



State Of Israel
Ministry of Education
English Inspectorate



Tele-collaboration between Israeli and German Students

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July 2, 2020; The session will begin at:16:50

In the event of technical problems, please call: 03-6200622

The Presentation focuses on:



- (1) Tele-collaboration project between Israeli and German student teachers
- (2) The beliefs of Israeli and German EFL student teachers about grammar teaching and learning

Participants



	Ludwigsburg University (n=50)	Beit-Berl College (n=37)
Undergraduate	98% (n=49)	40.5% (n=15)
Graduate	2% (n=1)	59% (n=22)
Native English Speakers	8.3% (n=1)	29.7% (n=11)
Age	M=24.35; SD= 4.35	M= 33.24; SD=8.37
Courses on Grammar Teaching	60.5% (n=26)	39.5% (n=17)

Background to the Study



[Discussion Forum – Google Plus](#)

[The Israeli-German Project](#)



Background: The Wider Context



“Is language teachable?”
Pienemann
(1989)

“Why don’t learners learn what teachers teach?”
Allwright
(1984)

“It is language curriculum statements about what is to be taught and how. [...] Needless to say, things are not so simple as practitioners will attest.”

(Long, 1985:77)



Grammar in the EFL Classroom

Unit 5

1 Die einfache Form der Gegenwart a Bejahte Aussagesätze

Mit dem *simple present* (der einfachen Form der Gegenwart) drückt man aus, dass etwas wiederholt (regelmäßig, immer, jeden Tag, oft, manchmal) oder nie geschieht.

Man benutzt diese Form auch, um allgemeine Aussagen zu machen:

- *I speak German.*
- *Cats eat mice.*

Wenn jemand etwas öfter macht, ist simple present angebracht.

Die einfache Form lässt sich wirklich einfach bilden: Sie entspricht dem Infinitiv – außer in der dritten Person Singular. In der dritten Person Singular wird ein *-s* an den Infinitiv angefügt.

He, she, it – das „s“ muss mit!

The simple present Positive statements

I start
You start

He/She/It **starts** at 8.45 every day.

We start
You start
They start

The show
starts at 6 o'clock.
You always start
at 6.30!

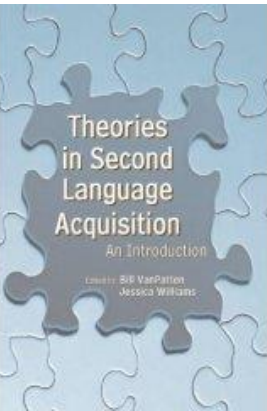


→ P 1, 2, 3, 4, 5 (p. 76/77)

