Reference data:

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CAJ Chugoku-Shikoku Chapter Hiroshima, Dec. 8th 2013 Extending communicative 2FL German courses to the 2nd to 4th year

Presenter Contact

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Extending communicative 2FL German courses to the 2nd to 4th year Rudolf Reinelt, Ehlme University This presentation explores possibilities for continuing the author's successful 2FL German course beyond the first year. On request from students who had taken his first year German course and attained an AZ CEFR level in the year-final oral exam with a target language native speaker, the author started as a continual a hattenkamoku development course, which will appear on the graduation transcript. This contribution will briefly mention the preconditions, transcript and the production of the preconditions and papear on the graduation transcript. This contribution will briefly mention the preconditions in the precondition of the production of

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Introduction: Background and overview

Background

Only 2FL new at university!

On request from students who had taken his first year German course and attained an A2 CEFR level in the year-final oral exam with a target language native speaker, the author started as a continual a hattenkamoku development course, which will appear on the graduation transcript.

Overview

This contribution will briefly mention the preconditions, its first holding in the summer term 2013 at Ehime University, and future tasks and issues

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1. Locating the course

This part locates this course in the current demise of 2FL learning at Japanese universities and reasons for its holding.

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Demise of 2FLs

- German in large classes until the late 1980s, Chinese catching on and overtaking
- suicide paper by Kutsuwada, Mishima und Kojima (1989) (Miura 2004): let 2FL instruction decrease until only interested students come
- 1991 Min of Ed: foreign language as graduation requirement dropped
- 2005 EhU drops 2FL requirement

presently: Abolition of 2FLs courses as task Bugging out of internationalization > English only

However

- students do take 2FL courses
- even despite other important courses at the same time
- 80% of one year not rare even with natural science students (exc. EhU)
- some students even want to continue after the first year of Gen Ed.
- catastrophy for abolishers

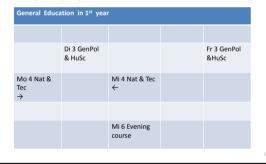
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2. First year characteristics

Part two briefly reviews the first year course preceding the new course and settings its stage

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• 1st year (RR) at EhU



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- An intensive course (intensive コース集中講座)
- speaking course (口頭表現を目的とする専門コース)
- students majoring in this 2nd ft (その未習外国語の専門学生向け)
- student with a special interest in the 2FL
(その外国語に対してそもそも強い興味を持っている者)
- students taking the course as a selective
(必修課目として取っている)
- more than two 90 min. units per week
(週2回90分以上の場合)
- high ranking universities
(上級大学)
- team teaching
(網かく合わせたteam teaching)
And a few other characteristics supportive of FL learning
(又はいくつかの外国語習得を助ける性格を持っている要因)

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Overall main goal of university 2FL education

 defined by Reinelt (2008b) as sufficient training in the five abilities of speaking, writing, listening, reading comprehension, and translation, as well as in the learning techniques to acquire these. The course should also enable the learners to make abstractions and analyse intercultural phenomena pertaining to what is dealt with in class. A further requirement is making the best use of technical developments for speaking.

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German course

- - 1 class per week 90 minutes 13 of 15 weeks
- · partner teacher, but alignment difficult
- student nrs.: anything between 10 and 30 (-2012), up to 60 this 2013 SS term
- starting from
- . All is new!
- in class: speaking
- other skills: outsourced to other ubiquitous internet media moodle/e-mail/ others, but learned in parallel homework, etc.

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Conducting classes: Some "principles"

- each class consists of 5 to 7 units with adjacent units addressing as different skills as possible
- all contents introduced only orally and practised in chunks/conversations between students two times before (also in class file) writing and grammar (practice) are addressed (< "spacing").
- **spiral** progression, **speed**, and other fundamentals
- (interested: come to my class)
- Moodle: class file (with lesson contents, but see above), active mail for homework etc
- music etc: life relevance

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- mainly students speaking with each other
- no fixed pairs (get to know others, make friends)
- brief Japanese explanations if this speeds up the course
- students checking each other (tests, homework)
- make continous talks longer in order to see/feel the progress (4th week 2 min. 8th week 5 min. 12th week about 10 min.)
- in 13th week: test preparation, also: test hints in moodle

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Second to last class: The oral exam preparation

