

Supporting Independent Language Learning Issues And Interventions Bayreuther Beitrage Zur Glottodidaktikbayreuth Contributions To Glottodidactics

Reviewing **Supporting Independent Language Learning Issues And Interventions Bayreuther Beitrage Zur Glottodidaktikbayreuth Contributions To Glottodidactics**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Supporting Independent Language Learning Issues And Interventions Bayreuther Beitrage Zur Glottodidaktikbayreuth Contributions To Glottodidactics**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

Use and Impact of Language Learning Strategies on Language Proficiency Nils Jäkel 2015

Psycholinguistic and pedagogical aspects of foreign language learning Oddleif Leirbukt 1992

Reflecting on language learning. A short assignment 2021-03-09 Research Paper (undergraduate) from the year 2018 in the subject Didactics - English - Pedagogy, Literature Studies, Academy of the Northwestswitzerland (Hochschule), language: English, abstract: In dieser Arbeit werden Gedanken und Überlegungen zu diversen Statements von Lightbown und Spada (2007) im Kontext angestellt und auf die Aussicht des zukünftigen Lehrens in der Primarschule angewendet. As I have already been teaching English for several years in primary school in the Canton of Solothurn, the statements from Lightbown & Spada (2007) are not surprisingly new to me. The statements are, however, a confirmation of my professional foreign language teaching experience so far. Therefore, it is somewhat difficult for me to

have a prior view and to create a new view of the statements after reading the text. Consequently, after this seminar I will mainly try to gain new insights for my teaching practice and additionally how to incorporate these in my future lesson planning.

Pros and cons of bilingual primary schools in Austria. Analysis of the effectiveness for children Sophia Maurer 2021-02-22 Bachelor Thesis from the year 2020 in the subject Pedagogy - School System, Educational and School Politics, grade: 2, ÖBV Pädagogische Hochschule Wien, language: English, abstract: In dieser Arbeit soll herausgefunden werden, ob die Einführung einer bilingualen Volksschule für alle Kinder sinnvoll wäre. Englisch ist heutzutage eine der wichtigsten Sprachen der Welt. Da es Kindern besonders leicht fällt neue Sprachen zu lernen, ist es sinnvoll so früh wie möglich damit zu beginnen. Außerdem legt die EU besonders großen Wert darauf, dass jedes EU-Mitglied mindestens zwei weitere Sprachen, die in der EU gesprochen werden, beherrscht. In österreichischen Volksschulen wird Englisch als "Verbindliche Übung" unterrichtet. In

der ersten und zweiten Schulstufe sollen insgesamt 32 Jahresstunden Englisch unterrichtet werden. Ab der dritten Schulstufe gibt es eine festgelegte Wochenstunde Englisch. Obwohl es viele Gründe gibt, warum es sinnvoll ist, die Kinder beim Englischerwerb zu unterstützen, wird dies in österreichischen Schulen immer noch nicht angemessen verwirklicht. When you take a closer look you realize that five out of the eight Austrian neighboring countries have another official language than German. Knowing that there are 24 official languages in Europe it is obvious that the EU wants its citizens to learn as many languages as possible. English is a universal language which is used to communicate with people who do not speak each other's first languages. Being able to speak English is a skill which is not only helpful to have a successful school career but to have success in life. Elementary schools are primarily responsible to introduce and teach English to all children. Most bilingual elementary schools are run completely or partly private which makes it impossible for families with lower incomes to enroll their children in these private bilingual schools. Wouldn't it be great if every child in Austria could get an education in both English and German in their public elementary school?

Grammar Growth in Child Second Language German Christiane Schöneberger 2015 This empirical study investigates the acquisition and development of nominal morphology in L1-English-speaking children acquiring German as a second language in an immersion school context. The focus is on accuracy development in the emerging German article system. Embracing theoretical and applied aspects of second language acquisition research, the study brings together educational, cognitive and psycholinguistic dimensions of second language learning and teaching. Results have implications for curriculum design and quality development in language immersion and content and language integrated learning.

The Expression of Identifiability and Accessibility in Adult German Language Learners Kyle A. Petruccio 2018 Abstract: The current study seeks to further the insight on why advanced speakers of additional languages still speak non-natively by

connecting the fields of SLA (SLA) and discourse.

Invoking the IH (IH) and discourse universals proposed by Chafe, this study seeks to build on previous work in both areas of linguistics.

