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How many factors make one successful 2FL course
Rudolf Reinelt Ehime University

1:40pm - 3:15pm [OLE-21-23](#) Workshop (60 min.) Location: [41 OLE LLL JSL](#)

Presenter contact
Ass. Prof. Reinelt, Rudolf
(愛媛大学 教育・学生支援機構)
Contact: hime University,
Institute for Education and Student Support, Center for General
Education
790-8577 Matsuyama
reinelt.rudolf.my@ehime-u.ac.jp
愛媛大学
教育・学生支援機構 共通教育センター
790-8577 松山市文京町3
T/F 0081-89-927-9359

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Abstract

- How many factors make one successful 2FL course
- This workshop explains how the many factors that make up the author's German as 2FL course interact to make it an integrated successful language learning experience. In particular, Part 1 explores the initial conditions before the start of the course. Part 2 considers the "players" in the course. Part 3 demonstrates in more detail the mutual interactions throughout the course in three phases. Part 4 gives an outline of the overall course and locates the other parts within it. Part 5 discusses ramifications for other 2FL courses at the general education level in Japan
- Keywords: course design; 2FL learning; German

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Introduction

- This workshop explains how the many factors that make up the author's German as 2FL course interact to make it an integrated successful language learning experience
- successful:
(examples in previous presentations)

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- - *the oral exam*
- - (13) second to last regular class: Alienating classmates, then: Everything so far in a row as a new encounter (speaking: 7 to 10 to 15 mins.of German)
- - (14) test much shorter
- - oral exam 14th or 29th class
- - students called into the exam room individually
- - students wait, speak, return
- - the others solve a free writing task in the usual classroom

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- *oral exam: main characteristics*
- - **students speak spontaneously (no preparation) with a new person for 2-3 mins.**
- **speaking partners: German native speakers (NS) except the course teacher, in person or over Skype**
- rating:
 - - criteria referenced (NS) (scorecard)
 - - and holistic (RR)
- want to know more: Presentations by the presenter

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1. Initial conditions before the start of the course

- Self-imposed curriculum

Overall main goal of university 2FL education (RR)

- 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.

- Unfulfilled conditions of the course in this study at EhU

- 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)

- FLs free !

- non-elite university !

- outsourcing possible now

- 2ndFL learning: only NEW subject at university

only speaking: the three onlys

- - practice only in the classroom
- - practice only with a partner
- - only skill with these characteristics

others:

- - other skills can be outsourced to the internet
- - listening (sound files)
- - writing (Active mail, smartphone)
- - reading (textbook, original materials, anything in the target language)

2. Factors in the course: Players and locations

Factors:

- Players: Participants and their roles vary
- Locations: Only two
- players vary throughout and by the end of the year (Jan/Feb)

- *A: learners/students*
- students in the course (until penultimate)
- the student in the oral exam
- the student waiting in the oral exam
- the students simultaneously not in the oral exam and writing a written exam

- *B: Teachers*
- the teacher of/in the course (before penultimate and after the oral exam)
- the partner teacher

- *C: Speaking partners in the oral exam*
- The actual speaking partner
- the speaking partner over Skype
- the observing speaking partner in the room
- The speaking partner waiting over Skype
- the speaking partner as rater

D: Raters

- NSs observing as raters (crit. ref., using scoreboard)
- NSs observing as raters (holistic, RR)
- students observing as raters (JALT Shikoku 2013 May 5)
- raters in the room
- raters over Skype

- *E: Others*
- the organizing person (teacher etc.)
- the secretary who reigns over everything (paid by RR)
- the supervisor of the written exam
- university administration (2 rooms!)
- university as a whole ??
- sometimes observers on the spot
- the partner teacher

locations and respective action ranges:

- during the course within the classroom
- during the course outside the classroom
- penultimate in the classroom during the test in the oral exam room (before the test)
- in the usual classroom during the oral exam
- in the oral exam room during the test
- in the oral exam room after the test after the oral exam (same lesson)
- course/classes after the exam: regular classroom

3 Details of the mutual interactions

throughout the course in three phases:

- a) regular classes 1 to 12
- b) test preparation and test classes 13 and 14
- c) follow-up class 15
- partner teacher 1 to 15 and final grading

- a) regular classes 1 to 12
- - students
- - the course teacher
- - students practising speaking with each other
- - a secretary (paid by the presenter) to check on students' homework etc.
- - The internet, Moodle and Active mail as locations for outsourcing

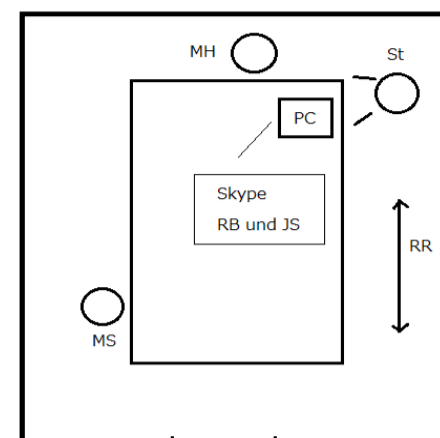
- classes consist of 6 to 10 units of 10 to 20 minutes with ever changing contents, activity types, and partners.
- one strategy:
- "As teacher I provide the material and the way, and the learners make us have fun in class".

- b) test preparation and test classes 13 and 14

- penultimate (13)
- teacher until finishing contents
- t. as facilitator when students practice all contents so far as one long encounter.
- t. as de-anxiator and motivator
- test hints repeated

- oral exam itself
- set up as in Wd/Fr6 WS 2011 below
- - teachers as organizer
- - students waiting and observing
- - the student in the exam
- - the speaking partner (present or over Skype)
- - the speaking partners as raters (present or over Skype)

- set-up
 - St: student testee
 - MH: NS speaking partner and rater in Matsuyama
- Skype:
RB
JS in Germany
MS student rater



RR course teacher as organizer und holistic rater

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- c) follow-up class 15
- (grade issues if necessary) teacher confirms equality by asking for permission for critical students
- song demonstrating relevance of the course for the students' own life
- follow up: prepare summer/ spring break
- homework every few days...

- others: on-going
- - moodle
- - active mail
- - partner teacher
- accidental: disturbances

- Part 4 gives an outline of the overall course and locates the other parts within it.
- summary overview > part iv
- Azoc

- Part 5 discusses ramifications for other 2FL courses at the general education level in Japan

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- - Are all parts necessary?
- - Many things can go wrong

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- You have to be lucky!

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- Bibliography

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- Big Factor graph mouse??