

Reference data:

Rudolf Reinelt (2013) 『Extending communicative 2FL German courses to the 2nd to 4th year』. In Reinelt, R. & Ogawa, T. (eds.) Communication and Medical Communication 2013. CAJcs & MCERS, Matsuyama, p. 24 – 30.

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Extending communicative 2FL German
courses to the 2nd to 4th year

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- Extending communicative 2FL German courses to the 2nd to 4th year Rudolf Reinelt, Ehime 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 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. This contribution will briefly mention the preconditions, its first holding in the summer term 2013 at Ehime University, and future tasks and issues. In particular, part one will locate this course in the current demise of 2FL learning at Japanese universities and reason for its holding. Part two briefly reviews the first year course preceding it and settings its stage. Part three focuses on this year's course and will address the following points: 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. 2) Setting goals: Continuing 2FL courses under the limited circumstances as they are at Ehime University and in the learners' mother tongue context can have two goals at best: a) keep up the level the students had when entering them. This concerns mainly productive parts of FL learning, especially those concerning fast exchanges or requiring a target language (native) speaking partner; b) attempt to reach a minimal progress in cognitive parts such as grammar and vocabulary. 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. Part four attempts at evaluating the course by using what remained available as productions had to be returned to the students. The concluding part five briefly addresses remaining tasks and issues, and as desiderata designs for 2FL development (hattenkamoku) courses and a revolving and self-sustaining 2FL teaching and learning system.

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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

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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.
- catastrophe 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

General Education in 1 st year				
	Di 3 GenPol & HuSc			Fr 3 GenPol & HuSc
Mo 4 Nat & Tec →		Mi 4 Nat & Tec ←		
		Mi 6 Evening course		

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1.1.1. Unfulfilled conditions of the course in this study

- 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 FL (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 (細かく合わせた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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Brief introduction to the 1st year

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 continuous 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 course-takers
- 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 zurecht kommen: unkomplizierte Sachinformationen herausfinden und weitergeben.
- Kann Fragen über Gewohnheiten und Alltagsbeschäftigungen stellen und auf entsprechende Fragen Antwort geben.
- 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 austauschen.
- Kann fragen, was jemand bei der Arbeit und in der Freizeit macht, und kann entsprechende Fragen anderer beantworten.
- Kann nach dem Weg fragen und den Weg erklären und dabei auf eine Karte oder einen Plan Bezug nehmen.
- 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.

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References

Main points mentioned in the publications below. Most things are new anyway

- Reinelt, Rudolf (2013) "Deutsch weiter mit S1 und S2", 愛媛大学人文学論叢 第15号, 2013年12月(発行予定)
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- Reinelt, Rudolf (2013) "Weiter Deutsch lernen mit S1 and S2", 2nd JALT OLE SIG Conference, Chukyo University, October 13. 2013.
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