Technology-enhanced Language Learning in Theory and Practice 1995

The Age Factor in Second Language Acquisition Carina Kroger 2016-12-13 Seminar paper from the year 2008 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, University of Cologne (Englisch), course: Problems in Second Language Acquisition, language: English, abstract: This term paper will focus on the discussion of the putative maturational constraints for second language acquisition. The age factor is an aspect of first and second language acquisition research which has engendered very much controversy. In the discussion about age-related effects on language acquisition, one can find disagreements as to both the facts and to their possible explanations. The different points of view range from the notion that young learners are in all aspects of language learning more efficient and achieve better results, to the contrary position that older learners are the better learners. In this paper, four of the positions concerning the age factor, which have been listed by Singleton, will be presented because they provide a good overview of the different views on this topic and the respective evidence belonging to them. Many of the differences in the results of various studies are due to the differences in how the results are elicited. The experimental design plays an important role for the outcomes.

Learning Strategies and Oral Proficiency Jennifer Bruen 2000

Language promotion in a day care center. A focus concept Stefanie Grippelkoven 2022-01-18 Seminar paper from the year 2009 in the subject Speech Science / Linguistics, grade: 1,0, Niederrhein University of Applied Sciences Mönchengladbach , language: English, abstract: This seminar paper contains a complete focus concept on the topic of language promotion using the example of a daycare center. Name, place as well as photos were of course removed for data protection reasons. After this concept, the work is concluded with a justification section on the topic

of language and language promotion.

Fostering Autonomy in Language Learning

David Gardner 2011

The Construction of Knowledge, Learner

Autonomy and Related Issues in Foreign

Language Learning Bettina Missler 1999-01-01

Task-Based Teaching of Reported Speech

2021-06-22 Seminar paper from the year 2018 in

the subject Didactics - English - Pedagogy,

Literature Studies, grade: 2,3, University of

Koblenz-Landau (Anglistik), course: Didactic

Perspectives on Linguistics, language: English,

abstract: In this paper, it is argued that task-based

language teaching is a suitable teaching method

for explaining the English grammar of reported

speech to foreign learners. Reported Speech is

used when a sentence is reconstructed. However,

the reported sentence has some differences from

the original sentence, for example the tense and

the pronouns. Cognitive Grammar aspects,

integrated into TBLT, help learners understand

the meaning behind the tense backshift and the

other differences and allows them to apply this

form correctly.

The Role of Age in Second Language Acquisition

Anonym 2013-08 Seminar paper from the year

2012 in the subject English - Pedagogy, Didactics,

Literature Studies, grade: 1,3, Ernst Moritz Arndt

University of Greifswald (Chair in English

Linguistics), course: Aspects of bilingualism,

language: English, abstract: "Broadly defined,

bilingualism refers to knowledge and command of

two or more languages, albeit to different

degrees. Due to the variety of factors that define

dual language speakers and hearers bilingualism

comes in many shapes and sizes" (Grosjean 1998,

In: Montrul: 17). That kind of definition

summarizes and characterizes the broadness of

the term bilingualism. It holds various definitions,

and is therefore considered as notational term. In

general, the degree of proficiency that must be

achieved in at least two languages to define a

speaker as bilingual, stays in a debate between

linguists, and therefore makes it difficult to give a

clear definition of a bilingual speaker. However,

in the field of language acquisition, it is not only the

definition that offers controversies among the

linguists. For example, there is the debate that

concerns the advantages and disadvantages of

being a bilingual, emerging from the concern a

child "might be confused linguistically,

cognitively, emotionally, and possibly even

morally" (Meisel 2004: 91). These kind of

statements lead to the general assumption that

monolingualism is the norm although, today

bilinguals are in the majority (cf. Baker 2010: 68).

On the one hand, early second language

acquisition is seen as a danger for children, on the

other hand, children are considered to be better in

language learning. This paper with the title "The

role of age in second language acquisition" will

concentrate on the controversial opinions towards

the influence of age in second language

acquisition. It is based on the assumption that

children are better in language learning, and it

will discuss the influence of age in second

language acquisition by comparing different

linguistic positi

Inclusion of Special Needs Children in

Foreign Language Learning Lessons Özlem

Arslan 2018-02-13 Seminar paper from the year

2017 in the subject English - Pedagogy, Didactics,

Literature Studies, University of Wuppertal,

course: Bilingual Studies Abroad, language:

English, abstract: Diese Hausarbeit wurde für ein

Begleitseminar für ein Auslandspraktikum in

Wales zum Thema Inklusion im

Fremdsprachenunterricht verfasst. Dabei wurden

ADHS und Legasthenie als Schwerpunkt

ausgewählt. Ein anderer Schwerpunkt lag auf die

Aussichten von einem inklusiven Klassenraum im

Englischunterricht in Deutschland. This term

paper aims to examine the future prospects for

inclusive English classes in Germany. The paper

will begin with the introduction of two different

kinds of learning disabilities: ADHD and Dyslexia.

