

International Conference on Task-based Language Teaching
Leuven, Belgium: September 21-23, 2005

**Taking Text to Task:
Issues and Choices in Curriculum Development**

Friday, September 23, 2005: 9:00 – 12:30

Presenters:

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Discussant:

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9:00 – 9:20	Context of the colloquium and overview (Byrnes)
9:20 – 9:50	Reshaping the construct task for collegiate FL curriculum design (Byrnes)
9:50 – 10:25	Linking task and language acquisition: A proposal for a curricular progression (Maxim)
10:25 – 11:00	Developing vocabulary knowledge through literacy- and theme-oriented tasks (Sprang)
11:00 – 11:30	COFFEE BREAK
11:30 – 12:00	The linked opportunities of genre-based tasks: Revisiting educational outcomes assessment (Crane)
12:00 – 12:15	Commentary (Norris)
12:15 – 12:30	Open discussion

Georgetown University German Department Undergraduate Curriculum Homepage
<http://www3.georgetown.edu/departments/german/programs/curriculum/>



Curriculum: Introduction

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Over a three-year period, from February 1997- May 2000, the German Department at Georgetown University, engaged in a comprehensive curriculum renewal project that is unique in college-level foreign language departments in the United States. In a highly collaborative approach, the entire faculty and graduate students developed a curriculum that is content-oriented from the beginning of instruction and explicitly fosters learners' language acquisition until the end of the four-year undergraduate sequence. That is, the program of study is neither merely an aggregation of courses, as is otherwise customary, nor does it differentiate between so-called "language" courses and "content" courses. Instead, the curriculum presents an integration of content and language through oral and written textual genres throughout the undergraduate program.

The curriculum project, which we have called "Developing Multiple Literacies," reflects a literacy orientation that recognizes that foreign language instruction of adult learners, as contrasted with second language instruction, is fundamentally about engaging these already literate learners in imagined textual worlds which provide the occasion for thought-full language acquisition. The curriculum draws its content and its socially situated language use for the acquisition of advanced competencies in listening, speaking, reading, writing from a wide range of oral and written genres. These are sequenced in a principled way across the curricular levels, thereby contributing to program articulation. The pedagogies, too, are linked to genres, inasmuch as instructional tasks within the curriculum, in contrast with prevailing recommendations about task- or activity-oriented instruction, are themselves genre-derived, thus inherently linked to the socio-cultural context within which the chosen genres naturally occur in the German-speaking world.

The curriculum spans the entire four-year period of undergraduate study and is conceptualized to enable learners to become competent and literate non-native users of German who can employ the language in a range of intellectual, professional, and personal contexts and who can also draw from it personal enrichment, enjoyment, and formation.

This web site provides an overview of the project. It offers a summary chronology of its major stages, and presents information and documents on the background of this effort, its goals and major stages, and outcomes. It identifies the principles and approaches adopted with regard to curriculum construction in the context of U.S. higher education, and outlines the curricular progression that was developed. It provides detailed information about course syllabi (including goals and thematic units), about pedagogical considerations, and about assessment practices that bring this curriculum to life for our undergraduate students. Because the curriculum resides in a graduate program, it specifically addresses the role of graduate students in such an integrated instructional

context and offers details about our mentored graduate TA development sequence. With an understanding that curricular work is continual, we document how we ourselves envision continued curriculum enhancement. The pages of this site also link the project to diverse research and dissemination efforts, especially in the area of assessing the development of speaking and writing abilities. Finally, we provide information on a number of action-research efforts undertaken in conjunction with a grant the Department received from the Spencer Foundation (2000-2002) under its Practitioner-Research Communication and Mentoring Grants Program.

We present this information because the need for curriculum renewal in college foreign language departments has recently been amply acknowledged in publications and in an array of professional fora. We provide it as well because of an urgent societal and global need for upper levels of competence in several languages. However, despite those internal and external needs, surprisingly little curricular work exists that deliberately takes account of the dramatically changed environment in terms of theoretical, research, and educational practice pertaining to adult foreign language learning and teaching and the dramatically changed goals for language learning. The latter, in particular, reflect shifts in a multicultural, multilingual, AND global environment, one that addresses linkages between the native language (L1) and additional second or foreign languages (L2). The foreign language field is challenged to access the rich discussion in instructed second language acquisition (SLA) research, specifically its insights regarding the complex relationships between meaning and form at various stages of language development. We are invited to rethink learning and instruction in a conceptual framework that is centrally functional and focused on contexts of use, and therefore meaning- and discourse-oriented, rather than formal. The far-reaching implications of that shift remain to be explored in many areas, but most particularly in the area of program building and curriculum development in higher education.

The German Department's curriculum, *Developing Multiple Literacies*, attempts to address these interrelated issues innovatively for the benefit of our learners. Our own experience with curriculum construction makes one thing quite clear: it is an ongoing project. Even after six years of experience with this curriculum -- or, perhaps more precisely, because of six years of experience with it -- we do not claim to have the final answers to the many complex issues that fall under the above-named areas. But we continue to search for them deliberately in a community of practice, by no means a common occurrence. Given the urgency of such work in higher education in general, in foreign language departments in particular, we hope that our efforts might encourage colleagues at other institutions in their own curricular planning. We post this material as a way of inviting comments, both in terms of suggestions to us since our pledge to continued curriculum enhancement envisions further adjustments of our work, and in terms of experiences others might have had in their efforts to modify curricula. Please direct your correspondence either to [Heidi Byrnes](#) or to [Hiram H. Maxim](#), the Curriculum Coordinator.

September 4, 2004

Presentation #1:

Taking Text to Task:

Issues and Choices in Curriculum Development:

Heidi Byrnes, Georgetown University

PART ONE: Context of the curriculum and overview

PART TWO: Reshaping the construct task for collegiate FL curriculum design

Task and syllabus construction in the Long and Crookes proposals

Reconceptualizing the notion of task for syllabus construction

- ❖ Curricular framing: a challenge to practitioners in research, teaching, program development, and assessment
- ❖ A macro-proposal for conceptualizing a curricular and an acquisitional progression: a discourse and semiotic perspective
- ❖ From overt to textual to systemic dialogicality: a curricular progression for tasks
- ❖ From text and textuality to genre-based tasks

Summary reflections

Presentation #2:

Linking task and language acquisition:

A proposal for a curricular progression

Hiram H. Maxim, Georgetown University

Issues to explore regarding task's role in collegiate FL curriculum construction:

- task as a unit of analysis for curricular thinking
- selecting and sequencing tasks that follow an articulated progression toward the attainment of advanced-level abilities and that thereby support the long-term nature of L2 acquisition
- task as text- and literacy-oriented by linking it to the construct of genre

Primary discourses of familiarity	↔	Secondary discourses of public life
- involve "society of intimates", i.e. family and friends ↔		- involve social institutions beyond the family (schools, workplaces, government offices, etc.)
- oral, interactively situated, dialogic - concrete subject matter; literal meaning ↔		- oral and written, monologic - abstract subject matter; metaphorical and figurative meaning
<u>congruent semiosis:</u> • focus on process, flow, function • verbal paradigm • iconic forms of expression ↔		<u>synoptic semiosis:</u> • focus on product, stasis, "thinginess" • nominal paradigm • use of "grammatical metaphor" to objectify the world for analysis and manipulation

(Gee, 1998; Halliday, 1993; Halliday & Martin, 1993; see also Byrnes & Sprang, 2004)

Georgetown University German Department (GUGD)
Curriculum/Sequence of Courses

A. Sequenced Courses

Level I - Contemporary Germany (“Basic”) – 85 contact hours
Introductory German I and II: (2-semester sequence: 3 credits each) OR
Intensive Basic German: (1-semester course: 6 credits)

The themes for this level are coordinated with the textbook *Kontakte*. A significant amount of authentic outside material is incorporated in order to provide a discourse and literacy focus even at this level. This is the only level where a textbook is still used.