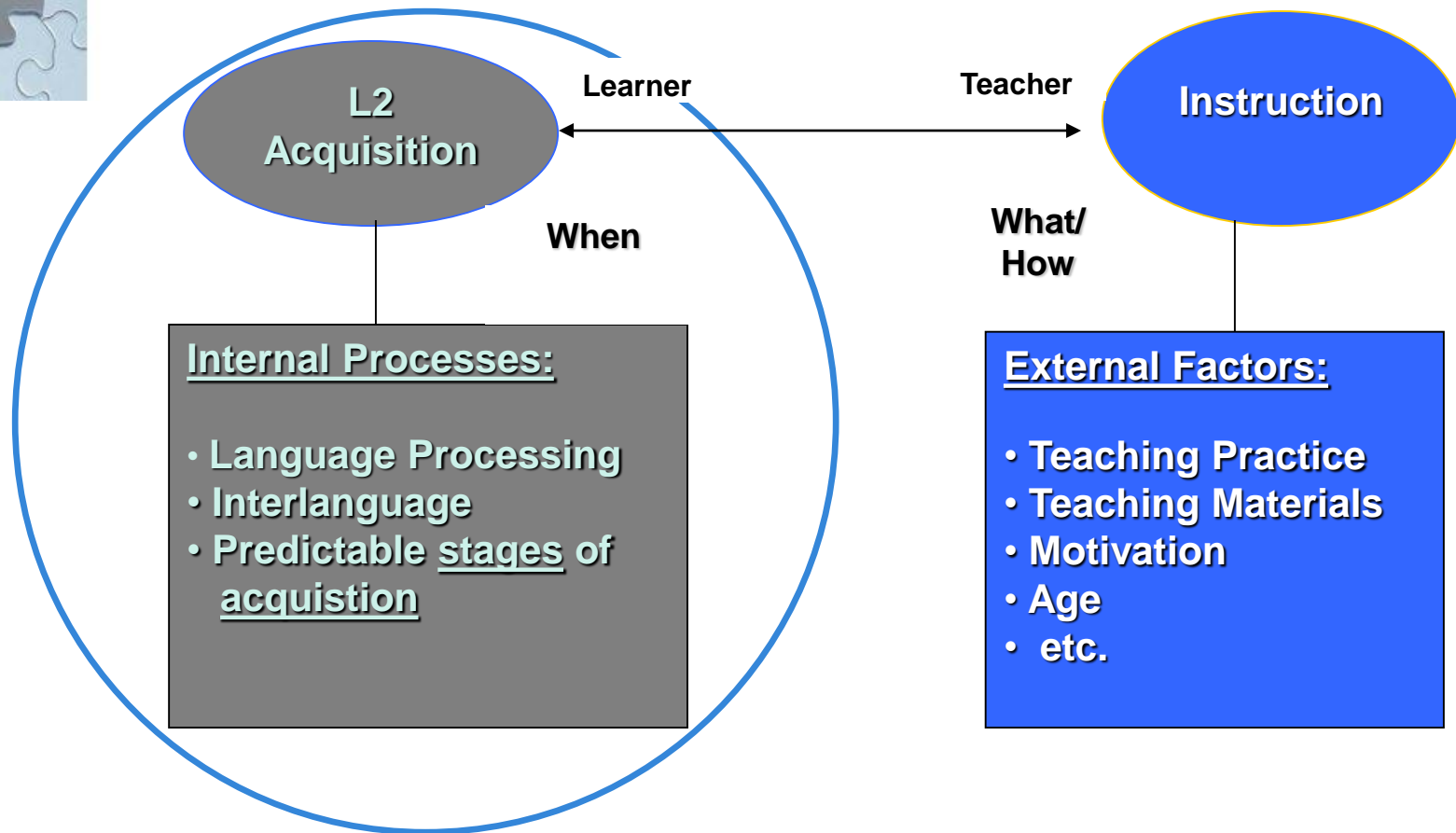
„3rd-person-s! Wie oft habe ich das meinen Schülern schon erklärt! In der wiederholenden Übung klappt es dann wieder, aber zwei Wochen später in der Klassenarbeit ... alles weg!“

Wanders (2006:97)

Problem: Knowing *what* versus Knowing *how* ...
(cf. Paradis 1994; Segalowitz 2003)



Why SLA Research?



cf. „Abschied vom ‚Input-Monopol‘ (Legutke 1989:123)“; Pienemann, Keßler & Roos 2006; Keßler 2008

Why SLA Research?



Learners are on their way from an initial state to the target language. In contrast to L1 development there is no guarantee to reach target language attainment in L2 development (cf. Long 2003)



SLA in Primary Schools: Does it really happen?



Example 1: Bingo

“Vorsprechen –
Nachsprechen“



L: Who can tell me what the weather is like in England?

S1: **Sun.** (→ Single words)

L: The sun is shining, **it's sunny.** Can you all say this.

SS: **It's sunny.** (→ Repetition)

L: What's the weather like in Spain?

S2: **Cloudy** (→ Single words)

L: It's cloudy.

SS: **It's cloudy.** (→ Repetition)

...

L: It's a bingo game.

SS: Bingo

S1: **Cloudy** (→ Single words)

S1: **Sunny** (→ Single words)

etc.

(cf. Keßler 2008)



SLA in Primary Schools: It happens, it

Example 5: “Traditional” Classroom

*Dioysiuschule,
Paderborn; Ende Klasse 4*

Keßler 2008



L: Do you like the fog?

S1: Yes, I do.

L: Can you tell me why?

S1: I like the fog because [Pause]

L: [flüstert] You can say this in German

S1: Weil ich das immer so cool finde, wenn
man nicht weit gucken kann

L: It's nice when you can't see. When you
can't see.

S1: Because it's nice when I can't see.

S2: Do you like the sun, Marlene?

S3: I like the sun.

S2: Can you tell me why?

S3: Yes, I can. I like the sun while [/]
because it's warm.

Etc.

**YES!
REAL COMMUNICATION**

English Curriculum 2020



Description of the grammar component

The grammar component of the *English Curriculum 2020* is aligned with the *English Grammar Profile*⁵ (EGP). Grammar is presented as *can-do statements* that focus on meaning and emphasize what learners can do with the language. All the grammar *can-do statements* support the four activities – reception, production, interaction and mediation.

