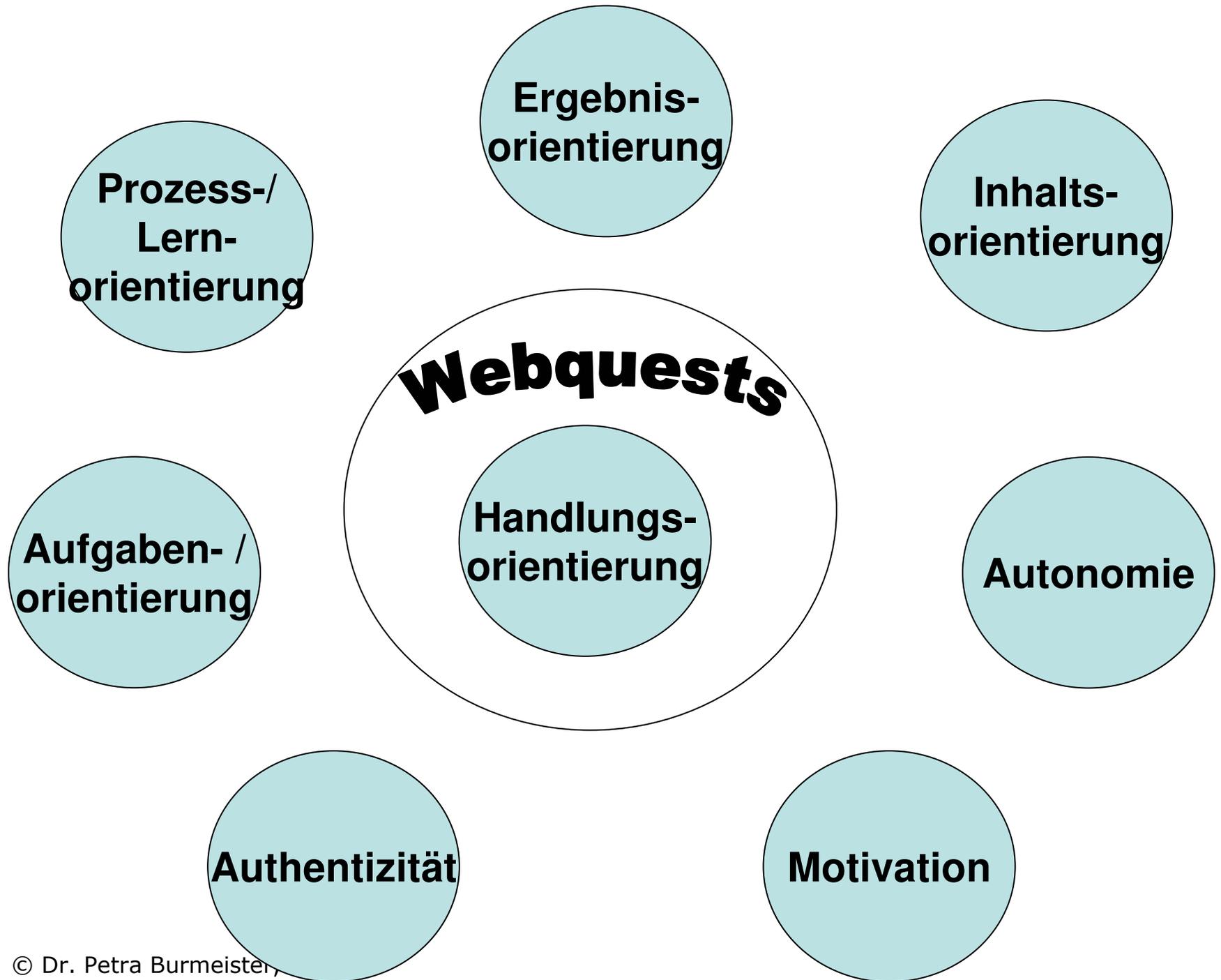
'Webquests'

Ein **Webquest** (Dodge 1995) ist eine gelenkte Informationsrecherche im Internet zur Lösung einer klar definierten, komplexen Aufgabe.