Level II - Experiencing the German-speaking World (“Intermediate”) – 85 contact hours
Intermediate German I and II: (2-semester sequence: 3 credits each) OR
Intensive Intermediate German: (1-semester course: 6 credits)

Level III – German Stories and Histories (“High Intermediate - Advanced”) – 85 contact hours
Advanced German I and II: (2-semester sequence: 3 credits each) OR
Intensive Advanced German: (1-semester course: 6 credits)
(Overview of developments in Germany from 1945 to present)

B. Non-Sequenced Courses (“Advanced”)

Level IV
One 4-credit course (“Text in Context”; 55 contact hours) plus five additional 3-credit courses with similar language acquisition goals (though different emphases; 42 contact hours each)

Level V
Along with exploring topics in 18th through 20th century German studies and selected topics in German linguistics, these courses aim to develop high levels of sensitivity, reflectivity, and interpretive abilities directed toward other and self in a cultural context, and the ability to function in the German language in various forms of elaborated secondary discourse with a high level of accuracy, fluency, and complexity of language use in a variety of contexts. Each course 42 contact hours

Level-specific Instructional and Learning Goals
Georgetown University German Department (GUGD) Undergraduate Curriculum

A. SEQUENCED COURSES

Level I: Contemporary Germany

The overall goal of Level I courses is to help students develop basic knowledge about contemporary Germany and, through that content, acquire linguistic knowledge that allows them to feel comfortable thinking of themselves as users of German, in reading, listening, writing, and speaking. Level I courses introduce students to culturally appropriate notions of self, family, and broader groups in society; to occupations and pastimes (school, work, and free time); and to activities and events in present and past story-telling. Comparisons between the U.S. and current German life and society build the foundation for cultural literacy and familiarity with the German-speaking world.

Reflecting the broad conceptualization of a content-oriented and task-based approach which characterizes the entire curriculum, Level I incorporates critical reading and writing right from the beginning. Students work with a variety of genres and themes in a variety of media, in comprehension and production. These range from personal and interactional to routine public. At the end of the year students should be able to communicate effectively beyond immediate and person-centered areas of interest and should be able to incorporate broad cultural knowledge into short presentations on a variety of topics and issues.

As instruction engages students in meaningful activities it also attends to gradual but continual development of accurate and differentiated language abilities in all modalities. Instructional interventions at Level I emphasize effective and meaningful communication in which linguistic accuracy is an important long-term goal though it cannot yet be attained. Creativity, negotiation of meaning and form, and sensitivity to different social contexts and for different tasks are encouraged. They build the foundation for long-term achievement.

Throughout the level, assessment formats incorporate all modalities (for details see Assessment).

Level II: Experiencing the German-speaking World

Level II courses are organized topically to familiarize students with the cultures of the German-speaking world. They place particular emphasis on the story in a German context, — personal (e.g., diary), public (e.g., journalistic writing) and literary stories (e.g., short stories). Cross-cultural comparisons between the U.S. and the German-speaking countries provide a backdrop for engagement with the German texts.

Students begin to develop self-expression across a variety of culturally and politically significant topics, thereby increasing both accuracy and fluency of comprehension and production. The themes and topics expand on those in Level I, in terms of complexity and variety (students work with selected episodes from a German television series, *Unser Lehrer Doktor Specht*); in terms of length (students read a first complete novel, *Die Geschichte von Herrn Sommer*); in terms of processing focus (a slow shift from sentence to discourse-level processing); and in terms of presumed cultural knowledge that invites a number of perspectives on a given issue. These content and language challenges — comparisons, contrasts, causality, imagination, and speculation — lay the groundwork for the historical treatment of stories and histories in Level III.

At this level, partner and group work is central to enhancing students' conversational and negotiating abilities. Students complete formal speaking and writing tasks that focus on specific topical issues and language features as exemplified in the texts.

Level III: German Stories, German Histories (last level of sequenced courses)

Level III courses are designed to give students a thorough understanding of contemporary German history (1945-present) and contemporary social issues, while improving their language use in German in all four modalities (writing, reading, speaking, listening).

The thematic and topical sequence which deals with the period 1945 to the present emphasizes personal and public stories throughout German history, while connecting oral with written narratives. Students improve their ability to narrate, compare and contrast, and establish causal relationships in speaking and writing. Through the integration of all modalities, this course promotes accuracy, fluency, and complexity in language use. The development of advanced reading and writing is considered the primary means for expanding students' language abilities at this level of instruction.

Students continue to enlarge their repertoire of strategies for processing meaning and form, develop criteria for evaluating their language performance under different conditions, and to set both short-term and long-term objectives for the improvement of their own specific abilities, knowledge, and interests. Independent and group projects are central for all these aspects of learning. Speaking ability is enhanced through class discussion, group work and panel discussions. By incorporating a range of textual sources and tasks, students have the opportunity to move from personal forms of communication to more public use of language.

Students are encouraged to take increasing responsibility for their own learning. The courses focus on a theme for an extended period, so that students encounter multiple perspectives and genres in both written and oral forms. Students acquire theme-related vocabulary through repeated use in integrated tasks. By reading independently and working collaboratively through texts, students increase their understanding of textual organization and the way German lexicogrammatical structures and patterns are used to express ideas both orally and in writing. Students become increasingly adept in shifting between personal and public forms of communication.

B. NONSEQUENCED COURSES

Level IV

A small group of courses has been designated as Level IV courses (see overview). With their focus on discourse features and textuality, all Level IV courses build upon a number of intricately interrelated and at times sequenced pedagogical tasks that raise students' awareness of and ability to use those features. These tasks focus on prominent characteristics of a range of genres in the secondary discourses of public life (monologic and interactive), textual organization according to underlying cognitive structures, the relationship of author stance and intentionality to language use, expanded lexicogrammatical patterns, and differentiated thematic vocabulary, including, as appropriate, special characteristics of literary language. Students' ability to produce high-level oral and written language is enhanced through the opportunity to practice and perform a series of previously identified subcomponents or subskills (e.g., through class activities and/or homework assignments). In both cases group feedback as well as individual feedback are essential. With written work, feedback is provided on both content and language, according to previously specified, differentiated weighting of language features that are characteristic of advanced levels of language use, and differentiated expectations with regard to accuracy. Whole class and individual feedback indicates areas in need of improvement that students attend to in their rewrites. In the course of the semester increased emphasis is placed on nuanced forms of expression through semantic fields that tend to occur in particular genres/registers/contexts; and on fixed collocations, idioms, metaphors, and the structuring impact of grammatical metaphors that reflect linguistic-cultural preferences. In this fashion the relation between linguistic code and culture is increasingly part of students' metacognitive awareness of their L2 as well as their L1 language use (for details see "[Assessment](#)").

At this level, the curriculum's overall emphasis on students' responsibility for their own learning becomes even more prominent, as students set specific individual learning goals within the course goals and objectives. The following are highly recommended practices: an initial questionnaire that reflects students' perception of their abilities at the beginning of the course; a mid-semester meeting that provides individual feedback in line with a

student's personal learning goals and allows for adjustments in pedagogical approach and instructional emphases for the whole group on the part of the teacher; and a final retrospective questionnaire and, where possible, conference.

