



“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

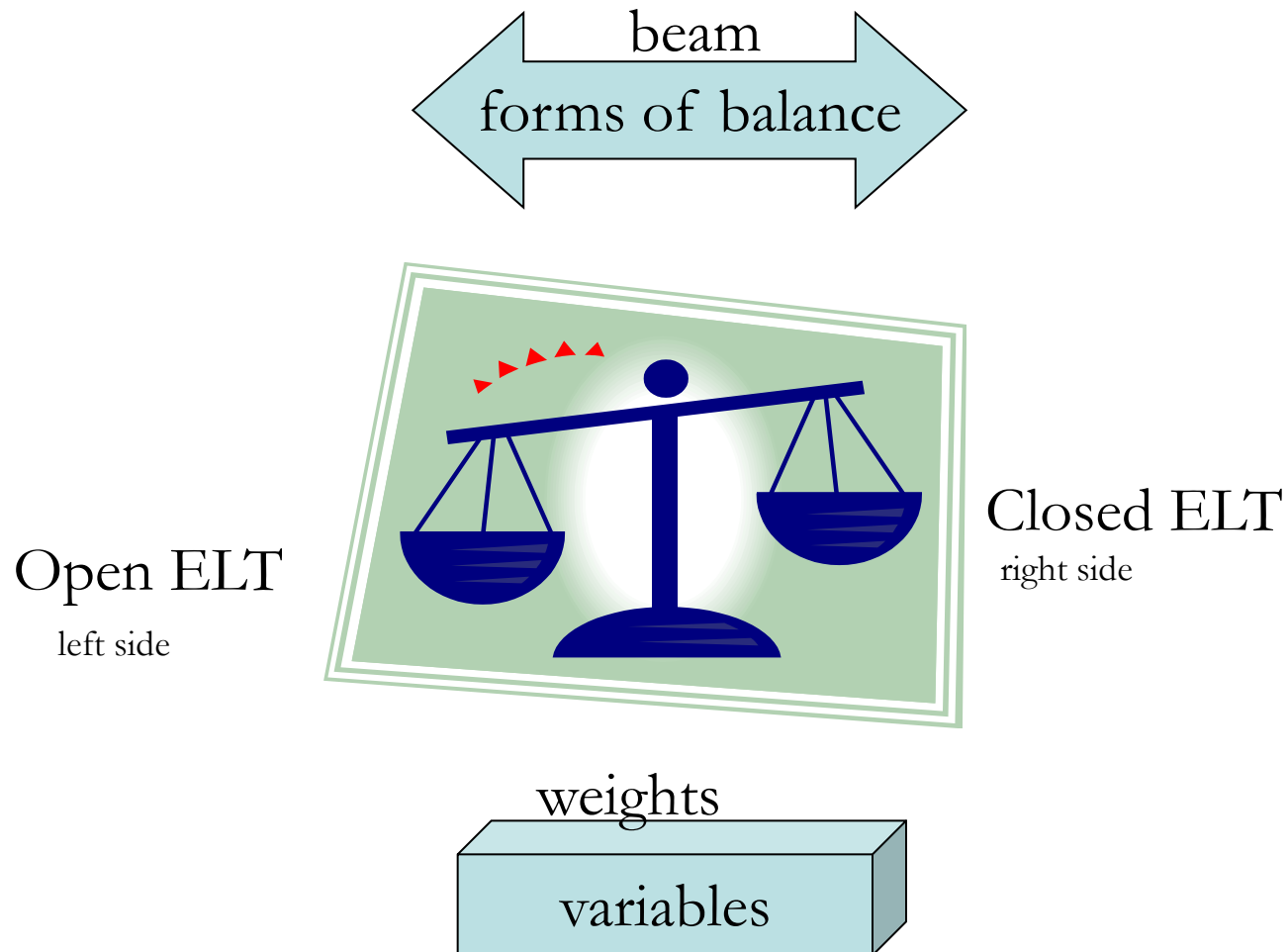


*Life is like riding a bicycle.
To keep your **balance** you must keep
moving.*
(Albert Einstein)

- A.** What is Balanced Teaching (in the narrow sense)?
- B.** Why Balanced Teaching?
- C.** Where does Balanced Teaching come from?
- D.** What is new about Balanced Teaching?
- E.** What is Balanced Teaching (in the broad sense)?