"Die Herausforderung liegt (...) in der Verarbeitung und Verknüpfung der bereitgestellten Informationen." (Hegelheimer & Knierim 2006: 295)

(engl.) quest = die Suche, das Streben:

- die Suche nach Lösungen im Internet
- das Streben nach Lernerautonomie

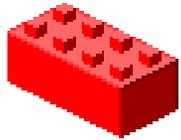


Aufbau von Webquests



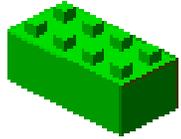
Introduction

- weckt Interesse an der Lösung eines Problems



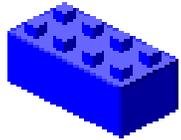
Task

- beschreibt die Teamaufgabe und das erwartete Endprodukt



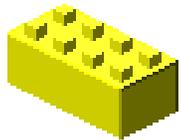
Process

- skizziert den Arbeitsablauf und bietet Handlungshilfen



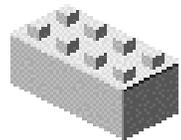
Evaluation

- beschreibt Kriterien zur (Selbst-) Reflektion und (Selbst-) Bewertung



Conclusion

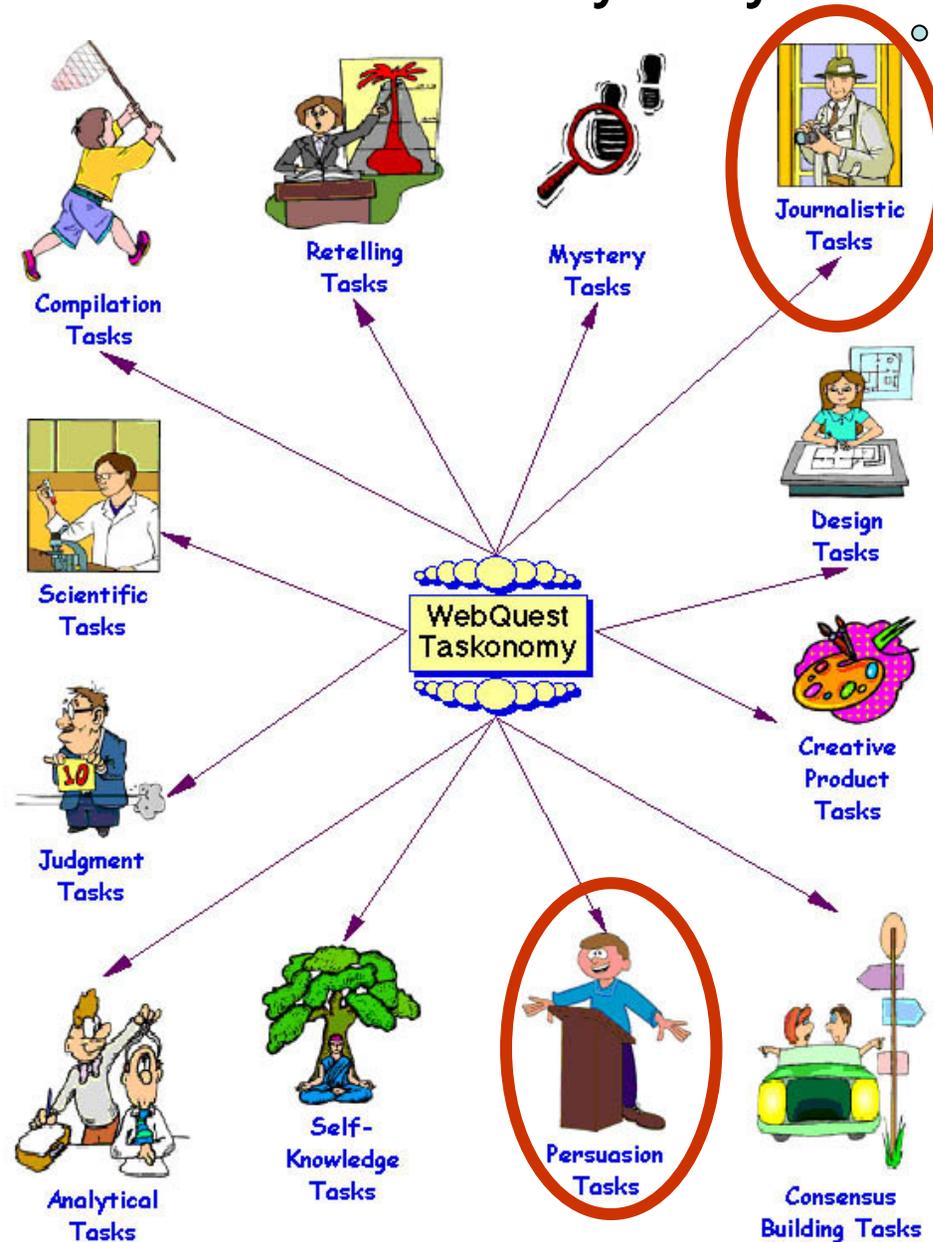
- formuliert einen Abschluss und lädt ein zur Reflektion