As students progress through the curriculum their performance profiles are likely to become highly divergent even though they are appropriately enrolled in a particular course. This means that instructors and students, as a group and as individuals, need to work out a plan that allows the whole class and individual students to attain the stated global goals for the course. At the same time this individually tailored plan takes into consideration that a number of aspects of an individual student's performance need to be brought into careful balance. In general, these are background knowledge, cognitive abilities, particularly forms of academic and textual literacy, and linguistic abilities. With regard to the latter, there is strong evidence for a need to balance carefully diverse extended and focused speaking, reading, and writing tasks and to differentiate these further with regard to task complexity, task difficulty and performance conditions. It is critical to continue to work toward a balance between accuracy, fluency, and complexity of language use, something that is crucial for continued interlanguage development toward target language norms by the advanced learner.

Given the different foci of the Level IV courses, the varying profiles of each class, and of individual students in it, instructors must assure that learners do, in fact, follow a plan that is most appropriate for them and must recognize students' engagement and success toward those goals.

Level IV - *Text in Context*

This is the last course in the required sequence, highly recommended for all students, but particularly for majors. Working in depth with three topics, it is designed to help students gain a level of fluency and accuracy in German that enables them to live and study in a German-speaking country.

Referring back to the primarily contextualized, highly personal stories of Level III, it deliberately privileges public and academic forms of language, even in daily classroom interaction. For example, it makes explicit linkages between the literate forms of language use in reading and writing and prestige forms of oral expression in public life. Through this integrated text-based approach students gradually shift their language from the more congruent forms of expression that characterize oral language to the more metaphorical forms of expression in public fora, oral and written (see Halliday, 1985). They acquire differentiated vocabulary and greater grammatical accuracy, fluency, and complexity by focusing on the relationship between meaning/content and linguistic forms. They become sensitive to language use with different textual genres in different communicative situations where the participants have different communicative goals. They emulate such language use in a variety of assignments. Work inside and outside the classroom includes: textual analysis and interpretation for enhancing reading comprehension in both intensive and extensive reading; creative, journalistic, essayistic, and academic writing in a process-writing approach; and listening comprehension with diverse audiovisual materials through outlining and note taking (for details see "[Assessment](#)").

Students begin to develop the kinds of literacy abilities that are at the heart of summarizing, interpreting, critiquing, presenting and substantiating an opinion or argument, and practice these orally and in writing. Such language use is critical for study abroad as well as any other professional context in which the German language is used.

GUGD Curriculum: Genre and Narrativity

The curricular focus on content and language acquisition toward advanced levels of literacy has resulted in placing discourse (or texts in oral and written form) at the functional center of the "Developing Multiple Literacies" curriculum. This affects materials choices, preferred pedagogical approaches, preferred pedagogical tasks, and the nature of assessment. In its efforts to develop students' writing ability, the program has

replaced an additive approach from word, to phrase, to sentence, to paragraph, to coherent writing event with a functionalist approach that is shaped through the construct of genre.

Within the sequenced levels of the curriculum (Levels I - III and *Text in Context*), in particular, narratives have become a useful way for highlighting central characteristics of cohesive and coherent texts and for making learners aware of the shift in semiotic practices that accompanies the shift from telling private stories to presenting public (hi)stories.

This page provides both a general overview of that sequence and specific examples of how genres are incorporated into the curricular sequence and, through genre-based tasks, into our pedagogies.

General overview

- ***In Level I***, instruction is primarily geared to modeling short functional texts in a range of contexts, thereby acquainting students, right from the beginning, with a whole-text perspective and with various ways of reaching toward comprehending such texts and producing their own first coherent texts. Emphasis lies on the sentence and its various formal requirements.
- ***In Level II***, one form of narrativity becomes prototypical, the personal story that relies on chronological ordering. This means that various aspects of the creation of coherent and cohesive discourse will be extensively modeled, analyzed, and practiced in a range of contexts. As that basis continues to become firmer, other forms of discourse are gradually introduced, particularly in terms of their organizational patterns and their most frequent discourse markers.
- ***In Level III***, discursive behavior is extended in the following ways:
 - 1) the personal stance that prevailed in Level II is expanded into the public sphere, that is, individual events are put into larger contexts, mainly through comparison and contrast, cause and effect, the presentation of alternative proposals, and making decisions based on real or imagined choices.
 - 2) the simple narrativity of consecutive chronology is expanded and made more complex (different positions of author and actor(s) with regard to retrospective, prospective, contemporaneous, involved, distanced perspectives and different forms of engagement);
 - 3) discourses beyond the narrative are deliberately taught, to be acquired on a first level of awareness and use (e.g., comparison and contrast; description; supporting opinions, providing information cogently and persuasively; cause and effect).This expansion involves many of the previous formal characteristics, particularly as far as actor/action sequences are concerned. In those areas, greater emphasis can be placed on accuracy. In the other areas, this treatment amounts to expanding the notion of discourse, inasmuch as other ways of presenting and managing information or interaction between different actors and the author, and other forms of realizing local cohesion and global organization/coherence are gradually incorporated.
- ***Text in Context*** extends discursive behavior from the concrete into the abstract realm, focusing on the secondary *discourses of public life*, as contrasted with the primary discourses of familiarity and direct interaction that were at the heart of Levels I - III. While many of the issues that were central to Level III require continued attention, particularly as far as accuracy is concerned, *Text in Context* targets the cognitive and linguistic demands that characterize this shift from congruent to synoptic semiosis with its increasingly complex nominalized system (including expanded options for modification).

Genres across the GUGD curriculum: From primary to secondary discourses

	Level I	Level II	Level III	Level IV
Primary discourses	casual conversations (14) picture story (15) cartoon strip personal narrative (2) recipe	personal narrative journal entry	journal entry (4) personal narrative (4)	
“Blurred” discourses, including literary works and other forms of artistic expression	personal ads (many in one newspaper section) culinary show information enquiry (3) short descriptive text song rhyme (2) poem (7)	TV drama personal essay (3) autobiographical portrait short novel poem (5) song literary fairy tale (4) autobiographical account	short story (2) poem song (2) novel dramatic film (2) short story/personal narrative autobiographical account	novel poem short story (within it: formal letter/phone conversation)
Secondary discourses	service encounters (4) weather report report card information text (2) housing ads (2) traveling ads (many in 1 newspaper section) TV report statistical report (3) detective story/police report pros and cons newspaper feature article (2)	biographical chronicle artistic manifestos newspaper article (2) statistical report descriptive texts documentary film short film (intro to the city) interview magazine feature article TV report documentary (3) statistical report (5) chronicle (2) argumentative essay short opinion poll answers short lecture information text brochure encyclopedia article	film review documentary film descriptive essay historical essay interview/personal narrative historical recount historical chronicle interview (3) political appeal (3) graphs/charts slogans newspaper article news report (2) political caricature journalistic essay/report political cartoon (2) political pamphlet (2) biographical chronicle chronicle	surveys and questionnaires chronicle political speech (2) historical narrative reflective essay/personal narrative information text information text/ instructions/glossary academic comparative article editorial (3) editorial/study report formal interview information text/book introduction essay (Feuilleton)

Writing Task, Level III

Advanced German II/Intensive Advanced

Theme 4 (Germany: On the way toward a multicultural society)

Written assignment: At home in Germany? A portrait of a Vietnamese family

Task: journalistic portrait

The magazine *Deutschland* is planning a new series of articles on different immigrant groups in Germany. Because you have focused on this topic the past several weeks, you have been asked by the magazine's editors to research and then write an article about the lives of Vietnamese in Germany. The editors have also asked that you follow the structure of the first series of articles on this topic in the magazine. In other words, the portrait should consist of the following sections:

- personal portrayal of one Vietnamese family
- description of the current situation of Vietnamese in Germany. For this section you will need to refer to the official documents you have read on this topic.
- concluding comments on Vietnamese in Germany

Keep in mind that the magazine is read primarily overseas and that your article should take that into consideration..