A. What is Balanced Teaching (in the narrow sense)?





B. Why Balanced Teaching?





1. Closed ELT

criticism

teacher-centred / teacher-fronted instruction / classroom

Lehrerzentrierter Unterricht, Frontalunterricht, Lernzielorientierter Unterricht, Direktes Unterrichten, Lehrgang, instruktivistischer Unterricht



You have all the answers.

Remember the aim of all good teaching was and is to demonstrate to the learners what he or she does **NOT** know.

It is my right to be right.



You let them see how much you know and can do.

Do all the work yourself. Explain what you did the previous lesson yourself. Read out the text yourself. Read out the questions yourself. Answer the questions yourself. Write the answers on the board yourself, and then rub the board clean yourself.



You teach the book



You start from page one and go straight through to the last page of the textbook. Lesson after lesson. Unit after unit.

Textbook writers are omniscient, they know everything. You are benighted, *you know nothing* (Socrates). And your students *don't know nothing neither* (Bob Dylan).



*I can't draw on their
experience of life,
their knowledge of
the world.*

*If they have not
understood, that is
their problem, not
mine.*

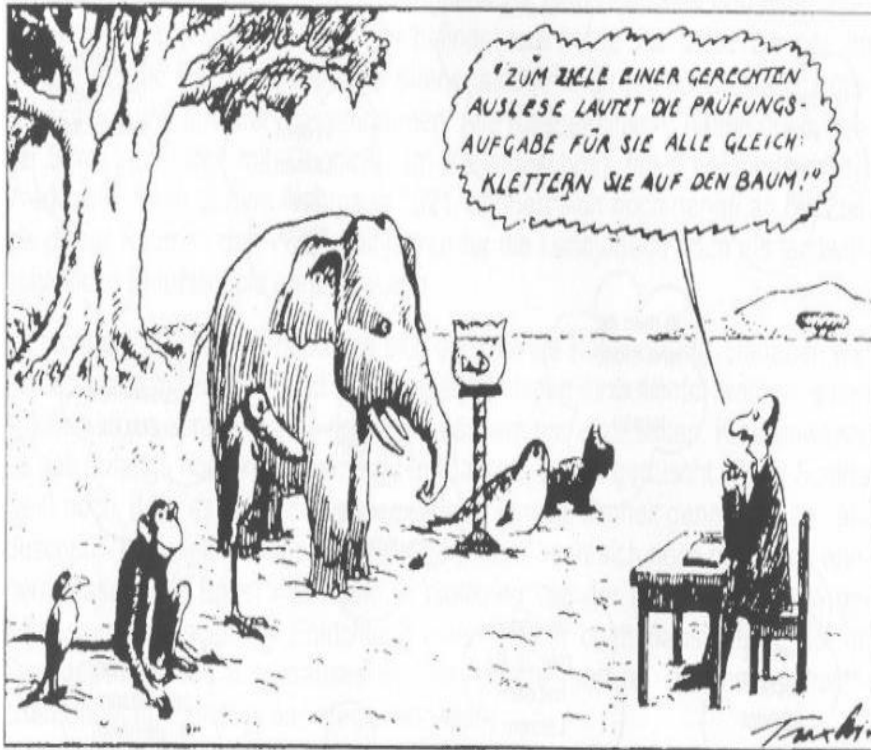
*If they can't stand the
heat, they should get
out of the kitchen.
(G.W. Bush)*



You have a fixed routine for doing everything so students know exactly what is coming.

You always begin with *Presentation*, always follow with *Practice*, always finish with *Production*. That is why the letters PPP appear in that order.