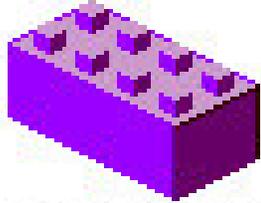


**Teacher
Page**

- liefert Tipps für die unterrichtliche Umsetzung

B. Dodge: There must be fifty ways to task your learner





Introduction



Our Class Pet

[Home](#) | [Introduction](#) | [Task](#) | [Process](#) | [Record Sheet](#) | [Animal Expert](#) | [Habitat Helper](#) | [Budget Keeper](#) | [Pet Caregiver](#) | [Conclusion](#) | [Individual Rubric](#) | [Group Rubric](#) | [Standards](#) | [Email](#)

Introduction



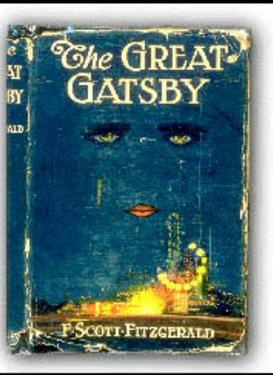
Have you ever wondered what it would be like to have a pet turtle? Or a gerbil, toad, or fish tank? Maybe you already have a pet at home. Having a pet is a big responsibility. Pets require a lot of care. They usually need a special pet house to live in, food, water, and many other things. Can you think of anything else you might need to know before getting a new pet? Well you are about to find out!!! Our class will soon be adopting a new class pet! And you get to help!



"Extra, Extra, Read all about it!!"

A WebQuest on "*The Great Gatsby*"

Created By: [Kristen Currise](#) & Adapted By: [April Moore](#)

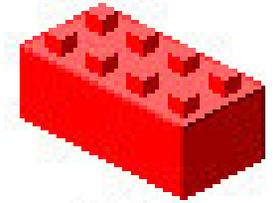


Introduction

"Extra, Extra, Read all about it." *The Great Gatsby* has just been published and it is an instant bestseller. The publication that you work for has picked the five of you to create a special edition on the *Great Gatsby*. You have a midnight deadline so that it can be out on the streets, ASAP. It is your group's job to write the articles and design the layout for the publication. Within your group you will designate four people as reporters and one as the layout designer. Include anything you want in the publication, you have complete creative control.

Follow these step-by-step directions to successfully complete your project

[Introduction](#) | [Task](#) | [Process](#) | [Guidance](#) | [Information Sources](#) | [Evaluation](#) | [Conclusion](#) | [Note to Teachers](#) |



Task

Task

Congratulations! Your team has been selected to help our class choose a new classroom pet! Your team gets to investigate four possible pets and choose the one you feel is best for the whole class.