Content:

a. The materials that your instructor made available to you about Vietnamese in Germany will serve as the basis for this assignment.

b. Read through the materials and look for relevant information that you can include in your portrait. Then, decide which family (the Ngoc family or the Tung family) you want to portray on a personal level. The public perspective will result from your reading of the newspaper articles and the informational piece. This perspective is particularly well-articulated by Mr. Pham Van Man.

c. Pay attention to the following issues for both the personal and the public portrayal:

- reason for immigrating or emigrating; time frame for immigration; length of stay
- experiences upon arrival; steps taken toward integration (e.g., language courses, help with the bureaucracy, professional training, social stewardship)
- the everyday experiences (e.g., living, communicating, education, free time activities)
- nationality; notion of *Heimat*
- contact with Germans; contact with one's own family and other Vietnamese
- future plans and hopes

Language focus:

At the discourse level

- establishment of chronology via temporal adverbs
- comparison between private and public perceptions
- linkage between different sections of the text

At the sentence level

- complex syntax (focus: position of the verb): relative clauses
- indirect discourse
- hypothetical formulations
- adjectives for describing the situation

At the word level

- vocabulary from the texts and the semantic fields
- spelling and punctuation

Writing tasks across the GUGD curriculum, Levels I-IV

Level I	Level II	Level III	Text in Context (Level IV)
informal personal introduction	feature article for newspaper	thank-you letter	personal letter
Invitation	feature article for newspaper	story	semi-personal letter
personal letter	Manifesto	story	letter to a journal editor
personal letter	letter of introduction for internship	political appeal	journalistic report
Postcard	fairy-tale	newspaper article	precis
letter to police investigator	ending to a novel	journalistic portrait	formal speech
Narrative			
Horoscope			
personal letter			

Speaking tasks across the GUGD curriculum, Levels I-IV

Level I	Level II	Level III	Text in Context (Level IV)
monologic presentation to classmates	poem	talk show	panel discussion
monologic presentation to classmates	talk show	courtroom trial	formal lecture
informal conversation with friend	description of painting as part of a museum tour	talk show	formal lecture
monologic presentation to classmates	conversation in travel agency	talk show	panel discussion
monologic presentation to classmates	re-telling of a fairy tale	courtroom trial	
informal conversation with friend	personal narrative	talk show	

Progression of Prototypical Performance Writing Tasks, Levels I-IV

Thematic focus	Textual focus	Audience	Lexicogrammatical and discourse features
Level I Issues of personal well-being and planning [„Sick in Germany“]	Narrating about personal circumstances, expressing wishes and plans	Personal and familiar	Chronological narrative structures Hypothetical structures coordination and subordination
Level II Imaginative treatment of personal relationships [Alternative Ending to the Novel „The story of Herr Sommer“]	Placing narration about personal lives into the context of a literary work, literary conventions	Personal and public	Narrative structures Description Dialogue Coordination, subordination, embedded clauses
Level III Multicultural lives in contemporary German [„At home in Germany? A Portrait of a Vietnamese Family“]	Placing personal experiences into a broader social context	Public	Lexicogrammatical realizations of comparison and contrast Coordination, subordination, embedded clauses
Level IV Germany’s role in the EU; creation of a constitution [The European Union and the United States: Comparisons and lessons´]	Making an argument about social, political, economic developments in societies	Public	Lexicogrammatical realizations of comparison and contrast, classification and laws, argumentation Coordination, subordination, embedded clauses, nominal structures: nominalizations, extended attributes

(adapted from Ryshina-Pankova, 2005)

Presentation #3:

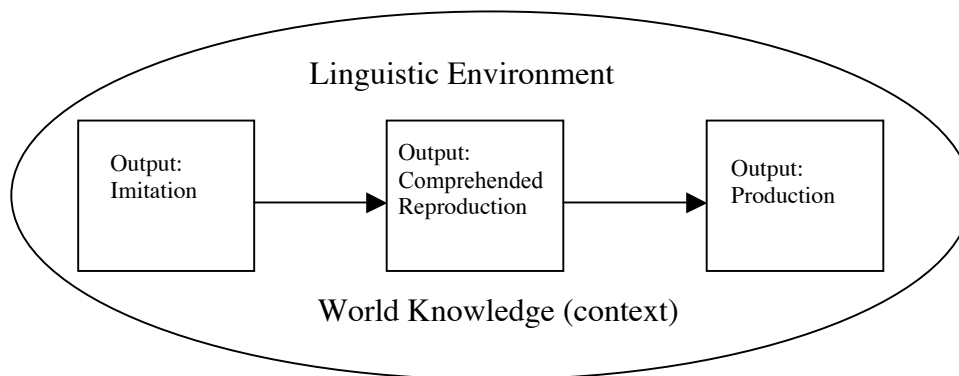
Developing vocabulary knowledge through literacy- and theme-oriented tasks

Katherine A. Sprang, Foreign Service Institute, U.S. Department of State

Dimensions of Vocabulary Development (Henriksen 1999)

- partial to precise knowledge
- depth of word knowledge
 - intensional ⇔ extensional links (members of word family, synonyms, antonyms)
 - e.g., relationship between meander, stroll, walk, march, jog, run
- receptive ⇔ productive
 - comprehend, define, translate - receptive knowledge
 - recall for production that is appropriate semantically, pragmatically, and syntactically – productive knowledge

Phases in productive vocabulary knowledge (Melka 1997)



Presentation #4:

The linked opportunities of genre-based tasks: Revisiting educational outcomes assessment

Cori Crane, University of Illinois, Urbana-Champaign

- I. Comparing L2 writing profiles from beginning to more advanced levels
 1. Beginning German (Level I): Personal Letter
 2. Low-Advanced German (Level III): Manifesto
 3. Advanced German (Level IV): Précis
- II. Expanding notions of task for adult, instructed L2 learning
 - Considering advanced L2 levels and literacy development
- III. The role of text and task within the GUGD curriculum
 - Text as “real-world” criterion for task-based teaching and assessment
 - Factors that place *text* in central position: (1) literacy orientation; (2) awareness of curricular concerns that identify L2 learning as longitudinal; (3) developing pedagogical trends within curriculum
 - Defining characteristics of writing tasks in GUGD:
 1. Explicit guidelines that relate to clearly-defined assessment criteria;
 2. Instruction supports the completion of tasks, with much scaffolding
 3. Planning time crucial aspect of task; great amount of preparation on the part of students is expected
 4. Tasks rooted in an understanding of how texts are created, with genre knowledge informing successful link between language use, content knowledge, and communicative purpose
- IV. The role of genre in task design
 - Definitions of *genre* (e.g., Martin 1985)
 - Schematic structure/textual moves
 - Provides learners with initial framework for fulfilling genre expectations;
 - Strengthens learners’ awareness of discourse-level features;
 - Emphasizes importance of planning;
 - Provides instructors with means for assessing language use
 - Register variables: field, tenor, mode
 - Encourages learners to negotiate choice and convention in language use;
 - Strengthens learners’ awareness of inseparability of form and meaning;
 - Encourages learners to challenge themselves cognitively and engage with material intellectually;
 - Provides instructors with basis for expected lexico-grammatical forms
- V. Description of writing task guidelines
 - Tripartite structure: (1) Task appropriateness; (2) Content; (3) Language Focus
 - Illustrations of task design: from beginning to advanced L2 levels
 - Evaluating writing performance

Student Text A:
Level I (Beginning German II) – Personal Letter

Lieber Hans,

na, wie geht's? Ich habe Gute Nachrichten und schlechte Nachrichten. Ich flog nach Frankfurt, nach einem kurzen Aufenthalt in London. Der Flug war gut, aber mein Magen war die ganze Zeit voller Schmerzen. Am Abend davor habe tat mir meinen Magen furchtbar weh. Nach einer Nacht im Hotel waren die Schmerzen noch schlechter. Dann bin ich ins Krankenhaus gegangen. Ich bin mit akuter Appendizitis ins Krankenhaus eingewiesen. Ich habe mir dem Blinddarm aussehneiden lassen.

