WWU MÜNSTER — ZENTRUM FÜR LEHRERBILDUNG

SPRACHPRAXIS TAGUNG:
ANGLISTIK /AMERIKANISTIK MÜNSTER
Monday 25th September 2017 |
University of Münster

THE SPRACHPRAXIS TEAM, UNIVERSITY OF MÜNSTER, warmly invites interested lecturers to participate in a day of exchanging ideas and experience in teaching practical language classes at university level.

Information and Registration at:

http://www.wwu.de/Anglistik/Research/Tefl/Projects_and_events/sprachpraxistagung2017.html

Fachbereich 09
Philologie

PROGRAMME

11:00 – 12:00	REGISTRATION AND COFFEE
12:00 – 12:15	OPENING SPEECH (ES131)
12:15 – 13:45	WORKSHOPS (ROUND ONE)
13:45 – 15:30	**POSTER GALLERY AND LUNCH BUFFET (ES 131)**
15:30 – 17:00	WORKSHOPS (ROUND TWO)
17:00 – 17:30	DISCUSSION (ES131)
18:00	CONFERENCE DINNER (OPTIONAL) A2, AASEE MÜNSTER

The conference will take place at the English department: Johannisstraße 12-20, 48163 Münster
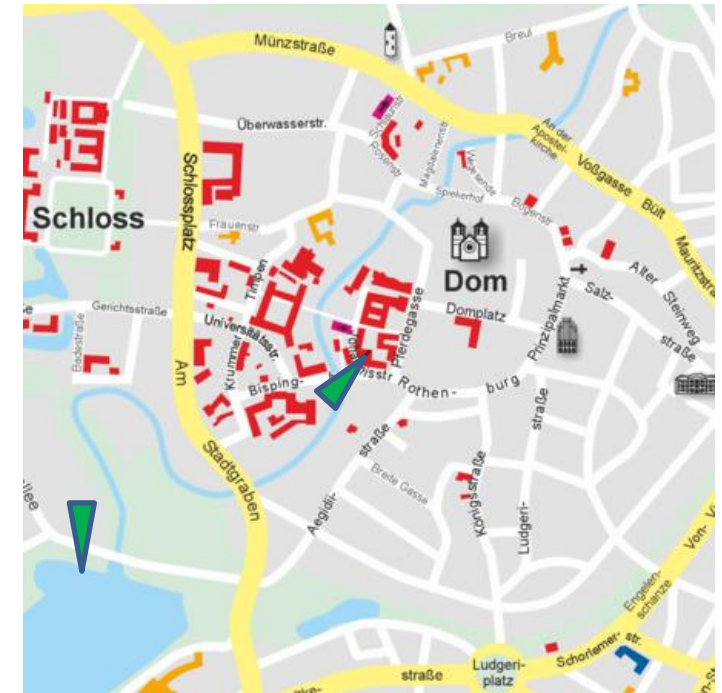
The evening meal will be at **A2**, right next to the Aasee, Annette-Allee 3, 48149 Münster. Please indicate when registering, whether or not you would like to join us for the evening meal.

Workshop descriptions:

1. Academic Writing
(Marcus Saller and David West)
In this interactive workshop, we aim to explore practical approaches to developing university students' L2 academic writing skills that go beyond the mastery of surface linguistic features. Drawing on genre-oriented pedagogies, we will first conduct a move analysis of a selection of published academic texts in order to examine their rhetorical organisation through the means of the communicative function of specific sections. We will then look at student writing samples that are grammatically correct, yet contextually inappropriate, and elaborate scaffolded intervention strategies that assist students in their choice of lexicogrammatical resources in order to meet the communicative demands of both task and genre.

2. Spoken English
(Joanna Becker and Rachael Rasing)
In this workshop, we will explore ways to promote effective spoken language proficiency. We are interested to see how our model for teaching oral skills compares to other approaches, so please feel free to bring along worksheets or other material you have found useful in your lesson planning. We would also like to discuss the problems involved in teaching oral skills, such as incorporating different accents and varieties of English, or assessing students' oral competence. We hope that all participants will come away with more ideas and inspiration for designing and teaching spoken English classes.

3. Grammar: Do(n't) teach grammar!
(Constanze Juchem-Grundmann)

Although grammar is indisputably one of the two main ingredients of language, there have always been heated debates about its role in the language-learning classroom.Thus, plenty of competing approaches to grammar and grammar teaching have developed and some more recent language teaching approaches even seem to ignore or even explicitly suggest not t grammar. But how are learners then supposed to acquire this essential ingredient of language? Even if fluency-before-accuracy is the current mantra, fossilization of inaccuracies should be prevented by continuously integrating a focus on grammar. In our workshop, we will therefore approach grammar teaching from a methodological as well as a linguistic perspective: Reflecting your experiences in language teaching, we will try out some recent findings in linguistics that might offer new pathways for you to explain grammar to your students and discuss how to successfully manage grammar teaching within current approaches of communicative language teaching.

4. Assessment
(Frauke Matz and Dominik Rumlich)
In our workshop, we will approach the topic of assessment from three different perspectives: Psychometric test theory, academic research on assessment practices and common mistakes, as well as practical issues and survival tips. These are three pivotal aspects we believe will help you reflect on your assessment practices and assist you in making amendments to your routines where feasible. Needless to say, there will also be ample opportunities for you to exchange ideas and learn about best-practice examples of your fellow workshop colleagues.

5. Portfolio: Employing Portfolios to Promote Learner Autonomy
(Stephan Gabel and Britta Padberg-Schmitt)

One of the perennial problems we have faced in the past 20 years is an increasingly heterogeneous student population, so that traditional forms of instruction that follow a formal syllabus no longer make sense. Instead we need more open arrangements in which responsibility is shifted to the learner so as to ensure increased internal differentiation. This workshop will explore ways of implementing these ideas in practical language courses at university. For this purpose a new course concept developed at the University of Münster's English Department will be outlined, which makes use of diagnostic tests, the development of individual work plans and systematic counselling. Subsequently, some materials from these courses will be investigated, including the language skills portfolio, which serves as a cornerstone of the concept.

When registering, we ask you to select TWO preferred workshops.

Online registration opens 03.07.2017, the fee is 10.00 EUR. The deadline for online registration is 23.09.17 (midnight).