Each team member will have ONE of the following important jobs to complete:

- 1) Animal Expert: You will research interesting facts about the animals.
- 2) Habitat Helper: You will research what the best type of home is for each animal and what supplies are needed.
- 3) Budget Keeper: You will research the cost of buying each animal and its home.
- 4) Pet Caregiver: You will research what type of daily and weekly care each animal will need.

After doing your research you will work closely with your team members to decide which animal is the best choice for the whole class. You then get to create an interesting presentation to persuade your classmates to choose that pet! Good luck and have fun!



"Extra, Extra, Read all about it!!"

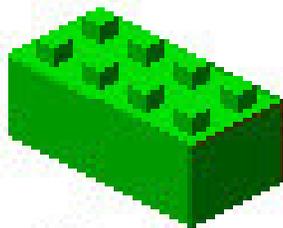
The Task

Each group is going to create a publication comprised of all of the writings that have been completed. The publication can be organized in any fashion. The students need to create a cover and decide on an original title for their publication. Once each group is completed, the students must have their publication bound at a local copying center. They will then have to give a short oral presentation covering the topics that each person learned.



Here are some examples of current publications. These images can help guide you when trying to design your cover. This should have a structure similar to these publications: A cover, table of contents, and sections with articles that relate to them.

[|Introduction|](#)[Task|](#)[Process|](#)[Guidance|](#)[Information Sources|](#)[Evaluation|](#)[Conclusion|](#)[Note to Teachers|](#)

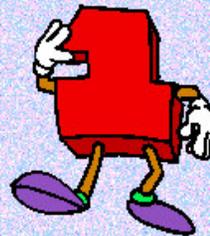


Process

© Dr. Petra Burmeister, CAU Kiel

Process

Now it's time to get started! First, meet as a group to decide who will perform each job. Are you the Animal Expert, Habitat Helper, Budget Keeper, or Pet Caregiver? Now follow the steps below to complete your mission.



STEP #1 - RESEARCH

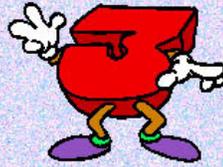
Each member of the team must research all four pets to collect information meeting their specific job description. First, print a Record Sheet, from the Record Sheet link above to record your findings. Then visit YOUR job page for your procedure.



STEP #2 - DISCUSS YOUR FINDINGS

After all team members have collected their information about all four animals, meet as a group. Each member should take a few minutes to explain what they discovered about each animal and give their recommendation for the new class pet. After all group members have shared their information, the team must work together to decide which animal would be BEST for the class pet. Make sure you can back up your team decision with reasons.

REMEMBER: You are looking at the animals from the view of YOUR job, but the group must come to an agreement.
Which animal is best OVERALL?



STEP #3 - CREATE A PRESENTATION

Now that your group has selected the best class pet, you must create a presentation to persuade the class to choose this pet. Working together your group should create ONE of the following:

- Design a Poster
- Television Commercial
- Design a Brochure
- Create and Sing a Song
- Other - Ask the teacher if you have a different idea.

No matter which way you present your pet to the class, it must include the following:

- 1) Name and illustration of the animal (detailed drawing or photo)
- 2) AT LEAST three interesting facts about the animal, its home, how to care for it, or how much it costs.
- 3) AT LEAST three good reasons why this is the best pet for the class.
- 4) Anything else your group feels is important.

REMEMBER: You are trying to persuade the class that this is the best pet, so be creative and give good information. Your presentation is important so that the class can make a good decision.

Your goal is to explain what type of home each animal will need and decide which home would be the EASIEST to put together and clean. This is very important so that we can prepare a happy home for our new pet!