Ich fühle mich bereits besser. Aber die Ärzten möchten, dass ich für einige Tage im Krankenhaus bleibe. Ich muss mich ausruhen und ich darf nicht für eine Woche reisen. Ich bin traurig. Wir müssen unsere Pläne ändern, weil wir weniger Zeit haben werden.

Ich denke, dass du noch nach Frankfurt kommen sollst. Wenn ich im Krankenhaus bleiben muss, kannst du in meinem Hotelzimmer bleiben. Weißt du, wo das Hotel bzw. Krankenhaus ist? Mein Hotel ist gegenüber vom Bahnhof. Es liegt auf der rechten Seite der Straße. Das Krankenhaus ist neben dem Rathaus. Vom Hotel fährst du die March Straße entlang. Du gehst an den Fluß vorbei. Du fährst bis zur Fußgängerzone und biegst links ab. Das Krankenhaus liegt auf der linken Seite der Straße.

Nachdem ich aus dem Krankenhaus entlaßt werde, werden wir neue Pläne machen. Was denkst du? Ich möchte unsere Reise noch machen. Ich denke, wir sollen mit dem zweiten Teil unserer Reise anfangen. Wir brauchen nicht nach Marburg farhen. Ich möchte nie nach Marburg gehen. Ich höre, dass es dort nicht schön ist. Wir brauchen noch nach der Schwarzwald gehen. Ich möchte im Schwarzwald laufen. Ich höre, dass er dort schön ist. Und möchte ich nach Stuttgart fahren. Ich will viel deutsche Bier und Essen trinken und essen.

Was denkst du? Weißt du, wo du möchtest gehen? Du kannst mich schreiben oder anrufen. Meine Telefonnummer ist im Krankenhaus 202-XXX-XXXX. Und Meine elektronische Post Briefaufschrift ist XX@georgetown.edu. Ich freue mich, du wiederzuseht. Ich erwarte deinen Antwort.

Alles Liebe,
[Name]

Targeted Language Features in Writing Task:

- Temporal adverbs to present the chronology of your situation
- Correct tense forms (future, present, perfect/preterite) that also help to make the chronology clear
- Modal verbs to express your plans and wishes
- Reflexive verbs to describe your feelings and your treatment in the hospital
- Verb positions in main and dependent clauses
- Prepositions, especially two-way prepositions (e.g., *in das Kino* vs. *in dem Kino*)
- Relevant vocabulary pertaining to the topics of travel and sickness

Student Text A – Translated from German
Level I (Beginning German II) – Personal Letter

Dear Hans,

Well, how are you? I have Good news and bad news. I flew to Frankfurt, after a short stay in London. The flight was good, but my stomach was full of pain the whole time. On the night before had my stomach hurt terribly bad. After a night in the hotel, the pains were even worse. Then, I went to the hospital. I'm hospitalized with acute appendicitis. I had my appendix excised.

I already feel better. But the doctors would like me to stay for a few days in the hospital. I have to rest and I'm not allowed to travel for a week. I'm sad. We have to change our plans since we'll have less time.

I think that you should come to Frankfurt. If I have to stay in the hospital, you can stay in my hotel room. Do you know where the hotel or hospital is? My hotel is across from the train station. It's located on the right side of the street. The hospital is next to the town hall. From the hotel, you drive along the March Street. You go along the river. You drive till the pedestrian zone and turn left. The hospital is located on the left side of the street.

After I'm let out of the hospital, we'll make new plans. What do you think? I would like to still take our trip. I think we should begin with the second part of our trip. We don't need to travel to Marburg. I never ever want to go to Marburg. I hear that it's not pretty there. We still need to go to the Black Forest. I'd like to go walking within the Black Forest. I hear that it is pretty there. And I'd like to travel to Stuttgart. I want to drink and eat a lot of German beer and food.

What do you think? Do you know where you want to go? You can write or call me. My phone number is in the hospital 202-XXX-XXXX. And My electronic mail address is XX@georgetown.edu. I look forward you to see again. I await your response.

Much love,
[Name]

Student Text B:
Level III (Advanced German II) – Manifesto

Für Unsere Mägen
25. August 2003

Freunde, Mitstudenten!

Unsere Gesundheit steckt in einer tiefen Krise. Täglich sind wir, als Studenten an der Georgetown Universität, abhängig von schrecklichen Essenzuständen in der New South Mensa. Nicht nur das, aber wir müssen lächerliche hohe Preise für uneßbares Essen bezahlen! Dann essen wir in einem schmutzigen und unhygienischen Eßsaal. Jedes Jahr geben wir vierzig tausend Dollar für den Unterricht aus, und wir werden gezwungen Pizza, Hamburger, Pommes-Frites und andere ungesunde Nahrungsmittel zu essen. Jeden Tag haben Studenten Hunger, weil sie nichts essen können.

Entweder:

Die Studenten an der Georgetown Universität sollen ihre Mahlzeitpläne annullieren, bis das Essen sich verbessert, weil wir ein Recht auf besseres Essen haben. Wir werden die Mensa boykottieren! Dann können wir „take-out“ Essen bestellen, zum Beispiel Wisemillers und Philadelphia Cheesesteak Factory, weil es weniger als New South kostet und besser schmeckt. Auch können wir mehr in den Studentenwohnheim kochen. Schließlich müssen wir außerhalb des Büros des Dekans protestieren. Wenn wir zusammen arbeiten, können wir unser Ziel erreichen.

Oder:

Wir müssen durch die starken Zeiten und unzumutbare Bedingungen vor uns dulden. Jeden Tag werden wir das gleiche ohne Auswahl essen. Jeden Tag werden wir in langen Schlangen für schreckliches Essen warten. Es ist vollständig verrückt und absurd! Ohne eure Unterstützung ändert sich nichts! So tut doch etwas! Noch haben wir die Chance, unsere Situation zu verbessern!

Laßt uns den ersten Weg gehen! Noch haben wir die Chance, Maßnahmen zu ergreifen. Noch mußten wir zurück kämpfen! Wir haben die Macht, den Personal zu überzeugen und unsere Situation zu verbessern. Dann werden wir bessere und gesündere Nahrung zu essen haben. Alle Studenten, die meine Hoffnung und meine Sorge teilen, rufe ich auf. Kein Hunger mehr auf dem Georgetown Universität Campus!

[Name]

Targeted Language Features in Writing Task:

- Rhetorical features: describing, justifying, convincing, appealing
- Complex syntax (focus on correct verb position):
 - Relative clauses to describe
 - Temporal clauses
 - Dependent clauses to justify/explain (i.e., “because”)
- Adjectives to describe (focus on adjective endings)
- Imperative sentences to appeal to listeners
- Rhetorical tools typical for genre (i.e., creation of a “we”-feeling; parallel sentences; vocabulary to stress urgency; direct forms of address; direct demands; strong positively- and negatively-connotated words)

Student Text B – *Translated from German*
Level III (Advanced German II) – Manifesto

For our stomachs
August 25, 2003

Friends, fellow students!

Our health is stuck in a deep crisis. Daily, we, as students at Georgetown University, are dependent on awful eating conditions at New South Cafeteria. Not only that, but we have to pay ridiculously high prices for inedible food. Then we eat in a dirty unhygienic place. Each year, we give forty thousand dollars to the university and we are forced to eat pizza, hamburgers, French fries and other unhealthy foods. Every day, the students are hungry, because they cannot eat anything. Still we have a chance to take measures! Still we must fight back.