(The paper will only contain these two additional

needs because special needs are a very broad

topic.) This part will also aim to introduce

methods and approaches of how to deal with these

learning needs in foreign language classrooms.

The main part will contain a comparison between

those methods and approaches and the

experiences I made in the Welsh lessons during

my stay abroad. The accentuation will be on the

linking of the concepts with the experiences. The paper will also contain a conclusion where the future prospects of inclusive classrooms in Germany will be discussed and all results will be concluded.

The Teacher's Role in Cooperative Learning in Inclusive Classrooms

Sarah Eisenfeld
2019-02-15 Seminar paper from the year 2018 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,7, Free University of Berlin (Institute for English Language and Literature), course: Ausgewählte Themen der Englischdidaktik, language: English, abstract: This paper analyses the role of the teacher required for cooperative learning in an inclusive classroom. Cooperative learning is an efficient and evidence-based teaching method for inclusive classrooms, which puts the emphasizes on learning that is facilitated by students rather than the teacher and thus represents a shift from traditional lecture-style classrooms to more brain-friendly environments. However, although cooperative learning is consistently acknowledged for its efficacy, its implementation remains a challenge. The question whether teachers have the professional competences needed to implement inclusive education is often ignored. The implementation of the convention brings new challenges to the classroom. Inclusive classrooms require inclusive teaching, which means a change of paradigm from a teacher-centred education to a student-centred education has to be enforced. The traditional role distribution between teachers and students does not do justice to an inclusive classroom. The conventional imparting of knowledge and competences should be replaced by a more auto-didactical approach. Consequently, the education requirements for students and teachers change. There is innumerable research on cooperative learning but only limited research sheds light on the new role a teacher has to take on when it comes to implementing cooperative learning in inclusive classrooms. The main questions to be answered are the following: What does a teacher need to consider when they implement cooperative learning in classrooms? How can the teacher support cooperative learning in an inclusive classroom? Is it even possible for a

teacher to fulfil all requirements that come with cooperative learning in an inclusiv
Language Learning International Federation of Modern Language Teachers. World Congress 1978

An Analysis of Peer Activities to Inform

Foreign Language Learning Tetyana Reichert
2010 This empirical study investigates language use and collaborative learning in informal non-classroom settings by learners of German as a Foreign Language (GFL).

Glottodidactica 1990

Steps Towards Models of Language Learning

Helmut Schnelle 1964*

The teacher's role in cooperative learning in inclusive classrooms

Sarah Eisenfeld
2019-03-20 Seminar paper from the year 2018 in the subject Didactics - English - Pedagogy, Literature Studies, grade: 1,7, Free University of Berlin (Institute for English Language and Literature), course: Ausgewählte Themen der Englischdidaktik, language: English, abstract: This paper analyses the role of the teacher required for cooperative learning in an inclusive classroom. Cooperative learning is an efficient and evidence-based teaching method for inclusive classrooms, which puts the emphasizes on learning that is facilitated by students rather than the teacher and thus represents a shift from traditional lecture-style classrooms to more brain-friendly environments. However, although cooperative learning is consistently acknowledged for its efficacy, its implementation remains a challenge. The question whether teachers have the professional competences needed to implement inclusive education is often ignored. The implementation of the convention brings new challenges to the classroom. Inclusive classrooms require inclusive teaching, which means a change of paradigm from a teacher-centred education to a student-centred education has to be enforced. The traditional role distribution between teachers and students does not do justice to an inclusive classroom. The conventional imparting of knowledge and competences should be replaced by a more auto-didactical approach. Consequently, the education requirements for students and teachers change. There is innumerable research

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Current Approaches to Language Learning Katrin Lindner 2009