MISSION PROCEDURES:

1. RESEARCH - Use the Internet links below as well as classroom books to identify what type of home each pet will need. Try to answer as many of the questions below for each animal as possible:

What type of home does this animal need? (aquarium? wire cage?)
How big or small should its home be?
What things should go inside the animal home? (water? bed?
pine chips?)

2. WRITE - On the Record Sheet record your findings for each animal in the correct box. (If you have not printed a Record Sheet, go to the Internet link below.)
3. THINK - Think about which of these animal homes would be the best for the classroom. Here are some questions to think about:

Which home will be easiest to keep in the classroom?
Which home will be the easiest to put together?
Which home will be the easiest to clean?

4. WRITE - Based on your research and thoughts, complete the sentence at the bottom of the Record Sheet stating which animal you feel would be the best class pet.

"Extra, Extra, Read all about it!!"

The Process

Your group needs to decide who is going to take each position that is available. These are the five positions that are available:

1. Arts and Entertainment Reporter: This reporter will report on living in the 1920s. Include specifics on the nightlife, popular actors/actresses, writers, literature, performers, and popular trends. ([click here for role chart](#))
2. Biographer: This person will write a biography on a person that was very influential during the 1920s. They also need to write a biography on the author F. Scott Fitzgerald. Investigate their lives and why they were so influential in the 1920s. ([click here for role chart](#))
3. English Professor #1: This professor will write an article explaining the symbolism in *The Great Gatsby*. This article should include discussion of the green light, eyes, the images with colors, and the east/west. ([click here for role chart](#))
4. English Professor #2: You will write an article explaining some of the themes present in the novel. Make sure to support each claim with specific examples in the novel. ([click here for role chart](#))
5. Layout Designer & Copy Editor: This person will be in charge of the layout and design of the publication, including the table of contents, as well as the editing of the articles. This person must be creative and organized. (Layout Design & Table of Contents are due with rough drafts). If you have the program Microsoft Publisher 2000 and are using Internet Explorer, [click here](#) for sample magazine layout. If you are running Netscape Navigator, hold down the shift key while clicking [here](#), and save the file before opening.

Each section of the publication must have at least two graphics. Brainstorm within your group to see how your group's publication can be the best. Make sure to include a cover with an original title and a table of contents. Once you have organized all of your articles into the layout you have chosen, take it to a local copy store and get the magazine bound. On the day you turn in your publication, your group will have to give a short presentation on your project.

[|Introduction](#)[|Task](#)[|Process](#)[|Guidance](#)[|Information Sources](#)[|Evaluation](#)[|Conclusion](#)[|Note to Teachers](#)[|](#)

"Extra, Extra, Read all about it!!"

Guidance

RESEARCH EACH ASPECT OF YOUR PROJECT VERY CAREFULLY!!!!

Brainstorm within your group to figure out how you are going to organize your project.

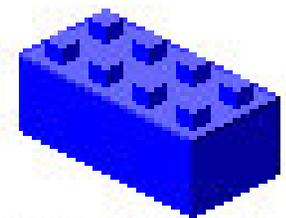
Some topics you may want to include in your magazine:

- The flappers, who or what were they?
- What is the Charleston?
- What was prohibition, what did it cause?
- Who was the president of the United States during the 1920s?
- What was so special about the houses on Newport?
- Who were Rockefeller and Vanderbilt?

Use any kind of technology that our school has to offer. Therefore this should not be a bunch of word processed papers stapled together.

Use colorful graphics that relate to your article. Most magazines have pictures (with captions) to go along with articles.