The following quote sums up the approach of the CEFR to grammar:

“Since the primary evidence for second language acquisition (i.e. progress) is the *emergence* of new forms and not their mastery, the *Range* of language at the user/learner’s disposal is a primary concern. Secondly, attempting to use more complex language, taking risks and moving beyond one’s comfort zone, is an essential part of the learning process. When learners are tackling more complex tasks, their control of their language naturally suffers, and this is a healthy process. Learners will tend to have less control over more difficult, more recently learnt morphology and syntax than when they stay within their linguistic comfort zone and this needs to be taken into consideration when viewing (lack of) accuracy. Key concepts operationalized in the scale include the following:

- range of settings – from A1 to B2, then unrestricted;
- type of language: from memorized phrases to a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity;
- limitations: from frequent breakdown/misunderstanding in non-routine situations to no signs of having to restrict what he/she wants to say.”

(Council of Europe, 2018, p. 131)

The role of Grammar in Different Approaches



	Goal	Activity	Teacher	Student
Grammar Translation Method	<ul style="list-style-type: none"> • ability to translate • ability to read and write in the TL • mental discipline • intellectual development 	<ul style="list-style-type: none"> • deductive teaching of grammar • detailed meta-analysis of grammar rules • translation • bilingual word lists • focus on grammatical accuracy: memorisation of, e.g. verb conjugations 	<ul style="list-style-type: none"> • centre of the L2 classroom • acts as role model • presents material • provides solutions 	<ul style="list-style-type: none"> • rather passive, apart from translating • not exploring • no authentic communicative interaction
Direct Method	<ul style="list-style-type: none"> • daily life communication 	<ul style="list-style-type: none"> • inductive teaching of grammar • natural learning principles: extensive oral input and interaction in the TL • demonstrations • focus on everyday communication items • errors are a sign of learning 	<ul style="list-style-type: none"> • provides extensive oral input • preferably NS 	<ul style="list-style-type: none"> • active • exploring
ALM	<ul style="list-style-type: none"> • behaviourism: pattern drills and repetitions; errors are to be avoided at all costs • conversational proficiency • knowledge about the TL culture • short range: accurate pronunciation • long range: native-speaker proficiency • grammatical accuracy 	<ul style="list-style-type: none"> • inductive teaching of grammar • contrastive analysis 	<ul style="list-style-type: none"> • centre of the L2 classroom • acts as role model • presents material • provides solutions • active • immediate error correction 	<ul style="list-style-type: none"> • passive, only repeating (practice makes perfect) • reactive
CLT	<ul style="list-style-type: none"> • communicative competence 	<ul style="list-style-type: none"> • no grammar teaching • activities focusing on meaningful interaction, i.e. negotiation of meaning 	<ul style="list-style-type: none"> • active • counsellor • develops tasks that suit the learners' needs 	<ul style="list-style-type: none"> • learner-centred • learner is active

EFL Teacher Cognition



- Relationships between teachers' mental constructs (i.e., beliefs, knowledge, mental models) and classroom practices
- Prior language learning experience has powerful influence on views about grammar teaching
- Context
- Learning to teach process
- Novice teachers

(Borg, 2003, 2009; Chen & Cheng, 2012); Ellis, 2016; Falomir, 2014; Haim, Kessler, 2011; Orland & Goldberg, 2020; Otwinowska, 2017; Haim, Strauss, & Ravid, 2004; Phipps & Borg, 2009)





Major Themes Emerging the Data (Content-Analysis)

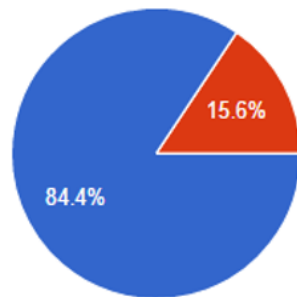


- Intercultural exchange of information
- The role of context: curriculum, classroom observation
- Prior learning experience
- Student teaching experience, mentor teachers
- Beliefs: Inductive and deductive teaching

Reflections



1. On the whole, do you feel the project has contributed to you as a professional?



yes	27	84.4%
no	5	15.6%

Reflections



“It helped me understand that there are different approaches in different countries for teaching English grammar.”

“I find this project effective not only in terms of learning from other students' perspectives... but also from using a new digital tool for communication.”