The Language Portfolio and Its Contribution to Learner Autonomy and Intrinsic Motivation in the EFL Nils Hübinger 2013-04-26 Seminar paper from the year 2011 in the subject Didactics - English - Pedagogy, Literature Studies, grade: 14, Justus-Liebig-University Giessen (Anglistik), course: Seminar: Diagnostic Competence, language: English, abstract: The approach to English foreign language acquisition in German schools has significantly changed in the last decade. Today, students no longer start to learn English in grade five, but begin with the very basics in primary school. In most states, English as a foreign language is introduced in grade three – some states have gone even further and start teaching English in the first grade, e.g. North Rhine- Westphalia. Besides these changes, a major shift from a ‘teacher-’ to a ‘learner- centered’ classroom took place. Consequently, the individual learner and his or her language learning process have become more important in the English foreign language (EFL) classroom than before. New methodology such as strategic learning, reflection, and self-evaluation have moved to the center of attention in order to enhance students’ language learning efficiency. In order to approach these new competences in an appropriate way for children, the language portfolio was developed and introduced to foreign language learners. By now, there are a number of different portfolio, such as the European Language Portfolio for language learners in secondary schools and adults, or Mein Sprachenportfolio, which is being used in primary schools in the state of Hesse. Those new methods of language learning are

meant to offer students the chance to monitor their own language learning process and eventually allow them to see their own learning progress over the years. One of the major goals of the portfolio is to rise learners’ motivation and interest in language learning. Research over many years has shown that motivation plays a great role when it comes to foreign language learning and learning in general. Therefore, it is certain that motivation has significant influence on a person’s success or failure in language learning. The portfolio might be the key to the problem of creating, fostering, and maintaining language learners’ motivation over a period of time that exceeds childhood and adolescence.

Modality and second language learning - BPZ 2 Norbert Dittmar 1991

Video-based Teacher Input Observation in a German Primary Classroom Setting 2020-01-20 Bachelor Thesis from the year 2019 in the subject Didactics - English - Miscellaneous, grade: 1,0, University of Hildesheim (Institut für Englische Sprache und Literatur), language: English, abstract: Foreign language acquisition and learning plays a pivotal role in the educational system and is of great interest for empirical investigations (Mehisto et al. 2008). Research in this field is termed Second Language Acquisition (SLA). Ellis (2010) defines SLA as “the way in which people learn a language other than their mother tongue, inside or outside a classroom”. The aim of SLA research is to explain the processes that occur when learning another language after the native language and what factors influence them (Kersten 2019). Every learner has individual, internal prerequisites determined by his or her personality, language and cognitive skills (ibid.). Furthermore, external factors such as the family and the social environment or institutional factors, for example educational policies and school administration and the teacher’s personality and professionalism contribute to his or her success in learning a foreign language (ibid.). The teacher as an external factor is of major importance for the present study, in particular the quality of input given by him or her in different instructional settings. Since “teaching is a complex interaction

among teachers, students and content that no single measurement tool is likely to capture" (Archer et al. 2014), this study aims to identify differences in input quality between two teaching approaches by using the Teacher Input Observation Scheme (TIOS), an observation scheme which is currently in the developing phase at Hildesheim University. The study outcomes are anticipated to make a limited contribution to the context field of teacher education by providing a single-case data measurement of Teacher Input Quality (TIQ) regarding two different approaches to reading literacy.

Identification of German Seven/eight and Twelve/thirteen Year-old Language /learning Disabled Children Using the Clinical Evaluation of Language Functions Diagnostic Battery Ulrike Becker 1980

Task-based Learning and Teaching in Young Learners' EFL Classrooms Kevin Salzmann 2014-05-06 Seminar paper from the year 2013 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, University of Kassel (Institut für Fremdsprachenlehr- und Lernforschung), course: Task-based learning in the EFL classroom, language: English, abstract: In modern second language teaching the role of task-based learning has become a very important aspect. Due to the fact that very often exercises in EFL classrooms have no clear connection to real world situations, researchers and modern English teachers try to put emphasis on tasks which help learners to use the target language effectively in different situations outside the classroom. This term paper has its focus on the implementation of task-based learning and teaching in EFL classrooms and the way task-based activities can be designed especially for young learners. Based on the fact that motivation plays an important role in language learning, it is also necessary to concentrate on possibilities to make the English language attractive for young learners and to help them realizing that through task-based learning activities they can learn something which can be transferred to real life situations. Therefore, I would like to give a brief overview about task-based learning in general and the way it provides effective language learning with the help of

motivational tasks in order to show that in-class language practice does not necessarily have to be an artificial situation. With a focus on young learners, I would like to concentrate on the question how to implement a task-based writing activity which supports creativity and active second language use."