Either:

The students at Georgetown University must annul their meal plans until the food improves, because we have the right to eat a better diet. We will boycott the cafeteria! Then we can order take-out food, since it costs less as New South and tastes better, for instance Wisemillers und Philadelphia Cheesesteak Factory. We can also cook more in the dorms. Finally, we can protest in front of the dean's office. If we work together, we can achieve our goal.

Or:

We have to tolerate (to suffer through) hard times and unacceptable conditions. Every day, we will get the same food with no variety. Every day we will wait in long lines to get an awful meal. It is totally crazy and absurd! Without your support, nothing will change. So, do something. We still have a chance to change our situation.

Let us take the first path! We have the power to convince the personnel to improve our situation. Then we will have a better and healthier diet. To all students who share my hope and concern I appeal. No more hunger on Georgetown University Campus!

[Name]

Student Text C:
Level IV (“Text in Context”) – Précis

10/22/01

“Cash on Campus”

Bei diesem Text handelt es sich um einen Vergleich der amerikanischen öffentlichen Hochschulen mit den amerikanischen privaten Hochschulen. Zusammen mit diesem Hauptthema erörtert der Autor auch einen Vergleich der amerikanischen öffentlichen Universitäten mit den deutschen Universitäten, in dem er das deutsche System kritisiert. Er nennt drei grosse Bereiche: Gebühren, Auswahl, und Konkurrenz, in dem die privaten und die öffentlichen Universitäten sich unterscheiden. Der Autor vertritt die Meinung, dass dieses Dreifach-Prinzip in dem amerikanischen Hochschulsystem herrscht und obwohl es im Deutschland nicht herrscht, soll es.

Der Autor beginnt seine Darstellung mit einer Einführung, indem er erklärt, dass die privaten Elite-Universitäten in Amerika nicht mit den deutschen Hochschulen vergleichbar sind. Dann er gibt einige Statistiken über Harvard und Michigan State University. Er sucht zu beweisen, dass amerikanische öffentliche Universitäten wie MSU ähnlicher als den deutschen Hochschulen sind.

Dann beschreibt der Autor in drei großen Teilen jede den drei Aspekte des Dreifach-Prinzips. Er betont die Wichtigkeit den Gebühren, weil sie die Studenten ermutigen, ihr Studium nicht zu lang aus zu nehmen. Die Studenten können finanzielle Hilfe vom Staat und der Universität bekommen und so die Studenten von bescheidener finanzieller Mittel bei der Bewerbung nicht zögern sollen. Zusätzlich hat Michigan State University das Kellogg-Center, für wem die Studenten arbeiten und Geld verdienen können. Der Autor denkt, dass dieses Kellogg-Center ein Gewinn für die Universität ist.

Nachdem er das Thema der Gebühren hinreichend ausführlich behandelt hat, wendet er sich die Auswahl zu. Der Autor erwähnt, dass der Zugang zu Harvards schwerer ist als der zur MSU. Im Vergleich zu deutschen Universitäten haben amerikanischen Hochschulen gar nicht die Nonchalance gegenüber den Immatrikulierten. Dann macht er das amerikanische System der MSU für Förderungen der Abschlussfeier klar. Der Provost der MSU sagte, dass Harvard sucht sich die Gewinner aus aber wir machen sie, weil reinkommen leicht und drinbleiben schwerer ist.

Jetzt wendet er sich zur Konkurrenz, seinem dritten Punkt. Er zeigt, dass Konkurrenz zwischen vier wichtigen Bereichen verteilt; die besten Studenten, die besten Professorren, die meisten Ressourcen, und Standing. MSU will die Leistung und die Exzellenz, und die Differenzierung und die Konkurrenz unterstützen und versucht die diese gegenläufigen Prinzipien in Einklang zu bringen. Er benutzt eine Anekdote von McPherson um die Bedeutung der Konkurrenz zu beschreiben.

Abschliessend gibt er seine Auslegung des Präsident der MSU, der keine Magnifizenz ist. Er beschreibt, wie der Präsident von einem Board aus acht Mitgliedern gewählt wurde und, dass er ein Wirtschaftsmann war. Er deutet an, dass dieser Weg besser als das deutsche System ist.

Der Artikel verdeutlicht den Vergleich zwischen den drei Hochschulsystemen, und zeigt, dass die deutschen Hochschule zwar mit den amerikanischen öffentlichen Universitäten vergleichbar sind, dass sie nicht ähnlich sind. Indem der Autor die deutschen Hochschulen kritisiert, zeigt er, dass die MSU für die Studenten mehr sorgt und persönlicher als die deutschen Massenuniversitäten ist. Obwohl er nicht sagt, dass eine deutsche Hochschulreform notwendig ist, deutet er sie an.

Targeted Language Features in Writing Task:

- Phrases that define focus (e.g., *the author presents, explains, ...*)
- Phrases that display the text’s logic and its communicative goals (e.g., *the text addresses the topic by contrasting/comparing x with y*)
- Phrases that address implications (e.g., *of special interest to me is the fact that...*)
- Use of different expressions that incorporate the voice and rhetorical manner of the author; see hand-out “Talking about a Text”
- Sophisticated use of different syntactic structures: Main and dependent clauses, nominalizations and verbalizations, modifiers through relative clauses or adjectives, complex clauses alternated with less complex, but more striking short sentences

Student Text C – Translated from German
Level IV (“Text in Context”) – Précis

10/22/01

“Cash on Campus”

This text presents a comparison of American public universities with American private universities. Together with this main topic, the author discusses a comparison also of American (public) and German universities, and criticizes the German system in so doing. He identifies three big areas, in which the private universities differ from the public ones: fees (tuition), selection and competition. The author is of the opinion that this tripartite principle reigns in the American college system, and although it does not prevail in Germany, it should.

The author begins his account with an introduction in which he explains that the private, elite universities in America are not comparable to the German universities. Next, he provides a few statistics about Harvard and Michigan State University. He strives to prove that American public universities like MSU are more similar to the German universities.

Then, the author describes in three large sections each of the three aspects of the tripartite-principle. He stresses the importance of tuition fees, as they encourage the students to not fleece away their education. The students can receive financial assistance from the state and the university, and so the students of modest financial means should not hesitate to apply (for such assistance). Additionally, Michigan State University has the Kellogg-Center, through which the students can work and earn money. The author thinks that this Kellogg-Center is an asset for the university.

After he sufficiently discusses the topic of tuition fees in detail, he turns to the (topic of) selection. The author mentions that access to Harvard is harder than that to MSU. In comparison to German universities, American universities do not have (display) nonchalance towards the enrolled (students). Next, he clarifies the American system of MSU in promoting graduation classes. The provost of MSU said that Harvard picks out the winners, but we make them, since getting in is easy and staying in harder.

Now he turns to the (topic of) competition, his third point. He shows that competition is divided between four important areas: the best students, the best professors, the most resources and ranking. MSU wants to support the achievement and excellence, and the differentiation and competition and attempts to reconcile these opposing principles. He uses an anecdote from McPherson to describe the importance of competition.

Finally, he provides his interpretation of the president of MSU, who is no *Magnificence*. He describes how the president was selected from a board of eight members and that he was a businessman. He implies that this path is better than the German system.

The article illustrates the comparison between the three university systems and shows that the German universities are indeed comparable to the American public universities, (and) that they are not similar. By criticizing the German universities, the author shows that the MSU is more concerned for the students and is more personal than the German mass-universities. Although he does not say that a reform of the German university system is necessary, he implies this.

- Active and passive voice constructions and their variation within a text
- Careful observance of clause connectors, i.e., coherence- and cohesion-related phenomena
- Vocabulary pertaining to education and reform, and from summarized text
- Complex main and dependent clauses and variation thereof, e.g., relative clauses
- Use of differentiated collocations from semantic fields like “Education,” “Reform,” etc.
- Incorporation of evaluative adverbs, e.g., *exceptionally, naturally, surprisingly, once again, indeed, hardly*

Level I: Contemporary Germany
Kapitel 12: Modernes Leben in Familie und Gesellschaft

Krank in Deutschland!