“It was interesting to see the differences in grammar teaching between Germany in Israel.”



What was especially satisfying? What surprised you?



“The personal touch of getting to know the people involved was especially satisfying to me, and made this experience unique.”

“..to realize there aren't many differences between the two groups of students as I previously thought.”

“..how active everyone got; how well communication works in the google group.”



Main Findings/Insights



- Discussion sparked by class discussions and readings continued on google+.
- This project gave more room for deeper understanding of the concepts taught in the courses.
- Peer and intercultural discussion
- Critical thinking
- Enhancing pedagogical content knowledge.

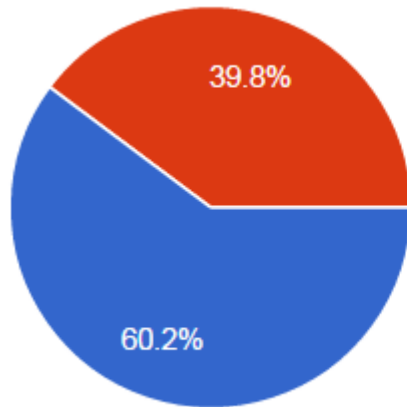
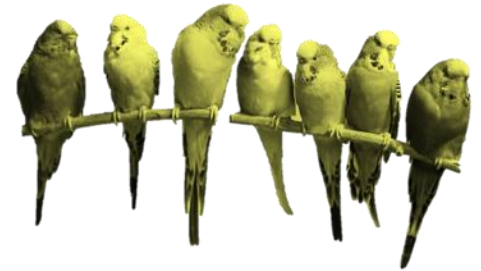
Beliefs about Learning and Teaching English Grammar



- [The Israeli-German Project](#)
- [Questionnaire](#)
 - Background questions
 - beliefs
 - reported practices
 - learning and teaching Grammar
 - Open and closed questions
 - Qualitative dimension: Choose three statements that strike you the most and explain your choice in the designated box.



Do you sometimes have difficulty teaching English grammar to EFL learners?



yes	56	60.2%
no	37	39.8%

If the answer is yes, please give examples?



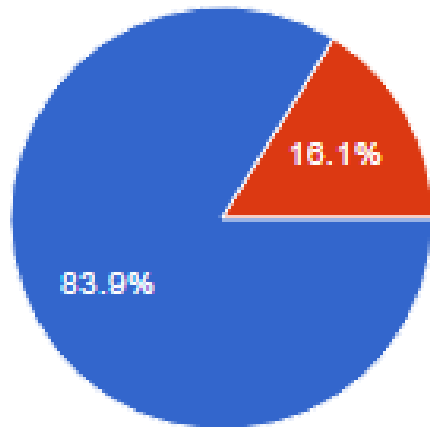
“Sometimes as a native speaker, it is difficult to explain why we say things the way we do.”

“Sometimes they don't understand what I am saying and I need to translate it for them.”

“Concepts are difficult to grasp; not every topic has a direct parallel to which students can relate; explicit teaching is not authentic and some of the issues are outdated.”



Do you think teachers should incorporate technology in teaching grammar?



yes	78	83.9%
no	15	16.1%

If the answer is yes, please explain why?



“There are many ways in which technology can be used in grammar teaching to engage students and enable exciting, and interesting lessons.”

“Affords creativity and relates to students.”

“Grammar could be monotonous and very difficult to learn. It allows differential learning and fun at the same time.”



Do you think the use of technology may have any disadvantages?



	German Group		Israeli Group		χ^2 (df)	Sig
	yes	no	yes	no		
The use of technology may have disadvantages.	76.0% (n=38)	24.0% (n=12)	40.5% (n=15)	59.5% (n=22)	9.791 (1)	0.02