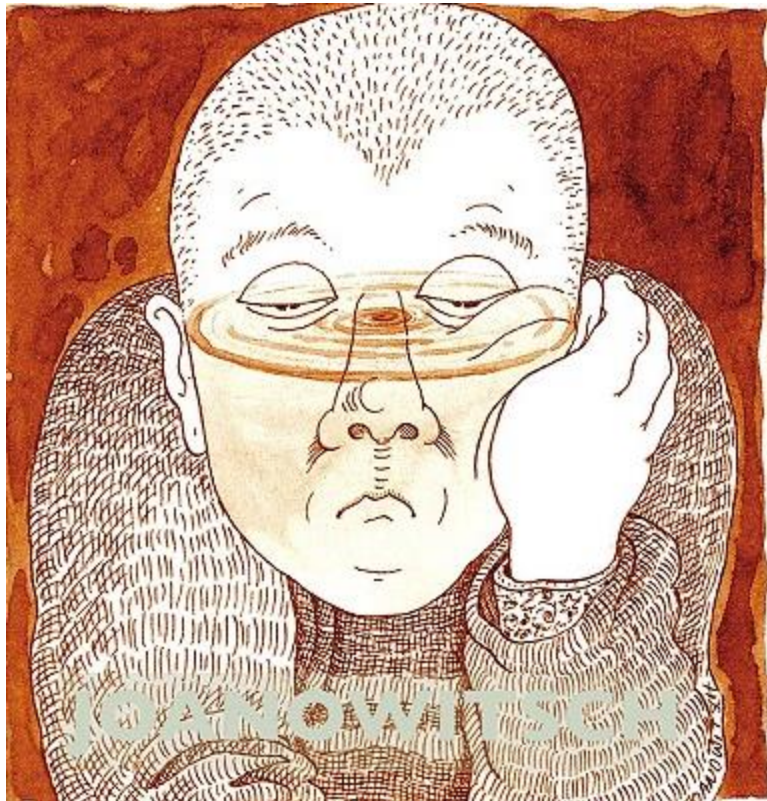
*Stick to PPP,
and you will never come unstuck.*



All classes are of the same level.
All students work at the same pace.



?Heterogeneity?
?Individualisation?
?Differentiation?



You slavishly follow the I-R-F pattern.

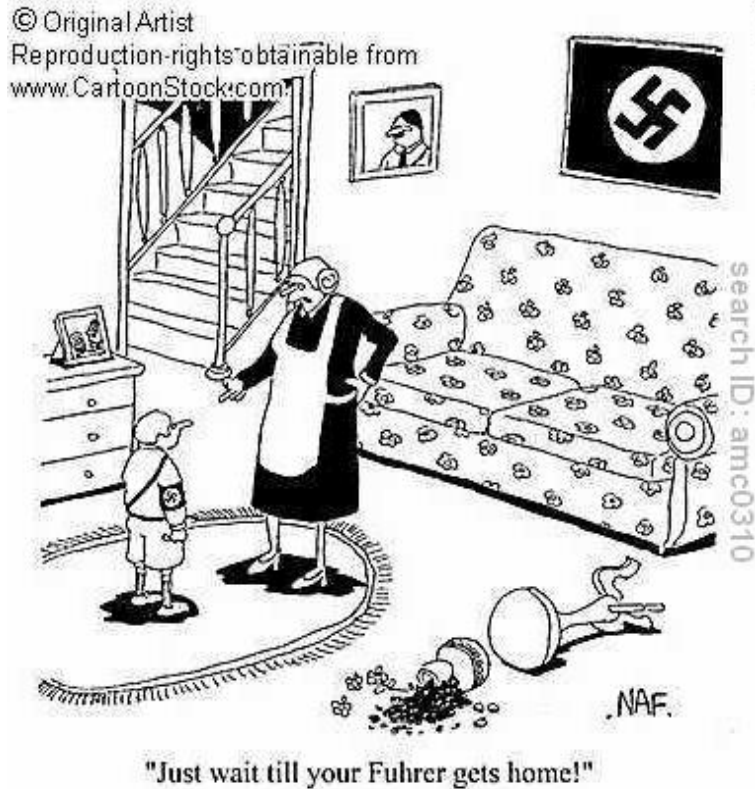
You do not vary the pitch in your voice. You do not distinguish between explanations and questions, instructions and asides, the beginning or the end of your discourse, the serious bits and the funny ones.

God gave you one voice – you should not make yourself another (Hamlet).