[|Introduction|Task|Process|Guidance|Information Sources|Evaluation|Conclusion|Note to Teachers|](#)



Evaluation

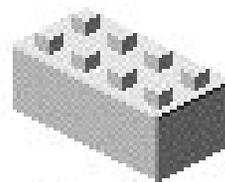
	Criteria				Points
	0	1	2	3	
Creativity/ Delivery	The audience could not understand the presentation; and it was not appealing to the audience.	The audience was able to understand some of the presentation information, but it was confusing.	The audience could follow the information given and was entertained by the interesting presentation.	The audience could easily understand the information given and was very entertained by the creative and interesting presentation.	—
Factual Information and Understanding	The group did not include any factual information about this animal and do not understand what it is or its needs.	The group included one fact about this animal and understands a little about it and its needs.	The group included one to two interesting facts about their animal and seemed to have a good understanding of this animal and its needs.	The group included at least three interesting facts about their animal demonstrating a firm understanding of this animal and its needs.	—
Persuasion/ Reasoning	The group could not give any reasons why the class should choose this animal as the classroom pet.	The group gave one or two poor reasons why this animal should be chosen as the classroom pet.	The group gave two good reasons why this animal should be chosen as the classroom pet.	The group gave at least three great reasons why this animal should be chosen as the classroom pet.	—
Use of Animal Illustration	The group did not use any type of illustration in the presentation.	The group used an illustration in their presentation, but it did not include a picture of their animal.	The group used an illustration of their animal in their presentation, but it did not enhance the presentation in any way.	The group used at least one illustration of their animal to enhance their presentation.	—
Collaboration	The team members did not work together to create a presentation.	The team members were able to work together, but not everyone had an active role in the project.	The team members worked together with most members contributing fairly, and used problem solving skills to come to agreements.	The team members worked very well together to come to agreements and problem solve, making sure each member took an active role.	—
				Total----->	—

Evaluation Sheet for your grade: ([click here](#))

Your Name:	0 to 10
Amount of work you contributed to the group:	/10
Quality of Work you completed:	/10
Average of above scores & comments	/10

My grading Rubric: ([click here](#))

Group Members:	Points
Creativity (15 points)	/15
Neatness/Organized/Appearance (25 points)	/25
Worked productively in class (15 points)	/15
Used available resources (15 points)	/15
Total points for group project	/70
Individual Role:	
Participation in final discussion (25 points)	/25
Rough Draft (25 points)	/25
Content (50 points)	/50
Extra Comments:	



**Teacher
Page**

Standards

The following are the *second grade Indiana Academic Standards* addressed by this WebQuest:

ENGLISH/LANGUAGE ARTS

- 2.4.2 Organize related ideas together to maintain a consistent focus.
- 2.7.5 Organize presentations to maintain a clear focus.
- 2.7.9 Report on a topic with supportive facts and details.
- 2.7.11 Report on a topic with facts and details, drawing from several sources of information.

SCIENCE

- 2.1.5 Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.
- 2.5.4 Begin to recognize and explain that people are more likely to believe ideas if good reasons are given for them.



To view all *Indiana Academic Standards*, please visit www.indianastandards.org

Ausgewählte Literatur

- Lightbown, P. & Spada, N. (2004). *How Languages are Learned*. Oxford: Oxford University Press.
- McLaughlin, B. (1987). *Theories of Second-Language Learning*. London: Edward Arnold.
- Mitchell, R. & Myles, F. (2004). *Second Language Learning Theories*. London: Edward Arnold.
- Müller-Hartmann, A. & Schocker-von Ditfurth, M. (2004). *Introduction to English Language Teaching*. Stuttgart: Klett.
- Pienemann, M. (1989), 'Is Language Teachable?', *Applied Linguistics*, 10, 1, 52-79

Ausgewählte Literatur

- Pienemann, M. (1998). *Language Processing and Second Language Acquisition: Processability Theory*. Amsterdam: Benjamins.
- Pienemann, M., J.-U. Keßler & E. Roos. (Hrsg.) (2006). *Englischerwerb in der Grundschule*. Paderborn: Schöningh/UTB, 197-216.
- Wode, H. (1981). *Learning a Second Language. 1. An Integrated View of Language Acquisition*. Tübingen: Narr.
- Wode, H. (1988/1993). *Psycholinguistik: Eine Einführung in die Lehr- und Lernbarkeit von Sprachen*. Ismaning: Hueber.