2.4. If the answer is yes, please explain and give examples.

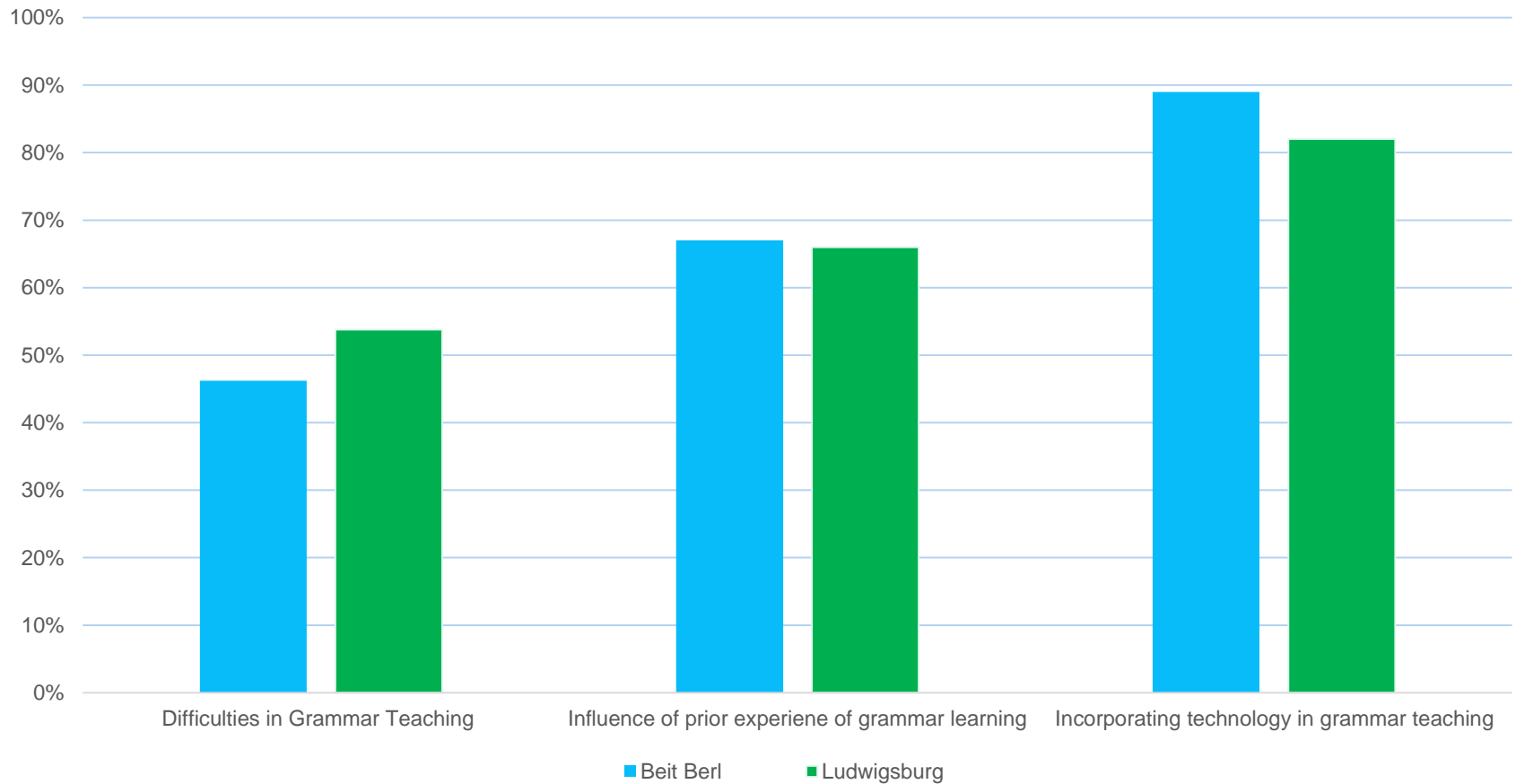


“It usually takes more time; the internet doesn't always work and you may not do what you planned.”

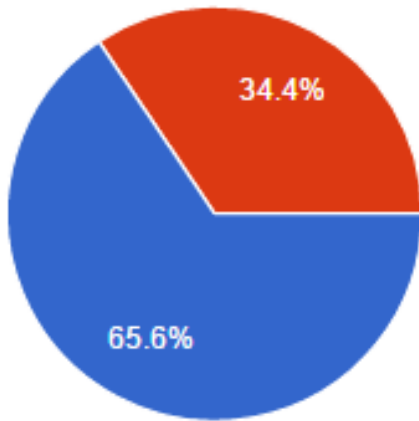
“some pupils don't like technology or computers or are "slow at it.”

Technological " difficulties or lack of equipment/internet access can prove incredibly frustrating, and also destroy the efficacy of a planned lesson.”

No Significant Differences



Do you think that your experience in grammar learning influences your beliefs about teaching practices in any way?



yes	61	65.6%
no	32	34.4%

Prior learning experiences shape teachers' cognition and instructional decisions (Borg, 2003, 2009, Haim et al., 2020).