- · close course
- · Everything so far in a row as an encounter
- exam preparation: Alienation, then first talk again:
- alienation
- everyone has to get to everyone else
- speaking: 7 to 10 to 15 mins. of German
- - test much shorter
- oral exam 14th or 29th class

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- · oral exam: main characteristics
- - students called into the exam room individually
- - students wait, speak, and then return to their class
- the others solve a free writing task
- rating: criteria referenced (NS) (scorecard) and holistic (RR)

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In the oral exam, students

 -- (first term) speak spontaneously (no preparation) with a new person, a randomly assigned classmate (2-3 min.),

or

-- (second term) speak spontaneously (no preparation) with (and are rated by) a new German native speakers (NS) except the course teacher (in person or over Skype) for 3-4 min.

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Notes: In the course, the students

- have lots of fun, get new friends, learn learning skills
- speak more and longer German than any English before!
- gain confidence for language learning
- (world-first on this level!) > some want more of this!
- Attained level: CEFR: A2 (Reinelt PanSIG Nanzan:A2)
- First time for most to attain an internationally recognized level (before only Japan: Eiken)

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- Then.....
- Students mentioned the wish to continue in their first year term final questionnaire
- university > action required

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Student's request

- - speaking as FL activator (even English gets better, from long time ago)
- · feeling having really learnt something
- · despite all problems: had fun
- · want for more

but how?

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- 3. This year's new S1 course (special development: 発 展科目) for the 2nd year
- Administering a new course: Enable all students interested to participate
- 3.1. Research methods: small number of coursetakers
- 3. 2. Setting goals:
- · two goals at best:
- a) keep up the level
- b) minimal progress in cognitive parts: grammar and vocabulary.
- 3.3. Extending communication: reach a new level

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Start for the S1 course: A2 towards B1

- Kann genug verstehen, um ohne übermäßige Mühe in einfachen Routinegesprächen zurechtzukommen.
- Kann mit praktischen Anforderungen des Alltags zurechtkommen; unkomplizierte Sachinformationen herausfinden und weitergebe
- Kann Fragen über Gewohnheiten und Alltagsbeschäftigungen stellen und auf entsprechende
- Kann Fragen zu Freizeitbeschäftigungen und zu vergangenen Aktivitäten stellen und kann auf entsprechende Fragen Antwort geben.
- Kann einfache Erklärungen und Anweisungen geben, z.B. den Weg erklären
- Kann sich in einfachen, routinemäßigen Situationen verständigen, in denen es um einen unkomplizierten und direkten Austausch von Informationen geht.
- Kann begrenzte Informationen über vertraute und routinemäßige Beschäftigungen
- Kann fragen, was jemand bei der Arbeit und in der Freizeit macht, und kann entsprechende
- Kann nach dem Weg fragen und den Weg erklären und dabei auf eine Karte oder einen Plan
- Kann persönliche Informationen geben und erfragen.

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- 3.1 Research methods:
- Due to the small number of course-takers we have to interpret what we have as results rather than employing distinguished research methods we cannot fulfill anyway.

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- 3. 2. Setting goals: Two goals at best:
- a) keep up the level
- b) minimal progress in cognitive parts: grammar and vocabulary.

- a) keep up the level the students had when entering the course.
- This concerns mainly productive parts of FL learning, especially those concerning fast exchanges or requiring a target language (native) speaking partner;

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· Speaking test longer: 7 minutes



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- b) attempt to reach a minimal progress in cognitive parts such as grammar and vocabulary.
- Grammar: verbs of movements (acc. prepositions)
- · vocabulary: various
- · cascading: table 4b
- · video from flohmarkt??

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- 3.3. Extending communication: A third goal would be to reach a new level of communication beyond the extended forms of first talk already attained in the first year, such as speaking about one's major
- > two out of five only briefly mentioned their major: mor epractice and research needed

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S2 (special development) course:

First time

For returning students (5, do not show up so far) or students who have come to RR's class for the last two years (2, only this year). Goal: B1, at least in speaking abilities

Second time

take the course as "teacher", i.e. on the instructing side. Still to be developed. Some kind of remuneration eyed.

- 4. Evaluating the course
- using what remained available, as productions had to be returned to the students.

