

300 Years of English Language Teaching and Learning

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1. Two major traditions of language learning and teaching

1.1. Name the two major traditions of language and teaching?

1.2. Why was it necessary to learn other languages?

2. Language learners, language masters and language manuals in the 18th century

2.1. When has English been taught in Lüneburg for the first time?

- a. 1745
- b. 1754
- c. 1749
- d. 1746

2.2. Which were the two most popular textbooks in the 18th century?

- a. A new English Grammar or a short but clear and sure Direction for the true Pronunciation, Accentuation and complete Acquisition of the English Tongue
- b. German Pedagogic Grammars of English
- c. English Grammar Adapted to the Different Classes of Learners. With an appendix containing rules, and observations for assisting the more advanced students to write with perspicuity and Accuracy
- d. The true English Guide for the Germans

2.3. What was unusual about König's textbook?

2.4. Compare and contrast Arnold's and König's textbooks.

2.5. What characteristics was a language master supposed to have? To what extent does the former view differ from today's picture of a language teacher?

2.6. Differentiate between *learning by rule* and *learning by rote*.

3. Languages in schools in the 19th century: goals methods, materials and teacher training

3.1. Name the major developments in the 19th century. (7 in total)

3.2. Match the dates with the milestones of the 19th century.

1810	English became obligatory at Realschulen in Prussia
1812	First teacher exams
1859	English became obligatory at Gymnasium in Germany
1901	Introduction of the Abitur

3.3. How should language teachers be trained in the 19th century?

4. The Reform Movement – the cradle of foreign languages teaching today

4.1. List the accomplishments of the reform movement (12 in total).

5. English language teaching in the 20th century

5.1. How were ELT and politics interconnected? Refer to the examples from the lecture.

5.2. Fill in the gaps dealing with the historical impacts on ELT today.

marketplace tradition	
	intercultural competence
travel, penpals	
pictures, drama, games	
	textbooks (unit structure)
	language as access
Falkmann	
literature, language, methodology	
	CLIL

6. Why study the history of language teaching and learning?

6.1. Why should one study the history of ELT? Refer to the major reasons.

6.2. Could you imagine integrating the history of teaching and learning English into your EFL classroom? Give examples (e.g. projects, topics) and reasons for your opinion.