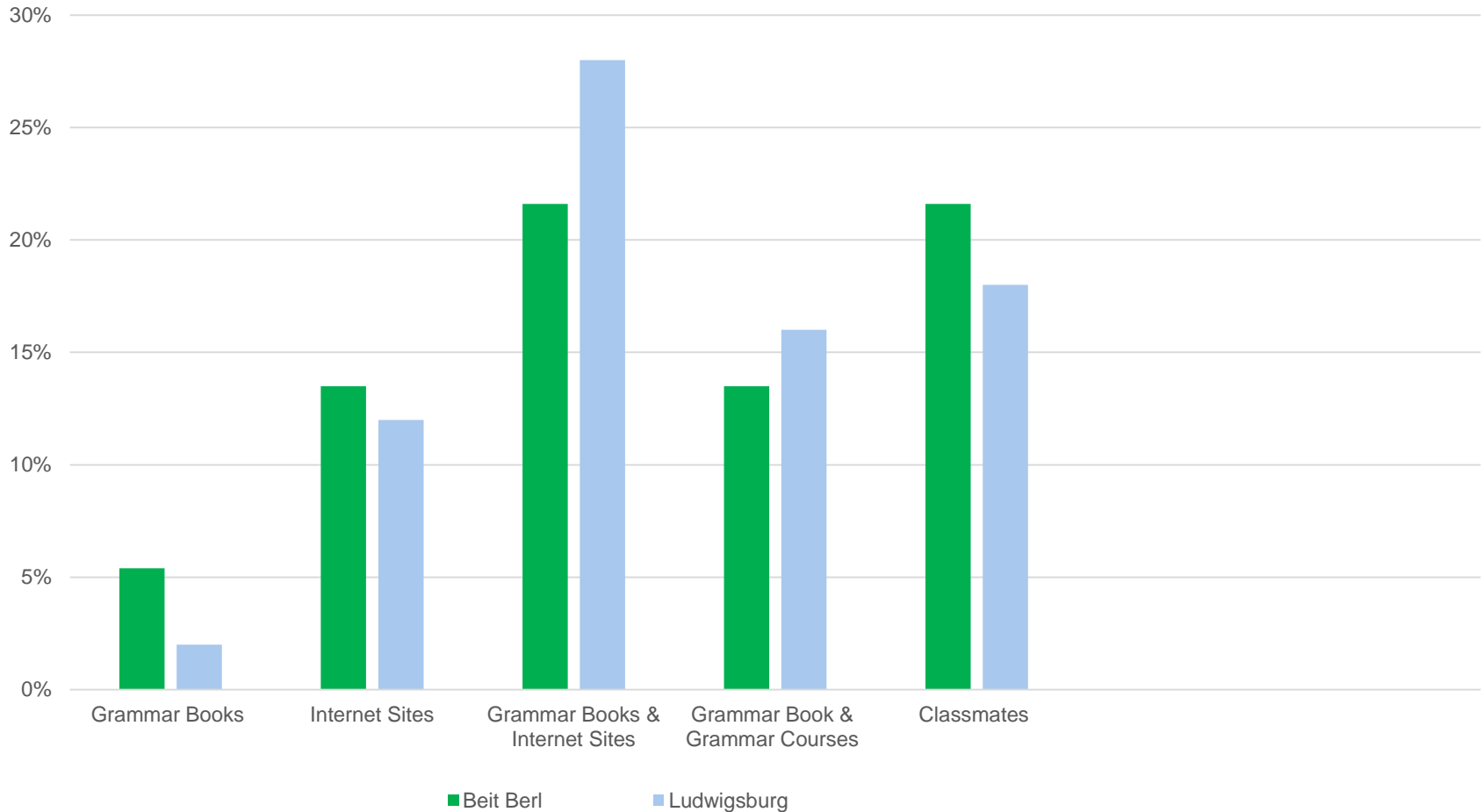
“My experience in grammar learning is not good. Therefore, I try to be very clear when I teach my students trying to give very specific examples at the beginning.”

“I learned grammar in context as a child. I believe that teaching explicitly is only a small part of teaching grammar. Knowing grammar involves lots of practice.”