Aufgabe: Brief an eine/n Freund/in

Der Sommer ist endlich da, und Sie reisen jetzt nach Deutschland, um eine Rundreise durch Deutschland zu machen und danach eine/n Freund/in in München zu besuchen. Als Sie aber in Frankfurt ankommen, fühlen Sie sich nicht wohl und müssen sofort ins Krankenhaus. Sie müssen also Ihre ganze Reise neu planen und Ihrer/Ihrem Freund/in jetzt Bescheid sagen, wie Ihre neuen Reisepläne aussehen. Schreiben Sie Ihrer/Ihrem Freund/in jetzt einen Brief, der die folgenden Teile enthält:

- eine Einleitung, in der Sie Ihre Krankheit erklären
- eine Diskussion Ihrer alten und jetzt neuen Reisepläne
- einen Schlussteil, in dem Sie vorschlagen, wie Ihr/e Freund/in Sie erreichen kann und wie Sie sich mit ihm/ihr treffen können

Wie in den anderen Briefen, die Sie schon geschrieben haben, achten Sie auch auf die typischen Merkmale eines Briefes (Datum/Ort, Anrede, Schlussformel). Da Sie an eine/n Freund/in schreiben, sollte der Brief informell sein.

Inhalt

Für die einzelnen Teile des Briefes sind folgende Fragen zu berücksichtigen:

- Was fehlt Ihnen? Was tun die Ärzte dagegen? Wie finden Sie das Krankenhaus? Wie verbringen Sie Ihre Tage dort?
- Was für Reisepläne hatten Sie? Wohin wollten Sie fahren? Warum dorthin?
- Was haben Sie jetzt vor? Wohin möchten Sie noch fahren? Wie? Wie lange?
- Wie und wo können Sie sich jetzt mit Ihrem/Ihrer Freund/in treffen? Immer noch in München oder irgendwo anders?
- Wie sind Sie zu erreichen? telefonisch? schriftlich? elektronisch?

Sprachliche Schwerpunkte

- Zeitadverbien, um die Chronologie Ihrer Situation zu präsentieren
- korrekte Zeitform (Futur, Präsens, Perfekt/Präteritum), die die Chronologie auch klar macht
- Modalverben, um Ihre Pläne und Wünsche auszudrücken
- reflexive Verben, um Ihre Gefühle und Ihre Behandlung im Krankenhaus zu beschreiben
- Verbposition in Haupt- und Nebensätzen
- Präpositionen, besonders Wechselpräpositionen (*in das Kino* vs. *in dem Kino*)
- relevantes Vokabular zu den Themen Gesundheit, Reisen
- Rechtschreibung, Großschreibung, Kommasetzung

Schreibprozess: Aufsatz fällig am _____ und Revision;

Länge: 1-1.5 Seiten, doppelzeilig, mit getippten Umlauten

Benotungskriterien:

Die Kategorien Aufgabe, Inhalt und sprachlicher Fokus werden äquivalent gewichtet. Die Gesamtnote ergibt sich aus den Teilnoten. In der revidierten Version können Sie Ihre Note um maximal 2 “Stufen” verbessern (sehr gute Korrektur: Verbesserung um 2 Stufen; gute Korrektur: 1 Stufe, mittelmäßige bis schwache Korrektur: keine Verbesserung der Note).

Level III: German Stories, German Histories

Thema 3, Topic 1: Rückblick und “Ostalgie”

Aufruf

Aufgabe: Aufruf

Als engagierte/r Student/in und Bürger/in sind Sie über aktuelle Themen und Probleme sowohl an der Georgetown University als auch in der Welt gut informiert. Momentan sind Sie an einem Thema/Problem besonders aktiv interessiert und darin involviert. Sie schreiben zu diesem Thema einen **Aufruf**, den Sie öffentlich vortragen und danach auch publizieren wollen. Ihr Aufruf enthält die folgenden Teile:

- einen ansprechenden Titel,
- eine Beschreibung des Problems,
- einen oder mehrere Vorschläge zur Lösung und
- einen Appell zum konkreten Handeln.

Ziel Ihres Aufrufes ist es, die Zuhörer und Leser zum Handeln zu bewegen. Der Stil Ihres Aufrufs (formell, informell) ist abhängig von der Personengruppe, die Sie erreichen wollen.

Inhalt

Als Basis für diese Aufgabe dienen die Aufrufe, die wir im Unterricht bearbeitet haben (“Für unser Land” und Aufruf von Stefan Heym). Besonders relevant an den Modelltexten sind die Organisationsstruktur und die rhetorischen Mittel.

Folgende Punkte sollen in Ihrem Aufruf enthalten sein:

- Sie bestimmen das Thema des Aufrufs, es kann (welt)politisch sein oder mit dem Leben an der Georgetown University zu tun haben
- die angesprochene Personengruppe und Ihr Verhältnis zu dieser Gruppe muss klar erkennbar sein
- Ort und Datum, an dem Sie den Aufruf mündlich vortragen
- Beschreibung des Problems mit Informationen über Gründe und Effekt des Problems
- Vorschlag oder Vorschläge zur Lösung des Problems, z. B. durch die Präsentation von Alternativen oder Kontrasten
- Appell zum konkreten Handeln – Was sollen die Leser/Zuhörer tun?
- Unterzeichner: individuell oder als fiktive Gruppe

Sprachlicher Fokus

Diskursebene: beschreiben, begründen, überzeugen, aufrufen

Satzebene: komplexe Syntax (Fokus auf korrekte Verbposition):

- Relativsätze zur Beschreibung
- Temporalsätze zur zeitlichen Bestimmung
- Nebensätze zur Begründung (z.B. “weil”)

Gebrauch von Adjektiven zur Beschreibung (Fokus: Adjektivendungen)

Imperativsätze zum Appell an Zuhörer

Wortebene: relevantes Vokabular zum gewählten Thema

Gebrauch von rhetorischen Mitteln, die typisch für einen Aufruf sind

Schreibprozess: Vorbereitungsblatt, Aufsatz und Revision; erste Fassung ist am _____ fällig; Endfassung ist am _____ fällig; Länge: 1.5 - 2 Seiten, doppelzeilig, mit getippten Umlauten

Benotungskriterien:

Die Kategorien Aufgabe, Inhalt und sprachlicher Schwerpunkt werden äquivalent gewichtet. Die Gesamtnote ergibt sich aus den Teilnoten. In der revidierten Version können Sie Ihre Note um maximal 2 “Stufen” verbessern (sehr gute Korrektur: Verbesserung um 2 Stufen; gute Korrektur: 1 Stufe, mittelmäßige bis schwache Korrektur: keine Verbesserung der Note).

Text in Context

Unterrichtseinheit II: Das Hochschulwesen in deutschsprachigen Ländern

Schreibaufgabe 4: Erstellung eines Précis

Aufgabe: Précis

Diese Unterrichtseinheit strebt ein differenzierteres Verständnis Ihrerseits hinsichtlich der Bemühungen um eine Hochschulreform im deutschsprachigen Raum an. Da wir uns zunehmend mit abstrakten Texten beschäftigen, die vor allem Argumente im öffentlichen Leben darlegen, ist es wichtig, die Vielstimmigkeit von im Text vertretenen Meinungen zu erfassen, angefangen mit der Einstellung des Autors bis hin zu den Meinungen verschiedener Parteien, die im Text direkt oder indirekt “zu Wort kommen”. Das Genre, das diese Vielstimmigkeit besonders zum Ausdruck bringt, indem es obendrein Ihre eigene Stimme als Autor /Autorin mit einbezieht, ist DAS PRÉCIS.