Tübinger Beiträge Zur Linguistik Victor J. Lee 1979

Critical Concepts in Foreign Language Teaching. Self-Efficacy, Teacher Burnout and Self-Regulation Ghazaleh Payvar 2017-08-16

Bachelorarbeit aus dem Jahr 2017 im Fachbereich Didaktik für das Fach Englisch - Pädagogik, Sprachwissenschaft, , Sprache: Deutsch, Abstract: This thesis will examine several critical concepts in foreign language teaching from the psycholinguistic perspective. Among the topics discussed are effective teaching and self-efficacy, teacher burnout and self-regulation as well as attitude and motivation. Language teaching has been subjected to tremendous changes. The history of foreign language (FL) teaching can be traced back to different teaching methodologies. As learning is a lifelong process and it often takes place in a social context and it is also a highly individualized process, theories on language learning and teaching have changed and developed over many centuries and years and evolved from the fields of psychology, cognitive psychology, and linguistics which focusing on these fields. Whether one agrees with all previous language learning and teaching theories as a FL methodology or not, the important implication in a course of English as FL is that students learn and acquire language without even being aware of the existence of some more crucial elements rather than learning theories. As studying different language and teaching theories and methodologies in line with linguistic knowledge are necessary to become a language teacher, other factors such as teachers' qualifications has a great direct and indirect impact on students' learning process. In other words, as teachers may apply the different theories of learning and teaching methodologies, they need to keep awareness that language teachers have key roles in all teaching methods and generally in teaching

and learning process. Teaching is a complex process and is cognitively and emotionally demanding. A qualified language teacher attempts to enrich their linguistic knowledge, cognitive, affective and emotional dispositions to take better actions in response to the demands of their external world like class, students and teaching process.

What is Bilingualism? Effects of Early and Late Bilingualism on the Human Brain Sara Ekici 2016-05-09 Seminar paper from the year 2009 in the subject English Language and Literature Studies - Linguistics, grade: 1,00, University of Kassel (Fachbereich für Sprachwissenschaften), course: Visualization and Classroom Observation, language: English, abstract: In this paper a definition of the term bilingualism will be attempted, whereas different points of views, e.g. the sociolinguistic and the psycholinguistic point of view, will be implemented. What is more, a closer look at the implementation of languages in the human brain will be analyzed, in order to understand why bilingualism as well as early bilingual teaching have a deep impact on children's and student's language development. The question "what is bilingualism?" is not easy to answer. Even if we study the great canon of literature on bilingualism, it leads to the conclusion that there aren't any common definitions to be found. Linguists have only agreed on the point that bilingualism refers to an individual that has language skills in two languages. However, linguists set the degree of bilingualism differently: on the one hand, rudimentary knowledge about a language seems enough, whereas on the other hand, in order to be regarded as a bilingual, a speaker is supposed to have sophisticated knowledge about both languages, similar to the language level of a monolingual (Baker, 2006, p. 15). This statement forces a variety of further questions to arise such as "what does it mean to be able to speak two languages? In how far do the languages have to be developed and sophisticated in order to call an individual a bilingual speaker? What kind of criteria have to be fulfilled? As mentioned before, linguists are not in an agreement about the definition of the term

bilingualism. The reason might be the great variety within the scope of science that deals with this very phenomenon of bilingualism. Besides the field of linguistics psychology, sociology and pedagogic are fields that show great interest in bilingualism"

Task-based Language Learning and Teaching. Improvement with the Help of Webquests? David Knobelspies 2022-01-12 Seminar paper from the year 2016 in the subject Didactics - English - Pedagogy, Literature Studies, grade: 1,5, , course: Task-based Language Learning and Teaching, language: English, abstract: This paper deals with the question, if Webquests do help to improve the Communicative Language Learning Process and Taskbased-Language-Learning in general? Even though research confirms, language learning or rather task-based language learning is part of the communicative approach to language learning, there is still frequently believed in approaches that regard language learning as a linear process. Within the scope of such linear processes in terms of language learning, several language items are meant to be put together. In contrast to this approach, task-based approaches recognize language learning as imponderable or rather hardly predictable.