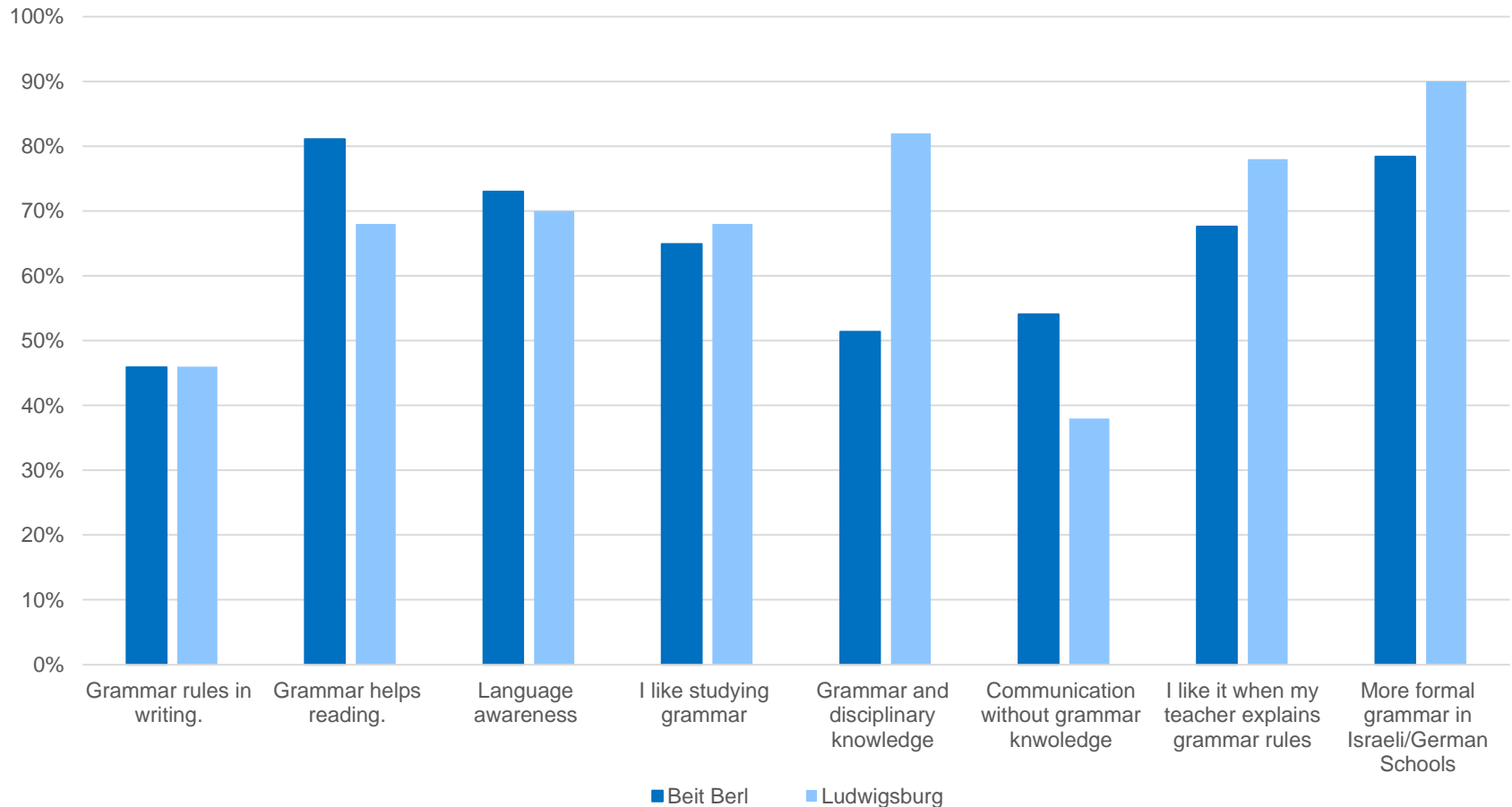
“My experience in grammar was not so pleasant. I found it as a boring subject. Now I know how not teach English grammar.”



How do you acquire knowledge about grammar teaching?



Beliefs about Grammar and Grammar Teaching & Learning



1. I usually keep grammar rules in mind when I write in a second language



“I always do. I always feel insecure about the grammar rules, reading what I wrote again and again to be sure I didn't make a fool of myself by using the wrong structure, or tense”.

(Beit-Berl: n= 17, 45.9%)

“I think grammar rules in writing are more important than in reading. When I write I think more about grammar rules.”

(Ludwigsburg: n=23, 46%)

2. Knowing a lot about grammar helps my reading



“Yes, because without grammar it would be impossible to understand an ‘unseen’ text.”