Was ist ein Précis, und wie unterscheidet sich diese Textart von einer Zusammenfassung?

Ein Précis rekonstruiert die rhetorische Angangsweise eines Textes, sowohl von der inhaltlichen als auch von der sprachlichen Seite. Es wiederholt also nicht einfach die “Fakten” eines Textes, sondern setzt sie in Bezug auf die Organisation des Textes (das heißt die Anordnung der Hauptargumente) und ihre Evaluierung seitens verschiedener Personen. Dies erreicht es dadurch, dass es die Struktur des textlichen Arguments freilegt, innerhalb derer die Inhalte des Textes ihre Bedeutung und auch ihre Wichtigkeit erhalten. Es will also in Kurzform die eigentliche Mitteilung eines Textes erfassen.

Inhalt

Organisatorisch hat ein Précis drei große Teile:

- a) eine übergreifende Aussage zu dem gesamten Text;
- b) eine Erfassung der rhetorisch-argumentativen Strukturen und innerhalb dieser Strukturen der Inhalte des Textes;
- c) Ihre persönliche Einstellung/Haltung/Meinung; wiederum zum einen hinsichtlich der dargestellten Inhalte des Textes, ganz besonders im Zusammenhang mit den Kenntnissen, die Sie in der Unterrichtseinheit erworben haben, und zum anderen hinsichtlich des rhetorischen Ansatzes, den der Autor gewählt hat.

In diesen drei Teilen bringen Sie also sowohl den Inhalt als auch den rhetorischen Ansatz des Textes zum Ausdruck. Wie diese beiden Zielsetzungen ineinander verschmelzen, können Sie in dem Modell-Précis nachvollziehen.

ad a): Hier geht es, wie gesagt, um die zentrale Aussage, die Sie dem Text entnehmen. Dementsprechend behandeln Sie hier kurz den Kontext, die Problemkreise, Institutionen oder Systeme, Begebenheiten und Entwicklungen, Anliegen einer Gruppe oder aufeinandertreffende Haltungen verschiedener Gruppen, die im Mittelpunkt des Textes stehen. Das sollte in einem Abschnitt in etwa zwei bis vier Sätzen möglich sein.

ad b): Hier behandeln Sie zunächst, wie der Text seine Information organisiert. Möglichkeiten sind Vergleich und Kontrast, Herstellung von Verbindungen und Kausalität, Problemstellung und Lösung. Dann verfolgen Sie, wie der Autor/die Autorin große Unterpunkte angeordnet hat und welche Hauptargumente jeweils vorgetragen werden. Wichtig ist in jedem Fall, dass Sie nicht so sehr Textpassagen (re-)zitieren, sondern dass Sie die Position des Autors zu den im Text gemachten Aussagen durchklingen lassen. Sie interpretieren also, mit einer gewissen Distanz, wie der Autor/die Autorin selbst diesen bestimmten Schreibanlass geformt hat.

ad c): Im dritten Teil Ihres Précis erwägen Sie die Implikationen der im Text geäußerten Aussagen, wobei zwei Aspekte genauer untersucht werden müssen. Erstens sollten Sie sich überlegen, welche Konsequenzen die vom Autor gewählte Darstellungsform des Themas für das Verständnis des Themas hat. Es kann zum Beispiel sein, dass man dasselbe Phänomen auch anders hätte darstellen können. Zweitens sollten Sie behandeln, was Sie als Fazit des Lesens erachten. Hier weisen Sie auf Ihre persönliche Auseinandersetzung mit dem Text hin: Was entnehmen **Sie** dem Text? Welche größeren **Zusammenhänge** sehen Sie? Was wollen Sie schließlich **als Bereicherung Ihres Denkens zurückbehalten**?

Sprachlicher Schwerpunkt

A. Auf der Diskursebene

Um den Fokus des Textes zu erläutern, können Sie Ausdrücke wie die folgenden verwenden:

der Autor (der Text) stellt dar, erklärt, bespricht, ...

Es handelt sich bei dem Text um eine Darstellung von ...

Der Text bietet zusätzliche Information zu , behandelt das Thema + Nomen im Genitiv (z.B., der Reformbestrebungen im deutschen Bildungssystem)

Bei der Darlegung der Logik des Textes und seiner Zielsetzungen könnte man so formulieren:

*Der Text behandelt das Thema, indem er x y gegenüberstellt
x und y miteinander vergleicht
Er sieht x als Folge von y
Indem der Text x darstellt, interpretiert er y als ...
Die Autorin stellt in den Mittelpunkt und behandelt danach*

Mögliche Ausdrücke, die bei der Besprechung von Implikationen auftreten können, wären:

*Indem der Autor x mit z vergleicht, ... gibt er zu verstehen, betrachtet/interpretiert er x als y
Für mich ergibt sich daraus, ich ersehe daraus, das bedeutet für mich ...
Ich finde von besonderem Interesse die Tatsache, dass ... Im Vergleich zur amerikanischen Situation scheint hier
....*

B. Auf der Satzebene

Verwendung verschiedener Ausdrücke, die die Stimme und das rhetorische Verhalten des Autors einbeziehen, siehe Handout "Über einen Text sprechen"

Geschickte Verwendung verschiedener syntaktischer Strukturen: Haupt- und Nebensätze, Nominalisierungen und Verbalisierungen, Modifikationen mit Relativsätzen oder mit Adjektiven. Komplexe Sätze im Wechsel mit weniger komplexen, aber eindrucksvollen kurzen Sätzen.

Aktiv - und Passivkonstruktionen und ihre Variation in einem Text.

Genaues Beachten von Satzverbindungen, also Phänomene von Kohärenz und Kohäsion.

Beachten der "Lieblingsfehler", z.B. SV-Inkongruenz, Verbformen, Präpositionen, Adjektivendungen, Wortstellung.

C. Auf der lexikogrammatischen Ebene

Verwendung differenzierter Kollokationen aus Wortfeldern wie "Ausbildung", "Reform", usw.

Einbeziehung von evaluierenden Adverbien, z. B. (*ganz*) *besonders, natürlich, überraschenderweise, immer wieder, allerdings, kaum,*

Sprachkonventionen

Kommasetzung; Rechtschreibung; Groß- und Kleinschreibung; getippte Umlaute

Schreibprozess

Sie erstellen eine gut durchdachte Textmatrix und reichen diese mit ein.

Sie konsultieren Ihre Handouts, z. B. "Über einen Text sprechen" und andere Handouts, die sich besonders auf Kollokationen und semantische Felder beziehen.

Sie schreiben eine erste Fassung, die korrigiert wird. Diese Fassung sollten Sie in mehreren Sitzungen erstellen.

Wichtig: Diese Fassung muss mit doppeltem Zeilenabstand geschrieben sein und darf nicht länger als zwei Seiten lang sein.

Nach meiner Korrektur schreiben Sie eine endgültige Fassung, die einzeilig ist und dann etwa eine Seite lang ist.

Länge: Zwei Seiten doppelzeilig im Entwurf, etwa eine Seite einzeilig in der endgültigen Version.

Abgabe: Händigen Sie das Précis in Hardcopy- Form ein und schicken Sie eine elektronische Version im Datei Anhang. Abgabetermin: _____.

Benotungskriterien:

Die Kategorien Aufgabe, Inhalt und sprachlicher Schwerpunkt werden äquivalent gewichtet. Die Gesamtnote ergibt sich aus den Teilnoten. In der revidierten Version können Sie Ihre Note um maximal 2 "Stufen" verbessern (sehr gute Korrektur: Verbesserung um 2 Stufen; gute Korrektur: 1 Stufe, mittelmäßige bis schwache Korrektur: keine Verbesserung der Note).

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