But

new evaluation systems have to be developed

| 1) KH | 2) Oh | 3) SN | 4 M | 5) NS | 6) S lik | KH2013 年 05 月 | (2013年 05 月 20日 10 16 日) KH2013 年 05 月 | (2013年 05 月 20日 16 日) KH2013 年 05 月 | (2013年 05 月 20日 16 日) KH2013 年 05 月 | (2013年 05 月 20日 2013年 05 月 20

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- 5. Remaining tasks and issues,
- and as desiderata designs for 2FL development (hattenkamoku) courses and a revolving and self-sustaining 2FL teaching and learning system.
- a) Reinelt's schedule winter term 2013
- b) course at Ehime U
- c) studying with RR the whole plan

2013 12 8 CAJcsHir RR Ext Com 2flGer to 2to4y Reinelt's schedule winter term 2013 • O=Gen ED

O=Gen ED					
• S1					
• DK	ow	S2S	ow		
	S2W	0			0
• S2					
all courses:	OS		OS	S2W	DK2.2
two times	DK	S1	S1	DK2.1	
a week			0		S2S

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88 2013 年前期

- b) the whole programm
- students

	35 2015 4 NA						
一年生 1 Studies	iahr RR+1	RRx2	RR+1				
授業名	ドイツ語 Deuts	sch I Deutsch ドイツ語	I Deutschドイツ語 I				
Veranstaltungsna							
対象 fuer	法文学部、教育		夜間主				
	の一部 Jur-Lit		ftl Abendkurs				
	Paed	er					
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-			ンロ				
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多配件 GER	B1の連備	B1の準備	B1 の準備				
	Vorbereitung	Vorbereitung	Vorbereitung				
3年生 Stdjahr							
授業名 Veranst.	SS S2(1)前期						
対象 fuer	3年生以上: S2(1)前	主以上:S2(1)前期及びドイツ語圖留学 3. Studienjahr oder					
	Rueckkehrer aus De	utschland					
EE⊟ Tag uStd.	Di 2 und Fr 6						
8昭特 GER	B1前期 (学習) Uebu	mgen aus R1					
4年生 Stdjahr		noch nicht durchgefuehrt					
授業名 Veranst.	S2(2)幹期						
対象 fuer	4年生 Studienjahr mit S2 vorher oder nach						
	Deutschlandau	ifenthalt S2(2)前期及びド	イツ語圏留学				
₩⊞ Wochentag	4月第二・三水曜部5限に集まり開講時間を受講生に合わせる						
多照棒 GER	B1前期 (応用)						
卒業時に	証明書に発展料	目として記載される Ens	cheinen auf dem				
Studienabechlus	Abschlusszene	nis als Fortbildungskurs					

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				Test			Test	Anmerkungen	
1	. 1. Jahr	Deutsch I	Unterrichtsfile o.k.	2: 5t + Sj	11	Unterrichtsfile	1 Stud + NS (oder obere Semester)	mit anderem Lehrer,	SS 2 Stud
1	. 1. Jahr	Deutsch I Mo und Mi	Unterrichtefile	2: 8i + 8j	II Mound Mi	Unterrichtsfile NEU!	1 Stud + NS (oder obere Semester)	Nur bei RR NEU Fachinhalte einbauen A2!	
2.	2. Jahr	MoS K-CO	Unterrichtsfile	1 Stu + NS	Mo 5 ドイツ(8)	Unterrichtefile	1 Stu + NS	Pensen erstellen aus bisherigem vs B1	
	Hobun	10日本本本	anpassen!		コミュニケーシ	anpassen!	u.U. Fachpunkt	notwendig RE CEFR	
	und andere	ケーションI			a>II			Sprechen pro 1 Std 17 + aktuelles	
	2 Jahr	81	88 <	1 Stu + NS!!		WS	1 Stu + NST	als Doppelunterricht mit Aufgaber	
	andere			+ Fachinhalt			+ Fachinhalt	> B1 vorbereiten (etwa Buch B1 1) much 理料条句	
3.	3. Jahr	58 52	B1 1		WS 52	B1 2		als Doppelunterricht mit Aufgaber > B1 vorbereiten (etwa Buch B1 2) NS einbauen	
4. r	4. Jahr	88 82(2)	als Lehrer		W8 82(2)	als Lehrer		NEU basteln	
			auspebildet			ausgebildet		NS und Rueckkehrer einbauen	
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e g	技業時間な		in Japan					Stud als Scorer, Sprechpartner	
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	Forscher		Unterrichtsfor					Wydro, Niewalda, andere	
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	文明政府建		(Wydro)						
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Main points mentioned in the publications below. Most things are new anyway

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