

# 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. Marketplace tradition
2. Monastery tradition

### 1.2. Why was it necessary to learn other languages?

- Interaction in the marketplace → usefulness (*Nutzen*):  
Learning other languages was necessary in order to be able to trade (buy/sell), so to negotiate and communicate with traders from other countries
- Gaining access: → self-formation (*Bildung*)  
Another reason is that languages were essential for the purpose of reading and writing books, so to be able to access knowledge.

## 2. Language learners, language masters and language manuals in the 18<sup>th</sup> 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 18<sup>th</sup> 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?

- His book contained "A Table for Englishmen to learn to read German", therefore it was not just for Germans to learn English, but also for English people to learn the pronunciation of German.
- The most distinct feature of König's book is that it includes a so-called "Landeskundetext" about London, some kind of tourist guide and report about London.
- Another feature refers to the onomasiological lexicon as part of the book. This is a word list that is ordered according the importance of the objects being named. Thus, the words are listed in a hierarchical structure instead of the more common alphabetical structure.

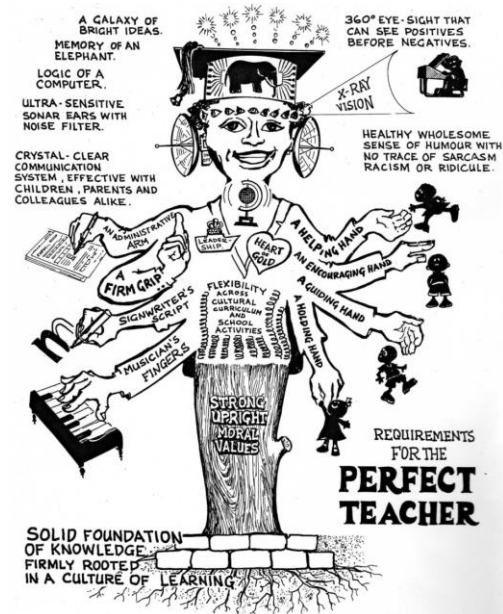
## 2.4. Compare and contrast Arnold's and König's textbooks.

Textbook components	Arnold	König
Grammar	Both contain grammar	
Dictionary	Alphabetical	Onomasiological
Phrases and idioms	Both contain phrases and idioms	
Proverbs	Alphabetical	Alphabetical plus further books
Dialogues	Both contain dialogues	
London-guide	No	Yes
Letters	Both include letters	
Reading texts	No	Yes
Lists: weight, measures, coin	Both include lists	
Titles	Both contain titles	
Pronunciation rules for German	No	Yes

## 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?

In the 18th century, language masters should be intelligent, academically educated and speak at least two languages, the language of their students and the language being taught. Today's view of a language teacher is perfectly summarized in the picture aside.

For languages such as English in specific, teachers shall teach the language systems and the different skills: communicative language competence, language awareness and intercultural communicative competence. Therefore, the teacher has to fulfill the following roles as requirement in addition to the ones mentioned in the picture: she or he should be a teacher as a language teacher, as an expert of learning, as a classroom manager and as a researcher and learner her- or himself.



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

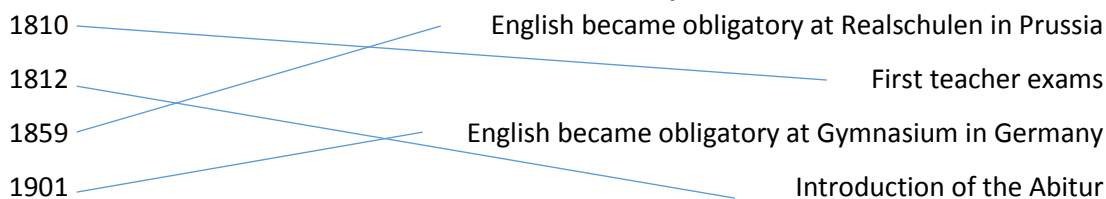
Learning by rule means that the learner simply applies the rules of grammar she or he learned. Thus, the constructions and structures are learned by heart, but practice is missing. On the contrary, learning by rote implies that the learner learns by hearing and repeating, so continuous practice. However, there is a lack of explanations.

## 3. Languages in schools in the 19<sup>th</sup> century: goals methods, materials and teacher training

### 3.1. Name the major developments in the 19<sup>th</sup> century. (7 in total)

1. Modern languages as school subjects and academic disciplines → state school system
2. Curriculum development and introduction of "standards"
3. Teacher education
4. Professionalization and exchange
5. Materials development
6. Early forms of research (theoretical and empirical) into language teaching and learning
7. Modern languages in society

**3.2. Match the dates with the milestones of the 19<sup>th</sup> century.**



**3.3. How should language teachers be trained in the 19<sup>th</sup> century?**

Teacher should be trained in the following domains:

1. Literary and linguistic studies
2. Practical language classes
3. Methodology (Fachdidaktik)

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

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

- |   |                   |
|---|-------------------|
| 1. The goal: functional competence and linguistic knowledge | 2. The role of L1 |
| 3. Reading contemporary literary texts                      | 4. Translation    |
| 5. Different types of exercises                             | 6. Essay writing  |
| 7. Structure and contents of textbooks (units)              | 8. Texts          |
| 9. Use of visual and aural media                            | 10. Oral skills   |
| 11. <i>Landeskunde</i> (culture)                            | 12. Pronunciation |

**5. English language teaching in the 20<sup>th</sup> century**

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

1. Textbook from the Third Reich: The Führer is coming!
2. Textbook from the GDR: Solidarity

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

marketplace tradition	functional competence
Realienskunde	intercultural competence
travel, penpals	contact: email, exchange
pictures, drama, games	(visual) media
Reform Movement	textbooks (unit structure)
monastery tradition	language as access
Falkmann	four skills
literature, language, methodology	teacher education
learning on the job	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.**

1. To understand the present better
2. To recognize the constant and universal elements of language teaching and learning
3. To give language teachers a sense of belonging to a worthy tradition

**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.**

Personal answer