(Beit-Berl: n=30, 81%)

“If I don't know any grammar, I won't understand all the sentences in a book.”

(Ludwigsburg: n=34, 68%)

5. One way to improve my disciplinary knowledge as a teacher is to increase my knowledge of grammar



“As a native English speaker, I don't always know why I say things the way I do. Learning grammar definitely fine tunes my English and helps me explain grammar to students.”

(Beit Berl:n=19, 51%)

“As a teacher, it is utterly important to know how to use the grammar. Even more using it properly to avoid mistakes. The knowledge of grammar influences my ability to correct students' mistakes.”

(Ludwigsburg:n=41, 82%)

7. I like it when my teacher explains English grammar rules



“I like this statement because my teacher actually helps me to upgrade my understanding level in grammar.”

(Beit Berl: n=25, 68%)

“Rules make a topic understandable. There is no room for speculation or interpretation. For this reason I like it.”

(Ludwigsburg:n=39, 78%)

8. There should be more formal study of grammar in Israeli/German schools



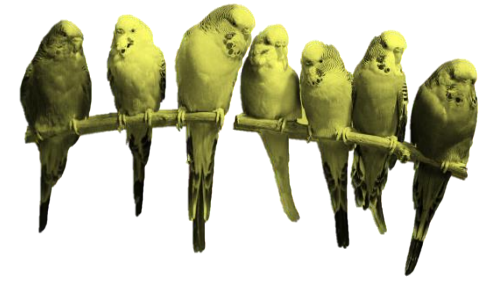
“I agree. It is very difficult for Israeli students to understand the grammar rules.”

(Beit Berl: n=29, 78%)

“I'd say there is enough in Germany but unfortunately not all students understand it.”

(Ludwigsburg: n=45, 90%)

Same but Different



No Significant Differences

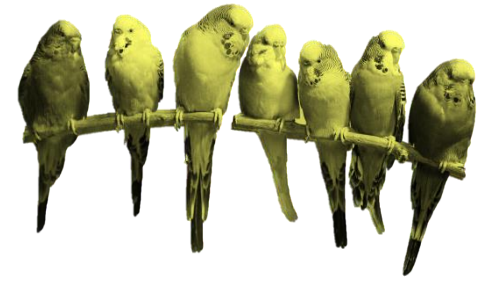
1. Good language learners know a lot of grammar rules.
2. Formal study of grammar is essential.
3. Grammar practice in oral communication.
4. Grammar is best taught implicitly.
5. Grammar is best taught inductively.
6. Combination of inductive and deductive instruction
7. Most mistakes are due to first language interference.
8. Knowledge of grammar rules helps communication.

Significant Differences



Beliefs	German Group		Israeli Group		t(df)	Sig
	M	SD	M	SD		
1. Good lg. learners know grammar rules.	3.02	.80	2.86	1.03	-.78 (84)	.029
2. Practice in real life situations is more important than learning grammar rules.	4.36	1.02	3.89	1.02	1.87(85)	.038
3. Teaching grammar should involve the use of technology in class.	3.62	.85	4.19	.90	2.99 (85)	.004
4. Respect from parents and students	3.76	1.17	4.46	.65	3.4(85)	.001
5. Error correction is essential for lg. learning.	3.28	1.07	3.73	.83	2.12 (85)	.031
6. Errors -explicitly corrected in writing	3.66	1.02	4.05	.78	1.95 (85)	.045
7. Errors – explicitly corrected in oral activities.	2.68	1.07	3.59	.95	4.1 (85)	.000

To summarize, **Same but Different**



Similar views:

- Aspects of teaching grammar
- Acquiring knowledge about English grammar
- The role of grammar in EFL teachers' disciplinary knowledge



But.....

Significant Differences



German Students

- The possible disadvantages of technology
- The beneficial outcomes of using grammar in real life communication

Israeli Students

- Aspects of corrective feedback
- The relationship between EFL teachers' grammar knowledge and students' and parents' respect.

Implications for Teacher Education Programs



- Incorporate tele-collaboration programs to discuss issues of language instruction
- Encourage teachers to become more aware of their beliefs and the factors influencing both their beliefs and practices.
- Teachers should gain deep SMK and PCK related to aspects of teaching grammar.



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מטח
המרכז לטכנולוגיה חינוכית



Thank you for your participation!

Please return to the conference website and join us at:
17:40