The Potential of Teaching Politics in English Janine Franke 2013-09 Bachelor Thesis from the year 2012 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, Dresden Technical University, course: Gemeinschaftskunde / Sozialkunde, English, language: English, abstract: Within the last twenty years the concept of content and language integrated learning (CLIL) has gained enormous popularity among German schools. This trend might indicate a positive development towards increased bilingual competence in different fields, such as social studies, science and technology. However, many teachers are sceptic. They are afraid that by teaching their subject in a foreign language, they lose precious time necessary for teaching subject specific contents. The question of how an integration of language and content learning should be established is still being discussed. It is generally agreed upon the fact that CLIL is not to be considered as simple extension of foreign

language learning but as interweaving of content and language - of theoretical and practical knowledge. Nevertheless emphasis is laid on subject specific contents, many teachers are not sure to what extent and in which way the foreign language as the predominant medium of instruction is to be taught. Moreover, in Saxony there neither is a curriculum, nor are there any recommendations specifically developed on the needs of different subjects taught in the integrated way. This relatively new concept of instruction requires teachers to be strongly committed and willing to invest extra time and work in order to turn the idea of CLIL into a successful attempt of learning and teaching. Considering the effort that has to be made, there must be a strong motivation for establishing such learning environments. Some teachers may think that by learning contents through the medium of a foreign language, foreign language acquisition happens automatically; others favour the potential of intercultural learning. In order to find out about some of the reasons why content and lan

Involving Language Learners Katja Heim 2012 *Autonomy in Language Learning* Ian Gathercole 1990 Collection of papers on autonomy in language learning. Suitable for self-study. Autonomy and Foreign Language Learning Henri Holec 1981

Dilemma in the EFL Classroom. When Role Playing encounters Speech Anxiety Sebastian Nickel 2018-10-24 Seminar paper from the year 2017 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, University of Potsdam, language: English, abstract: With the turn to rather communicative language teaching during the mid-seventies, role playing has found its way in German EFL classrooms. Even forty years after its initial arrival, role playing is still one of the most frequently used communicative teaching methods. The method is commonly regarded as decidedly effective, communicative, versatile and close to everyday life situations. Unsurprisingly, role playing has been also establishing itself in the compulsory Brandenburg curriculum framework for decades now. However, the apparent opinion of the enormous popularity of role playing is not shared by everybody.

Especially for reticent and shy pupils as well as for those who suffer from language and speech anxiety in the EFL classroom, this method states a frequent confrontation with their problems. Since this confrontation can by far not be treated as an individual case, this paper aims to approach on the chances and limitations of role playing in regard to the issue of pupils' anxiety of speaking. Where in the design of the role play can major issues be found? Are those issues even avoidable? And do comparable alternatives to role playing exist? In order to provide a proper answer to the raised questions above, the outline of this paper is structured as follows. At first, necessary terminologies need to be defined more closely to ensure the further intelligibility. This part includes a short definition of a role play, its decisive characteristics as well as the explanation of its didactic usage. Furthermore, the terms speech-, speaking- and language anxiety will be examined in the same chapter (2.1 & 2.2). Following this, leading scientific theories around anxiety in the language classroom (2.3), including Horwitz's components of language anxiety, will serve as a basis to expose the narrow connection between the method's design and the theories' perceptions. Against this theoretical background, the third chapter (3.) will focus on the availability of suitable alternatives to role playing and their evaluation. Finally, chapter 4 will conclude and critically reflect on the made perceptions. The personal additional value of this work lays in a more sensitive practice with role plays and in finding improvements within the dealing with speech anxiety of pupils.

Task-Based Language Learning and Teaching and Students' Use of the Mother Tongue

Anja Hilsenbeck 2011 Seminar paper from the year 2011 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, University of Bamberg (Lehrstuhl für Didaktik der englischen Sprache und Literatur), course: Task based language learning and teaching, language: English, abstract: Although it is undisputable that task-based language learning and teaching seems to be an interesting and varied methodology regarding language classrooms, there may arise some difficulties when trying to implement this

approach. One of the most challenging issues within task-based approaches is considered to be the students' use of the mother tongue. This term paper aims to examine how to deal with mother tongue use in a task-based classroom, how to encourage target language use and finally, how mother tongue use is compatible with task-based approaches

Investigating and Facilitating Language Learning

Markus Kötter 2006

Learner Language and Control Mary Carroll

1983 This book presents four closely related reports on the lay-out, data collection and results of a research project on the acquisition of German

as a Foreign Language by adult students. A critical description is given of the course of the extensive data collection and the successes and difficulties encountered. This is followed by a theoretical paper in which a model of the production process in second language performance is postulated and discussed. Sections three and four describe analyses of spontaneous self-corrections as evidence of the learner's control of his speech process, which takes into account the influence of individual and linguistic variables.

Language Exposure, Dual Language Learning, and Language Intervention Enni Maria Vaahtoranta

2021