*Wenn viele schweigen und einer spricht,
nennt man dieses Unterricht.*

- Teacher talking time: 80%.
- *Imitation is the mother of learning.*
(Pavlov)
- *Parrots learn best.* (Skinner)



- Authority
- Control
- Security
- Power

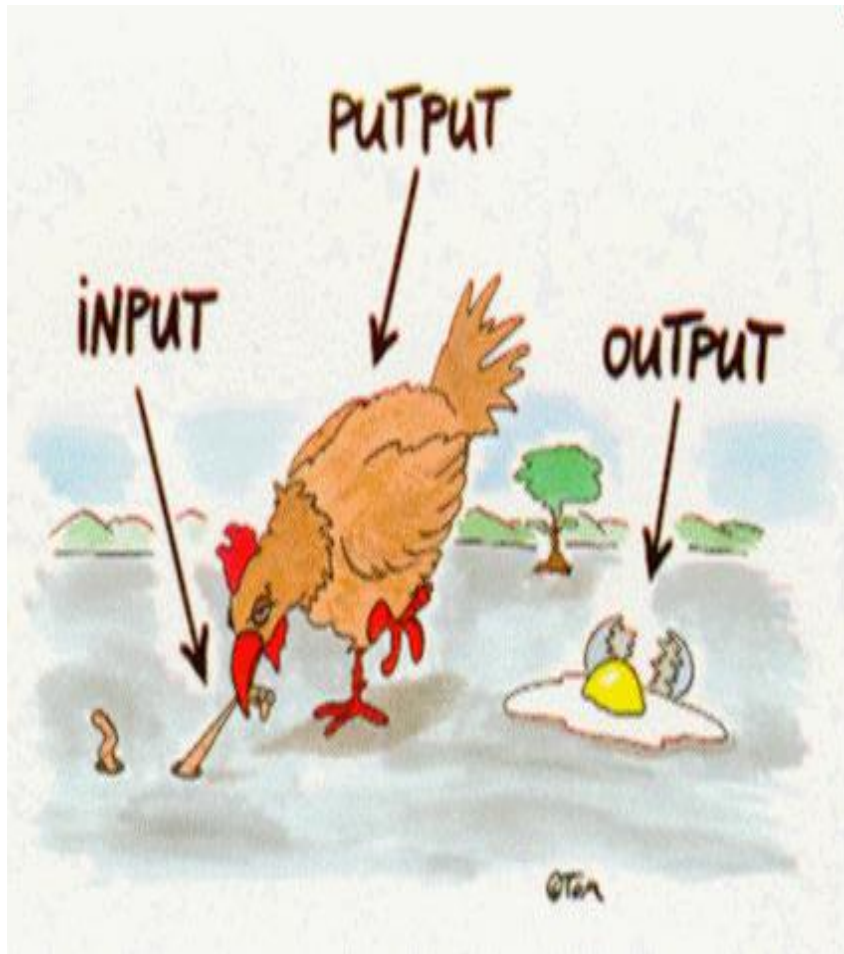


- Neglecting democracy
- Impoverishing moral education
 - Reducing discipline to appearances

collateral damage



- Passive and receptive learning
- Ignoring autonomy
- Rejecting self-organised learning
- Neglecting social competences



Relationship
between
teaching
and
learning

≠ causal
= contingent



You want to satisfy your narcissistic needs.



1. Closed ELT: benefits

1. Effectiveness: careful planning, time-content framework
2. Cognitive intensity: teacher talk, classroom dialogue
3. Orientation: showing, explaining, combining
4. Lively interaction: teacher's personality
5. Role model: teacher's behaviour, language, methods
6. Relief for pupils: taking time out (*innere Auszeit*)
7. Classroom discourse: continuous development
8. Methodology: using various techniques
9. Preparation: cost-benefit relationship
10. Popularity with pupils: feeling of learning and being prepared well for tests



2. Open ELT

| | |
|--------------------------|--|
| <i>Task-based</i> | Individualized instruction, station learning, project work, weekly plan, storyline, TBLL |
| <i>Playing-based</i> | Games, plays, simulations |
| <i>Media-based</i> | Internet-based language learning, film-based II, music-based II, self-access, Dogme |
| <i>Skill-based</i> | Extensive reading, discussions, creative writing, Improvisations |
| <i>Phase-based</i> | Open lead-ins / closures, breaks, surprise-sensitive teaching |
| <i>Interaction-based</i> | Learning by teaching (LdL), cooperative / collaborative language learning |

autonomy

activation

creativity

cooperation

motivation

Wenn sie nur dürfen, wenn sie sollen,
aber nie können, wenn sie wollen,
dann mögen sie auch nicht,
wenn sie müssen.



Wenn sie aber dürfen, wenn sie wollen,
dann mögen sie auch, wenn sie sollen.
Und dann können sie auch,
wenn sie müssen.



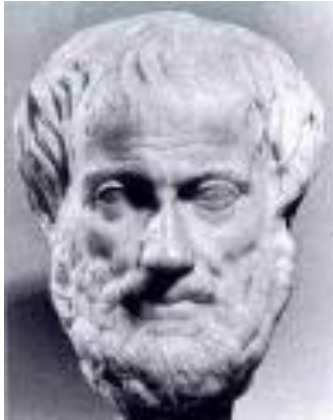
2. Open ELT: drawbacks

- Classroom management problems
- Inactivity going nowhere
- Mother tongue small talk
- Action instead of reflection
- Multimedia show for the sake of multimedia
- „A lot of sizzle and not much steak“
- Teacher: *sage on the stage* dethroned
- Students: producer of pulp



- „Wann machen wir eigentlich wieder richtigen Unterricht?“

*Wer alles
offen hat,
kann nicht ganz
dicht sein.*



Aristotle

(Nicomachean Ethics)

- 'golden mean'
- middle between two extremes (excess – deficiency)
- attribute of beauty: symmetry, proportion, harmony

Confucius: *doctrine of the mean*
(中庸)

Buddhism: *middle way*
(majjhimā paṭipadā)

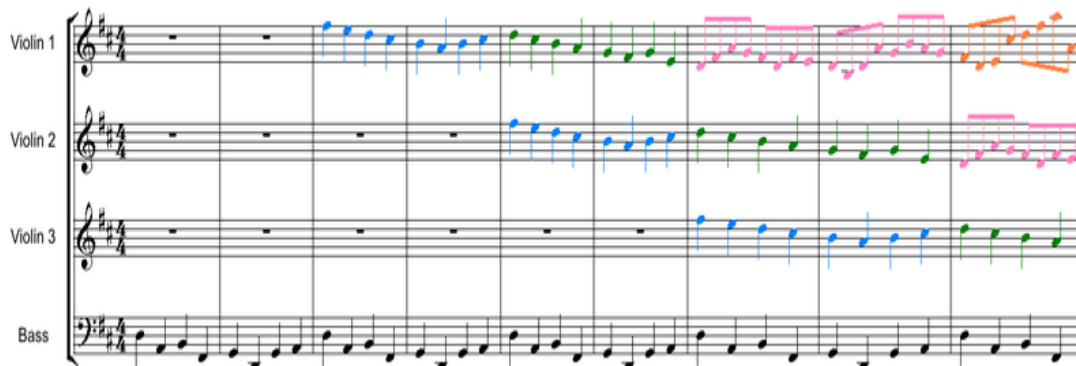
Taoism: *yin yang* (陰陽)





Palladio: Villa Rotondo, Vicenza

Pachelbel: Canon D major



- Work-life-balance

- Balanced diet

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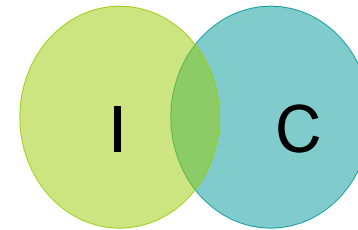
Balanced Thinking

(Schaefer/Yoshioka)

- guidance & freedom
- dependency & autonomy
- uniformity & variation
- structure & create
- close & open

Constructivist Instruction

(Reinmann-Rothmeier/Mandl)



*Wissensbasierter
Konstruktivismus*

*Wer A (autonomie) sagt,
der muss auch B (etreuung) sagen!*



*Wenn ich eine
Weltanschauung
haben will,
muss ich mir
die Welt anschauen.*



- **Personal experience**
(school teacher 1982-2002, sitting in on classes: 1998-2014)
- **Classroom observation: MODUS 21**
(37 Schulen)
- **Classroom action research**
(21 terms)
- **Survey**
(82 teachers, 14 Sschools, HS to Gym)
- **Hattie study**
The teacher matters: teacher in control (director), cognitive activation, structure, feedback



D. What is new about Balanced Teaching?

- A: Everything
- B: Nothing
- C: Value of balance
 - Common sense
 - Academic pendulum
 - No bandwagon hopping
 - Teacher's individuality
- D. BT in the broad sense



E. What is Balanced Teaching (in the broad sense)?

1. **Standards**

competences & content

2. **Competences**

various competences / skills

3. **Structure**

various stages (warm-up, lead-in, presentation ... closure)

4. **Topics**

- curriculum & students' interests
- language & extra-language issues

5. **Interaction patterns**

teacher talk & silent work & pair work & group work

6. **Speed**

fast & slow phases



7. **Activities**

- stir & settle
- tasks & exercises

8. **Working mode**

oral & written

9. **Level of difficulty**

easy & medium & difficult activities

10. **Focus**

fluency & accuracy (& appropriacy)

11. **Mood**

serious & cheerful

12. **Teacher role**

guide on the side & sage on the stage



13. **Learner role**

knowledge & skills & attitudes

14. **Gender**

male & female needs

15. **Media**

course (textbook) & additional media

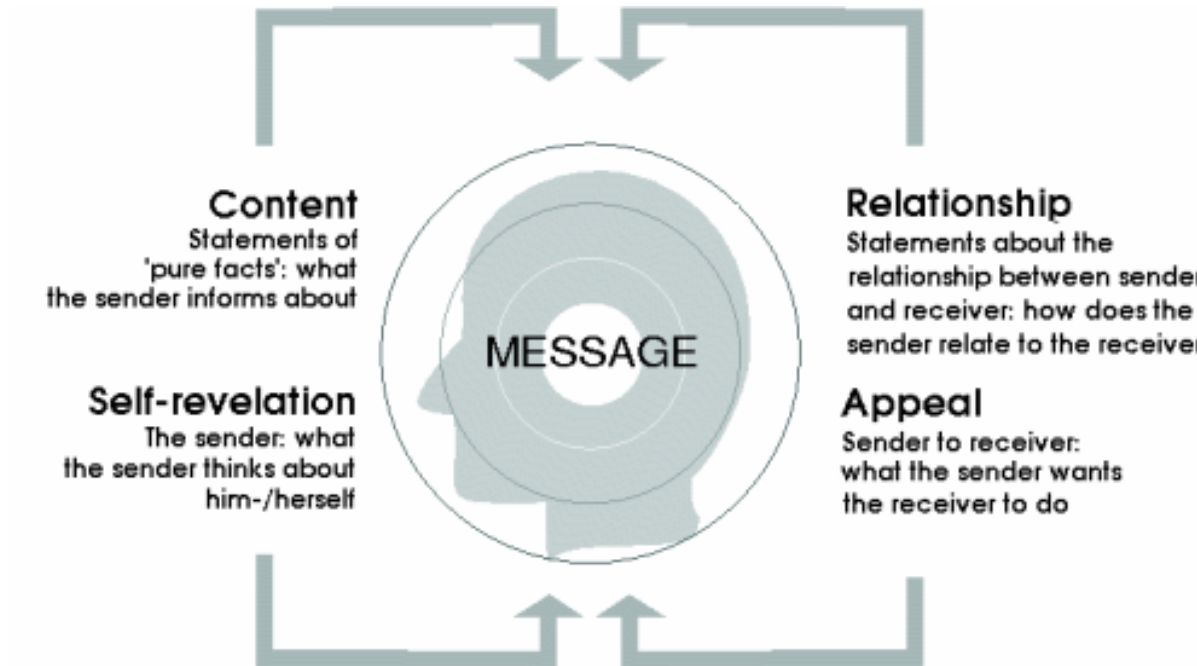
16. **Classroom discourse**

- questions & impulses
- display & referential questions
- speaking & waiting (wait time I and II)

17. **Assessment**

- linguistic & method competences
- written & oral tests
- discrete-point & communicative & integrative testing
- teaching to test & teaching

18. Balance between the four sides (Schulz von Thun's communication square)



Grammar lesson, 7th grade, conditional clauses, type II

Teacher: *If I won a million dollar, I would quit my job and go to Hawaii.*



19. Balance between the four intercultural views (Kramersch: 3rd Place)

Third Place

C1-C2

C2-C1

C2-C2

C1-C1



20. Balance between the four *Ich-Bilder* (*Selbstbild, imaginiertes Fremdbild, Fremdbild, Selbst*)





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Das gewöhnliche Leben ist ein Mittelzustand aus allen uns möglichen Verbrechen.

Robert Musil